Implementation of a Token Economy

in a General Education Classroom

to Decrease Inappropriate Behaviors

_____

A Special Project

Presented to

Dr. Gordon Martinen

Heritage University

_____

In Partial Fulfillment

Of the Requirement of the Degree of

Masters of Education

_____

Allison Fahlenkamp

Summer 2008

FACULTY APPROVAL

Implementation of a Token Economy

in a General Education Classroom

to Decrease Inappropriate Behaviors

Approved for the Faculty

_____, Faculty Advisor

ABSTRACT

The purpose of the study was to see if implementing a token economy would reduce the number of inappropriate behaviors in a first grade classroom.

The following steps occurred: Permission was received from principal. A letter was sent home informing the students' parents. Students were given a survey. Students were selected. Behavior was charted for the pre-assessment time. Token economy was explained and implemented. Behavior was charted. Rewards were given. Data was collected and analyzed.

The results of the token economy were that there was a slight decrease in inappropriate behavior in the first few months of implementation. After that, the behavior increased once again. At first, the token economy worked great, but then the effects slowed down.

PERMISSION TO STORE

I, Allison Fahlenkamp, do hereby irrevocably consent and authorize Heritage

College Library to file the attached Special Project entitled, <u>Implementation of a</u>

<u>Token Economy in a General Education Classroom to Decrease Inappropriate</u>

<u>Behaviors,</u> and make such paper available for the use, circulation, and/or

reproduction by the Library. The paper may be used at Heritage College Library

and all site locations.

I state at this time the contents of this paper are my work and completely

original unless properly attributed and/or used with permission.

I understand that after three years the paper will be retired from the

Heritage College Library. If I choose, it is my responsibility to retrieve the paper

at that time. If the paper is not retrieved, Heritage College may dispose of it.

_____, Author

_____, Date

TABLE OF CONTENTS

CHAPTER 1

Introduction

Background for the Project

Students in school settings were receiving many consequences for

inappropriate behavior. Schools needed to hold students accountable, but also

should have a reward system in place to encourage appropriate behavior.

A lot of emphasis went gone into a discipline system and sometimes

rewards were over looked. Many students knew what the consequences were and

still chose to make poor decisions because the consequences didn't negatively

impact them enough to change their behavior. Schools needed to use the idea of

rewards more readily to decrease poor decision making in the school. Students

knew what happened when they were caught acting with inappropriate behaviors,

but did not know the reward of caught being good. Therefore, students were

receiving referrals for these choices.

Token economies have been used in classroom setting as a reward system.

Students knew what was expected of them, the standards, consequences, and

rewards. The token economy system was based more around good behavior than

of improper behavior.

Students were receiving referrals for inappropriate behavior. As part of the

School Improvement Plan (SIP), the staff acknowledged that behavior was not

being dealt within the school setting. Most staff noted that behavior problems

were not being dealt with efficiently and/or effectively. One of the goals was then written to meet this need. A behavior matrix was made so that teachers could refer to this when instances arose.

<u>Statement of the Problem</u>

Research has shown that parents and educators were greatly concerned with the high number of referrals occurring at the elementary school level. Within the first grade level at Chief Kamiakin Elementary (CK), students were being referred for inappropriate behavior but were not receiving rewards for non-referral behavior. Some parents and educators grew concerned with the lack of rewards being implemented in elementary schools as shown by research.

Students were receiving referrals for inappropriate behavior. As part of the SIP, the staff had acknowledged that behavior was not being dealt within the school setting. Most staff noted that behavior problems were not being dealt with efficiently and/or effectively. One of the goals was then written to meet this need. A behavior matrix was made so that teachers could refer to this when instances arose.

Consequences were that students were more disruptive during the school day because there was not a school wide behavior plan in place. Teachers were also sending students to the office without proper documentation so the office sometimes became overwhelmed with students and not many places to put them.

Behavior problems increased in theory due to a lack of consistency and awareness that there was not a discipline plan in place across the board.

Purpose of the Study

The purpose of the study was to see if implementing a token economy would reduce the number of referrals and behavior card changes in a first grade classroom. The intention was to reward students for good behavior and not just take away privileges for inappropriate behavior. Students have shown a decrease in the inappropriate behavior due to the token economy. On the contrary, the plan showed an increase in appropriate behavior. Students felt that it was easier to receive rewards than it was to receive consequences for poor decisions.

Delimitations

This project included 24 first graders at CK in a general education classroom over the 2007-2008 school year. The school year began in August 2007 and was finished in June 2008. Chief Kamiakin Elementary was located in Sunnyside, Washington. The classroom contained one general education teacher, 24 students, and one paraprofessional that helped thirty minutes a day during a writing block. Chief Kamiakin Elementary used Investigations Math, Open Court reading, and Science and Technology Kit for Children (STC). The school wide behavior theme was "Be Safe, Be Respectful, and Be Responsible." A common referral sheet was used across the school. A behavior matrix was used to enforce consequences.

There were a total of six first grade classrooms. The school contained thirty classrooms all-together. Approximately 850 students attended CK, about 150 were first graders. The age ranges of students in the researcher's class were six to seven years old. The class was made up of 12 boys and 12 girls. All students except one were from Hispanic origin. Two students had Individualized Education Plans (IEP's) for reading, writing, and math. These same students received speech along with one other student from the class. Ten of the students were English Language Learners (ELL). The students in this project were taught by one teacher.

Sixteen of the students were at benchmark in the spring on their kindergarten DIBELS. Eighteen known parents speak English. Many of the students came from low-income families. One of the students in the class was from White origin, the rest were from Hispanic origin. Three boys were retained in kindergarten. One student received counseling for behavior. The class had a well balanced arrangement of high, medium, and low students. All of the students eat hot lunch, thanks to free and reduced lunch programs.

The elementary school used Open Court, Corrective Reading, and Reading Mastery curriculums. The STC kits were used from Kindergarten through fifth grade as the science curriculum. As a district, the decision was made to adopt Math Investigations as the new math curriculum. This year, a school wide

intervention block was put into place to provide extra reading support in order to increase reading proficiency.

As of 2006, CK had 883 students, Kindergarten through fifth grade. Forty-two certified teachers were employed at CK. The gender split was 53.9% Male, 46.1% Female. CK had a high majority of Hispanic students at 86.0%. The next largest group of students was the White students at 13.0%. The school provided 91% of the students with free or reduced lunch. Thirty-one point eight percent of the pupils at CK were migrant and 17.1% were transitional bilingual. The special education population was at 11.9%. (www.sunnyside.wednet.edu).

The assessments used were: Washington Assessment of Student Learning (WASL), Mathematical Academic Progress (MAP), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), and Washington Language Proficiency Test (WLPT). The MAP scores drove the classroom by adapting lessons to meet the areas of the students. That goes for DIBELS also, which, drove the school to put in a school wide intervention time to meet the needs of our students.

The School Improvement Plan (SIP) consisted of the following three goals. Seventy-five percent of CK kindergarten students will have met or exceeded all grade level math standards as measured on the kindergarten fourth quarter report cards and 30% of students grades first through fifth will have met the average spring raw score (as measured on the 2008 spring MAP). Fifty-five percent of CK students will have met or exceeded benchmark as measured by

their grade level DIBELS of spring 2008. Sixty percent of CK students will have shown they almost always felt that discipline problems were handled fairly and quickly as measured by the 2007-2008 Educational Evaluation Survey (EES) survey.

Sunnyside was a fast growing community, especially over the past 10 years. The estimated population of the district was 18,000 people. The community had a diverse ethnic and cultural background. Sunnyside School district had approximately 5,570 students in 2003 which increased to 5,853 in 2006. As of 2006 eighty-six percent of the school district's population was Hispanic while 13% percent were Caucasian. American Indian/Alaskan native, Asian, and Black made up one percent together. Ninety-one percent of the district's students received free or reduced-price meals. Therefore, it was considered a poverty area. (www.sunnyside.wednet.edu).

The community was made up of many migrant and/or field workers. Sunnyside also had a high population of Spanish speaking parents. The district did a great job of translating district information that parents received.

Assumptions

The researcher assumed rewards and consequences were given in a consistent manner. Students had similar motivation to receive the rewards. The environment was consistent. All students were rewarded and disciplined under comparable circumstances.

Hypothesis

Students who received token reinforcement in first grade would have less inappropriate behaviors than students who did not receive token reinforcement. Implementation of a token economy resulted in a lower number of referrals.

Significance of the Project

The purpose of this project was to provide a factual base of information regarding the use of a token economy in an elementary school and the number of referrals. Society was concerned with the behavior problems occurring in the school setting and the lack of rewards in place.

Procedure

Over the course of the 2007-2008 school years, several steps occurred to make this project happen. First, permission was granted from the CK principal to do the research project. The students were selected to participate and the parents were informed also and given the option to opt their student out if they wanted to. Students were given a survey that questioned them about rewards and consequences. Behavior was charted for a pre-assessment time of two months. The token economy was explained to the students and then implemented over four months. An Excel spreadsheet was used to collect data. Each time a student moved their card, it was noted on the chart. (Appendix D) Rewards were explained and displayed. Token economy was implemented. Behavior was charted in this time period on the same format of Excel sheet as used in pre-

assessment time. Each time a student changed their card, it was noted on the

chart. Students also had a behavior calendar on their desk in which they received

a sticker for days they did not move their card and a five, ten, "A" for all, and/or

"R" for referral was noted. Rewards were given at the end of the month. The

rewards were voted on by the students. Data were collected and analyzed to see if

there was significant growth between pre and post token economy time period.

Definition of Terms

For the purpose of this study, the following words were defined:

extrinsic motivation. This motivation came from the environment

surrounding the subject. The subject was driven to succeed due to the motivation

coming from their exterior environment.

extrinsic rewards. These types of rewards came from the exterior.

Examples were material objects (candy, pencils, and prizes).

intrinsic motivation. Intrinsic motivation was a type that came from

within the person. They were driven by themselves to achieve a certain goal.

intrinsic rewards. The rewards that were given within the subject's self.

The feeling of happiness, accomplishment, and pride were examples of intrinsic

rewards.

matrix. A matrix was a chart that was set up with consequences and

rewards for all behaviors seen in the elementary setting. The matrix included

minimum and maximum rewards and/or consequences.

responsibility room. This was a room designed to remove students from the classroom, recess, lunch, specialists, and environment. In here, students reviewed their choices and learned to make better choices with the help of a paraprofessional.

token economy. A token economy was a system that involved rewarding students for good behavior which used a form of token to show acceptance and celebration of behavior. Students received stickers. Once they reached a certain quantity, they were rewarded.

Acronym

CK. Chief Kamiakin Elementary

DIBELS. Dynamic Indicator of Basic Early Literacy Skills

EES. Educational Evaluation Survey

ELL. English Language Learners.

IEP. Individualized Education Plan

MAP. Mathematical Academic Progress

SIP. School Improvement Plan

SIT. School Improvement Team

STC. Science and Technology for Children

WASL. Washington Assessment of Student Learning

WLPT. Washington Language Proficiency Test

CHAPTER 2

Review of Selected Literature

Introduction

These topics were researched due to the fact that research has shown that

parents and educators were greatly concerned with the high number of referrals

occurring at the elementary school level. Within the first grade level at Chief

Kamiakin Elementary (CK), students were being referred for inappropriate

behavior but were not receiving rewards for non-referral behavior. Some parents

and educators grew concerned with the lack of rewards being implemented in

elementary schools as shown by research.

Students were receiving referrals for inappropriate behavior. As part of the

SIP, the staff had acknowledged that behavior was not being dealt within the

school setting. Most staff felt that behavior problems were not being dealt with

efficiently and/or effectively. One of the goals was then written to meet this need.

A behavior matrix was made so that teachers could refer to this when instances

arose.

Consequences were that students were more disruptive during the school

day because there is not a school wide behavior plan in place. Teachers were also

sending students to the office without proper documentation so the office

sometimes became overwhelmed with students and not many places to put them.

Behavior problems increased in theory due to a lack of consistency and awareness

that there was not a discipline plan in place across the board.

Token Economies

Token economies have been used as an effective strategy to reduce

inappropriate behavior, as shown by research. Students were awarded some type

of token (fake coin, ticket stub, sticker, etc.) for behavior that was acceptable in

the classroom. Token economies were put into place to increase the effectiveness

of a classroom environment by decreasing distracting behavior. Distracting

behavior included talking out while the teacher was talking, making inappropriate

noises, being off task and disruptive to classmates, and being out of their seat or

area that the student should have been in. Aside from safety, improving student

discipline was still rated as a high priority in educational programming (Elam,

Rose & Gallup, 1991, Rose & Gallup, 1999).

Token economies can be data driven. Teachers collected data on

disrupting behavior by the student(s) at hand. The data could have been collected

in several ways. The data could have been based off of time interval. The

researcher could have chosen a time interval (for example every five minutes),

and recorded behavior that was seen at that moment. The researcher could have

chosen to do recordings of every time the behavior occurred on some type of

recording sheet. The recording sheet could have contained items like time, date,

location, activity, surroundings, etc. This data became the baseline data for the

11

teacher to use in their research. The baseline data was imperative to collect, so the

researcher had data to compare their post data after the token economy was in

place. The intervention was then put into place by providing a materialistic

reward in the absence of the disruptive behavior. By letting the students chose or

vote on a few of their favorite things, the researcher was more able to motivate

the students to work towards the goal. As students collected the tokens, they

traded in a specified amount (set prior to the beginning of the program) for a

reward of their enjoyment. Research has found that rewards such as free time,

going to the library, leisure reading, playing academic games, computer time, and

exchanging tokens for excusing assignments, and lunch with respected adults in

the school setting were more rewarding than consumables (small prizes and/or

candy) or school related activities (free recess) (Higgins, Williams, McLaughlin,

2008). After the goal was met for the set amount of tokens, research found that

the first 10 minutes of the day was one of the most effective times to let the

student receive their rewards. In most school settings, the first 10 minutes was

devoted to attendance and other administrative tasks (Higgins, Williams,

McLaughlin, 2001). Therefore, the student was not missing out on any academic

tasks. The goal of the tokens was to provide a reinforcement that was socially

acceptable to the child along with the teacher.

Another point made with token economies was that students needed to be

taught the appropriate behavior desired prior to implementing the token economy

(Higgins, Williams, McLaughlin, 2008). Without this knowledge, students were not aware of the exact behavior to receive the tokens. A partner paired up with the students was also a topic that was examined in individual case studies. This gave consistent monitoring for the student, even when the teacher was not in close proximity. The student had a timer that let them know when to reinforce their partner. Partner and individual student rated the student receiving reinforcement. Self-evaluating provided the student with an opportunity to reflect on choices made to receive or not receive the token.

In most cases studied, token economies were found to be successful at decreasing inappropriate behaviors. Token economies were found to be successful at the individual and whole-class settings in many reports. Rewards worked well when they were consistent and immediate. As students' behaviors decreased, the rewards were changed to intermittent in most cases and behavior still subsided.

Intrinsic Rewards

Intrinsic rewards were rewards that come from within a person. Intrinsic motivation arose from an individual's personal interest in a topic or activity and was satisfied through pursuit of that topic or activity (Unrau, Schlackman, 2006). These rewards may have included praise, self-confidence, and higher self-esteem. Research has shown that when rewards came from within a person, it was more motivating and self-fulfilling than when it was providing from an external source. People who worked with children, elderly adults, or any people for that matter,

are rewarded intrinsically. Teachers were rewarded daily by seeing their students who felt safe and comfortable in their classrooms. Current research suggested that the factors that fostered intrinsic motivation may vary across cultures. For example, Deci and Ryan's (2000) self-determination theory holds that "intrinsic motivation will be facilitated by conditions that conduce toward psychological need satisfaction, whereas undermining of intrinsic motivation will result when conditions tend to thwart need satisfaction" (Walker, 2000.)

Intrinsic motivation was a key factor in being successful in many aspects of life. The emotions of interest and enjoyment were integrally related to intrinsic motivation (Walker, 2000). People needed to have motivation come from within them to have meaningful accomplishments. Different aspects may be personally rewarding to a person and not rewarding to another. Based off of this, teachers needed to find what was motivating for each individual student. If the teacher was presenting a reward that was intrinsically rewarding for the student, the student did not have the motivation to strive towards that reward. It was intrinsically rewarding for teachers to see students succeed in their classrooms. The feeling of accomplishment and success in the teacher's students was a source of an intrinsic motivation for the teacher to continue what they had been doing. Students were also intrinsically motivated to do well. This may have stemmed from praise received from parents, teachers, or peers. Phone calls home to relay that the student did well in class was intrinsically rewarding. The student wasn't receiving

14

a physical reward, but the feeling of honor they received from the phone call was sometimes all a student needed to keep them motivated. Because it was an extremely gratifying experience, associated activities tended to be preferentially selected and replicated over time. (Bassi, Steca, Fave, Caprara, 2007). When students felt this internal satisfaction of accomplishing the goal, they were feeling the intrinsic reward of accomplishing a goal. Intrinsic rewards were not materialistic.

Motivation research has addressed how classrooms are structured to promote intrinsic motivation and the methods for assessing student motivation. As such, classroom activities that supported intrinsic motivation were thought to enhance feelings of competence and control one's learning (Shroff, Vogel, Coombes, 2008). Research showed that when students felt like they were more in control of their learning and that their successes were a direct result of the studies they had done; it was more rewarding than a materialistic reward.

Extrinsic Rewards

Extrinsic rewards came from outside of a person. Extrinsic motivation referred to the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which referred to doing an activity for the inherent satisfaction of the activity itself (Walker, 2000). These types of rewards were materialistic objects that students received after completion of the specified goal. Examples may have been prizes, food, toys, and/or any

other physical reward. Typically, extrinsic rewards were presented to the person before the task needed to be accomplished. Thus, motivation was maximized when a person expects specific outcomes from an activity, these outcomes were highly valued, and activity was perceived as doable (Rovai, Ponton, Wighting, Jason, Baker, 2007). Athletes may have been rewarded with a scholarship if they were successful their senior year. Extrinsic motivation arose from participation in an activity, not for its own sake, but for rewards or the release from some external social demand. An extrinsically motivated middle school reader who faced a quiz on a chapter in an assigned reading and wanted to receive a high grade while avoiding a rebuke from a teacher or parent would read to perform well on the test (Unrau, Schlackman, 2006).

Students may be rewarded with tokens for appropriate behavior or grades in the school setting. Tokens needed to be chosen in a fashion that met the needs of the specific students that the teacher was working with. This ensured that the rewards were actually motivating for those students. Extrinsic rewards could have been used to increase a desired behavior or to decrease a non-desired behavior. Teachers have presented the idea of receiving a piece of candy to the student who did the best work. Contrary, teachers may have presented the idea that who ever was quieter (boys vs. girls for example) received a candy. In the first situation the behavior of great work was reinforced. In the second example, the behavior of being quiet was being reinforced. Two different behaviors both

16

rewarded extrinsically. To clarify the distinction between intrinsic and extrinsic motivations, Deci (1975) described salient aspects of rewards, namely that they can be controlling and/or informational. If a teacher gave a reward to a student and the controlling aspect of the reward was considered dominant, then intrinsic motivation decreased, since the learner perceived the teacher to be externally manipulating his or her performance. If, however, the learner perceived the reward as purely informative, the reward will affect their perception of their own competence. If the information implied ability, intrinsic motivation increases. If it implied a lack of ability, intrinsic motivation declined (Rovai, Ponton, Wighting, Jason, Baker 2007)

Positive Reinforcement

Positive reinforcement was a management technique that was widely used by professionals over the years. A positive consequence (i.e., praise, candy, stickers) was presented to the subject to increase the likelihood of that behavior to reoccur. Positive reinforcement could have been materialistic or verbal. In either case, the reinforcement typically occurred immediately after the desired behavior has occurred (Anderman, Leake, 2005). The reinforcement was specific so that the person knew exactly what was done right and occurred after each desired behavior was shown. Many viewed positive reinforcement or the delivery of positive consequences in response to desired behavior, essential to behavior change (Anderson, Munk, Young, Conley, Caldarella, 2008). Specificity

17

increased the chance of the exact behavior to reoccur in the future. When the learner received a reward for a very specific behavior, they were more likely to try and repeat that specific behavior and reap the benefits once again. Age appropriateness needed to also be considered. Reinforcement for an elementary student did not work well for a middle school aged student. Desirability was another factor to consider. If the reward being presented was not desirable to the learner, then the reinforcement for that behavior was not positive motivation for that particular student.

As a person was learning a new skill or behavior it should be reinforced frequently and intensely. As the skill or behavior became more rote, the reinforcement was decreased slowly to an intermittent reinforcement. Reinforcements needed to be changed ever so often to keep the person at hand motivated. If the student really enjoyed sports, the first three weeks may be reinforced with baseball cards, the next with football, and the next with hockey. Rewards needed to appeal to the person at all times while trying to increase the desired behavior.

There were many times during a school day that a student should have received positive reinforcement. Some examples were: verbal praise when they have performed well on something, roles given when students have repeatedly proven their willingness and ability to perform well on less desirable assignments or jobs in the classroom, more involvement in decisions when prior participation

18

showed that the student was repeatedly make a meaningful contribution to the classroom, and more authority and responsibility when the students had repeatedly demonstrated their ability by wisely and effectively using the authority they had previously been given. (Knippen, Green, 1997).

<u>Negative Reinforcement</u>

Negative reinforcement was a psychological reinforcement that removed the occurrence of adverse stimuli when the desired behavior was observed. In negative reinforcement a particular behavior was strengthened by the consequence of stopping or avoiding a negative condition. (B.F. Skinner). Negative reinforcement was also used to decrease inappropriate behaviors and increase appropriate behaviors. Negative reinforcement was an increase in the future frequency of a behavior when the consequence was the removal of an aversive stimulus. Turning off (or removing) an annoying song when a child asked their parent was an example of negative reinforcement (if this results in an increase in asking behavior of the child in the future) (Wikipedia.com). Negative reinforcement was used to keep the desired behavior consistent. If the student had started to forget their homework, then the adverse stimuli of missing recess or a phone call home would have been put into place. The student would have then begun to bring back the homework (desired behavior) to avoid the loss of recess (adverse stimuli). The implementation of the adverse stimuli was used to increase the frequency of bring back the homework. Reinforcement was used to strengthen

a behavior. Students' chose to do the desired behavior to avoid the adverse stimuli instead.

It worked for and against teachers in the classroom setting. Students figured out that if they misbehave (behavior), they were sent out of the class they do not care for (removed from adverse stimuli). By sending the student out of the class, the teacher was reinforcing the negative behavior. On the other hand, students completing their in class work (behavior) to avoid lunch detention (adverse stimuli) was also an example negative reinforcement. The student was completing the work they may struggle with to avoid the adverse stimuli of lunch detention. (Anderman, Leake, 2005).

Punishment

In punishment a particular behavior was weakened by the consequence of experiencing a negative condition (B.F. Skinner). B.F. Skinner discussed two types of punishment. The two types of punishment in operant conditioning were positive punishment and negative punishment. In positive punishment the experimenter punished a response by adding an aversive stimulus into the subject's surrounding (a brief electric shock, or loud noise, for example). In negative punishment a positive reinforcer was removed (as in the removal of a party, or recess). Punishment was not a mirror effect of reinforcement. In experiments with laboratory animals and studies with children, punishment decreased the likelihood of a previously reinforced response only temporarily.

Punishment was considered by some behavioral psychologists to be a primary process, a completely independent phenomenon of learning, distinct from reinforcement. Others saw it as a category of negative reinforcement, creating a situation in which any punishment-avoiding behavior (even standing still) was reinforced (wikipedia.com).

Punishment, as used in this research, described the impact of a loss of recess, phone call home, time spent in the Responsibility Room, or meeting with the principal. For most first grade students, losing their recess was enough to change their behavior. There was a few students, that the researcher had to find other items to remove, or objects to implement (like phone calls home daily), for a few specific students. Positive punishment that was used included the implementation of negative phone calls, meeting with the principal, and the disappointment of the teacher. The negative punishment that was used was the loss of recess, time spent in the Responsibility Room instead of at a class party, lost party time, and lost rewards. It was imperative to get to know the students and what affected them. A punishment for a student that didn't like recess anyway, wasn't decreasing their behavior. It may have actually been increasing the bad behavior as to miss recess on purpose and avoid those adverse stimuli.

After the implementation of the token economy, the loss of privilege was the loss of time during the celebration. For every time the student had moved their card, that time equivalent was taken out of their party. So, if the student had

moved their card only once in the time frame, they had lost only five minutes.

But, if they had changed it several times, they would have a lot larger amount of

time taken away from their celebration. Since the celebration only happened once

a month during this time frame, students usually did not want to miss out on a

majority of the celebration. The celebration included free time, food, drinks, and

possibly a movie. For all students, one of these items was appealing, so they all

strove to keep their time to the best of their abilities. One student in particular did

not care to participate, so the reward of the celebration did not work. The

punishment that he did not want was a referral to the Responsibility Room. In

exchange for the party, this student received free passes out of the Responsibility

Room instead. This punishment was removing the adverse stimuli of the

Responsibility Room for this student.

Punishments needed to be thoughtful. No severe emotional or physical

harms were ever placed on a student. Punishment changed a negative behavior

through acceptable modifications for that student.

Summary

The focus of this chapter was to address the available evidence to the

topics of token economies, intrinsic rewards, extrinsic rewards, positive

reinforcement, and negative reinforcement. Each of these subcategories provided

for a deeper understanding of the impact of token economies.

22

Token economies showed to be an effective way to decrease inappropriate behaviors in the classroom setting. Students enjoyed receiving some type of reward (if it a meaningful reward to them) for the absence of their behavior. Intrinsic rewards included praise and the building of self-confidence. These types of rewards were not materialistic and were easy to administer. Extrinsic rewards were materialistic rewards given to the individual at hand. The student may have completed all of their work with the intention of receiving the reward promised at the beginning of the task. (Higgins, Williams, McLaughlin, 2008).

Positive and negative reinforcement should occur immediately after the behavior to increase the likeliness that the behaviors will reoccur in the future. Positive reinforcement was adding a desired reward after the desired behavior has occurred. Negative reinforcement was the removal of adverse stimuli when the desired behavior was demonstrated by the subject. (B.F. Skinner, www.wikipedia.com).

Punishment was another factor that was played into behavior management. Students may have been punished for their choices. This punishment could remove items that students were fond of, like recess or a food token. Punishment could have also implemented an adverse stimulus, like a loud noise, work that was disliked, or negative phone calls home. Punishment occurred to reshape a behavior in the favor of what the teacher wanted to see in their classroom. Punishment was never physical, as corporal punishment is illegal.

CHAPTER 3

Methodology and Treatment of the Data

<u>Introduction</u>

Overtime, parents and educators have become concerned with the number

of inappropriate behaviors in elementary classrooms, according to research.

Within the first grade level at Chief Kamiakin Elementary (CK), there was a lack

of reinforcement for positive behavior. Inappropriate behaviors were being

identified by referrals and time-outs spent in the Responsibility Room. Some

parents and educators grew concerned with the lack of rewards being

implemented in elementary schools as shown by research.

Students were receiving referrals for inappropriate behavior. As part of the

SIP, the staff had acknowledged that behavior was not being dealt within the

school setting. The results of the survey showed that the staff did not feel the

inappropriate behaviors were being handled efficiently or effectively. One of the

goals was then written to meet this need. A behavior matrix was created so

teachers could refer to this when instances arose.

Without the school-wide behavior plan, students were becoming more

disruptive during the school day. When students were sent to the office, the

secretaries and administration had not received communication from the teachers

24

about the problem. There was no formal documentation for the administration to review upon receiving the student in trouble.

Methodology

Permission was given by principal and parents to incorporate the token economies. Students were given a survey to evaluate their perception of rewards and consequences in their classroom setting. Evaluation of the survey was followed with data entered and graphed. Baseline data of card changes for inappropriate behavior was taken. The token economy was explained to the students. Students were given a behavior calendar. Data were collected of card changes during the time of token economy. Students received stickers for each day they did not move their card. At the end of the month, students cashed in their calendars for party time. If they had any card changes, they lost that equivalent time from the party. At the end of each day, students received their code for the day.

Participants

Participants included 12 girls and 12 boys in a first grade class during the 2007-2008 school years. Two of the students had IEP's for reading, writing, math and one for social behavior. One of the students in the class was from Anglo origin, the rest from Hispanic origin. Three boys that were retained in kindergarten. Ten students were classified as ELL. One student received

25

counseling for behavior and two were referred. Twenty-two of the 24 students received free lunch.

<u>Instruments</u>

A survey was used to gather pre-assessment information on students' thoughts about rewards and consequences that were used in their classroom. Students picked one of three answers for each question. The answers were either "yes, sometimes, or no" and were represented through smiley faces. The first question asked if students liked to change their behavior card. This question was asked to see if any student liked changing their card and missing out on recess. By asking this question, the researcher was able to field out any students that wanted to miss recess. By doing this, the researcher could then find another activity to take away from students instead of recess. The fifth question went along with this theory also. The students were asked if they liked to stay in for recess. The question was asked to evaluate the effectiveness of taking away recess. If students enjoyed staying in for recess, then this did not confirm the researcher's idea that the removal of recess was a punishment to the students.

The second question asked if students liked to get rewards. This question was asked to evaluate whether or not students enjoyed materialistic rewards. When the survey was given, examples of rewards that was explained to students were ice cream, candy, free recess, free art time, etc. By doing this, the researcher

was able to confirm their idea that rewards was a positive way to reinforce students.

The third question asked was "is getting rewards hard?". This question was asked to evaluate how students perceived the process of rewards. The researched confirmed their idea that earning rewards in the classroom was a tedious task students had to work hard and received.

Question four stated that "kids in our class get rewarded all the time". This question was evaluated to see whether or not students felt they were being rewarded on a regular basis for good behavior. By asking this question, the researcher was able to see whether or not most students felt that rewards were already being implemented. If they felt they were, then new rewards had to be introduced. If they felt they were not, then rewards were to be put into place.

The survey was analyzed using a spreadsheet and graph. A behavior chart was used to record student behavior in the classroom. The chart was an Excel table in which card changes were recorded on. Small calendars were placed on students' desk for each month. The calendars received stickers for each day if they did not change their card for that day. Students received a "5" for one card change, "10" for the next card change, "A" for third card change, "R" for fourth card change and referral. School wide-referral data was also collected and reviewed.

<u>Design</u>

Survey research was used throughout the project. A survey was given at the beginning of the experiment to evaluate students' feelings on rewards and consequences that were already in place. New approaches were used to solve problems occurring in a first grade classroom. Experimental research was also used. From the beginning of the school year to the middle, a token economy was not used and behavior data was collected. Starting in March, a token economy was implemented and behavior data was collected.

<u>Procedure</u>

Over the course of the 2007-2008 school year, the following steps were followed and implemented:

1. Permission was received from CK Principal to do research project. (Appendix A)

2. A survey was developed and signed off by principal to give to students. (Appendix B)

3. Letter was sent home informing the students' parents of the research project. (Appendix C)

4. Students were given the survey and the results were analyzed. Notes were made on the answers and how to best use the answers to benefit the project.

5. Students were selected to participate in research project. Students were selected from the researcher's homeroom and were compared to the five other first grade classes present at the same school.

6. Behavior was charted for the pre-assessment time. An Excel spreadsheet was used to collect data. Each time a student moved their card, it was noted on the chart. (Appendix D)

7. Token economy was explained to students. Students were shown the behavior calendar and the tokens. Students were also shown the rewards.

8. Token economy was implemented. Behavior was charted in this time period on the same format of Excel sheet as used prior. Each time a student changed their card, it was noted on the chart. Students also had a behavior calendar on their desk in which they received a sticker for days they did not move their card and a five, ten, "A" for all, and/or "R" for referral was noted.

9. Rewards were given at appropriate times. The time fell at the end of the month. Students were able to cash in their behavior calendar for party time. The party theme was chosen by the students at the beginning of the month.

10. Data were collected and analyzed to see if there was significant growth between pre and post token economy time period.

11. Post Assessment was given to students after completion of token

economy. (Appendix E)

Treatment of Data

The data were analyzed comparing baseline behavior card changes to the

behavior card changes that happened during the implementation of the token

economy. Pre-intervention time was analyzed compared to post-intervention time.

(Figure 4)

Summary

This chapter was designed to review the methodology and treatment of

data related to the effect of implementation of a token economy in a first grade

elementary classroom. The researcher found at the first grade level, students

weren't fully aware of the behavior matrix in place and how to receive the

rewards that were stated. Students felt that it was somewhat hard to receive

rewards for appropriate behavior based off of the initial survey.

Behavior data was collected and analyzed over the course of one school

year. Students' behavior was charted on their own behavior calendar and on the

researcher's behavior chart. After implementation of the token economy a

positive change in behavior was found.

CHAPTER 4

Analysis of the Data

<u>Introduction</u>

Over time, research has shown that parents and educators were greatly concerned with the high number of referrals occurring at the elementary school level. At Chief Kamiakin (CK), students were not receiving a high number of positive rewards for appropriate behaviors. Instead, they were receiving punishment more often that positive reinforcement. Some parents and educators grew concerned with the lack of rewards being implemented in elementary schools as shown by research.

Students were receiving referrals for inappropriate behavior. A result found from a school wide survey had found that many of the staff felt that students' behavior was not being dealt with efficiently and/or effectively within the school setting. Based off of this data, the SIT team incorporated this concern and wrote a SIP goal to match the needs of the staff. A behavior matrix was made so that teachers could refer to this when instances arose.

Consequences were that students were more disruptive during the school day because there was not a school wide behavior plan in place. There was no consistent way to communicate with the administration the disruptions that were occurring in the classroom setting. Behavior problems increased in theory due to

a lack of consistency and awareness that there was not a discipline plan in place across the board.

Description of the Environment

The teacher who implemented the program was certified to teach elementary education and had a degree in Elementary Education along with a Washington State teaching endorsement in Elementary Education. The teacher was a second year teacher and in the second year of teaching first grade during the 2007-2008 school year. The classroom was a general education classroom in a school of approximately 850 students.

This project included 24 first graders at Chief Kamiakin (CK) in a general education classroom. The age ranges of these students were six to seven years old. The class had an even split of 12 boys and 12 girls. Ninety-nine percent of the students were from Hispanic origin. Two students had Individualized Education Plans (IEP's) for reading, writing, and math. These same students received speech along with one other student from the class. Forty-two percent of the students were English Language Learners (ELL). The students in this project were taught by one teacher.

Sixty-seven percent of the students were at benchmark in the spring on their kindergarten DIBELS. The majority of the parents spoke English. There was a high level of low-income families. Three boys were retained in kindergarten. At the end of the study, three students were receiving counseling for behavior

problems. The class was a heterogeneous class, with a wide variety of skill levels. Each student participated in the free and reduced lunch program. One student had asthma which was also life threatening. One student had an allergy that created a serious reaction, but not life threatening.

The reading curriculums that were in place included Open Court, Corrective Reading, and Reading Mastery curriculums. The same science curriculum was used across the school. Math Investigations was adopted during this school year. In response to the low reading scores, a school wide reading intervention time was put into place.

CK housed 883 students, Kindergarten through fifth grade as of 2006. There was a little over forty certified teacher's employed at CK. There was a slightly higher amount of boys than girls at CK. Chief Kamiakin had a high majority of Hispanic students at 86.0%. The next largest group of students was the White students at 13.0%. The school provided 91% of the students with free or reduced lunch. Thirty-one point eight percent of the pupils at CK were migrant and 17.1% were transitional bilingual. The special education population was at 11.9%. (www.sunnyside.wednet.edu).

Hypothesis

Students who received token reinforcement in first grade would have less inappropriate behaviors than students who do not. Implementation of a token economy resulted in a lower number of referrals.

33

Results of the Study

  A survey was implemented to pre-assess students opinions of rewards and consequences used in their classroom. Five questions were asked of the students. They could choose from a happy face, showing agreement; straight lined faced, showing partial agreement; and a sad face, showing disagreement. The questions that were on the students' survey were:

    I like to change my card.

    I like to get rewards.

    Getting rewards is hard.

    Kids in our class get rewarded all the time.

    I like to stay in for recess. (Appendix B)

  Students picked which faced showed how they felt about each question. The survey stated that the average student did not like to change their card. The card change consisted of owing recess, getting a call home, or being referred to the Responsibility Room. Another finding of the survey was that most of the students enjoyed receiving rewards. The third finding was that most first grade students did not feel that getting rewards was a hard task. The next result was that most students, on average, felt that students got rewarded all the time in the classroom. Lastly, the survey found that most students did not care to stay inside for recess. (Figure 1).

Figure 2 showed an interesting result. After analyzing the data, the researcher found that students did not like to change their card, but didn't mind missing recess as much as changing their card. This was interesting because the direct consequence of changing the students' card was the loss of recess. The researcher inferred that students disliked the notion of changing their card in front of the class more than the actual punishment of missing recess.

Another result found by the survey was that students felt that getting rewards was not a hard thing to accomplish. The students also felt that kids got rewarded most of the time in class. The researcher found this important and used it to guide their token economy. The researcher knew she had to make it more difficult to get the reward and make the reward larger, as to balance out the two factors. (Figure 3).

The results of the token economy were that there was a slight decrease in inappropriate behavior in the first few months of implementation. After that, the behavior increased once again. This may be attributed to the fact that the school year was almost over, and students were getting excited for summer. At first, the token economy worked great, but then the effects slowed down. (Figure 4).

Figure 1 showed the answers the students had given on the survey questions above. A score of one meant that they answered yes. A score of two was an answer of sometimes. A score of three was no. Question 1 asked students if they liked to change their card. Question 2 asked if students liked to get rewards. Question 3 asked students if they thought getting rewards was hard. Question 4 asked students if they thought kids in our class got rewarded all of the time. Question 5 asked students if they liked to stay in for recess. The findings were that most students did not care for consequences of inappropriate behavior. Most students also felt that rewards were being implemented in their particular classroom.
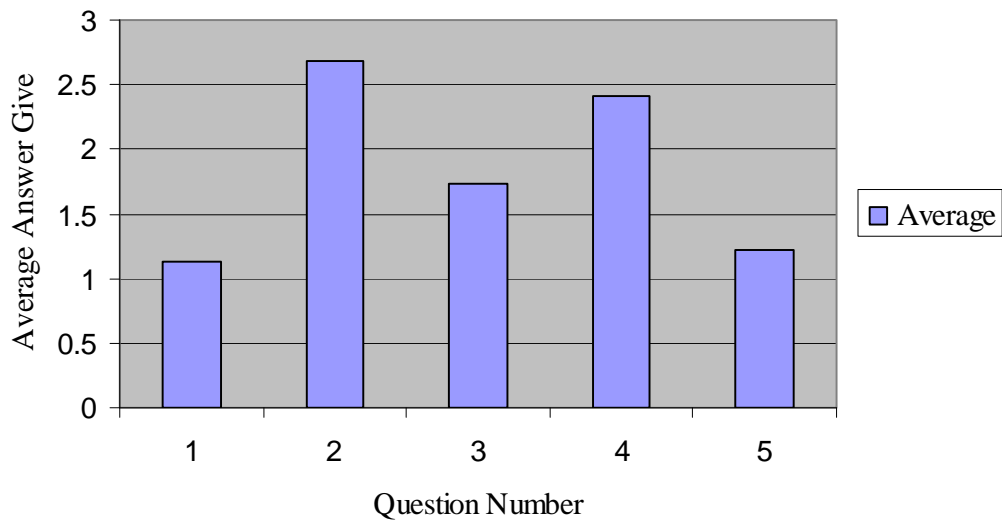

Figure 1. The average results of the student survey.

Figure 2 discussed Question 1 and Question 5 on the student survey. Question 1 asked if students liked to change their card. The average was very close to a score of one, which meant they did not like to change their card. Question 5 asked students if they liked to stay in for recess. The average answer was close to one also, stating that they did not like to stay in for recess. Surprisingly, this average was higher than the first question. More students liked to stay in for recess than change their card. This was interesting because the consequence of changing their card was losing recess. It was inferred that students disliked the action of changing their card in front of the class more than the actual punishment of staying in for recess. The researcher used the information and made staying in for recess a lot less fun than what it had been at the beginning of the year by making it a silent time with heads down and close proximity by the teacher. These elements were not in place the first time.
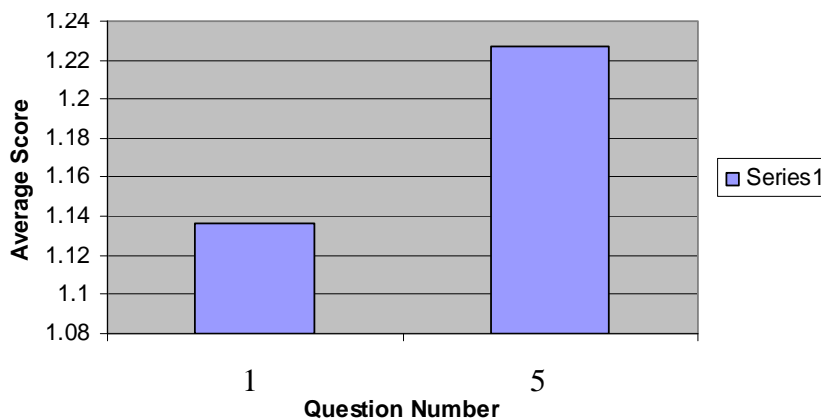

Figure 2. The average answers to questions 1 and 5 on the student survey.

37

Figure 3 showed the results of how students felt about rewards. The majority of the students felt that rewards were an object they desired, demonstrated by Question 2. On the contrary, not many students felt that getting rewards was a hard task to accomplish, as demonstrated by Question 3. Finally, students felt that there was already a significant amount of rewards that were being given out, as demonstrated by Question 4. This data showed the researcher that students felt they were already being rewarded frequently and it wasn't hard to receive the rewards. This information gave the researcher the idea that a longer time span and larger reward needed to be put into place, thus the token economy.
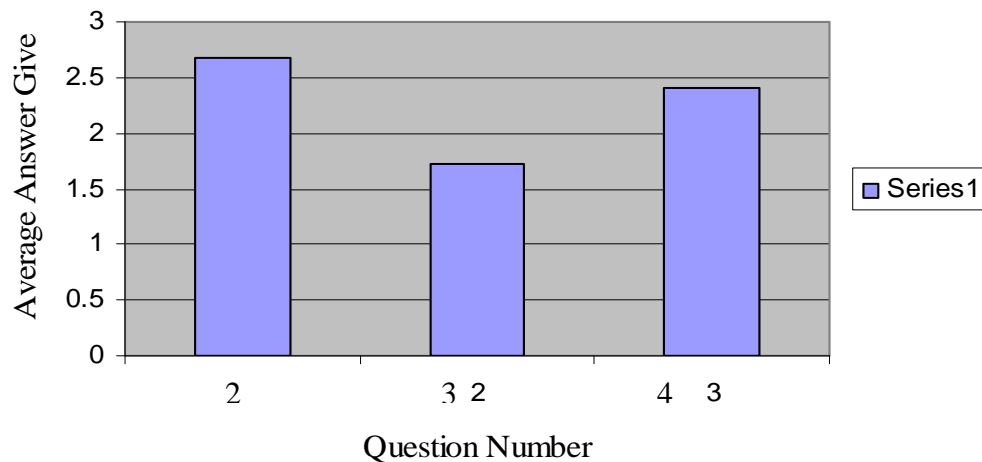

Figure 3. The average results of Questions 2, 3, and 4 from the student survey.

Findings

The findings of the survey were that most students did not care for consequences of inappropriate behavior. The survey findings also stated that most students on average felt rewards were being implemented in their particular classroom. The survey stated that the average student did not like to change their card, most of the students enjoyed receiving rewards, most first grade students did not feel that getting rewards was a hard task, most students, on average, felt that students got rewarded all the time in the classroom, and most students did not care to stay inside for recess. (Figure 1).

Figure 2 showed an interesting result. After analyzing the data, the researcher found that students did not like to change their card, but didn't mind missing recess as much as changing their card. This was interesting because the direct consequence of changing the students' card was the loss of recess. The researcher inferred that students disliked the notion of changing their card in front of the class more than the actual punishment of missing recess. (Figure 2).

Upon completion of the implementation of the token economy, the researcher had found that there was a decrease in behavior when the tokens were implemented. The researcher found that before the token economy was implemented the students in the class had an average of 2.33 card changes per day. After the researcher had implemented the token economy in the class the average number of card changes dropped to 1.75 per day. (Figure 5). The study

was done from December to May in the 2008 school year. There was a slight decrease in inappropriate behavior in the first couple of months. Once spring arrived and students started to get excited about school being released, there was a rise again in behavior, slightly. (Figure 4). It was found that when students got to pick their own rewards, they seemed to work harder to keep as many of their celebration minutes as possible. A trend was seen in that when a substitute teacher came into the classroom, there were more card changes than when the regular classroom teacher was in the room. Overall, the implementation of the token economy was a success in this instance.

Figure 4 showed the number of card changes that occurred during the months of

implementation of the token economy. December and January were the baseline

months. There were forty and then thirty-seven card changes during these months

respectively. In February, the token economy was implemented. This included the

behavior calendars and large reward party at the end of the month. As the figure

shows, the number of card changes for inappropriate behaviors decreased down to

thirty-one in February and then jumped down again in March to twenty-five. This

data showed that the implementation of the token economy was an effective way

to decrease inappropriate behaviors in this classroom. In April and May, the

number of card changes went back up. This could be attributed to the school year

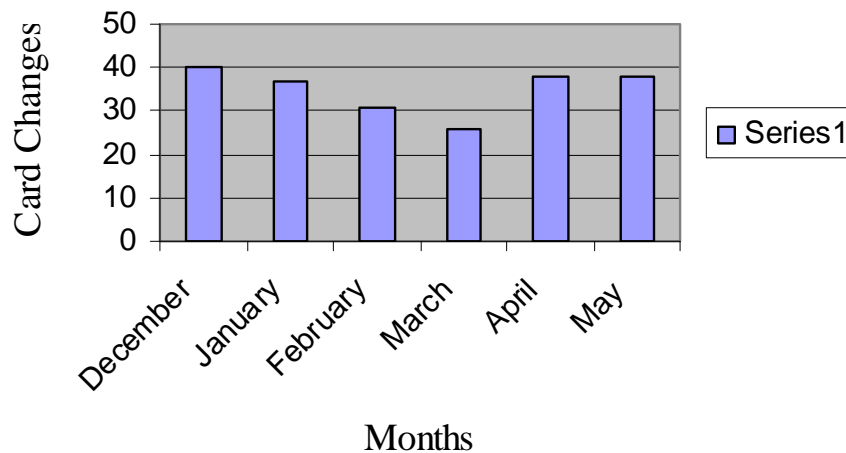winding down and students becoming anxious for summer.

Figure 4. The number of card changes in each month.

Figure 5 showed the average number of card changes in per month in respect to how many school days were in that month. December had 15 days and 40 card changes to produce an average of 2.7 card changes a day. January had 22 days and 37 card changes for an average of 2.1 card changes a day. February had 19 days and 31 card changes for an average of 1.6 card changes a day. March had 18 days and 26 card changes for an average of 1.4 card changes a day. April had 18 days and 38 card changes for an average of 2.1 card changes a day. May had 21 days and 38 card changes for an average of 1.7 card changes a day. As was seen, there was a slight increase in the average amount of card changes per day in April, but the number dropped back down in May. April could have a higher number due to less days, return from spring break, and re-establishing routines after a vacation time.
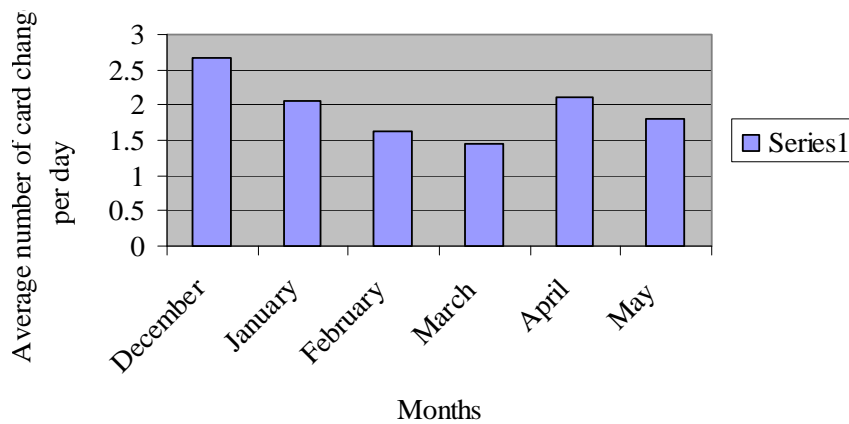

Figure 5. The average number of card changes per number of school days in the month.

Discussion

 This study found that the implementation of token economies did work, but not as drastically as the researcher had hoped for. Higgins, Williams, and McLaughlin (2001) found a decrease in their mean of inappropriate behaviors without any increases over time. Their study used continuous reinforcement which was then changed to intermittent reinforcement. The researcher used continuous reinforcement, and saw a slight increase in April. The possibility of changing the use of continuous reinforcement to intermittent over time was a consideration for the researcher.

 A case study was done to increase on task behaviors using positive reinforcement. In this study, the subject was introduced to the rewards slowly, during different times of the day. The researchers found that after they fully implemented the rewards, the on task behavior increased dramatically. (Stahr, Cushing, Lane, Fox, 2006). This study found similar results with one student, but did not see the slight increase that the current researcher found.

 The use of tokens and physical rewards such as candy, stickers, supplies, etc. was found as an effective way to reward students. Students were also more adept to strive towards these goals when they were rewarded with objects they cared for. Specificity in which behaviors were being rewarded also increased the likelihood of that behavior reoccurring. Higgins, Williams, McLaughlin, 2008, found the same attributes to be important in the success of token economies. In

43

comparison to other studies, this study used more participants than case studies, but less than studies that used a large amount of participants over several schools. In many of the previous studies, the token economy was found as a good way to decrease inappropriate behaviors, as this study also found.

<u>Summary</u>

This chapter was designed to analyze the data and identify the findings. From the data, the hypothesis was supported. Students who received the token economy decreased inappropriate behaviors as shown by Figures 4 and 5. The researcher found that there was a slight decrease in inappropriate behavior such as arguing, talking out, not completing work, and causing distractions as noted by the decrease in card changes after the implementation of the token economy. In the first two months of the implementation of the token economy, there was a decrease in behavior. As the study went on, behavior increased once again but the average number of card changes per day only increased during one month. (Figures 4 and 5). This increase could be attributed to the school year coming to a close and what educator's call "spring fever".

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

These topics were researched due to the fact that research has shown that

parents and educators were greatly concerned with the high number of referrals

occurring at the elementary school level and the lack of positive reinforcement for

appropriate behaviors. Within the first grade level at Chief Kamiakin Elementary

(CK), students were being referred for inappropriate behavior but were not

receiving rewards for non-referral behavior.

As part of the SIP, the staff had acknowledged that behavior was not being

dealt with efficiently within the school setting. One of the goals was then written

to meet this need.

Consequences were that students were more disruptive during the school

day because there is not a school wide behavior plan in place. Teachers were also

sending students to the office without proper documentation or communication.

Behavior problems increased in theory due to a lack of consistency and awareness

that there was not a discipline plan in place across the board.

Summary

The research was done to support the hypothesis that students who

received a token economy system would have less inappropriate behaviors than

students who did not. Token economies, positive and negative reinforcement, intrinsic and extrinsic rewards were all considered in the literature review. A survey was done prior to the implementation of the project to gauge the students' perceptions of rewards and consequences in the stated classroom. The survey found that students did not like to change their card, but didn't mind missing recess. The survey also found that students liked rewards, felt rewards were handed out fairly often, and were attainable. (Figure 1). Baseline data was collected on inappropriate behaviors prior to the implementation of the token economy. The token economy was implemented and behavior was documented. The results showed that there was a decline in inappropriate behaviors for the months of February and March, with a slight increase in April and May. (Figure 4).

Conclusions

Based off of the data shown in Figures 1 and 2, students felt that rewards were desired, happened frequently, and were easy to attain. Students also showed that consequences of changing their card was not desired, but missing recesses wasn't as bad as changing their card. (Figures 1, 2, and 3).

The token economy was found to be an effective way to decrease inappropriate behaviors in the classroom. After collecting baseline data, the researcher found a decline in inappropriate behaviors for two months, with a slight increase in the following two months. (Figure 4). The researcher also found

that the average number of card changes per day increased in April, but then

again decreased in May, showing the token economy to decrease the behaviors

that had risen, once again. (Figure 5).

Recommendations

The researcher recommends that the token economy be implemented into

general education classes. The token economy decreased inappropriate behaviors

as to allow for more learning and safety in the researcher's classroom. When

implementing, rewards should be student centered and meet the needs of the

particular students involved. A large amount of time is needed, as to decrease

inappropriate behaviors from the beginning of the school year and possibly avoid

the increase in the spring. Colleagues should have participated, as to make the

token economy even more effective across classrooms and the school. Students

would then know exactly what was expected in each class and the rewards to

follow.

Through research should be done on rewards, motivation, token

economies, and punishment prior to implementing. A larger population of

students should be used in future experiments using the stated parameters. In

further research, a larger amount of time should also be used.

REFERENCES

Anderson, D., Munk, J., Young, K., Conley, L., Caldarella, P. (2008). Teaching
    Organizational Skills to Promote Academic Achievement in Behaviorally
    Challenged Students. Teaching Exceptional Children, 40(4), 6-13.
    Retrieved June 27, 2008, from ProQuest Education Journals database.
    (Document ID: 1450629691).

Anderman, L., Leake, V. (2005). The ABCs of Motivation: An Alternative
    Framework for Teaching Preservice Teachers about Motivation. The
    Clearing House, 78(5), 192-196. Retrieved March 30, 2008, from
    Education Module database. (Document ID: 891342591).

Bassi, M., Steca, P., Fave, A.D., Caprara, G. V. (2007). Academic Self-Efficacy
    Beliefs and Quality of Experience in Learning. Journal of Youth and
    Adolescence, 36(3), 301-312. Retrieved April 3, 2008, from Research
    Library Core database. (Document ID: 1244626441).

Croom, Loren, Davis, Barbara. (2006). It's Not Polite to Interrupt, and Other
    Rules of Classroom Etiquette. Kappa Delta Pi Record, 42(3), 109-113.
    Retrieved September 25, 2007, from ProQuest Education Journals
    database. (Document ID: 1014586431).

Deci, E., Koestner, R., Ryan, R., Cameron, J. (2000). Extrinsic rewards and
    intrinsic motivation in education: Reconsidered once again:

Comment/Reply. <u>Review of Educational Research</u>, 71(1), 1-51. Retrieved

July 14, 2008, from Research Library Core database. (Document

ID: 88295082).

Deemer, S., Hanich, L. (2005). Using Achievement Goal Theory to Translate

Evidence-based Principles into Practice in Educational Psychology. <u>The

Clearing House</u>, *78*(5), 197-201. Retrieved March 30, 2008, from

Education Module database. (Document ID: 891342551).

Higgins, J., Williams, R., McLaughlin, T.F. (2001). The effects of a token

economy employing instructional consequences for a third-grade student

with learning disabilities: A data-based case study. <u>Education &

Treatment of Children</u>, 24(1), 99. Retrieved November 5, 2007, from

ProQuest Psychology Journals database. (Document ID: 74680206).

King-Sears, M. E. (2007). Designing and Delivering Learning Center Instruction.

Intervention in School and Clinic, 42(3), 137-147. Retrieved November 5,

2007, from Education Module database. (Document ID: 1190708151).

Knippen, Jay T., Green, Thad B. (1997). Asking for positive

reinforcement. <u>Journal of Workplace Learning</u>, 9(5), 163-168. Retrieved

June 27, 2008, from ProQuest Education Journals database. (Document

ID: 120582900).

Miller, K., Fitzgeral, F., Koury, K., Mitchem, K., Hollingsead. C. (2007).

KidTools: Self-Management, Problem-Solving, Organizational, and

Planning Software for Children and Teachers. <u>Intervention in School and</u>

<u>Clinic,</u> 43(1), 12-19. Retrieved September 25, 2007, from Education

Module database. (Document ID: 1326666021).

Minchella, D. (2007). R.E.S.P.E.C.T.-A Teaching Primer. <u>Journal of College</u>

<u>Science Teaching,</u> 36(7), 12-13. Retrieved September 25, 2007, from

Education Module database. (Document ID: 1296906491).

Rose, L., Gallup, A., Elam, S. (1997). The 29th annual Phi Delta Kappa/Gallup

Poll of the public's attitudes toward the public schools. <u>Phi Delta</u>

<u>Kappa</u>, 79(1), 41-56. Retrieved July 14, 2008, from Research Library

Core database. (Document ID: 14369743).

Rovai, A., Ponton, M., Wighting, M., Jason, D. Baker. (2007). A Comparative

Analysis of Student Motivation in Traditional Classroom and E-Learning

Courses. <u>International Journal on ELearning</u>, 6(3), 413-432. Retrieved

June 27, 2008, from Education Module database. (Document

ID: 1287997401).

Shroff, R., Vogel, D., Coombes, J. (2008). Assessing Individual-level Factors

Supporting Student Intrinsic Motivation in Online Discussions: A

Qualitative Study. <u>Journal of Information Systems Education</u>, 19(1), 111-

126. Retrieved June 27, 2008, from Education Module database.

(Document ID: 1465593621).

Stahr, B., Cushing, D., Lane, K., Fox, J. (2006). Efficacy of a Function-Based

Intervention in Decreasing Off-Task Behavior Exhibited by a student with

ADHD. Journal of Positive Behavior Interventions, 8(4), 201-212.

Unrau, N., Schlackman, J. (2006). Motivation and Its Relationship with Reading

Achievement in an Urban Middle School. The Journal of Educational

Research, 100(2), 81-101,128. Retrieved June 27, 2008, from ProQuest

Education Journals database. (Document ID: 1167515521).

Walker, G. (2008). The Effects of Ethnicity and Gender on Facilitating Intrinsic

Motivation during Leisure with a Close Friend. Journal of Leisure

Research, 40(2), 290-311. Retrieved June 27, 2008, from Research

Library Core database. (Document ID: 1484700281).

www.sunnyside.wednet.edu

www.wikipedia.com

APPENDIXES

Appendix A, Permission from Principal

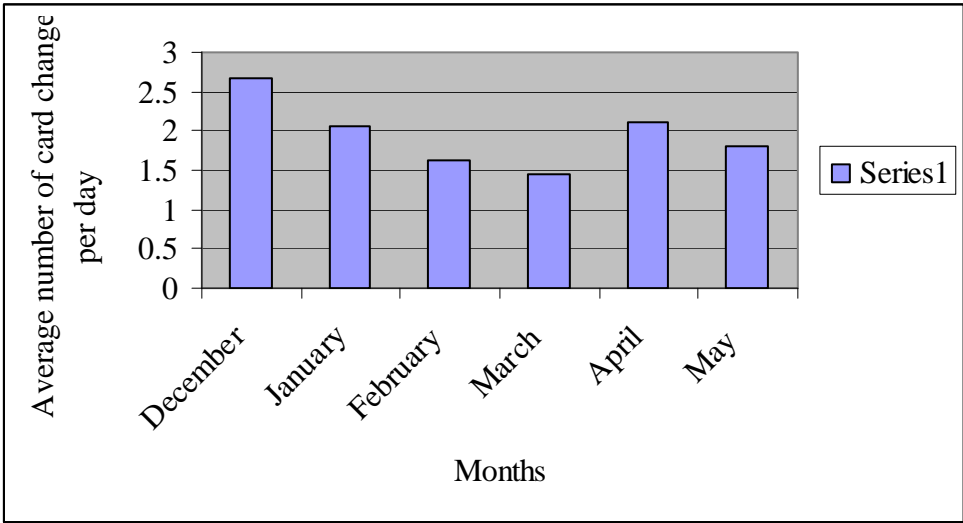Appendix B, Student Surveys

Appendix C, Letter to Parents

Appendix D, Behavior Data Collected

APPENDIX A

APPENDIX B

APPENDIX C

APPENDIX D

LIST OF FIGURES