*MODIFICATION OF THE EXCESSIVE INAPPROPRIATE
CLASSROOM BEHAVIOR OF TWO ELEMENTARY SCHOOL
STUDENTS USING HOME-BASED CONSEQUENCES AND
DAILY REPORT-CARD PROCEDURES¹*

DENNIS D. TODD, RICHARD B. SCOTT, DARREL E. BOSTOW, AND
STEPHEN B. ALEXANDER

UNIVERSITY OF SOUTH FLORIDA²

Two experiments investigated home-based reinforcement contingencies to control excessive behavior in normal classrooms. Subjects were, respectively, a 12-yr-old fifth-grade boy and a 9-yr-old fourth-grade boy, each in a separate classroom and with a different teacher. Following baseline observations in which observers recorded several categories of student behavior and teacher-student interaction, separate conferences were held including parents of the two children, the principal, teachers, and experimenters. A daily report-card procedure was agreed on, stipulating a one-day suspension from school following three successive "undesirable" daily report cards as well as the supervision of home-based privileges and other reinforcers usually contingent on satisfactory daily reports. Measurements of daily rates of teacher attention indicated no important change in this variable throughout the various experimental conditions. The daily report procedure significantly reduced disruptive classroom behavior. In a second experiment, a teacher-operated timer cued her own time-sample observations. Reliability measures revealed that the teacher could accurately measure the child's behavior while she was teaching the class. The procedure was ultimately successfully expanded to the teacher's total contact hours each day.

DESCRIPTORS: home-based reinforcement, contingency management, disruptive behavior, study behavior, tokens, time sample, teacher training

¹The full text of this manuscript is deposited with the National Auxiliary Publications Service (NAPS). For copies, order NAPS Document #02673. Order from ASIS/NAPS Co., c/o Microfiche Publications, 305 E. 46th Street, New York, New York 10017. Remit with order for each copy \$3.00 for microfiche or \$12.25 for photocopies. Make checks payable to Microfiche Publications.

²Department of School Psychology, University of South Florida, Tampa, Florida 33620. Data were gathered while the authors were at the University of South Florida in Tampa.