

TERMS FOR SCHOOL/HOME BEHAVIORAL CONTRACT

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**.

1. Administration must be aware and supportive of the plan.
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. Parents and student are involved in this plan. The plan is an alternative to the present classroom discipline plan, because behavior changes are not occurring as desired. It announces that: "We are shifting the responsibility of behavior change to the student and the home. We all must work together."
4. **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 2 or 3 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.
5. The student needs to know that no one else in the classroom will know of this situation unless he or she chooses to discuss it. No adults will discuss it with others.
6. **This plan will be implemented on a daily basis, by all those involved.** Then proceed to tell the student how it will be done: A record keeping note "ON DOING MY BEST" will be used EVERY DAY for one or more periods of the day. (Is best to start with one period or two) see how they do on that behavior(s) and then if needed add other periods, but be cautious. You want success first. Mention that the rewards and consequences will be decided by the parents now. The teacher decided the points.
7. **Bring the parents and the student after school and explain the plan.** At this time talk about possible daily consequences and rewards based on not losing the points from the bank of points given on the "DOING MY BEST" (see record slip).
8. Limit this plan to a period or periods a day, and then go more as needed: periods, days, a week or 2. Start with less time when the case is difficult. Base that decision on the fact that **you want the student to succeed during the time chosen**. Then as soon as there is continuous success, say: "Wow, if you can make it in a period without breaking the rules, you certainly can go longer!" Another period? A Day? A week? (20 consecutive days can make a habit).
9. Start with more chances and then go to less. **This is the key to success.** Start with the most points and then as success comes, go fewer points or chances to "mess up". Remind student of consequences and rewards at home. 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. Be careful; do not push beyond what the student can endure. You want to build on success!

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 and rewards. Positive consequences at home could be more bike time, TV time, skating, a week-end outing, or working towards a special gift such as, a camera, telescope, iPod, iPad, phone, etc.

DISCLAIMER: Developing a relationship with the student first is a must and the best approach, so it is with positive reinforcement. The above plan should be rare and a last re-course.