

Guidelines for Setting Contingencies

When implementing a positive approach to redirection, **contingencies**:

- may be used to offer structure and guidelines as learners develop responsibility and self-discipline.
- are “when/then statements.
- are always stated positively
- are only stated once. Nothing more is said.
- If the desired result does not come, a natural or logical consequence follows.

Contingency Class Example:

“When everyone is quiet, then I will continue to assist you.” The educator simply waits and the students work independently.

This is a logical consequence. If the class becomes quiet, after a few minutes, another offer of assistance may be made. This matter-of-fact approach is not performed in anger or pleading, just a statement of fact. Simply doing what is said is effective. When the person or persons comply, the contingency is met and no further measures are necessary.

Guidelines for Setting Contingencies

- Use contingencies that are meaningful and important to the learner.
- State contingencies in a positive manner, using language such as “when/then”, “if/then”, or “as soon as.”
- Keep demands short and simple. One direction at a time!
- Be clear about what is expected.
- Select only Win/Win contingencies (those that will not hurt, deprive, or embarrass anyone”

“The establishment of caring, positive daily routines decreases stress and threat for students, thus engages positive emotions. Positive emotions helps students make better quality, value-based decisions.” - Eric Jensen, *Teaching with the Brain in Mind*