

Response-Cost System to Decrease Classroom Disruption

1. Definition of the target behaviors: out-of-seat, talk-outs, noises, etc.
2. Collection of baseline data
3. Tickets are made by printing strips of paper containing the numbers one through ten. A cut is made between each number, but not through the entire strip; the numbered tickets remain attached at the top. One ticket is taken for each occurrence of disruptive behavior (note: one behavior may be addressed at a time), and tickets are taken in reverse order, so that the student is always aware of the number of tickets remaining, without having to count them. The student is issued a strip of 10 tickets for one instructional period, if the baseline data indicate that the student will be able to keep at least one during that time. This ensures success (and a desire to continue the program) for the first few times the system is used. If the baseline rate is higher than this, the beginning number of tickets is increased or the time period is decreased.
4. The ticket strip is placed in close proximity to the student, where it may be viewed easily. It may be taped to a desk, table, or wall, facing the student.
5. If the student retains at least one ticket at the end of a work period, a pre-specified reinforcer is delivered immediately.
6. As the rate of the behavior decreases, the criterion for reinforcement (at least one ticket) remains the same, but the initial number of tickets issued to the student is reduced (e.g., from 10 to 7, 7 to 5, 5 to 3, etc.). The time periods may be gradually extended as well. This process helps to increase student awareness of the behavior and promotes self-monitoring and self-regulation.

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