**Name of Intervention:**Response Cost

**Description:**A response-cost system is like a token economy but with the additional component that allows for the taking away/loss of a previously earned reinforce due to an inappropriate behavior i.e. in the case of not following an established classroom expectation or procedure.

**Purpose:**This intervention was designed to decrease the frequency of class wide/small group/individual inappropriate behaviors.

**Grade Level:**K-12

**Level of Implementation:**Individual, small group

**Procedure:**1. Identify major problem behaviors that you want to target i.e. arguing, name calling
2. Make sure that the student(s) are able to understand the concept of rewards and “fines” (the removal of a token)
3. Teach and model the appropriate behaviors you want to see in class
4. Establish the replacement behavior that you want, again modeling the expectation
5. Define what the reward(s) will be and the numbers of “tokens” that are needed to be successful
6. Introduce the token system to the class – if whole class, it could be marbles in a jar, tickets etc.
7. Any removal of tokens should be done in a calm, matter-of-fact way – when doing so, reinforce the expectation
8. The use of simple consequences appear more effective than severe consequences
9. BE CONSISTENT
10. Front load the tokens – giving more positives than negatives
11. Monitor your plan so as to know when you have achieved your goal and then you can move on to the next target area.

If doing a large group and there is a small segment of the population that chooses not to participate, you can place then into a sub –group that has the same opportunity to earn and be fined, allowing the students who really want to participate earn their rewards.

**Research/Evidence Base:**Cambium Learning, Inc. [www.http://susd.schoolfusion.us/modules/groups/homepagefiles/cm./394763/File/Student%20Services/response\_cost.pdf](http://www.http://susd.schoolfusion.us/modules/groups/homepagefiles/cm./394763/File/Student%20Services/response_cost.pdf)

Gongola l, Sweeney Jennifer. Managing Classroom Behaviors: Tools to Facilitate Behavior Interventions in the General Education Setting

Behavior Theory, Vol 3, Issue 4, October 1972 pp533-546

“Reducing Undesirable Behaviors”, CEC 1991

“The Response Cost Raffle”, University of Missouri, ebi.edu/?p=285

“Response Cost in Behavior Management”, www.About.com Special Education

YouTube. The Response Cost Raffle, EBINetwork

**Progress Monitoring Tools:**You can use frequency charts - counting the number of occurrences of the targeted behaviors, in any given time frame, before you begin the program (baseline). If you desire to target disruptive behaviors, you would begin by recording the number of times the class, group, individual was disruptive during any given time period of the day.

<http://behaviordoctor.org/material-download/>

**Resources and Additional Support:**<http://popsmin.tripod.com/responsecost.html>

[**www.behavioradvisor.com/ResponseCost.html**](http://www.behavioradvisor.com/ResponseCost.html)

<http://ebi.missouri.edu/?p=285>

**http://sped843interventions.wikispaces.com/Response+Cost**