

## **Behavioral Contract**

### **Steps**

- 1) Set up a meeting between the student, his/her parents and key school personnel.
- 2) Discuss that the goal of the meeting is to negotiate an agreement between the student and the adults that works for both parties.
- 3) Specify in writing the following:
  - Description of expected behaviors (what the student should do)
  - Goal statement
  - Reinforcer that will be earned if goal is met
  - Undesirable consequences that will happen if goal is not met
- 4) Have all attendees sign the contract and give copies to everyone.
- 5) Set a date and time for a follow-up meeting.

### **Benefits**

- Provides clear and proactive structure
- Mirrors real life-adults often solve disputes and/or establish agreements regarding their behavior toward each other with written contracts

### **Trouble Shooting/Tips**

- Have student write the first draft and negotiate from there.
- Pair with behavior specific feedback-why is it important to their life to exhibit the expected behaviors?
- Make sure you can adhere to the stipulations of the contract exactly as written. Broken contracts (even if unintentional) will result in loss of credibility and trust.

# Break Pass

(can be used when given a task to complete...NOT during instruction or when a teacher is lecturing)

I need to take a break. Please allow me to go to  
\_\_\_\_\_ with \_\_\_\_\_ for  
(location) (supervising adult)  
minutes before returning to my work.

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# Break Pass

(can be used when given a task to complete...NOT during instruction or when a teacher is lecturing)

I need to take a break. Please allow me to go to  
\_\_\_\_\_ with \_\_\_\_\_ for 5  
(location) (supervising adult)  
minutes before returning to my work.

## **Class Pass**

### **Steps**

- 1) Meet with the student to explain the class pass intervention
- 2) Identify how many class passes will be allowed within the school day or class period.
- 3) Identify a location where the student can take a short break (3-5 minutes) and engage in a more preferred activity that will not disrupt the other students (Example: Study carrel, corner blocked from view by screen, focus room).
- 4) Determine reinforcers earned for not using all the allotted passes.
- 5) Determine how the student will be prompted to use the class pass when they begin to engage in the problem behavior.

### **Benefits**

- Teaches the lifeskill of taking appropriate breaks rather than attempting to inappropriately escape undesirable tasks or situations

## **Positive Peer Reporting**

### **Steps**

- 1) Identify a student to be the most valuable person (MVP) for a specific period of time (day, week).
- 2) Directly teach/review with students how to give a compliment or positive peer report based on behavior specific feedback (what specifically are they doing well and why is it important).
- 3) Prominently display the name of the MVP in the classroom.
- 4) Provide an anonymous (write and put in some sort of container) and a public way (verbal, e-mail, texts) for peers to give a positive report.
- 5) Set a daily time to solicit or read positive peer reports.
- 6) Select a new MVP each day or week.

### **Benefits**

- Alters negative peer culture that is characterized by put downs, tattling or aggression
- Enhances social status and interaction skills of peer rejected and/or isolated students

## **School-Home Note**

### **Steps**

- 1) Have a meeting with the student, his/her parents/guardian, and school staff members that interact with the student on a daily basis.
- 2) Determine what the student should be doing instead of the problem behavior in measurable and observable terms that every team member clearly understands. (examples: Use appropriate language, keep all body parts to self)
- 3) Develop a home/school communication system (examples; home/school journal, e-mail, quick note).
- 4) Develop daily home celebrations for meeting the behavior expectation.
- 5) Parents/guardians follow through with praise/celebration when student meets behavior expectations and practice/encouraging a better day tomorrow when student does not meet expectations.

### **Benefits**

- Establishes collaboration and consistency between school and home environment
- Encourages effective behavior management strategies in the home environment
- Provides a way for parents to share information about outside factors that may be impacting student behavior at school

### **Trouble Shooting/Tips**

- Guide parents to develop home celebration reinforcers that are simple and free (stay up fifteen minutes later, choose what to have or where to go for dinner, spend ten minutes doing a preferred activity with an adult, extra screen time vs. buy a new video game)
- Encourage parents to pair the celebration with behavior specific feedback-why is it important to their life to exhibit the expected behaviors?
- If parents want/need a larger celebration reinforcer, encourage them to layer on top of daily celebration reinforcers and do this weekly
- Guide parents to spend 10 minutes role playing what to do instead of the problem behavior instead of engaging in other preferred activities (television, video games, electronics) on the days the student does not meet expectations to teach missing skills rather than using traditional punishments.

## **Self-Monitoring**

### **Steps**

- 1) Determine what the student should be doing instead of the problem behavior in measurable and observable terms.
- 2) Break down desired behavior into specific steps.
- 3) Role play the desired behavior to ensure the student knows how to do it.
- 4) Determine how often the student will self-monitor whether or not they were successful at exhibiting the desired behavior (examples: twice daily, at natural breaks, every fifteen minutes).
- 5) Develop a self-monitoring chart and decide how student will be prompted to self-monitor (Examples: teacher reminder at natural breaks, cuing system).
- 6) Develop a realistic goal with the student and identify reinforcers the student will earn if they meet that goal.
- 7) Determine how teacher agreement will be recorded (example: circle, highlight).
- 8) Identify reinforcers for accurately self-monitoring (example: student earns a point for matching the teacher's assessment of their behavior), exhibiting the desired behavior (example: student earns a point for exhibiting the behavior each marking period) or both.
- 9) Implement the self-monitoring intervention.
- 10) Graph the results each day with the student.

### **Benefits**

- Provides direct instruction of prosocial skills
- Increases awareness of behaviors and the connection to their consequences
- Enhances self-management and independence
- Promotes generalization and maintenance of desired behavior in various contexts
- Takes minimal teacher time
- Generates progress monitoring data

## **Structured Mentor Based Support (Check In/Check Out)**

### **Steps**

- 1) Determine what the student should be doing instead of the problem behavior in measurable and observable terms.
- 2) Identify an adult mentor who can provide unconditional positive regard and feedback.
- 3) The mentor triages with the student each morning which will include the following:
  - Positive greeting
  - Check for school readiness academically and emotionally
  - Direct instruction of desired behaviors for the day (examples: role play, what will you do if you get stuck, who can you ask for help, read social story, review consequence map)
  - Reminder of daily goal and reinforcer to be earned
  - Giving of target behavior sheet
- 4) The target behavior sheet is filled out by an adult each predetermined period and non-emotional feedback is given.
- 5) The mentor triages with student at the end of each day which will include:
  - Positive greeting
  - Behavior specific feedback/reinforcer if daily goal is met
  - Nonjudgmental corrective feedback and practice if daily goal is not met
  - Graphing the daily percentage

### **Benefits**

- Embeds direct instruction of prosocial skills throughout the day
- Increases awareness of behaviors and the connection to their consequences
- Can be used to track patterns about what triggers the problem behavior to guide future prevention strategies
- Generates progress monitoring data

### **Trouble Shooting/Tips**

- Use to track SUCCESS! If they are consistently not meeting their goal, stop using it.
- Let the student help develop the target behavior sheet.
- Embed visual supports and special interests.
- Consider using “turn around” and/or “bonus” points for accepting when a mistake is made and getting back on track, honesty, etc.
- Transition to a self-monitoring system when the student has meet their goal for approximately 20 consecutive days.