



Contingency Management Model of Teaching

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ABSTRACT

Human behaviour according to Behaviour theorists is considered as an effect of immediate environment in particularly, an eliciting stimulus and a reinforcing stimuli. After presenting the reinforcement, if response appears at the same moment, we say "it is contingent." "Contingency management is the systematic control of reinforcing stimuli such that it is presented as selected times and only after the desired response has been given. The person must be well known about desirable responses as well as undesirable responses if they utilize contingency management programme. They also consider the eliciting stimuli carefully maladaptive responses. For the sake of minimizing undesirable cues, conducive environment must be created. Cues helping desirable behaviours must be increased. Teacher are aware that play stimuli can be distracting to some students while they are completing work oriented tasks, so they remove those stimuli from the immediate surroundings. Students who need more attention are instructed in smaller group with the help of positive cues.

Contingency management is rooted in operant principle that behaviour is affected by the consequences that follow. According to David Rimor and John C, "For an operator contingent relationship to be established, reinforcing consequences must follow. If a behaviour is not reinforced, it will become extinct. A reinforce them is a consequence that increases the probability of a particular response. Desirable response can be strengthened through both positive and negative reinforcements. A reinforcement is positive if its addition to the environment, such as a smile, a hug or a deadline, produces the adaptive responses. A reinforcement is negative if its removal from the situation following a response produces the desirable behaviour. Yelling threatening and nagging are examples of negative 'reinforces. They do work. After a while most of us will respond to requests if only to stop these aversive stimuli. The problem with negative reinforces or punishment is that he effects are less predictable than those of positive reinforcement. While they might produce impressive changes at the beginning, the side effects are often undesirable such as hating school, disliking the punisher, or developing a poor self concept. Programs based on behaviour theory emphasize positive reinforcement specifically discouraging the use of negative or aversive stimuli except in rare instances." contingency Management Model includes the following phases :

Phase one : Specifying a final performance

Phase Two: Assessing the Behaviour

Phase Three: Formulating the contingency

Phase Four: Instituting the Program

Phase Five : Evaluating the Program

The application of this model of teaching are :making programme instruction ,making individual modification programme ,preparing environmental design,informal use of reinforcement principles for classroom management,developing self control programme ,maintaining good contingency management programmes,developing academic skills

KEYWORDS: Contingency Teaching Model Students

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There are different type reinforces such as social, material and activity. The social enforcers are such as a smile, a hug praise attention approval or physical contract. Social reinforcers are very helpful for young children.

"Most of the material reinforcers are consumable, such as candy and other foods, toys, pictures or music. Tokens are also given as reinforcers. There can be exchanged for prizes or privileges. Gold stars are a classic classroom reinforcer. Money is always a valued material reinforcer.

The next group of reinforcers is termed as activity reinforcers. "In 1965 Premack made a formal principle called the Premack principle. Essentially it says that you can get people to image in one activity if you promise them the privilege of engaging in another more desirable activity when they are finished." Effective teachers apply this principle all the time when they give students free time after completing their work. The teachers provide reward when the students have worked hard to complete or difficult task. Common activity reinforcers for the students consider being read to, recess, games, going first and watching television.

Selecting a suitable reinforcer includes most careful thought and attention to individual preferences. Very careful behavioural observation is an important tool to identifying the best reinforcement. Often the

stimulus that elicits the maladaptive behaviour gives a good clue as to the best reinforcer. Depending on the purpose some reinforcement schedules are advantageous than others. Continuous reinforcement is the application of reinforcement after every emission of the desirable response. According to Brace you and Marsha will, "Reinforcement is intermittent, that is occurs reliably in relationship to the desirable responder either after a period of time (interval schedule) or after a certain number of desirable responses (ratio schedule). Both types of intermittent schedules can be fixed or variable.

According to Rimm and Masters, "A word of caution is in order with respect to the expectations for reinforcement. While it is true that contingency management has had an impressive, well documented history (probably more so than most models of instruction), with many facts of learning and many types of learners, reinforcement is not effective all the time with every student, certain elements contribute to the success of reinforcement". For example, younger children tend to respond more to social reinforcers than do older children or adult. "The nature of the reinforcing agent is a factor, high status adults are more effective reinforcers than those with low status, an adult with whom we have a good relationship is a more effective reinforcer than those with whom we have poor, discordant relationships. Sometimes there is simply too much reinforcement in the environment and a saturation point is reached. People derived of positive reinforcement tend to respond well to it. Finally, people have different personality styles. Contingency management principles may work better with some learning styles".

The most important goal of each and every management program is transferability of the behaviours to similar new situations.

Model of Teaching :

Model of teaching consists of several steps such as syntax, social system, principle of reaction, support system, application, instructional and nurturant effects.

Syntax of the contingency Management Model includes the following phases :

Phase one : Specifying a final performance

Phase Two: Assessing the Behaviour

Phase Three: Formulating the contingency

Phase Four: Instituting the Program

Phase Five : Evaluating the Program

The objective of phase one is identify and define target behaviour. At this stage at least two activities must be completed as under :

- (A) Specifying the actual behaviour outcomes
- (B) Developing plans for measuring the behaviour

Two relatively simple means of measuring and recording behaviour are the behavior specimen and the line sample.

In phase two, the teacher makes the actual assessment after making the decisions about the target behaviour and its measurement. The teacher record the frequency of behaviour. This develops a baseline for later comparison after the institution of the contingency management program. This would be additional information about the nature and the context of the behaviour.

The phase three considers final planning steps in preparing the program. These steps are as under:

1. Structuring good environment (or situation)
2. Proper selection of reinforcers
3. Proper schedule of reinforcement
4. Making final behaviour shaping plan

The phase four includes contingency management program. This involves four steps such as under :

1. Arranging the environment
2. Proper information to the students
3. Proper provision of the reinforcement
4. Proper shaping schedule

The phase five consists of proper evaluation of the programme. The teacher tries to measure the desired responses. Some of the teachers apply the old reinforcement conditions to know if the original behaviour retains and then the teachers return to contingency programme.

Social System :

Highly structured social environment is required for the particular behaviour of the students. The teacher controls the reward system and maintain conducive environment, sometimes aspects of the social system can be negotiated, specially as the model moves toward contingency management for self control. In any situation, reinforcers and occasionally the reinforcement schedule may be negotiated with the student.

Principles of Reaction :

In this model of teaching the teaching learning process, reactions to the students are based on the principles of operant conditioning and the specific contingency management that has been developed. The teacher must ignore an inappropriate behaviour and tries to reinforce positive and appropriate behaviours .

Support System :

The requirements vary according to the type of contingency management program. A simple individual behavioural program do not require any special support. It is to be needed material reinforcers, and rearrangement of schedules or activities. A complex behaviour requires more elaborate preparations. Carefully sequenced material is very much needed in programmed instruction particularly in individualized learning environment. The patience and the consistency are required for making plan of contingency management.

Application :

The application of this model of teaching are as under :

1. Making programme instruction
2. Making individual modification programme
3. Preparing environmental design.
4. Informal use of reinforcement principles for classroom management.
5. Developing self control programme
6. Maintaining good contingency management programmes.
7. Developing academic skills

Instructional and Nurturant Effect :

The following shows the instructional effect :

Contingency Academic skills and knowledge
Management Social skills /behaviour
Model Emotional responses
Personal skills /behaviour

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