

# Translating Research for Practice

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## 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.



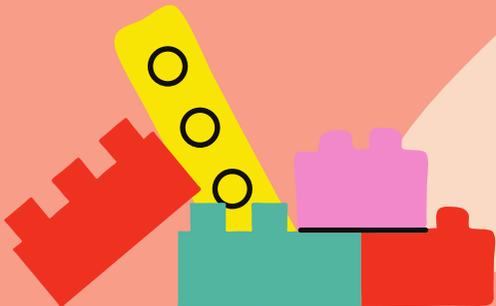
# Key Findings

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Group rewards increased social interactions among young children.



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



# Take Aways

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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

Pokorski, E. (2019). Group contingencies to improve classwide behaviors. *Teaching Exceptional Children*, 51(5), 340-349.  
<https://doi.org/10.1177/0040059919835438>

Pokorski, E., Barton, E. E., & Ledford, J. R. (2019). Assessing the differential effects of known and mystery rewards in a preschool-based group contingency. *Journal of Early Intervention*, 41(3) 256-275.

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