
Behavior Contracts

Kansas MTSS

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Objectives

- Participants will acquire the knowledge of how to develop a behavior contract
- Participants will identify the needed components of a behavior contract

Contingency Behavior Contract



Three parts of a Behavior Contract

- Behavior
- Reward
- Recording sheet

Behavior

- Who
- What
- When
- How well

Non Example

Michael will finish his American History homework this week.

Example

I, Michael, will complete my American History portfolio assignment by 8pm on Friday, November 12th, 2015. I will be 100% compete with the assignment and will have submitted it online.

Reward

- Who
- What
- When
- Amount

Non Example

If I complete this assignment I may have:

1. Marcus over to my

ho Bonus clause:

ga
2. M
3. M
sk
If I complete my portfolio by 7pm on Thursday November 7th, 2015, then I can choose another reward from the menu (2 total).

Example

I understand that meeting this expectation will allow me to choose one of three following

include:

my house
ay to play

ant my
aturday
miles from

3. My mom will take me to the skate park on Saturday and drop me off at 2pm and pick me up at 4pm.

Recording sheet

- Visual
- Reminder to all parties involved
- Monitors task completion

Recording Sheet

- I, Nicky, will arrive on time to class each day. Arriving on time is defined as being inside the classroom and seated at my desk prior to the bell ringing. Mr. Smith will determine if I am on time.

	Monday	Tuesday	Wednesday	Thursday	Friday
10/7-10/11	On time late	On time late	On time late	On time late	On time late
10/14-10/18	On time late	On time late	On time late	On time late	On time late
10/21-10/25	On time late	On time late	On time late	On time late	On time late
10/28-11/1	On time late	On time late	On time late	On time late	On time late

Steps for making a behavior contract

- Identify the target behavior
- Meet with the stakeholders
- Converse about the positive and negative behaviors
- Write objectives for the student
- Identify rewards and consequences
- Determine when you will evaluate
- Sign

Consider the stages of learning

Acquisition

Fluency

Maintenance

Generalization

Items to consider



Sample Behavior Contract

Hayden

Ms. Moeaki ran a structured, well-organized classroom. Students were well versed in the school-wide rules and classroom procedures, as Ms. Moeaki consistently modeled and reinforced the expectations. Despite her efforts, Ms. Moeaki still had one particular student who consistently did not meet the behavioral expectations for the class. Hayden had a horrible habit of blurting out during inappropriate times, which more often than not tended to interrupt the flow of instruction by distracting other students. He rarely followed the procedures for speaking in class, which was to raise his hand and wait to be called on. When Ms. Moeaki reprimanded Hayden for not raising his hand, he huffed and puffed and then refused to participate the rest of the day. At her wits end, Ms. Moeaki decided it was time for a new strategy.

Behavioral Objectives

1. During math class, Hayden will make a total of one or fewer out-of-turn comments as determined by Ms. Moeaki, who will tally the number of out-of-turn comments throughout math class.
2. During reading class, Hayden will make a total of one or fewer out-of-turn comments as determined by Ms. Moeaki, who will tally the number of out-of-turn comments throughout math class.

Rewards:

1. If Hayden meets the objective for math class, he will choose one of the three rewards from the reward menu at the end of math class.
2. If Hayden meets the objective for reading class, he will choose one of the three rewards from the reward menu at the end of math class.

Reward Menu:

1. PBIS Ticket
2. Independent reading time on the floor for 20 minutes
3. 1 piece of hard candy

Bonus clause: If Hayden meets the objective for math and reading on Monday through Friday, then on Friday Ms Moeaki will give him 5 extra PBIS tickets

Recording Sheet

	Monday	Tuesday	Wednesday	Thursday	Friday
Math (# of out-of-turn comments)					
Reading (# of out-of-turn comments)					

Teacher signature

Student signature

Parent signature

Activity

- Identify a student who would benefit from a behavior contract. Utilize the checklist and Components of a Behavior Contract, then begin drafting a behavior contract.
- If you do not work directly with students. Select a case study from the center of the table. Utilize the checklist, Components of a Behavior Contract and begin drafting a behavior contract.
- After 10 minutes you will be expected to share your contract

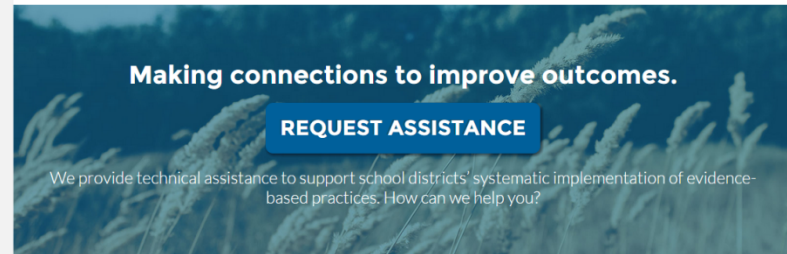
Resources

- Otten, K., & Tuttle, J. (2011). *How to reach and teach children with challenging behavior: Practical, ready-to-use interventions that work*. San Francisco: Jossey-Bass.
- Lane, K. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. New York: Guilford Press.
- Sprick, R. (2010). *CHAMPS a proactive & positive approach to classroom management : DVD inservice series (2nd ed.)*. Eugene, OR: Pacific Northwest Pub.

Continued Learning

For additional resources: <http://ksdetasn.org/>

To request assistance:



Additional questions: ksmtss@kansasmtss.org

Test Question

- Three components of a Behavior Contract are:
 - who, what and when
 - teacher, student and parent
 - acquisition, fluency and generalization
 - behavior, reward and recording sheet