

The Typical Current State of Behavior Contracts use in Schools or with Teachers	Real Talk About Classroom Management Behavior Contract
They work with <i>some</i> students	This type of contract works with <i>almost all</i> students.
Administration might even be involved in the contract because student behaviors have escalated beyond teacher control.	RTACM contract almost always extinguishes the behavior before administration is involved or stops administration from staying involved.
Used as a last resort with behavior management	Redirects behavior quickly so you can keep your “teacher power”
Often seen as a punishment to the student	Seen as an opportunity or “fun” for the student to try to reach their goal every week
Offers more structure to the student and adults keep a closer “watch” on the student	Empowers the student without keeping a closer eye on the student
The student is relieved they did not have the consequence	The student feels proud of themselves when they reach their goal
Seen as a punishment to control behavior	Seen as a temporary scaffold to help students reach desired behavior goals
Students trying not to do the wrong thing	Student trying to do the right thing
Students are punished if they do the wrong thing	Students are recognized and praised for doing the right thing
The teacher potentially gives up an authentic relationship with that student if administration is involved the contract.	The teacher develops a relationship with that student 1:1
This type of contract can be used for a student to fear a consequence.	This type of contract is designed to focus on the student getting better
Symbolizes to student that you have no other options and have almost given up	Symbolizes to student that you’ll go out of your way for them because you believe in them
Seen as a <i>punishment</i> or control mechanism.	Seen as an <i>opportunity</i> to the students
Contract is already created when given to the student	Contract is co-created with student and teacher
Launch meeting is serious and not fun for the student. Student leaves defeated.	Launch meeting is a positive experience (see script in Real Talk About Classroom Management pg. 73). Student leaves meeting excited to start.
Consequences can possibly happen everyday	Consequence comes only once a week (usually on Fridays).

Student often does not have a say in either	Student chooses rewards and teacher has consequence already written out. Example of a weekly consequence: Call home to mom, email to parent, lunch quiet time in teacher's room with a timer (See Real Talk About Classroom Management pg. 67)
Teacher often feels that the student might not even need the contract if they earn their goal week #1.	Teacher wants the student to earn their goal Week #1.
You are increasing your control and consequences	You are re-creating a positive relationship with that child
Contract is usually not scaffolded.	Contract is scaffolded with a higher percentage goal each week for student to help with success

Additional information on this type of behavior contract:

- Why not just do consequences? That will not work for all students, and it's not working for all students.
- Behavior contracts are not only for students with IEP's
- This type of behavior contract focused on the positive, while still having a specific consequence if they do not reach their goal for the week. Please keep in mind that not earning the incentive for the week is also a consequence itself.
- This type of contract should be used for students whose behaviors are holding back the learning of the class.
- This type of contract is started early, when the behaviors first start showing and interrupting the learning of the entire class. November is a perfect time to start one.
- Students should be kept on behavior contracts for 4-8 weeks. However, some students may need longer. Re-evaluate the contract every 4 weeks. You may need to change one of the desired behaviors.
- If a student doesn't make the goal a week, lower the percent a bit so they make it. You want them to be able to taste success for it to work.
- As middle school teachers, we are especially limited on time. Sometimes, because of this we resort to consequences. This doesn't always work for some students.

- Student-Teacher relationships are especially important in middle school. Students who do not feel connected to their teacher/s or school in middle will most likely have differently
- Only use with 1-3 students per class. Putting a student on this type of behavior contract takes a *little* extra effort from you that pays off huge in the long run.
- You have to truly want the student to succeed for this type of contract to work.
- Temporary incentives help build relationships.
- Extrinsic incentives are just a gateway to intrinsic motivation.
- Building a relationship with the students
- Showing you believe in them and that you WANT them to make their goal.
- They need help building a relationship with you. You're going out of your way for them. Challenging students take harsher consequences as "really not liking them" often.
- You're the one teacher that "went out of your way for them." That makes a difference to them. Usually the students who need a contract have very few adults that believe in their behavioral success.

