

## **Intervention Name: The Response Cost Raffle**

### *Function of Intervention:*

This intervention is intended to reduce the instances of classwide disruptive behavior.

### *Brief Description:*

The Response Cost Raffle is an evidence-based intervention with a number of empirical demonstrations of effectiveness from which this brief was developed (e.g. Witt & Elliott, 1982; Proctor & Daniel, 1991). This behavioral intervention was designed to decrease the frequency of classwide inappropriate behavior. This intervention works because it motivates students to reduce their instances of inappropriate behavior through the use of negative punishment (taking away reward opportunities for students who misbehave). This intervention involves giving an entire class of students raffle tickets at the beginning of a predetermined instruction time. If a student engages in inappropriate behavior during the predetermined time, the teacher must remove one raffle ticket for each inappropriate behavior that occurred. When the teacher removes the raffle ticket(s), the teacher also removes opportunities for students to earn prizes by taking away their reward-winning opportunity (ex: raffle ticket) when they engage in inappropriate behavior.

### *What "Common Problems" Does This Address?*

Problems that arise from students engaging in inappropriate behavior during instructional time. It is intended to reduce behaviors including (but not limited to) the ones that follow: off-task behavior, inappropriate vocalizations, out-of-area movement (being out of seat while engaging in disruptive behavior), noncompliance, and failure to complete class assignments.

### *Procedures:*

1. Create and explain classroom rules. Make sure they are displayed clearly and focuses on what the desired behavior is (vs. what *not* to do).
2. Make list of potential reinforcers for the class and have the class create their own list of reinforcers. When feasible and reasonable, include students' requests for reinforcers in the teacher list of reinforcers. Don't forget that reinforcers can be non-tangible items like a pass to read to Kindergarteners, a pass for a computer lab instructional experience during typical lecture-learning time, bring a soda to class day, or a group-wide "get out of quiz" pass (with an alternative, fun back-up assessment of the same skills that would be assessed in the quiz).
3. Explain to the class which behaviors are considered disruptive.
4. Provide examples of disruptive behavior (demonstrations of what NOT to do) and non-examples (demonstrations of appropriate behavior).

The Response Cost Student Developer – Shannon Brooks

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5. Explain the rules:
  - a. Every student in the class will receive 5 cards/raffle tickets with the students' names on them.
  - b. All students must keep their cards on their desks.
  - c. Each time one student engages in a disruptive behavior the teacher will remove their card from the desk.
  - d. This game will last for x number of minutes (periods, subjects, etc.)
  - e. The students who still have cards/raffle tickets at the end of the instructional period will be entered into a raffle for a prize.
6. The teacher will randomly draw a raffle card and immediately reward the student whose name is listed on the card.

*Critical components that must be implemented in order to be successful:*

A list of rules that inform students about what they are supposed to be doing must be posted so that everyone has quick access to the behavior guidelines that exist within the classroom. There must be access powerful reinforcers (things that the students will CLEARLY work for). All of the rules and the counter rules (non-examples) must be modeled to the students before the start of the intervention. Finally, students should have an opportunity to demonstrate the target behaviors and with immediate, specific, and accurate feedback. Other important considerations include:

- Earned rewards must be delivered immediately.
- Students must have demonstrated their ability to demonstrate the desired classroom behavior.
- If a student has not demonstrated that he/she is able to successfully exhibit the desired classroom behavior, teach the student how to demonstrate the appropriate behavior BEFORE implementing this intervention.

*Materials Needed:*

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

*Reference*

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.

Witt, J. C., & Elliott, S. N. (1982). The response cost lottery: A time efficient and effective classroom Intervention. *Journal of School Psychology, 20* (2), 155-161.

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