

CONTINGENCY MANAGEMENT:  
KNOWLEDGE, APPLICATION, ETHICS  
AND CONCERNS OF THE  
ELEMENTARY TEACHERS AND  
ADMINISTRATORS IN THE  
CLARKSVILLE-MONTGOMERY  
COUNTY SCHOOL SYSTEM

FRANK McGUIRE HODGSON

CONTINGENCY MANAGEMENT: KNOWLEDGE, APPLICATION, ETHICS  
AND CONCERNS OF THE ELEMENTARY TEACHERS AND ADMINISTRATORS  
IN THE CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM

---

An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist of Education

---

by  
Frank McGuire Hodgson

May, 1977

## ABSTRACT

This study was a survey of elementary teachers and administrators in the Clarksville-Montgomery County School System. The study determined what the respondent's knowledge, application, moral, and ethical concerns were concerning contingency management. Data also revealed what these educators felt was educationally sound about contingency management techniques and their proper or improper use in the public school classrooms.

The survey population totaled three hundred and sixty-six. The study was based on respondent return of eighty-eight percent.

Analysis of the data revealed that the participants in the survey sample had a good understanding of contingency management. Evidence also showed an inconsistent pattern of application. Further work needs to be done in this area. Sections dealing with moral, ethical and educational concerns presented ambiguous feelings. These were supported by philosophical inconsistencies in attitudes. A large body of evidence was presented to support contingency management as a good educational alternative technique to be used in public schools by both teachers and administrators.

CONTINGENCY MANAGEMENT: KNOWLEDGE, APPLICATION, ETHICS  
AND CONCERNS OF THE ELEMENTARY TEACHERS AND ADMINISTRATORS  
IN THE CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM

---

A Field Study  
Presented to  
the Graduate Council of  
Austin Peay State University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist of Education

---

by  
Frank McGuire Hodgson

May, 1977

To the Graduate Council:

I am submitting herewith a Field Study written by Frank McGuire Hodgson entitled "Contingency Management: Knowledge, Application, Ethics And Concerns of the Elementary Teachers and Administrators In The Clarksville-Montgomery County School System." I recommend that it be accepted in partial fulfillment of the requirement for the degree of Specialist of Education, with a major in Supervision.

  
Major Professor

We have read this field study  
and recommend its acceptance:

  
Second Committee Member

  
Third Committee Member

Accepted for the Graduate Council:

  
Dean of the Graduate School

## ACKNOWLEDGEMENTS

The author wishes to express his sincere appreciation to Dr. Donald Lambert, Professor of Education, Austin Peay State University, who felt and understood the author's concern that such a study needed to be undertaken in the author's school system. Also the author would like to express his appreciation to Dr. Donald Lambert who was his advisor during the author's tenure of study for the degree Specialist of Education, and whose classes were always interesting and abounded with academic scholarship and challenges. He has made the author a disciple of his scholarship.

The author would also like to thank Dr. Duane Forderhase, Professor of Philosophy, and Dr. George Rawlins, Professor of Education, for their service on the author's committee. They gave their guidance and advice in review of this work.

The author also would like to express his appreciation to Dr. Wayne Stamper, Dean of the Graduate School, who over the years has helped guide the author in his graduate studies, and who has instilled in the author a deep appreciation for academic excellence.

# TABLE OF CONTENTS

	Page
LIST OF TABLES.....	iii
Chapter	
1. INTRODUCTION.....	1
Statement of the Problem.....	4
Importance of the Problem.....	5
Hypothesis.....	5
Definition of Terms Used.....	6
Design and Procedure.....	8
Instrument to be Used.....	11
2. REVIEW OF THE LITERATURE.....	12
What Contingency Management Is and Isn't.....	12
Types of Reinforcers.....	12
Behavior Modification and Ethical Questions.....	19
3. SURVEY PROCEDURES AND ANALYSIS OF DATA.....	29
Survey Response.....	30
Demographic Data.....	32
Analysis of Data.....	34
Unanticipated Results.....	47
4. SUMMARY AND CONCLUSIONS.....	49
APPENDIXES.....	55
A. Behavior Modification Field Research Survey Instrument.....	56
B. Behavior Modification Response Sheet.....	62
BIBLIOGRAPHY.....	66

LIST OF TABLES

Table	Page
1. Computer Program Pairings for White Males With B.S. or B.A. - Example.....	31
2. Demographic Data of Respondents.....	33
3. Responses to Item 20 of Questionnaire.....	37
4. Responses to Item 27 of Questionnaire.....	38
5. Responses to Item 22 of Questionnaire.....	39
6. Responses to Item 33 of Questionnaire.....	39
7. Responses to Item 28 of Questionnaire.....	40
8. Responses to Item 26 of Questionnaire.....	41
9. Responses to Item 29 of Questionnaire.....	41
10. Responses to Item 30 of Questionnaire.....	42
11. Responses to Item 35 of Questionnaire.....	42
12. Responses to Item 31 of Questionnaire.....	43
13. Responses to Item 37 of Questionnaire.....	44
14. Responses to Item 21 of Questionnaire.....	44
15. Responses to Item 38 of Questionnaire.....	45
16. Responses to Item 23 of Questionnaire.....	45
17. Responses to Item 34 of Questionnaire.....	46
18. Responses to Item 32 of Questionnaire.....	47
19. Respondents Who Acknowledge Having Had A College Behavior Modification Course.....	48
20. Computer Behavior Modification Analysis.....	64

## CHAPTER I

### INTRODUCTION

Educators have perennially searched for programs that were successful in dealing positively with children's basic behaviors and attitudes in learning. Contingency management is one approach that showed success in various settings and could enhance any classroom situation.

Many questions arose as to the right of the public schools to formulate change in a child's behavior. Some critics saw the behavior of the child as that which should be formulated only in the home. The correction of such home-learned behavior by the public schools placed the school and the child's home in conflict. This stand was well taken in respect to one question. Is it the public school's job to teach, or to correct primary environmental home attitudes? Those who took this attitude believed that the public school infringed on the freedom of the parents as the primary environmental unit to raise their children as they saw proper. They argued that the schools were to teach the child. That schools were not and should not be modifiers of values. They focused on the argument that the initial values of the home were of primary interest to the parents and not the schools.

Another point of view centering on this question was more educationally oriented. This view proposed that

public schools have historically been the institutions which modified undesirable attitudes which children brought from their primary environment. The public schools also tried to reinforce those attitudes which were deemed desirable by society as a whole.

This point of view was founded on the belief that undesirable attitudes and values learned by a child, if not modified in some way, would in the future make the same child an undesirable adult citizen. This view recognized that the home should be respected for the values it teaches, yet at the same time understood that improper attitudes present in a classroom made learning difficult for that child and other children. Such a philosophy viewed the classroom as a microcosm of society. This philosophy also accepted the concept that the classroom and the school was a reflection of the community which it served. The classroom and the school could be no better than the members of the community they served.

These two opposing concepts of the child and his primary environment came into conflict when one conceptualized the use of contingency management techniques to alter a child's attitudes, values, or disruptive behavior in the public school.

Did contingency management interfere more with individual rights and dignity than were reaped as benefits? If one person was required to act for the good of another, were the

results fair and just for both individuals?<sup>1</sup> These questions presented both the home and the school with an historical dilemma. Should the school prevent or modify behavior it deemed unacceptable and thereby deny personal freedom? Or should the school view unacceptable behavior as the result of inviolate home teachings? If the school held the latter view, then it would allow the child personal freedom which might disrupt the learning environment.

The public schools accepted the fact that the very presence of the child in the classroom was modifying the child's primary environment. Secondly, the governmental unit of the state or community established laws requiring all children to be present in school until a legal, defined age. These laws placed the school in loco parentis during the child's tenure in the schools. Thus the school, as well as the parents, made decisions as to the modification of a child's behavior and attitudes. The schools looked at the severity of the intervention techniques which were required to modify the child so he might learn and also allow others to learn. In some school systems such programs were initiated.

B. F. Skinner believed that modification of man's behavior was vital if he was to survive. By the use of extrinsic and intrinsic reinforcers, planned contingencies, interventions and operant conditioners, man might eventually

---

<sup>1</sup>B. F. Skinner, Beyond Freedom and Dignity, (New York, New York: Alfred A. Knopf Inc., 1971), P. 111.

learn to live without quarreling and adapt to an environment which could support a stabilized society.<sup>2</sup> Skinner did not see planned intervention as a basic violation of a person's rights as an individual. However, he viewed it as a necessity if mankind was to survive in the midst of rising problems of crime, terror, overpopulation, lack of a stable food supply, and pollution of the environment.

### Statement of the Problem

All behavior is learned. Throughout a person's life he has been rewarded both positively and negatively. Contingency management in most forms tried to bring about a systemized approach to dealing with behavior. The systemization brought consistency in dealing with specific behavior.<sup>3</sup>

The author believed that in most elementary classrooms in the Clarksville-Montgomery County School System, contingency management techniques were practiced but not systematically.

The purpose of this study was to determine the extent of knowledge that elementary teachers, elementary principals, and special teachers had of contingency management techniques. The study was also designed to determine the prevalence of

---

<sup>2</sup>Ibid., p. 214.

<sup>3</sup>Bertram S. Brown, M.D. "Behavior Modification: What It Is - And What It Isn't," Today's Education, Vol. 65, (January, 1976), pp. 67-69.

the systematic application of these intervention techniques. This study also examined ethical and moral objectives that these educators believed were inherent in any contingency management program.

### Importance of the Problem

This study was of vital importance to all classroom teachers and administrators who dealt with elementary school age children in Montgomery County. Any program that showed success in various educational institutions throughout the nation deserved to be examined by elementary educators in Montgomery County. This study was a realistic attempt to examine the prevalence of systematic contingency management techniques in use in the public schools in this county. This study also proposed to determine the overall attitudes, prejudices, and understandings of contingency management espoused by elementary teachers and administrators in this county. Any teacher or administrator in Montgomery County should benefit from examination of this study's findings in regard to his or her particular educational situation. Publication of this study's results has given an excellent county-wide view of elementary educators' attitudes and practices relating to the use of systematic contingency management techniques.

### Hypothesis

The results of the survey were compiled by percentages.

The research explored the following questions. (1). What was the respondents' knowledge of contingency management? (2). What was the respondents' frequency of application of contingency management techniques in the classroom? (3). What moral, ethical and educational objections did the respondents have to the use of contingency management techniques in their classrooms?

#### Definitions of Terms Used

Intervention: Teacher interception of a behavior with a planned response.

Contingency Management: A structured program for behavior control which utilized various rewards or reinforcers for appropriate behavior and degrees of isolation and/or restraints for inappropriate behavior.

Behavior Modification: A structured program for behavior control which was synonymous with contingency management.

Extrinsic Reinforcers (External Locus of Control): Rewards which were tangible in nature. They took the form of candy, drinks, trinkets, or specific classroom privileges.

Intrinsic Reinforcers (Internal Locus of Control): Rewards which affected the recipient on an emotional level. Examples of reinforcers were verbal praise, patting, hugging, smiling.

Systemize: To arrange according to a system -- to make systematic.

Primary Reinforcers: Rewards which were tangible in nature. Synonymous with "extrinsic reinforcers."

Secondary Reinforcers: Rewards which affected the recipient on an emotional level. Synonymous with "intrinsic reinforcers."

Time-Out Procedures: The varying degrees of withdrawal of attention. These ranged from the simple withdrawal of the teacher's attention to isolation in a far corner of the room behind a partition.

Fading: The gradual shifting of focus from primary reinforcers to secondary reinforcers. Hopefully, the child in question would come to work for intrinsic rewards rather than extrinsic ones.

School System: The Clarksville-Montgomery County School System.

Demographic: The section of the survey which compiled the personal statistics of the respondents such as age, race, or number of students taught.

Minority Group: Any group of people who were non-white in race or ethnic background.

Target behavior: A behavior which was pinpointed by the teacher as one which should either be accelerated (increased) or decelerated (decreased).

Hyperkinetic: Abnormal amount of activity - hyperactivity.

## DESIGN AND PROCEDURE

The respondents in this survey consisted of all teachers and administrators in the ten elementary schools located in Montgomery County, Tennessee. The schools were all operated by the Clarksville-Montgomery County School System.

There were a total of two hundred and eighty regular classroom teachers in these schools. They were responsible for all classrooms from kindergarten through the sixth grade. Also included in the survey were the twelve physical education teachers from the ten elementary schools. Seven music teachers and ten librarians were also asked to respond. The special teachers in these schools included teachers sponsored under the federal Title I Act and those who taught in various programs for exceptional children under the auspices of Public Law 839 in the State of Tennessee. Eighteen Title I teachers in the ten elementary schools and thirty special (Public Law 839) teachers were asked to respond to the survey. The school system had ten elementary principals, nine of whom were asked to respond to the survey. The author was an elementary principal in the school system where this survey was conducted and did not participate in the survey sample as a respondent. Thus, there was a total of three hundred and sixty-six respondents in this survey.

The participants (elementary school administrators and teachers) selected for this study were given one staff

meeting in which to respond to the survey. The participants needed only fifteen to twenty minutes in which to complete the survey developed by the author. The survey collected demographic information about each respondent, as well as determining their knowledge and use of contingency management techniques. A substantial section of the survey dealt with the respondents' opinions relating to the effectiveness and ethics of contingency management programs.

The importance of the survey was discussed with each principal. Contact was made with each elementary principal to gain his or her consent for the survey to be given in his or her elementary school. The principal was responsible for dispensing the surveys to their staffs and collecting them. The surveys were delivered to the author by the end of the survey week.

The survey itself, developed by the author, was divided into four sections. Each section sought to obtain a different type of information from the respondent. Specific personal items such as age, sex, and race were included along with questions concerning the respondent's teaching situation. These questions related to grades taught, number of students taught, and so forth.

The second section of the survey was designed to determine the level of understanding each respondent had about contingency management. Each question in this section had four possible answers. Only one response to each question was correct.

The third part of the survey sought to determine an overview of how much each respondent actually practiced contingency management techniques in his or her classroom. Each positive statement in this section was accompanied by a choice of four possible answers. The four choices were, (1) Always, (2) Frequently, (3) Occasionally, or (4) Never -- referring to the use of that particular practice in the respondent's classroom.

The fourth and last section of the survey was designed to elicit the respondents' opinions and personal feelings concerning contingency management. The twelve positive statements in this section were answered by marking either "Agree" or "Disagree." The statements covered several areas of controversy (behavior modification as mind control, minority group objections, ethical educational practices, and so forth) concerning contingency management.

The author made personal contact with all principals involved in the survey and requested they be responsible for distributing the surveys in their own schools. To avoid procedural contamination the principals were requested not to respond to staff questions concerning the survey materials. Each school principal returned the completed surveys to the author at the end of the survey week.

The data gathered from the survey was compiled by percentages. Each section of the survey was considered separately and conclusions were drawn regarding the four

types of information sought in the survey. The information was also considered as a whole and interrelated conclusions were drawn based on the percentages. It was expected the results would produce valuable insight into the understanding, practice, and opinions relating to contingency management usage in the elementary schools in the Clarksville-Montgomery County School System.

#### Instrument to be Used

The survey instrument used in this field research will be found in the appendix of this study. The instrument was used to correlate responses and data with a written computer study at the computer center of Austin Peay State University.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### WHAT CONTINGENCY MANAGEMENT IS AND ISN'T

In order for contingency management to be used correctly there must have been some predicted behavior. The two main goals were to bring about an inclusion of desirable behavior not found in the person's behavior repertoire and to change already acquired behavior which was targeted as socially unacceptable or self-defeating. Both of these processes involved a form of learning. The behavior targeted as maladaptive had to be real, and not a problem created by the person who attached the maladaptive behavior label.<sup>4</sup>

Targeted behavior patterns were attacked systematically at each occurrence. Target behaviors which were overlooked or debated weakened the method of the system and the behavior probably increased.

#### TYPES OF REINFORCERS

Reinforcement of contingencies used in contingency management fell into four main categories. The categories were (1) primary positive reinforcers, (2) secondary

---

<sup>4</sup>Garth J. Blackman and Adolph Silberman, Modification of Child Behavior, (Belmont, California: Wadsworth Publishing Company, Inc., 1971), p. 186.

positive reinforcers, (3) primary negative reinforcers, and (4) secondary negative reinforcers. Specific verbal statements and general statements were used to modify behavior in the terminology of intrinsic reinforcement (praise). Most plans made allowances for an extrinsic system of rewards such as immediately available, tangible items (usually food). Even prodding, role playing, and direct instruction were used along with modeling and imitations.<sup>5</sup>

Contingency management techniques had proven to be highly effective with special children, especially those who were designated as behaviorally handicapped. Children who exhibited tantrum behavior (such as autistic, emotionally disturbed, and mentally low-functioning children) or who participated in extensive self-abuse required more drastic measures. These measures were usually implemented into contingency management programs in the form of "time-out procedures." Time-out procedures ranged from withdrawal of eye contact by the teacher to isolation in a far corner of a room behind a partition.<sup>6</sup> Truly disruptive children had to experience stronger intervention techniques. These students were usually managed by tantrum holds and more physical restraints as a means of intervention on such

---

<sup>5</sup>Robert M. Browning and Donald O. Stover, Behavior Modification In Child Treatment, (Chicago, Illinois: Adline Atherton, Inc., 1971), pp. 111-142.

<sup>6</sup>Ibid., pp. 149-151.

disruptive or self-destructive behavior.<sup>7</sup>

Contingency management programs included the gradual fading or shifting of focus from external locus of control such as candy, cola, M & Ms, and tokens to internal locus of control such as praise, hugs, and eye contact. This fading or generalization was accomplished by pairing primary, extrinsic (external locus of control) and secondary, intrinsic (internal locus of control) reinforcements then generalizing all extrinsic rewards. The tangible rewards were replaced by intrinsic reinforcers only.<sup>8</sup> The ultimate goal for all contingency management programs was to have a complete generalization of procedures. The child in question generalized appropriate behavior to all situations without dependency on any reinforcers except self-actualization. Such generalization showed the true success of any contingency management program and without such generalizing the program could not be said to have been successful.

Body language of an adult such as eye contact and the simple act of crossing ones arms was seen as acceptance or reward to a disruptive student. Extensive use of "modeling" techniques in a classroom was a cue to the child that his behavior was inappropriate. These techniques,

---

<sup>7</sup>Raymond E. Webster, "A Time-Out Procedure In A Public School Setting," Psychology In The Schools, Vol 13, (January, 1976), pp. 72-76.

<sup>8</sup>Luke S. Watson, Child Behavior Modification: A Manual For Teachers, Nurses, and Parents. (New York, New York: Pergamon Press Inc., 1973), pp. 73-82.

combined with the simple act of grading papers by marking answers that were correct, called a child's attention to "good" or "appropriate" classroom behavior.<sup>9</sup>

Studies which dealt with reinforcement marking of correct work only on five disruptive children's work in a classroom showed that during a twenty minute experimental session, the disruptive behavior decreased yet the arithmetic scores on the children did not vary. Later, targeting reinforcement on corrected arithmetic performance did increase correct work. At the same time their behavior continued to improve.<sup>10</sup> Increasing academic achievement was a good area for contingency management techniques. Studies have continued to show that academic achievement has been increased by reinforcing specific non-academic behaviors.<sup>11</sup> Teachers who used these approaches...found them very successful in shaping a student's behavior or modifying some behavior they felt was destructive to the student and/or the class.

Educators continued to look for programs which had

---

<sup>9</sup>Thomas, "Twenty-Three Ways To Modify Behavior," Instructor, Vol. 84, (November, 1974), pp. 94-95.

<sup>10</sup>Joel Hundert, Bradley Bucher, and Michael Henderson, "Increasing Appropriate Classroom Behavior And Academic Performance By Correct Work Alone," Psychology In The Schools, Vol. 13., No. 2., (April, 1976), pp. 195-200.

<sup>11</sup>Hill M. Walker and Hyman Hops, "Increasing Academic Achievement by Reinforcing Direct Academic Performance and or Facilitative Nonacademic Responses," Journal of Educational Psychology, Vol. 68., No. 2., (April, 1976), pp. 218-225.

proven themselves to be successful. Programs which dealt with behavior modification had experienced good success and were made available for use throughout the country. One such program was Project Success Environment developed by the Atlanta Public Schools. This program was widely accepted in the state of Georgia.

Project Success Environment was funded by Title III, Public Law 89-10, and was conducted under the guidance of the Georgia Department of Education.

This successful behavior modification program was developed in reaction to the failing nature of Atlanta's inner city schools. Atlanta educators felt that both black and white elementary students from low socio-economic backgrounds were failing. Most of these failures were shown to be twice the rate of the outer city schools around Atlanta. They saw these inner city students lock into a planned failure system which systematically regarded them as failures even before they came to school. Thus the school failure was present before the child came to school, during school, and even after school for those who managed to stick out the full term into the high schools.<sup>12</sup>

A development team was formed to interact and study

---

<sup>12</sup>Howard Rollins, Boyd R. McCandles, and Others, "Project Success Environment: An Extended Application of Contingency Management In Inner City Schools," Journal of Educational Psychology, Vol. 66., No. 2., (1974), pp. 167-178.

a systematic contingency management system which could be instigated to help these disadvantaged students.

Though developed along the lines of standard modification programs, one of the Atlanta system's goals was to decrease the cost per child of such a program. Cost per pupil in behavior modification programs had been one of the major deterrents after teacher resistance. Project Success eliminated the most expensive cost per child item, that of teacher aides. The cost of Project Success was at a level of 132.00 per child in the second year. Yet its authors felt even this could be decreased by elimination of some of the tangible rewards and special equipment designated for "game" rooms. Game rooms were established as the highest reward value in the program and added a heavy burden of expense.<sup>13</sup>

The techniques of modifying student behavior had been at hand for some time. Many programs had been in effect and more educational systems had become interested in ways to change student behavior.

Since all behavior occurred for a reason, behavior which was targeted as inappropriate had to be systematically changed. Clifford Madsen reminded us that no matter what

---

<sup>13</sup>Harold Rollins, Scott Person and Marion Thompson, "Project Success Environment: A Practical Program For Implementing Behavior Modification In Urban Elementary Schools", (An Experimental Session Delivered At The National Convention of The American Education Research Association, 1974), pp. 1-13.

program we used, what children were involved, and/or who administered the intervention procedures, that there were four major points for them to remember:

1. Pinpoint - behavior that is inappropriate.
2. Record - Measurable behavior to see what happens.
3. Consequence - Set up contingencies such as external and internal reinforcers. (Note: Spelling here of Consequence is correct. Madsen remarked he used it and designed it himself to fit this idea, and it will not be found in the dictionary.)
4. Evaluate - Should be continuous in a monitoring phase and should remain in effect long enough to collect the proper data.<sup>14</sup>

Madsen did not object to the fact that some behavior modification was unfair and some programs more unfair than others. He allowed that the "it's unfair" argument was necessary in some cases. He argued that the charge that it was totalitarian was nonsense and had nothing to do with true behavior modification. After all the schools were already run by the teachers and the adult administrators, he claimed. And the teachers were already approving or disapproving of behaviors with or without good knowledge of behavior modification, and what type of programs would be best for their classrooms, schools, and school systems.<sup>15</sup>

---

<sup>14</sup>Clifford K. Madsen, "Values Versus Techniques: An Analysis of Behavior Modification," Phi Delta Kappan, Vol. LIV, (May, 1973), p. 600.

<sup>15</sup>Ibid., p. 601.

## BEHAVIOR MODIFICATION AND ETHICAL QUESTIONS

One of the main objections stated by critics of behavior modification and intervention programs was that they tended to treat the symptoms and did not deal with the underlying causes of the behavior. These critics held that visible symptoms of inappropriate behavior might force the underlying cause of the aggressions into other more personally debilitating forms.<sup>16</sup>

Behavior modification critics also espoused the argument that the techniques appeared to be applied to children who came from a low socio-economic background or a cultural background outside the American mainstream. These critics believed these programs were usually applied in core city schools where they dealt with parents who were usually less educated. Children from such low socio-economic levels experienced less self-actualization, a higher degree of academic failure and exerted a higher level of inappropriate or maladaptive behavior. Their adjustment to school and society was usually marginal in terms of economics, self-fulfillment, and life goals.

Behavior modification as viewed by some was destructive because it required all children to act according to appropriate standards set by one individual. In this sense it

---

<sup>16</sup>Thomas P. Cooke, and Sharon Cooke, "Behavior Modification: Answers To Some Ethical Issues," Kappa Delta Pi, Vol. 10, No. 2, (December, 1973), p. 58.

also placed a critical value on the primary environment, the home.

However, proponents of behavior modification believed that it could not and should not substitute for a well-developed and relevant curriculum. Control exerted in a classroom for compliance to a standard did not infringe upon the individual rights of the student. The expectations set by external agencies outside the home and school established the standards of behavior which society accepted in individuals and their behavior. Students who exhibited inappropriate behaviors if not changed within the school environment could not hope to meet a behavioral pattern established by society at large.<sup>17</sup>

Professionals were in disagreement about the right of public agencies to tamper with the home teachings since this was the child's most basic unit of social recognition.

Some proponents of contingency management accepted the humanistic philosophy of non-interference in control of the child's behavior. However, they saw a failure to use some form of the contingency management system as an abdication of responsibility. They acknowledged the many pitfalls but also saw that numerous children entered an adult controlled environment unskilled, ill-behaved, and overly aggressive to the extent that they were "being

---

<sup>17</sup>Ann B. Smith, "Humanism And Behavior Modification: Is There A Conflict?," Elementary School Journal, Vol. 74, No. 2, (November, 1973), pp. 59-64.

denied life work opportunities by scruples, and that there was nothing inherently anti-humanistic or unethical about environmental control. And that by failure to exercise control it was possible that we were being anti-humanistic"<sup>18</sup> in our concerns for students and indifferent to their social needs to adapt to an adult controlled society.

Objections by humanists extended to the use of medication being prescribed for children with maladaptive behavior. They felt that such medication was used too often and in some cases not really needed.

The medical profession has long used behavior modification. Once supposedly incurable cases of maladaptive behavior such as autism and schizophrenia were treated entirely by drugs. Finally such drugs became less popular and behavior modification became an alternative.

Yet pharmaceutical methods in some cases were prescribed with great frequency for children diagnosed as hyperkinetic. Drugs most commonly used for these children were phenobarbital or dilantin, mainly for seizure control.<sup>19</sup> Medical personnel realized also that treatment on this basis did not really treat the cause, but it did slow down behavior

---

<sup>18</sup> Ibid., p. 61.

<sup>19</sup> Irl Brown Krause, "Modifying Teacher Behavior Toward Modification," School and Community, Vol. 61, (November, 1974), p. 70.

to a trainable level.

Extensive drug use was an immediate solution. Yet appropriate medical data still had yet to determine the basic causes of such severely erratic behavior patterns.

A major concern with behavior modification developed with the minority groups of our country. Many black educational psychologists stressed beliefs that blacks needed to be more knowledgeable about behavior modification since it has historically challenged the integrity of the black community. The question was not the effectiveness of modification but the ethical nature for its initial and continued application. "White society has seen black behavior as different, difficult to predict, difficult to control, and often as detrimental to the majority."<sup>20</sup>

Often cited by blacks as the need for their concerns about behavior modification was the Slater study released in 1972. This study dealt with the use of blacks in a controlled study of syphilis effects at Tuskegee University. The study was started in the depression years of the 1930's. Reinforcers used in the program were free hot lunches, medical care, burial services and small monetary rewards. The four hundred black men used were not treated for

---

<sup>20</sup>Harold R. Bardo, Seymour L. Bryson, and John J. Cody, "Black Concern With Behavior Modification," Personnel And Guidance Journal, Vol. 53, No. 1, (September, 1974), p. 20.

syphilis. More current information implied strongly that none of the four hundred subjects had full knowledge of the true intent of the program.<sup>21</sup>

Black educators were worried that many behavior modification programs tended to target a disproportionate number of blacks as hard to reach. Extensive labeling had been applied such as "mentally ill, socially handicapped, emotionally handicapped, learning disabled, physically disabled, delinquent and discipline problems."<sup>22</sup> The major concern here related to blacks who were either not aware of the intent of the programs or who did not have the sophistication to see the destructive, manipulative effect upon themselves, the black family, or upon the social integrity of the black community.<sup>23</sup>

Concerns of the black psychologists centered on the need for extensive research into modifying black behavior and pinpointing which behaviors were to be changed, and who was to determine the behavior to be changed. Blacks by past experiences knew that a dominant white society had held a false impression of black roles within society as

---

<sup>21</sup>Ibid., p. 21.

<sup>22</sup>Ibid.

<sup>23</sup>Ibid.

a total unit and within the black culture specifically. The black male role was historically misunderstood and misinterpreted by white society at large. Roles had been developed for matters of survival and job security as a matter of protection to the family unit. Harold R. Bardo, et. al., in their writings on "Black Concerns With Behavior Modification" stated that:

Black males in the past have had to assume certain roles for survival. The commonly held perceptions that black males are lazy, docile, dumb, fun-loving, and child-like reflect these roles.<sup>24</sup>

Such behavior was viewed by whites as subservient, yet in reality it involved basic survival techniques determined by the cohesive need of the black community to survive as a basic family unit in a white dominated society. "Blacks who failed to conform to these expected roles were seen as lazy."<sup>25</sup>

Black input was required in order to focus proper self-determination by blacks over their community. Such modifications and intervention programs continued to be developed, especially in the public schools. Black psychologists affirmed that there was a predictable misunderstanding of black children's behavior patterns by predominantly white

---

<sup>24</sup> Ibid.

<sup>25</sup> Ibid., p. 22.

professionals.<sup>26</sup>

Blacks evidenced great concern for past studies which dealt with behavior modification. Since these studies were not broken down by race it was hard to determine the amount of minority participation in such programs. New programs and studies still might not break down minority group participation. Thus the future which black educators see is that blacks might continue to be used as subjects with or without organized input by black educators.<sup>27</sup>

If intervention programs were to be used in the public schools, participation in such programs needed to be opened to the school's community it serves and input had to be gained from all interested groups. This helped insure that all parties understood the goals, methods of application, and function of such a program in the public school setting.

Ethical questions always plagued opponents of behavior modification. William Tracy in "Peril or Peril-noia" for Phi Delta Kappan suggested that in the long run the whole concern over behavior modification might just turn out to be a wild "tempest in a teapot."<sup>28</sup> To Mr. Tracy this was the case, but opposition continued. Opposition was found more frequently in current research literature concerning

---

<sup>26</sup> Ibid.

<sup>27</sup> Ibid., pp. 23-25.

<sup>28</sup> William A. Tracy, "Peril Or Peril-noia?." Phi Delta Kappan, Vol. LIV., (May, 1973), p. 597.

contingency management systems.

Following is a list of twelve basic concerns that showed the weight of thought proposed by those who viewed the carrot-stick philosophy of intervention programs as dangerous in their applications. These points were listed by Bryan L. Lindsey in an article for Phi Delta Kappan, 1973:

- .....1. It makes discipline a system of reward.
2. It prepares students for a non-existent world.
3. It undermines existing internal control.
4. It is unfair.
5. It could instruct the child to be mercenary.
6. It limits the expression of student discontent.
7. It denies human reasoning.
8. It teaches action / reaction principles.
9. It encourages students to 'act' as if they are learning, in order to obtain rewards.
10. It emphasizes short-range rather than long-range effects.
11. It makes the student assume a passive role in his own education.
12. It is a totalitarian concept in which the behavior shown by an individual is regarded as more important than the state of affairs in the individual's life leading to his behavior.....<sup>29</sup>

Clearly behavior modification offered many programs leveled at behavioral changes, whether it was for attitudes, behavior, or social adjustment to defined social norms. Professional educators needed to address themselves to the

---

<sup>29</sup>Bryan L. Lindsey and James W. Cunningham, "Behavior Modification: Some Doubts and Dangers," Phi Delta Kappan, Vol. LIV., (May, 1973), pp. 596-597.

differences which existed between "incentives, reinforcers, rewards, and bribes."<sup>30</sup>

Programs needed to remain in the hands of professionally experienced and licensed psychologists and psychiatrists who used special techniques for referrals of children to school programs. Since these programs were fast becoming programs of methodology it was suggested that these professional people stay attuned to these programs in order to monitor them. Leaving such programs in the hands of teachers could have been questionable since most public school educators, teachers, and administrators were not properly trained to carry out such sophisticated programs.<sup>31</sup>

Probably the final reason that many people tended to show great concern over behavior modification programs was their well-defined fear that the role of individuality was steadily decreasing. Even though man would have liked to exhibit control over himself as an individual it had become continually harder to do so in the future of mankind.

Nevertheless, people who saw the future, predicted it, molded it, and shaped it to their concepts or needs foresaw a world where all behavior outside the defined norm would be controllable by programs developed by the science of

---

<sup>30</sup>Muriel Paskin Carrison, "The Perils of Behavior Mod," Phi Delta Kappan, Vol. LIV., (May, 1973), p. 595.

<sup>31</sup>Ibid.

behavior which B. F. Skinner advocated in his classic work Beyond Freedom and Dignity, 1971.

This future was not distant. Present day studies indicated that methods of behavioral control were present at the time. Science had the capability to interact now with programs to manipulate target centers of society or society as a total unit. Measures utilized were drugs and other techniques such as surgery, both minor and radical. The future would no doubt hold gene control and chemical surgery after birth and even before birth. The editor of The Journal of Biological Psychology, James V. McConnel stated (as quoted by Muriel P. Carrison).....

.....I believe that the day has come when we can combine sensory deprivation with drugs, hypnosis, and astute manipulation of reward and punishment to gain absolute control over an individual's behavior.....!<sup>32</sup>

## CHAPTER III

### SURVEY PROCEDURES AND ANALYSIS OF DATA

The survey materials were distributed to each school after contact was made with the principals. Each school had a designated survey leader in charge to distribute the survey, explain the directions, collect the materials and fill in the survey report form. In eight schools the survey leader was the principal. Two elementary schools had survey leaders other than the principal. This was necessary for the following reasons: (1) One principal was absent on the day of the survey and appointed a survey leader to take her place. (2) The author's school had a survey leader different than the principal since the author did not want to place his staff under undue pressure during the survey.

The date of March 16th was selected as the survey date. This date was chosen because it was a regular scheduled faculty meeting date in all the elementary schools being surveyed. This insured the author of a high attendance at the elementary schools and also helped insure a large survey population to respond to the survey materials.

Each school received enough survey forms for its staff plus five extra ones to allow for error. The survey materials were distributed by the survey leaders. Questions concerning how to take the survey, mark the survey, and how to return the survey were answered. Each participant was

given fifteen to twenty minutes to respond to the materials and mark their responses on the survey response form. At the end of the allowed time, materials were collected, counted, and divided by the survey leader into survey questionnaire and survey response form. Both the survey questionnaire and the survey response form were counted and entered on the survey leader's report sheet. Materials were then placed in a large envelope along with the survey leader's signed report form. The materials were then placed in the system courier and forwarded to the author at his elementary school.

### Survey Response

Out of a total of three hundred and sixty-six possible respondents, three hundred and twenty-three elementary personnel actually responded to the survey questionnaire. This was a participation and return of eighty-eight percent.

Forty-three staff members in the ten elementary schools either were absent or chose not to respond to the questionnaire. This group of staff members represented a twelve percent loss of the intended member sample of three hundred and sixty-six.

Approximately forty-two percent of the non-respondents were accounted for by absenteeism. The remaining fifty-eight percent were attributed to those members present on the survey date, but who chose not to respond to the questionnaire. In view of the low percentages of the

non-respondents in the total school population surveyed it was felt that the results would not be changed significantly to affect the outcome of the study.

A computer program was written based on the return sample of three hundred and twenty-three respondents. Total pairings written in the computer program were one hundred and forty-five. An example of the pairings can be found in Table 1.

Table 1. Computer Program Pairings for White Males With B.S. or B.A.

SEX	RACE	DEGREE	YEARS OF TEACHING	TEACHING GRADES	BEHAVIOR MOD. COURSE
Male	White	B.S.orB.A.	0-5	K-2	No
Male	White	B.S.orB.A.	0-5	K-2	Yes
Male	White	B.S.orB.A.	0-5	3-6	No
Male	White	B.S.orB.A.	0-5	3-6	Yes
Male	White	B.S.orB.A.	6-20	K-2	No
Male	White	B.S.orB.A.	6-20	K-2	Yes
Male	White	B.S.orB.A.	6-20	3-6	No
Male	White	B.S.orB.A.	6-20	3-6	Yes
Male	White	B.S.orB.A.	Over-20	K-2	No
Male	White	B.S.orB.A.	Over-20	K-2	Yes
Male	White	B.S.orB.A.	Over-20	3-6	No
Male	White	B.S.orB.A.	Over-20	3-6	Yes
SEX	RACE	DEGREE	YEARS OF TEACHING	TEACHING GRADES	BEHAVIOR MOD. COURSE

The final result obtained from the three hundred twenty-three respondents was a computer print program of three hundred and eight respondents. This was a ninety-five percent retention of the survey respondents to the survey. The remaining five percent were lost due to the pairings. Eight principals represented a loss of two percent. The

remaining three percent loss was attributed to one or more respondents to the survey not replying properly to the demographic information section of the survey. This resulted in their elimination by the computer program as it was written.

#### Demographic Data

The demographic section, A, of the survey revealed the following data on the three hundred and eight respondents retained by the computer program. This information is reported in Table 2 titled Demographic Data on the following page.

Table 2. Demographic Data of Respondents

	SEX		ETHNIC GROUP		DEGREE HELD		YEARS OF TEACHING		
	MALE	FEMALE	BLACK	WHITE	B.S. OR B.A.	M.A. OR ABOVE	0-5	6-20	OVER-20
BLACK	2	0	2	0	1	1	2	0	0
WHITE	22	0	0	22	12	10	8	13	1
BLACK	0	37	37	0	24	13	12	18	7
WHITE	0	247	0	247	157	90	105	114	28
TOTALS	24	284	39	269	194	114	127	145	36
	308		308		308		308		
	TOTALS		TOTALS		TOTALS		TOTALS		

## Analysis of the Data

Section two of the survey dealt with the respondents' knowledge of contingency management. The respondents' knowledge in this section was very good. The respondents were asked to mark A, B, C, D, of each question from item number eight to item twelve.

The lowest correct response to any item concerned item eleven. Yet even this item showed a clear majority selecting the correct answer. The correct response was A. Sixty-one and one tenth percent of the respondents marked the correct item. The highest correct response was to item eight. The correct response to this item was C. Ninety-six percent of the respondents marked the correct item. The respondents did very well on this section considering that only forty-two percent of the survey participants acknowledged having had a college course which dealt with contingency management.

The frequency of application of contingency management techniques in the respondents' classrooms was very high. The survey respondents showed an application of eighty-six and eight tenths percent of use in the question which dealt with marking correct answers rather than incorrect answers. This was a very high response to the positive side of approaching students' work. This positive approach to students in the classroom was demonstrated by a study conducted by Hundert, Bucher, and Henderson entitled

"Increasing Appropriate Classroom Behavior and Academic Performance By Correct Work Alone." The eighty-six and eight tenths percent of the respondents on item thirteen chose answers ranging from always to occasionally.

The percent of respondents to item thirteen was high. If such techniques were practiced with consistency as reported by Hundert, Bucher, and Henderson then, as their study showed, much disruptive behavior could be eliminated by reinforcement of correct work rather than reliance on just negatively marking incorrect work.<sup>33</sup>

The question concerning reinforcement of both external locus mode of control and internal locus mode of control by the respondents also faired well. The respondents marking from always to occasionally to question fourteen totaled seventy-nine and three tenths percent. The highest response by the respondents was to question sixteen. Here the respondents marking from always to occasionally was ninety-nine and nine tenths percent. Question fourteen dealt with the use of tangible rewards such as candy or trinkets and question sixteen dealt with the use of praise for a child who exhibited appropriate responses and behavior.

The respondents also showed they used time-out methods, physical isolation, and eye contact as other modes of intervention in the classroom. This implied that these

---

<sup>33</sup>Joel Hundert, Bradley Bucher, and Michael Henderson, "Increasing Appropriate Classroom Behavior and Academic Performance By Correct Work Alone," Psychology In The Schools, Vol. 13., No. 2., (April, 1976), pp. 195-200.

methods were immediately available to the respondents to use in their classrooms as different contingencies of behavior developed within the classroom. This showed a good understanding of the methods of external and internal locus modes of control on the part of the respondents, yet they might not define it in technical terms as did Browing and Stover in their study.<sup>34</sup>

The survey revealed a high degree of application of contingency management techniques in the school system surveyed. However, the author was not able to acknowledge facts as to the frequency or consistency of the use of these techniques. The author was not convinced that proper generalization was taking place which would allow these procedures to be replaced by internal locus modes of control entirely.

The section of the survey questionnaire which dealt with moral, ethical, and educational concerns was the largest part of the survey.

The respondents were strongly positive in their reaction to question twenty, that all children made a positive contribution to the classroom. Those who disagreed or disagreed strongly were only fifteen and two tenths percent. This question could be compared with question twenty-seven which stated in essence that all groups of children though

---

<sup>34</sup>Robert M. Browing and Donald O. Stover, Behavior Modification In Child Treatment, (Chicago, Illinois: Adline Atherton, Inc., 1971), pp. 111-142.

ethnically different made a decidedly positive improvement in the classroom. This statement received similar results on the positive side and fifteen and seven tenths percent of the respondents disagreed or disagreed strongly. However, in question twenty-seven there was an increase in the item of no opinion by approximately three to one.

The following table dealt with section D of the survey questionnaire. This section of moral, ethical and educational concerns needed a greater breakdown than did the previous sections. Therefore, throughout the following section of this analysis of the data tables were presented to give a more exact picture of what the author referred to by item and/or items. Items were listed by their response category as found on the survey questionnaire. These were broken down by race, both black and white response, and also listed was the combined sample as reported by the computer program.

Table 3. Responses to Item 20 of Questionnaire: All Children Make Positive Contributions to the Classroom Setting.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	33%	36%	10%	18%	3%
WHITE	33%	49%	3%	14%	1%
COMBINED SAMPLE	32.8%	47.8%	3.9%	14.3%	.9%

Table 4. Responses to Item 27 of Questionnaire: All Groups of Children, Though Ethnically Different, Make a Decidedly Positive Improvement in the Classroom.

---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	15%	4%	23%	18%	3%
WHITE	17%	52%	16%	14%	1%
COMBINED SAMPLE	17%	51.1%	16%	14.4%	1.3%

---

Question twenty-two stated, in essence, that minority group children responded better to behavior modification than to other methods of control. This item brought thirty-six and six tenths percent response in the agree and strongly agree categories. In the disagree and strongly disagree items the response was only nineteen and nine tenths percent. The largest group of respondents to this item had no opinion. This item had a response of forty-three and two tenths percent. Also item thirty-three which stated minority group children in the regular classroom responded better to behavior modification techniques than do other children in the classroom, received a response of forty-five percent in the disagree and strongly disagree categories.

Table 5. Responses to Item 22 of Questionnaire: Minority Group Children Respond Better to Behavior Modification Techniques Than to Other Methods of Behavior Control.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	5%	21%	36%	28%	10%
WHITE	7%	31%	45%	14%	3%
COMBINED SAMPLE	6.5%	30.1%	43.2%	16%	3.9%

---

Table 5 and 6 revealed more closely black concerns with this problem in an historical manner than concerns of whites and also intended to confirm Bardo, et. al.<sup>35</sup>

Table 6. Responses to Item 33 of Questionnaire: Minority Group Children in the Regular Classroom Respond Better to Behavior Modification Techniques Than Do Other Children in the Regular Classroom.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	3%	23%	23%	41%	10%
WHITE	1%	13%	42%	39%	5%
COMBINED SAMPLE	1.3%	13.7%	39.3%	40%	5.5%

---

<sup>35</sup>Harold R. Bardo, Seymour L. Bryson, and John J. Cody, "Black Concern With Behavior Modification," Personnel And Guidance Journal, Vol. 53, No. 1, (September, 1974), p. 20.

Item twenty-eight, which stated that behavior modification programs were in conflict with sound ethical and moral practices received a large amount of disagreement. Sixty-eight percent of the respondents disagreed and strongly disagreed with the item. Forty-four and five tenths percent of the respondents believed the statement was true. This table is listed as Table 7 and is presented below. However, it should be noted that rather than comment on each of the items dealing with moral and ethical concerns, they were listed in table form and comments were made where the author felt comments were needed for explanation or elaboration.

Table 7. Responses to Item 28 of Questionnaire: Behavior Modification Programs are in Conflict With Sound Ethical and Moral Practices.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	8%	15%	31%	38%	8%
WHITE	1%	6%	22%	50%	21%
COMBINED SAMPLE	1.3%	7.8%	22.8%	48.5%	19.5%

---

Table 8. Responses to Item 26 of Questionnaire: Ethical Objections to Behavior Modification Techniques are Directed Toward the Person Administering the Techniques Rather Than the Techniques Themselves.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	3%	28%	51%	15%	3%
WHITE	2%	29%	51%	17%	1%
COMBINED SAMPLE	1.9%	28.9%	50.3%	17.4%	1.3%

---

Table 9. Responses to Item 29 of Questionnaire: Minority Group Children's Rights are Compromised When Behavior Modification Techniques are Practiced in the Classroom.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	0%	15%	31%	44%	10%
WHITE	1%	8%	24%	48%	19%
COMBINED SAMPLE	.6%	8.1%	25.8%	47%	18.3%

---

Table 10. Responses to Item 30 of Questionnaire: Application of Behavior Modification Techniques in Any Classroom Compromises the Principles Learned in the Student's Home Environment.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	8%	31%	20%	36%	5%
WHITE	2%	18%	30%	41%	9%
COMBINED SAMPLE	26.6%	20.2%	28.4%	40.5%	8.1%

---

Table 11. Responses to Item 35 of Questionnaire: Fears People Have About Behavior Modification Programs are Due to Lack of Knowledge.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	18%	46%	26%	8%	2%
WHITE	17%	62%	15%	6%	0%
COMBINED SAMPLE	16.9%	60.5%	15.9%	6.1%	.3%

---

Sections of the survey dealing with the need for contingency management in the school system and its effectiveness presented the author with additional data.

In response to item thirty-one that effective classroom management techniques were at present being used in the local system's elementary classrooms, and that the

addition of a planned behavior modification program would not be desirable was responded to in the following manner. Sixty-one percent disagreed with the statement. The majority of respondents did not feel effective classroom management techniques were being used. See Table 12.

Table 12. Responses to Item 31 of Questionnaire: Effective Classroom Management Techniques are at Present Being Used in the Local System Elementary Classroom and the Addition of a Planned Behavior Modification Program Would Not be Desirable.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	3%	18%	20%	49%	10%
WHITE	1%	9%	29%	51%	10%
COMBINED SAMPLE	1.6%	9.8%	27.4%	50.9%	10.1%

---

The following tables concerned what the respondents sampled felt was educationally effective and needed in the school system for classroom management.

Table 13. Responses to Item 37 of Questionnaire: Behavior Modification is Educationally Effective.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	18%	54%	20%	3%	5%
WHITE	17%	57%	23%	2%	1%
COMBINED SAMPLE	17.6%	56.8%	21.8%	2.2%	1.3%

---

Table 14. Responses to Item 21 of Questionnaire: The Use of Behavior Modification Techniques in the Regular Classroom is Educationally Effective.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	15%	59%	21%	5%	0%
WHITE	22%	59%	16%	2%	1%
COMBINED SAMPLE	21.5%	59.4%	16%	2.6%	.3%

---

Table 15. Responses to Item 38 of Questionnaire: Use of Behavior Modification is a Sound Proven Educational Technique.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	13%	56%	18%	10%	3%
WHITE	12%	48%	34%	5%	1%
COMBINED SAMPLE	12.3%	49.1%	31.9%	5.5%	.6%

---

Table 16. Responses to Item 23 of Questionnaire: Well-Established Behavior Modification Programs Should be Established in Our Local Elementary Schools.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	21%	51%	15%	8%	5%
WHITE	19%	46%	28%	6%	1%
COMBINED SAMPLE	19.5%	46.5%	26.3%	6.1%	1.3%

---

Table 17. Responses to Item 34 of Questionnaire: A Systemized Behavior Modification Program Should be Employed in all Classrooms on the Elementary Level in this School System.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	18%	33%	36%	13%	0%
WHITE	11%	33%	32%	21%	3%
COMBINED SAMPLE	12.1%	33.7%	31.1%	20.3%	2.2%

---

The preceding tables illustrated what the survey sample population felt about the educational effectiveness of contingency management. They also presented data on how they felt such a program was needed in the school system. It presented strong evidence from the classroom teacher's point of view that methods currently employed did not seem to be meeting the task of controlling student disruptive behavior and that the survey population would welcome alternative methods to cope with these problems.

The final table in this section of the survey questionnaire dealt with item thirty-two. This table revealed the respondents' attitudes concerning the statement that behavior modification helped enhance a child's self-image. Seventy and five tenths percent of the survey respondents agreed and strongly agreed that such management techniques could improve a child's self-image.

Table 18. Responses to Item 32 of Questionnaire: Behavior Modification Techniques Applied to any Child can Improve that Child's Self-Image.

---



---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
BLACK	15%	49%	15%	18%	3%
WHITE	17%	54%	18%	10%	1%
COMBINED SAMPLE	17.3%	53.2%	16.9%	11.1%	1.3%

---

Children who lack good self-actualization could benefit from contingency management programs. This was what the survey revealed from the respondents. The evidence here seemed to indicate that even if some critics of contingency management felt it might force underlying causes of aggressions into more personally debilitating forms, the respondents still felt it would help children experiencing these self-image problems.<sup>36</sup>

### Unanticipated Results

The survey revealed data concerning those who had had a course in contingency management. Out of the total sample of three hundred and eight respondents, it was found that

---

<sup>36</sup>Thomas P. Cooke, and Sharon Cooke. "Behavior Modification: Answers To Some Ethical Issues," Kappa Delta Phi, Vol. 10. No. 2, (December, 1973), p. 58.

forty-two percent had taken a college course in contingency management. The same data revealed that the majority of the respondents who had taken a college course in contingency management were in the more experienced teaching group ranging from six to over twenty years teaching experience. The evidence showed that more experienced teachers had realized, perhaps, that they needed to acquire more management skills for children they were teaching. Thus, this could account for the larger number of respondents in this category. See Table 19.

Table 19. Respondents Who Acknowledged having had a College Behavior Modification Course: Persons Listed in this Table are Those Who Acknowledge having had a College Course in Contingency Management. Respondents are Listed by Years of Teaching Experience.

---



---

	0-5	6-20	20-ABOVE	TOTALS
NUMBER	36	74	20	130
PERCENT	12	24	6	42%

---

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

Careful analysis of the data revealed that the participants in the survey sample had a good understanding of contingency management. Evidence showed that the participants used these methods to some degree though not necessarily with a high level of consistency. Precise levels of consistency and application could not be gained from the survey data. Further work needed to be done in this area before a valid conclusion could be drawn as to precisely how often such known methods were used.

The section of the survey dealing with moral, ethical and educational concerns provided great degree of ambiguity. The author felt the ambiguity was caused mainly by the item response of no opinion. Had this response item not been present, the author believed there would have been a higher degree of clarity on the response items dealing with ethical and moral concerns.

However, the author believed that some conclusions could be reached in this section using the no opinion response item in conjunction with the other items present.

Ethical questions dealing with minority groups, rights, children's behavior and environmental backgrounds presented some conflict of conscience with the survey population. Evidence here showed doubts as to the belief

that minority group children responded better to contingency management techniques than to other methods of discipline. The no opinion response by blacks and whites suggested that either they did not know or were unwilling to state any firm opinion. At the same time, a definitely positive response was given by the survey participants on the statement that all children made positive contributions to the classrooms. The statement that minority children responded to contingency management better than did other children in the classroom showed less conflict among blacks in registering disagreement and strong disagreement to the statement. While teachers on the other hand were almost equally divided between no opinion and disagreement. Conclusions were drawn here that white teachers had a more pronounced conflict of conscience on this statement than did black teachers.

The statement that minority children's rights were compromised when contingency management techniques were used in the classroom received no significant difference in the responses of black and white respondents. Both black and white respondents disagreed and strongly disagreed with the statement. Conclusions drawn from this response suggested that neither group believed minority students' rights were endangered or infringed upon when contingency management programs were used in the regular classroom.

Further conclusions were drawn from the participants' responses by pairing two statements, Items 30 and 26.

Application of contingency management programs compromised principles learned in the home environment, item 30, and ethical objections to contingency management techniques were directed toward the administering person rather than to the techniques themselves as in item 26 were paired. Survey participants were almost equally divided between agreement and disagreement on the compromising of students' principles learned in the home. More than half of the participants responded no opinion to the statement dealing with ethical objections to the application of the techniques rather than to the techniques themselves.

The author's conclusion as to the ethical and moral concerns was that the survey participants were unsure about their beliefs concerning these items. The survey participants presented a high degree of ambiguity here as though they either had not considered the question philosophically or, due to changing educational trends and student unrest, they were in the process of examining their own beliefs and attitudes on the subject.

The author drew firm conclusions from the survey data dealing with educational effectiveness of contingency management in the classroom. The same conclusions also corresponded with the survey data which revealed the participants' beliefs as to the need for such programs in this school system. The respondents consistently indicated their beliefs that contingency management programs were educationally effective. They apparently contended that contingency

management presented teachers with an effective management system for classroom use. They also viewed such management programs as an alternative system which would quite possibly be more successful than discipline methods currently in operation. The respondents also presented strong evidence in the data leading to the conclusion that such programs of contingency management should be applied systematically in the surveyed school system and would be welcomed by a majority of the elementary teachers.

The surveyed school system had seven thousand five hundred and seventy-four students in its elementary school programs. Twenty-one percent of these students were black and seventy-nine percent were white. Last school year, 1975-1976, five hundred and forty-three students were disciplined by corporal punishment. This figure was recorded for each single occurrence that corporal punishment was administered by an administrator or his or her designated representative. This figure did not record how many times each of the five hundred and forty-three individual children were punished in the same manner or with what frequency. Forty-six percent of these students were black and fifty-four percent were white.<sup>37</sup>

---

<sup>37</sup>U.S., Department of Health, Education, and Welfare, Elementary and Secondary School Civil Rights Survey: School Year 1976-1977. Information compiled from individual school reports. Report called for 1975-1976 and 1976-1977 school dates on Clarksville-Montgomery County School System, pp. 2-3.

The elementary student population in the surveyed school system had twenty-four suspensions in the 1976-1977 school year. This was three tenths of a percent of the overall student population. Forty-six percent of the suspended student population were black and fifty-four percent were white. The percent of black students suspended compared to their actual number revealed that comparatively many more blacks were suspended than whites. Fifteen students were suspended from one to ten days and eleven of the fifteen were suspended for one to three days. Four students were removed from school from four to ten days. Only one student was suspended more than once in the 1975-1976 school year.<sup>38</sup>

Conclusions were drawn from the respondents' data that indicated the belief among the participants that present disciplinary measures were not meeting the educational and managerial needs of the students and teachers in the surveyed school system. Strong evidence was projected by the survey data that a contingency management program system-wide might be effective and desirable on the part of the instructional staff. Such a systematic program could aid teachers in coping with student management problems and would thereby stabilize the classroom conditions to provide for more effective learning.

---

<sup>38</sup> Ibid.

The development and use of behavior modification programs might be essential to the survival of the public schools. The "Future Shock" may be that educators, parents, and the lay public find they had the tools to modify maladaptive behavior and did not use them when they had a chance. Programs could and should have been devised with the help of all parts of a school's community. The schools could not serve nor correct behavior that continued on such a disruptive scale nationwide. These problems came to the public schools because the schools represented and reflected the communities which they served. The lack of learning, disruptive behavior and other problems were not individual school problems or regional problems. These problems were community problems and could only be solved by community intervention programs with full community backing. Without community support and a change in the public attitude toward their children and the schools which were built to serve them, the problem would grow rather than diminish.

Planned intervention programs have proved they work. Those communities who truly care for their children should help obtain their implementation.

APPENDIX

BEHAVIOR MODIFICATION

FIELD RESEARCH FOR THE ED.S. DEGREE  
AUSTIN PEAY STATE UNIVERSITY

A. DEMOGRAPHIC DATA:

1. Sex: (A) Male; (B) Female;
2. Ethnic Group:  
(A) American Indian; (B) Black; (C) Caucasian;  
(D) Hispanic; (E) Other;
3. Highest college degree obtained:  
(A) B.A.; (B) B.S.; (C) M.A.; (D) 45 Above;  
(E) Ed.S.;
4. Years of teaching experience:  
(A) 0-5; (B) 6-10; (C) 11-20; (D) 21-31;  
(E) 30 Above;
5. Your present assignment is:  
(A) Regular Classroom Teacher;  
(B) Special Ed. 839 Teacher;  
(C) Title I Reading or Math Teacher;  
(D) Other Teachers, e.g. P.E.; Music, Library,  
etc.;  
(E) Principal;
6. Please mark the grade level that you are now teaching:  
(Regular Classroom Teachers Only)  
(A) K; (B) 1-2; (C) 3-4; (D) 5-6;
7. You have had a college course that dealt with  
behavior modification:  
(A) Yes; (B) No;

B. THE FOLLOWING ITEMS REFER TO BEHAVIOR MODIFICATION.  
MARK THE RESPONSE YOU FEEL IS MOST ACCURATE. MARK ONLY  
ONE.

8. Behavior modification can be defined as:  
(A) A permissive system for classroom control.  
(B) A system of behavior control which relies  
heavily on drugs.  
(C) A system for changing behavior through  
planned intervention and rewards.  
(D) A form of severe discipline.

9. Reinforcers can be defined as follows:

- (A) Positive reactions to inappropriate behaviors.
- (B) Negative attention given for inappropriate behaviors.
- (C) An absence of direct instructions, modeling, and role playing.
- (D) Either extrinsic (material) or intrinsic (emotional level) rewards given for appropriate behavior.

10. Time-out procedures can be defined as follows:

- (A) Time spent by a child on individual work with the teacher while peers work in independent groups.
- (B) Various forms of isolation ranging from the simple withdrawal of the teacher's attention to isolation in a partitioned section of the classroom.
- (C) Planned increase of all interaction with peers, though not with the teacher.
- (D) Procedures which emphasize direct interaction with adults.

11. A target behavior is one which:

- (A) The teacher singles out as either appropriate or inappropriate and wishes to accelerate or decelerate it accordingly.
- (B) Comprises a goal behavior set by the child himself.
- (C) The teacher always chooses to ignore.
- (D) The teacher always rewards with praise.

12. "Fading" as used in behavior modification can be defined as follows:

- (A) Gradually giving less attention to an inappropriate behavior.
- (B) Physically removing a child from his peer group.
- (C) Shifting the focus of reward from extrinsic (material) to intrinsic (emotional) level.
- (D) Physically pairing a child who exhibits inappropriate behavior with a "model" child who exhibits appropriate behavior.

C. THE FOLLOWING ITEMS REFER TO CURRENT PRACTICES IN YOUR CLASSROOM. PLEASE MARK THE ITEM WHICH BEST DESCRIBES WHAT YOU ARE DOING.

13. When you grade papers you mark the correct responses rather than the incorrect ones.
- (A) Always; (B) Frequently; (C) Occasionally;  
(D) Never;
14. You use tangible rewards (such as candy or trinkets) for appropriate behavior in your classroom.
- (A) Always; (B) Frequently; (C) Occasionally;  
(D) Never;
15. You ignore (or turn away from) inappropriate behavior exhibited by individuals in your classroom.
- (A) Always; (B) Frequently; (C) Occasionally;  
(D) Never;
16. You use verbal praise for individual children exhibiting appropriate behavior.
- (A) Always; (B) Frequently; (C) Occasionally;  
(D) Never;
17. You physically isolate a child from the group for inappropriate behavior.
- (A) Always; (B) Frequently; (C) Occasionally;  
(D) Never;
18. When a child is isolated (as in question five), he is placed behind a screen or partition so that he is not visible to anyone in the room, and he/she can see no one.
- (A) Always; (B) Frequently, (C) Occasionally;  
(D) Never;
19. In your classroom you use many different reward techniques.
- (A) Always; (B) Frequently; (C) Occasionally;  
(D) Never;

D. THE FOLLOWING SECTION PERTAINS TO YOUR OPINIONS RELATED TO THE USE OF BEHAVIOR MODIFICATION. MARK THE ITEM WHICH BEST DESCRIBES YOUR FEELINGS.

20. All children make positive contributions to the classroom setting.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
21. The use of behavior modification techniques in the regular classroom is educationally effective.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
22. Minority group children respond better to behavior modification techniques than to other methods of behavior control.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
23. Well-established behavior modification programs should be established in our local elementary schools.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
24. Behavior modification techniques should only be used in special education classrooms.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
25. Behavior modification techniques are more effective with boys and girls.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
26. Ethical objections to behavior modification techniques are directed toward the person administering the techniques rather than the techniques themselves.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
27. All groups of children, though ethnically different, make a decidedly positive improvement in the classroom.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;

28. Behavior modification programs are in conflict with sound ethical and moral practices.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
29. Minority group children's rights are compromised when behavior modification techniques are practiced in the classroom.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
30. Application of behavior modification techniques in any classroom compromises the principles learned in the student's home environment.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
31. Effective classroom management techniques are at present being used in the local elementary classroom and the addition of a planned behavior modification program would not be desirable.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
32. Behavior modification techniques applied to any child can improve that child's self-image.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
33. Minority group children in the regular classroom respond better to behavior modification techniques than do other children in the regular classroom.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
34. A systemized behavior modification program should be employed in all classrooms on the elementary level in this school system.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;

35. Fears people have about behavior modification programs are due to lack of knowledge.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
36. Severe behavior modification techniques (e.g. physical restraint) draw the greatest objections from most people.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
37. Behavior modification is educationally effective.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;
38. Use of behavior modification is a sound proven educational techniques.
- (A) Strongly Agree; (B) Agree; (C) No Opinion;  
(D) Disagree; (E) Strongly Disagree;

BEHAVIOR MODIFICATION  
RESPONSE SHEET

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

- 25. \_\_\_\_\_
- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_
- 31. \_\_\_\_\_
- 32. \_\_\_\_\_
- 33. \_\_\_\_\_
- 34. \_\_\_\_\_
- 35. \_\_\_\_\_
- 36. \_\_\_\_\_
- 37. \_\_\_\_\_
- 38. \_\_\_\_\_

Table 20 on the following page shows all the totals for everyone taking the survey questionnaire. This table was inserted so that any reader wanting to check data from the survey questionnaire would have the figures available. This was a total of all respondents by question and response category from all the computer pairings used in the program for development of the data used in this study. See Table 20.

Table 20. Computer Behavior Modification Analysis

Totals for Everyone Taking Questionnaire

QUESTION NUMBER	A		B		C		D		E	
	#	%	#	%	#	%	#	%	#	%
8	10	3.2	0	0.0	295	96.0	2	0.6	0	0.0
9	38	12.4	6	1.9	3	0.9	259	84.6	0	0.0
10	59	19.6	213	71.0	21	7.0	7	2.3	0	0.0
11	191	63.0	82	27.0	3	0.9	27	8.9	0	0.0
12	87	29.2	12	4.0	182	61.2	16	5.3	0	0.0
13	53	18.6	80	28.1	114	40.1	37	13.0	0	0.0
14	4	1.3	66	22.0	168	56.0	62	20.6	0	0.0
15	5	1.6	84	27.8	188	62.2	25	8.2	0	0.0
16	95	31.2	194	63.8	15	4.9	0	0.0	0	0.0
17	6	1.9	82	26.9	195	64.1	21	6.9	0	0.0
18	26	8.7	20	6.7	97	32.5	155	52.0	0	0.0
19	65	21.4	164	54.1	71	23.4	3	0.9	0	0.0
20	101	32.8	147	47.8	12	3.9	44	14.3	3	0.9
21	66	21.5	182	59.4	49	16.0	8	2.6	1	0.3
22	20	6.5	92	30.1	132	43.2	49	16.0	12	3.9
23	60	19.5	143	46.5	81	26.3	19	6.1	4	1.3
24	2	0.6	12	3.9	46	15.0	148	48.3	98	32.0
25	7	2.2	16	5.2	115	37.5	133	43.4	35	11.4
26	6	1.9	88	28.9	153	50.3	53	17.4	4	1.3
27	52	17.0	156	51.1	49	16.0	44	14.4	4	1.3
28	4	1.3	24	7.8	70	22.8	149	48.5	60	19.5
29	2	0.6	25	8.1	79	25.8	144	47.0	56	18.3
30	8	2.6	62	20.2	87	28.4	124	40.5	25	8.1
31	5	1.6	30	9.8	84	27.4	156	50.9	31	10.1
32	53	17.3	163	53.2	52	16.9	34	11.1	4	1.3
33	4	1.3	42	13.7	120	39.3	122	40.0	17	5.5
34	37	12.1	103	33.7	96	31.4	62	20.3	7	2.2
35	52	16.9	186	60.5	49	15.9	19	6.1	1	0.3
36	36	11.7	148	48.2	97	31.5	22	7.1	4	1.3
37	54	17.6	174	56.8	67	21.8	7	2.2	4	1.3
38	38	12.3	151	49.1	98	31.9	18	5.8	2	0.6

## BIBLIOGRAPHY

## BIBLIOGRAPHY

### A. PRIMARY SOURCES

U.S., Department of Health, Education, and Welfare, Elementary and Secondary School Civil Rights Survey: School Year 1976-1977. Clarksville-Montgomery County Schools Individual Reports 1976-1977. 9 pp.

### B. SECONDARY SOURCES

#### BOOKS

Browning, Robert M., and Donald O. Stover. Behavior Modifications in Child Treatment. Chicago, Illinois: Adline Atherton, Inc., 1971. 422 pp.

Blackham, Garth J., and Adolph Silberman. Modification of Child Behavior. Belmont, California: Wadsworth Publishing Co., Inc., 1971. 186 pp.

Coffey, Hubert S., and Louise L. Wiener. Group Treatment of Austic Children. Englewood, New Jersey: Prentice Hall, Inc., 1967. 132 pp.

Deibert, Alvin N. New Tools For Changing Behavior. Champaign, Illinois: Research Press, Inc., 1971. 135 pp.

DeRise, William J. Writing Behavioral Contracts: A Case Stimulation Practice Manual. Champaign, Illinois: Research Press, Inc., 1975. 87 pp.

Fargo, George A. ed. Behavior Modification In The Classroom. Belmont, California: Wadsworth Publishing Co., 1970. 344 pp.

MacMillan, Donald L. Behavior Modification In Education. New York, New York: MacMillan Co., 1973. 238 pp.

Mikulas, William L. Behavior Modification: An Overview. New York, New York: Harper and Row Publishers., 1972. 179 pp.

Oppenheim, Rosalind C. M.A. Effective Teaching Methods For Autistic Children. Springfield, Illinois: Charles C. Thomas Publishers., 1974. 116 pp.

Rimland, Benard. Infantile Autism: The Syndrome And Its Implications For A Neural Theory Of Behavior. New York, New York: Appleton-Century-Crofts., 1964. 282 pp.

Schwitzgebel, Ralph D. Changing Human Behavior: Principles Of Planned Intervention. New York, New York: McGraw-Hill, 1974. 323 pp.

Sherman, A. Robert. Behavior Modification Theory And Practice. Monterey, California: Cole Publishing Co., 1973. 183 pp.

Skinner, B. F. Beyond Freedom And Dignity. New York, New York: Alfred A. Knopf Inc., 1971. 225 pp.

Thomas, Edwin John. ed. Behavior Modification Procedure: A Source Book. Chicago, Illinois: Aldine Publishing Co., 1974. 323 pp.

Watson, Luke S. Child Behavior Modification: A Manual For Teachers, Nurses, and Parents. New York, New York: Pergamom Press Inc., 1973. 147 pp.

#### PERIODICALS

Branvill, Thomas. "Twenty-Three Ways To Modify Behavior," Instructor, Vol. 84. (November, 1974), 94-95.

Bardo, Harold R., Seymour L. Bryson and John J. Cody. "Black Concern With Behavior Modification," Personnel And Guidance Journal, Vol. 53, No. 1. (September, 1974), 29-31.

Brown, Bertram S. M.D. "Behavior Modification: What It Is - And What It Isn't," Today's Education, Vol 65. (January, 1976), 67-69.

Carrison, Muriel Paskin. "The Perils of Behavior Mod," Phi Delta Kappan, Vol. LIV. (May, 1973), 593-594.

Cooke, Thomas P. and Sharon Cooke. "Behavior Modification: Answers To Some Ethical Issues," Kappa Delta Pi, Vol. 10, No. 2. (December, 1973), 58-61.

- Hundert, Joel and Bradley Bucher and Michael Henderson. "Increasing Appropriate Classroom Behavior And Academic Performance By Reinforcing Correct Work Alone," Psychology In The Schools, Vol. 13, No. 2. (April, 1976), 195-200.
- Krause, Dr. Irl Brown. "Modifying Teacher Behavior Toward Modification," School And Community, Vol 61. (November, 1974), 70.
- Lindsey, Bryan L. and James W. Cunningham. "Behavior Modification: Some Doubts And Dangers," Phi Delta Kappan, Vol. LIV. (May, 1973), 596-597.
- Madsen, Clifford K. "Values Versus Techniques: An Analysis Of Behavior Modification," Phi Delta Kappan, Vol. LIV. (May, 1973), 598-601.
- Persons, Dr. Scott, Marion Thompson and Dr. Howard Rollins. "Development Of Success Techniques: An Overview Of Three Years Happenings," Atlanta Public Schools Division Of Instructional Services. (February, 1974), 21.
- Persons, Dr. Scott. "Toomer Log: A Blow By Blow Description Of Apply Positive Reinforcement," Atlanta Public Schools Division of Instruction.
- Rollins, Howard, Dr. Scott Person and Marion Thompson. "Project Success Environment: A Practical Program For Implementing Behavior Modification In Urban Elementary Schools," (An Experimental Session Delivered At The National Convention Of The American Education Research Association, 1974), 26.
- Rollins, Howard A., Boyd R. McCandless and Others. "Project Success Environment: An Extended Application Of Contingency Management In Inner-City Schools," Journal Of Educational Psychology, Vol. 66, No. 2. (1974), 167-178.
- Smith, Anne B. "Humananism And Behavior Modification: Is There A Conflict?," Elementary School Journal, Vol. 74, No. 2. (November, 1973), 59-67.
- Thompson, Marion, William R. Brassell and Others. "Contingency Management In The Schools: How Often And How Well Does It Work?," American Educational Research Journal, Vol. 11, No. 1. (Winter, 1974), 19-28.