

00:00 let's take a look at the fidelity
00:02 checklist for a behavior contract a
00:05 behavior contract is a positive behavior
00:07 intervention that teaches students
00:09 accountability for behavior through
00:11 one-on-one support this checklist is
00:14 divided into three sections preparation
00:16 steps you complete before meeting with
00:19 the student negotiation which is a
00:23 scheduled meeting between the student
00:25 and the teacher or other staff who are
00:27 going to be implementing the
00:28 intervention to help design and agree on
00:30 the contract and then the last section
00:34 is implementation these are steps that
00:36 you complete once the contract has been
00:38 created so let's cover each step within
00:41 each section our first step is to define
00:45 the target behavior in measurable and
00:48 observable terms our second step is to
00:53 define the desired behavior and
00:54 measurable and observable terms so most
00:57 of the time when you create a behavior
00:58 contract it's going to focus on
01:01 decreasing some specific target
01:03 behaviors or increasing other goal or
01:07 desired behaviors so it's important to
01:10 define both of those in measurable and
01:12 observable terms step three is you're
01:15 going to identify some reinforcers for
01:17 the student based on a preference
01:19 assessment that you conduct with the
01:21 student so this could take many forms
01:23 this could be you conduct some
01:25 observations during free time and see
01:28 what sorts of activities the student
01:30 spends their time on when they get free
01:32 choice you could do a survey that you
01:34 have this student complete or you could

01:36 conduct an interview with the student
01:38 any of these would be methods for
01:40 conducting preference assessments to
01:42 identify potential reinforcers for the
01:44 student step four you're going to
01:47 identify all of the staff will be
01:49 involved in developing and implementing
01:51 the behavior contract and then Step five
01:54 our last step in preparation you have to
01:57 know where the student is currently
01:59 performing so this means you're going to
02:01 take some baseline data to get an idea
02:04 of the level of the target behavior that
02:07 you've identified that's already
02:08 occurring and the level at which the
02:10 desired or goal behaviors are currently
02:13 this is going to be critical information
02:15 when it comes time to set criteria for
02:18 the behavior contract once you've
02:21 completed the steps for preparation we
02:23 move into negotiation step one of
02:30 negotiation is to sit down with the
02:32 student and explain in a positive manner
02:34 what the purpose of the behavior
02:36 contract is what's critical in this step
02:40 is to explain to the student that the
02:42 behavior contract is a way that you as
02:45 the teacher or school staff are going to
02:48 provide additional support to help the
02:50 student be successful at school so it's
02:54 something you're doing to help them or
02:56 for them rather than something they have
02:58 to do because they're not doing what
03:00 they're supposed to it's important that
03:02 they have buy-in and see the
03:04 intervention as a helpful tool rather
03:07 than a punishment for not meeting
03:09 expectations in the past the next step
03:13 step seven is to establish some criteria

03:16 for the desired behavior so what
03:18 behaviors do you want to increase and to
03:20 what level and or to establish some
03:23 criteria for decreasing those target
03:26 problem behaviors that you've already
03:28 identified so this is where you're gonna
03:29 pull out your baseline data that you've
03:32 collected talk to the student about
03:34 where their current performance is and
03:36 set some initial goals you want those
03:38 initial goals to be somewhere close to
03:41 where they're already performing because
03:43 you want them to be successful at first
03:45 so that they realize how the contract
03:47 works once they have some success and
03:50 have earned those reinforcers and see
03:52 how the contract works you can start
03:55 increasing criteria to where they have
03:57 to show higher levels of the appropriate
03:59 behaviors or even lower levels of the
04:02 target behavior to meet the criteria of
04:04 the contract next you move to step eight
04:08 this is where you're gonna discuss with
04:10 the student what it is they're willing
04:12 to work for so you're gonna pull out
04:14 your information that you have from your
04:16 preference assessment and kind of review
04:18 with the student well what I think I
04:19 know about what you like or what you
04:21 prefer is X Y Z are those still things
04:25 you like and are they things you want to
04:26 work for
04:27 or do you have something else in mind so
04:29 you want to have dialogue here right let
04:30 this didn't have some input in terms of
04:33 what it is they want to earn for meeting
04:35 the criteria of the contract once you
04:38 complete those negotiation steps
04:40 together you're gonna write the contract

04:42 and sign it that's step 9
04:44 step 10 the last part of negotiation
04:47 is to design a data collection system
04:50 where you can monitor progress toward
04:52 meeting the contract and this could be a
04:55 daily data sheet or it could be a weekly
04:57 -data sheet could be paper or electronic
05:00 whatever fits best with the goals that
05:04 you've set in the student that you're
05:05 working with and the staff that you're
05:07 working with once you've completed
05:09 negotiation you're ready to move into
05:13 implementation so we only have two steps
05:15 in our implementation section the first
05:18 is to decide who is going to collect
05:20 data and monitor progress daily with the
05:23 student toward meeting the contract so
05:25 decide who that is and make sure they're
05:28 trained and familiar with how to do that
05:30 and then step 12
05:31 you're gonna schedule who is going to
05:33 monitor and at what time will they
05:35 review the contract and the data with
05:38 the student to see whether they've met
05:40 those criteria and deliver the
05:42 reinforcer if they have so a lot of
05:45 times you'll have a daily goal so there
05:46 will be somebody the student is meeting
05:48 with daily to look at whether or not
05:50 they've met the criteria that are
05:52 established in the contract and then to
05:54 deliver the reinforcer if they have you
05:57 want to have a plan if the staff member
05:59 who typically does that it's going to be
06:01 out for the day for some reason you want
06:03 to make sure you have a backup so that
06:05 the contract is continuing to be
06:07 implemented even if that staff member is
06:09 out so let's take a look at what a

06:13 simple behavior contract form might look
06:16 like so up here at the top of the form
06:20 there's a place to record the student's
06:22 name and the date that you meet and
06:24 design the contract next we have a
06:27 section where we're going to write in
06:29 what the behavior expectations are for
06:32 the student so what is the student
06:34 working toward what are those desired or
06:36 goal behaviors that they're trying to
06:39 increase after that you're gonna write
06:42 in what they earn if they meet those
06:45 goals or criteria so it says each blank
06:48 so you can put each hour each day
06:50 whatever it is that you're setting for
06:52 your criteria they successfully display
06:55 the behaviors described above they're
06:57 going to earn blank (_____) so you write in from
07:00 those potential reinforcers when you sit
07:03 down and talk with the student what it
07:04 is they're working toward earning by
07:06 meeting those hourly or daily or
07:08 whatever you set contingencies a lot of
07:11 times people will also add a weekly or
07:13 maybe monthly depending on the contract
07:15 criteria as well so if I'm successful
07:18 three out of five days in the week I
07:21 will also earn blank so there's an
07:24 additional criteria there and then down
07:27 here at the bottom we just have a place
07:28 to write the contract begins on this
07:30 date and ends on this date so the idea
07:33 is you set a window a week two weeks
07:36 maybe three weeks that you're going to
07:38 use the contract and then you meet with
07:40 the student again to renegotiate you
07:42 decide was the contract effective or was
07:44 it not do we need to set new goals do we
07:47 need to adjust our criteria and we want

07:49 to look at different reinforcers where

07:52 do we want to go with that and then once

07:54 you put in the dates there's a section

07:55 at the bottom where the teacher in the

07:57 student sign agreeing to implement this

08:01 contract