

Chapter 1 : Establishing a Group Contingency Program

Research done on behavior analysis using group contingency has shown that group contingencies decrease inappropriate behavior and increase good behavior, and can even improve classroom success. For example, in , a study compared the effectiveness of the different types of group contingencies.

This article has been cited by other articles in PMC. Abstract A successful learning environment can be characterized by actively engaged students displaying appropriate student behavior. We implemented a group contingency intervention as a novel component to a school-wide behavior management system to decrease the frequency of inappropriate behaviors and, conversely, increase the academic engagement of students in four elementary school classrooms. Twelve students with behavioral risks served as target students to monitor effects. A reversal design was implemented to evaluate behaviors across experimental conditions. Results indicated that the frequency of inappropriate behaviors decreased and academic engaged time increased for all 12 participants. These results suggested that the group contingency was an effective class-wide intervention. Implications for research and practice are discussed. Two types of contingencies commonly used in school settings are independent and interdependent group contingencies. With independent group contingencies, all children in the class or school receive the same consequence e. With interdependent group contingencies, no individual student receives the reward unless all students in a group or across the school contribute to meeting the specific reinforcement criterion e. Despite the efficacy of reward-based group contingency interventions for teaching appropriate behavior Scott, , class-wide and school-wide behavior management programs more commonly focus on reducing inappropriate behavior through the application of punishment procedures, such as warning systems and zero tolerance policies Cashwell, et al. Based on these findings, we were interested in evaluating a low-cost, reward-based group contingency program that targeted appropriate behavior. Ideally, the program would be effective for large numbers of students to minimize the need for individualized programs, which are time consuming, costly, and difficult to implement in large classrooms. To increase the acceptability of the program, we embedded the intervention into an existing school-wide behavior management system. To reduce the cost and time required to implement the reward component, we instituted a lottery system in conjunction with independent and interdependent group contingencies and taught students to self-manage. As such, this study was designed to build upon the empirical literature on group contingency procedures by a incorporating the group contingency within a previously established school-wide management system a warning system , b instituting a lottery system in conjunction with an independent group contingency, and c including a self-management component to further decrease the time and costs associated with the intervention. Method Participants and Settings Three children in each of four classrooms were enrolled in the study, for a total of 12 participants. The children 9 males and 3 females were between the ages of 7 years and 9 years. They were chosen based on requests from their teachers for assistance due to problem behaviors. The four participating classrooms included two third-grade classes Class 1 and Class 2 and two second-grade classes Class 3 and Class 4 , all located in a school in a suburban community of a Midwestern city. Each class had approximately 18 to 20 students. The teachers had 15 years to 30 years of classroom experience. At the time of the study, each classroom was implementing a school-wide behavioral management program consisting of a warning system that targeted inappropriate behavior. Consequences included loss of recess time and home notes. To implement the intervention, teachers used small lottery cards 5. The lottery cards included a space for the student to write his or her name. Each student was given a The 27 spaces on the chart were used to record the number of lottery tickets they had received. Rewards such as pencils, erasers, small notebooks, stickers, and shoelaces were provided by a researcher for the lottery drawing. In addition to lottery incentives, occasional pizza and donut parties were also provided by the researcher. Teachers also used warning cards during the intervention, which were distributed for inappropriate behavior at the same time the lottery cards were given out for appropriate behaviors. Warning cards were 7. The remaining materials i. Response Measurement Academic engagement time. Data on the duration of academic engagement were collected during min academic periods. A timer was started whenever the participant was engaged in the

appropriate activity and stopped when the participant was not appropriately engaged. Academic engagement included attending to the teacher, reading, writing, academic responding, and other behaviors associated with assignment completion and following directions. The student was considered off task when he or she was not attending, completing assignments, or following directions. Duration data on academic engagement were converted to a percentage of time by dividing the total recorded academic engagement time by the total observation time and then multiplying the result by 100. Frequency data were collected on the occurrence of inappropriate behaviors during the min academic period. Inappropriate behaviors included aggression i. Teacher praise was defined as a verbal praise statements giving approval or acknowledgement of appropriate academic or behavioral performance, b physical gestures of affection or tangibles, and c giving rewards such as tokens, points. Frequency data were collected on the occurrence of praise during the min period. Praise data were categorized as group to the entire class, including the target child or individual directed to the target child. Teachers were aware across all conditions that praise statements and gestures were recorded. Satisfaction surveys were distributed to teachers and all students. On the teacher satisfaction survey, the responses were presented in Likert-type scales with values from 1 strongly disagree to 5 strongly agree , as related to implementation e. On the student satisfaction survey, the responses were presented in a written Likert-type scale i. Data collection and observations. All data were collected by trained research staff. Data collection occurred in the morning and afternoon because the intervention was implemented across the day. The schedules were shifted weekly for the consultant to be able to observe morning and afternoon sessions in both group and independent activities. Interobserver agreement was assessed in each of the classrooms where the intervention took place. Baseline The teachers implemented the pre-existing behavior management procedures e. Office referrals were frequently used for disruptions. Intervention The components of the intervention included a classroom lottery game, interdependent group contingency, self-management, and individual warning cards. A reward-based lottery game was combined with the existing school-wide warning system described previously. All students the participants and the other students in the class received lottery tickets for maintaining appropriate behavior i. The group contingency lottery game i. Teachers were instructed to randomize the times that they awarded the lottery tickets to avoid any behavioral patterns e. Teachers were instructed to include a verbal praise statement to the student s as they were awarding the lottery tickets. The teacher drew four or five winning lottery tickets right after distribution twice a day; students with the winning tickets could choose a small reward e. An interdependent group contingency also was included in the intervention. The entire class received a pizza party as soon as each student had received enough lottery tickets to fill his or her self-management chart The parties occurred approximately once per month. Finally, individual warning cards were used in conjunction with the color cards and verbal warnings for inappropriate behavior. Any student on the color yellow, red or blue in the flip card system was given a warning card, and he or she was required to follow the steps on the warning card for each color change on the flip card system due to inappropriate behavior. The warning cards were distributed at the same time as the lottery tickets. Just as the parents were informed of the inappropriate behaviors via the warning card, it was suggested to the teachers that they incorporate a short note home telling the parents that their children had good behavior that week. Teachers were also required to submit their colored card records for each student at the end of each semester to the school. Training and Implementation of the Intervention The intervention was implemented in several steps. First, an initial meeting was held between the teacher and researcher to discuss the implementation of the intervention approximately 60 min. This was followed by an initial meeting with the entire class to discuss the new intervention approximately 30 min. During the explanation of the lottery game to the class, the researcher explained that they were chosen to do a game that would require them to show others what it is to be a good student. It was explained that their teacher would be passing out lottery tickets, which were contingent upon their colored card status. The student self-management charts and warning cards were also described. It was also explained that when each student in the class turned at least one chart in to the teacher, there would be a class party; that each new day began a new day of the lottery i. After the training, the teachers took the lead role in distributing the lottery tickets and warning cards and conducting the lottery drawings. Typically, the classes were given bonus lottery tickets for their efforts and occasionally rewarded

with small candies or prizes e. The researcher also provided assistance in writing weekly positive home notes for the students. Fading the Intervention Eventually, the lottery drawing was faded to once per day, but varied with respect to the time of day e. Lottery tickets were still awarded twice each day to the students for good behavior. Teachers were asked to continue the use of verbal praise for appropriate student behaviors during the entire day. Teachers incorporated the lottery ticket totals and chart completions into the individual student progress notebooks, which were shown to parents at conference times. Individual Motivational System During the 2nd week of the group intervention, an individual motivational system was implemented for Participant 4 consisting of a teacher feedback at the end of each activity, b individual rewards for performance, and c a home-school note of daily performance. The stamps were given at the end of the activity and put on a record sheet that was sent home and signed by the parent. The participant earned a bonus lottery ticket if he maintained good behavior during four of the five daily activities. Results Overall, results demonstrated that the intervention improved student behaviors in all four classrooms. Participant 4 showed improvements in both behaviors when the individual motivational system was combined with the intervention. Experimental control was clearly demonstrated for most participants through a reversal and replication of the effect. The effects maintained for all participants when the lottery drawing was faded to once per day. The students also showed improvements when the SSBD was re-administered in the spring.

Chapter 2 : Contingency | Definition of Contingency by Merriam-Webster

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I am unable to give any one student my undivided attention. Answer Those of us responsible for a group of individuals with special needs often find it challenging to address the problem behaviors of one or more of our charges. This is true for parents who have more than one child, teachers in the classroom, and caretakers in day or residential programs. Although using an individualized plan for each person can work well – especially if you have unlimited time and many resources – it can be impractical and difficult if you are working with of a group of people. In this case, contingency programs are often the best way to reduce problematic behaviors, reinforce good behaviors, and teach important skills. Group contingencies – behavior management programs that provide reinforcements and rewards for more than one person – save time and resources and encourage members of the group to cooperate with one another. There are three types of group contingencies – dependent, independent, and interdependent. A dependent group contingency offers a reward to an entire group based upon the behavior or performance of one or more of its members. The independent group contingency provides rewards to the members of the group who meet a specified criterion. The advantage of this type of contingency plan is that it holds each individual responsible for meeting the specified criterion. An interdependent group contingency provides rewards to the entire group if, and only if, each member of the group meets the criterion. He might assign one task to each child, to be completed before dinner is served. If each of the three children completes his or her task, then all three would earn a trip to the arcade. If one or more of the children did not complete their task, then none of the children would earn the trip. The advantage of this type of group contingency is that it encourages the individuals to work together as a team to earn the same reward. Like the dependent group contingency, the interdependent program capitalizes on peer influence, as group members are likely to encourage each other to earn the reward. This involves dividing a group into teams, and offering a reward contingent upon good behavior exhibited by everyone on the team. The team with the fewest strikes earns the reward. Group contingencies are a great way to effectively address behavior problems of multiple people at once. When implementing a group contingency program, it is important that the parent, teacher, or caretaker be wary of any negative outcomes, especially as peer pressure may have a negative impact on certain individuals. When implemented and managed correctly, group contingencies can be a safe and economical way to not only change behavior, but to promote solidarity and encourage healthy competition in the classroom or at home.

Chapter 3 : How to Use Group Contingencies E-Book

Group contingency procedures have become increasingly popular in educational settings to manage the classroom behavior of large groups of students (Hansen & Lignugaris/Kraft,).

What Is a Group Contingency? By Harold Debbi A group contingency specifies the contingent relationship between the completion of a given task or specified behavior and access to a specific reward. It describes both the tasks and the reward to be given. There are three types of group contingency: The reward is given to an individual, a small group or to the entire group that has completed a given task. This method is commonly applied in educational settings to manage classroom behavior. **Dependent Group Contingency** Dependent group contingency occurs when you reward the whole group equally based on the performance of one person or selected group members. For example, you can reward the whole class with free-time activities if, say, an individual who normally performs poorly in science earns a 70 on an exam. If the person fails, there is no reward. You could also divide the class in groups and reward the entire class if one of the groups completes a given task. The advantage is that every student is rewarded under the same conditions, thus using peer pressure to help control behavior. **Independent Group Contingency** In independent group contingency, the terms of participation apply to everyone in the classroom, but you will reward each student who has completed a given task independently. This method is very common, and it ensures that each student is responsible for his own actions. For example, you can tell your students to follow certain rules when they are in class, such as dressing appropriately, and when they obey the rules they earn points that can then be used to buy rewards. **Interdependent Group Contingency** In interdependent group contingency, you give tasks to individuals within a given group and set the behavior expectations and the reward to be given. All members of the group must finish the designated goal before they can earn a reward. All members in a given group will receive the same reward. The disadvantage with this method is that everyone in the group is held accountable if one person fails to perform. For example, you can allow the class to hold a party at the end of the year if each student in the classroom gets above 80 percent in end-of-year exams. **Effectiveness of Group Contingency** Group contingency has been found to be effective in classrooms because it helps you to monitor the behavior of students. It is economical, practical and efficient. Research done on behavior analysis using group contingency has shown that group contingencies decrease inappropriate behavior and increase good behavior, and can even improve classroom success. For example, in , a study compared the effectiveness of the different types of group contingencies. Fifty-three sixth-grade education students were given a spelling test and conditions for a reward. The research indicated that all the three types of group contingency were effective, as they enhanced the performance of the students. It is not, however, clear which method is more effective.

Chapter 4 : The Best Ways to Write a Contingency Plan - wikiHow

The use of group contingencies need not rule out individual contingencies for students who need them. For example, students who continue to have problems in a class using a group contingency might still receive daily or weekly report cards to take home to their parents.

Each student earns reward based on their own behavior. No student is penalized for the behavior of anyone else. Each student has access to rewards under exactly the same terms. Peer pressure is unlikely to be harnessed. Peers may root the target student on. Interdependent Group-Oriented Contingency Reinforcement of the group is contingent on the behavior of the whole class. Appropriate peer pressure which occurs naturally in the classroom is used to encourage positive behavioral choices. Students may blame one student for the class not earning the reward. One student may sabotage earning the reward for the whole group. Token Economy In an independent group-oriented contingency each student is only responsible for his or her own behavior. The only thing that makes this group-oriented is that everyone participating has access to the reinforcers on the same terms. The teacher could choose to have all of the students in the class participate or just the students that need assistance with improving their behavior. Reasons for Effectiveness of Token Economies Maag, Tokens or points can be given immediately to be exchanged for reinforcers later. Tokens or points act as visual evidence of the progress they are making The value of tokens is unaffected by the mood of the person delivering the tokens. Students are less likely to satiate on any one reinforcer since tokens can be exchanged for a variety of reinforcers. Tokens serve as a reminder to teachers to reinforce students, therefore students are reinforced more often. Define and teach the desired behaviors Select tokens: Tokens, marbles in a jar, play money, points, etc. Create a bank for students to choose from. Set the number of tokens that can be earned for the desired behavior. Some target behaviors may have higher values than others based on preferences of the teacher. A menu should be posted that is visible to all students. Set up a record-keeping system where point or token totals can be tracked. Arrange a time for students to cash in tokens or points: Collaborative Contingency Contracting In a dependent group-oriented contingency one student or a small group of students may earn the reward for the entire class. In the example provided, one student has difficulty with organization. The teacher could put the one student on a contract to earn a movie party for the entire class. A contingency contract would be made with the student and be posted on his desk or another place visible to the student. Click here to view an example of collaborative contingency contracting. The teacher would need to teach the student what an organized desk would look like. This could easily be done in a visual that would act as a constant prompt to the student for what is required for an organized work area. Click here to view an organized desk visual. The teacher would also train four to five peers to do a mid-day check-in with the target student. One student would be assigned to check in with the student each day. The student would go over the visual with the student and organize supplies before lunch. This would ensure that the desk and supplies does not get too unorganized by the end of the day. The check-in would set up the child for success and assist him or her in practicing the positive behavior of keeping an organized desk. At the end of the day, the teacher would go through the visual and determine if all criteria on the contract were met. The student would receive both verbal praise and a sticker for his chart. If the student meets the contract, he earns a movie for the entire class. After successful completion of this contract, another contract could be arranged for the student that faded out the peer prompts to ensure independent mastery of the task of keeping his desk organized. If he does not, opportunities for practice would be arranged. Another contract with less stringent criteria could then be implemented for success or more prompts throughout the day. Interdependent Group Oriented Contingency In an interdependent group oriented contingency, all the students in a defined group must meet the set standard for any of the group members to earn the reinforcement that they will share equally. A simple example of this is to use marbles in a jar to keep track of appropriate behavior during classwide silent reading time. An intermittent beep tape can be used. When the beep sounds, if all group members are exhibiting appropriate behavior, a marble is added to the jar. When the jar is full, the entire group earns the reward. Another way this can be done is to divide the class into teams and have the team with the most marbles at the end of silent

reading time earn the reward. Practical classroom management strategies. Students choose a picture of a large reinforcer they would like to earn. A dot each time they are observed performing the desired behavior. When they connect all the dots around the chart, they earn the bigger reinforcer. [Click here to view an example of chart moves.](#) Puzzles Students choose a picture of a large reinforcer they would like to earn. The teacher cuts the reinforcer into puzzle pieces. When the class or the student meets criteria, they earn a piece of their puzzle. When puzzle is complete, they earn the reward! [Click here to view an example puzzle reinforcer.](#) Punch cards are designed to remind students of the criteria and track their progress. [Click here to view an example punch card reinforcer.](#) Coupons Coupons allow the teacher to give the student something tangible when delivering the actual reinforcer is not possible at that time. Coupons may be put into a grab bag. When students meet criteria, they can pick out a reward. The element of surprise sometimes helps to add a little motivation and excitement to the contingency. Sometimes it is helpful to let the students pick out two or three at a time and pick the one they want from there. [Click here to view example coupons.](#) Mystery Motivator A mystery motivator is another way to add the exciting element of surprise to your reinforcement bank. It can be done by simply having your students come up with a bank of reinforcers, write them on small slips of paper, and place them in a rewards jar or in sealed envelopes. When students reach criteria, they can choose a slip from the paper. An alternative way is to place post it notes on a calendar or number grid. When students reach criteria, they can take a sticky note off. Use the clip art in your word processing program or go to these education sites for free downloads.

Chapter 5 : Expert Columns: Group Contingencies Promote Cooperation, Improve Behavior

In an interdependent group oriented contingency, all the students in a defined group must meet the set standard for any of the group members to earn the reinforcement that they will share equally. A simple example of this is to use marbles in a jar to keep track of appropriate behavior during classwide silent reading time.

Establishing a Group Contingency Program Ch. Decide which behaviors will be reinforced. As in any whole-class behavior modification program, the first step in setting up a group contingency is to establish a set of class rules. Set up a developmentally appropriate point system. There are essentially three ways to implement a group contingency behavior management program. One is simply to rate class behavior each period or during each activity. That is, an elementary school class might receive 0 to 5 points during each individual instructional period such as reading, language arts, and math. A secondary school class might receive one overall rating each period or separate ratings for behavior and completed assignments. The class would then be rewarded each day or week if they exceeded a preestablished number of points. Another way to set up a group contingency program is to rate the class at various times during the day. For example, you might set a timer to ring on the average of once every 10 minutes but varying randomly from 1 to 20 minutes. If the whole class is conforming to class rules when the timer rings, then the class earns a point. The same program can be used without the timer if the teacher gives the class a point every 10 minutes or so if all students are conforming to class rules. Canter and Canter suggest that teachers use a bag of marbles and a jar, putting a marble into the jar from time to time whenever the class is following rules. Each marble would be worth 30 seconds of extra recess. In secondary schools, where extra recess is not possible, each marble might represent 30 seconds of break time held at the end of the period on Friday. Consider deducting points for serious misbehavior. The group contingency reward system by itself should help to improve student behavior. However, it might still be necessary to react to occasional serious misbehavior. For example, you might deduct 10 points for any instance of fighting or of serious disrespect for the teacher. When points must be deducted, do not negotiate with students about it. Just deduct them, explaining why they must be deducted and reminding students that they may earn them back if they follow class rules. When behavior improves, reduce the frequency of the points and reinforcers. Initially, the group contingency should be applied every day. Ultimately, the class may graduate from the point-and-reward system entirely, though feedback and praise based on class behavior should continue. Combine group and individual contingencies if necessary. The use of group contingencies need not rule out individual contingencies for students who need them. For example, students who continue to have problems in a class using a group contingency might still receive daily or weekly report cards to take home to their parents.

Chapter 6 : HTMB2 / HOW TO USE GROUP CONTINGENCIES

Interdependent group contingencies are reward systems in which all children earn token reinforcers for engaging in target behaviors, and work together toward a group goal. When the group has collectively earned enough tokens to reach the group goal, they then trade their tokens in for a group-wide terminal reinforcer.

Chapter 7 : Use contingency in a sentence | contingency sentence examples

A dependent group contingency, as defined by Cooper, Heron, and Heward (), is "a contingency in which reinforcement for all members of a group is dependent on the behavior of one member of the group or the behavior of a select group of members within the larger group.

Chapter 8 : Use contingencies in a sentence | contingencies sentence examples

Independent group contingencies are different from the other types of contingencies in that, although all students are

engaging in the same target behaviors, they work toward individual goals and receive individual reinforcers.

Chapter 9 : What Is a Group Contingency? | Synonym

procedural and managerial limitations of individual contingencies and may lead to increased use of positive reinforcement in school settings. INDEPENDENT GROUP CONTINGENCIES.