

BEHAVIORAL CONTRACT

Name _____ Home Room _____ Date _____

1. What did you do?

2. What were the consequences?

Could you have predicted the results? _____

3. Did it help you?

Did it help others around you? _____

4. Is there a rule or regulation about this?

Is it a fair rule? _____

5. Can you make a plan so that you will do better?

6. Commitment to seal the bargain:

7. Consequence for breaking the plan:

8. No excuse will be accepted for inappropriate behavior. You are responsible for yourself. If it happens again you will be asked "What did you do?" and you already know the consequence.

For the Student:

I can be responsible for myself and my behavior.

I can evaluate my behavior. I can make a plan to do better.

I can be a responsible person.



I HAVE A PLAN FOR MY PROBLEM

(Student Name) (Grade) (Date)

Dear _____ today at/in _____
(Parent/Guardian) (Place/Time)

I chose to:

I would like to change my situation by doing the following:

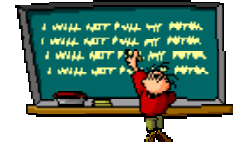
Please help me with this situation so I can make some changes. THANK YOU!

(Student's Signature) (Date)

(Teacher's Signature) (Date)

(Parent/Guardian's Signature) (Date)

DISCIPLINE RECORD



Student _____

Time/Day/ Date	Incident	Student Response	Action Taken	Follow-up

TERMS FOR SCHOOL/HOME BEHAVIORAL CONTRACT

1. This type of contract is to be used only when the classroom discipline plan does not appear to work with the student and there is a **persistent breaking of all rules and expectations**.
2. The classroom teacher must not have more than 2 students at any time on this type of contract. It is best to have only one!
3. Administration must be aware and supportive of the plan.
4. Parents and student are called together to discuss the plan, as an alternative that says; "We are shifting the responsibility to the student and the home. It is time for a serious change and we all must work together."
5. **The teacher is encouraged to privately discuss** with the student what he/she is planning to do, since the classroom rules continue to be ignored. Tell the student it is time to concentrate/target on **3 or 4** behaviors to change and that you, (the teacher) think that this can be done with the help of the student, the parents and the teacher.
6. The student needs to know that no one else will know of this situation unless he or she discusses it with classmates. The teacher and the parents will not discuss it with anyone else.
7. This plan will be implemented and checked on a daily basis, by all those involved. Then proceed to tell the student how it will be done. Notes and papers will be used, and if anyone asks while this goes on during the day, the teacher and the student can respond that this is a private matter and you are not at liberty to talk about it.
8. **Bring the parents and the student after school and explain the plan.**
9. Limit this plan to a specific time; a few days, or a week or 2, when the case is difficult. The teacher must judge here. Base that decision on the fact that **you want the student to succeed during this time...** then as soon as there is success, say: "Wow, if you can make it in 2 or 3 days without breaking the rules, you certainly can go longer!!!"
10. You must agree with how many chances (points) to start the bank with everyday. This is the key. Then be very clear on the consequences and rewards. As the student does well in the short time agreed, tell him that it looks like he can have less in the bank to start with! He is in control, so why not limit the chances to do wrong! They love the challenge, but be careful, do not push beyond what they can endure.

P.S. This type of contract, when done right, has never failed because of the student. It only fails when the adults do not come through with the consequences. Positive consequences at home could be more bike time, skating, a week-end outing, or working towards a special gift such as, a camera, telescope, iPod, etc.

DISCLAIMER:

It is best to work with positive reinforcement always. To develop a relationship with the student is more important and it should be the teachers' first choice. However, due to time constraints, the amount of children in a room, as well as, the emotional stability of many of the students, the teacher needs to look at alternatives to help the student help him/herself and to involve other significant adults in the life of the student.

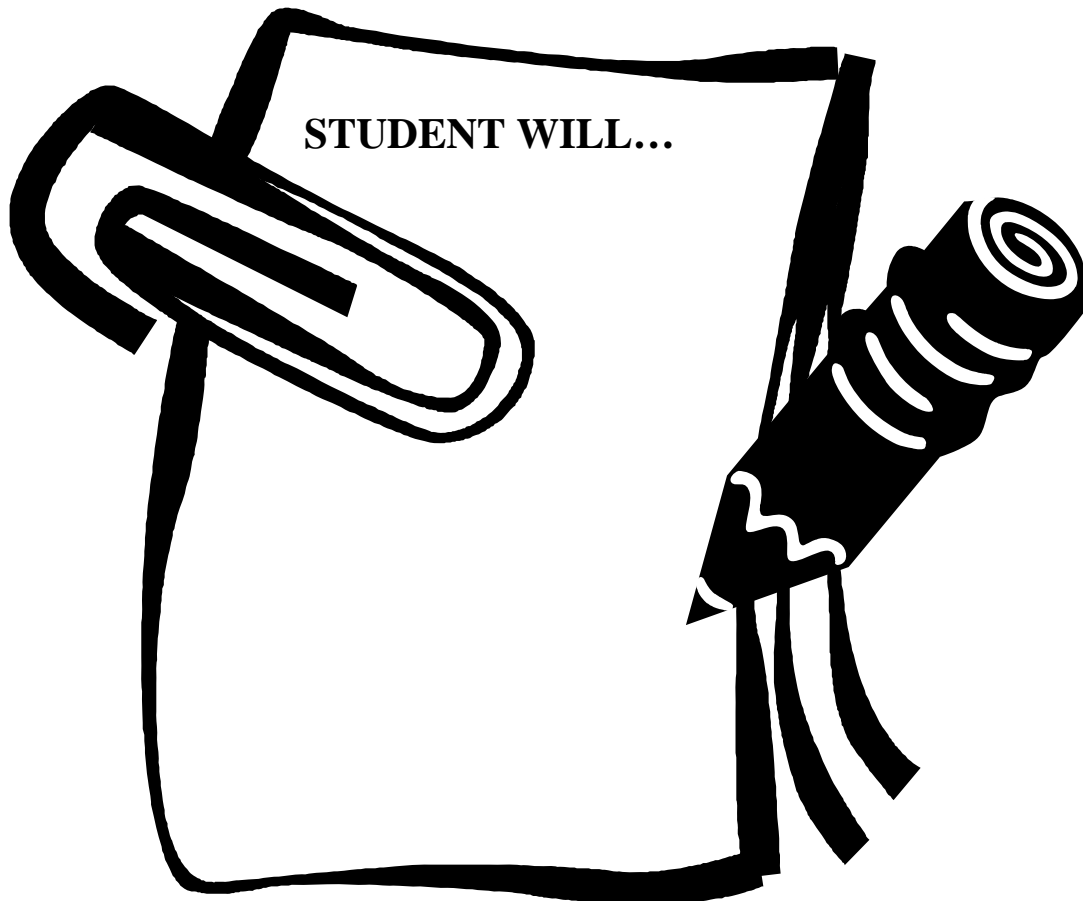
Do this with care and with the Spirit of helping the student become responsible for his own behavior. He/She have choices. Making the right choice is the key.

BEHAVIORAL CONTRACT
between
SCHOOL and HOME

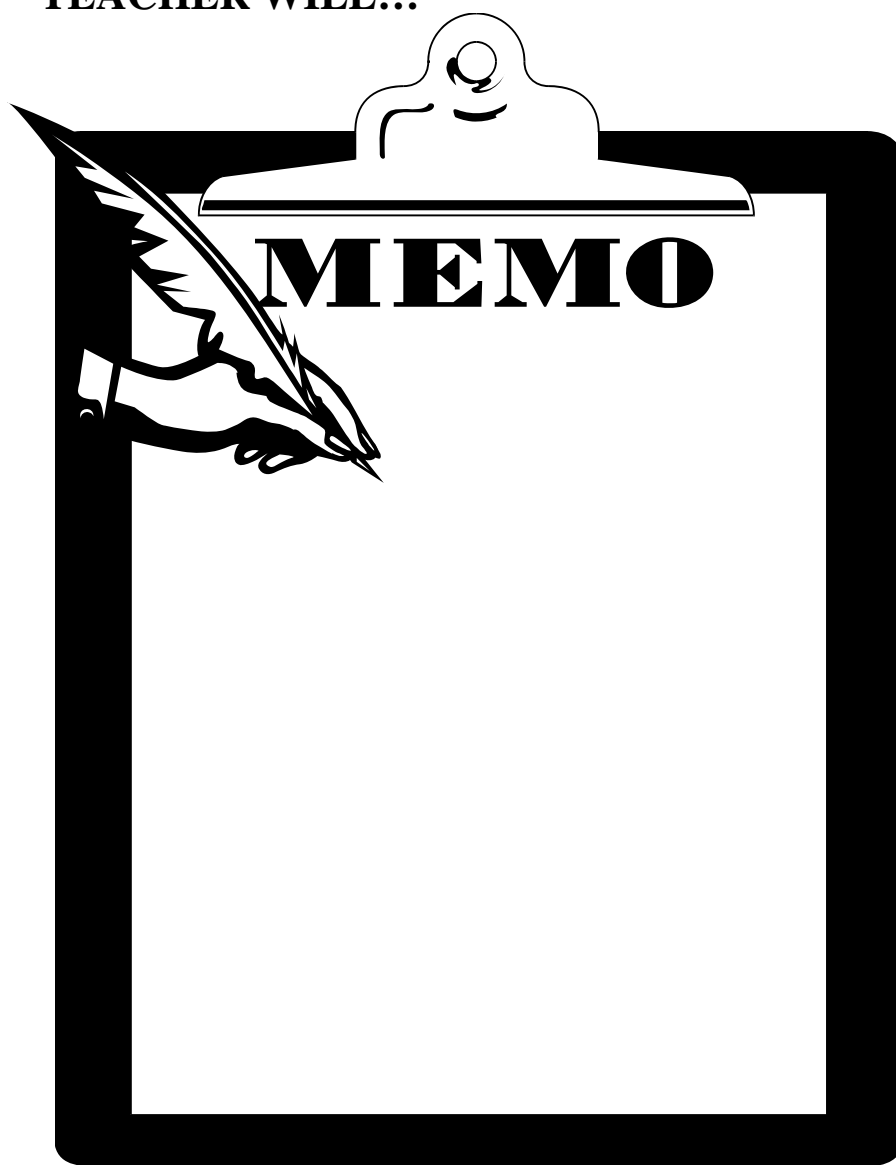
This is an agreement between _____, _____
(Student's Name) (Teacher's Name)

and _____. The contract begins on _____
(Parent/Guardian's Name) (Date)

and ends on _____. It will be reviewed on _____.
(Date) (Date)



TEACHER WILL...

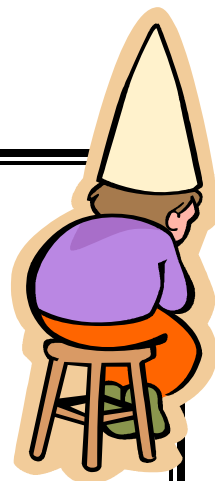




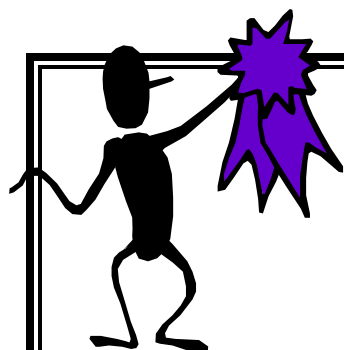
PARENT/GUARDIAN(S) WILL...



CONSEQUENCES



REWARDS



(Student's Signature)

(Teacher's Signature)

(Parent/Guardian's Signature)

(Parent/Guardian's Signature)

ON DOING MY BEST
(Behavior Contract)



Today _____ I have...
(Date)
(2) (3) (4) (5) chances.

I used up: \$5 \$5 \$5 \$5 \$5

And made a total of _____

Teacher:

Parents:

I say:

Havens/Stubbert-06

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(Behavior Contract)



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Havens/Stubbert-06