



Goal Setting: Using Group Contingencies

Now that you are ready to implement a group contingency in your classroom, set a goal to help determine whether or not the strategy produces the results you want. Try to set goals that are achievable. We've provided a sample goal sheet below to serve as a guide.

Set a goal to use the group contingency:

Goal:

I will implement the group contingency times this week during .

Simple Data ⁽¹⁾ - Check off whether each objective was met

I have identified the behavior(s) I want to increase using data.	Yes	No
I have taught the students the expected behavior(s).	Yes	No
I have told the students what they will earn for the expected behavior(s).	Yes	No
I have explained to students how and when they will earn the reinforcer.	Yes	No
90% or more of students/teams displayed the expected behaviors. <i>If no, re-teach the behavior and use the highest rated reinforcer.</i>	Yes	No
I provided the reinforcer to the students immediately following expected behavior(s).	Yes	No
All objectives were met: <i>If yes, consider adding more behavior(s) or using the contingency less. If no, plan accordingly based on what objectives were met versus not. Meeting with your Double Check coach can be helpful to problem solve.</i>	Yes	No

Did I meet my goal? Yes No	
If the goal <u>was met</u> , what went well?	If the goal was <u>not met</u> , what were the challenges?

How will I meet my goal next time?



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^[1] Using Simple Data

Determine your goal and write it on your goal sheet.

If you met your goal

Great. Continue using the Good Behavior Game. Try to use different behaviors as the focus. Be sure to change your reinforcers on a regular basis, particularly when you notice that students seem less interested in the reward.

If you did not meet your goal

Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.

Challenges	Tips from the Field
<p><i>On occasion, you will have a student who struggles with being on a team or in a group. They may seem to actively sabotage the group so that they are unable to earn the reinforcer.</i></p>	<p>One possible solution is to meet with the student to re-teach the behavior expectations and place them on a team by themselves. Then, treat them as their own team, providing the same procedures with them as you do teams within the classroom.</p>
<p><i>Some students may not find the reward as reinforcing as others in the classroom. For instance, some students in the classroom who are on the same team or if the classroom is earning the same reward might find having time to read or play a game with a peer reinforcing. However, others may not want to spend time with a peer, and thus, they do not try to earn the reinforcer, making it difficult for others in their group to also earn the reinforcer. This makes the group contingency method less effective.</i></p>	<p>To overcome this challenge, consider having two or more choices for reinforcers to the group. For example, students could read or play a game with a peer OR read or play a computer game on their own for 5 minutes. Some students may be more peer avoidant and thus would not find peer attention reinforcing. This gives another option that they will find reinforcing and be willing to work toward.</p>