

Common Reason for Social Behavior Problems: Inappropriate Behavior is positively reinforced
Intervention Name: **The Response Cost Raffle**

Brief Description:

This intervention is a low-cost classroom management strategy developed for students with mild to moderate behavior problems. This intervention is both efficient & effective without the use of a complex token economy system. There is a large body of evidence on the use of response cost behavior management strategies to reduce disruptive behaviors. This type of intervention will generalize across settings and grade level.

What "Common Problems" Does This Address?

Disruptive behavior being reinforced while appropriate behavior isn't being reinforced. Disruptive behaviors include but are not limited to: off-task behavior, inappropriate vocalizations, out-of-area (being out of seat being disruptive), noncompliance, and failing to complete class assignments.

Procedures:

1. Create and explain classroom rule chart.
2. Create & explain list of raffle prizes and reinforcement schedule
3. Explain behaviors that must be exhibited in order to participate in raffle
4. Give each student five (5) cards and students will display cards on desks.
5. If student displays inappropriate behavior (breaks a rule), immediately remove the card from the student's desk.
6. At the end of each period, collect all the cards, put in envelope/shoebox, select card, and award student with prize. (This step can be varied. You can select the time of day when you hold the raffle. Suggested schedule: at least 3 xs per day.)

Critical Components that must be implemented for intervention to be successful:

Clearly defined set of rules displayed in classroom. Discuss the rules with students, emphasizing the purpose and importance of each rule. Provide specific examples for each rule. Observe students and provide immediate, specific and positive feedback

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions: The replication of this intervention was implemented with students in the general education classroom in 4th grade; while the original intervention was implemented on junior high school students in a resource class.

These intervention(s) hold the following assumptions:

- The class had been systematically observed and disruptive behaviors identified prior to implementing the intervention.
- Intervention will be used on a small student population.
- Rewards are of value to the class.
- Reinforcement schedule is implemented consistently.
- Does student know the appropriate behavior?
 - If yes, can begin this intervention immediately.
 - If no, the teacher must teach the child the appropriate behavior BEFORE they can implement this intervention and be effective.

Materials

- Classroom rules chart
- Index cards
- Raffle prize list
- Large envelope/Shoe box

References

Proctor, M. A., & Morgan, D. (1991). Effectiveness of a response cost raffle procedure on the disruptive classroom behavior of adolescents with behavior problems. *School Psychology Review, 20*, 97-109.