The U.S. Department of Education (2015) indicates that about 95% of students with special education eligibility are receiving some form of education in the general education setting. Past research indicates that students with disabilities tend to engage in more disruptive behaviors than their non-disabled peers (e.g., Murphy, Beadle-Brown, Wing, Gould, Shah, & Homes, 2005). If teachers are spending more time managing disruptive behaviors, time allocated to instruction is lost. One evidence-based intervention that has demonstrated consistent effects on increasing on-task behavior and decreasing disruptive behaviors is self-management. Although feasible at the individual level, previous research has identified that class
wide self-management interventions may be efficacious but not feasible to implement (Chafouleas, Hagermoser Sanetti, Jaffery, &Fallon, 2011). The purpose of the current study is to synthesize the research findings on self-management and group contingencies to make interventions at the class-wide level both feasible and efficacious. More specifically, the current study seeks to compare the “Self & Match” system (Salter & Croce, 2015), a self-management intervention with a “teacher match” component, embedded within a dependent group contingency, and observe the effects of the intervention on disruptive and on-task behaviors.