

Piloting a Prototype Virtual Token Economy Intervention for On-Task Support within an Inclusive Canadian Classroom

Authors : Robert L. Williamson

Abstract : A 'token economy' refers to a method of positive behaviour support whereby 'tokens' are delivered to students as a reward for exhibiting specific behaviours. Students later exchange tokens to 'purchase' items of interest. Unfortunately, implementation fidelity can be problematic as some find physical delivery of tokens while teaching difficult. This project developed and tested a prototype, iPad-based tool that enabled teachers to deliver and track tokens electronically. Using an alternating treatment design, any differences in on-task individual and/or group behaviours between the virtual versus physical token delivery systems were examined. Results indicated that while students and teachers preferred iPad-based implementation, no significant difference was found concerning on-task behaviours of students between the two methodologies. Perhaps more interesting was that the teacher found implementation of both methods problematic and suggested a second person was most effective in implementing a token economy method. This would represent a significant cost to the effective use of such a method. Further research should focus on the use of a lay volunteer regarding method implementation fidelity and associated outcomes of the method.

Keywords : positive behaviour support, inclusion, token economy, applied behaviour analysis

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