

BEHAVIOR CONTRACTS AND AGREEMENTS

Planning sheet, eight contract layouts (simple, standard, secondary, home-school, self-management, group, work completion, attendance), daily check-in sheet, weekly review, reward menu and reinforcer survey, caseload tracker, family letter, filled example. Fillable PDF.

CONTRACT Simple Contract

For the youngest students: three sentences in big handwriting, a picture if the student wants one, and two signatures. Read it aloud together before either of you signs.

MY NAME _____ DATE _____

I will...

My teacher will...

When I do this, I earn...

CONTRACT Standard Behavior Contract

The elementary layout: the goal, what it looks like, what the student earns, the check-in schedule, and three signatures. The points go on the check-in sheet on page 14.

STUDENT _____ TEACHER _____ DATE STARTED _____

My goal (one sentence, in my words)

What it looks like: what a teacher would see and hear when I am doing it

What I earn, and how many points it costs (from the menu on page 16)

If the contract is not met, what follows is as written in the school's plan (copy it here; nothing else goes on this line)

CHECK-IN SCHEDULE

WHEN WE CHECK _____ WHO CHECKS _____ POINTS I CAN EARN EACH TIME _____ WHERE THE MARKS GO _____

CONTRACT Secondary Behavior Contract

For middle and high school: up to three goals with a criterion each, the privileges earned, review dates, and signatures. The student writes the goals in their own words.

STUDENT _____ GRADE _____ TEACHER / CASE MANAGER _____ DATE STARTED _____

GOALS (ONE IS FINE; THREE IS THE MOST)

#	GOAL, IN OBSERVABLE WORDS (WHAT I WILL DO)	CRITERION: HOW MUCH, HOW OFTEN, MEASURED HOW	CHECKED BY
1			
2			
3			

PRIVILEGES

PRIVILEGE EARNED (FROM THE MENU ON PAGE 16)	EARNED WHEN	COST IN POINTS	GIVEN BY

If the contract is not met, what follows is as written in the school's plan (copy it here; nothing else goes on this line)

How I want to be reminded, and what I will do if I

CONTRACT Home-School Contract

One behavior, two sides of the table. What school does and what home does are written in the same words, and how the two sides talk to each other is agreed before anyone signs.

STUDENT _____ TEACHER _____ FAMILY MEMBER _____ DATE _____

PART	SCHOOL SIDE	HOME SIDE
The behavior we are working on, in the same words at school and at home		
What the adults do to help before it happens		
What the student earns, and when		
How we tell each other how it went (note, call, app, how often)		
Who checks, and where the marks go (page 14)		

If the contract is not met, what follows is as written in the school's plan (copy it here; nothing else goes on this line)

What the student says about this contract, in their words

CHECK-IN Daily Check-In Sheet

Ten school days for any contract in this pack: met or not, points earned and possible, initials, one note. The total at the bottom is what the contract's goal is checked against.

STUDENT _____ CONTRACT (PAGE) _____ GOAL: POINTS IN 10 DAYS _____ POINTS POSSIBLE EACH DAY _____

DAY	DATE	MET (Y/N)	POINTS EARNED	POINTS POSSIBLE	INITIALS	NOTE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total						Days met of 10, points earned of possible

REVIEW Weekly Contract Review

Friday, with the student. What worked, what did not, the numbers from the check-in sheet, and one of three decisions: keep, change, or end. The next review date is written before you leave.

STUDENT _____ CONTRACT (PAGE) _____ WEEK OF _____ REVIEW NUMBER _____

POINTS EARNED THIS WEEK	POINTS POSSIBLE	DAYS MET (OF 5)	GOAL NUMBER ON THE CONTRACT

What worked (the student says first)

What did not work, and what got in the way

DECISION

DECISION (MARK ONE)	WHAT IT MEANS	WHAT CHANGES, IN WRITING
Keep	The contract stays as it is until the next review	
Change	The goal number, the earn, the check-in time or the reminder changes, write which	
End	The goal is met and held, or the contract is replaced by a lighter one (page 6)	

Fillable PDF

20 Pages

Eight Contracts

Weekly Review

Which Contract for Which Student

Start from the student and the situation, not from the form. Every contract in this pack has the same four parts; the layouts differ in how much the student writes and who signs.

IF THE STUDENT OR THE SITUATION IS	USE	WHERE
The student is in the primary grades, or reads very little, and one behavior is the whole goal	Simple contract: three sentences, big lines, two signatures	Page 6
An elementary student with one goal, points checked every day, and a family that will sign	Standard behavior contract, with the daily check-in sheet	Pages 7, 14
A middle or high school student with more than one goal and privileges to earn	Secondary behavior contract, up to three goals with a criterion each	Page 8
The behavior shows up at school and at home, and both sides agreed to do something	Home-school contract, school column and home column	Page 9
The student can already say what they are working on and wants to keep their own score	Self-management contract: goal, plan, check, and a rating for each day	Page 10
It is the whole class, or a small group, not one student	Group and class contract: expectations, looks like / sounds like, everyone signs	Page 11
The goal is finishing and turning in work	Work completion contract, counted against a weekly number	Page 12
The goal is getting to school, getting there on time, or staying the day	Attendance and punctuality contract, two weeks of Mon–Fri	Page 13
Any contract, on Friday	Weekly contract review: keep, change, or end	Page 15

The four parts every contract has

- ☐ **The behavior, in observable words.** What a teacher would see and hear, not a trait. “Starts work within two minutes of the direction” is a contract; “has a better attitude” is not.
- ☐ **What the student earns,** chosen by the student from the menu on page 16, with the cost in points written down.
- ☐ **How it is checked:** who marks it, when, and on what sheet (the check-in sheet on page 14 fits every layout).
- ☐ **When it is reviewed:** a date, written on the contract before anyone signs, and the review on page 15.

Written with the student, not for the student

Fill the planning sheet (page 5) alone, then sit down with the student and let them say the goal in their words; type or write what they said. They pick the earn from the menu, they say how they want to be reminded, and they sign last, after reading it aloud. A contract the student can recite is one they will keep. What happens when a contract is not met is your school's plan, and every layout gives it one blank line and nothing more.

How the paper moves

WHEN	WHAT
Before the meeting	Planning sheet (5), reward menu and survey (16), a line on the tracker (17)
The day it is signed	The contract (6 to 13) read aloud and signed; the family letter (18) goes home the same day
Every day, then Friday	A row on the check-in sheet (14); on Friday the review (15) and the status on the tracker (17)

Standard Behavior Contract

The elementary layout: the goal, what it looks like, what the student earns, the check-in schedule, and three signatures. The points go on the check-in sheet on page 14.

STUDENT

TEACHER

DATE STARTED

My goal (one sentence, in my words)

What it looks like: what a teacher would see and hear when I am doing it

What I earn, and how many points it costs (from the menu on page 16)

If the contract is not met, what follows is as written in the school's plan (copy it here; nothing else goes on this line)

CHECK-IN SCHEDULE

WHEN WE CHECK	WHO CHECKS	POINTS I CAN EARN EACH TIME	WHERE THE MARKS GO
			Check-in sheet, page 14

POINTS NEEDED FOR THE EARN

OVER HOW MANY DAYS

REVIEW DATE (PAGE 15)

STUDENT SIGNATURE

TEACHER SIGNATURE

FAMILY SIGNATURE

Home-School Contract

One behavior, two sides of the table. What school does and what home does are written in the same words, and how the two sides talk to each other is agreed before anyone signs.

STUDENT

TEACHER

FAMILY MEMBER

DATE

PART	SCHOOL SIDE	HOME SIDE
The behavior we are working on, in the same words at school and at home		
What the adults do to help before it happens		
What the student earns, and when		
How we tell each other how it went (note, call, app; how often)		
Who checks, and where the marks go (page 14)		

If the contract is not met, what follows is as written in the school's plan (copy it here; nothing else goes on this line)

What the student says about this contract, in their words

HOW IT WENT, WEEK BY WEEK

WEEK OF	SCHOOL SIDE: DAYS MET (OF 5)	HOME SIDE: HOW IT WENT, IN ONE LINE	INITIALS (SCHOOL / HOME)

REVIEW DATE, AND HOW THE FAMILY JOINS THE REVIEW (IN BEST TIME AND WAY TO REACH EACH OTHER PERSON, CALL, NOTE)

STUDENT SIGNATURE

TEACHER SIGNATURE

FAMILY SIGNATURE

Ten school days for any contract in this pack: met or not, points earned and possible, initials, one note. The total at the bottom is what the contract's goal is checked against.

STUDENT

CONTRACT (PAGE)

GOAL: POINTS IN 10 DAYS

POINTS POSSIBLE EACH DAY

DAY	DATE	MET? (Y / N)	POINTS EARNED	POINTS POSSIBLE	INITIALS	NOTE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total						Days met of 10, points earned of possible

GOAL MET? (Y / N)

EARN GIVEN (WHAT, DATE)

REVIEW DATE (PAGE 15)

What the check-in sounds like

Thirty seconds at the same time every day: "How did it go?" The student answers first, then the adult marks the row. A day counts as met at the number the contract says (for example, 3 of 4 blocks), and the total at the bottom is what the goal on the contract is checked against on page 15.

Days that were different (sub, assembly, early release, absent)

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Friday, with the student. What worked, what did not, the numbers from the check-in sheet, and one of three decisions: keep, change, or end. The next review date is written before you leave.

STUDENT	CONTRACT (PAGE)	WEEK OF	REVIEW NUMBER
POINTS EARNED THIS WEEK	POINTS POSSIBLE	DAYS MET (OF 5)	GOAL NUMBER ON THE CONTRACT

What worked (the student says first)

What did not work, and what got in the way

DECISION

DECISION (MARK ONE)	WHAT IT MEANS	WHAT CHANGES, IN WRITING
Keep	The contract stays as it is until the next review	
Change	The goal number, the earn, the check-in time or the reminder changes; write which	
End	The goal is met and held, or the contract is replaced by a lighter one (fade, page 5)	

The earn: given, or how many points still to go

What the family is told this week, and how

NEXT REVIEW DATE

STUDENT SIGNATURE

TEACHER SIGNATURE

Reward Menu and Reinforcer Survey

The teacher types twelve choices, the student ranks them, and each one gets a cost in points. A contract with a menu the student did not pick from is a contract nobody will keep.

STUDENT

TEACHER

DATE

#	REWARD OR PRIVILEGE (THE TEACHER TYPES TWELVE THE SCHOOL CAN GIVE)	MY RANK (1 = MOST WANTED)	COST IN POINTS	WHEN IT CAN BE USED
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Survey: the student marks one in each pair

I would rather earn something **for me / for the class** · I would rather get it **the same day / at the end of the week** · I would rather have **something to do / something to keep / time with someone** · I would rather be told I did well **quietly / in front of others / in a note home**

Ideas for the twelve, if you want them (no cost to the school)

Line leader, five minutes of a favorite activity, lunch with a chosen adult, a job in the room, a note home, first pick at choice time, a game with a friend, extra time with a book or a build, helping in a younger room, choosing the class song, a homework pass if your school allows it, sitting where I choose.

THE THREE THE STUDENT WANTS MOST, IN ORDER

MENU REVIEWED ON (DATE); IT CHANGES WHEN THE STUDENT STOPS WANTING IT

EXAMPLE

A Standard Contract and Ten Check-In Days, Filled In

Theo is invented, and so is every number. Follow the goal from the contract to the check-in sheet; the total at the bottom can be re-added from the cells above it.

Standard behavior contract (page 7) — Theo, fourth grade (invented)

PART OF THE CONTRACT (PAGE 7)	WHAT THEO AND MS. RUIZ WROTE
My goal	I will start my work within two minutes of the direction in each of the four work blocks.
What it looks like	Pencil moving or reading started before the timer on the board reaches 2:00; on my own, or after one reminder in writing.
What I earn	Fifteen minutes of build time with Sam, cost 30 points; one point per block, 4 a day, over ten days.
If not met	As written in the school's plan (copied from the plan onto the contract; nothing is added here).
Check-in	2:55 each day with Ms. Ruiz; a day is met at 3 of 4; marks on the check-in sheet, page 14.
Review	Friday 10/9 and Friday 10/16 (page 15). Signed 10/2 by Theo, Ms. Ruiz and Theo's dad.

Daily check-in sheet (page 14) — ten days from 10/5

DAY	DATE	MET?	POINTS	POSSIBLE	INITIALS	NOTE
1	10/5	Y	3	4	MR	First day; help card used twice
2	10/6	N	2	4	MR	Sub in the afternoon
3	10/7	Y	4	4	MR	—
4	10/8	Y	3	4	JP	Started math on his own
5	10/9	N	1	4	MR	Assembly morning; two blocks missed the start
6	10/12	Y	4	4	MR	—
7	10/13	Y	3	4	MR	Reminder in writing only
8	10/14	Y	4	4	MR	—
9	10/15	Y	4	4	JP	Told Ms. Ruiz before she asked
10	10/16	Y	4	4	MR	Earn given: build time with Sam
Total	10/5–10/16	8 of 10	32	40	—	Goal 30: met

Points $3 + 2 + 4 + 3 + 1 + 4 + 3 + 4 + 4 + 4 = 32$. Possible $4 \times 10 = 40$. Week 1 = 13, week 2 = 19, $13 + 19 = 32$. Days met: the days with 3 or more, 8 of 10. 32 of 40 is 80 percent; the goal was 30 points, so the earn was given on 10/16.

Weekly reviews (page 15), written on the two Fridays

10/9: 13 of 20 for the week, 3 days met. What worked: the timer on the board. What did not: Friday's assembly took two starts away, and Tuesday's sub did not know about the written reminder. Decision: **keep**; the reminder card goes in the sub folder. **10/16:** 19 of 20, 5 days met, 32 of 40 for the contract; goal 30 met, earn given. Decision: **change**: the same goal at 34 points over ten days with the check-in every other day, which is the first step of the fade on the planning sheet (page 5). Status on the tracker (page 17): changed; Theo's dad was told by note on both Fridays. Nothing here says why Theo was slow to start; it says what he did on ten days.