



Token Economy Systems to Increase Appropriate Behaviors

By Norma Samburgo

This issue of **NASET's Classroom Management series** was written by Norma Samburgo and its focus is on token economy systems to increase appropriate behaviors. Behavior management is an obstacle faced by many teachers on a daily basis. The way students behave in class may determine the type of learning environment they will be immersed in, the extent of the success in the lesson delivery, the degree of students' understanding, and in consequence, students' achievement. The selection of evidence-based behavior management techniques should be the first step every teacher takes before planning and delivering a lesson, especially in a middle school classroom with students with learning disabilities. Students with learning disabilities may display disruptive behaviors such as being off task, talking out of turn, not completing tasks, and distracting other students to get their attention. These disruptive behaviors not only have an undesirable influence on students' academic progress, but also on the teachers' performance since they stimulate stress (Clunies-Ross, Little, & Kienhuis, 2008). In addition, these behaviors are associated with the lacking of time to cover all the benchmarks in the curriculum because that time is used to work on solving classrooms disruptions and therefore, making impossible to regain the educational atmosphere.

Behavior management is an obstacle faced by many teachers on a daily basis. The way students behave in class may determine the type of learning environment they will be immersed in, the extent of the success in the lesson delivery, the degree of students' understanding, and in consequence, students' achievement. The selection of evidence-based behavior management techniques should be the first step every teacher takes before planning and delivering a lesson, especially in a middle school classroom with students with learning disabilities. Students with learning disabilities may display disruptive behaviors such as being off task, talking out of turn, not completing tasks, and distracting other students to get their attention. These disruptive behaviors not only have an undesirable influence on students' academic progress, but also on the teachers' performance since they stimulate stress (Clunies-Ross, Little, & Kienhuis, 2008). In addition, these behaviors are associated with the lacking of time to cover all the benchmarks in the curriculum because that time is used to work on solving classrooms disruptions and therefore, making impossible to regain the educational atmosphere.

Finding the right technique to manage classroom behavior in order to reduce, or even to eliminate misbehaviors is necessary to ensure students' success. There are many benefits in having students follow classroom procedures that encourage students to exhibit positive behaviors such as being on task, raising their hands to speak, whispering when working in groups, etc. Among these benefits, are increases in academic achievements, professional growth of the teachers, and the positive repercussion in the school's culture (Bradshaw, 2014).

There are many evidence-based classroom behavior management techniques such as positive reinforcement, maximizing structure and predictability, computer assisted instruction, behavioral contracting, token economy, differential reinforcement, etc. All these techniques have shown to improve students' classroom behaviors resulting in students' progress in academic achievement and social relationships with classmates and teachers. (Simonsen et al., 2008)

The purpose of this action research study was to explore how implementing an evidence-based behavior management strategy, specifically a token economy, impacts students' behavior during classroom instruction in science. Through this positive reinforcement method, students are rewarded with tokens when they comply with predetermined rules and can exchange the collected token for desirable items or privileges.

Context

The action research took place in a Miami Dade Public K-8 school. Three 6th grade and five 8th grade students with learning disabilities participated in this action research study during their science class. The participants included seven boys and one girl between the ages of 11 and 14. Three participants were African American and the remaining participants were Hispanic. The special education teacher, who is also the science teacher, implemented the token economy intervention and collected the data to analyze the results.

In order to implement this action research, the following necessary resources were used: a list of behaviors to be rewarded, ticket rolls to use as tokens, and a list of item or privileges to exchange with the tickets. Furthermore, permission to conduct the research was obtained from the school's principal (see Appendix A) and participants' parents.

Literature Review

The token economy, as a classroom management system, has been implemented for many years and continues to be employed by numerous teachers. Many behaviors such as being off-task, out-of-seat, and talking out of turn, among others, can be managed by the token economy intervention, obtaining positive results.

Tiano, Fortson, McNeil, and Humphreys (2005) investigated the effects of response cost and token economy system to manage behaviors of students in a Head Start program. Three four-year-old children who were enrolled in a Head Start program, in Pennsylvania, participated in this investigation. After the baseline assessment and training offered to the teacher and teacher's aide, a single subject withdrawal design (ABACA) was implemented for six weeks. The design consisted of behavior management already used by the teacher, response cost, and level system (Token Economy). During the token economy sessions, the children's names were moved up or down on a board with sunny and cloudy faces, and social reinforcement was provided. The results of this experiment showed a decrease in inappropriate behavior during the three treatments; however, because the behavior did not return to the baseline, no conclusions could be made about the efficiency of the token economy. Tiano et al. believed that the reason the inappropriate behaviors continued to decrease, after the intervention, is that the teacher used more social reinforcement, less criticism and interacted more with the students.

A study by Filcheck, McNeil, Greco, and Bernard (2004) examined the implementation of a whole-class token economy system to correct disruptive behavior. According to Filcheck et al., using the individual token economy can be time consuming and more expensive, but conversely, a whole-class token economy could be more viable. The study was implemented in a preschool classroom with 17 students described as “out of control” (Filcheck et al., 2004, p. 353). During the investigation, each student was represented with a shape (animals, objects, etc.) that were placed on a board with sunny and cloudy faces, and they were moved up or down according to the students’ behaviors. Two to four times every day, the teacher gave a reward (sticker, favorite toy or activity, etc.) to the students whose shapes were on the sunny side of the board. In addition, the teacher also used social reinforcement every time she moved the shapes up. The experimental design used in this study was an ABACC treatment comparison consisting of a baseline and withdrawal phases (A), level system (B) and CDI, child directed interaction (C). The means for disruptive behaviors per minute was .45 during baseline, .21 during level system, .21 during withdrawal, and .12 during CDI. The results of this study concluded the efficacy of the use of a whole-class token economy system in reducing disruptive behavior in preschool.

The token reward system has been also considered in special education classrooms as demonstrated in the study conducted by Klimas and McLaughlin (2007). The purpose of their study was to evaluate the effectiveness of the token reward system in increasing task completion and decreasing undesirable behaviors in a kindergarten student with learning disabilities. The participant was a 6 years-old girl with special needs who exhibited inappropriate behaviors in class such as running, screaming, kicking, climbing, and refusing to complete work. To conduct the research, an ABC design was implemented consisting of a baseline, a three-token system, and a five-token system. During the baseline session, the student was asked to complete three assignments. During the three-token and five-token systems sessions, the participant was asked to complete three and five assignments respectively. For each assignment completed, and checked by the teacher, the student was allowed to place a poker chip on the Velcro board. Once the student earned three chips (or five during the third session), she was able to choose a preferred activity for five minutes in exchange for the tokens. During the baseline phases, the mean for assignment completion was 10 minutes per assignment while during the token system the mean was 4 minutes per assignment. The results of this investigation displayed the positive influence of the token economy system since the student showed an increase in task completion, and a decrease in inappropriate behaviors during the intervention.

In a similar investigation, Tarbox, Ghezzi, and Wilson (2006) studied the effects of the token system on attending skills in a child with autism. The participant was a 5 years old boy diagnosed with autism. A reversal design was used in this study through which eye contact for 3 second was scored during the baseline and the token reinforcement phases. During the treatment, the student received a token (star-shape sticker) every time he maintained eye contact for 3 seconds. When the student collected 10 tokens he could exchange them for his favorite toy. The results showed a 0% of attending during baseline and 100% attending during the token economy phase. In conclusion, this study exhibited an increase of attending through the use of token reinforcement.

Another study in special education classroom was conducted by Shogren, Lang, Machalicek, Rispoli, and O’Reilly (2010). The purpose of their study was to evaluate the token economy system in comparison to self-management in a kindergarten classroom. The participants were two 5-year-old children with Asperger syndrome with difficulties in following classroom’s rules. The design used in this investigation was ABACABAC in which A was the baseline, B the implementation of token economy, and C the students’ self-assessment. During the token economy sessions, the reward was predetermined by the student and a chart was completed through the day showing a happy face or an X depending of the behavior the students displayed in each of the three activity centers they worked at. If a student collected the three happy faces, the chosen reward was given to the student at the end of the day. During the self-assessment sessions, the students were responsible of marking their own happy faces or X. The results of the investigation showed improvement in the behavior and engagement of the students during the token economy and self-assessment sessions, still further investigation should be conducted to evaluate students’ learning progress as a result of the token economy system.

Continuing with studies in special education, an investigation by Carnett et al. (2014) compared the effects of the token economy strategy with and without perseverative interest in reducing disruptive behavior and increasing on-task behavior. A 7-year-old boy with autism participated in the investigation. During the non-perseverative interest session, the student earned penny tokens with Velcro that he placed on a board when he was observed being on-task. He was able to exchange 10 tokens for a reinforcer, for example a candy. During the perseverative interest sessions, 10-piece puzzles were used as tokens because of the student's interest in jigsaw puzzles. When the student earned the 10 pieces he would exchange them for a reinforcer. The results of this study showed an increase in the student's on-task behavior and a decrease in disruptive behavior during both treatment, however, the on-task behavior was observed more often during the perseverative interest phase. This study demonstrated the great benefits of using tokens based on the students' interests. The author recommended further research in fading systematically the token strategy.

Behavior analysis intervention incorporated praise in combination with reinforcers to promote skills' achievement. Praise could be divided in general praise, a statement that does not identify the behavior being accomplished, and behavior-specific praise, a statement that identifies the behavior for which the student is receiving the praise. Stevens, Sidener, Reeve, and Sidener (2010) conducted a study to evaluate the effects of behavior-specific and general praise in the acquisition of tacts (verbalizations). The research was conducted with two boys, one 15 years old with autism and the other 6 years old with pervasive developmental disorder, not otherwise specified. A board with 10 Velcro dots was used for each student and a picture of the selected reinforcer was placed on the board. Every time the students verbalized a name of an object without prompting, they earned a token which was attached to the board. When all 10 tokens were obtained, the students had access to the reinforcer. General praise plus tokens, behavior-specific praise plus tokens, and tokens only sessions were implemented using a multiple probe and alternating treatment design. The results showed no differences during the three sessions, in consequence, the study did not support the use of behavior-specific praise as the only factor for the acquisition of tacts.

Flower; McKenna; Muething; Bryant, D.; and Bryant, B. (2014) conducted an investigation to evaluate the effects of the Good Behavior Game on class-wide off-task behavior in a high school classroom with students with disabilities. The Good Behavior Game (GBG) is a classroom management strategy recognized for its positive results and also involves the delivery of reinforcement. The GBG requires a class to be divided into at least two groups who compete for the prizes by following the predetermined classroom rules. During the investigation, two ninth grade algebra resource classes containing students with specific learning disabilities participated in the study. The class was divided in teams and an ABAB design was used during the experiment with intervention and withdrawal of the GBG. Every minute, the observers counted the number of times their assigned students were off-task. At the end of the class, the winning teams were given a reward (candy, homework passes, etc.) and also a token that the students placed in a jar to keep track of the progress and to earn a bigger prize. The results of this study showed that the use of the GBG helped to reduce off-task behaviors; however, the authors suggest that future investigations should be made to evaluate the use of the GBG in increasing on-task behavior.

Self-monitoring is a technique used to observe, record, and manage students' own behavior. Davis et al. (2014) analyzed the effects of self-monitoring in combination with reinforcement to improve on-task behavior. A 15-year-old male high school student without disabilities, participated in the study. A single-subject multiple baseline design was implemented in this study. After the baseline, a self-monitoring and a self-monitoring plus reinforcers sessions were implemented. The student used a VibraLITE 3 wristwatch which vibrated every minute to evaluate and record his on-task behavior. During the self-monitoring plus reinforcer session, he received a token every time he recorded being on-task at least 80% through the interval. When five tokens were earned, he received a gift card. The results of this experiment displayed an average of 62% on task behavior during baseline, 69% during self-monitoring, and 91% during self-monitoring plus token phase. Findings showed that self-monitoring plus reinforcement has greater effect in decreasing off-task behavior.

Classroom Management Series – September 2017

The token economy system has been also studied at the college level. Nelson (2010) investigated how a token economy influences class participation in college students. During his study, 318 undergraduate students taking a Psychology class, freshmen, sophomores, juniors, and seniors equally represented, participated in the research. Students who asked valuable questions during class instruction, received a card signed by the professor indicating one bonus point.

The students were allowed to earn one card per day, up to 29 in total, and at the end of the semester they turned the bonus points to receive extra credit which could rise their grade to a maximum of 3.8%. The results of his study showed not only an increase in class participation as a consequence of the intervention, but also an increment in homework scores for those students questioning more in class.

In conclusion, the literature review supports the use of a token economy system as a strategy to reduce off-task and disruptive behaviors in students with and without disabilities. While, the token economy system was investigated at different school levels, for instance preschool, kindergarten, elementary, high school, and college, further investigation should be carried out in middle school classrooms. Even though it requires training, time, and the need of different types of reinforcement, the token economy system, ultimately, promotes on-task behavior, task completion, and participation in class which helps to keep a healthier teaching-learning environment, and in consequence, higher students' achievement.

Action Plan/Methods	
Name: Norma Samburgo	School: Coconut Palm K-8 Academy
Research Question(s):	
How effective is a token economy system in decreasing disruptive behaviors of students with disabilities in a middle school science classroom?	
Intervention: <i>Describe the intervention you will implement to accomplish the outcomes you seek for your students?</i>	
The intervention is the token economy system which is a behavior management strategy that consists of the delivery of reinforcers or “tokens” to students that display identified desirable behaviors. The students collect the tokens and later exchange them for items or privileges. The delivery of the tokens took place every 15 minutes to the students who showed on task behavior, were seating in their assigned seats, and raised their hand to talk.	
Data Collection: <i>Describe the specific approaches you will use to collect data before, during, and/or after your intervention. You need to “triangulate” your data; thus, you need at least 3 different data sources (e.g., tests, observations, interviews). Also, be specific about what each data source measures (e.g., you are using a test that measures reading comprehension or using observation to tally bullying behaviors). Next, describe the type of data that you obtain with each source (e.g., scores from a test of subtraction facts or a frequency of bully events observed).</i>	
Data Source 1: Before the intervention, I collected data using observation to tally out of seat, talking out of turn, and off task behaviors. During the intervention, I collected the same data, weekly, using observation to tally out of seat, talking out of turn, and off task behaviors. The results of the data helped me to evaluate the effectiveness of the intervention.	
Data: Pre-intervention and Weekly Report: Frequency of disruptive behaviors	

Classroom Management Series – September 2017

Data Source 2: Before the intervention, I asked the students to complete a self-monitoring checklist with target behaviors such as being on task, seating, talking, listening, participating, etc. Every week during the intervention, the students completed the same self-monitoring checklist. This helped me to determine if the intervention was effective.

Data: Weekly Report: Frequency of positive/ negative answers on checklist

Data Source 3: After the first week of intervention, I asked the students to complete a self-assessment survey with questions about their attitude towards the token economy system. At the end of the intervention, the students completed the survey one more time. The students' opinion helped me to determine if the token economy system is a desirable strategy for students in middle school.

Data: Pre and Post Intervention Frequency of positive/ negative answers on survey

Action Plan/Methods: Timeline		
Tasks	Timeline	Resources
Informed principal and parents	January 17th, 2017	Letter
Students completed the self-monitoring checklist	January 26th, 2017	Self-monitoring checklist
I collected data for the baseline using observation to tally out of seat, talking out of turn, and off task behaviors.	January 24, 2017	Behavior tally sheet
I introduced to the students the token economy system strategy.	January 30th, 2017	Timer
Started the intervention	February 1st, 2017	Tickets (tokens)
I collected data using observation to tally out of seat, talking out of turn, and off task behaviors.	February 1st through April 25th, 2017	Items to exchange for tokens
After the first week of intervention, the student completed a self-assessment survey.	February 10th, 2017	Self-assessment survey
Every week the students completed		

the self-monitoring checklist	February 1 st , 2017 February 9 th , 2017 February 17 th , 2017 February 24 th , 2017 March 6 th , 2017 March 14 th , 2017 March 22 nd , 2107 March 29 th , 2017 April 4 th , 2017 April 18 th , 2017 April 25 th , 2017	Self-monitoring checklist
At the end of the intervention, the students completed the self-assessment survey.	April 25 th , 2017, 2017	Self-assessment survey

Findings, Limitations, Implications

Data Analysis

The data collected for this action research study were examined and interpreted using three different sources. The data were displayed using tables, data charts, and graphs to visually illustrate the effect of the intervention. The first source consisted of a Behavior Observation Checklist where students’ out of seat, talking out of turn, and off task behaviors were recorded on a tally sheet before and every week during the intervention. For each undesired behavior, the occurrences observed and tallied were counted weekly and inputted in a XY scatter chart that helped the teacher to evaluate the effectiveness of the intervention by comparing the week by week progress.

The second source of data was as individual self-monitoring checklist implemented before and every week during the intervention where the students checked “yes or no” according to their views on following the target behaviors such as being on task, seating, and talking. The teacher calculated the mean of the weekly total count of positive and negative responses and displayed them in a data chart with the corresponding linear graph which compare the trends for the responses. This source helped the teacher to determine if the intervention was effective for the students.

The third source of data the teacher applied was an individual self-assessment survey where each student selected an answer in the Likert-type scale for questions about their attitude towards the token economy system. The self-assessment survey was implemented after the first and last week of intervention. The responses were displayed in a data table showing each student’s answers to the questions in the survey. In addition, a grouped Bar Graph was created to compare the pre and post intervention responses about their attitude towards the token economy system. This source helped the teacher to determine if the token economy system is a desirable strategy for students in middle school.

Findings

The findings of this action research were consistent with the previous research conducted by Tarbox, Ghezzi, and Wilson (2006) and Klimas and McLaughlin (2007) who investigated the token economy system in special education classroom with positive results. By the implementation of the token economy system, an evidence-based behavior management strategy, students’ behaviors during classroom instruction in science were impacted positively. The results of the intervention showed a reduction of disruptive behaviors, specifically out of seat, off task, and talking. The students exposed a great interest in earning the tokens and exchanging them for favorite items such as homework passes, candy, computer time, etc. Moreover, some students asked for additional items of interest like spicy chips, time on their phones, etc. The teacher took advantage of some of those interests, however, others were denied after explaining the negative consequences on their health.

The next section provides an analysis of the results of the three sources used during the intervention and how they helped to answer the research question proposed at the beginning of the study: how implementing an evidence-based behavior management strategy, specifically a token economy, impacts students’ behavior during classroom instruction in science.

Behavior Observation Checklist – During 10 weeks, the teacher collected data on a behavior observation checklist (see Appendix B) by placing a tally mark every time a student displaying one of the target behaviors: out of seat, off task, and talking. At the end of the intervention, the total marks per behavior were counted, on a weekly basis, per student and added them together to make a final count. The totals were imputed in a data table as shown in Table 1 and used to create a XY scattered graph as shown in Figure 1.

Table 1
Total Target Behaviors Displayed Per Week

	Out of Seat	Off Task	Talking
26-Jan	4	8	10
1-Feb	4	7	10
9-Feb	3	6	10
17-Feb	2	3	8
24-Feb	2	3	8
6-Mar	2	3	7
14-Mar	1	2	7
22-Mar	1	2	7
29-Mar	1	2	5
4-Apr	0	1	5
18-Apr	0	1	5
25-Apr	0	1	3

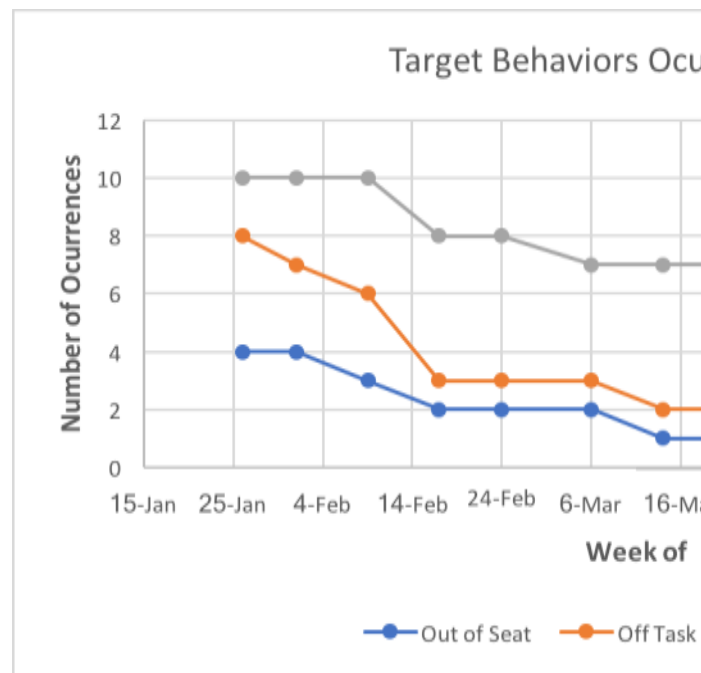


Figure 1. Target Behaviors Occurrences Scattered Graph

Classroom Management Series – September 2017

The results indicated a notable reduction of undesired behaviors during the token economy system implementation. Talking was probably the most needed behavior to be decreased compared to the other behaviors and the outcomes showed the effectiveness of the intervention. The data showed that from 10 occurrences during the baseline observation, talking was decrease gradually to 3 incidences during the last week. Regarding off task and out of seat behaviors, the implementation also helped to reduce them notably. During the baseline behavior observation checklist, off task behavior was displayed in 8 opportunities during Science instruction and at the end of the intervention, the occurrences were reduced to 1. Out of seat behavior started with 4 incidences and, according to the data, was decreased to zero occurrences. Overall, the students demonstrated an approximately 80% reduction in the target behaviors as a result of the implementation of the token economy system. Using students' preferred items was significant to reach those results.

Individual Self-monitoring checklist - Before and every week during the intervention each student completed a self-monitoring checklist with target behaviors such as being on task, seating, and talking (see Appendix D). At the end of the intervention I counted the responses, calculated the mean of positive and negative responses of all the participants and created a data chart and a XY linear graph to visually and compare the answers. As indicated in Figure 2, the students' answers showed 6 negative responses to the statements and 2 positives which means they were displaying undesired behaviors during Science class. During the first week of the intervention, the students' answers showed a balance between the negative and positive responses and the following weeks the positive responses surpass the negatives which allows to conclude that the token economy intervention had an important impact on the students.

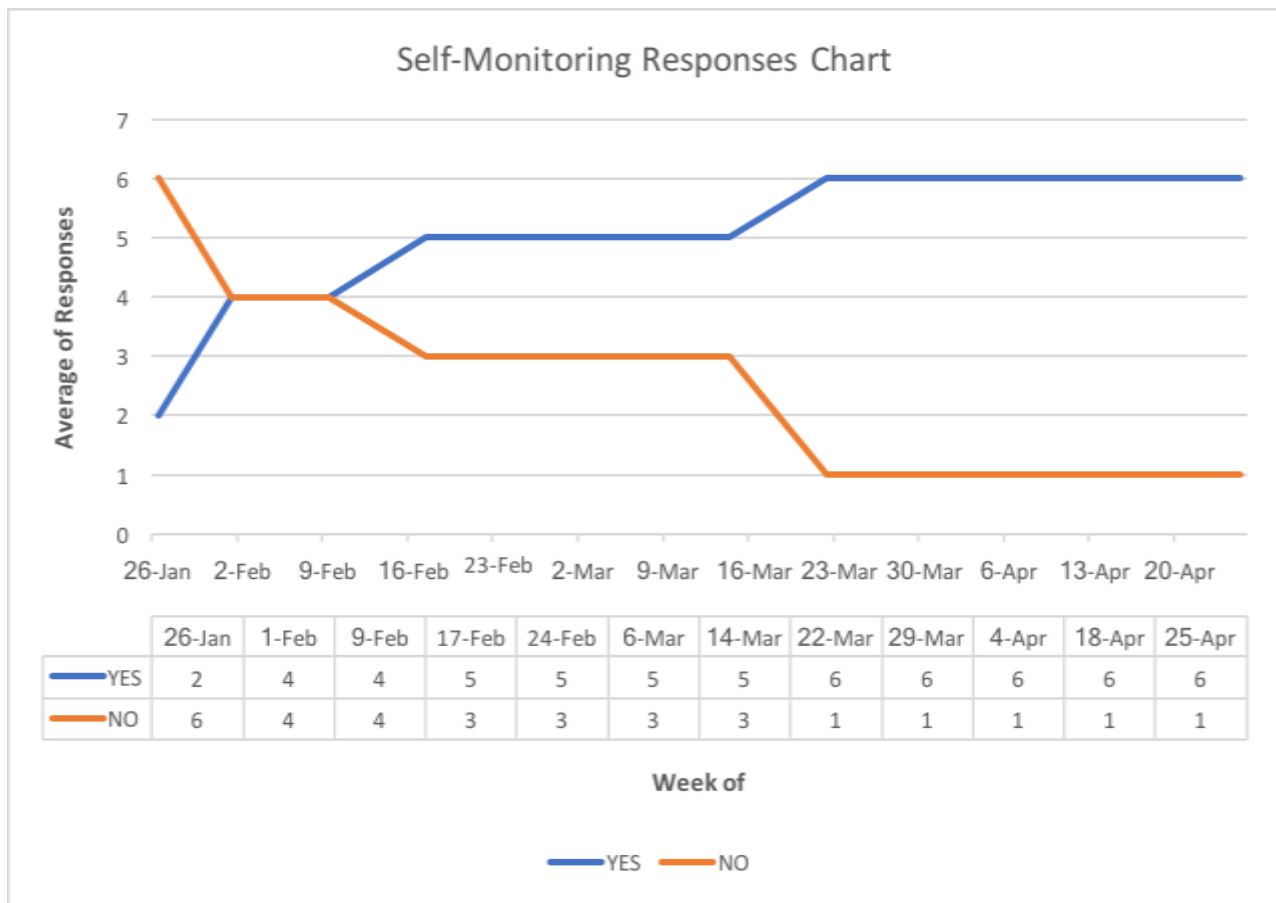


Figure 2. Self-Monitoring checklist responses data chart and linear graph

Individual self-assessment survey - Each student completed a self-assessment survey after the first week and at the end of the intervention with questions about their attitude towards the token economy system (see Appendix C). The Likert-type scale responses were presented in a data chart (see Table 2) and the mean of each of the statements' responses was calculated to create a bar graph as shown in Figure 3.

Table 2

Self-Assessment Survey Responses Chart

	I like the token economy system		I enjoy the items I buy with my tokens		The token economy system is helping me to be on task		The token economy system is helping me to stay on my seat		The token economy system is helping me to remain in silence when needed		The token economy system is helping me to rise my hand to ask questions		I would like to continue earning tokens and buying items	
	B	F	B	F	B	F	B	F	B	F	B	F	B	F
Student 1	3	4	3	4	3	3	3	3	3	3	4	4	4	4
Student 2	3	4	4	4	3	3	4	4	3	3	4	4	4	4
Student 3	3	3	2	4	4	4	4	4	3	4	2	4	3	4
Student 4	2	4	4	4	4	4	3	3	3	4	3	4	3	4

Classroom Management Series – September 2017

Student 5	2 3	3 4	3 4	2 4	3 4	3 4	3 4	
Student 6	1 2	1 1	1 3	1 3	1 2	1 3	3 3	
Student 7	2 4	3 3	2 3	3 4	3 4	3 4	3 4	
Student 8	3 4	1 4	3 4	3 4	2 4	4 4	4 4	
<p>Key: B= Baseline survey, F= Final survey, 1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree</p>								
Mean	2.4 3.5	2.6 3.5	2.9 3.5	2.9 3.6	2.6 3.5	3 3.9	3.4 3.9	

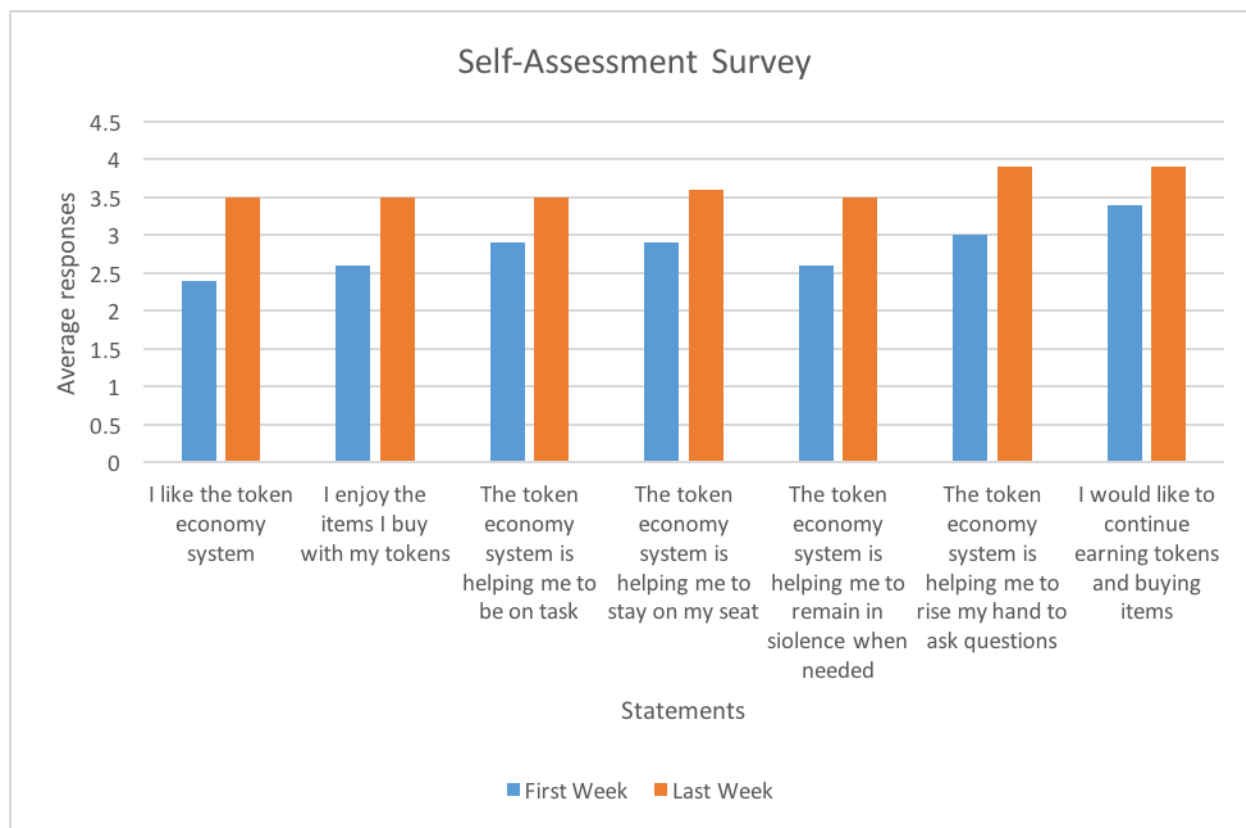


Figure 3. Self- Assessment Survey Graph

As indicated in Table 2 and Figure 3, the students’ average responses showed a positive attitude towards the token economy system. At the end of the first week of the intervention, the students were already displaying optimistic feelings toward the token economy system and at the end of the intervention, those attitudes were sustained and even increased. However, for some students the intervention was more successful than others and the reason for that could be the positive predisposition of being in school that some students exhibited. In the case of student 6, who at the beginning maintained an average of strongly disagree responses, his tendency of being negative about learning and being in the classroom could negatively have influenced the success of the intervention.

Limitations

One of the limitations of the study was the students’ absences in class during the intervention, either for being absent to school or for serving time in outdoor or indoor suspension. Ideally, the intervention should take place with the same students from day one to the end of the study; however, for reasons beyond the control of the research, attendance was not always the same. Another limitation is how implementing the action research interferes with class activities, for instance since the timer was set to go off every 15 minutes in order to award the tokens, on some occasions the teacher had to stop instruction, in addition, instruction was also interrupted when the teacher observed the target behaviors taking place and had to complete the behavioral observation checklist. Nevertheless, the results showed positive outcomes.

Implications

For teachers, using the right system to manage classroom behavior in order to reduce, or diminish misbehaviors, it is essential to ensure students' achievement. Having students comply with classroom procedures that encourage students to display positive actions such as being on task, raising their hands to speak, whispering when working in groups, ask for permission when needed, completing their work, etc., brings many benefits to a classroom atmosphere. Some of those benefits are increases in academic success, teachers' professional growth and job satisfaction, and consequently, a positive impact in the school climate.

Dissemination

The results of this intervention will be shared with school administrators, general education teachers, and special education personnel through a presentation during a staff meeting. This presentation will give an opportunity to support other teachers who are facing behavior challenges. In addition, this study will be presented in National Association of Special Education Teachers(NASET) and to the 62nd Annual Meeting of the Florida Educational Research Association (FERA). Furthermore, the results of this action research will be shared with the students of the Masters of Science in Special Education at Florida International University.

References

- Bradshaw, C. (2014) Positive behavioral interventions and supports. In Slavin, R.E. (Ed.), *Classroom Management & Assessment* (pp. 99-104). Thousand Oaks, CA: Corwin.
- Carnett, A., Raulston, T., Lang, R., Tostanoski, A., Lee, A., Sigafos, J. & Machalicek, W. (2014). Effects of a perseverative interest-based token economy on challenging and on-task behavior in a child with autism. *Journal of Behavioral Education* 23(3), 368-377. DOI 10.1007/s10864-014-9195-7.
- Clunies-Ross, H., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behavior. *Educational Psychology*, 28, 693–710.
- Davis, T. N., Dacus, S., Bankhead, J., Hauptert, M., Fuentes, L., & Zoch, T. (2014). Comparison of self-monitoring with and without reinforcement to improve on-task classroom behavior. *Journal of School Counseling*, 12(12), 2-23.

- Filcheck, H. A., Mcneil, C. B., Greco, L. A., & Bernard, R. S. (2004). Using whole class token economy and coaching of teacher skills in a preschool classroom to manage disruptive behavior. *Psychology in the Schools, 41*(3), 351-361. DOI: 10.1002/pits.10168.
- Flower, A., McKenna, J., Muething, C. S., Pedrotty Bryant, D., & Bryant, B. R. (2014). Effects of good behavior game on class wide off-task behavior in a high school basic algebra resource classroom. *Behavior Modification, 38*(1) 45–68.
- DOI: 10.1177/0145445513507574.
- Klimas, A. & McLaughlin T.F. (2007). The effects of a token economy system to improve social and academic behavior with a rural primary aged child with disabilities. *International Journal of Special Education, 22*(3), 72-77.
- Nelson K. (2010). Exploration of classroom participation in the presence of a token economy. *Journal of Instructional Psychology, 37* (1), 49-56.
- Shogren, K.A., Lang, R., Machalicek, W., Rispoli, M. J., & O'Reilly, M. (2010). Self-versus teacher management of behavior for elementary school students with Asperger syndrome: Impact on classroom behavior. *Journal of Positive Behavior Interventions 20*(10), 1–10. DOI: 10.1177/1098300710384508.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. (2008). Evidence-based practices in classroom management: Consideration for research to practice. *Education and Treatment of Children, 31*(3), 351-380
- Stevens, C., Sidener, T. M., Reeve, S.A., & Sidener, D. W. (2011). Effects of behavior-specific and general praise, on acquisition of tacts in children with pervasive developmental disorders. *Research in autism spectrum disorders, 5*(1), 666-669.
- Tarbox, R., Ghezzi, P., & Wilson, G. (2006). The effects of token reinforcement on attending in a young child with autism. *Behavioral Interventions 21*(3), 155–164. DOI: 10.1002/bin.213.
- Tiano, J. D., Fortson, B. L., McNeil, C. B., & Humphreys, L. A. (2005). Managing classroom behavior of head start children using response cost and token economy procedures. *Journal of Early and Intensive Behavior Intervention, 2*(1), 28-39.

Appendix A

January 15th, 2017

Dear Dr. Jones-Carey,

I am writing to request permission to conduct action research at Coconut Palm K-8 Academy. I am currently enrolled in a Master program at Florida International University and, as part of my research class, I am required to conduct an action research in the classroom.

The action research I planned consists of the token economy system to improve disruptive behaviors in the classroom. I will conduct this activity in two of my E.S.E. classes with a total of eleven students who will greatly benefit from this research by managing their behaviors and, in consequence, improving the teaching-learning process.

During the action research, I will observe and keep track of different disruptive behaviors and will reinforce positive behaviors such as being on task, waiting to talk, and staying in their seats. At the time to write my final report I will protect the students' identity and privacy. I included a copy of my action research proposal and upon completion of the study, I will provide you with a copy of my final report.

If you agree, please sign below. Thank you in advance for your cooperation. I am very excited about the potential of this project to improve students' behaviors and learning.

Sincerely,

Ms. Samburgo

Approved by:

Carmen Jones-Carey

Print your name and title here



Signature

1/25/17

Date

Appendix B

BEHAVIOR OBSERVATION CHECKLIST MIDDLE SCHOOL

STUDENTS	OUT OF SEAT	OFF TASK	TALKING

Appendix C

INDIVIDUAL SELF-ASSESSMENT SURVEY MIDDLE SCHOOL

Read each statement below and bubble the answer choice that best describes your feelings.

	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	I like the token economy system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I enjoy the items I can buy with my tokens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The token economy system is helping me to be on task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The token economy system is helping me to stay on my seat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The token economy system is helping me to remain in silence while working on the assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The token economy system is helping me to raise my hand if I have a question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I would like to continue earning tokens and buying items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D

INDIVIDUAL SELF-MONITORING CHECKLIST MIDDLE SCHOOL

Check how well you think you did this week

	STATEMENT	YES	NO
1	I remained on my seat the whole class.	<input type="checkbox"/>	<input type="checkbox"/>
2	I ask for permission to get out of my seat when needed.	<input type="checkbox"/>	<input type="checkbox"/>
3	I remained quiet while the teacher was talking.	<input type="checkbox"/>	<input type="checkbox"/>
4	I remained quiet while working on assignments.	<input type="checkbox"/>	<input type="checkbox"/>
5	I whispered while working in group.	<input type="checkbox"/>	<input type="checkbox"/>
6	I raised my hand to ask a question.	<input type="checkbox"/>	<input type="checkbox"/>
7	I remained on task the whole class.	<input type="checkbox"/>	<input type="checkbox"/>
8	I completed all my work.	<input type="checkbox"/>	

