

KAIDYN'S TOKEN ECONOMY

Identify Behaviors and Rules:

1. Uses inappropriate language when paired to work with someone 9/10 times.
2. Distracts other students with loud conversations when teacher is assigning groups to work in.
3. Asking to use the restroom periodically while working in a group.
4. Creates arguments at recess for not sharing toys or not using nice words towards others.
5. Does not vocalize his feelings when working with others and explodes when he doesn't agree with their ideas.

Reward/Replacement Behaviors

1. Offers to help a peer/friend in the hallway, lunch, at recess, or in class. (Limited to earning 3 bingo chips a week but should still continue the behavior). **1 Bingo Chip**
2. Shares a toy with a friend or participates in a game at recess or in the classroom. **1 Bingo Chip**
3. Stays focused on a task during groupwork for 10 minutes or more. **1 Bingo Chip**
4. Remains seated and attentive while the teacher is assigning groups or teaching in certain circumstances. **1 Bingo Chip**
5. The student will rate how he is feeling on the 5 point scale designed for him when he is feeling overwhelmed at any time in the school day. **3 Bingo Chips**
6. The student volunteers to work with others without being asked. **2 Bingo Chips**
7. Notifies the teacher whenever he knows he needs a break and the situation is urgent. **3 Bingo Chips**

This data was collected before reinforcement.

Date:				Time			
	9:00	9:05	9:10	9:15	9:20	9:25	Total
9/11/2019	2		5	1	3		4
9/12/2019	2		3	1			3
9/13/2019			5 1				2
9/14/2019	2	1			3		3

Almost everyday Kayden is creating issues while the teacher is assigning groups. He senses the change in instruction and knows what the teacher is about to do and automatically wants to create a distraction, so he does not have to deal with socializing with his peers later.

Date:				Time			
	1:00	1:05	1:10	1:15	1:20	1:25	Total
9/11/19			4				1
9/12/19					4		1
9/13/19			4				1
9/14/19			4				1

We see that Kayden starts arguments at recess closer to the beginning of the period. This might mean he struggles with transitions while also dealing with peer interactions. Recess is also less structured which might be difficult for him.

How will I fade out the token economy:






I will decrease the number of tokens for the higher rewards and take away some of the smaller token rewards. I will take away the smaller bingo board tasks and leave the bigger ones. Slowly the student will only have an option of bigger goals to reach and this will allow the student to focus a lot more on the behaviors than the rewards. Eventually the token economy will be faded out.






How will I educate staff on the token economy:

I will already be meeting with regular education teachers involved with the student on a weekly basis. During this meeting, I will introduce token economy

and how it works. The first week may be challenging to reinforce the token economy which is why the regular education teachers who work with the child and I will communicate two times weekly to check on progress. Each teacher will have token economy chips to have ready and the student can eventually become responsible for taking the tokens back to the special education teacher after their regular education class.










BINGO CARDS

B	I	N	G	O
				

B	I	N	G	O
				
				
				
				
				










A horizontal or vertical straight line will allow you to trade in your chips for:

Small eraser or pencil from the bucket

B	I	N	G	O
				
				
				
				
				


























A cross on the bingo board will allow you to trade in your chips for:

Snack from the snack container

B	I	N	G	O
				
				
				
				
				

A cross on the bingo board will allow you to trade in your chips for:

Read a comic book of choice for ten minutes

B	I	N	G	O
				
				
				
				
				

A full bingo board will allow you to chose one of these options:

-Reading a comic book of your choice or one that you have written aloud to the class during reading period

-15 minutes in the sensory room

4 full bingo boards will allow you to chose:

An Ice Cream Sundae party with the whole class!