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| Classroom Application  *Class-wide Reinforcement System Plan*  *Workbook* |

1. Using the information presented in this module, design a class-wide reinforcement system (i.e., token economy, group contingency, or behavior contract) to increase the likelihood of appropriate behavior in your classroom setting. Briefly describe the setting for your coach.
2. Clearly state how you’re addressing each step in developing the system (you may find it helpful to reference the scoring criteria on page 22) and discuss the pros and cons of the particular system you designed. Email your coach the completed template.

**Class-wide Reinforcement System Template**

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| **Brief Description of Classroom Setting** |
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| **Description of Type of Class-wide Reinforcement System** |
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| **Description of Target Behaviors/Skills and How You Will Teach** |
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| **Description of Type of Reinforcers Students Can Earn** |
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| **Description of How You Would Teach Students to Use the Reinforcement System** |
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| **Definition of Decision Rules to Change/Modify the Plan** |
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| **Description of How System will be Monitored** |
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| **Description of Pros and Cons of Your Class-wide Reinforcement System** |
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Class-wide Reinforcement System Plan Rubric

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| **Category** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** |
| Describe the type of class-wide reinforcement system you have chosen to increase appropriate behavior for all/most students (i.e., group contingency, token economy, or behavior contract). | Type of reinforcement system is clearly identified and is appropriate for target behavior/s and context | Type of reinforcement system is clearly identified | Type of reinforcement system is not clearly identified |
| Description of target behaviors/skills and how you will teach. | Target behavior is clearly described with an operational definition including examples and non-examples that appropriately illustrate relevant “grey” areas and plan for teaching the target behavior includes a clear model-lead-test format. Target behavior and teaching plan are contextually appropriate | Target behavior is clearly described with an operational definition including examples and non-examples that appropriately illustrate relevant “grey” areas and plan for teaching the target behavior includes a clear model lead-test format. | Target behavior is not clearly described or plan for teaching the target behavior does not include a clear model, lead-test format. |
| Description of reinforcers students would earn for demonstrating target behaviors. | Contextually appropriate reinforcers are clearly described | Reinforcers are clearly described | Reinforcers are not clearly described |
| Description of how you would teach students to use the system. | Plan for teaching the system includes a clear model lead-test format and covers all relevant aspects of the system (e.g., token exchange) and the teaching plan is contextually appropriate | Plan for teaching the system includes a clear model lead-test format and covers all relevant aspects of the system (e.g., token exchange) | Plan for teaching the system does not include a clear model lead-test format or does not cover all relevant aspects of the system (e.g., token exchange) |
| Define decision rules to change/fade the plan. | Clear decision rules for fading or intensifying the plan are described including contextually appropriate rationale for the criteria selected | Clear decision rules for fading or intensifying the plan are described | Clear decision rules for fading or intensifying the plan are not described |
| Determine how your system will be monitored. | Plans for monitoring the effectiveness of your system are clearly described, including a discussion of the feasibility of your monitoring plan and the contextual fit | Plans for monitoring the effectiveness of your system are clearly described | Plans for monitoring the effectiveness of your system are not clearly described |
| Discussion of the pros and cons of your system. | Both pros and cons of your system are discussed, including how you may adjust to improve contextual fit if needed | Both pros and cons of your system are discussed | Pros and cons of your system are not discussed |
| Professional appearance, etc. | Assignment is typed, appropriately formatted, and grammatically accurate | Assignment is typed, appropriately formatted. Minor grammatical or spelling errors | Assignment is not typed or appropriately formatted or contains grammatical or spelling errors that interfere with interpretation and professional appearance |