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

<table>
<thead>
<tr>
<th>Effective Behavior Contract</th>
<th>Ineffective Behavior Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Negotiated</strong> agreement</td>
<td>• <strong>Non-negotiated</strong></td>
</tr>
<tr>
<td>• Describes what the student</td>
<td>• Describes what the student is</td>
</tr>
<tr>
<td><strong>should do</strong></td>
<td><strong>doing wrong</strong></td>
</tr>
<tr>
<td>• Provides a <strong>goal</strong> statement</td>
<td>• Provides <strong>no goal</strong> statement</td>
</tr>
<tr>
<td>• Outlines what the student will</td>
<td>• Outlines how the student will be</td>
</tr>
<tr>
<td><strong>earn as a reward</strong> for meeting</td>
<td><strong>punished</strong> if problem behavior</td>
</tr>
<tr>
<td>goal</td>
<td>continues</td>
</tr>
<tr>
<td>• Teacher uses contract to</td>
<td>• No other adult follow through</td>
</tr>
<tr>
<td>precorrect and prompt behavior</td>
<td>with the contract</td>
</tr>
</tbody>
</table>

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:


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: ___________________________

Cook and Browning Wright (2008)
# CONTRACT

Student: ___________________________  Parent(s): ___________________________
Case Manager: _____________________  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) ______________________

---

Wright and Cook, 2008

HANDOUT 5, page 1
**CONTRACT For:**

<table>
<thead>
<tr>
<th>TASK</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who does:</td>
<td>Who rewards:</td>
</tr>
<tr>
<td>What:</td>
<td>What:</td>
</tr>
<tr>
<td>When:</td>
<td>When:</td>
</tr>
<tr>
<td>How Well:</td>
<td>How Much:</td>
</tr>
</tbody>
</table>

**Comments:**

**Bonus:**

**Penalties?**

Review dates and location of data supporting achievement:

**Sign Here:**

*Sign Here:*

<table>
<thead>
<tr>
<th>Dates of Successes</th>
<th>Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dates of Problems</th>
<th>Comments:</th>
</tr>
</thead>
</table>

Wright and Cook,

HANDOUT 5, page 2
**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 ___________________________. The purpose of the **Contract** is to ___________________________.

If ___________________________, (name of task)

for ___________________________, (amount of time)

he/she will earn ___________________________.

_________________________________________. (designated person)

_________________________________________. (signature of student) (date)

_________________________________________. (signature of teacher) (date)

_________________________________________. (signature of parent) (date)

_________________________________________. (signature of administrator) (date)

Date **Contract** expires: ___________________________.

Results: ______________________________________

______________________________________________________________________

______________________________________________________________________

Diana Browning Wright, Behavior/Discipline Trainings 2010
SAMPLE

BEHAVIOR CONTRACT

This is a Contract between ______________________________ 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 ______________________________ (name of task) is handled without

for ______________________________ (amount of time)

he/she will earn ______________________________

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: ______________________________

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=succeed 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  Privileges
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) __________________________

Diana Browning Wright, Behavior/Discipline Trainings® 2010
SAMPLE CONTRACT

Student: David Brown
Counselor: Mrs. Jones
Parent(s): Mrs. Brown
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. David will turn in his completed math assignment to Mr. Smith at the beginning of class.

2. Mr. Smith will correct David's homework and inform Ms. Wright of his grade by 1 p.m. each day.

3. (If the homework does not earn a grade of at least C, this contract will be revised next week.)

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
<table>
<thead>
<tr>
<th>TASK</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who:</td>
<td>Who:</td>
</tr>
<tr>
<td>What:</td>
<td>What:</td>
</tr>
<tr>
<td>When:</td>
<td>When:</td>
</tr>
<tr>
<td>How Well:</td>
<td>How Much:</td>
</tr>
<tr>
<td>Bonus:</td>
<td></td>
</tr>
<tr>
<td>Review Date:</td>
<td></td>
</tr>
</tbody>
</table>

[Sign Here: ] [Date: ]

[Sign Here: ] [Date: ]

<table>
<thead>
<tr>
<th>TASK RECORD</th>
</tr>
</thead>
</table>
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.