Classroom Management Webinar Series

Token Economy Systems and Behavior Contracting

January 10, 2012

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Classroom Management Webinar Series

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 13, 2011</td>
<td>Structure and Predictability</td>
</tr>
<tr>
<td>October 11, 2011</td>
<td>Post, Teach, Review, Monitor and Reinforce Expectations</td>
</tr>
<tr>
<td>November 15, 2011</td>
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<td>February 7, 2012</td>
<td>Responding to Inappropriate Behaviors</td>
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</tbody>
</table>
Goals for this Session

- Participants will identify the components of a token economy system
- Participants will be able to design a behavioral contract
- Participants will use effective strategies for students to self-monitor their behaviors

Evidence-Based Practices

1. Maximize structure
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations
3. Active engagement
4. Acknowledge appropriate behaviors
5. Establish continuum of strategies to respond to inappropriate behavior

Evidence-based Practices in Classroom Management: Considerations for Research to Practice
Simonsen, Brandi; Fairbanks, Sarah; Briesch, Amy; Myers, Diane; Suppe, George Aug 1, 2008 Education & Treatment of Children
Resources

Evidence-based Practices in Classroom Management: Considerations for Research to Practice.
Simonsen, Brandi; Fairbanks, Sarah; Briesch, Amy; Myers, Diane; Sugai, George. Aug 1, 2008 Education & Treatment of Children.

PaTTAN Publications
✓ Teacher’s Desk reference; Practical Information for PA Teachers – Classroom Management
✓ Instructional Practices for an Effective Classroom

Website
http://www.pattan.net/category/Educational%20Initiatives/Behavior

Effective Classroom Management

The A-B-C’s of Behavior

A → B → C
Antecedent  Behavior  Consequence
The A-B-C's of Behavior

**A** → **B** → **C**

Antecedent       Behavior        Consequence

Anything that an individual **DOES**
- Can be **SEEN** or **HEARD**
- Is **MEASUREABLE**

Any event that happens **BEFORE** a behavior

Reinforcement...
- is a consequence that is likely to ↑ a behavior

Punishment...
- is a consequence that is likely to ↓ a behavior

We can tell whether the consequence is reinforcing or punishing only by its effect on future behaviors NOT by our intent!!
### Function of Behavior

<table>
<thead>
<tr>
<th>To obtain something</th>
<th>To escape/avoid something</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention/social interaction</td>
<td>Attention/social interaction</td>
</tr>
<tr>
<td>Materials/ activity</td>
<td>Materials/ activity</td>
</tr>
<tr>
<td>Sensory stimulation</td>
<td>Sensory stimulation</td>
</tr>
</tbody>
</table>

### Determining function help us find solutions

**Short term solutions**
- To modify or eliminate the antecedents to the behavior
- To eliminate or minimize the consequences that are maintaining the behavior of concern

**Long term solution**
- To remediate skill deficits so that the problem behavior is less effective and efficient

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### Acknowledging Appropriate Behaviors

**Foundational Strategies:**
- “Catch them being good”…Contingent Specific Praise
  - “Excellent” → “You finished all of your work”
  - “Wonderful” → “You kept your hands and feet to yourself”
  - “Good job” → “You stayed in your seat the whole period”

- Active Supervision
  - Moving – be there to praise
  - Scanning – watch and listen to all activities
  - Interacting – 4:1 ratio of specific praise to neutral or corrective statements

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### Acknowledging Appropriate Behaviors

**Group Contingencies…use when:**
- A large number of students engage in the same problem behavior
- The focus is on teaching the entire group
- It is difficult to determine who is responsible for the behavior (i.e., stealing or vandalism)
- Rewarding an individual student is viewed as unfair
A Token Economy is a motivational system in which an individual’s behavior is acknowledged with a token that later can be exchanged for a variety of objects or activities.

Tokens function much the same way as money does in our society:

- **Go to Work**
  - Earn Money
  - Spend money on activities and tangibles such as: food, car, vacations, etc.

- **Go to School**
  - Earn Tokens
  - Spend tokens on activities and tangibles such as: snacks, games, free-time, etc.

When to Use Token Economies

- *When all else fails*... when other, less intrusive strategies have been tried and found not to work
- When behavior problems are severe and require a highly structured, consistent, predictable environment
- When students cannot wait an extended time for rewards
Basic Steps to Developing a Token Economy System

• Step 1 Identify Appropriate Behaviors
• Step 2 Define Tokens
• Step 3 Identify Items, Privileges, and other Incentives for Rewarding Appropriate Behaviors
• Step 4 Plan an Exchange System

A good token system...

• Identifies *positive* behaviors you want to see increase
  • "No running" → "Walk"
  • "Yelling out" → "Raise your hand before you speak"
• Is tied to classroom rules
  • Keep hands, feet, and objects to self
  • Use kind words and actions (e.g., please, thank you)
• Is motivating to students

Choosing Appropriate Behaviors

• Focus on one or more related and positive behaviors
• Select behaviors that have value in the real world and will readily transfer to other situations
• Specifically define the behaviors…avoid vague labels such as; uncooperative, defiant, unmotivated
  – Observable – will they be recognized by all?
  – Measurable - can we count it?
If you are having difficulty identifying an appropriate behavior, perhaps you selected a situation that was too complex.

When identifying behaviors answer the following questions:

Who:
What:
Where:
When:

Scenario 1:
Jason is easily distracted in the halls and as a result is consistently late to Mr. Jackson’s first period biology class, often missing the first 15-20 minutes of class.

Who:
What:
Where:
When:

Scenario 2:
On the playground, Ashley has difficulty if there are no empty swings at recess and will frequently yell and attempt to push peers off the swings.

Who:
What:
Where:
When:
STEP 2
DEFINE TOKENS

Variables that will influence the choice of tokens:

- Age of individual
- Setting involved

Tokens must be...

- easily available
- easy to administer
- difficult to duplicate by those receiving them
- nontransferable

Examples of tokens

- Custom-made coins
- Buttons
- Points on a tally sheet
- Plastic credit cards
- Stamps
- Coupons
- Computer cards

- Happy faces
- Stars
- Stickers
- Check marks
- Points
- Cards
- Poker chips
Questions to guide the choice of an effective token...

- Was my token easily available?
- Was my token easy to administer?
- Was my token difficult to duplicate?
- Was my token nontransferable?
- Was my token easy to record?

As you plan your tokens, it is important to design a system for keeping a _____ of the tokens _____ and _____.

When selecting _______ _______ be sure to select ________, _______ and/or _______ that are ________ to the students
When choosing back-up reinforcers, remember:

One man’s trash is another man’s treasure

Effectively determining what may be motivating to an individual...

• ______
• ______
• ______
• ______
• ______

Selecting back-up reinforcers:

• Select the least intrusive reinforcers you can get away with
• Have a wide variety of reinforcers available…for example:

<table>
<thead>
<tr>
<th>Tangible/Edible</th>
<th>Social</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Stickers</td>
<td>- Lunch with adult</td>
<td>- Feed class pet</td>
</tr>
<tr>
<td>- Small toys</td>
<td>- Play a game with peer</td>
<td>- Computer time</td>
</tr>
<tr>
<td>- Popcorn</td>
<td>- Tutor younger student</td>
<td>- Homework free night</td>
</tr>
</tbody>
</table>

Selecting back-up reinforcers:

• Use variation of a particular reward (different types of candy)
• Include occasional bonus or surprise reinforcers
• Periodically change the backup reinforcers to prevent satiation
• When appropriate, some reinforcers given only with tokens, they should not be free
Selecting back-up reinforcers:

- Consider matching the reinforcer with the function of the problematic behavior…

### Function of Behavior

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Token Economy Systems

**STEP 4  
PLANNING AN EXCHANGE SYSTEM**

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Planning an Exchange System

- Set a _____ for all privileges and commodities. Individuals _____ know how many _____ they need to earn their _____
- Specify a _____ and _____ for the exchange to occur and decide who will monitor the exchange

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Setting Prices for Backup Reinforcers

- Have a variety of prices
- Set prices before dispensing tokens
- Consider the law of supply and demand
Distribution of Tokens

- Determine the criteria for earning a token
- Make sure that tokens will *immediately* follow the targeted behavior
- Deliver the tokens as quickly and unobtrusively as possible
- Tokens can also be delivered at fixed times of the day (at the end of a content class) when appropriate

Exchanging Tokens

- When to ‘cash-in’:
  - When a predetermined amount of tokens has accumulated
  - At the end of an activity, period, day, week
- Rule of thumb:
  - Younger students will need to ‘cash-in’ more frequently
  - Begin with more frequent opportunities to redeem tokens then fade to less frequent as appropriate

Beginning the Token Economy System

- Takes 15 – 30 minutes to explain the system to most learners
- 3 steps
  1. Explain the system
  2. Practice token delivery for specified behavior
  3. Practice the exchange

Teaching the value of tokens for students with significant learning challenges:

- Select behaviors that can be easily performed
- Praise and present token immediately following the behavior
- Exchange single token immediately for tangible/activity
- Repeat the cycle of praise behavior & present token then exchange token until student requires no prompts to exchange token
Developing token economies for students with significant learning challenges:

- Gradually move from a single token exchange to the exchange of multiple tokens (remain at 4-5 tokens)
- Use a system to collect the tokens (container, velcro strip, etc)
- Gradually require more responses before you deliver a token
- Begin using during actual instructional sessions

### Example: Elementary

<table>
<thead>
<tr>
<th>Time</th>
<th>Tokens Available</th>
<th>Tokens Earned</th>
<th>Time</th>
<th>Tokens Available</th>
<th>Tokens Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:15</td>
<td>12</td>
<td>3</td>
<td>9:15-10:00</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>12</td>
<td>3</td>
<td>11:00-11:30</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>12</td>
<td>3</td>
<td>12:00-12:45</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>12</td>
<td>3</td>
<td>1:00-1:15</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Points**

### Example: Secondary

<table>
<thead>
<tr>
<th>Time</th>
<th>Tokens Available</th>
<th>Tokens Earned</th>
<th>Time</th>
<th>Tokens Available</th>
<th>Tokens Earned</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>10:00-11:00</td>
<td>12</td>
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<td>11:00-11:30</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
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<td>12</td>
<td>3</td>
<td>12:00-12:45</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>12</td>
<td>3</td>
<td>1:00-1:15</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Points**

### Example: School-Wide Behavior

<table>
<thead>
<tr>
<th>Time</th>
<th>Tokens Available</th>
<th>Tokens Earned</th>
<th>Time</th>
<th>Tokens Available</th>
<th>Tokens Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:15</td>
<td>12</td>
<td>3</td>
<td>9:15-10:00</td>
<td>12</td>
<td>3</td>
</tr>
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<td>10:00-11:00</td>
<td>12</td>
<td>3</td>
<td>11:00-11:30</td>
<td>12</td>
<td>3</td>
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<td>12:00-12:45</td>
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<td>12</td>
<td>3</td>
<td>1:00-1:15</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Points**
Example: 5-Token Board

Monitoring the Effectiveness of Token Economy Systems

Accurate and complete record keeping is essential

Track the following data:

1. ______ the student is engaging in the ______ ______
2. ______ tokens are being ______ to the student
3. How often a ______ occurs and what the student is purchasing

Testing and Maintaining the System

<table>
<thead>
<tr>
<th>Name</th>
<th>Points Earned</th>
<th>Points Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Doris</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>Kate</td>
<td>62</td>
<td>50</td>
</tr>
<tr>
<td>Zack</td>
<td>68</td>
<td>48</td>
</tr>
</tbody>
</table>
Plan to Fade

• Increase the criteria for earning tokens
• Alter the number of tokens required to earn back-up reinforcers
• Implement the system less frequently
  • Every other period…Every other day
• Decrease opportunity for point exchange
  • Two times a day…once a day…once a week
• Teach students to self-monitor

A word of caution:

Reserve penalties for the worst offenses

Response Cost & Timeout

• Remove a previously determined number of tokens for previously identified unacceptable behavior…there should be no surprises
• Use timeout from the opportunity to earn tokens or timeout from the opportunity to spend tokens
An efficient token system should ______ ______ _______ to administer in terms of _____ and ______. An effective token system is ______ _______ by those who are using and managing it. An effective token system creates the ______ _______ that we are expecting. The ______ the token system, the more ________ it is likely to be.

“Not all rewards need to be contingent. Non-contingent reinforcement like bringing brownies to class for no reason, or surprising a class with a homework-free weekend boosts classroom morale and pairs good things with school in general”

Vargas, 2009
Behavioral Analysis for Effective Teaching

Acknowledging Appropriate Behaviors

BEHAVIOR CONTRACTING

A behavior contract is an ________ between two or more persons that lists _________ that each will perform and the ________ that will result
“Grandma’s Law”

When you ____, then you may____.

Example of contract using ‘Grandma’s Law’

First: brush teeth

Then: read

Research shows that the use of behavior contracts was related to...

- Increased student productivity
- Increased on-task behavior & assignment completion
- Improved grades
- Increased student self-control

When to Use Contracts

- Intermittently
- To encourage new behaviors
- To fade from frequently delivered rewards

Simonsen, Farbanks, Briesch, Myers & Sugai (2008)
Self-control should be the ultimate goal of all behavioral contracts

4 Stages of Developing Behavior Contracts
1. Identify the Behavior
2. Meet with the Student
3. Execute the Contract
4. Evaluate Effectiveness

STAGE I
IDENTIFY THE BEHAVIOR

Select Socially and Educationally Important Behaviors
• List behaviors that the student does
• List things that could be improved
• Identify _____ behavior
• Include only one or a ___ _____ _____ target behaviors
• Collect _____ data
Behavior Contracting

STAGE 2
MEET WITH THE STUDENT

A good contract should...

• require behavior the person can __________
• provide frequent __________

Contract Negotiations

Negotiable Items:
• Behavior
• Criterion
• Rewards

At the meeting, discuss the following:

• Description of _______ behavior
• ______ for behavior contract
• ______ for success
• Agree on ______ student will earn
• Set a date for ______ (and possibly revising)
• ____ the contract
Make contracts specific regarding the behavior and the consequences

**Behavior & Consequence**

<table>
<thead>
<tr>
<th>Behavior Contract</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What</strong></td>
<td></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Signed</strong></td>
<td></td>
</tr>
</tbody>
</table>

STAGE 3
EXECUTE THE CONTRACT

**Execute the Contract**

- Document Behavior - Student or teacher records outcome of student response
- Deliver reward ASAP after contract terms are met
Keep a record of performance on the contracted behavior

Record of Performance

<table>
<thead>
<tr>
<th>Record of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week # 2:20:11</td>
</tr>
<tr>
<td>Homework</td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>✔</td>
</tr>
</tbody>
</table>

4 out of 5 😊

What is the data telling us?

- Did both parties adhere to the contract?
- Was the student successful?
- Is behavior changing as desired?
- Is the outcome the one desired?

Behavior Contracting

STAGE 4
EVALUATE EFFECTIVENESS
Acknowledging Appropriate Behaviors

**SELF-MANAGEMENT**

The goal of self-management systems is to increase student _________ and ability to ______ their own behavior

5 Elements of Self-Management

1. _________ and definition of the target behavior to be managed
2. _________ and recording of the target behavior
3. Specification of the _______ for changing behavior
4. _________ of these procedures
5. _________ of the self-management program

**Self-Management…**

Is most effective when it is important to the individual to change his or her behavior
<table>
<thead>
<tr>
<th>Teaching Self-Observation</th>
<th>Strategies for Self-Management:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faded matching</td>
<td>1. Provide extra cues in the environment</td>
</tr>
<tr>
<td>• Simple graphs</td>
<td>2. Alter the environment</td>
</tr>
<tr>
<td></td>
<td>3. Restrict when &amp; where for an undesired behavior</td>
</tr>
<tr>
<td></td>
<td>4. Make it public</td>
</tr>
<tr>
<td></td>
<td>5. Self-Management exchange</td>
</tr>
</tbody>
</table>

Student is more likely to be consistent if he has had ____ with self-management projects in the past

Evaluation of the self-management program

• Graph and analyze the data
• Use a checklist of questions to evaluate project in terms of social validity
In summary, token systems and behavior contracts provide:

• a ______ for the person whose behavior it is designed to change
• a ______ that brings about a profound ______ in the behavior of the person who ______ the systems

Contingent specific ______ is the most ______ tool we have to change the ______ of ______

Have you self-monitored your ratio of praise to neutral/corrective statements?

Could it be better?

Make a Commitment

• Commit to using praise in your classroom
• Take small steps
• Collect data and graph it
• Store the sheet in your classroom and review it often
Congratulations!

Next Session

Classroom Management Webinar Series:
Establishing a Continuum of Strategies to Respond to Inappropriate Behavior
February 7, 2012

Accessing Archived Webinars

• Go to www.pattan.net
• Go to “Educational Initiatives” & click on “Behavior”
• Click on “Classroom Management Webinar Series”
• Page describes the series. Click on link in the paragraph that states, “(Classroom Management Webinar Series)”

http://www.pattan.net
Classroom Management Webinar Series

Classroom management is a critical skill for today’s educators. This webinar series addresses a variety of evidence-based classroom management practices that are likely to be effective when consistently and skillfully implemented in the educational environment.

1. Identify the key components of effective classroom management practices. (September 29, 2011, 12:00 PM – 2:00 PM)

2. Establish Clear Expectations: Setting Up for Success (October 6, 2011, 12:00 PM – 2:00 PM)

3. Fostering a Positive Classroom Environment: Building Relationships (October 13, 2011, 12:00 PM – 2:00 PM)

4. Managing Challenging Behavior: Positive Behavior Support Strategies (October 20, 2011, 12:00 PM – 2:00 PM)

5. Creating a Responsive Classroom: Connecting with Students (October 27, 2011, 12:00 PM – 2:00 PM)
Session Evaluation

- Complete the Training Evaluation and Assessment of Learning Outcomes
- The link to the electronic evaluation is: http://www.zoomerang.com/Survey/WEB22E8M4C8CP2
- We appreciate your honest feedback

Act 48 and Instructional Hours Verification

- The letters that correspond to the correct answers are needed for the VERIFICATION CODE.
- ANSWERS
  _____       _____           _____             _____            _____
- EMAIL the VERIFICATION CODE to code@pattanpgh.net by close of business on Friday, December 16, 2011.
  • Include your name, employer and PPID (if applicable) in the email
  • In the subject of the email indicate Act 48 or Instructional Hours
  • You will receive an email confirmation notifying you that your email was received
  • Allow 30 days for the processing of act 48 and instructional hours

Contact Information

Donna LeFevre
dlefevre@pattan.net
Phone 1-800-360-7282 Ext. 3507

Dennis Cullen
dcullen@pattan.net
Phone 1-800-441-3215 ext. 7232
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