

## Elementary School Example

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, parent, and student.	<p><b>Examples of potential target behaviors defined in contract</b></p> <p><b>Behavior</b></p> <p><input type="checkbox"/> SRSS-E7 score: Moderate (4-8)</p> <p><input type="checkbox"/> SRSS-I5 score: Moderate (2-3)</p> <p><i>or</i></p> <p><input type="checkbox"/> SRSS-E7 score: High (9-21)</p> <p><input type="checkbox"/> SRSS-I5 score: High (4-15)</p> <p><i>or</i></p> <p><input type="checkbox"/> 2 or more office discipline referrals (ODR)</p> <p><b>___ AND ___ OR</b></p> <p><b>Academic</b></p> <p><input type="checkbox"/> Progress report: 1 or more course failures</p> <p><i>or</i></p> <p><input type="checkbox"/> Progress report: 2 or more missing assignments</p> <p><i>or</i></p> <p><input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors</p> <p><i>or</i></p> <p><input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading)</p>	<p>Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency)</p> <p>Passing grades on progress reports</p> <p><b>Social Validity</b> Teacher: IRP-15 Student: CIRP</p> <p><b>Treatment Integrity</b> Implementation checklist &amp; treatment integrity checklist</p>	<p>Successful completion of Behavior contract</p> <p>SRSS-E7 score: Low (1-3) SRSS-I5 score: Low (1-2)</p> <p>Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract)</p>

## Middle / High School Example

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, parent, and student.	<p><b>Examples of potential target behaviors defined in contract</b></p> <p><b>Behavior</b></p> <p><input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <i>or</i></p> <p><input type="checkbox"/> SRSS-E7 score: High (9-21) <i>or</i></p> <p><input type="checkbox"/> 2 or more office discipline referrals (ODR) <i>or</i></p> <p><input type="checkbox"/> 2 or more tardies/absences per quarter</p> <p style="text-align: center;">___ AND ___ OR</p> <p><b>Academic</b></p> <p><input type="checkbox"/> Report card: 1 or more course failures <i>or</i></p> <p><input type="checkbox"/> Skyward: 2 or more missing assignments <i>or</i></p> <p><input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <i>or</i></p> <p><input type="checkbox"/> Below 2.5 GPA</p>	<p>Target behavior defined in the behavior contract (e.g., % of assignments completed, rate of oral reading fluency)</p> <p>Passing grades on progress reports</p> <p><b>Social Validity</b> Teacher: IRP-15 Student: CIRP</p> <p><b>Treatment Integrity</b> Implementation checklist &amp; treatment integrity checklist</p>	<p>Successful completion of Behavior contract</p> <p>SRSS-E7 score: Low (1-3)</p> <p>Passing grade on progress report or report card in the academic area of concern (or target behavior named in the behavior contract)</p>