

Chapter 24: Behavioral Contracts and Self-Management

Important	Extras
<p>Behavioral contracts</p> <ul style="list-style-type: none"> • Contingency contract • Formal document that describes each target behavior, its antecedents and identifies its consequences that will be applied in the intervention to change behavior. <p>A. Components of Behavioral contracts</p> <ul style="list-style-type: none"> • Signed and developed by target person with at least on mediator to monitor the behavior and dispense the consequences • Possible to have more than one mediator • Components of good behavioral contracts <ol style="list-style-type: none"> i. Antecedents = specify behaviors, when they should and should not occur and behavioral goals ii. Monitoring process = observe behavior, type of data to be collected and how these data will be recorded and made available to assess the consequences iii. Consequences= include immediate and delayed rewards for meeting the terms <ul style="list-style-type: none"> • Response cost punishment • Bonus rewards are also laid out iv. Schedule for reviewing the target persons progress and v. Signatures of all parties involved. <p>B. Negotiating the Terms of a Behavioral Contract</p> <ul style="list-style-type: none"> • All parties should have a say in contract's provisions • The mediator often receives no pay • Therapist's role in negotiation proves helpful 	

C. Settings for Applying Behavioral Contracts

- Classrooms : Contract between teacher and student laying out **reinforcers** and **behavioral goals** followed by rewards for complying with teacher's requests and rules
- Clinics or institutions :
 - i. Preferences for **reinforcers** of subject are assessed
 - ii. **Training** in strengthening or reducing a certain behavior is introduced
 - iii. **Mastering skills** leads to behavioral contract to reinforce such behaviors in the future followed by rewards after each session.

D. Benefits of using Behavioral Contracts

- Can **reduce** disagreements and errors in carrying out the program because it ensures that the parties know what their roles are
- Parties to the contract tend to have a **greater commitment** to fulfilling their roles after they sign the contract
- Putting conditions in **writing** makes the target person's progress and closeness to **meeting** the program's goals clearer
- Process of negotiating ensures the program will lead to **successful results**
- **Negotiating** eases difficult interpersonal relationship and leads to **successful interaction** among party members

E. Goals In Self-Management

- **Four types of goals** are to be achieved through self-management:
 - i. Effective and efficient in daily life
 - ii. Breaking undesirable habits
 - iii. Developing desired lifestyle behavior
 - iv. Mastering a difficult skill

F. Self-Monitoring and Behavioral Contracts

- Must perform a **functional assessment** determining

•Under professional supervision as in therapy or independently under training

antecedents and consequences

- Data collection in **baseline and intervention phases** to **identify** if the target behavior has changed
- Two **differences** between self management and ABA methods
 - i. Self monitoring where the target person observes his/her **own** behavior and records instance of it.
 - In terms of **frequency, magnitude and/or duration**
 - Tends to **change** behavior in desired direction
 - ii. Include a behavioral **contract** in which target person has great deal of **control** over.

G. Managing ANTECEDENTS in SELF MANAGEMENT

- Applying motivating operations
 - Procedures that **alter** the effectiveness of a reinforce or punisher on behavior and performance of that behavior
 - Can be of two types
 - a. Abolishing operations(AO) = **decrease** effectiveness of a consequence on a behavior
 - i. ie; limiting how much you want to eat at the restaurant before going
 - b. Establishing operations (EO) = **increase** effectiveness of a consequence such as a reinforce or punisher
- Using **prompts**
 - i. Used as **shortcut stimulus** control methods to encourage the person to make a desired response
 - ii. **Verbal** prompts
 - iii. **Pictorial** prompts
 - iv. **Auditory** prompts
- **Altering** Antecedent Chains
 - i. Alter chains that lead to a problem behavioral

- excess or deficit
- ii. To avoid behavioral excess = **build pauses into chain or reorder** the links that lead to behavior
- iii. To avoid behavioral deficit:
 - **Prompts** to **encourage** certain types of behaviors such as placing sticky notes encouraging more time spent on an activity.
 - **Discourage** the chain to get started.
 - Or chain **doesn't end** in target behavior
- Making Environmental Changes
 - Environments encourage undesirable behavior
 - a. **New** environment for the old one
 - b. Altering the **availability** of items that encourage undesired behavior
- Using **Narrowing Methods**
 - i. Used to **reduce** a behavioral **excess**
 - ii. **Smaller** range of antecedents restricts possibility of undesired behavior to occur
- Using Cognitive Approaches
 - i. Apply **self-instructions**
 - Statements to say to describe, direct or guide the behavior we are to perform or not perform
 - Positive self instructions = lead to performing **desired** behaviors
 - Negative self instructions = **prevent** from performing desirable behavior

- ii. To avoid behavioral excess = **build pauses into chain or reorder** the links that lead to behavior

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H. Managing Consequences in Self-Management

- **Positive** reinforcement most commonly applied
- To identify potential positive reinforcers
 - i. Target person to fill out Preferred Items and Experiences Questionnaire (**PIEQ**) to identify **potential** positive reinforcers
 - ii. Immediate **reinforcement and then backup rewards**

- Maintaining antecedents' effect on target behavior

1. Think about the benefits of target behavior
2. Distract ourselves from antecedents that lead to the undesired behavior
3. Re-perceive antecedents that will lead to undesired behavior while not being too unrealistic or too extreme in your new perception of antecedent.

- Use of tokens(money, fav. Pieces of clothing) in self-administered programs

