The use of behaviour specific praise and a token economy to increase on-task behaviour for a male high school student with Asperger’s syndrome (AS) and ADHD: variable outcomes

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Abstract

The purpose of this study was to increase on-task behaviour using a token economy system paired with positive teacher reinforcement in a high school student with ADHD and Asperger’s syndrome. Our participant was a 15-year-old ninth grade student enrolled in a self-contained special education classroom. He was diagnosed with both ADHD and Asperger’s Syndrome. The dependent variable measured was the percent of on-task behaviour across two academic periods of the school day. On-task behaviour was tallied using a partial interval recording system. After baseline, a token economy was implemented. The token system was a levelled system where the more on-task that was noted, the greater his reward. The overall outcomes indicated large increases in on-task behaviour. The procedures were easy to implement and evaluate in a high school classroom setting.