

Translating Research for Practice

The Effects of Known or Mystery Rewards in Group Activities

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Overview



What is the purpose?

To examine the effects known versus mystery rewards have on social interactions between children.

Who received instruction?

Nine preschool children; four of the children were diagnosed with multiple or severe disabilities (MSD) and five were typically developing.



Where did teaching take place?

Sessions occurred in the free play area of participants' classrooms at an inclusive, university-based preschool.

Group Contingencies and Rewards

What are group contingencies?

Group contingencies involve children working towards similar goals and rewards.



Why are they used?

They have been used to improve engagement and prosocial behaviors and decrease challenging behaviors.

Why are rewards important?

- Rewards can be toys/items, attention, treats, or a favorite activity, such as extra playground time
- Using different rewards across sessions may be more effective than using the same reward every time.
- Unknown rewards can be motivating to each child within a group contingency because the children may be expecting their favorite reward.

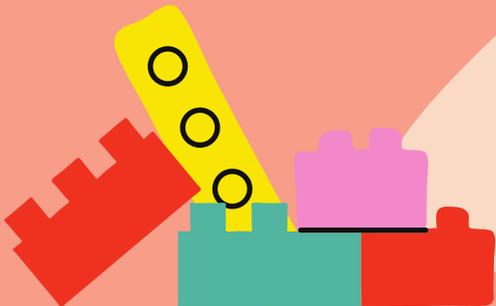


Key Findings

Group rewards increased social interactions among young children.



Children's levels of social interaction were similar for both and mystery rewards.



Take Aways

Known and mystery group rewards increased social interactions among children.

STRATEGIES FOR TEACHERS

- Set up groups so that children can work towards a common goal together.
- Set small, short-term goals that can be quickly reached by the group.
- Encourage children to choose attainable rewards they can earn, such as extra time during recess, a favorite toy, or a special treat.

Citation

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Research to Practice
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