Partners Resource Network’s
FREE STATEWIDE WEBINAR

Behavior Contracts to Promote Independence

Tuesday, April 17 | 12:15 p.m. CST

Partners Resource Network
Empowerment Through Education
Partners Resource Network’s
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TEA Corrective Action Plan
with Steven Aleman, Disability Rights Texas

Monday, May 7 | 12:15 p.m. CST
Partners Resource Network’s
FREE STATEWIDE WEBINAR

IEP vs. 504
Which One Do You Need In Your Corner?

TUESDAY, MAY 15
12:15 P.M. CST
BEHAVIORAL CONTRACTS

A behavioral contract schedules the exchange of positive reinforcers between two or more parties in a situation.

Examples:
- A married couple agrees that on the nights one person cooks, the other will do the dishes
- A parent allows her son to surf the internet in the evening after he finishes his chores
- A teenager mows his neighbor’s yard in exchange for $30
Behavioral contracts should always do two things:

• Bring more positive reinforcement into people’s lives
• Provide specific expectations.
BEHAVIORAL CONTRACTS ARE BASED ON FOUR ASSUMPTIONS:

Positive reinforcement is a privilege, not a right.
- People choose to deliver positive things to others
- No one is obligated to provide cell phones, cars, friendship, etc.

Relationships are governed by the concept of reciprocity.
- Both parties must give and receive in a healthy relationship

The value of a relationship is related to the amount of reinforcement the parties receive.
- Relationships are strongest when people reinforce each other on a regular basis

Rules create freedom.
- A clear specification of the consequences for behavior allows a person to make an informed choice between behavioral alternatives
BEHAVIORAL CONTRACTS COMMONLY HAVE THE FOLLOWING COMPONENTS:

**Responsibilities:** What specifically must be done to earn reinforcement

**Privileges:** What specifically is delivered as reward for completing the responsibility

**Bonuses:** An bigger reward for consecutively completing the responsibilities.

**Monitoring and Feedback:** A method to know what tasks being completed and if the reward is being delivered.
A SAMPLE BEHAVIORAL CONTRACT:

A Parent-Child Contract:

- Designed to improve the success of children in the home and at school
- Provides support and predictability for families
- Increases likelihood that parents AND child get more of what they want
When designing a parent-child contract:

- Consider the goals of treatment (these will inform the responsibilities)
- Identify likely motivating rewards for the child (these will inform the privileges, bonuses)
- List, prioritize, and define the individual components- Be Specific!
Responsibilities are the daily behavioral expectations for the child.

Should require the child to engage in behavior that leads to the desired outcome.

Should be able to be monitored by the parents.

Should be stated in the positive—specify what the child is to do, not what they shouldn’t.

Should be clearly and specifically defined to avoid conflict about compliance.
PRIVILEGES

Privileges are the daily rewards given to the child for meeting a responsibility

Each responsibility has a corresponding privilege

Should be meaningful and valuable to the child

Should be something that can be delivered daily

Should be something the child cannot get any other way (not available elsewhere in the contract, etc.)

Should be clearly and specifically defined to avoid conflict
Bonuses are an additional reward for consecutively adhering with the contract.

Each responsibility has a corresponding bonus.

Usually delivered every 1-2 weeks.

Must be something not available anywhere else in the contract or outside of the contract.

Should be a larger amount of reinforcement than the daily privilege.

Can include rewards that are not able to be delivered daily or that do not occur frequently (going to concerts, shopping trips, etc.).
Monitoring and feedback is done to ensure the contract is having an effect on behavior and also to identify if the reward is being delivered.

Each day the parent and child review the contract together.

For each component (responsibilities, etc.) both the parent and child initial the appropriate box if the component was completed.
Example

Charlie is 12 years old. He frequently refuses to do his morning routine. The morning routine consists of getting dressed, brushing teeth, eating breakfast, and taking medication. Additionally, when Charlie gets home from school he does not do his homework due to the fact that his mom cannot get him to get off his Xbox.
• Charlie reported he wants the new Minecraft game.
• Mom reported Charlie plays his iPad on the way to school, and Xbox after school until bed.
LETS PRACTICE
Thanks for having us!

If you have additional questions, please feel free to email:

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