



Strategy Tool: Using Group Contingencies

Good Behavior Game - Example

Common Misbehaviors List the TOP 3 misbehaviors you believe to be the most common in your classroom. Leave the last rows to record behaviors that you observe but were not recorded previously.	Data Collection Record frequency (with tally marks) of each misbehavior observed during at least 3 different time periods. (20-30 minutes each)
Talking when should be working	
Playing with materials	
Arguing with peers/unkind words	
Wandering around room (sharpening pencils, looking at others' things, etc.)	

Rank Order of Behaviors List the behaviors from above in rank order of importance for you to address and the locations or activities in which the behaviors are most likely to occur.		How to Reinforce List how you could reinforce each behavior.
Behavior	Location/Activity	Reinforcement
Talking when should be working	Independent work (especially math)	"Catch" students who are not talking Provide points to students/teams who are talking—reinforce those who meet a predetermined goal
Playing with materials	Independent work Group work Transitions	Provide points to students/teams who are working/using materials inappropriately—reinforce those who meet a predetermined goal
Wandering around room	Independent work	"Catch" students who are seated appropriately Provide points to students/teams who are wandering—reinforce those who meet a predetermined goal

Once you identify possible reinforcers for your classroom, be sure to use them in combination with a reinforcement system that 1) identifies the behaviors you want to see more of; 2) teaches students the behaviors you want to see more of and includes a plan to reinforce those behaviors; 3) tells students when and how they will earn the reinforcer; and 4) consistently provides the reinforcer to students following the expected behaviors.



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Reinforcer Assessment Survey - Example

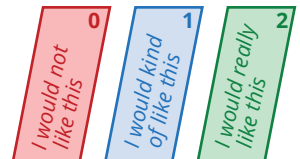
"Reinforcer Survey"

One way to identify reinforcers is to have students complete a Reinforcer Assessment Survey that represents a wide range of options.

First, begin by identifying seven options for each category of reinforcers that you have the resources for and are comfortable using in your classroom.

Next, use the reinforcement options you listed to create a survey to distribute to the students (see below). For younger students, you may want to use pictures or verbally ask the students. Using a 0 to 2 scale, students should indicate for each item whether they **would not like it (0), would kind of like it (1), or would really like it (2)**. The scores for the responses are summed, and a preference percentage is calculated for each category. The category yielding the highest percentage indicates the preferred reinforcing category. The individual items can be ranked from most to least preferred and rotated to prevent students from becoming bored with the options.

After each item, check 0 if you would not like to earn it, 1 if you would kind of like it, or 2 if you would really like it. Your answers will be used to determine our class reinforcers. You do not have to complete the category total or the rank order. Your teacher will do that for you.



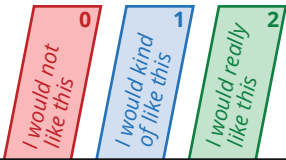
Category 1: Edibles				
1	Jolly Ranchers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2	Cookies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3	Popcorn	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	Chips	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Ice cream	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6	Bubble gum	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Soda	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Category 1 Total		6	÷ 14 =	42 %
			Category Rank	4
Category 2: Tangibles				
1	Eraser	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2	School t-shirt	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3	Comic books	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Note pads	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Special pencils	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Small toys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Markers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Category 2 Total		4	÷ 14 =	29 %
			Category Rank	5



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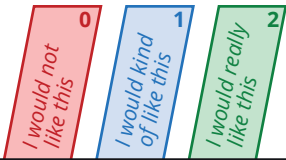
Category 3: Activities			
1	Picnic outside for lunch	<input type="radio"/>	<input checked="" type="radio"/>
2	Class party	<input type="radio"/>	<input checked="" type="radio"/>
3	Computer time	<input type="radio"/>	<input checked="" type="radio"/>
4	Play game (e.g., checkers, Battleship)	<input type="radio"/>	<input checked="" type="radio"/>
5	Art/craft project	<input checked="" type="radio"/>	<input type="radio"/>
6	Extra recess	<input type="radio"/>	<input checked="" type="radio"/>
7	Listen to music	<input type="radio"/>	<input checked="" type="radio"/>
Category 3 Total		10 ÷ 14 = 71 %	Category Rank 3
Category 4: Peer Attention			
1	Eat lunch with friend	<input type="radio"/>	<input checked="" type="radio"/>
2	Play computer game with friend	<input type="radio"/>	<input checked="" type="radio"/>
3	Play board game with friend	<input type="radio"/>	<input checked="" type="radio"/>
4	Choose seat near friend in classroom	<input type="radio"/>	<input checked="" type="radio"/>
5	Team sport (e.g., kickball)	<input type="radio"/>	<input checked="" type="radio"/>
6	Work with friend	<input type="radio"/>	<input checked="" type="radio"/>
7	Send an e-mail to a friend	<input type="radio"/>	<input checked="" type="radio"/>
Category 4 Total		13 ÷ 14 = 93 %	Category Rank 2
Category 5: Teacher Attention			
1	Lunch with teacher	<input checked="" type="radio"/>	<input type="radio"/>
2	Stickers	<input checked="" type="radio"/>	<input type="radio"/>
3	Phone call from teacher	<input type="radio"/>	<input checked="" type="radio"/>
4	Class monitor/assistant	<input type="radio"/>	<input checked="" type="radio"/>
5	Help favorite teacher	<input type="radio"/>	<input checked="" type="radio"/>
6	Note from teacher	<input checked="" type="radio"/>	<input type="radio"/>
7	Teacher joins game (e.g., kickball)	<input checked="" type="radio"/>	<input type="radio"/>
Category 5 Total		3 ÷ 14 = 21 %	Category Rank 6



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Category 6: Escape			
1	Homework pass	<input type="radio"/>	<input checked="" type="radio"/>
2	Early dismissal to recess	<input type="radio"/>	<input checked="" type="radio"/>
3	Skip assignment	<input type="radio"/>	<input checked="" type="radio"/>
4	No Uniform Day	<input type="radio"/>	<input checked="" type="radio"/>
5	Choose your assignment	<input type="radio"/>	<input checked="" type="radio"/>
6	Choose your homework	<input type="radio"/>	<input checked="" type="radio"/>
7	Break from work to play game	<input type="radio"/>	<input checked="" type="radio"/>
Category 6 Total <input type="text" value="14"/> $\div 14 =$ <input type="text" value="100"/> %		Category Rank <input type="text" value="1"/>	

Within the escape category, there is a wide range of options that can be rotated to prevent satiation of a reinforcer (doesn't work anymore).

Plan for Teaching and Implementing the Group Contingency	
Steps	How you will teach/implement
1. Teach the behavioral expectation(s) (e.g., what will students need to do to earn the reinforcer) prior to beginning. Start out with only one behavior and add more behaviors as you see improvement in the initial behavior.	<p>"I noticed there are a lot of people talking to each other instead of doing work during independent math work. I want to make sure you understand what independent math work time looks like."</p> <p>Looks like: Students sitting at their own desks with math work and a pencil, eyes on own work. Sounds like: Level 0 voices</p> <p>"I need two volunteers who can show the class what independent math work looks like and sounds like." Have them demonstrate.</p> <p>Add more behaviors later once the students understand the game.</p>



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<p>2. Set your team goal based on the data you collected (i.e., set a reasonable goal to start).</p>	<p>"In order to help you remember this expectation, we are going to play a game in teams. I will put you into teams and each time someone from your team talks during independent work time, that team will have a point added to their total on this board (show board). The object of the game is for each team to have fewer than five points during independent math work, which lasts 20 minutes. Each team that meets the goal will receive a reward." (List a few from the reinforcer survey.)</p> <p>"I will organize students into teams that are easily assembled and remembered: rows, table groups, etc. The first person listed in each group will be today's team captain. The captain is responsible for adding points for their team when I ask them to do so. Does anyone have any questions?"</p>
<p>3. Implement the contingency.</p>	<p>"We are going to begin playing now. When I hear or see someone talking, I will ask your team captain to add a point to your team. Good luck meeting your goal!"</p> <p>During independent math time, I will scan the room to monitor for talking. Each time I notice this behavior, I will say, "NAME, you are talking. Red team captain, please add a point." I will make sure that when I call out the student who earned the point for their team, that I do so with an unemotional response and quickly move on after the point is assigned.</p>
<p>4. Provide the reinforcer.</p>	<p>At the end of the 20-minute independent math work time, I will get the attention of the class and draw it to the board.</p> <p>"Let's look at how the teams did on the goal today! The red team met the goal with 2 points...." (continue with all teams) "I could tell there was math learning going on today because the teams were not talking and were on task!"</p> <p>"When I say, but not yet, all of the teams whose members met the goal get to choose a piece of candy from the jar."</p> <p>I will call up each individual team to make their choices.</p>