

# Group Contingencies in Early Childhood Settings: A Systematic and Quality Review

**SHARDEA CHATMAN, RBT**

Marie Kirkpatrick, PhD, BCBA-D

Aparna Mathew, RBT

**INTRO:**

- Group contingencies have proven to be an effective classroom behavior management strategy with a variety of ages and contexts
- There is not much information regarding use in preschool settings
- One previous review included articles from 1971 to 2013

**PURPOSE:**

- Update and extend the work of Pokorski et al. (2017)
- Synthesize the current literature on use of group contingencies in preschool classrooms and assess the methodological quality and rigor using the Single Case Analysis and Review Framework (SCARF)

**Search Terms & Databases**

- Group contingenc\* OR contingency management OR token econom\* **AND** Preschool OR pre-k\* OR head start OR early childhood
- Academic Search Complete, ERIC, APA PsycInfo

**Coding**

- Descriptive: Participants, Setting, Implementer, IV, DV, & Functional Relation
- SCARF: Quality & Rigor

**Reliability**

- Search = 91%
- Descriptive Coding = 93%
- SCARF = 84%

**Results**

- Studies = 13
- Cases for SCARF = 12

Group contingencies are effective in preschool settings. Interdependent group contingencies were mostly used. SCARF indicated that most of the cases were of high quality and rigor and produced strong positive outcomes.



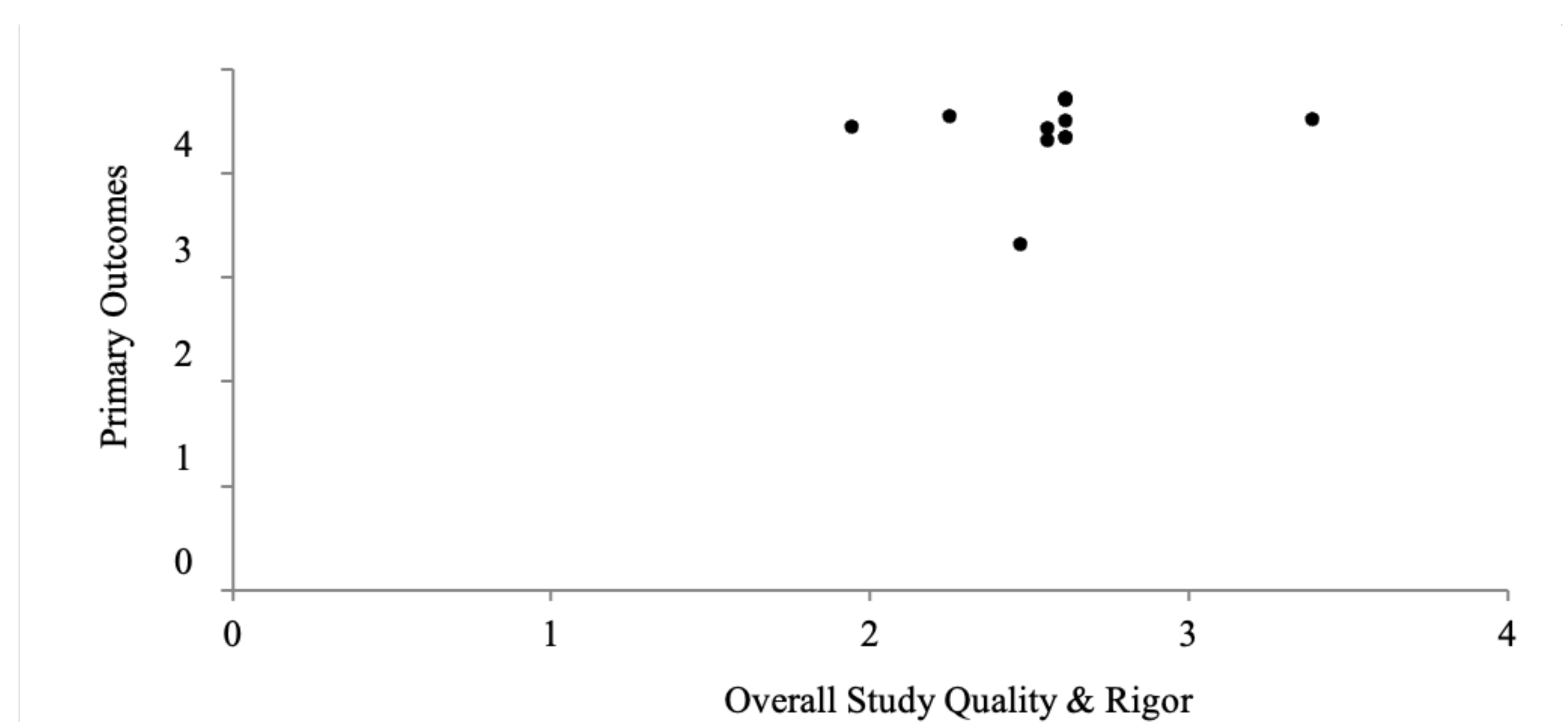
Table 2. Setting, Implementer, & Dependent Variable

First Author (Year)	Preschool	Classroom	Activity	Implementer	Dependent Variable
Donaldson (2021a)	Public	General	Large group	Researcher, teacher	Disruptive behavior
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Note. NR, not reported

Table 3. Independent Variable Characteristics

First Author (Year)	Group Contingency	Reinforcement Identification	Reinforcement Category	Reinforcement Decider
Donaldson (2021a)	Interdependent	Known	Tangible	Implementer
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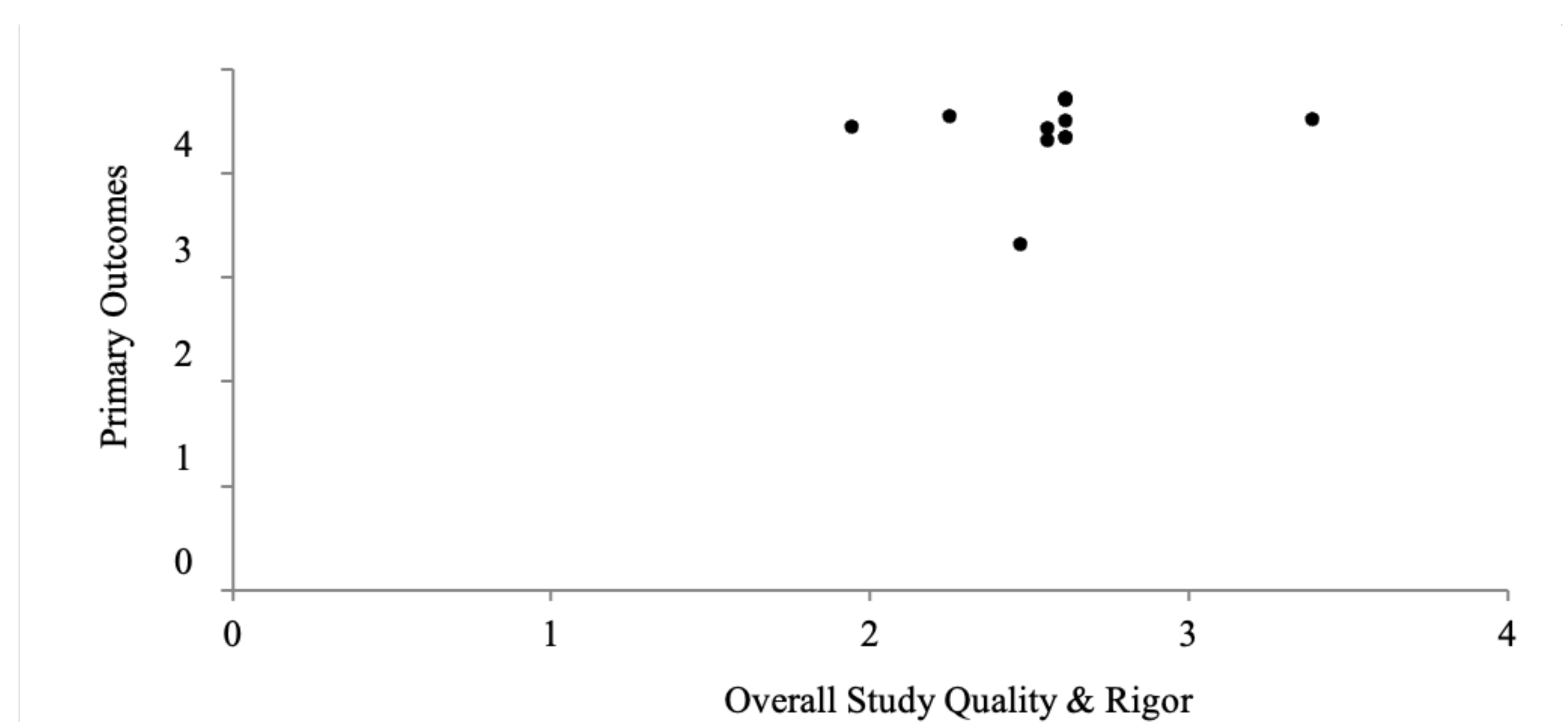
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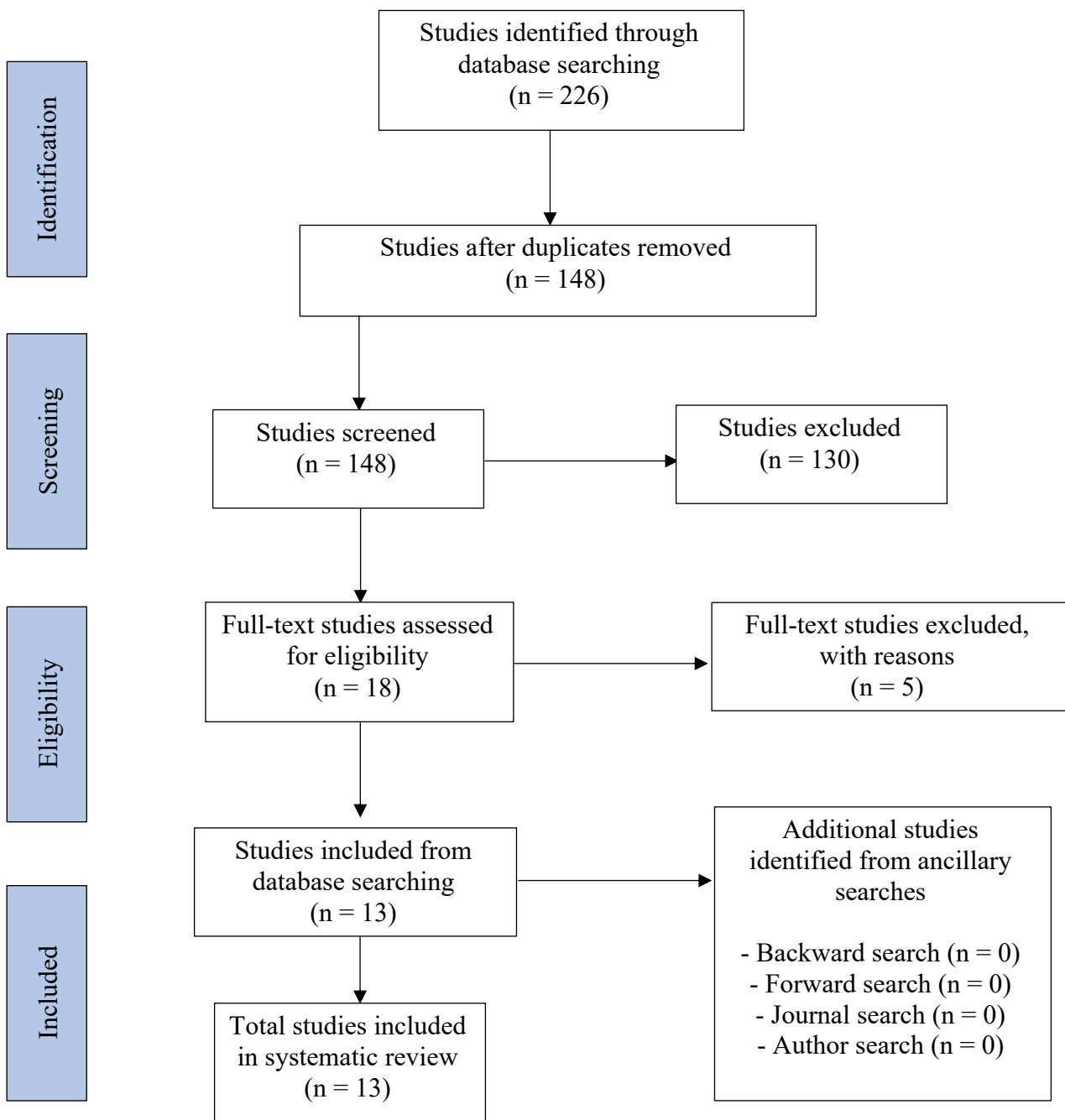
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## Supplementary Materials



## Supplementary Materials

Table 1. *Participant Demographics*

First Author (Year)	Age ( <i>n</i> )	Sex/Gender ( <i>n</i> )	Disability ( <i>n</i> )	Race/Ethnicity ( <i>n</i> )
Donaldson (2021a)	NR (78)	Male (42), Female (36)	None (78)	Black/African American (78)
Donaldson (2021b)	NR (39)	Male (17), Female (22)	None (39)	Black/African American (39)
Foley (2019)	NR (22)	NR (22)	None (22)	NR (22)
Jolstead (2017)	4 (55)	Male (34), Female (21)	None (55)	White/Caucasian (19), Black/African American (1), Asian/Asian Descent (1), Hispanic/Latino (34)
Jowett Hirst (2016)	NR (9)	NR (9)	None (9)	NR (9)
Lee (2021)	4 (2), 5(1)	Male (3)	ASD (2), IDD (2)	Asian/Asian Descent (3)
Mahon (2020)	NR (32)	Male (13), Female (19)	ASD (1), SI (3), None (28)	NR (32)
Osborne (2019)	3 (1), 4 (3), 5(2)	Male (3), Female (3)	ASD (2), IDD (1), SI (1), None (4)	White/Caucasian (4)
Pasqua (2016)	NR (28)	NR (28)	None (28)	NR (28)
Pasqua (2020)	NR (45-60)	NR (45-60)	None (45-60)	NR (45-60)
Payne (2017)	NR (10)	Male (9), Female (1)	None (10)	NR (10)
Pokorski (2019)	3 (7), 4 (2)	Male (5), Female (4)	ASD (1), DD (2), IDD (1), None (5)	White/Caucasian (6), Asian/Asian Descent (1), Hispanic (2)
Wiskow (2018)	4 (1), NR (3)	Male (1), NR (3)	ASD (1), IDD (1), ODD (1), Other (1), None (1)	NR (4)

*Note.* NR not reported, ASD Autism Spectrum Disorders, DD Developmental Delay, IDD Intellectual or Developmental Disability, ODD Oppositional Defiant Disorder, SI speech/language impairment

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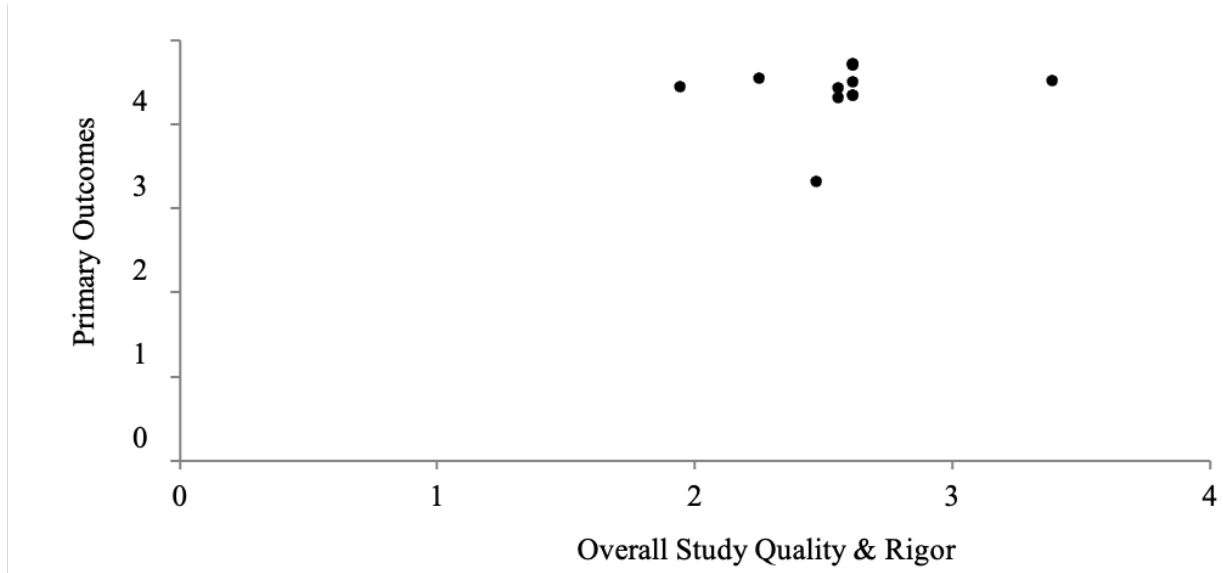
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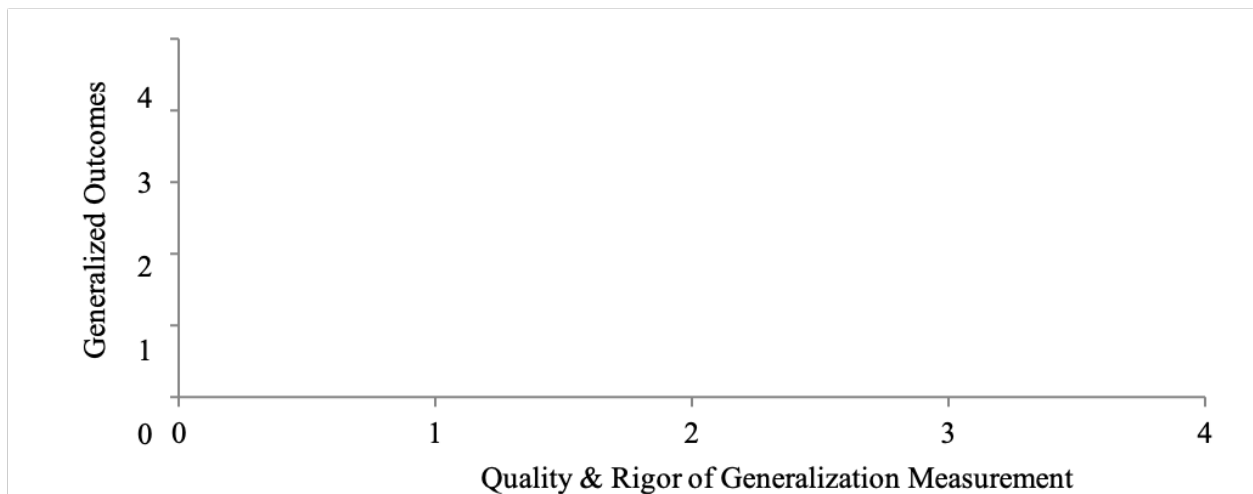
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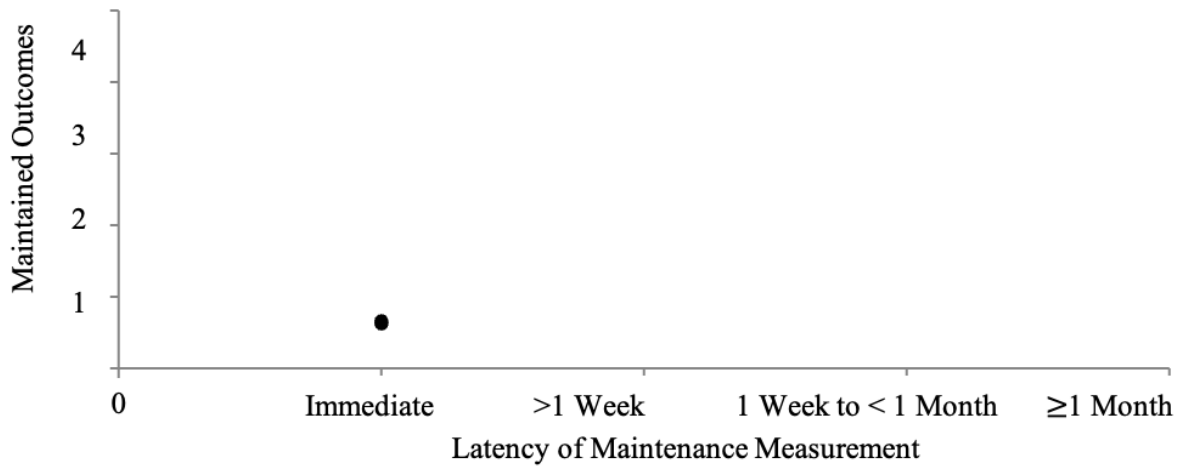


*Figure 1.* Primary outcomes based on coding using the Single-case Analysis and Review Framework (SCARF). All cases indicate high quality and strong positive outcomes.



*Figure 2.* Generalized outcomes based on coding using the Single-case Analysis and Review Framework (SCARF). No cases assessed for generalization.

## Supplementary Materials



*Figure 2.* Maintained outcomes based on coding using the Single-case Analysis and Review Framework (SCARF). Only two cases collected maintenance data, but with only one class.