

MONTHLY TIP - MARCH 2018

Creating Behavior Contracts with Students

Behavior contracting is an intervention that can be beneficial for students who closely follow rules. The behavior contract acts as a rule that the student is expected to follow and when the contract has been followed, the student's behavior is rewarded.

Behaviors that could be changed with Behavior Contracting

- Academic/daily living skills - contracting can be used to increase the student's use of certain skills such as brushing teeth, setting the table, or using correct punctuation/capitalization
- Increasing on task behavior/work completion - increasing task completion or time on task, reducing disruptive off task behaviors
- Increasing student attendance - increasing attendance for students with attendance issues

Components of a Behavior Contract:

While writing a behavior contract for a specific student, staff members should meet with the student to discuss the following components of the contract.

- Expectations that need to be met in order to earn a reward
 - Identify what the student is expected to do
 - Identify how often the student is expected to complete the expectations
- Reinforcement that is available for meeting the expectations
 - Identify what can be earned
 - * Additional reinforcers may be identified as 'bonuses' that the student may earn.
 - Identify who manages the reinforcer
 - Identify who determines when a reinforcer has been earned
 - * Reinforcers should only be given once expectations have been met
 - Identify how long the student is required to meet expectations before receiving reinforcement
 - * Is this a one-time expectation? Is it over a week?
- Identifying how progress will be tracked.
 - Including data collection on the contract allows both the teacher and the student to review the contract as the student's progress is being recorded.

Negotiations with the student should be allowed in order to create a contract that is practical and fair to the student and to staff. This may include compromising on certain expectations and having the student identify reinforcement that he or she is willing to work for.

Once both the teacher and student agree, the contract is signed by both the student and teacher. The teacher and student should each receive a copy of the signed contract. Once signed, the components should not be changed until the expectations have been met and a new contract can be written.

Cooper, J., Heron, T., & Heward, W. (2007). Applied Behavior Analysis. (2nd edition). Upper Saddle River, NJ: Prentice Hall Publishing.

Kelley, M. L., & Stokes, T. F. (1982). Contingency contracting with disadvantaged youths: Improving classroom performance. Journal of Applied Behavior Analysis, 15, 447-454.

SWWC

BEHAVIOR SERVICES

For more information:



Amber Bruns
Clinical Manager of
Behavior Services
507-825-5858

www.swsc.org/behavior

The SWWC Behavior Team



Melissa Andree



Hazel Ashbeck



Sara Athman



Robert Beringer



Jason Dybsetter



Trista Linn



Marissa Stordahl



Kari Tschida

Upcoming Events

Behavior Conference

Monday, April 9, 2018

Marshall, MN

or

Tuesday, April 10, 2018

Brookings, SD

~Registration Now Open!~