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Early Contingency Learning and Child and Teacher Concomitant Social–Emotional Behavior*

Abstract

The value-added benefits of young children’s response-contingent learning were examined in a study of three children (2 females, 1 male) with multiple disabilities and profound developmental delays. Contingency learning games were used to increase child operant responding, and both the children’s and their teachers’ concomitant social–emotional behavior associated with operant responding were mapped onto child learning. Results showed that the learning games promoted child learning and that collateral child and teacher behavior were predictably associated with operant responding. The manner in which the findings extend the results from previous research are described.

Key words: Response-contingent stimulation, learning games, operant behavior, social-emotional behavior.

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