**Name of Intervention:**

Token Economy

**Description:**

A method by which students earn tokens or points for behavior, they can exchange for a tangible item, the opportunity to interact with others, or a special activity. ([www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu))

**Purpose:**

It is intended to reduce behaviors including (but not limited to) the ones that follow: off-task behavior, inappropriate vocalizations, out-of-area movement (being out of seat while engaging in disruptive behavior), noncompliance, and failure to complete class assignments.

**Grade Level:**

Elementary/Middle/High

**Level of Implementation:**

Individual/small group/whole group

**Procedure:**

1. Select the behaviors to be rewarded.
2. State the desired behaviors in specific and observable terms.
3. Measure the behaviors (e.g., percentage correct, number of minutes engaged in proper behavior, number of times student displays appropriate behavior).
4. Decide where to monitor the behaviors (e.g., only in the classroom or also in the lunchroom and on the bus).
5. Select the initial reinforcer.  Use a reinforcer that is easy to administer and convenient to store.
6. Select your back-up reinforcers.  Involve your students in the selection to insure that the reinforcers will be perceived as being valuable.
7. Place a price (in tokens) on your back-up reinforcers.  Record the actual price of any purchased items.
8. Place a value on the tokens.
9. Develop a wall chart that lists the number of tokens to be given for each desired behavior, and decide whether inappropriate behavior will result only in a withholding of tokens or whether you will place a fine ("response cost") and take away tokens for that misconduct.
10. Develop storage containers/procedures for yourself and the students and devise a method for displaying the back-up reinforcers.
11. Start your program. Have the materials ready to show to students as you explain the program in language that they can understand.  Post the wall charts or desk cards and review them periodically.
12. Periodically modify your system to wean your students from the token economy (see the page on www.BehaviorAdvisor titled "Weaning kids from rewards").

<http://www.behavioradvisor.com/Tokens.html>

**Research or Evidenced Based Procedures:**

Ayllon, T. (1999). *How to use token economy and point systems (2nd ed.).* Austin, TX: PROED.

Ayllon, T., & Azrin, N. (1968). The token economy: A motivational system for therapy and

rehabilitation. New York: Appleton-Century-Crofts.

Ayllon, T., & Milan, M. A. (2002). Token economy: Guidelines for operation. In M. Hersen &

W. H. Sledge (Eds.), *Encyclopedia of psychotherapy* (pp. 829-833). San Diego, CA:

Academic Press.

Carr, J. E., Fraizer, T. J., & Roland, J. P. (2005). Token economy. In A. M. Gross & R. S. Drabman

(Eds.), Encyclopedia of behavior modification and cognitive behavior therapy - Volume 2:

Child clinical applications (pp. 1075-1079). Thousand Oaks, CA: Sage.

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied behavior analysis*. Columbus,

OH: Merrill.

Kazdin, A. E. (1982). The token economy: A decade later. *Journal of Applied Behavior*

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Kazdin, A. E., & Bootzin, R. R. (1972). The token economy: An evaluative review. *Journal of Applied Behavior Analysis, 5,* 343-372.

Thibideau, S. F. (1998). *How to use response cost* (2nd ed.). Austin, TX: PRO-ED.

Jenson, W. R., Sloane, H., & Young, R. (1988). Token economies. *Applied behavior analysis in education: A structured teaching approach*. New York: Prentice Hall.

Sulzer-Azaroff, B., & Mayer, G. R. (1996). *Applying behavior-analysis procedures with children and youth*. New York: Holt, Rinehart, and Winston.

Alberto, P.A., & Troutman, A. C. (1986). *Applied behavior analysis procedures for teachers:*

*Influencing student performance* (4th ed.). Columbus, OH: Charles E. Merrill Publishing.

Walker, H. M., & Buckley, N. (1974). *Token reinforcement techniques*. Eugene, OR: E-B Press.

**Progress Monitoring Tool(s):**

<http://kc.vanderbilt.edu/kennedy_files/Token%20Economy%20Tips%20and%20Resources.pdf>

**Resource and Additional Support:**

<http://ebi.missouri.edu/wp-content/uploads/2013/04/The-Response-Cost-Raffle.pdf>

<http://www.youtube.com/watch?v=kfygN6zKGYI>

<http://www.abaresources.com/free2.html>

[www.educateautism.com/token‐economy.html](http://www.educateautism.com/token%E2%80%90economy.html)

[www.kcbehavioranalysts.com/aba‐toolbox/token‐economy](http://www.kcbehavioranalysts.com/aba%E2%80%90toolbox/token%E2%80%90economy)

[www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)

**Printable Behavior Charts:**

<http://freeprintablebehaviorcharts.com/>

[www.stickersandcharts.com/](http://www.stickersandcharts.com/)

[www.chartjungle.com/behavior.html](http://www.chartjungle.com/behavior.html)

[www.handipoints.com/printable‐chart/behavior‐chart.html](http://www.handipoints.com/printable%E2%80%90chart/behavior%E2%80%90chart.html)

**Chore Charts:**

<http://tykoon.com/>

[www.myjobchart.com/](http://www.myjobchart.com/)

[www.chorecharts.com](http://www.chorecharts.com)

**Reinforcement Survey**

[www.jimwrightonline.com/php/jackpot/jackpot.php](http://www.jimwrightonline.com/php/jackpot/jackpot.php)

**Apps**

Working4 (iPad, iPod touch, iPhone, and Android)

ChorePad HD (iPad, iPod touch, and iPhone)

 iReward (iPhone, iPod touch)