STAR Chart:

1. Identify appropriate behaviors to focus on increasing for your class. These behaviors could be your classroom rules. Behaviors should be defined in observable terms. For example, you might say "Walk in the hallway.", rather "Don't run.", "Be safe.", or "Be respectful.

   ○ Make sure students have been taught how to engage in the appropriate behaviors identified.

2. Design and post a STAR chart for your classroom. Keep in mind, STAR can be replaced with any other word or acronym you wish to use. Also, your STAR grid can include 5 rows or any other number you choose. Place tokens with each letter/number combination in a bag/jar/envelope/etc. (S1, T4, R3, etc.).

3. Determine when/how often you will draw a letter/number combo and how many you will draw each time. You can draw when the STAR chart is completely full OR at set times throughout the day/week.

4. Work with your students to brainstorm a list of prizes. See **this list** for some ideas of potential prizes.

5. Introduce the system to your students. Explain and model how the system will work. Have your students practice engaging in one of the appropriate behaviors you have identified and signing the STAR chart. Then, practice drawing letter/number combos and having the selected students whose names are in the selected spots choose a prize from the prize menu.

6. Begin implementing the system. When students engage in the identified appropriate behaviors, prompt the student to sign the STAR chart. Make sure to give behavior specific praise each time you have a student sign the chart. Behavior specific praise should include a description of the observable behavior the student engaged.

   ○ When you first begin implementing the STAR chart, have students sign the STAR chart frequently. Ensure that your class fills the chart multiple times during a school day. As your students become more familiar with the system and are displaying the goal behaviors more consistently, you can gradually reduce how frequently you have students sign the STAR chart.

7. At designated times (ex. when all boxes on the STAR chart are full), select one or more letter/number combos. Congratulate the students whose names are in the selected locations on the chart and allow the selected students to select a prize from the class prize menu. Update the prize menu periodically.

8. Erase the names from the STAR chart and continue implementing the system. Change goal behaviors and prizes as needed.

Reference: Sprick, R. (2009) - CHAMPS: A Proactive & Positive Approach to Classroom Management -2nd Edition. (variation on Class Lottery and 100 squares)

Good Behavior Game:

1. Identify appropriate and/or inappropriate behaviors that will earn and/or lose points. Behaviors should be defined in observable terms. For example, you might say "Walk in the hallway.", rather "Don't run.", "Be safe.", or "Be respectful."

    ○ Determine how the game will be played. Option i. will likely result in more attention delivered for appropriate behaviors and a more positive classroom culture.

        i. Give points when students engage in specified appropriate/expected behaviors. These behaviors can be your classroom rules or other appropriate behaviors you want to increase in your classroom.

            ● A penalty clause can be included. When students engage in specified inappropriate/unexpected behaviors, their team could lose a point OR a point could be awarded to the opposing team.

        ii. Give points when students engage in specified inappropriate/unexpected behaviors. These can be behaviors that violate your classroom rules or other inappropriate behaviors you want to decrease in your classroom.

2. Determine teams - divide your class into two (or more) teams. Teams could be assigned randomly, number off, girls versus boys, front of room versus back of room, by tables, etc. Make sure to change up teams each time you play the game.

    ○ You can play where the team with the most or least points wins, allowing for only one winner per game. You could also play where a goal is set (more than ___ or less than __) and any team meeting the goal wins, allowing for more than one winning team. If you play with a goal and neither team meets the goal, the team closest to meeting the goal would win that game.

3. Set a time period for playing the game. You can choose to play a short game, such as 10 or 15 minutes, or a longer game, such as the entire class period or subject block.

    ○ Good Behavior Game is not designed to be implemented for the duration of the school day.

    ○ Vary the duration of implementation across sessions. You might start with short durations as your students learn the game and then increase durations of play as they become familiar with how to play the game.

4. Play the game and keep team scores.You "catch" students engaging in those defined behaviors and provide recognition to the student and their team (points, tally marks, stickers, tickets in a jar) when they occur.

    ○ Method for delivering points when appropriate behaviors occur is determined by the behaviors of focus. For example, points could be awarded each time a team member raises their hand and waits to be called on. For behaviors such as participating in assigned tasks or using an appropriate voice volume you might award points on an interval-based schedule. For example, award a point when a team uses the appropriate voice volume for 1 min OR all members are using the appropriate volume at the end of a 1 min interval).

5. Reward the winning team at the end of the game. When the game is over, members of the winning team(s) should receive praise and a preselected preferred item/activity/privilege. See **this list** for examples of potential reinforcers.

References: Cooper, Heron, & Heward (2020). Applied Behavior Analysis 3rd Edition. Pearson Education, Inc., Hoboken, NJ

Good Behavior Game. Retrieved from:
https://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game

Class Lottery:

1. Identify appropriate behaviors that will earn tickets. Behaviors should be defined in observable terms. For example, you might say "Walk in the hallway.", rather "Don't run.", "Be safe.", or "Be respectful.

   ○ Make sure students have been taught how to engage in the appropriate behaviors identified.

2. Determine tickets that will be used. Make sure tickets cannot be easily counterfeited by students.

3. Determine when/how often you will draw tickets and how many tickets you will draw. You might consider drawing tickets more frequently (such as two or three times daily) when you begin implementing class lottery. Over time, you can reduce how often you draw tickets.

4. Introduce the system to your students. Explain and model how the system will work. Have your students practice engaging in one of the appropriate behaviors you have identified, receiving a ticket, writing their name on the ticket, and placing the ticket in the designated location. Then, practice drawing tickets and having the selected students select a prize from the prize menu.

5. Begin implementing the system. When students engage in the identified appropriate behaviors, deliver tickets to the students. Make sure to give behavior specific praise each time you deliver a ticket. Behavior specific praise should include a description of the observable behavior the student engaged in to earn the ticket.

6. At designated times, select one or more tickets from the class jar (or other designated container). Congratulate the students whose names are on the selected tickets and allow the selected students to select a prize from the class prize menu.

   ○ Consider allowing students to help create your prize menu. Update the prize menu periodically. See **this list** for examples of prizes.

Reference: Sprick, R. (2009) - CHAMPS: A Proactive & Positive Approach to Classroom Management -2nd Edition.

Target and Reward a Specific Behavior:

1. Determine the specific behavior you want to increase (ex. timely transitions, turning in homework, recording information in student planner, class average on quiz, etc.) or decrease (ex. talking out, making irrelevant comments, calling names, etc.). Describe the behavior you identify in measurable and observable terms.

2. For a few days, collect data on how often the target behavior occurs for the whole class.

3. Show the data you have collected to your students. Help them set a reasonable goal for reduction of the target behavior.

    ○ Start with a reasonable goal that is similar to the data you collected in step 2. Make the goal more stringent (closer and closer to your ultimate goal) as behavior improves.

4. Work with your students to brainstorm a list of potential rewards and place them in a grab bag. See **this list** for some ideas of potential rewards.

5.   Take data each day and review data with your students.

6. Each day the class meets the goal, allow a student to draw a reward for the ENTIRE class from the grab bag.

7. When you are ready to fade the system, include some tokens that say "Congratulations! Today you have the satisfaction of having attained your goal."

Reference: Sprick, R. (2009) - CHAMPS: A Proactive & Positive Approach to Classroom Management -2nd Edition.

Token Economy:

1. Pinpoint appropriate or inappropriate behaviors to be changed. These behaviors need to be defined in observable and measurable terms. Behaviors of focus may be classroom rules. Behaviors of focus can be changed over time.

2. Build the token economy system.

    a. Select tokens that are easily dispensed, difficult for students to counterfeit (replicate on their own), and are safe for students to use (ex: not dangerous or choking hazard).

    b. Identify prizes and/or privileges that your class can earn. You can generate a list on your own or allow students some input as you make the list. Refer to **this list** for some ideas.

    c. Set token values. Determine the number of tokens that can be earned for displaying different levels of behavior. For example, returning completed homework might earn 2 tokens and making a relevant comment during class might earn 1 token.

    d. Set the reinforcer cost. Determine how many tokens students need to exchange for each prize/ privilege on your menu. More preferred items should require more tokens for exchange. Consider the number of tokens students can earn between trade-ins. If prices are set too low, students will lose motivation after earning a few tokens. If prices are too high, students will give up after failing to earn enough tokens to buy from the menu.

    e. Construct a bank to keep a record of spent and saved tokens. The record should include information for each student in the class.

    f. Arrange times for students to exchange tokens. For example, students might exchange tokens at a set time(s) each day or week? Or, each student might be able to exchange tokens after earning a specified number of tokens.

3. TEACH students to use the token economy system.

    a. Explain when and where the token economy will be implemented.

    b. Model and have students practice engaging in expected behaviors, earning and storing tokens, exchanging tokens, and accessing prizes and privileges from the menu.

4. IMPLEMENT the token economy system.

    a. During specified times or in specified locations, frequently deliver tokens for occurrence of expected behaviors. Pair behavior-specific praise with token delivery. For example, when you deliver a token to a student who quickly begins working on his assigned essay, you might say, "Thank you for following directions quickly by getting started on your essay right away."

    b. Consistently allow students to exchange tokens for the prizes and privileges from your menu as scheduled.

    c. Fade the token economy as students begin to consistently display the positive behaviors you are focused on.

        i. Give tokens for only some instances of the positive behaviors you are focused on. Continue to deliver behavior-specific praise for each occurrence of these behaviors.

        ii. Increase the number of tokens required to exchange for prizes/privileges on your menu. Remember to update items on the menu periodically to ensure student interest.

        iii. Reduce the amount of time each day that the token economy is in place.

Reference: LRBI Handout: Token Economy - retrieved from http://165.139.150.129/intervention/Token.pdf

Whole Class Points:

1. Pinpoint positive behaviors you want your students to display. These behaviors need to be defined in observable and measurable terms. Behaviors of focus may be classroom rules. Behaviors of focus can be changed over time.

2. Determine duration of the interval, how often you will give your students feedback on their behavior (ex. 10 min, 15 min, 30 min, 45 min, etc.)

   a. You can choose to use the same amount of time for each interval (ex. Each interval is 15 mins.) or you can change the duration of each interval, but have an overall average for the day (ex. Intervals throughout the day are 10 min, 17 min, 8 min, 13 min, etc., but average to 15 mins.)

   b. If your class is less mature and/or shows problem behaviors more frequently, you need to use shorter intervals.

   c. Have a method for monitoring intervals (ex. timer, alarm, app, etc.). If you rely on remembering to glance at the clock to monitor the interval, you are likely to lose track on interval times in a busy classroom.

3. Brainstorm with your class to determine rewards they can get by earning a set number of points.

   a. Eliminate unreasonable suggestions. See **this list** for some ideas of potential rewards.

   b. Set prices for each reward. When setting prices, consider interval length (How many points can students earn each day?), as well as monetary, instructional, and personnel costs of rewards.

   c. Generate a visual rewards list (with prices) that students can view.

   d. Have your class choose a reward to work toward earning.

4. Determine a visual method for keeping track of points. This should be posted and visible to all students. For example, you could use a poster, tally marks on the board, Google Doc displayed on your Smartboard, etc.

5. Start timing intervals and observing your students' behavior during the interval. At the end of each interval, provide your students feedback on their behavior during the interval.

   a. If students meet behavior expectations (display the goal behaviors you have identified) for the majority of the interval, provide behavior-specific praise and award the class a point.

   b. If students do NOT meet behavior expectations for the majority of the interval, remind students what behaviors they need to engage in during the next interval in order to earn a point. Do NOT spend several minutes discussing all of the inappropriate behaviors students engaged in throughout the interval. Avoid calling out specific students.

6. When the class earns the number of points required for the reward they are working for, give the reward to all students in the class. After the reward is given, have students choose another reward to work for and continue implementing the system.

Note: There is a variation on the whole-class points system described above. Rather than providing feedback on behavior at the end of designated intervals, the teacher can simply sometimes provide the class a point when the ENTIRE class displays the goal/expected behavior(s). A reward is given to the ENTIRE class when the ENTIRE class earns a set amount of points (just as is described above). Advantages of this variation are that the teacher does not need to monitor intervals and when to give points is totally under control of the teacher. A disadvantage of this variation of the whole class points system is that in the course of managing a busy school day, it is easy to forget to monitor student behavior and provide a point when the class earns it. So, the class may not earn points/receive feedback on their behavior frequently enough to effectively increase and maintain display of the targeted positive behaviors.

Reference: Sprick, R. (2009) - CHAMPS: A Proactive & Positive Approach to Classroom Management -2nd Edition.

Class Hero:

1. Identify appropriate behaviors to focus on increasing for your class. These behaviors could be your classroom rules. Behaviors should be defined in observable terms. For example, you might say "Walk in the hallway.", rather "Don't run.", "Be safe.", or "Be respectful.

   a. Make sure students have been taught how to engage in the appropriate behaviors identified.

   b. You may have the system in place all day or only parts of the day, depending on the behavior(s) you choose to focus on.

2. Determine a method for randomly selecting a student each day/time you want to use the system (ex. put each student's name on a slip of paper and draw a name from a cup).

3. Have students help brainstorm a list of rewards they want to earn. Determine a method for randomly selecting a reward from the list when a reward is earned (ex. number the reward list 1-6 and roll a dice to choose a reward). See **this list** for some ideas of potential rewards. Update rewards periodically.

4. Explain the Class Hero system to your students. Have them practice showing the goal behavior(s). Announce a Class Hero and have the student select a class reward. Have students practice receiving feedback when the selected student does not show the goal behaviors.

5. Implement the system by randomly selecting a student. Let your students know that you have selected a student and are watching for the student to show the goals behaviors, but do NOT announce the name of the selected student.

6. At the end of the day, or other designated time:

   a. If the selected student met the criteria for earning a reward/showed the goal behaviors, announce the name of the student. Use behavior specific praise to announce the goal behaviors the student engaged in to earn a reward. Allow the student to select a reward for the class. Deliver the reward to the class.

   b. If the selected student did NOT meet criteria for earning a reward, announce that there is no class hero today. Do NOT announce the name of the student who did not earn the reward. Remind the students of the goal behaviors they can engage in to earn a reward the next time you implement the Class Hero system.

   c. Return the name of the selected student to the pool of student names (ex. put the slip of paper with the student's name on it back into the jar).

Reference: Cooper, Heron, & Heward (2020). Applied Behavior Analysis 3rd Edition. Pearson Education, Inc., Hoboken, NJ