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DEVELOPMENT OF A TOKEN ECONOMY AT THE EVALUATION AND DEVELOPMENTAL CENTER TRANSITIONAL LIVING PROGRAM

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DEVELOPMENT OF A TOKEN ECONOMY AT THE EVALUATION AND
DEVELOPMENTAL CENTER TRANSITIONAL LIVING PROGRAM

by

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B.S., Southern Illinois University, 2008

A Research Paper

Submitted in Partial Fulfillment of the Requirements for the
Master of Science degree

Rehabilitation Institute
in the Graduate School
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RESEARCH PAPER APPROVAL

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Approved by:

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CHAPTER 1
INTRODUCTION

In the spring of 2011, I was approached by the Evaluation and Developmental Center to create a new system to be used by residents in the Transitional Living Center. The goal of this system would be assist the residents in achieving independence to the highest extent possible. The Evaluation and Developmental Center works directly with Southern Illinois University Carbondale's Rehabilitation Institute providing vocational, psychological, adult education, driver's education, and transitional services. Table 1 shows the types of services requested upon referral to the Evaluation and Developmental Center.

Table 1 Services Requested Upon Referral

Service	Percentage
Driver Education	11.1
Evaluation	81.9
Independent Living	23.1
Community Employment	11.1
Psychological	39.4
Residential	13.4

From (*EDC Management Report, 2011*)

Most of the referrals to EDC are individuals with specific learning disabilities, however there are a significant number of individuals with orthopedic impairments, mental illness, and mental retardation. Additionally, referrals come from individuals belonging to other disability groups, such as those with vision impairments or autism spectrum disorders. Table 2 displays the Evaluation and Developmental Centers referrals by disability and percentage.

Table 2 Individual Referrals to Evaluation and Developmental Center

Cause	Percentage
Specific Learning Disability	44.4
Orthopedic Impairment	10.2
Mental Illness and SLD	6.9
Ortho & Mental Illness	4.6
Mental Illness	4.6
Visual Impairment	1.9
Mental Retardation	1.9
Nervous System Disorders	1.4
Other (less than 2 individuals served)	24.4

(EDC Management Report, 2011)

The Transitional Services includes a residential unit (“The Living Center”) that can house 20 individuals at one time. Typically the Living Center is composed of students in the specific learning disability category; however that is not a requirement. Specific learning disability is defined in the Individuals with Disabilities Education Act as “a disorder in one of the major psychological processes involved in understanding or in using language, spoken or written, which disorder may manifests itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations (IDEA, 2004).” Within the Living Center several skills are focused on to ensure residents receive a well-rounded program, which will enable them to live independently to a higher extent. These skills include grooming/hygiene, home maintenance assignments (chores), community integration (activities), laundry skills, budgeting, cooking, and medical responsibility. Courses in the Adult Education wing may take include; job readiness,

community resources, shopping skills, and money management, as well as health and safety courses.

The Interim Director, Jack Musgrave, was interested in implementing a system that included the comprehensive services offered by both the Transitional Living Center, and the Adult Education wing (including some vocational services and courses). In the past, two separate systems existed for residents of the living center and students who travel to and from the Center to attend classes. In addition to the two separate programs, the implementation of the prior leveling system was confusing to residents. To clarify, residents were unsure as to how or why they were “leveling up” or graduating from the program. There were also complaints from residents that staff at the Center was not documenting the completion of their tasks, even when reported, which holds students back from program graduation. Thus, two problems were posed, creating a system that would incorporate both the living and learning facets of the Evaluation and Developmental Center, and creating a system that would allow students to understand their progression, as well as track their progress along with staff to insure accuracy. The purpose of this text will be to explain and summarize the use of token economies, self-monitoring and response cost, with the knowledge then implemented into the new EDC system. Following, the literature and discussion, the EDC manual for program implementation can be located in the appendix. The residents will be introduced to a new leveling system beginning Fall Semester 2011. Presented below is terminology that one may see while reviewing this text.

Token Economy: A reinforcement system, in which items generally called “tokens” are delivered for wanted/desirable behaviors. These tokens are exchanged later for backup reinforcers.

Backup Reinforcer: Items that individuals may exchange their tokens (EDC BUCKS) for.

These items range for needed items such as soap and shampoo to desirable items such as DVD's.

Response Cost: A negative punishment procedure in which, contingent on a behavior, a specific amount of a reinforcer is removed.

Positive Reinforcement: A type of reinforcement, when presented contingent upon a specific behavior, increases the likelihood the behavior will occur again.

Negative Reinforcement: A type of reinforcement in which the occurrence of a behavior is followed by the removal or avoidance of an aversive stimulus. This will increase the likelihood the behavior will occur again in the future.

Positive Punishment: A type of punishment in which contingent on a behavior, an aversive stimulus or situation is presented and the probability of the behavior occurring in the future increases.

Negative Punishment: A type of punishment procedure in which the occurrence of a behavior is followed by the removal of a reinforcing stimulus. This will results in a decrease of the future probability of the behavior.

Task Analysis: The breaking up of complicated skills into smaller tasks and more teachable units; for example, a list describing step by step how to perform a chore.

Level System: A component of some token economies, in which individuals advance up a series of levels or steps, contingent on behaviors from their current levels. The higher the level the more independence an individual will incur.

CHAPTER 2

REVIEW OF LITERATURE

What is a Token Economy?

Token economies have played an important role in behavior analysis and rehabilitation counseling, specifically in the treatment of individuals with psychiatric disorders, children diagnosed with attention deficits disorder, individuals with behaviors disorders, and students with learning disabilities (Tarbox, Ghezzi, & Wilson, 2006). It was B.F. Skinner who first pioneered the design of the token economy used for treatment of individuals with mental illness in both state and VA hospitals (Lieberman, 2000). The token economy could best be explained when thinking in terms of the world economy, in reference to employment (Lauridsen, 1978). In the world economy individuals perform specific duties a “job” in exchange for a generalized conditioned reinforcer, “money”. The money that these individuals earn is then used to purchase a variety of reinforcers, in the hopes the individuals will continue to perform their duties to again earn their paycheck and continue the cycle (Pierce & Cheney, 2004). In a token economy, specific behaviors are targeted, and once performed immediate reinforcement is given, generally in the form of tokens. These tokens can be exchanged at a later time for a variety of items with a variety of prices; common items could be given smaller dollar amounts, while more sought out items may cost more. This is done in the hopes that individuals will continue to perform at a level equivalent with earning the sought after items.

How is a Token Economy Implemented?

Miltenberger (2008) described 7 steps specific to be used when implementing a token economy. The first of these steps is to specifically identify describe the behaviors that are going to be targeted. As mentioned previously, operationally defining an item would allow individuals

the ability to know with certainty that a behavior is being emitted. For example, “complete chore” would not be an appropriate operational definition, however “Chore is completed using steps 1-6 of checklist, and checked by graduate assistant” would allow the individuals taking data to know that there is a specific criterion that must be met before the behavior is reinforced. The second step is determining the types of tokens that will be used. Small plastic tokens have been used in the past, as well as cards that can be punched to show the number of tokens earned, folded paper, stickers, and items resembling paper money can also be used (Sulzer-Azaroff & Roy- Mayer, 1991). The third item that must be completed is determining what the backup reinforcers will be; this can be food items such as cookies or juice, or items of entertainment such as books, CD, or DVD’s. These items should be chosen based on the preference of the clients, items that the clients will want to “work” for should be chosen. The fourth step is to determine the reinforcement schedule, in the beginning it is typical to use a continuous schedule of reinforcement, during which every time the targeted behavior is emitted, reinforcement in the form of a token is delivered (Miltenberger, 2008). Depending on the type of token economy, this reinforcement may stay the same, or may be withdrawn slowly with more instances of the behavior occurring before reinforcement is given. The exchange criteria for the aforementioned backup reinforcers should be set, again with less desirable at a lower price (soap \$1) and highly desirable items at a higher price (DVD \$25). The time and place of the token exchange should be made clear to all those participating in the token economy, and remain consistent. The final step as described by Miltenberger is to establish a form of response cost, which is a penalty or fine in which tokens are taken away from the individual due to inappropriate behaviors.

Token Economy Implementation

Token economies have been used with a wide variety of individuals both typically developing and those with varying types of disabilities (Kadzin, 1982). A large amount of research has been done in the field of developmental disabilities in relation to the use of token economies going back almost a half a century. Matson & Boisjoli, (2009), compiled a list of studies showing positive correlations between the use of token economies and individuals with developmental disabilities. The first of the studies viewed was published by Brinbrauer, Wolf, Kidder, and Tague (1965), which included an ABAB (baseline, treatment, baseline, treatment) design, on 17 students with mild developmental disabilities in the hopes to increase their overall work performance during the school day. The structure of the program called for praise paired with tokens, and also a response cost procedure including time out. Wolf, Giles, and Hall (1968), later extended the study to individuals with mild developmental disabilities who were performing at least two grades below their current level. In this study the students gained points for the correct or efficient completion of work, and received tokens. These tokens could be turned in at a later time for inexpensive backup reinforcers, or they could be saved to trade in for more expensive token items. Very interestingly, the instructors for this program were also given contingencies in that they would receive a bonus for every improvement seen on the students 6 week report cards. The final results of this study showed academic gains of 1.5 years in a short less than 6 month time period. In 2006, Tarbox, Ghezzi and Wilson performed a study in which a token economy was used to increase the attending of a child with autism, using discrete trial training, or a trial in which the response rate is controlled. The Lyons & Lagarde (1997) study showed the positive pairing of using a token economy along with a level system to increase percentage of student performance.

Response Cost

Response Cost is a negative reinforcement procedure, whereby already earned points may be removed or withdrawn from an individual, thus decreasing the likelihood the unwanted behavior would occur in the future (Cooper, Heron, & Hewerd, 2007). Response cost has several advantages, it allows for rapid decrease of behavior, is time effective, and can be easily generalized to community settings. An example of the response cost procedure that is commonly seen in schools is the removal of a number of minutes of students recess time. Upon receiving the consequence the student is less likely to repeat the behavior, so they may engage in the recess time in its entirety in the future. Commonly, response cost is called a “fine”, which is seen in everyday life. When an individual breaks a rule as a child, they may be fined by sitting in a chair for timeout, however when an adult violates a published rule, such as speeding, they must pay their own “fines” in respect to their tickets. In fact “response cost procedures are used widely by governments, law enforcement agencies, as well as other recognized institutions” (Sulzer-Azaroff & Roy-Mayer, 1991, p. 399). Again, when this procedure is used in the community it is to increase the likelihood the behavior will not occur in the future.

Response cost is often paired with positive reinforcement, with an individual earning the same item they may lose, such as the tokens, in a token economy (Bloomquist & Schnell, 2002). Wiener (1962) spoke of the magnitude of using response cost, in such that the magnitude of the behavior should mimic the magnitude of the fine. Furthermore, these fines should be given immediately following the unwanted behavior, to ensure the individual is aware of what exactly the withdrawal is due to. This advice should be taken into consideration when working with individuals with severe developmental disabilities or intellectual deficits, as the “delay between

the problem behavior and the loss of the reinforcer may make response cost less effective” (Sulzer-Azaroff & Roy- Mayer, 1991, p. 401).

The Level System

In addition to response cost, a level system can also be integrated into a token economy. A level system is a type of token economy in which those involved in the study have the ability to move up (and at times down) a step or level contingent on meeting certain criterion. To explain, a student may enter a program as a level 1, by way of earning their points through the token economy at an agreed upon criterion, student will level up earning more freedoms and more responsibilities. These level systems are often associated with Wolf and his associates, with specific credit given to “*Achievement Place*”, in which “systematic academic and social programming combined with token reinforcement, tutoring systems, students’ self-regulation and managerial arrangements” (Cooper et al., 2007, p. 561), were targeted using an item similar to the common level system. Cooper et al, describes a study performed by Lyon and Lagarde, in which a 3 level group of reinforcers were used, with the less desirable items at level 1. In this stage students were to earn 80% of their maximum points during the week to be able to earn items. As the program went on the percentage of earned tokens increased such that, level 3 students has to earn 90% of their overall tokens to have access to the backup reinforcers (Lyons & Lagarde, 1997).

Self-Management

Self-Management is defined as “the personal application of behavior change tactics that produce a desired behavior change” (Cooper et al., 2007, p. 578). Cooper continues to state that self-management strategies have been taught and used with success on multiple groups of individuals. Included within those groups are preschoolers, typically developing children,

students with learning disabilities, individuals with mental retardation, those with emotional and behavior disorders, as well as individuals with autism spectrum disorders. There are several reasons why self-management techniques' should be taught to students or residents in transitional living facilities. Martella et al, (2012) describes several reasons individuals may benefit from such procedures, firstly independence. Being able to perform one's own tasks without constant prompting is often expected at home and in the work place, being able to work without direct supervision is also a benefit of a successful self-management procedure. Furthermore, individuals are aware of their own behaviors, faculty or staff may have additional time to focus on specific skills that may otherwise be glossed over. Self-management can also result in generalized responding, meaning that once a behavior is learned via this type of behavior change procedure, that created change has a tendency to stay after program components are withdrawn (Martella, Marchand- Martella, Nelson, & O'Reilly, 2011). One of the most important aspects of self-management is goal setting, in which the behavior that is going to be changed is stated, as well as the criterion for success. In a program such as EDC there are overall group goals such as showering one a day and brushing ones teeth twice, there are also individual goals that students may want to work on through the duration of their programs. Reactivity to self-management (and self-recording) documentation also has its own effect of individuals behaviors (Martella et al., 2011). When individuals are trained to record their own appropriate behaviors, those behaviors are likely to increase, along those same lines when an individual is trained to record their own inappropriate behaviors those behaviors are likely to decrease (Reynolds & Kamphaus, 2003). This also causes individuals to become more involved in their programming. However, it should be noted that self-reporting can be considered unreliable, with that in mind the EDC program will rely on a dual checking system.

Advantages

There are several advantages that come from using systems similar to the token economy. Kadzin and Bootzin, authored an evaluative review of token economies both in 1972 and again a decade later. The second texts hold the same advantages that were described ten years earlier, however by this time token economies were showed to be advantageous to more than individuals with psychiatric disorders as was commonly used, but also to individuals with autism, brain injuries, somatoform disorders, as well as typically developing individuals (Kadzin, 1982). One of the most written about advantages is the fact that token can be given as immediate reinforcement and is used consistently. To elaborate, the time gap between performing the behavior and the delivery of the backup reinforcers has become bridged. This knowledge could be further enhanced by remembering that tokens are only effective if the backup reinforcers themselves are reinforcing to the individuals receiving them (Maag, 1999). An additional advantage to using a token economy is the fact that tokens are simple, easy, and cost effective to distribute to individuals. However, the time and effort it takes to create and teach such a program, may be unacceptable for individuals looking for a less time consuming method (Colvin & Sprick, 2009). Maag (1999), made the suggestion that tokens also act as visual evidence of a student's progress, thus the tokens become reinforcement themselves. Satiation, or receiving a reinforcer to the point where it is no longer reinforcing, is less likely to occur when using a token economy, as tokens may be exchanged for a variety of backup reinforcers.

While in recent years there has been a decline in the published research in relation to the token economy and its components, this does not mean the token economy is extinct. One reason given for the decline of these programs after the 1970's was the deinstitutionalization of individuals with disabilities. To clarify, when deinstitutionalization came about a majority of

those in inpatient facilities were using a token economy, however when entering the community, no such programs existed on the small scale, and patients at that time were not taught to generalize (Lieberman, 2000). Another item that prevents some facilities from using token economies, is keeping the program individualized as is required by law (Cooper et al., 2007). It could be illegal to have all students earning the same for the same behavior everyday with no differentiation between individuals. However, the token economy as well as its components has not decreased in its effectiveness in the least, many school provide token economies in their classrooms, without knowing the correct word for their reward system (Colvin & Sprick, 2009). Parents as well establish these types of systems in their own homes for example with chore stickers and timeouts. Token economies continue to succeed in a variety of settings today, be it in hospitals, homes, schools, or inpatient facilities. While more current research needs to be performed by those in the behavior, rehabilitation, or medical fields, the current research points to the success of individuals utilizing the token economy programs.

CHAPTER 3

DISCUSSION

At the current time the pilot program of the “EDC Community Based Economy” has been in place for 3 weeks. The plans for new “EDC Community Based Economy” include implementation in both the transitional living center, as well as in the adult education wing, to improve the services students are currently receiving. The program at this time will be evaluated based on student success in the program, which includes (minimally) meeting the above 85% goal in each category per week. Additional research opportunities will be available, once data has been taken and evaluated for a longer period of time. The research opportunities that could be used include the use of token economies in transitional living settings, the use of a self-monitoring as a component of the token economy, and could be further elaborated on if information from the living center only was available demographically.

Though the program is in the pilot stage, initial data has suggested the program as successful, with 13 out of 15 residents attaining perfect scores in the first week. Residents have stated their pleasure with the program, specifically with the fact that they along with staff are now responsible for the documentation of program requirements. To be clear staff as well as graduate assistants’ are still fully responsible for documentation, and must record when students present their time cards on both the time card and that data recording binders. Students are given time cards onto which their points are recorded, along with being recorded on Official EDC record keeping pages. When a resident self-reports and brings their time card to staff to record points, those points are then made available for the individuals to spend at the EDC Store at the end of the week. All points recorded onto to students self-monitoring time card are available for spending, points must be recorded onto both sets of documentation. Some residents have made it

a point to photocopy their finished timecards at the end of the week to send to parents or loved ones. This enthusiasm could be due to the fact that the student has a tangible recording of their progress through the week which was in the past unavailable. It would be interesting to continue to collect follow along data from participants once they have completed the program, to see if indeed skills learned through self-management (within the token economy) have generalized to everyday life.

Residents have also expressed enthusiasm in knowing when they can expect to level up, and more importantly what they will have to accomplish to attain that increase. In the past residents were told about their leveling the day they were leveled up, but were unaware why they were leveling up, or what they were earning points for previously. Additional research could be conducted on residents' awareness of program expectations in relation to program success or program completion.

As this was the pilot program, some components of the original "EDC Community Based Economy" have been changed to better suit the needs of those receiving services. For example, when the program was first written, a plan was in place to use tangible "EDC BUCKS" for those on level one. The thought behind this being that students would need to understand that they are receiving something for the completion of their goals, it was believed a tangible item such as the "EDC BUCK" would help bridge this gap, as they moved onto time cards at level 2. However, it was found that the students did not need that tangible form of reinforcement and actually preferred to use only the time card.

The prices of tickets has also changed since the initial implementation, to elaborate, some students were getting high fines tickets for small offenses (such as not waking on time in the morning). While the thought behind the tickets is to discourage unwanted behaviors, it was

thought that the fines were too high for students to want to continue once a high enough amount of tickets was obtained. Meaning to state, that if students are only earning 70 points a week (max), and received 60 tickets, by the third day of the week, they may not find completing their task for the rest of the week to be “worth it” or reinforcing, even with points still available to be earned. To remedy this situation, the ticket prices were cut in half. Students also have the ability to save part of their earned points for later use, which includes the fees from tickets. The current list of ticketable offenses was created by myself, and Rebecca Jarvis, the Living Center’s Rehabilitation Counselor, keeping in mind resident success and improvement.

Creating this program was an amazing experience, and watching it unfold has been great! Combining the aspects of a token economy, response cost, and self-management procedures into the program seemed to fit into the two initial problems posed in the beginning of this paper. I was able to create a workable and so far successful token economy that can be used in both the living center as well as in the adult education wing. I was also able to create a system where residents are constantly informed of their progress, aware as to how they are earning points and moving up the level system, and able to record their own information.

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APPENDICES

APPENDIX A

The Living Scale

Dollars:

Residents have the ability to earn up to 70 “EDC bucks” a week. This will be considered the individuals “pay” for the week, detailed below is the way in which these dollars can be earned. The residents will be able to shop in the “EDC STORE” using their funds, and will also have the option of saving funds. Level one student’s will earn tangible dollars, once an individual has attained level 2 they will begin using a time card, that they are to keep in their possession throughout the week, the residents will be responsible for ensuring their time card has been marked by the GA for each of their activities throughout the day. These time cards will then be turned in at the end of the week, at which time the residents will gain access to the EDC Store. Time cards can also be kept overnight in the GA office before bed, and picked up in the morning before classes to ensure safekeeping.

Grooming

Residents will be expected to maintain an appropriate level of hygiene and personal care. This includes taking one shower per day, as well as brushing teeth twice per day, once in the morning and once in the evening. The residents will have the ability to earn up to \$3 dollars per day (21 dollars weekly), one per each completed grooming activity. For example, a resident reports in the morning that they have both brushed their teeth and showered; they would at the time receive 2 dollars at the time. It is very important when using a token economy for the “dollars” to be given **IMMEDIATELY**, by staff. These points should be paired with verbal praise to increase their effectiveness. Points will be recorded onto the individuals time card,

each week there is over 90% accuracy the resident will increase .25 of a step, if the individuals averages over 85% but less than 90% they will receive a .125 increase in their step for that week.

Chores

Residents will be assigned 1 of 17 different chores throughout the week. These chores allow residents to keep the common areas of the living center, where resident interactions occurred, clean. Residents will have the ability to earn 3 points for earning 100% -95% accuracy on chores; additionally 2 points can be given for accuracy 94-90%. One point will be given for completion at 89-85%, however no points will be given for completion below 85%. A total of 21 dollars are available to residents through their chores, however residents may volunteer to do additional chores to enable them to make up lost points for below 100% performance, or absence from the program. These points should be paired with verbal praise to increase their effectiveness. Points will be recorded onto the individuals time card, each week there is over 90% accuracy the resident will increase .25 of a step, if the individuals averages over 85% but less than 90% they will receive a .125 increase in their step for that week. Residents will be given a mentor (a resident on a higher level) to assist in learning how to perform each chore. A task analysis, or step by step instructions, for how to complete each chore is available in the GA's office, and can always be accessed.

Activities

Residents will be required to participate in at least three activities throughout the week. Residents will earn 3 dollars for each activity in which they participate. In total, residents will be able to earn 9 dollars a week. These points should be paired with verbal praise to increase their effectiveness. Points will be recorded onto the individuals time card, each week there is over

90% accuracy the resident will increase .25 of a step, if the individuals averages over 85% but less than 90% they will receive a .125 increase in their step for that week.

Laundry

Residents will be required to do their laundry every week; sheets may be done every other week. Residents can earn 3 points by attending the Laundromat and complete the washing, drying and folding of their items. As this is a public place, residents may in this instance prefer to receive their reinforcement outside of the public eye, and await a return to EDC. These points should be paired with verbal praise to increase their effectiveness. Points will be recorded onto the individuals time card, each week there is over 90% accuracy the resident will increase .25 of a step, if the individuals averages over 85% but less than 90% they will receive a .125 increase in their step for that week.

Room Check

Residents will be required to go through a room check four times a week; 4 points can be earned on these days. Residents will be earning 4 points as opposed to 3, as room checks are only completed 4 days each week. The current EDC rooms check list includes: bed made, floors clean, dressers clean, sink and mirror cleaned, closet organized, trash emptied, bathroom floors cleaned, tub cleaned, and finally the toilet must be clean. If all parts of this check list are complete residents will earn 4 points day, 16 points a week. If some aspects are not complete it is at the GA discretion to distribute funds based on the resident's performance. As with the prior lists 100-95% accuracy in room check earns 4 Bucks, those scoring 94-90% earn 3, and 2 points will be given for scores 89-85%. These points should be paired with verbal praise to increase their effectiveness. Points will be recorded onto the individuals time card, each week there is

over 90% accuracy the resident will increase .25 of a step, if the individuals averages over 85% but less than 90% they will receive a .125 increase in their step for that week.

Bonus Points

Residents of EDC Living Center will have the opportunity to earn bonus points throughout their duration at EDC. Bonus points can be earned through the individual's goals as established by EDC Staff, with this in mind residents will have different goals, and may not all earn tokens for the same events or behaviors. Staff should familiarize themselves with the resident's individual's goals, and they may change throughout the duration of the program. Residents may also earn bonus points through unit goals, for example a goal one week may be for all residents to have perfect hygiene, or for all chores to be completed at 100%.

Tickets and Fines

Residents breaking the rules at EDC will be subject to receiving a ticket and paying a fine with their earned money. The only individuals with the authority to ticket are GA's and EDC staff, RESIDENTS MAY NOT TICKET ONE ANOTHER. If an individual breaks a rule a GA or staff member will write them a ticket, with the violation, date, and time noted. The resident is then to bring the ticket to their counselor who will decide the amount the residents is to be fined. Individuals must pay their fines by the date recorded by their Counselor, and must also complete any consequences assigned by graduate assistants, before they are able to access the EDC Store again. Although they may not have access to the store for a time period, residents will still have the ability to earn funds.

Major violations at EDC include aggressive language, physical contact (personal and property), and drug/alcohol use. A specific number of fines for such violations throughout a week will put individuals in danger of being suspended or removed from the program. Fines

may also be established for smaller violations such as losing the time card or getting locked out of their room, a small fine much like in the community must be paid. The tickets shall each be numbered. The GA will record the ticket number name of offender and date to keep track in case of lost tickets.

Level/ Step

Information regarding the residents performance will be kept in separate excel files, using excel we will be able record the amount of dollars received in each area (laundry, grooming, chores, etc.), keep count on current, spent, and earned dollars. This information will also be recorded daily using the updated and modified EDC forms, to allow for quick intake of information throughout the day.

Averaging Dollars to Level Residents

The residents will be on a 1-6 leveling system, with 6 being the highest level. The residents will be expected to meet a 90% or higher criterion on all aspects (grooming, chores, etc) thought the week. If 90% is met in that area the resident's level will increase by .25, for that area, if a resident is averaging over 85% but less than 90% their level will increase by .125. When a resident has attained the same level in all areas their overall level will increase. For example, if a resident has a 2.5 in grooming, a 2.75 in chores, a 2.0 in laundry, a 3.5 in activities, and a 2.25 in room check their overall level would become a 2. Each resident will have an individual excel file where overall performance in the program can be viewed, as well as any step increases that have occurred. This data will also be recorded through the use of resident time cards at the end of each week.

Monitoring Money for EDC Store

Monitoring money used by resident in the EDC store will again use the residents same excel sheet with a very simple format. The weeks are listed down the left hand side, three other categories will present EARNED, SPENT, and TOTAL. The earned will be filled in prior to a resident visiting the EDC store which includes the subtraction of any ticketed EDC BUCKS, earned- spent will equal the total the individual can save. This will all be done using function inserts through the Excel program. A long tally is taken down the side of the total, so as to always having a running total of residents EDC Money. If a computer is not available at the time this can be done on paper until a computer can be accessed.

EDC Store Availability

The EDC store will be open once a week for residents to spend their funds earned throughout the week. While at the EDC store residents may also save specific dollar amounts to their saved account, and view their current account balance. Residents earning bonus points may be taken separately to the EDC store if that is a privilege being offered.

The Learning Scale

The learning scale will be in use during student's class time, and will be used by both residents in the living center, and residents coming in for adult education. Criteria that will be used for scoring on this scale includes: Resident behavior, appearance, and effort towards school work. The residents will be earning up to 3 points each day in their adult education classes. This scale will be judged subjectively by the teachers and counselors (again one a 1-6 scale), points will be earned for each of those areas, and will be turned in to the EDC store at a separate time. This is to avoid confusion with points from both the living and learning scales. Residents should

be performing at a level 6 in both the living center and their classroom prior to completion of the program.

How to Use the Time Cards

Residents will pick up a time card from the GA office at the beginning of the week. This time card is to be kept safe by residents, as it will reflect their earned points throughout the week. The time card has the current week's date down the side and the categories in which residents earn points across the top (Grooming AM/PM, Chores, Activities, Laundry, and Room Check). The following example is based off a one week sample of a resident's earnings.

JUNE 6:

- The resident received a 100% on their chore, thus once completed the GA (or Staff) is handed the time card by the Resident and writes "3" in the points section and their initials in the bottom.
- In the AM hours the resident reports brushing their teeth, they then turn their card over to the GA (or Staff) who writes a "1" for that grooming section and initials the lower section.
- In the PM hours the resident reports they have brushed their teeth and taken a shower. They then give their time card to the GA (or staff) who writes "2" in the points section and initials the lower section.
- On June 6th, the resident participated in an EDC sponsored activity, participating at 100%. After the activity, the resident gives their time card to the GA or Staff who writes a "3" in activities section and initials in the lower section.

- The resident also received 100% on their room check. The resident then gives their time card to the GA (or staff) who writes a “4” in the room check section and initials the lower section.

JUNE 7:

- On June 7th, the resident received a 95% on their chore. Once the time card is handed to the GA, they record a “2” as the resident performed over 90% but below 100%
- The grooming reports were identical to the 6th, thus after handing their time card to the GA (or staff) a “1” is recorded for AM Grooming, and a “2” for PM Grooming.
- On this day the resident did not participate in any activities, thus nothing was recorded for the section.
- Laundry was completed at 100%, thus after returning to EDC the resident gives their time card to GA (or staff) who records a “3” in the Laundry section.
- The resident again received a 100% on their room check. After the check, the resident gives the time card to the GA (or staffs) who records a “4” in the room check section.

JUNE 8:

- The 8th of June showed 100% in chores, the resident then hands their time card to the GA (or staff) who records “3” points
- The grooming reports were identical to the 6th, thus after handing their time card to the GA (or staff) a “1” is recorded for AM Grooming, and a “2” for PM Grooming.
- No activity was participated in.
- The resident received a 95% on her room check, as it was not 100% but above 90% she receives “3” points after handing time card to GA (or staff)

JUNE 9

- The 9th of June showed 100% in chores, the resident then hands their time card to the GA (or staff) who records “3” points
- The grooming reports were identical to the 6th, thus after handing their time card to the GA (or staff) a “1” is recorded for AM Grooming, and a “2” for PM Grooming.
- No activity was participated in.
- The resident room check was 100%, thus after handing their time cards to GA (or staff) a “4” is recorded in the room check section, and the GA (or staff) initials underneath.

JUNE 10

- Due to a field trip there was no morning chores, an X has been placed through the box. This will not affect the residents overall progress.
- The field trip was considered an EDC sponsored outing, and thus 3 points are added to the activities section after the resident present their time cards to GA or staff.

JUNE 11

- Chores completed at 100%. After presenting time card to GA (or staff), “3” points are recorded and staff provides initials in bottom section.
- In the AM hours the resident reports brushing their teeth, they then turn their card over to the GA (or Staff) who writes a “1” for that grooming section and initials the lower section.

It should be noted that not all sections will be filled in every day. Three activities are required each week, thus three days should have activities marked. It should also be noted that laundry will only be marked once throughout the week. Room check only occurs for days a

week, and is worth 4 points at 100%, all other categories receive 3 points for 100% completion. These time sheets are turned into the GA's office before bed at the end of the week. The forms will then be used to enter residents' total earnings for the week. Much like in the community, if an individual loses their time cards, they will lose their earned EDC BUCKS for that card. This however will not affect resident leveling, as the data will be prerecorded prior to weekly submissions of time cards.

STEP/LEVELING

The following is an example of what the individual resident's step/EDC Buck excel forms will look like, these forms will contain all information about a student's performance in the program. Below is page one of resident forms. The weeks are written down the left hand side, and are added as they occur. Across the top are the areas in which residents will be earning their EDC bucks. The starting level of 1 will be added to the following row to allow for data to be computed. At the end of each week these areas will have the EDC totals input, and a step increase will be added if earned. Step increases are added when a resident is achieving between 85-100% in each category. For example, on the week of June 1st, "Mick" earned 21 points in his grooming, thus having earned 100% a step increase of .25 was added in the adjoining cell. This is shown in the example for all categories. At the bottom of the form the residents adjusted level can be seen, when the adjusted levels all achieve the same score, the residents over all Level will increase. This example resident will have just achieved an overall level 2. To calculate the current level, select the cell in which you would like the level displayed (adjusted level), highlight towards the last cell you want calculated and select SUM, from the Excel functions bar. The same applies to averaging resident scores, select the cell in which you would like the

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