Abstract

The effects of four conditions were investigated: (a) opportunity to interact with classmates, (b) positive goal interdependence, (c) positive goal interdependence with a collaborative-skills group contingency, and (d) positive goal interdependence with both collaborative-skills and academic group contingencies. The dependent variables were achievement, cross-handicap relationships, and voluntary use of collaborative skills. Two subject populations were studied: (a) 83 eighthgrade nonhandicapped students and (b) four socially isolated and withdrawn students (2 eighth grade and 2 eleventh grade). The results indicate that positive goal interdependence with both collaborative-skills and academic group contingencies promoted the most positive relationships with mainstreaming.
academic group contingencies promoted the most positive relationships with nonhandicapped classmates, most frequent engagement in cooperative skills, and the highest achievement.

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