



## POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS/RESTORATIVE PRACTICES

WE ARE SAFE, RESPECTFUL, RESPONSIBLE, RESILIENT, & RESTORATIVE



### Behavior Contract

A behavior contract is an agreement between the student, caregivers, and the teacher. The contract outlines expectations for the student's behavior. It also outlines the reinforcer for meeting or not meeting the expectations. The contract is considered a Tier 2 behavioral intervention. It should be based on collected data for the target behavior.

#### Directions:

##### 1. Preparation

- Choose 1 or 2 problem behaviors which impedes the student's access to the curriculum the most.
- Decide upon who will implement the contract. Typically, it is a team effort between the student, the teacher, and caregivers.

##### 2. Negotiate with the student

- **Involve the student.** Develop the contract with the student and caregivers to gain buy-in from everyone to help build positive relationships, connections, and trust.
- **Define the expected behavior(s) or goal(s)** that you want the student to perform based on collected data. What are the criteria? For example, data shows that John can stay in his seat on average for 15 minutes. Therefore, the initial goal is: John will remain at his workstation for 15 minutes.
- **Decide upon reinforcers.** What will the student earn for performing the expected behavior? Ask the student, ask caregivers, give some choices, or conduct preference assessments. Make sure the student wants to earn the reinforcer.
- **Plan for corrective consequences.** Reteach, model and/or roleplay the expected behavior with the student. Avoid punishment and taking things away. Consequences should teach the expected behavior. When the student cannot earn the reinforcer, consider whether:
  - i. The criteria is too high
  - ii. The student does not have the skills
  - iii. The reinforcer is not motivating enough for the student

##### 3. Follow up

- **Monitor the contract.** Provide the reinforcer when it is earned and provide corrective consequence when the expected behavior is not demonstrated. Use the progress monitoring section to track whether the goal is achieved and whether the reinforcer is earned.
- **Revise if necessary.** As the student makes progress, revise the contract by increasing the criterion or addressing another problem behavior.

##### 4. Things to consider:

- **Be fair.** The student must be able to perform the expected behavior. The effort required must match the reinforcer. The reinforcer should not be bigger than the effort.
- **Be positive.** State the expected behavior that the student should do in specific, observable, and measurable terms.
- **Be honest.** Hold up your end of the contract and provide the reinforcer when it is earned.



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## Behavior Contract

This contract between \_\_\_\_\_ (student),  
\_\_\_\_\_  
\_\_\_\_\_ (teacher), and  
\_\_\_\_\_  
\_\_\_\_\_ (caregiver) begins on  
\_\_\_\_\_  
\_\_\_\_\_ (date). We developed this contract together and we will  
review it \_\_\_\_\_ (date/time) to see if goal(s) is met

### Goal(s):

1:  
2:

### Strategies to help reach the goal(s):

1:  
2:  
3:

If the goal(s) is met, the following reinforcer(s) will be given to \_\_\_\_\_

Reinforcer(s):

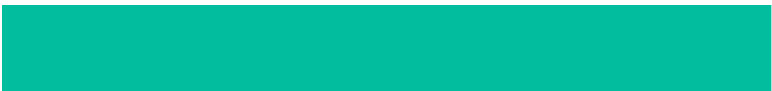
Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Caregiver Signature: \_\_\_\_\_

## Progress Monitoring

|                    |  |  |  |  |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|--|--|--|--|
| Date/Time/Task     |  |  |  |  |  |  |  |  |  |  |
| Goal achieved?     |  |  |  |  |  |  |  |  |  |  |
| Reinforcer earned? |  |  |  |  |  |  |  |  |  |  |





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## Behavior Contract (Example)

This contract between John Smith (student),  
Ms. Mary Taylor (teacher), and  
Ms. Susan Smith (caregiver) begins on  
May 1, 2020 (date) . We developed this contract together and we will  
review it at the end of each class everyday (date/time) to see if goal(s) is met.

### Goal(s):

1: John will remain at his workstation for 15 minutes.

2:

### Strategies to help reach the goal(s):

1: John will have materials ready for his class, and he will take care of his personal business (e.g., using bathroom, eating snacks) before class.

2: The caregiver will remind John of the expectations and to have all materials ready.

3: The teacher will provide a checklist of materials that John needs and remind him how much time is remaining.

If the goals are met, the following reinforcer(s) will be given to John

Reinforcer(s): 10 minutes of video game time

Student Signature: John Smith

Teacher Signature: Ms. Mary Taylor

Caregiver Signature: Ms. Susan Smith

### Progress Monitoring

| Date/Time/Task     | Math | Science | Writing | Reading |  |  |  |  |  |  |
|--------------------|------|---------|---------|---------|--|--|--|--|--|--|
| Goal achieved?     | Yes  | Yes     | No      | Yes     |  |  |  |  |  |  |
| Reinforcer earned? | Yes  | Yes     | No      | Yes     |  |  |  |  |  |  |