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ABSTRACT

Prepared as a result of the numerous studies and projects linking contingency management to reading skill development and the frequency with which school districts now employ contingency managers in their curriculum departments, this bibliography is divided into two sections. The first consists of annotations grouped according to the areas around which the reading program is organized: identification of reading levels, selection of skills to be taught, sequence of instruction, and delivery of training, including reinforcement. Each entry in the first section is coded to refer to a more complete bibliographic citation in the second section, a bibliography containing three subsections: books, periodicals, and miscellaneous publications. The bibliography is written in the hope that it will help the reader manage his own inquiry. (HOD)

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CONTINGENCY MANAGEMENT AND READING

An Annotated Bibliography

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1973

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INTRODUCTION

Contingency management aims to increase the motivation for doing socially and educationally desirable acts. Among these acts or activities is learning to read — a complex social and educational activity.

The numerous studies and projects linking contingency management to reading skill development frequently represent research of a high order, and their increasing commonness reflects the frequency with which school districts now employ contingency managers in their curriculum departments; i.e., school districts are, more than ever before, taking note that motivation of children is or can be linked to the development of the curriculum.

Practical problems of the application of contingency management to the school-room may sometimes be examined by use of 2 or 3, 20 or 30, or 2,000 or 3,000 students. Certainly the modest motivational causal claims made by contingency management studies are unrelated to the size of the population studies. (If it appears one chimpanzee named Sarah can be taught to read through contingency management procedures, it can be claimed that chimpanzees probably have been taught reading through contingency management.) The strength of general statements about the contingency management process derives 1) from the accumulation of positive evidence and 2) from the absence of both negative evidence and reasonable alternative hypotheses.

Incidentally, no animal studies are included in this bibliography. Reading is a principle or an important component in all studies which are included.

The organizational scheme is somewhat arbitrary. Its format is designed to increase its usability by the educational practitioner. Annotations which enumerate information pertinent to the various subject headings are referred to the principal bibliographical list.

The bibliography is divided into two sections: annotations and bibliography entries

The annotations section is grouped according to the reading areas around which the reading program is organized: identification of reading levels; selection of skills to be taught; sequence of instruction; and delivery of training, including reinforcement. Each entry in the annotations section refers to an entry in the bibliography section under books (A), periodicals (B), or miscellaneous publications (C). Readers will find among the annotations that certain articles or books have been listed more than once. The bibliography is "engineered" with the hope that it will help the reader manage his own inquiry.

Readers unfamiliar with the concepts and terminology of contingency management might first read an introductory text such as Norris G. Haring, *Attending and Responding*, Dimensions Publishing Company, Belmont, California, 1968.

Application of contingency management practices to the classroom apparently requires both an understanding of its principles and considerable practice in its administration. While no studies exist on the misapplication (or unsystematic application) of contingencies to the classroom, readers are cautioned to apply these techniques with care, preferably under the direction of school personnel who previously have demonstrated proficiency in its use.

ANNOTATIONS

The following four section headings (A,B,C,D) are commonly employed by educators as administrative categories for various consumers of education and, hence, have been selected as independent variables by educational researchers.

A. Reading and the Exceptional Child

1. *Minority Groups*

American Institutes for Research, 1970. A follow-through reading program for predominantly black children who had participated in Head Start. (C1)

Chadwick and Day, 1971. 11 black and 14 brown students participated in a summer school academic program. (B9)

Egeland, 1969. "Culturally deprived." (B18)

Fazio, Lohr, and Screven, 1971. 34 seven- to thirteen-year-old boys in a predominantly black boys' club were taught reading. (B20)

Hamblin and Buckholdt, 1967. Black ghetto first graders were used in a series of experiments to improve academic achievement. (C17)

Hamner, 1968. Black socially-deprived children in a beginning reading program. (C18)

Heitzman, 1970. 30 migrant school pupils, ages six to nine, developed reading and arithmetic skills and social behaviors. (B27)

Kauffman and Herr, 1971. Reading response modeling versus token reinforcement with two culturally disadvantaged eighteen-year-old girls. (B36)

Littky and Bosley, 1970. Token economy applied to a reading program for black and Puerto Rican students in three second grade classes. (C29)

Martin, Schwyhart, and Wetzal, 1967. Three classes of Mexican-American students worked under a token economy or no reinforcement. (B40)

Pikulski, 1971. Disadvantaged black first graders were given a reading task under three different reinforcement conditions. (B46)

Rosenshine and Mattleman, 1970. Inner city children. (C35)

Speiss, 1969. 1,200 culturally divergent first grade children were trained in a reading readiness experimental program. (C40)

Speiss and Olivero, 1969. Programs were designed for the culturally divergent first grade children of the Southwest. (C41)

Staats and Butterfield, 1965. A fourteen-year-old Mexican-American delinquent boy was given reading training over a 4½-month period. (B52)

Staats, Minke, and Butts, 1970. Junior high black, culturally deprived students in a motivated learning reading program. (C42)

Wolf, Giles, and Hall, 1966. 15 sixth graders and 1 fifth grader participated in an after-school remedial reading program in an urban poverty area. (B66)

2. Retarded Children

Ayllon and Barnes, 1970 a. 24 trainable mentally retarded children participated in a six-week academic program. (C2)

Ayllon and Barnes, 1970 b. Procedures for implementing a schoolwide nine-month token reinforcement program for trainable mentally retarded children. (C3)

Ayllon and Barnes, 1970 c. Experiment 1: 42 trainable, mentally retarded children in a six-week summer program designed to improve academic behaviors; Experiment 2: 31 trainable, mentally retarded children in a choice of reinforcement or no reinforcement for work performed. (C4)

Bernstein, 1971. The subjects, ages eight to eleven, had disparate intellectual functioning and reading achievement levels. (C6)

Bijou et al., 1966. 27 trainable and educable mentally retarded children were taught academic skills using programmed materials. (B4)

Birnbrauer et al., 1965. 8 trainable and educable mentally retarded children, ages nine to thirteen, were given instruction in reading, arithmetic, and writing skills using token reinforcement. (A1)

Birnbrauer et al., 1965. 17 social and academic behaviors of mildly or moderately retarded children, ages eight to fourteen. (B6)

Brown et al., 1970. Sight vocabulary program initially given to a twelve-year-old TMR girl extended to 6 TMR youngsters, ages twelve to fourteen. (B7)

Camp and Doorninck, 1971. 66 retarded seven to thirteen-year-olds disadvantaged in sight vocabulary development. (B8)

Kortas, 1969. 17 EMR's CA eight to twelve with programmed materials. (C28)

Staats et al., 1967. Motivated learning reading program of 18 students, including educable mentally retarded. (B55)

3. Early Learning

Hamblin et al., 1969. Two-year-old children developed sight vocabulary. (B23)

Hamblin and Hamblin, 1972. 32 inner-city preschoolers rewarded for working and reading improvement. (B24)

Levin, 1967. Intangibles (surprise) for beginning readers. (B38)

Pfeiffer, 1969. Preschoolers with a mental age of three and above were taught beginning reading skills. (C32)

Staats et al., 1964. Rate of symbol recognition among four-year-olds. (B53)

Staats et al., 1964. Preschool. (B54)

Staats, Staats, and Schutz, 1962. Technical and theoretical studies. (C43)

Staats et al., 1962. Preschool. (B57)

4. *Delinquents, Adults, and Other Underachievers*

Bednar et al., 1970. Twelve- to eighteen-year-old institutionalized or delinquent boys were taught reading. (B2)

Bijou, 1971. Disturbed children were treated under laboratory (controlled environmental) conditions. (C7)

Buckholdt et al., 1971. 5 inner-city subjects, ages seven to nine in a programmed developmental reading class. (C8)

Christopherson, Davis, and Wolf, 1970. 8 disadvantaged third graders and 1 sixth grader in an automated reading program. (B11)

Clark, Lachowicz, and Wolf, 1968. Junior high dropout girls at a neighborhood youth corps facility. (B12)

Clark and Walberg, 1968. 62 urban children who were considered potential dropouts were given massive verbal praise in a reading program. (B13)

Cohen, 1967. 28 delinquent boys ages 14.6 to 18.1 with a history of academic failure in a training school were given reinforcement for learning. (C10)

Dee, 1972. Emotional problem children completed contracts in crisis classroom. (B16)

Egeland, 1970. Second and third grade culturally deprived children were taught reading. (B18)

Gormly and Nittoli, 1971. Juvenile delinquent males. (B21)

Hamblin et al., 1971. Case studies of young, deprived, hyperaggressive, and autistic children. (A5)

Hamblin and Hamblin, 1972. Reading program for inner-city disadvantaged children. (B24)

Haring and Hauck, 1969 a. 4 nine- to ten-year-olds who were third, fourth, and fifth grade disabled readers under controlled laboratory conditions. (B26)

Haring and Lovitt, 1967. Operant procedures were discussed as used with preschool autistic, educable, mentally retarded, trainable mentally retarded, neurologically impaired, and potential dropouts. (A6)

Haring and Lovitt, 1969. Discusses application of functional analysis of behavior to elementary children with learning disabilities and inappropriate school behavior. (C21)

Hauserman and McIntire, 1970. 12 children in first and second grade who were predicted reading failures. (C22)

Heitzman, 1970. Migrants. (B27)

Heitzman and Putnam, 1972. Adult basic education. (B28)

Hewitt, 1964. Autistic boy of thirteen was taught primary reading skills. (B29)

Hewitt, 1967. A design for an engineered classroom for emotionally disturbed children. (B30)

Hewett et al., 1969. 30 emotionally disturbed elementary and junior high students participated in an engineered classroom program. (C23)

Hewett, Mayhew, and Rabb, 1967. 26 multiple handicapped children were trained in an experimental reading program. (B31)

Hewett, Taylor, and Artuso, 1969. 54 emotionally disturbed students, ages eight to eleven, were treated in an engineered classroom. (B32)

Honeycutt and Soar, 1972. 366 culturally disadvantaged first grade children received academic "subject matter" training. (C25)

Lovitt and Curtis, 1969. A twelve-year-old subject in a class for children with behavioral disorders was trained in various academic areas, including reading. (B39)

Nolen, Kunzelmann, and Haring, 1967. Behavior modification techniques were used in a junior-high disabilities classroom with 8 students, ages twelve to sixteen. (B44)

Raygor, 1964. Suggests that behavioral principles may be applied to college students. (B48)

Reed, 1970. Operant conditioning was used with four academically deficient college sophomores. (C33)

Sloane et al., 1970. Experiment 1: Contingency contracting was used with low achieving college freshmen. Experiment 2: Three groups of college students used study packets and contingency contracting. (C38)

Smith, Brethower, and Cabot, no date given. Several levels under various contingency conditions learned a variety of academic skills. (C39)

Vaal, 1971. 10 fourth, fifth, and sixth grade children with a minimum of two years' reading deficiency participated in a resource room. (B58)

Van Mondfrans, 1967. pre- and early adolescent retarded readers and 8 mentally retarded readers in grades four, five, and six in a reading program. (C48)

Wadsworth, 1971. 10 third grade boys with severe reading disabilities were reinforced for "acceptable" academic and social behaviors. (B59)

Wark, 1966. 5 college and Upward Bound subjects increased reading and writing rates. (C49)

Wark, 1969. 5 college students established individual contracts to improve reading and study skills. (B60)

Wark, Kolb, and Tonn, 1968. 7 rural and urban disadvantaged subjects volunteered to participate in project Upward Bound reading program. (B61)

Whitlock, 1966. Average IQ, but failed to respond to tutoring. (B62)

Wotkiewicz and Minor, 1969. 15 male, high school age delinquents in a cottage program to modify social behavior and educational patterns. (C51)

B. Reading: Teaching the Basic Skills

Annotations in this section refer to prereading and beginning reading experiences: most commonly, word attack skills and isolated vocabulary. All studies include functionally illiterate pupils as subjects.

American Institutes for Research, 1970. A follow-through program. (C1)

Bijou, 1971. Sight vocabulary was emphasized with instruction in simple phonics, auditory discrimination, and visual discrimination. (C7)

Bijou et al., 1966. After word discrimination training, student was advanced to the sight vocabulary program designed to teach reading of words, phrases, and sentences. (B4)

Birnbrauer et al., 1965. Phonics and sight vocabulary. (A1)

Brown et al., 1970. A basic sight vocabulary. (B7)

Buckholdt et al., 1971. Programmed basic reading skills. (C8)

Camp and Doorninck, 1971. Sight vocabulary training, first through third grade level. (B8)

Drass and Jones, 1971. One subject was taught capital letters. (B17)

Egeland, 1969. Programmed materials. (C12)

Egeland, 1970. Sight vocabulary and phonics. (B18)

Gray, Baker, and Stancyk, 1969. Word attack skills. (B22)

Hamblin and Buckholdt, 1967. The learning of sounds with a language master and tutor (Experiment 4). 58 primer words (Experiment 5). (C17)

Hamblin et al., 1969. A sight vocabulary. (B23)

Hamblin and Hamblin, 1972. Initial Teaching Alphabet and language master materials used to teach basic skills and sight vocabulary. (B24)

Hamner, 1968. Basic reading skills including vocabulary. (C18)

Haring and Hauck, 1969 b. Vocabulary and word discrimination tasks. (B26)

- Haring and Hayden, 1968. Initial reading instruction. (C20)**
- Hauserman and McIntire, 1970. Sight vocabulary.**
- Hewett, 1964. Match and classify 50 words and picture cards, write the alphabet, and spell words (N=1). (B29)**
- Hewett, Mayhew, and Rabb, 1967. Vocabulary and word discrimination tasks. (B31)**
- Holt, 1971. Second grade programed reading materials. (B33)**
- Levin, 1967. Language experience approach. (B38)**
- Littky, 1970. Second grade programed materials. (C25)**
- McKerracher, 1967. Vocabulary. (B42)**
- Pfeiffer, 1969. Beginning reading skills and sight vocabulary. (C28)**
- Pikulski, 1971. Vocabulary. (B46)**
- Schaeffer and Schaeffer, 1969. Word attack skills. (B51)**
- Smith, Brethower, and Cabot, no date. Grapheme and phoneme instruction. (C39)**
- Speiss, 1969. Readiness skills, associative vocabulary, sensory attributes, matching and perceiving differences, listening and aural discrimination. (C40)**
- Speiss and Olivero, 1969. Reading readiness skills. (C41)**
- Staats, Minke, and Butts, 1970. Vocabulary and syntactical elements. (C42)**
- Staats et al., 1967. Words and syntactical elements. (B55)**
- Van Mondfrans, 1967. Word recognition and vocabulary acquisition. (C48)**
- Whitlock and Bushell, 1967. Vocabulary taught in sentences. (B63)**

C. Reading: Teaching the Complex Skills

This section includes studies in the development of reading for meaning, test taking behaviors, and identification of subordinate and superordinate ideas as well as knowledge retention.

- Carlson, Hotchkiss, and Walker, 1970. Rate and retention of a unique task. (C9)**
- Cotler, 1969. Comprehension. (B15)**
- Gray, Baker, and Stancyk, 1969. Contextual training. (B22)**
- Kauffman and Herr, 1972. Comprehension and rate. (B36)**
- Martin, Schwyhart, and Wetzel, 1967. Reading books and completing assignments. (B40)**

Reed, 1970. Topic sentences. (C33)

Schaeffer and Schaeffer, 1969. Comprehension in materials having increasingly involved syntax and concept density. (B51)

Schutz, Sullivan, and Beker, 1968. Rate. (C37)

Sloane et al., 1970. Study packets. (C38)

Vaal, 1971. Study behavior and completion of assignments in reading and language materials. (B58)

Wark, 1966. Rate. (C49)

Wark, 1969. Rate and study skills. (B60)

Wark, 1971. Studying, testing (attending), behavior. (C50)

D. Administering the Reading Program

This section includes studies in class organization, the delivery of incentives, and the upgrading of teaching skills by the director of the reading program. Listings under *Class Organization* cover incentives, the physical layout of classrooms, the learning topography, and classroom heterogeneity *vis a vis* teaching practitioners and consumers.

I. Class Organization for Individualization

American Institutes for Research, 1970. Program involving first through third grade students using sequenced materials and reinforcement techniques. (C1)

Ayllon and Barnes, 1970 b. Nine month program of token reinforcement with orientation for teacher and children regarding response priming, reinforcer priming, diagnostic evaluation, and analysis of test scores. (C3)

Bijou, 1971. Program for young handicapped children. (C7)

Rijou et al., 1966. Classroom environment and the development of instructional materials. (B4)

Birnbrauer et al., 1965. Procedures for commencing instruction, equipment choices, and application of materials to individual students. (A1)

Camp and Doornick, 1971. 3 neighborhood aides and 2 volunteer college students acted as tutors. (B8)

Carlson, Hotchkiss, and Walker, 1970. Standard classroom materials and a unique task involving sound-symbol associations. (C9)

Chadwick and Day, 1971. Management techniques of 1 teacher and 2 teacher aides working with 25 minority students. (B9)

Christopherson, Davis, and Wolf, 1970. Cubicles and audiovisual aids for individual instruction. (B11)

Clark and Walberg, 1968. 5 classes of 10 to 15 students tallied their own responses under teacher direction. (B13)

Dress and Jones, 1971. Tutors used individual assignments and reinforcement. (B17)

Egeland, 1970. Second and third grade experimental and control students part of regular classroom population. (B18)

Gornaly and Nittoli, 1971. Self-selection of materials building reading comprehension. (B21)

Graubard et al., 1970. Reading rate and responses were reinforced under normal classroom population conditions. (C16)

Humbly and Beckholdt, 1967. Various programs for various groups. (C17)

Haring, 1968. Instructional procedures and materials for improving performance. (B7)

Haring and Houck, 1969. Carrels and electronic devices in individual sessions. (C19)

Haring and Hayden, 1968. Programs and techniques using behavior modification. (C20)

Haring and Lovitt, 1969. Techniques for administering a contingency-managed system in a natural school setting. (C21)

Hewett, 1967. An engineered classroom. (B30)

Hewett et al., 1969. Room organization plans and pupil rotation procedures.

Hewett, Taylor, and Artuso, 1969. Classroom organization, activity centers, and student record keeping. (B32)

Holt, 1971. Choice between reward centers or continuing with academic work. (B33)

Jacobs, 1970. Slow learners in regular classroom settings. (C22)

Kortas, 1969. Tokens with a group. (C28)

Kubany and Sloggett, 1971. Class placement using reinforcers in determining ability level. (B37)

Littky and Bosley, 1970. Teachers and paraprofessionals in an urban school setting. (C29)

McKenzie et al., 1968. Cooperation between the school and the individual home. (B41)

McKerracher, 1967. Consumables and social reinforcers. (B42)

Reid, 1971. Teachers prescribe specific reading treatment activities as a result of diagnosis. (C34)

Smith, Brethower, and Cabot, no date given. Experiments with various students under different contracts, materials, reward systems, and environments. (C39)

Speiss, 1969. Entry skills behavior packages for culturally divergent children and basic classroom management strategies. (C40)

Staats, Minke, and Butts, 1970. Housewives and high school student volunteers under the supervision of a teacher trained in experimental methods. (C42)

Staats et al., 1967. Adult volunteers and high school students administered the reading program. (B55)

Staats, Van Mondfrans, and Minke, 1967. Procedures for administering a reading program on a one-to-one basis. (C44)

Stephens, 1970. Details for directed teaching of children with learning and behavioral handicaps. (A12)

Van Mondfrans, 1967. Housewives and tutors administer the reading program. (C48)

Willis, Morris, and Crowder, 1972. Individually prescribed reading material and eighth grade behavioral engineers with individuals or pairs. (B64)

2. *Managing Incentives*

American Institutes for Research, 1970. Teachers in this program systematically reinforce desired behaviors and responses with edibles, manipulables, or social reinforcers. (C1)

Ayllon and Barnes, 1970 b. Under the plan described, token reinforcement for correct academic work could be exchanged for back-up reinforcers. Forms for recording token exchanges are appended. (C3)

Ayllon and Barnes, 1970 c. Token reinforcement system used with trainable mentally retarded children. (C4)

Bednar et al., 1970. Money reinforcement for reading-related behaviors and for reading achievement given under fixed, intermittent, and no reinforcement conditions. (B2)

Bernstein, 1971. Poker chips reinforce responses to programmed reading materials. (C6)

Bijou, 1971. Teaching procedures were developed which included reinforcement schedules. (C7)

Bijou et al., 1966. Fixed-ratio schedule and fading procedures in the token reinforcement system. Tokens were backed up by consumables, manipulables, and money. (B4)

Birdwell, 1971-1972. Sample contract for a reading and study skills program. (B5)

Birnbrauer et al., 1965. Token reinforcement backed up by self-selected items, verbal praise, immediate knowledge of results, and an unsystematic variable reward schedule with the children. (A1)

Birnbrauer et al., 1965. Social and token reinforcement; tokens exchanged for edibles, manipulables, or a trip to town to purchase a more expensive item. (B6)

Buckholdt et al., 1971. Token reinforcement backed up by edibles, toys, or a field trip alternating conditions of reinforcement and no reinforcement. (C8)

Brown et al., 1970. Candy bars and nuts reinforce responses in sight vocabulary training. (B7)

Camp and Doorninck, 1971. Tokens of three monetary values given during testing and training sessions. (B8)

Chadwick and Day, 1971. Verbal and token reinforcement given for accuracy and speed in academic work. Tokens exchanged for lunch, consumables, and field trips. (B9)

Chan, Chiu, and Mueller, 1970. Social and consumable reinforcers. (B10)

Christopherson, Davis, and Wolf, 1970. Positive and negative reinforcement used for responses to reading materials. (B11)

Clark, Lachowicz, and Wolf, 1968. Token system, backed up by money for points and outside wages, used in a program for school dropouts. (B12)

Clark and Walberg, 1968. Massive verbal praise and fading procedures used in an after-school reading program. (B13)

Clark and Walberg, 1969. Secondary reinforcement. (B14)

Cohen, 1967. Token system in which points were exchanged for money on an individual or group basis. (C10)

Cotler, 1969. Money. (B15)

Drass and Jones, 1971. Students and tutors exchanged their coupons for consumables and manipulables. Tutors received verbal praise. (B17)

Egeland, 1969. Consumables, tokens, and social reinforcers. (C12)

Egeland, 1970. Changing reinforcement schedules used during a school year long program. Tokens were backed up by manipulables. (B18)

George, 1970. Tokens in the form of stars were exchangeable for money which in turn was exchangeable for edibles or trinkets. Fixed-ratio and variable-ratio reinforcement schedules used under various conditions. (C14)

Gray, Baker, and Stancyk, 1969. Tokens or poker chips given for correct responses. Consumables were the back-up reinforcement. (B22)

Graubard et al., 1970. Tokens given for individual and group reading and social behaviors. (C16)

Hamblin and Buckholdt, 1967. Token exchange program with money as the back-up reinforcer used in Experiment 2; continuous food exchange used in Experiment 4; consumables and manipulables served as back-up reinforcers in Experiment 5. (C17)

Hamner, 1968. Tangible and social positive reinforcement. (B18)

Haring, 1968. Techniques to implement a reinforcement program. (A7)

Haring and Hauck, 1969 a. Consumables and manipulables given under varying schedules of reinforcement; continuous and variable-ratio. Fading procedures. (B26)

Haring and Hauck, 1969 b. Reading performance stimulated by extra recess and physical education activities; graphed performance data used as reinforcer. (C19)

Haring and Hayden, 1968. Reinforcement and classroom management discussed in articles by experts in behavior modification procedures. (C20)

Hauserman and McIntire, 1970. Fading procedures and reinforcement techniques with tangible and social reinforcement. (C12)

Heitzman, 1970. Tokens. (B27)

Heitzman and Putnam, 1972. Token economy. (B28)

Hewett et al., 1969. Manipulables and consumables given in exchange for completed work record cards. (C23)

Hewett, 1964. Autistic child given consumables and manipulables for correct responses. (B29)

Hewett, 1967. Techniques of implementing the engineered classroom. (B30)

Holt, 1971. RE (reinforcement event) Menu pictured student-choice manipulables. (B33)

Homme and Tosti, 1965. Management and mismanagement of contingencies, effects of reinforcement, and reinforcing events. (B34)

Honeycutt, 1972. Limitations of social reinforcement with some groups. (C25)

Jacobs, 1970. Group and individual rewards to improve reading skills. (C22)

Kauffman and Herr, 1971. Token reinforcement used to increase reading skills. (B36)

Lovitt and Curtiss, 1969. Self-imposed contingencies associated with increased academic rate in the subject used in addition to conditions in which the teacher specified the contingencies. (B39)

Martin, Schwyhart, and Wetzel, 1967. Token reinforcement system in a high school reading program included back-up reinforcers of grades, letters of commendation, and released time for school activities. (B40)

Mason, 1968. Heavy reinforcement of reading outside of school serves as a stimulus if it is known what is reinforcing to the student. (C31)

McKenzie et al., 1968. Special privileges and monetary remuneration for grades with penalties for incomplete work. (B41)

Nolen, Kunzelmann, and Haring, 1967. Activities known to be highly interesting established as reinforcement contingencies. (B44)

Pfeiffer, 1969. Wages and tokens given on immediate and delayed basis; reinforcement paired with social approval; fading procedures. (C32)

Raygor, Wark, and Warren, 1966. Green light was secondary reinforcer used to increase speed of reading. (B49)

Schaeffer and Schaeffer, 1969. Variable-interval schedule of reinforcement used to shape "scholarly" behaviors and attitudes. (B51)

Schutz, Sullivan, and Baker, 1968. Types of reinforcement schedules used in addition to no reinforcement included fixed-interval, variable-interval, and variable-ratio. (C37)

Sloane et al., 1970. College credits, money, and voluntary limitation of activities to specified conditions were the contingencies. Fading procedures. (C38)

Smith, Brethower, and Cabot, no date. Children were awarded tokens which were exchanged for free time or money and praise under various contract systems. (C39)

Speiss, 1969. Schedules of token reinforcement and fading techniques formed part of the first grade reading program. (C40)

Speiss and Olivero, 1969. Possible rewards explained to children prior to the lessons. (C41)

Staats and Butterfield, 1965. Token reinforcement system used in which the subject could exchange tokens for manipulables and consumables. (B52)

Staats, Minke, and Butts, 1970. Token reinforcement system backed up by money or manipulables. (C42)

Staats et al., 1964. Token reinforcers among four year olds. (B54)

Staats et al., 1967. Tokens exchanged for money or manipulables. (B55)

Staats, Van Mondfrans, and Minke, 1967. System of extrinsic reinforcement using tokens backed up by monetary reward. Reinforcement progressively reduced as training progresses. (B40)

Tabor, Franklin, and Babcock, 1967. Tokens for consumables and manipulables. (C45)

Van Mondfrans, 1967. Token and monetary reinforcement. (C44)

Wadsworth, 1971. Points for tangibles and free time. (B59)

Wark, 1966. Positive light reinforcement, avoidance buzzer, and extinction procedures used. (C49)

Wark, 1969. Self-reward system developed to increase reading and study skills. (B60)

Wark, 1971. Social and self-reinforcing reading-study behaviors where the testing-studying situation is anxiety producing. (C50)

Wark, Kolb, and Tonn, 1968. Light (positive) and buzzer (negative) used. (B61)

Whitlock, 1966. Tokens. (B62)

Winett et al., 1971. Tokens exchanged for tangibles. (B65)

Wolf, Giles, and Hall, 1968. Tokens of various colors exchanged for manipulables and consumables. (B66)

Wotkiewicz and Minor, 1969. Tangible reinforcement given for completion of goals. (C51)

3. *Being Managed by the Reading Program*

Addison and Homme, 1966. RE (reinforcing event) menu and suggestions for its use. (B1)

Behavior Systems Corporation, no date given. Principles of behavior modification used by the corporation in designs of programs and materials. (C5)

Bijou, 1970. Behavioral analysts' contribution to psychology in terms of philosophy, concepts, and principles; experimental analysis of behavior and application to the classroom teaching situation; and the role of the school psychologist. (B3)

Birdwell, 1971-1972. Reading contract has positive effect on instructor as well as student. (B5)

Clark and Walberg, 1969. Training of teachers in the systematic application of rewards. (B14)

Demak, 1969. Experts in setting up programs and in teacher training noted in addition to an explanation of basic concepts underlying contingency management. (C11)

Cohen, 1969. General orientation to field for person with some background in psychology. (A2)

Educational Technology, 1971. Sampling of professionals who use contingency management in educational or related settings. (B19)

Ferster and Skinner, 1957. In-depth exploration of schedules of reinforcement. (A3)

Fitch and Daley, 1970. Bibliography of 240 references including 123 annotations on token reinforcement studies published between 1967 and 1969. (C13)

- Glaser (Ed.), 1970.** Background reading in motivation and reinforcement. (C15)
- Goldiamond and Dyrud, 1966.** Reviews of the research of operant procedures applied to reading acquisition and its maintenance, particularly with reference to specific reading disabilities. (A4)
- Hamblin et al., 1971.** Structured social exchange systems which are scientifically designed to change behavior. Procedures, theories, and case studies of young, deprived, hyperaggressive, and autistic children. (A5)
- Hanley, 1970.** Reviews and evaluates published research germane to applied behavioral analysis of academic and nonacademic aspects of classroom settings. (B25)
- Haring, 1968.** Behavior principles applied by parents and teachers to attending and responding, appropriate instructional procedures, and materials suitable for particular types of responses. (A7)
- Haring and Hauck, 1969.** Record keeping by the teacher and an automatic recorder. (C19)
- Haring and Hayden, 1968.** 16 position papers on instructional improvement using behavior modification principles. (C20)
- Haring and Lovitt, 1967.** Operant methodology and educational technology. (C21)
- Hodges, 1971.** Teacher training in the use of classroom rewards.
- Homme and Tosti, 1965.** Effects of reinforcement, management and mismanagement of contingencies, reinforcing events, and difficulties in the control of behavior. (B34)
- Homme et al., 1969.** Programed manual describes how contingency contracting can be used in the classroom. (A8)
- Homme, 1969.** Contingency management discussed by the person who coined the term. (B35)
- Jung, Lipe, and Wolfe, 1971.** Results of an investigation into the possibility of using operational incentives in the schools. Collection and use of data. (C27)
- Martin, 1970.** Review of behavioral research pertinent to classroom management, reinforcement procedures, and academic and behavioral change. (30)
- Murdock and Della-Piana, 1970.** Teachers untrained in contingency management failed to establish verbal contingencies or make use of principles of contingency management. (B43)
- O'Leary and Drabman, 1971.** Review of the research of token reinforcement. (B45)
- Peter, 1972.** Prescriptive teaching system. Record keeping method is provided which allows the teacher to change her behavior in relation to the content of the reading program. (A9)
- Ravis, 1971.** Skinner discusses reinforcement, behavior management, programed materials, and contingency management. (B47)

Raygor, 1964. Behavioral research offers communication, control of behavior, and more rapid development of the science of reading behavior. (B48)

Ryabik, 1970. Hortatory statement good for teacher motivation.

Sattler and Swoope, 1970. Procedural guides for putting token systems into effect by teachers and school psychologists. (B50)

Schaeffer and Schaeffer, 1969. Discussion of conditioning verbal behaviors of underachieving secondary students. (B51)

Skinner, 1969. Contingencies of reinforcement and related subjects. (A10)

Skinner, 1968. Application of reinforcement principles and technological advances in teaching. (A11)

Staats and Staats, 1962. Theoretical comparisons of speech and reading development.

Staats, Staats, and Schutz, 1962. Theory. (B57)

Stephens, 1970. Theory behind directive teaching and practical suggestions for the classroom. (A12)

Tuinman, Farr, and Blanton, 1971. Changing test scores using manipulables and consumables. (C44)

Valett, 1970. Inservice or self-instructional guide to enable teachers to use diagnostic-prescriptive instruction, contingency management, and related techniques. (C47)

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