

## Advice Sheet 37

### **TOKEN ECONOMY**

The concept of a token economy works well as part of a Class or Individual Reward System. It's probably best to think of it in terms of collecting stamps for a lamp / locker / holiday at your local supermarket – once your card is full you can exchange it for a product or service which is not available without the tokens. Similarly in the classroom it's possible to set up a reward system where the pupil(s) can accumulate tokens they are given for good behaviour and once they have amassed a certain number they can then 'cash them in' in exchange for an agreed reward. The tokens can be stars, stickers, points / credits or any symbol that has meaning and motivation for the pupil (e.g. football sticker, smiley face, tick etc.) As always, select a type of token that is appropriate for the age / ability of the pupil or class.

A token economy can be used for just one pupil in the class or for all the pupils in the class. One way of administering the scheme if all pupils are involved is to create small postcard-size cards for each pupil with their name and a grid / frame (see below). Each time you see good behaviour, another token is given to the pupil to add to their card. Once the card is filled, they can come to the teacher and hand up the card to get their reward. The types of rewards should be clear to the pupils beforehand so they know what it is they are working towards. Examples could be a sweet / lollipop, a 'lucky dip', time on the computer or the pool table, an activity of choice for the pupil, a no-homework card, etc. The pupil then gets a new card and starts again.

It's important to keep encouraging the pupils so that those who have not yet 'cashed' in their card know that their time will come. If a pupil misses a token at the end of a particular day or activity, explain and encourage e.g. "Joe, I couldn't give you a star just now because ... but I'll be really looking carefully tomorrow / after break to see if I can give you one. Can you try your best to help me?"

A whole-class token economy is also possible – where all pupils work together to gather the required number of tokens for a class treat e.g. going to the park, cinema. The value of this is that the pupils should be co-operative rather than competitive in supporting each other to gain the desired number of tokens. Tokens can be distributed to individuals, or one given to the whole class when the whole class behaves appropriately.

NAME: James			
☆	☆	☆	☆
☆	☆	☆	☆
☆	☆	☆	☆

Name: Melissa				
😊	😊	😊	😊	😊
😊	😊	😊	😊	😊
😊	😊	😊	😊	😊

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