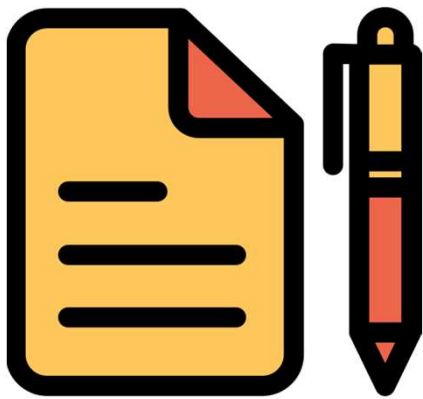




States of Guernsey
Children and Family
Community Services

Behaviour Contracts



Developed by:

**Positive Behaviour Support (PBS)
Team**



What is it?

Behaviour contracts are individualised written agreements that are used to bring about changes in a child's behaviour.

A behaviour contract should:

1. Clearly define the expected positive behaviour
2. Have a set criteria in which to achieve the desired behaviours
3. Specify reinforcers (rewards) to motivate the child
4. Provide a time frame for the contract

Who?

Behaviour contracts can benefit children of all ages but should be adapted to the child's language abilities. The contract can be between the child and their parents or teachers. The child should be able to tolerate some degree of waiting for desired activities or items.

When?

A behaviour contract should be considered if a child is not responding as expected to strategies such as displaying classroom rules, verbal praise, giving clear instructions, etc.

Why?

A behaviour contract can help increase a child's motivation by knowing exactly what they need to do to earn the reward and knowing exactly when they will get it. Furthermore, the child can help develop their contract and set goals.

How to Develop a Behaviour Contract

Preparation

- Consider 1-2 Behaviours to change
- Outline who will implement the contract

Negotiation

- Agree on 1-2 Behaviours to change
- Agree on reinforcers (motivators)
- Expectations and criteria

Follow-up

- Monitor progress
- Review plan with the child as needed



Preparation

1. Decide who will be in charge of enforcing the behaviour contract (parents, teachers, grandparents, etc.)
2. Have 1-2 behaviours in mind that you would like to address (change) prior to meeting with the child.



Negotiation

1. Agree on behaviours to change and behaviours that you want to see instead.
 - The agreed behaviours (1-2) need to be stated clearly so that they are easy to see and identify. E.g., 'Uses break card when needing to go outside' instead of 'stay in your seat'.



Negotiation

2. Reinforcer and motivators

- Identify motivators to incentivise child. This needs to be meaningful and something they will want to work towards.
- Have a variety from which to choose



Negotiation

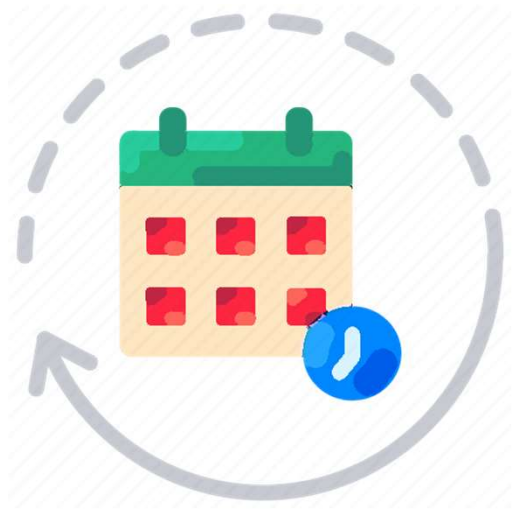
3. Expectations and Criteria

- How often or how long should the child engage in or display the positive behaviour in order to earn the reinforcer?

Encourage the child to choose a realistic goal.

- When, how often, and how much of the reinforcer will be delivered?

Consider time of day, how much can the child tolerate, feasibility, etc. If unsure, start more frequent then scale back!



Follow-Up

1. How will you **monitor** progress towards the set criteria? E.g., tallying every time the child does the behaviour. Keep it simple.
2. How **often** will you need collect 'data'? This will be based on your criteria
3. **Be positive!** When checking in with the child, start with what is going well; ask about their experience; remind the child that terms can be renegotiated and that they opt-out of the contract at any time (put this in writing).



Signatures are an essential component. Ensure all parties sign the completed document. It is a contract, after all!

But what if?...

The child seems confused or never starts

- Make sure definition is stated in a positive, clear, observable manner
- Expectations may be too high
- Consider modelling the behaviour

The child started excited, but now seems frustrated:

1. Criteria may be too high
2. Behaviours might be too difficult
3. Access to the reinforcers are not frequent enough

The child is unwilling to participate

1. Emphasise the desire to negotiate terms
2. Relate behaviours to interests or personal goals of the student
3. Involve an adult who has great rapport with the child
4. Start small

**For further information, please contact the PBS Team on
01481-222000.**