**Michigan City Area Schools**

**BEHAVIOR CONTRACT**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_/\_\_/\_\_Grade:\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behavior Contract written: \_\_\_/\_\_\_/\_\_\_

Behavior Contract reviewed: \_\_\_/\_\_\_/\_\_\_, \_\_\_/\_\_\_/\_\_\_, \_\_\_/\_\_\_/\_\_\_, \_\_/\_\_\_/\_\_\_

**Review Fact Finding Worksheets: Identifying Environmental Factors and Functional Factors**

1. What is the behavioral skill deficit of main concern?
2. What are the contributing environmental factors(s)?
3. What are the contributing functional factors(s)?
4. Write student goal:

**Goal Option 1: Increase Positive Behavior**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **By When** | **Who**  **(student)** | **Will DO what** | **At what level of proficiency** | **Under what conditions** | **Measured by whom and how** |
|  |  |  |  |  |  |

**Goal Option 2: Decrease Problem Behavior**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **By When** | **Who**  **(student)** | **Will NOT DO what** | **At what level of proficiency** | **Under what conditions** | **Measured by whom and how** |
|  |  |  |  |  |  |

**Sample Goal and Plan to Increase a Positive Behavior**

By April 15, 2015, Dawn will use the skill of Working with Others at 75% proficiency every time group participation is required – as measured by Dawn and the teacher on her daily progress.

□ Assign an adult mentor:

□ Counselor/teacher will introduce Dawn to the daily progress monitoring system-one time

□ Homeroom teacher will provide Dawn with progress monitoring cards – daily

□ Teachers will assist Dawn in completing the progress monitoring cards – daily

□ Dawn will drop off her progress monitoring card at the counselor’s office at the end of each day.

□ Mentor and Dawn will meet to discuss progress – weekly

□ The team will meet on \_\_\_\_\_\_\_\_\_\_\_\_ to discuss progress towards goal.

**Signatures of all involved:**