



Article

## **Token Economy System Oriented Intervention for Junior High School Students' Internet Game Addiction Behavior: A Educational Reform Study**

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**Abstract:** The number of minor Internet users is expanding and internet addicted teenagers in account for about 9.72% of the total number of teenage internet users. The paper aims to meet the educational reform requirements of the course "Adolescent Mental Health and Counseling" and provides empirical evidence and implementation about proper guidance on internet use including adolescents should be guided to use the internet correctly to obtain information and to curb the trend of internet addiction. This survey shows that more attention should be paid to the impact of online recreational activities on teenagers, especially role-playing and competitive games. It highlights the principles of behavioral therapy, gradually changing individuals' online behavior through reward mechanisms. Related implementation of token therapy focuses on establishing behavioral contracts for this curriculum education reform requires therapists and internet addicts to jointly agree on restrictions on online time and behavior, and determine which behaviors can receive token rewards. Utilizing the token economy system to conduct behavior correction on a junior high school boy addicted to online games and setting clear scoring procedures and reward mechanisms, the subject's game time was gradually reduced, and his academic performance and family responsibility were improved. During the intervention, the subject's game time was reduced from 6 hours per day to less than 1 hour. One month after the experiment, the subject's behavior change was stable, and his academic performance, family relationship, and self-control ability all improved. In this case, the token economy system has a significant effect in correcting adolescent Internet addiction behavior and provides important practical experience for subsequent interventions. Further, This educational reform proves that the progress of the participants can be reflected in gradually reducing token rewards which can also be manifested in successfully guiding internet addiction towards intrinsic motivation, reducing dependence on external rewards. It suggests also the skill training, including learning time management, stress management, emotional regulation, and enhancing social skills through group counseling and appreciates family support, which teaches family members to support behavioral changes in participants and enhances positive interactions within the family through family therapy.

**Keywords:** Token Economy System; Internet Addiction; Educational Reform; Self-management; Adolescent Growth

## **I. Review**

Popularization of Internet use by teenagers, according to the Survey Report on Internet Use by Teenagers (2024), the number of minor Internet users in China is expanding. In 2022, the number of minor Internet users will exceed 193 million, and the Internet penetration rate of minors will grow to 97.2%. Further, according to the "China Youth Internet Addiction Data Report (2024)", internet addicted teenagers in China account for about 9.72% of the total number of teenage internet users, with the proportion of male teenage internet users addicted to the internet (13.29%) being higher than that of female teenage internet users (6.11%). Internet addicted teenagers tend to focus more on playing online games, while non-internet addicted teenagers tend to rely more on the internet to obtain information and study or work. Survey shows that nearly 50% of internet addicted teenagers mainly use the internet for chatting or making friends. Also, the proportion of internet addiction among young people aged 18 to 23 is relatively high, reaching 11.39%.

The educational reform requirements of the course "Adolescent Mental Health and Counseling" require empirical evidence and implementation in this study about proper guidance on internet use including adolescents should be guided to use the internet correctly to obtain information, in order to curb the trend of internet addiction and more attention should be paid to the impact of online recreational activities on teenagers, especially role-playing and competitive games.

### **1. Subject's Basic Information and Problem Behavior**

Subject of this study is a 14-year-old junior high school boy with average academic performance, an introverted and sensitive personality, and less communication with family and classmates. His spare time is mainly spent on playing online games. His parents are busy with work and have less supervision over his study and life. In the past six months, the subject's time spent on online games has increased significantly (an average of 8 hours per day), often staying up late to play games until late at night. At the same time, the subject's academic performance has dropped significantly, unable to complete homework on time, and often distracted or dozing off in class. His parents are deeply worried about this and have communicated with the subject many times, but the effect is not significant.

According to relevant research, the assessment results of adolescents' abnormal use of electronic products show that the abnormal use of electronic products by adolescents is a three-factor structural model including interfering with sleep, interfering with learning, and interfering with offline social interaction. In this case, the subject's behavior conforms to the characteristics of this model: long hours of gaming not only affect the subject's normal work and rest but also seriously interfere with his academic performance and social interaction ability. Specifically, the subject spends a lot of time on online games every day, reducing interaction with family and friends, and at the same time affecting the normal sleep time and quality, resulting in lack of energy during the day and difficulty in concentrating on learning.

### **2. Intervention Goals**

The main intervention goal of this case is to help the subject effectively control and reduce his online game time and improve the problems such as the decline in academic

performance and irregular life and rest caused by Internet addiction. Specifically, the intervention goal is to gradually reduce the subject's daily game time and strive to control it within 1 hour per day. On this basis, strengthen the subject's self-management ability and finally get rid of excessive dependence on the virtual world.

In general, for the Improvement of internet literacy, it is necessary to strengthen the education of internet literacy among teenagers, and help them establish correct concepts and habits of internet use. To educational reform requirements of the course "Adolescent Mental Health and Counseling", the problem of adolescent internet addiction is a multifaceted and complex social phenomenon that requires joint efforts from parents, schools, society, and other parties to solve.

The Song Dynasty rhyme culture is a unique cultural symbol of the Song Dynasty, with rich connotations. In terms of ideology, the prevalence of Neo Confucianism shaped the moral and behavioral norms of people at that time. In literature, Song Ci reached its peak, with poets such as Liu Yong and Su Shi emerging in large numbers. On the artistic level, the achievements in calligraphy and painting are remarkable, with a unique style of thin gold body. The painting 'Along the River during Qing-ming Festival' fully showcases the prosperity of the city. In terms of folk customs, festival activities are colorful, and the Spring Festival and Yuanxiao (Filled round balls made of glutinous rice-flour for Lantern Festival) are very lively. In the field of technology, inventions such as movable type printing and compass are leading the world. In terms of architecture, pavilions and towers are exquisite and elegant. Song Yun culture is a brilliant pearl in the treasure trove of Chinese national culture.

## II . Design

The path design of token therapy for internet addiction can be combined with the principles of behavioral therapy, gradually changing individuals' online behavior through reward mechanisms. In terms of evaluation and planning, it is necessary to assess the degree of internet addiction, including evaluating the degree of internet addiction through professional psychological assessment tools, determining treatment goals, and specific parameters for token reward programs.

Develop a token reward plan, determine the types of tokens, which can be virtual currency, points, or physical prizes, establish token exchange rules and reward lists, etc. It is necessary to set treatment goals, including short-term goals of gradually reducing internet time, medium-term goals of cultivating interest in alternative activities, improving social skills, and long-term goals of restoring normal life and learning order and improving quality of life.

For the problem behavior of the junior high school boy addicted to online games, the reasons for choosing the token economy system as the core method of behavior correction are as follows: First, the token economy system is a structured and highly operable behavior correction technique. It visualizes and systematizes the realization process of the target behavior through clear behavior records, token accumulation, and reinforcement exchange. This method is especially suitable for cases with obvious target behaviors but lack of self-control ability. In this case, due to long-term addiction to online games, the subject

shows weak time management ability and low interest in learning. Therefore, the token economy system can provide immediate feedback, enhance the external motivation of the subject, and at the same time provide transitional support for cultivating his internal motivation. Second, the token economy system has flexibility and can adjust scoring items and reinforcement strategies according to the subject's performance, making the intervention plan more targeted. In this case, the subject's problem behaviors are concentrated in learning, family responsibility, and time management. Through the token economy system, these problems can be specific to observable and measurable target behaviors, and combined with reinforcements to gradually correct his bad habits.

Finally, the token economy system can help the subject cultivate the long-term stability of behavior. In the process of behavior correction, the token economy system not only strengthens the short-term behavior changes of the subject but also lays the foundation for the establishment of subsequent natural reinforcements. By gradually withdrawing tokens, it prompts the subject to gradually adapt to the behavior pattern without external reinforcements. Considering that good tokens should be lightweight, durable, easy to handle (can be given in any time and situation), easy to count and store, not easy to counterfeit, and cannot be used for other purposes, some customized plastic badges are used as tokens in this case and are referred to as tokens hereinafter.

Figure 1 Plastic Badges as Tokens



#### Design of the Scoring Procedure Table

The design of the scoring procedure table is based on the target behaviors in this case, including four scoring items: learning behavior, family responsibility, time management, and interest participation.

Among them, learning behavior is the core goal of the subject's behavior correction. Improving academic performance can not only enhance the subject's self-confidence but also gradually shift his attention from online games. The specific scoring criteria are as follows:

getting 2 points for completing homework on time every day; getting 5 points for achieving a level of concentration in class recognized by the teacher every week; getting 10 points for every 5-point improvement in test scores (which can be accumulated). The design of this item is to encourage the subject's continuous efforts in academics and at the same time avoid one-sided evaluation through multi-dimensional learning performance scoring.

Completing family responsibilities is an important part of helping the subject improve interaction with the family and is helpful to enhance his sense of responsibility and family belonging. Completing the assigned household chores (such as washing dishes, tidying up the room) every day can get 2 points. This item cultivates the subject's awareness of family responsibility by strengthening his participation in family affairs and at the same time provides positive alternative activities to reduce game time.

The improvement of time management ability is the key to reducing the subject's online game time. The specific scoring criteria are as follows: getting 5 points for controlling the game time within one and a half hours per day; getting 1 point for every 10-minute reduction in game time. Through the gradual strengthening of time management, this item aims to help the subject establish a healthy time allocation habit and at the same time elaborate the target behavior into quantifiable steps to enhance the feasibility of achieving the goal.

Table 1 Scoring Procedure Table

Target behavior	Learning behavior			Family responsibility	Time management		Interested participation
	Finish homework on time every day.	Attend classes carefully every day and win the teacher's approval.	Improve the score of a single subject by 5 points.	Finish the daily assigned household chores.	Keep the daily game time within one and a half hours.	Reduce the game time by ten minutes.	Participate in an extracurricular activity (such as physical exercise, reading) once a week.
Number of tokens	2	5	15	2	5	1	5

Finally, interest participation is an important means to transfer the subject's dependence on games, which can help him expand the joy of life and enhance social interaction. The specific scoring criteria are as follows: getting 5 points for participating in an extracurricular activity (such as physical exercise, reading) once a week.

Above item aims to gradually weaken the attraction of online games to the subject by strengthening positive alternative behaviors and at the same time cultivate his diverse interests.

## 1. Selection of Reinforcements

In the selection of reinforcements, it is necessary to combine the actual situation and behavior causes of the subject to truly play the role of the token economy system. Through in-depth interviews and behavior observations with the subject and his parents, it is understood that the main reason for the subject's addiction to online games is not only the attraction of the game itself but also the lack of sufficient emotional support and companionship in real life.

Due to the busy work of his parents and limited interaction among family members, the subject feels that his emotional needs cannot be met, so he devotes a lot of time to online games to find sustenance and a sense of belonging in the virtual world. The team cooperation, task rewards, and social interaction provided in the game fill the emotional void of the subject in real life.

Therefore, in the design of reinforcements, it is necessary to focus on this need of the subject and take family emotional maintenance as the core to guide him to gradually replace the dependence on the virtual world with positive experiences in real life.

First, the subject expressed a desire for family companionship. Although he did not directly say so, his behavior and language revealed his wish to have more interaction with his parents. In the selection of reinforcements, some activities participated in by the whole family are designed as rewards, such as going to an amusement park, taking a short trip, or watching a movie together. These activities can not only meet the subject's longing for an intimate family relationship but also strengthen the emotional bond among family members. In the early stage of the intervention, when the subject has accumulated a certain number of tokens, he can exchange them for a trip to the amusement park with the whole family. The trip can not only make the subject feel a sense of achievement but also provide him with positive real experiences and reduce his dependence on virtual games. Parents are also encouraged to increase interaction with the subject during this process, actively participate in his life and activities, and gradually transfer his emotional sustenance from the virtual world to the family.

Second, combined with the characteristics of the subject at this age, pocket money is also a very effective reinforcement. In the interview, the subject revealed that he hoped to have more pocket money to buy things he likes or participate in activities he is interested in. For the subject, pocket money is not only a material reward but also a symbol of autonomy, which can make him feel respected and recognized.

Therefore, a pocket money reward mechanism linked to target behaviors is designed: the subject accumulates tokens by completing specified tasks (such as completing homework on time every day, taking the initiative to do household chores), and then can exchange the tokens for a certain amount of pocket money.

This reward mechanism can not only motivate the subject to actively participate in behavior change but also cultivate his economic management ability and make him learn to plan and use his pocket money.

In summary, in the selection of reinforcements, combined with the actual situation and psychological needs of the subject, the focus is on how to enhance his emotional connection

with the family through rewards and meet his independent needs in adolescence through pocket money rewards.

This reinforcement design can not only effectively attract the subject's attention but also help him gradually transfer his attention and emotional sustenance from online games to real life, laying the foundation for finally achieving behavior change and long-term stability.

#### Token Reward Exchange Rules

In the short-term reward exchange mechanism, the subject can accumulate tokens through daily behaviors such as completing homework on time and reducing game time and exchange them for small rewards. For example, the subject can get about 10 tokens by completing various tasks on time every day. In this way, he can accumulate 70 tokens in a week. 70 tokens can be used to exchange for a family dinner, watching a movie in the cinema, buying some gifts such as sneakers, etc. Such rewards have immediacy and can provide the subject with timely pleasure and satisfaction, encourage him to continue behavior change, and the reward content is close to the subject's interests and needs and can effectively attract his attention.

In the long-term reward aspect, the corresponding number of tokens for exchange is higher, encouraging the subject to obtain more valuable rewards through continuous efforts. To encourage the subject to maintain long-term motivation in behavior change, the content of long-term rewards includes going to the amusement park with the whole family, taking a short family trip, buying favorite technology products such as headphones or participating in some entertainment activities, etc.

Table 2 Token Exchange Rules Table

Reinforcement	Number of the tokens
Pocket money	Exchange at a radio of 1: 3
Entertainment activities such as watching movies.	30
Family dinner	50
Gifts like sneakers, sportswear and so on.	70
The whole family goes to the amusement park.	150
More expensive gifts such as headphones and e-books.	250
Family short trip	300

These rewards can not only meet the subject's material desires but also strengthen the emotional bond between the subject and his parents through family participation, helping him transfer more emotional sustenance to real life rather than the virtual world. In the process of behavior correction, this reward can enhance the subject's sense of participation and belonging in real life and gradually reduce his dependence on games. The setting of the reward exchange mechanism also specially considers the flexibility and personalization of

rewards, further enhancing the subject's enthusiasm. For example, if the subject wishes to exchange for pocket money, he can exchange all tokens into pocket money at a ratio of 1:3.

For example, 100 tokens can be exchanged for 300 yuan of pocket money. This not only gives the subject a material reward but also makes him feel the economic autonomy obtained through efforts. And the content of each reward exchange can also be slightly adjusted according to the subject's interests and needs to ensure that the rewards are always attractive.

The design of this token exchange mechanism not only ensures the immediacy of rewards but also emphasizes the effect of long-term incentives. Short-term rewards can motivate the subject to maintain good behavior performance in daily life, while long-term rewards help the subject establish long-term behavior planning and goal awareness and gradually reduce his dependence on online games.

At the same time, the reward content not only considers material needs but also pays attention to emotional support. Through the form of family interaction and joint activities as rewards, it enhances the subject's investment in family relationships and further promotes the sustainability and stability of his behavior change.

#### 4. Considerations for Program Withdrawal

In this case, the withdrawal of the token system must be carefully considered to ensure that the subject's behavior change will not rebound to the original state due to the sudden termination of the program. The withdrawal of the program should be carried out when the subject has relatively stable changed the bad behavior and can consciously control the game time. At the same time, the withdrawal process should not be sudden but should be completed by gradually reducing rewards so that the subject can gradually adapt to the lifestyle without token rewards and will not lose motivation or have negative mentality.

Secondly, after the withdrawal of the token system, the subject needs to continue to obtain a certain feedback mechanism to maintain the continuous improvement of behavior. To avoid the subject returning to the old game behavior without tokens as motivation, family members still need to participate in daily behavior management and provide appropriate emotional support and behavior feedback.

For example, parents can regularly evaluate the subject's behavior performance, give praise or suggestions in a timely manner, help the subject consolidate the learned self-management skills, and internalize these skills into the norm in life, rather than simply relying on external rewards. In this transformation process, family members should play an exemplary role and support the subject in gradually expanding other interests and social activities in addition to controlling game behavior through practical actions.

### **III. Implementation**

The implementation of token therapy focuses on establishing behavioral contracts. The curriculum education reform will require therapists and internet addicts to jointly agree on restrictions on online time and behavior, and determine which behaviors can receive token rewards. In terms of token issuance, when internet addicts comply with regulations, reduce



their online time, or participate in alternative activities, tokens will be issued. The issuance of tokens should be timely and accompanied by positive feedback. In terms of token exchange, setting up exchange times allows internet addicts to exchange tokens for rewards. Rewards should be diversified, including physical items, opportunities for participation in activities, etc. In this case, the implementation of the correction procedure has gone through multiple stages, from the initial implementation of the token economy system to the later introduction of the extinction method, gradually helping the subject get rid of the dependence on online games and finally transitioning to the stage of self-management without external rewards. The following is the detailed implementation process of the entire correction procedure:

### **Initial Stage: Implementation of the Token Economy System (Weeks 1 - 3)**

In the initial stage of the correction procedure, the token economy system is implemented as the core of the reinforcement method to promote the subject's immediate adjustment and feedback of behavior. Parents and the subject jointly determine the behavior goals and specify these goals into daily behavior tasks, such as completing homework on time, controlling game time, and participating in household chores. To ensure the transparency and operability of the token system, parents prepare a detailed token scoring sheet, clearly listing the number of tokens corresponding to each behavior task. After each task is completed, parents record and issue tokens according to the scoring sheet.

Week 1: At this stage, the subject has a little resistance to the token economy system, especially in the control of game time. In the initial stage, he has difficulty adapting to the arrangement of reducing game time, and the daily game time is still almost more than 7 hours. Parents always focus on positive encouragement, encourage the subject to find other activities outside the game, such as interacting with family members and doing extracurricular reading. Parents also participate in the subject's daily activities and try to enhance the subject's participation through joint reading and exercise, reducing the temptation of games.

Week 2: By the second week, the subject gradually begins to adapt to the token economy system and can control the game time under the guidance of parents and complete homework and participate in household chores on time. At this time, parents begin to observe that the subject's game time has decreased, and the subject's daily game time is about 4 hours. In this process, parents maintain the monitoring of the subject's behavior to ensure that he complies with the daily task requirements. Parents have a brief assessment and feedback with the subject once a day to timely praise and adjust the subject's performance.

Week 3: In the third week, the subject has begun to form a certain degree of self-discipline, can actively complete learning tasks and household chores, and begins to look forward to redeeming rewards. Parents at this time strengthen the interaction with the subject, especially through activities outside the game to let the subject better experience the fun and sense of achievement in life and further stimulate the subject's interest in non-game activities. Parents also encourage the subject to plan the obtained tokens reasonably in order to exchange for more attractive rewards.

### **Middle Stage: Stable Implementation of the Token Economy System (Weeks 4 - 6)**

In the middle stage, the token system continues to be stably implemented, but with the

gradual improvement of the subject's behavior, the frequency and form of rewards are also gradually adjusted to further strengthen the subject's self-control ability.

Week 4: By the fourth week, the subject has been able to complete homework on time in a relatively stable situation and control the game time within about 2.5 hours. The focus at this stage is to enhance the subject's internal motivation for his behavior, rather than simply relying on external rewards. Parents provide more emotional support and positive feedback to motivate the subject, such as praising the subject for his positive performance in family activities and planning family activities together with the subject.

Week 5: In the fifth week, the subject has formed a more stable behavior pattern. He can complete most tasks within the specified time, and the game time has been reduced to 2 hours. Parents begin to moderately reduce the daily token number rewards, especially for behaviors that have become habitual, such as completing homework on time and participating in household chores. The token rewards become sparser, and parents begin to use higher-value long-term rewards to motivate the subject. For example, if the subject can complete academic and household chores on time within a week and accumulate 150 tokens, he can exchange for an opportunity to go to the amusement.

Week 6: By the sixth week, the subject has basically established a relatively stable daily routine. He can consciously control the game time within 2 hours, actively complete all learning tasks, and the teacher reports that the subject is serious and active in class. At this time, the parents further adjusted the token rewards, reducing the emphasis on the control of game time and focusing more on academics and household chores. After each behavior is completed, the distribution of rewards depends less and less on tokens and more on the subject's self-feedback. Parents help the subject realize the importance of self-management and self-discipline through daily discussions and interactions with the subject.

#### **The Later Stage: Introduction of the Extinction Method and Transition of the Token System (Weeks 7 - 9)**

Week 7: In the seventh week, the parents continued to reduce the frequency of token issuance. Token rewards were mainly focused on the achievement of long-term goals, such as the improvement of academic performance and participation in family activities. The parents no longer gave token rewards for each small task but set a relatively large reward goal to encourage the subject to continuously strive to achieve this goal. At this stage, the subject had been able to feel the value of family interaction and gradually understood the benefits of controlling game time for his academic and life quality.

Week 8: By the eighth week, the token rewards almost completely disappeared. Parents instead encouraged the subject through verbal and emotional support. Parents and the subject set new short-term and long-term goals to help the subject understand the significance of behavior improvement rather than simply relying on external rewards. Parents continued to maintain close communication with the subject, regularly conducted evaluations and feedback to ensure that the subject could still control the game time and maintain good academic and family relationships.

Week 9: By the ninth week, the subject had been able to manage his own behavior consciously. The game time was basically under control, and the academic performance had

been greatly improved, and the family relationship had also been significantly enhanced. At this time, the parents officially revoked the token system but still helped the subject consolidate the learned behavior patterns through care and feedback. Parents and the subject agreed on new behavior goals to ensure that the subject could maintain a healthy lifestyle and continue to establish a closer emotional connection with the family.

Through gradually reducing external rewards and introducing the extinction method, the subject gradually learned self-control and self-motivation, successfully overcame the dependence on games, and the behavior change became more internalized and could be continuously maintained and adapted to a life without token rewards.

#### **IV. Observation**

The educational reform activity of this course found that the progress of the participants can be reflected in gradually reducing token rewards, that is, as the behavior of internet addicts improves, the amount and frequency of token issuance gradually decrease. It can also be manifested in successfully guiding internet addiction towards intrinsic motivation, reducing dependence on external rewards. These successes cannot be achieved without relevant skill training, including learning time management, stress management, emotional regulation, and enhancing social skills through group counseling. Of course, these advances are closely related to family support, which teaches family members to support behavioral changes in participants and enhances positive interactions within the family through family therapy.

During the experiment, the subject's behavior changed significantly. Initially, the subject usually spent more than 6 hours on games every day. However, under the incentive of the token economy system, he gradually reduced the game time and was able to control it within about 1 hour per day as required by his parents. One month after the experiment, the subject's behavior change remained stable. The game time was further reduced to no more than 1 hour per day, and he was able to control the time consciously and no longer felt a strong dependence.

By comparing the situation during the experiment and after the experiment, the effectiveness of the token economy system can be seen. During the experiment, the token economy system provided external incentives for the subject, helping him establish the motivation to control game time and improve other behaviors.

After the program ended, the subject was able to spontaneously maintain these good behavior habits without relying on external rewards. The experiment not only solved the subject's Internet addiction problem but also helped him make progress in academics, family responsibility, social interaction, etc., enhanced his self-management ability, and promoted the improvement of mental health and family relationships.

#### **V. Conclusion**

The results of this course's educational reform indicate that improving internet addiction is not a one-time solution and requires regular follow-up, including analyzing the behavior of internet addicts, evaluating the effectiveness of treatment at different stages, and adjusting treatment plans as needed. At the same time, it is necessary to prevent recurrence, including

identifying potential causes of recurrence and developing response strategies. Establish a long-term support system, such as self-help groups, hotlines, etc.

Throughout the entire treatment process, individual differences should be taken seriously, and the treatment plan should be flexibly adjusted to ensure the effectiveness and sustainability of the treatment. At the same time, ethical principles of psychological counseling should be followed, respecting the privacy and wishes of internet addicts, and providing them with a safe and non-discriminatory treatment environment.

In the discussion and reflection of this case, we can examine the implementation process, effectiveness, and limitations of the token economy system from multiple perspectives. Overall, the token economy system has achieved positive results in correcting the subject's Internet addiction behavior, but there are still some areas that need further optimization in the specific implementation process.

### **Effectiveness and Advantages of the Token Economy System**

Firstly, as a reinforcement behavior correction technique, the token economy system has shown obvious effectiveness in this case. Through token rewards, the subject gradually developed the ability of self-control and reduced the dependence on online games. The advantage of the token economy system lies in its ability to provide immediate feedback and rewards, helping the subject quickly adapt to the new behavior norms in the initial stage and cultivating internal motivation through external incentives.

During the experiment, the subject's game time was significantly reduced, and the completion of homework and household chores also improved. The participation and guidance of parents made the subject feel supported and encouraged in the process of behavior change, increasing his motivation and confidence for change.

### **Challenges in the Implementation Process of the Token Economy System**

The implementation of the token economy system is not without difficulties. In the initial stage, the subject showed a certain degree of resistance to reducing game time. Especially when facing the temptation of the virtual world, the subject often felt anxious and uneasy. On the one hand, this indicates that although the token economy system provides immediate rewards, sufficient patience and continuous support are still required to help the subject overcome the dependence on games.

The role of parents is crucial at this stage. They not only need to strictly implement the token system but also help the subject relieve anxiety through emotional support and psychological counseling to gradually achieve behavior change.

In addition, the token economy system may face the problem of "adaptation" of rewards in the long-term implementation. As the subject's behavior gradually improves, the attractiveness of external rewards may decrease, which also requires parents to adjust the reward mechanism in a timely manner to avoid "over-dependence" on rewards. In this case, the parents successfully introduced the cultivation of internal motivation in the process of the gradual disappearance of token rewards.

For example, by encouraging the subject to obtain a sense of satisfaction from self-feedback, the subject in this process gradually realized the true meaning of behavior change and began to actively pursue a healthier lifestyle.

### **Reflection and of Future Intervention Strategies**

Although the token economy system has achieved success in this case, there is still room for improvement. First, in view of the individual differences of the subject, parents should adjust the reward mechanism more flexibly.

For example, for some individual subjects, games may be just a way to escape loneliness and meet emotional needs. Besides limiting game time, parents can help the subject find alternative ways of emotional sustenance through more emotional care and communication.

Especially in the intervention of Internet addiction, emotional support and family companionship are crucial <sup>[4]</sup>. The token economy system cannot completely replace the intimate family relationship and psychological counseling.

Second, in the selection of token rewards, it can be more diversified and personalized. For example, children can also be allowed to put forward reasonable suggestions for the selection of reinforcements and the formulation of the reward mechanism. Perhaps the intervention personnel cannot fully understand what the children really want. In the long run, the goal of behavior correction should not only be to reduce bad behaviors but also to help the subject develop the abilities of independence, self-discipline, and social adaptation.

In other words, the design of rewards should not only focus on immediate changes but also on the cultivation of individual internal motivation, promoting the subject to gradually transition to self-management.

### **Timing and Strategy of Program Withdrawal**

The process of withdrawing the token economy system should not be sudden but should be completed by gradually reducing rewards, so that the subject can gradually adapt to the lifestyle without token rewards and will not lose motivation or have negative mentality <sup>[3]</sup>.

In this case, the withdrawal of the token economy system went relatively smoothly, and the subject was still able to maintain good behavior without external rewards. However, in future intervention processes, we should pay more attention to the refinement of the withdrawal stage to ensure that when the token system gradually disappears, the subject can maintain behavior change through other means.

For example, when withdrawing token rewards, self-management training can be added, such as helping the subject set short-term goals and self-evaluate the achievement, so as to enhance the sustainability of behavior change.

### **VI. Summary**

This educational reform study demonstrates that cognitive-behavioral therapy (CBT) is an effective psychological intervention for treating adolescent internet addiction. This method mainly targets the maladaptive cognition of internet addicts, that is, their cognitive distortions about themselves and the world. Cognitive behavioral therapy reduces internet addiction through behavior correction therapy, while helping adolescents re-evaluate their motivation to use the internet through cognitive reconstruction and develop effective coping strategies to face real-life stress and negative emotions. This method can also improve teenagers' self-esteem and self-efficacy, and help them establish stable interpersonal relationships.

Of course, in addition to cognitive-behavioral therapy, group counseling is also an effective method for treating adolescent internet addiction. A systematic review and meta-analysis study showed that group psychological counseling has a significant intervention effect on internet addiction, especially in reducing the phenomenon and symptoms of internet addiction. The results of this study also suggest that prevention and intervention of adolescent internet addiction require a multi-pronged approach, with particular emphasis on the importance of multiple intervention models. These models include individual intervention, group intervention, and multi-level intervention programs that combine family and school. These studies indicate that cognitive-behavioral therapy is the primary intervention method, and the intervention model is developing towards a comprehensive approach.

Overall, this case demonstrates the effectiveness of the token economy system in correcting adolescent Internet addiction problems, especially in the initial stage, helping the subject gradually establish self-control ability through external incentives. However, long-term behavior change not only depends on external rewards but also requires the cultivation of individual internal motivation and the strengthening of emotional support. Parents played a key role in the implementation process, helping the subject overcome the dilemma of Internet addiction and achieving significant behavior improvement through positive feedback and support.

Future intervention strategies should pay more attention to personalized design, fully consider the emotional needs and family background of the subject, and combine psychological support and behavior correction to help adolescents manage their behaviors consciously without external rewards. In addition, the withdrawal stage of the intervention should be more refined to help the subject gradually transition on the path of self-management and ensure the long-term maintenance of behavior change.

In conclusion, the token economy system has successfully helped the subject reduce the dependence on online games in this case, but in order to achieve long-term behavior change, it is necessary to attach importance to the cultivation of emotional support and internal motivation. This not only helps the subject establish healthy living habits but also promotes the improvement of his mental health and family relationships. Future research can further explore how to optimize the design of the token economy system to better meet the needs of different individuals and explore more comprehensive intervention methods to deal with the complex social problem of adolescent Internet addiction.

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