

ADHD:

Response Cost

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Response Cost:

What is it?

- A punishment method used to reduce the frequency of unacceptable behaviours
- Usually used in conjunction with a token economy or positive reinforcement plan
- The display of targeted inappropriate behaviours or failure to meet a specified goal results in the loss, or penalty of a token, points, privilege, or other reinforcer
- Tokens are given following the display of targeted appropriate behaviours, and are removed following the display of targeted inappropriate behaviours.

Purpose:

- To increase the frequency of desired target behaviours while decreasing the frequency of undesired behaviours
- Used for students who do not respond adequately to only positive reinforcement or punishment strategies

Advantages:

- Can easily be implemented with a token economy
- When implemented with token economy, have all the advantages that go with it
- Can result in a rapid reduction of challenging behaviours
- Control of specific consequences for behaviour
- Not reliant on natural consequences

Note: Although there seems to be significant evidence to support the use of this method with younger children, evidence for success with students with ADHD in high school is less available. Close monitoring is essential in the high school setting.

Procedures of Response Cost:

- Method of reinforcement
 - ➔ Token economy (See Token Economy PDF)
 - ➔ Furnished reinforcer
 - Issue a pre-determined number of reinforcers or tokens
 - Be careful with this approach because students do not need to do anything to earn these
 - ➔ It is important to be sure that there are enough reinforcers in place that the student will not run-out or owe reinforcers due to infractions or penalties

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- Determine target behaviours
 - ➔ Social
 - ➔ Academic
 - ➔ Behavioural
 - ➔ Must be observable and measurable
- Tracking method
 - ➔ Keep track of reinforcers and loss of reinforcers
- Determine fines or penalties and post
 - ➔ Cost associated with each targeted inappropriate behaviour
 - ➔ Be sure severity of behaviour matches cost
 - ➔ If costs are too little, may not have much effect, but if too great, may result in frustration and giving up
 - ➔ Needs to be balanced in order to maintain interest and motivation
 - ➔ Be specific
- Implement the response cost system
 - ➔ Introduce and explain to students
 - When and where the system will be used – all day, or specific classes
 - Show students where the rules and fines are posted
 - Role-play situations and clearly explain the details of the program
 - ➔ When an infraction occurs, immediately take the reinforcer
 - Always provide a brief and non-judgmental explanation of the problem behaviour
- Monitor student performance
 - ➔ Record each response cost incident
 - Student
 - Behaviour
 - Penalty
 - ➔ Graph data
 - Provides overall look at the effectiveness of the program
 - Make adjustments as necessary

For further information:

http://docs.google.com/viewer?a=v&q=cache:v8O2DubOazoJ:www.usu.edu/teachall/text/behavior/LRBlpdfs/Reponse.pdf+response+cost&hl=en&gl=ca&pid=bl&srcid=ADGEESieS5ttbvJMqmgz2So_ebrQOLZEvKIUCazKOWxlxBIYBNs9QAhFyqKCrqnljluRd59hPUrWxiNkz6TjzFtUAsrORnjyG8a8R8YzQCjzS7d95RxEstCWkSZpKJ2haawhmp9Prxtvr&sig=AHIEtbSB9-HKildm6Mu6F8pDWuiovZeiaA or

<http://popsmin.tripod.com/responsecost.html>