Group Contingencies:

Harnessing the Power of Positive Peer Influence

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SEMINAR 3
CLASSROOM MANAGEMENT

www.cartonroom.com

I ATTENDED THE "CLASSROOM MANAGEMENT" SEMINAR, BUT IT WAS SO NOISEY, I COULDN'T HEAR A WORD.

Sound familiar?

A teacher drops a marble in a jar. She says "Excellent work kindergarteners! You got a compliment for walking nicely in the hall. Two more and we earn our extra recess!

A social worker tells his 7th grade lunch group, "Three of you remembered to bring your lunch card today. Remember, if you bring your card, you go first through the line."
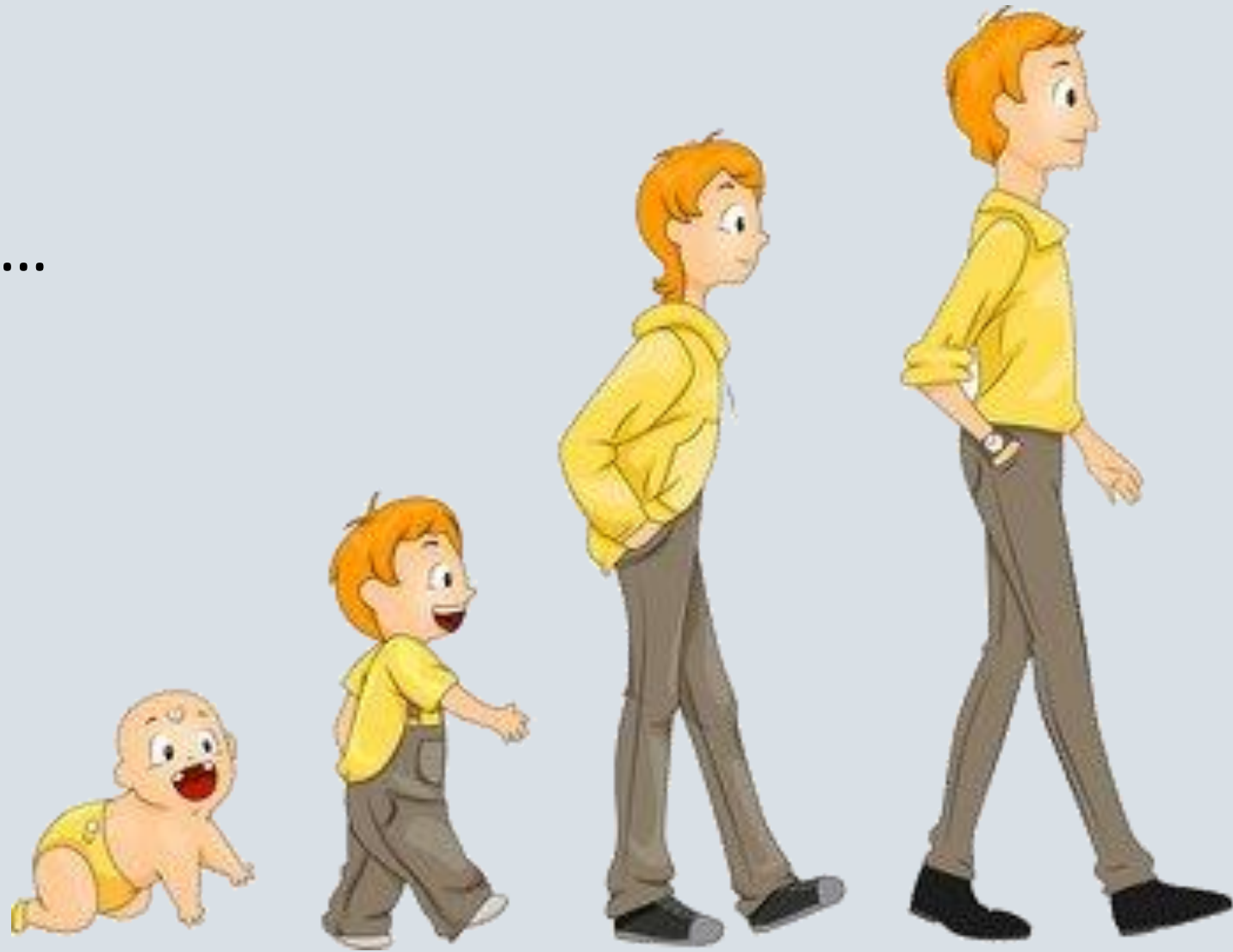
A principal emails her staff: "Don't forget – it's time for holiday door decorations! Teams who all decorate their door get out at 2pm on Thursday!"

What **lasting impact** can group contingencies have…

….this year?

…next year?
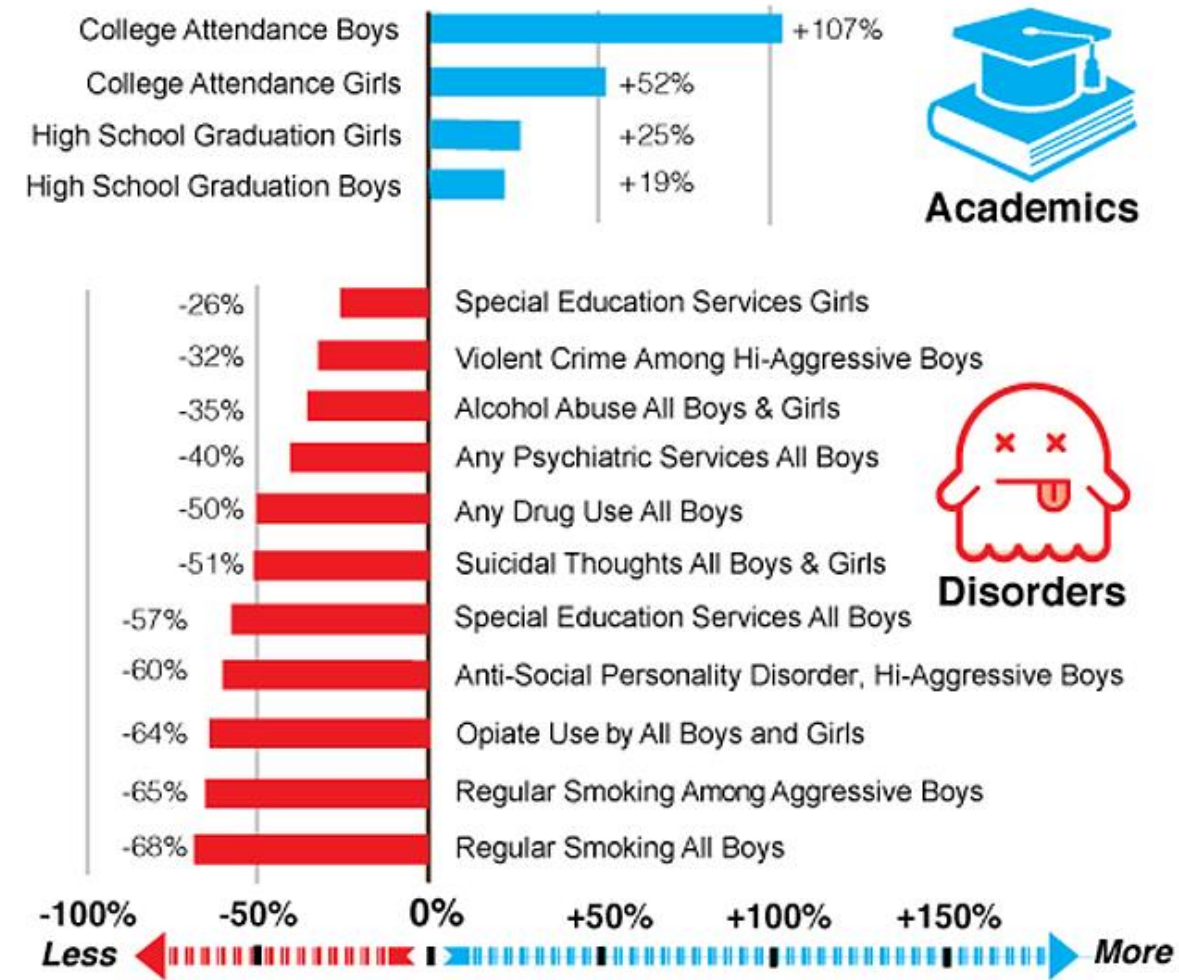
…into adulthood?

Good Behavior Game: A Story of Success

…and all thanks to a Baldwin City 4th grade teacher named Ms. Saunders (1969)

1) Students taught appropriate behavior.

2) Divided into 2-5 teams. Tally marks for the team's negative behavior.

3) The team with the fewest marks for negative behavior wins!

4) Both teams win if they have 4 or fewer marks.

Why do Group Contingencies Work?

- **Teach Expectations and rules**

- **Increase awareness and control over behavior**

- **Prompt for the grown ups**

Extrinsic Motivation

No Motivation

Intrinsic Motivation

Our Goal for This Session

Learn to create your own custom group contingency for YOUR students in YOUR setting.

Creating a Group Contingency

Step	Your Plan
1) **Who are your target students?**	
2) **What is the target behavior?**	Target behavior: Definition:
3) **How will you measure the behavior?**	

4) **What is your contingency?** Pick one and then describe further.
    a) Independent – Only students who meet the criteria earn the reinforcement
 	
    b) Dependent – If the selected student meets the criteria, all students earn the reinforcement
 	
    c) Interdependent – If the group meets the criteria, all students earn the reinforcement
 	
Details:	

5) **What is the Reinforcement?**	
6) **What's the plan if they don't earn it?**	
7) **When and how will you teach the contingency to students?**	
8) **How will students know if they meet the criteria?**	

Target Students and Target Behavior

- Select a group of students and a time of day to focus on
  - Your "worst" time of day?
  - An "easier" time of day for practice?

- Select behavior(s) you want to increase or decrease
  - Prioritize 1-3 behaviors to start
  - Select disruptive or distracting behaviors (dangerous or destructive behaviors are better addressed through an individual plan)
  - Operationally define them (enough so another educator would know what you mean)

Let's start building….

|	
Example 1	**Example 2**
Target Students: All students in my 3rd period Social Studies (8th grade)	Target Students: Four students in my 9:30 speech group (1st and 2nd grade)
Target Behavior: Quiet voices during independent work	Target Behavior: Ready to Learn
Definition: Level 0 voice, or Level 1 voice when asking a peer or an adult a question	Definition: Arrive on time, get out speech folder, sit at the table

Measuring the Behavior

- Simple & Realistic
- Objective
- Accurate (enough)
- Line-Graph-Able
- Meaningful to Students

Date	Times Frustrated	Times used coping skill	Rate
4/2/16	ЛН IIII	ЛН II	7/9 = 78%
4/3/16	I III	I	1/4 = 25%
4/4/16	ЛН ЛН III	ЛН II	7/13 = 54%
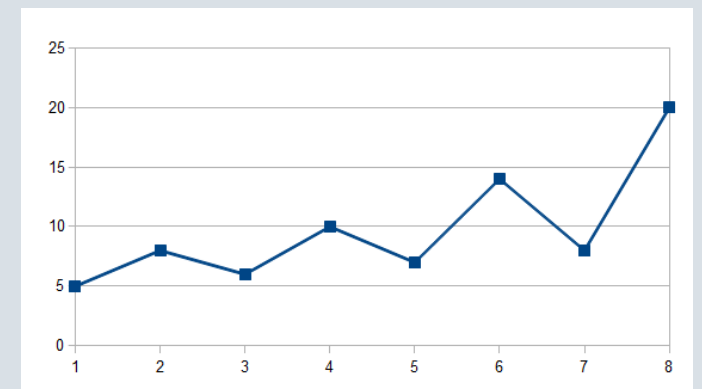
Let's keep building….

Example 1 – 8th Grade Quiet Voices

Measurement:

Set a mindfulness timer to randomly tone, on average, every 3 minutes. If all students are quiet at that time, put a tally on the board.

Example 2 – Ready to Learn in Speech

Measurement:

Students draw one star in a designated spot on the front of their folder for each of the three components they met.

Three Types of Group Contingencies

Independent

Dependent

Interdependent

Types of Contingencies - Independent

Only students who meet the criteria earn the reinforcement

Examples:
- Students who score 70% or higher on a math test skip the next quiz
- Students who are lined up within 30 seconds get a 2-minute head start on recess
- Students with 3 "Be Respectful" tickets at the end of the day go to the "Student Lounge"

Pros
- Students accountable for their own behavior
- Students rewarded if they personally meet the criteria

Cons
- The top students tend to always earn it
- Struggling students may not improve
- Need a plan for those who earn it AND those who don't
- Students don't care if others succeed or fail

Types of Contingencies - Dependent

If the selected student meets the criteria, ALL students earn the reinforcement

Examples:
- Draw a name at the end of the session. If the chosen student completed their work, ALL students earn 5 minutes of game time
- If Elizabeth keeps her phone put away all class, ALL students can get their phones out the last 5 minutes
- Draw a name when group instruction starts. If the chosen student is attentive, the class earns a sticker. After the 10th sticker, ALL students earn an extra recess

Pros
- Students care deeply about others' behavior
- Random selection leads to constant monitoring of own behavior

Cons
- Peers might get upset – "Come on!!!!"
- Students may be rewarded even if they didn't personally meet the criteria

Types of Contingencies - Interdependent

If the GROUP meets the criteria, ALL students earn the reinforcement

Examples:
- If the class wide average rate of following directions is 70% or better on 8 of 10 days, ALL students earn a pool party
- Teams with more than 5 "Golden Tickets" sit at the Celebration Station during lunch
- Homerooms with less than 3 office referrals at the end of the week can come 15 minutes late on Monday morning

Pros
- Students care deeply about others' behavior
- All in it together

Cons
- Spoiler Effect
- Students may be rewarded even if they didn't personally meet the criteria
- Students may NOT be rewarded even if they personally meet the criteria

"Students who [do what] will earn [what]"

Independent Example

Students who arrive to the session on time will earn a gold star. At the end of the week, students with 3 gold stars earn a reward.

Dependent Example

At the end of lab, I will draw a name from a hat. If the student whose name I draw has cleaned their area, all students earn a reward.

Interdependent Example

If 3rd hour resource students have a combined 5 or fewer missing assignments from this week, everyone will earn a reward.

8th grade Quiet Voices

Independent

When the mindfulness bell sounds, students who are quiet earn a personal mark.

Dependent

When the bell sounds, a randomizer spits out a name. If that person was quiet, the class earns a mark.

Interdependent

When the bell sounds, if everyone is quiet, the class earns a mark.

--or—

Divide the class into 3 teams.

When the bell sounds, if everyone on a team is quiet, that team earns a mark.

Ready to Learn in Speech

Independent

When you earn all 3 stars, you get…

Dependent

Someone is the Speech Leader every session. When the Speech Leader earns all 3 stars, everyone gets…

Interdependent

When you, together, have 10 out of 12 stars, everyone earns…

Set Clear Criteria

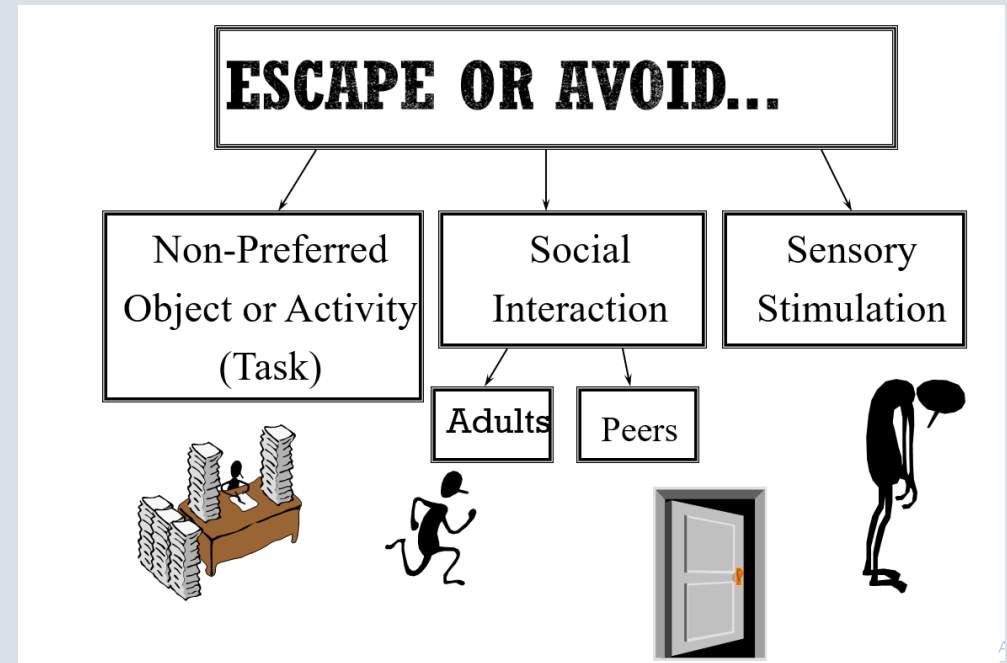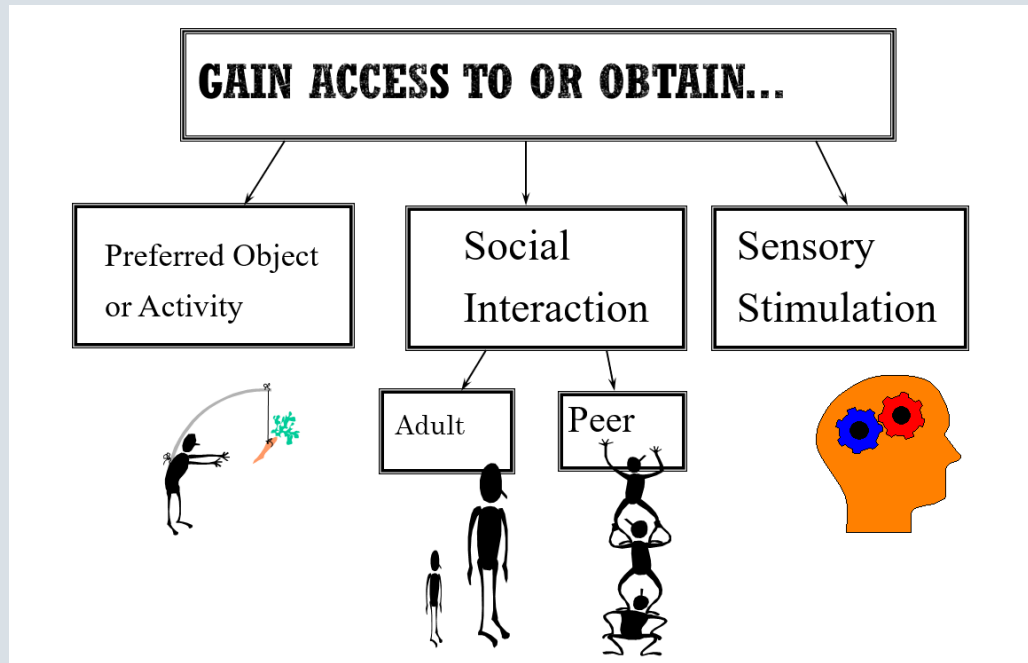How much/how often/to what extent does the behavior need to occur to earn the reward?

Frequency? – When you've earned 8 points, you get…

Rate (% of opportunities)? – Everyone with a star in 80% of their boxes gets…

Duration? – If all of you are still working in 10 minutes….

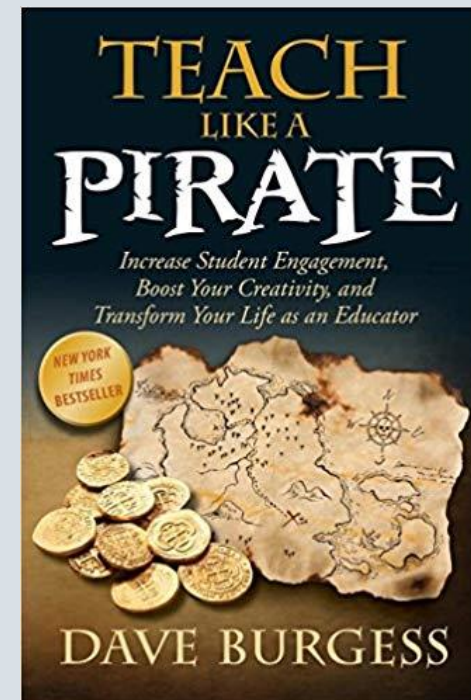## *Aim for their instructional level*

Reinforcement – Match the Function

Reinforcement Best Practices

- Make them <u>unique</u>, <u>interesting</u>, and <u>realistic</u>
  - Reinforcer not available elsewhere
  - Easy to deliver
  - Free or cheap
  - Ties into positive social peer influence
  - Developmentally appropriate
  - Hyped like a Pirate!

TEACH LIKE A PIRATE

Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator

NEW YORK TIMES BESTSELLER

DAVE BURGESS

Ideas for Reinforcement

Shared Group Activity

Food
(with caution)

Free Time

Prize Box
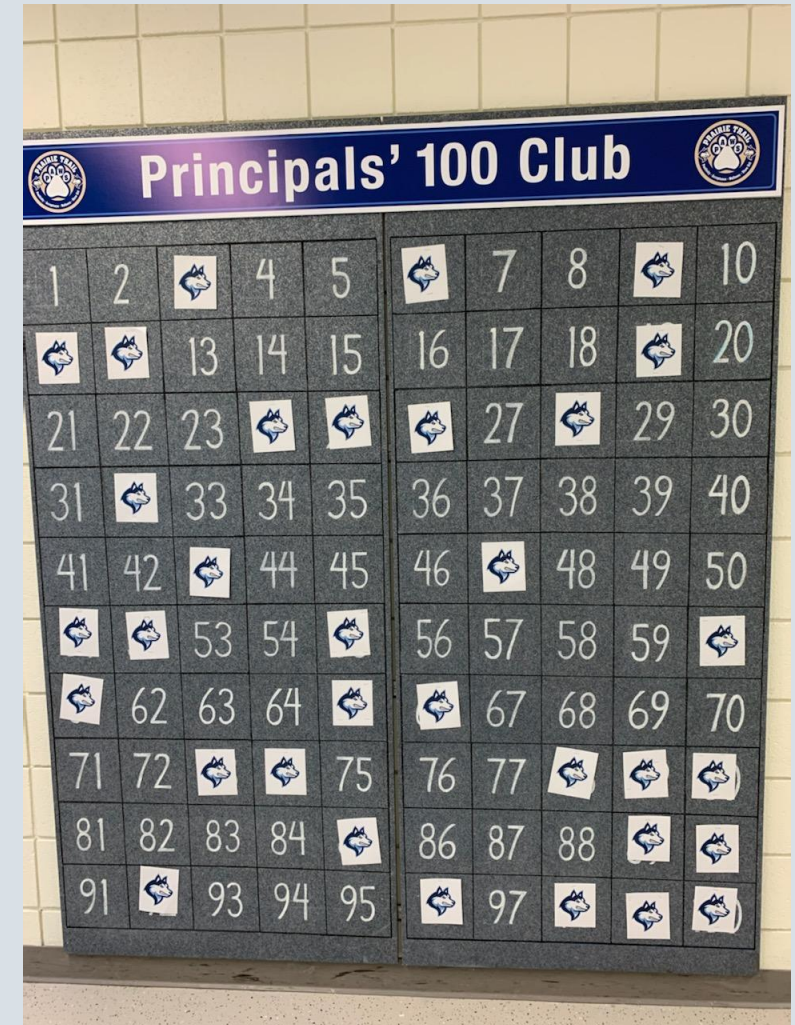(with caution)

Facilitated Game

Parties

Reward Menu

Break Tickets

Privileges

Variable Reinforcement – The Game Show Effect

What if they Don't Earn It?

- **Don't Panic! It'll be Okay!**
  - Failure is a teachable moment

- **Explain it clearly, simply, and without disappointment**
- **If they have another chance later/tomorrow/next month, say so**
- **Business as usual during the planned "reward time"**

Let's keep building….

Example 1 – 8th Grade Quiet Voices

Example 2 – Ready to Learn in Speech

Reinforcer:

Reinforcer:

At the end of class, teams with at least 8 tallies dismiss 3 minutes early.

Students spin the prize wheel after earning 6 stars.

Teams that do not stay until the bell.

Teach the Plan and Display Progress

FOLLOW DIRECTIONS

1. LOOK AT THE PERSON WHO IS TALKING.

2. SHOW THAT YOU UNDERSTAND. (SAY, "I UNDERSTAND," "OKAY," OR "I'LL DO IT.")

3. MAKE SURE YOU WAIT UNTIL THE PERSON IS DONE TALKING BEFORE YOU DO WHAT IS ASKED. ...

4. DO WHAT IS ASKED IN THE BEST WAY YOU CAN.

5. CHECK BACK WITH THE PERSON TO LET HIM OR HER KNOW YOU HAVE FINISHED.

FOLLOW DIRECTIONS

WE NEED

- 70% OF DIRECTIONS FOLLOWED IN THE RESOURCE ROOM

- 12 OUT OF FIFTEEN DAYS

11/27	11/28	11/29	11/30	12/3	12/4	12/5	12/6	12/7	12/8
12/10	12/11	12/12	12/13	12/14				12/18	

Final Touches…

Example 1 – 8ᵗʰ Grade Quiet Voices

Teach the plan:

Teach it the first 5 minutes of class Monday morning, followed by structured practice. Prompt before all independent work time.

Display Progress:

Special spot for tallies on the board, with target number in big print.

Example 2 – Ready to Learn in Speech

Teach the plan:

Partner with counselor for ten minute lesson on "Ready to Learn" – practice right away and earn first set of 3 stickers. Visual prompt on the door.

Display Progress:

6 boxes for stars on their Speech Folder

Step	Your Plan
1) **Who are your target students?**	All students in 3rd period social studies (8th grade), independent work time.
2) **What is the target behavior?**	Target behavior: Quiet voices during independent work Definition: Level 0 voice, or Level 1 when asking a peer or adult a question.
3) **How will you measure the behavior?**	Mindfulness timer – random tones on average every 3 minutes (ranging from 1 to 10 minutes). Students earn tallies if they are quiet when it tones.

4) **What is your contingency?** Pick one and then describe further.
   a) Independent – Only students who meet the criteria earn the reinforcement
   b) Dependent – If the selected student meets the criteria, all students earn the reinforcement
   c) Interdependent – If the group meets the criteria, all students earn the reinforcement

Details:

Interdependent – Divide the class into 3 teams. When the tone sounds, if everyone on the team is quiet, that team earns a mark. Set a goal amount each day based on how much independent time there is (example: goal is 6 of 8 for 25 minutes of independent work). Teams that meet the goal earn the reinforcement.

Step	Your Plan
5) **What is the Reinforcement?**	Leave class 3 minutes before the bell.
6) **What's the plan if they don't earn it?**	Stay until the bell.
7) **When and how will you teach the contingency to students?**	Teach it the first 5 minutes of class Monday morning, followed by structured practice. Prompt before every independent work time.
8) **How will students know if they meet the criteria?**	Tallies on the board for each time, with the goal number in big print.

Step	Your Plan
1) **Who are your target students?**	Four students in my 9:30 speech group (1st and 2nd grade)
2) **What is the target behavior?**	Target behavior: Ready to Learn Definition: Arrive on time, get out speech folder, sit at table
3) **How will you measure the behavior?**	Students draw one star in a designated spot on the front of their folder for each of the three components they met.

4) **What is your contingency?** Pick one and then describe further.
   a) Independent – Only students who meet the criteria earn the reinforcement
   b) Dependent – If the selected student meets the criteria, all students earn the reinforcement
   c) Interdependent – If the group meets the criteria, all students earn the reinforcement

Details:

Independent – When a student gets their 6th star, they earn the reinforcement.

Step	Your Plan
5) **What is the Reinforcement?**	Spin the prize wheel!
6) **What's the plan if they don't earn it?**	"Fail-proof" – business as usual until they earn the 6th star.
7) **When and how will you teach the contingency to students?**	Partner with counselor for ten minute lesson on Ready to Learn – practice right away until they earn first 3 stars. Visual prompt at the door.
8) **How will students know if they meet the criteria?**	6 boxes for stars on their speech folder.

CW-FIT: Practical *and* Effective