

Group Contingencies in Self-Contained Classrooms: Practical Applications

Trenae Johnson, BCBA

Description

This training will teach special educators how to apply ABA-based group contingencies to promote student success in self-contained classrooms. This training will look at real examples of group contingencies and discuss the pros and cons of each.

Learning Objectives

1. Define group contingencies
 2. Identify and describe the different types of group contingencies
 3. List the pros and the cons of each type of group contingency
 4. Determine ways to use group contingencies to promote student success in the classroom
-

Think

Do you find it challenging to implement individualized schedules of reinforcement ?

If so, what makes is hard?

What is a group contingency?

A contingency in which reinforcement for all members of the group is dependent on the behavior of

- A. a person within the group
- B. a select group of members within the larger group
- C. each member of the group meeting the performance criterion

(Cooper et al, 2020)

Independent Group Contingency

Every man for himself

The contingency is presented to the group. Any member of the group who meets the performance criterion receives the reinforcement. (Cooper et al, 2020)

E.g., each student who completes and turns in their homework for the week on Friday will receive a prize from the prize box. If a student does not complete and turn in their homework then that student does not get a prize.

Pros and cons: Independent group contingency

Pros

- Individual accountability
- Motivates other group members to perform

Cons

- Exclusion
 - No sense of teamwork
 - Decreased motivation for consistent low performers
- Criterion may not be attainable for all members of the group

Independent Group Contingency + Behavioral Contract and check- in/check-out

3 - 5 Multicategorical

Check-in Check out

Check in meeting:

In order to participate in fun friday I need to have 4/ 5 good days in a week. In order to have a good day I must follow my expectations, that means I will

- Complete all of my work
- Keep my hands, feet, and other things to myself
- Stay in my designated seat or area
- Listen and do things the first time
- Follow playground rules
- Follow hallway procedures
- Quiet during work time
- Use kind words (no cussing, threats, or name calling)

If I do not have 4/ 5 good days in a week, I will not participate in fun friday. I will have to stay in my classroom and do work.

Check out meeting:

Did I....

Monday	Tuesday	Wednesday	Thursday	Friday
Complete all of my work				
Keep my hands, feet, and other things to myself				
Stay in my designated seat or area				
Listen and do things the first time				
Follow playground rules				
Follow procedures				
Quiet during work time				
Use kind words (no cussing, threats, or name calling)				
Did I have a good day?	Y N	Y N	Y N	Y N

Practicality

- Easy to implement, no cost, minimal materials
- Choice menu made the reinforcer effective for all members of the group
- Initial increase in behavior for members that did not meet the criterion and get the reward

Interdependent Group Contingency

All for one and one for all

The contingency is presented to the group. All members of the group must reach the performance criterion in order for anyone to receive the reinforcement. (Cooper et al, 2020)

E.g., If everyone turns in their homework this friday we will have a pizza party. If 1 person does not turn in their homework no one gets a pizza party.

Pros and cons: Interdependent group contingency

Pros

- Promotes teamwork
- Peer encouragement
- No one is excluded from the reward

Cons

- Unfairness
- Peer resentment
- Negative peer pressure

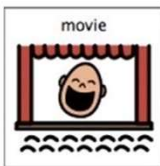
Interdependent Group Contingency + Token economy

K - 2 multicategorical

- Each student has a sticker chart on their desk
- Stickers are given to students for following expectations and rules
- Once everyone fills their chart we all get to watch a movie



We are working for:



Practicality

- Minimal cost of stickers and movies
- Mild disruptions to learning
- Students taking other student's stickers

Dependent Group Contingency

Hero procedure

The contingency is presented to 1 member of the group or a few members of the group. If the member(s) meets the criterion then all members of the group receive the reinforcement. (Cooper et al, 2020)

E.g., If Sarah turns in her homework on Friday, everyone will get 5 mins of free time.

Pros and cons: dependent group contingency

Pros

- Peer encouragement
- No one is excluded from the reward

Cons

- Unfairness
- Peer resentment
- Negative peer pressure

Dependent Group Contingency

K - 2 multicategorical

Each day 1 student is selected to be the teacher's helper. If that student does their jobs and follows the expectations, the following day they are given an outstanding student award. The outstanding student gets to choose the show everyone gets to watch during snack time.

If that student does not meet the expectations, we choose an outstanding teacher or principal instead. The student does not pick a show to watch. All members of the group help make a card to recognize the outstanding staff member in our school.



Practicality

- Easy to implement, no cost, minimal materials
- Student became upset when they weren't the outstanding student or when the outstanding picks a show they do not like.

What group contingency would be most effective?

Scenario: Students in a class are struggling to stay on task during independent work time but do well staying on task during small groups. The teacher wants to increase on task behavior during independent work time for all students in the class.

What group contingency would be most effective?

Scenario: A principal wants to increase all classes within a school following the schoolwide expectations. Some classes within the school consistently follow fewer expectations than other classes.

What group contingency would be most effective?

Scenario: Students in a class have a wide variety of skill levels and preferences. Many students in the class are struggling to make progress on their behavior goals listed in their IEPs?

Guidelines for implementing a group contingency

1. Determine the reinforcer/reward
2. Determine the target behavior as well as other behaviors that may be affected.
 - **Independent:** Target behavior can be the same for all members of the group or vary based on individual needs
 - **Interdependent:** Target behavior can be the same for all members of the group or vary based on individual needs
 - **Dependent:** Target behavior is not presented to all members of the group
3. Set a criterion.
4. Combine with other procedures (if needed) e.g., contingency contract (behavioral contract), token economy, differential reinforcement.
5. Select which group contingency will be used.
6. Monitor individual and group performance.
(Cooper et al, 2020)