**Name of Intervention:**

Randomized Group Contingencies

**Description:**

Randomized group contingencies are any of a number of reinforcement systems that involves an entire class in which rewards are contingent upon a group’s performance. It is a form of interdependency that considers three components: self-monitoring, peer monitoring, and the learning of how to motivate each other.

**Purpose:**

The main purpose of this intervention is to increase the likelihood that a group of students continues to act appropriately. By working together, there is the principle that the students need to rely on each other to be successful. When using randomized group contingencies, remember that they are not used to teach a new skill but rather to reinforce those that have been taught/ learned.

**Grade Level:**Allgrades

**Level of Implementation:**

Small/whole group

**Procedure:**1. Identify the targeted behavior. It may look like “off task behaviors”, “raising hands vs. blurting out”, “arriving on time to class”, etc.

2. Establish a base line. This can be achieved by using tally marks or have a timer to go off when class begins (can then see who is/is not in attendance), etc.

3. Record the information for the class to see and set a goal for the following lesson, day, week. You notice, for instance, that the class was off task 20 times during a specific segment of time.

4. Provide examples and non-examples of target behavior.

5. Establish with the class the target for the week. For example, a maximum of 15 off-task behaviors per period – 3 out of 5 days (secondary level) and for elementary level, one could isolate a specific time period or class time.

6. Record the daily performances for the whole class to see if progress in being made, i.e., create a contract with the students that will define the intent of the group contingency, the starting point and the ultimate end.

7. As progress is demonstrated, make the demands for compliance more stringent – going for 15 off task behaviors to 10, then 5, etc. and make the days expand to all week!

8. When goal is met, start the process over with another behavior.

\*While gathering your data, be thinking of the reward that you will give the whole class. It should be easily given, inexpensive, and be time efficient. (When feasible, you might also consult with the students to see what they might want that is reasonable.) It could be game time, no homework night, videos, and maybe a party when the targeted behavior has dissipated. Whatever the reward is, it should be one that a majority of the students will enjoy.

\*A potential problem that might occur is that a few students may want to sabotage the proceedings. If this occurs, they can be their own group and evaluated as one and when they are achieving appropriate success and buy-in, they can be included in the larger group.

**Research/Evidence Based:**Improving Group Behaviors with Randomized Group Contingencies, EBI University of Missouri <http://ebi.missouri.edu/?p=177>

**Progress Monitoring Tools:**Tally Charts, frequency charts, time interval sheets

<http://behaviordoctor.org/material-download/>

**Resources and Additional Support:**Smith, Rick. Conscious Classroom Management p. 195

Springer Benjamin J. “Group contingencies product outline: the behavior buffet”. [www.ed.psy.utah.edu/group-contingencies-the-behavior-buffet](file:///C%3A%5CUsers%5CConference1%5CDownloads%5Cwww.ed.psy.utah.edu%5Cgroup-contingencies-the-behavior-buffet).

Theodore L A. A comparative study of group contingencies and randomized reinforces to reduce behavior (2002). Doctoral Dissertation [http://**digitalcommons.uconn.edu/dissertations/AAI3050208**](http://digitalcommons.uconn.edu/dissertations/AAI3050208%C2%A0)

Thorne Stephanie, Kamps Debra. “The effects of group contingency interventions on academic engagement and problem behavior of at-risk students”. Association for Behavior Analysis International 2008 Winter, 1(2) 12-18.

[**www.goodbehaviorgame.com**](file:///C%3A%5CUsers%5CConference1%5CDownloads%5Cwww.goodbehaviorgame.com)

[www.interventioncentral.org](file:///C%3A%5CUsers%5CConference1%5CDownloads%5Cwww.interventioncentral.org)

[**www.youtube.com/watch?v=5zgO2xy5crk**](file:///C%3A%5CUsers%5CConference1%5CDownloads%5Cwww.youtube.com%5Cwatch%3Fv%3D5zgO2xy5crk%C2%A0%C2%A0)

[**www.itranssolutions.org/SNF&P/PR10.pdf**](http://www.itranssolutions.org/SNF%26P/PR10.pdf)