Tier 2: Behavior Contracts

Kathryn L. Johnson, Allison M. Bernard, &
Kathleen Lynne Lane, Ph. D., BCBA-D, CF-L2
University of Kansas

If you have not done so already, we invite you to visit ci3t.org/enhance to access modules after a one-time registration process!

Ci3T +ENHANCE | Comprehensive, Integrated, Three-Tiered Model of Prevention

This project was funded in part by Project EPIC
(USDE, OSEP Award Number: H325D220011)
and Project ENHANCE
(IES Project Number R324N190002)

1

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Goal: Reduce Harm
Specialized individual systems for students with high risk

Goal: Reverse Harm
Specialized group systems for students at risk

Tier 2
Secondary Prevention (≈15%)

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Tier 1
Primary Prevention (≈80%)

Academic	Behavioral	Social
Validated Curricula	PBIS Framework	Validated Curricula

2

Enhancing Ci3T Modules

ci3t.org/enhance

Ci3T +ENHANCE

3

Session Outcomes

1. Describe how secondary (Tier 2) interventions are situated in a Ci3T model of prevention including the purpose and organization of Secondary (Tier 2) Intervention Grids.
2. Follow a step-by-step process to implement behavior contracts.
3. Explain the importance of and prepare to monitor treatment integrity, social validity, and student performance data.

4

Agenda

1. Welcome
2. Overview of Secondary (Tier 2) Interventions within a Ci3T Model of Prevention
3. Behavior Contracts as a Tier 2 Intervention
   1. Introduction to Behavior Contracts
   2. 9-Step Process to Implement Behavior Contracts
4. Wrapping Up and Moving Forward

5

Accessing Professional Learning Materials
ci3t.org/enhance

6
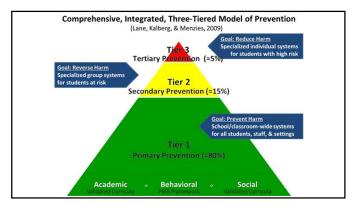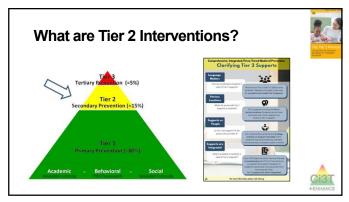
Overview of Secondary (Tier 2) Interventions in Ci3T Models

7

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tier 3
Tertiary Prevention (≈5%)

Goal: Reduce Harm
Specialized individual systems for students with high risk

Goal: Reverse Harm
Specialized group systems for students at risk

Tier 2
Secondary Prevention (≈15%)

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Tier 1
Primary Prevention (≈80%)

Academic ○ **Behavioral** ○ **Social**
Validated Curricula   PBIS Framework   Validated Curricula

8

What are Tier 2 Interventions?

Tier 3
Tertiary Prevention (≈5%)

Tier 2
Secondary Prevention (≈15%)

Tier 1
Primary Prevention (≈80%)

Academic • **Behavioral** • **Social**
Validated Curricula

9

Components of Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to - or delivery of - a specific reward. The target behavior can be an academic (e.g., work completion, rate of oral reading fluency), behavioral (e.g., on task), or social (e.g., participate in a group). Contract may involve administrator, teacher, family member, and student.	**Behavior** ☐ SRSS-E7 score: Moderate (4-8) ☐ SRSS-I5 score: Moderate (2-3) or ☐ 2 or more office discipline referrals (ODR) or ☐ 2 or more absences per quarter ___ AND ___ OR **Academic** ☐ Progress report: 1 or more course failures or ☐ Progress report: 2 or more missing assignments or ☐ Progress report: Targeted for Growth for academic learning behaviors or ☐ AIMSweb: intensive or strategic level (math or reading)	Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency) Passing grades on progress reports **Social Validity** Teacher: Intervention Rating Profile (IRP-15) Student: Children's Intervention Rating Profile (CIRP) **Treatment Integrity** Implementation checklist & treatment integrity checklist	Successful completion of Behavior contract SRSS-E7 score: Low (0-3) SRSS-I5 score: Low (0-1) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract)

10

Ci3T
+ENHANCE

Behavior Contracts as a Tier 2 Intervention

Overview of Behavior Contracts
9-Step Process to Implement Behavior Contracts

Behavior Contracts to Support Classroom Behavior and Engagement

11

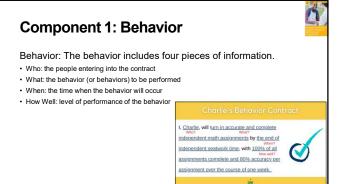---

What is a Behavior Contract?

A behavior contract is a mutually agreed-upon document between at least two individuals in which one or both individuals agree to demonstrate a certain behavior or behaviors.

Behavior contracts have three components:
• Behavior
• Reward
• Recording Sheet

Ci3T
+ENHANCE

12

Component 1: Behavior

Behavior: The behavior includes four pieces of information.
- Who: the people entering into the contract
- What: the behavior (or behaviors) to be performed
- When: the time when the behavior will occur
- How Well: level of performance of the behavior

Charlie's Behavior Contract

I, Charlie, will turn in accurate and complete independent math assignments by the end of independent seatwork time, with 100% of all assignments complete and 80% accuracy per assignment over the course of one week.

13

Component 2: Reward

Reward: The reward also includes four pieces of information.
- Who will give the reward
- What the reward will be
- When will the reward be given
- How much will the reward be

Charlie's Rewards

Who? Mrs. Baldwin and Mr. Fanning

What? BEST Bucks, short break during math, video chat with a friend, going out to dinner with a friend

When? BEST bucks (daily), short break (daily), video chat time (daily), going out to dinner (once a week)

How much? Charlie can earn:
- Two BEST Bucks each day (one for completion, one for accuracy)
- Time to share work with a friend
- 15 minutes of video chat time each day
- Going out to dinner once per week

AWESOME

14

Component 3: Recording Sheet

Recording Sheet: A document designed to serve as a prompt for all parties to review the contract regularly and to provide a method for recording behavior performance.

15

16

Why are Behavior Contracts Effective?

Behavior Contracts are based on several behavioral principles:
- o Rule governed behavior
- o Public commitment
- o Positive reinforcement
- o Negative reinforcement

- Behavior contracts involves an *antecedent adjustment* (a shift in the environment in which a challenging or undesirable behavior occurs) that sets the stage for increasing the likelihood that a new, more adaptive or desirable behavior will occur

(Cooper et al., 2020; Miltenberger et al., 2004)

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Merrill/Prentice Hall.
Miltenberger, R. G., Flessner, C., Gatheridge, B., Johnson, B., Satterlund, M., & Egemo, K. (2004). Evaluation of behavioral skills training to prevent gun play in children. *Journal of Applied Behavior Analysis*, 37(4), 513-516. https://doi.org/10.1901/jaba.2004.37-513

17

Behavior contracts can be used to…

- Increase desired behaviors:
  - o Appropriate social interactions
  - o Attendance
  - o Grades
  - o On-task / academic engagement
  - o Work completion
- Decrease undesired behaviors:
  - o Aggression
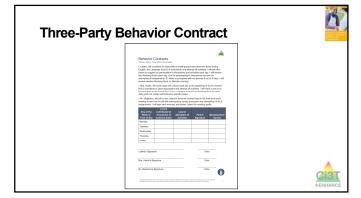 - o Disruptive behavior
  - o Truancy
  - o Rule violations
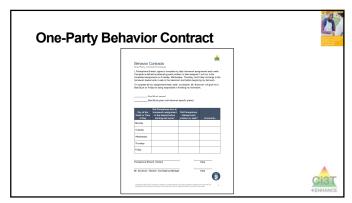
18

Types of Behavior Contracts

See Behavior Contracts Module for examples and templates (available in English and Spanish!)

19

One-Party Behavior Contract

20

Quid Pro Quo (Two-Party) Behavior Contract

21

Parallel (Two-Party) Behavior Contract

Behavior Contracts
Parallel (Two-Party) Contract Example

22

Three-Party Behavior Contract

Behavior Contracts
Three-Party Contract Example
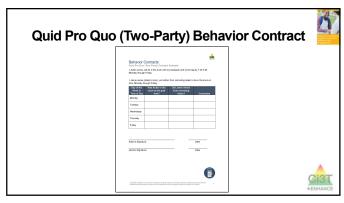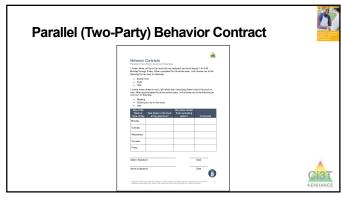
23

Talk Time

• What are your initial thoughts and reactions?
• What components of behavior contracts seem most feasible?
• What questions do you have about the different types of contracts?
• What might be challenging about implementing behavior contracts?

05:00

24

Slide 25

Behavior Contracts as a Tier 2 Intervention

Overview of Behavior Contracts
9-Step Process to Implement Behavior Contracts

Behavior Contracts to Support Classroom Behavior and Engagement

25

Slide 26

A 9-Step Process to Implement Behavior Contracts

26

Slide 27

Step 1: Identify contexts and anticipated behaviors

- Operationally define challenging behavior(s) you are looking to reduce
- Identify in which contexts those challenging behaviors are most likely to occur
  o Time of day?
  o Type of activity?
  o Location?

27

Example Operational Definition

Component	Description
Label	Participation
Definition	Participation behavior is defined as responding to teacher - or peer-initiated interactions
Examples	Raising hand, verbally responding to teacher-led questions, volunteering information during academic task, verbally responding during choral response, using non-verbal responses when prompted (e.g., thumbs up/down, response cards)
Non-Examples	Keeping hands down, making no verbal utterances during an academic task

28

Step 2: Meet with stakeholders

- Schedule a meeting with all parties (e.g., teacher, student, family members or other educators involved in the student's success)
  - Goal 1: Ensure everyone understands the need, details, and anticipated outcomes of the intervention
  - Goal 2: Promote buy-in by incorporating input from all parties, ensuring shared goals and comfort with the plan
- Explain the intervention details
- Encourage participation and feedback
  - Ensure all parties have a voice in developing the intervention, agree on data collection, feedback mechanisms, and reinforcement strategies
  - Ensure all adults working with the student understand and can support the behavior contract

29

Step 3: Identify student's strengths and areas of concern

- Highlight student strengths
  - Begin the meeting by discussing the student's positive attributes and accomplishments (e.g., excellent reading skills, regular attendance)
- Introduce target behavior
  - Share the behavior to be shaped, explaining its significance and the benefits of improvement (e.g., increased engagement leads to better learning and social interactions)
- Invite parent and student input
  - Encourage parents and students to share their perspectives on academic, behavioral, and social successes

30

Talk Time

How would you prepare to facilitate a conversation with students and families about…
- Student strengths
- Target behaviors

05:00

31

Step 4: Write behavioral objectives

Components of a Comprehensive Behavioral Objective:
- Target individual (i.e., *Who will perform the task?*)
- Goal (desired) behavior (i.e., *What will the student do?*)
- Conditions of performance (i.e., *Under what circumstances?*)
- Criterion for success (i.e., *How well?*)
  - Consider baseline data to set ambitious yet achievable goal
- Time frame for completion (i.e., *By when?*)
- Data collection method (i.e., *Assessed how?*)

32

Example Behavioral Objective

Behavioral Objective Planning	
Who	Manny
Goal (Desired) Behavior	will raise his hand *and* wait to be called on before responding
Conditions of Performance	during circle time
Criteria for Success	50% of the time
Timeframe	by the end of the school week
Data Collection Method	Teacher records the number of hand raises and call outs on a behavior log
Behavioral objective statement:	
During circle time, Manny will raise his hand and wait to be called on before responding an average of 50% of the time throughout the school week as determined by his teacher, who will record the number of hand raises and call outs on a behavior log	
Long-term goal	
Manny will meet the objective of his behavior contract in 7 out of 8 weeks	

33

Talk Time

Think of the students in your own class, which target behaviors would you select?

05:00

34

Step 5: Identify rewards and consequences

- Start with the school-wide universal reinforcement system (e.g., tickets)
- Identify effective reinforcers
- Consider including a bonus clause
  - Offer additional rewards for exceeding performance criteria (e.g., selecting two items for 80% or more hand raises)
- Coordinate with family for home-based rewards
  - Brainstorm feasible and desirable rewards (e.g., special meals, extra friend time, avoiding chores), ensuring they are provided if goals are met

35

Step 6: Determine evaluation process

- Determine data collection method (e.g., data collection sheet, digital tracker)
- Establish a timeline for the contract with regular checkpoints to discuss whether to adjust or discontinue the contract

36

Step 7: Write up contract and sign in agreement

- Draft the contract
- Consider simplifying language and use of visuals
- All parties sign the contract to indicate their agreement with the plan

37

Step 8: Review data weekly

- Review treatment integrity data to verify the intervention is being implemented as planned
- Monitor progress via weekly review of student performance data weekly
  - Check that the goal behavior is moving in the desired direction.
  - Make any necessary adjustments to the intervention

38

Step 9: Seek input from student and families after 2-3 weeks

- Share student performance graph and treatment integrity data
- Gather input using student, educator, and family social validity forms
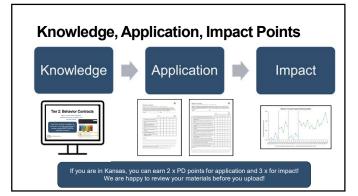
39

Wrapping Up and Moving Forward

40

Knowledge, Application, Impact Points

Knowledge → Application → Impact

If you are in Kansas, you can earn 2 x PD points for application and 3 x for impact! We are happy to review your materials before you upload!

41

Project EMPOWER+

EMPOWER+ Session	Date
Starting Strong: Effective Tier 1 Practices for Educators	September 24, 2025 (Wednesday)
From Data to Action: Using Systematic Screening to Inform Instruction	October 8, 2025 (Wednesday)
Ci3T In Action: Integrated Lesson Planning for Enhanced Instruction	November 18, 2025 (Tuesday)
Mastering Behavior Specific Praise and Precorrection	January 21, 2026 (Wednesday)
A 6-Step Instructional Approach for Responding to Challenging Behaviors: A Tier 1 Practice	February 10, 2026 (Wednesday)
A Tier 2 Support for Students Experiencing Anxious Feelings: Recognize. Relax. Record.	March 25, 2026 (Wednesday)
A Tier 3 Support for Students with Intensive Intervention Needs: Functional Assessment-Based Intervention (FABI)	April 28, 2026 (Tuesday)

42

43