

Behavior Contract

Overview:

- AKA – Contingency contract
- Represents a **negotiated** agreement between a student and authority figures
 - Bringing the child to the table to broker a deal
- Specifies the contingencies under which each party must act
- Components of behavioral contract:
 - Description of expected behaviors
 - Goal statement
 - List of rewards to earn for meeting goals
 - Discipline for continuing to engage in problem behavior
 - Signatures
- Who should attend the meeting:
 - Parent(s), teacher, behavioral specialist, counselor, administrator

Effective Behavior Contract	Ineffective Behavior Contract
<ul style="list-style-type: none"> • Negotiated agreement • Describes what the student should do • Provides a goal statement • Outlines what the student will earn as a reward for meeting goal • Teacher uses contract to precorrect and prompt behavior 	<ul style="list-style-type: none"> • Non-negotiated • Describes what the student is doing wrong • Provides no goal statement • Outlines how the student will be punished if problem behavior continues • No other adult follow through with the contract

Steps to a successful Behavior Contract Meeting:

- Step 1:** Introductions and description of the meaning of a contract
- Step 2:** Make it a **big deal** and describe what a contract is so the student has a concept of what a contract is
- Step 3:** Describe the student's inappropriate behaviors
- Step 4:** Describe the alternative appropriate behaviors you expect to see in a goal statement
- Step 5:** Select a date to reconvene and review the student's progress toward goal
- Step 6:** Have the student identify reinforcers that would motivate him to do well
- Step 7:** Have all attendees sign the contract
- Step 8:** Give everyone a copy of the contract
- Step 9:** *Work with the teacher to use precorrection and prompts*

Empirical Support:

Miller, D.L., & Kelley, M.L. (1994). The use of goal setting and contingency contracting for improving children's homework performance. *Journal of Applied Behavior Analysis, 27*, 73-84.

Allen, L.J., Howard, V.F., Sweeney, W.J., & McLaughlin, T.F. (1993). Use of contingency contracting to increase on-task behavior with primary students. *Psychological Reports, 72*, 905-906.

Mruzek, D.W., Cohen, C., & Smith, T. (2007) Contingency contracting with students with autism spectrum disorders in a public school setting. *Journal of Developmental and Physical Disabilities, 19*, 103-114.

De Martini-Scully, D., Bray, M.A., & Kehle, T.J. (2000). A packaged intervention to reduce disruptive behavior in general education students. *Psychology in the Schools, 37*, 149-156.

Beidel, D.C., Turner, S.M., Taylor-Ferreira, J.C. (1999). Teaching study skills and test-taking strategies to elementary school students: The Testbusters program. *Behavior Modification, 23*, 630-646.

Behavioral Contract

*This contract is to serve as an agreement between _____
(student's name) and the staff at _____ School.*

GOALS:

If the above goals are met by _____, then _____ will
be rewarded with one of the choices from the attached reward menu.

Signatures:

Student: _____ Parent: _____

Staff Member: _____ Staff Member: _____

Staff Member: _____ Staff Member: _____

Date: _____

Rewards: _____

CONTRACT

Student: _____ Parent(s): _____
Case Manger: _____ Teacher: _____
Effective dates: _____ to _____

GOALS

Long term: _____
Short term: _____

Responsibility—If I...

Then...Privileges

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| 2. | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| 3. | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |

Bonus if I: _____

Penalties if I: _____

Data to Support Achievement or Problems: _____

Comments by Student and Case Manager: _____

Signed: _____ Date: _____ Signed: _____ Date: _____

Signed: _____ Date: _____ Signed: _____ Date: _____

This contract will be reviewed how often: (dates) _____

CONTRACT For: _____

Date: _____

TASK

REWARD

Who does: _____

Who rewards: _____

What: _____

What: _____

When: _____

When: _____

How Well: _____

How Much: _____

Comments:

Comments:

Bonus: _____

Penalties?: _____

Review dates and location of data supporting achievement: _____

→ Sign Here: _____

Date: _____

→ Sign Here: _____

Date: _____

Dates of Successes

Comments:

Dates of Problems

Comments:

CHECKLIST: FOR ALL BEHAVIOR CONTRACTS

The Contract:

- _____ 1. Is the behavior clearly specified?
- _____ 2. Does the contract call for and reward accomplishment rather than obedience per se?
- _____ 3. Does it ask for small approximations to the desired behavior?
- _____ 4. Does it provide for immediate reinforcement? (See 5.)
- _____ 5. Does it provide for small amounts of the reinforcer to be delivered frequently? (Later contracts may decrease the frequency and increase the delay while providing a larger reinforcer).
- _____ 6. Is the behavior to be rewarded after it occurs?
- _____ 7. Has the contract been mutually negotiated?
 - _____ a. Is it fair?
 - _____ b. Is it positive (as opposed to threatening)
 - _____ c. If there is a penalty clause, are consequences logical and/ or natural?
- _____ 8. Is it clear who will monitor the behavior?
- _____ 9. Is it clear what records will be kept, and when?
- _____ 10. Is it clear who is responsible for reinforcer delivery?

The Student

- _____ 1. Does the student understand the terms of the contract?
- _____ 2. Does the student agree that the terms are fair?

Other Parties to the Contract (including any other people collecting data or providing rewards)

- _____ 1. Do these people understand the terms of the contract?
- _____ 2. Do they understand how the behavior is to be measured?
- _____ 3. Have provisions been made to verify the accuracy of the data?

BEHAVIOR CONTRACT

This is a **Contract** between _____ and
(name of student)

_____. The purpose of the **Contract** is to
(name of faculty/staff member)

If _____
(name of task)

for _____
(amount of time)

he/she will earn _____

(designated person) will be responsible for providing this reward.

(signature of student) (date)

(signature of teacher) (date)

(signature of parent) (date)

(signature of administrator) (date)

Date **Contract** expires: _____

Results: _____

SAMPLE

BEHAVIOR CONTRACT

This is a **Contract** between Alice and
(name of student)

Mr. Reynolds. The purpose of the **Contract** is to
(name of faculty/staff member)

prevent swearing or leaving the room when frustrated with a task

If Alice handles problems situations without swearing or leaving the room
(name of task)

for 5 consecutive days (amount of time)

he/she will earn 30 minutes special time with a friend of her choice.

Mr. Reynolds will be responsible for providing this reward.
(designated person)

(signature of student) (date)

(signature of teacher) (date)

(signature of parent) (date)

(signature of administrator) (date)

Date **Contract** expires: March 17, 2010

Results:

Excellent - much improvement. Be sure to continue sending notes home to share good news with parents..

CONTRACT

Student: Janey Jacobs Parent(s): Ms. Jacobs

Staff: Ms. Abrams Teacher: Ms. Jones

Effective dates: 2/10/2010 to 2/25/2010

Contract review date: 2/25/2010

GOALS

Long term: *Janey will use her words with no prompts to request use of a toy or to participation in an activity on 100% of the requests*

Short term: *Janey will stop loud verbal outbursts and switch to copying the teachers prompting of specific words to request items or activities 80% of all occasions she is requesting something following one prompt provided by the adult*

Responsibility

(Who, What, When, How well)

1. All staff will cue Janey whenever and wherever she wants to request an item or activity. Janey will verbally copy the words provided by the adult within 5 seconds of the prompt
"I WILL USE MY WORDS WHEN THE TEACHER REMINDS ME"

Privileges

(Who, What, When, How much)

Teacher will immediately provide a sticker in Janey's closure card (fill up 5 to earn choice of reinforcer in grab bag) Grab bag available as soon as completed card.

"I WILL GET STICKERS FOR USING MY WORDS AND CAN TURN IN MY CARD FOR A PRIZE WHEN IT IS FILLED UP"

Bonus "MY MOM WILL READ AN EXTRA 10 MINUTES WITH ME EVERY TIME I BRING HOME A CLOSURE CARD THAT HAS BEEN FILLED UP"

Penalty IF I DON'T COPY THE TEACHER'S WORDS AFTER A SECOND REMINDER, I WILL LOSE ONE OF MY STICKERS, BUT CAN TRY AGAIN NEXT TIME

Who will monitor the behavior? Teacher and parent.

What records will be kept? Log sheet of each situation. X=success on 1st try /=success on 2nd, 0=no success, sticker removed

Who will be responsible for the delivery of reinforcers, privileges? Ms. Jones, school, Ms. Jacob, home

Signed: _____ Date: _____ Signed: _____ Date: _____

CONTRACT

Student: _____ Parent(s): _____

Counselor: _____ Math Teacher: _____

Effective dates: _____ to _____

GOALS

Long term: _____

Short term: _____

Responsibility

(Who, What, When, How well)

Privileges

(Who, What, When, How much)

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| 2. | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| 3. | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |

Bonus _____

Penalty _____

Who will monitor the behavior? _____

What records will be kept? _____

Who will be responsible for the delivery of reinforcers, privileges? _____

Signed: _____ Date: _____ Signed: _____ Date: _____

Signed: _____ Date: _____ Signed: _____ Date: _____

This contract will be reviewed: (date) _____

SAMPLE

CONTRACT

Student: David Brown Parent(s): Mrs. Brown
Counselor: Mrs. Jones Math Teacher: Mr. Smith
Effective dates: January 8 to January 18, 2010

GOALS

Long term: David will graduate from high school
Short term: David will complete his homework assignments in math and earn a grade of C (or better) in the course from high school

Responsibility
(Who, What, When, How well)

Privileges
(Who, What, When, How much)

- | | | |
|----|--|--|
| 1. | <u>David will turn in his completed math assignment to Mr. Smith at the beginning of class.</u> | <u>David will be excused from the last period of the day (study hall) so he can go to work 1 hour early.</u> |
| 2. | <u>Mr. Smith will correct David's homework and inform Ms. Wright of his grade by 1 p.m. each day.</u> | <u>Mrs. Jones will keep all graphs of David's progress.</u> |
| 3. | <u>(If the homework does not earn a grade of at least C, this contract will be revised next week.)</u> | |

Bonus If all assignments are turned in for the week, and all are graded C or better, David can leave for 2 hours early on Friday.

Penalty none

Who will monitor the behavior? Mr. Smith and Mrs. Jones

What records will be kept? Homework assignments: number turned in and grade

Who will be responsible for the delivery of reinforcers, privileges? Mrs. Smith, off campus pass

Signed: _____ Date: _____ Signed: _____ Date: _____

Signed: _____ Date: _____ Signed: _____ Date: _____

This contract will be reviewed: (date) January 18, 2010

CASE STUDY

BEHAVIOR CONTRACT FOR TRUANCY

Name: Mark Jones

Date: January 6, 2010

Problem: During the first eight weeks of school I have had 5 days of truancy. I agree that this is excessive and will follow the procedures below in order that I might reduce the number of day truant.

Provisions: I, Mark Jones, agree to the following:

1. I will attend school every day. If I miss school it will be for an excused illness or doctor's appointment and I agree to bring a note from home.
2. At the end of each school day I will record my attendance on a chart in the counselor's office.
3. Each morning I will pick up a green attendance card in the counselor's office, complete the card, have it initialed by each teacher for each class I attend, and exchange the card with my counselor according to the provisions of the reward schedule posted in the counselor's office.
4. I agree to attend all scheduled group meetings. I understand that this is a binding contract and I agree to abide by all the provisions herein.

Mark Jones

(Student's signature)

Counselor's Statement and Agreement:

I understand that this is a binding contract between _____
and myself and I agree to the provisions herein.

(Counselor's signature)

POST COUNSELOR'S OFFICE

REWARD SCHEDULE

Provisions:

In order to help you develop habits of attendance you will be rewarded for the classes you attend. Gradually, the rewards that you earn will be withdrawn in the hope that other rewards (success in class, less nagging by parents, freedom from that feeling of "getting caught" for skipping) will take over. During this eight-week project you will be rewarded in the following manner for attending classes.

Weeks 1, 2, and 3:

1. For each signature you receive on the green card you will be given a ticket for the drawing at the end of the three weeks.
2. For each positive (good) comment written by a teacher on the green card you will be given a bonus ticket.
3. For every five full days of class you attend without missing any classes you will receive five bonus tickets the first five day, ten bonus tickets for the second five (10 in a row), and fifteen for the third five (15 in a row). If you attend fifteen days without missing a class you will have earned thirty bonus tickets.
4. A drawing will be held at the end of the first three weeks. If you attended all your classes for three you would have been given at least 120 chances. So you can see the more you attend the better chance of winning the prizes listed below:

First Prize	\$10.00
Second Prize	5.00
Third Prize	3.00
Fourth through Tenth Prizes	1.00 each

Weeks 4, 5, 6, and 7:

The same procedure as weeks 1, 2, and 3 will be followed. The prizes are listed below:

First Prize	4 tickets to drive-in movie
Second Prize	2 tickets to Cinema Theater
Third Prize	2 albums (33-1/3)
Fourth Prize	1 album (33-1/3)
Fifth through Tenth	\$2.00 gift certificates

Week 8:

During the last week no prizes will be awarded. We will have two group meetings during which we will discuss attendance and related topics. You must continue, however, to turn in your green card daily.