



# ASSESS THE EFFECT OF TOKEN ECONOMY IN REDUCING BEHAVIOURAL PROBLEMS AMONG ATTENTION DEFICIT HYPERACTIVITY DISORDER CHILDREN IN SELECTED SPECIALLY CHALLENGED SCHOOL AT KANYAKUMARI

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**ABSTRACT**

**Introduction:** Attention-Deficit/Hyperactivity Disorder (ADHD) is one of the most common childhood psychiatric disorders, affecting 5–10% of school-aged children worldwide. ADHD is defined by a persistent and age-inappropriate pattern of inattention, hyperactivity-impulsivity, or both.

**Aim:** The purpose of the study was to assess the effect of token economy in reducing behavioural problems among attention deficit hyperactivity disorder children in selected specially challenged school at Kanyakumari district.

**Methods:** ADHD Children in special children school were assessed using Conner's Teacher Rating scale before and after token economy.

**Results:** The present study revealed that during pretest 50% of attention deficit hyperactivity disorder children had moderate behavioural problems and 50% of attention deficit hyperactivity disorder children had severe behavioural problems.

The post test means score of behavioural problems 35.3 was lower than the pretest mean score 74.0, the paired T test value is 19.141, and the same was statistically very highly significant ( $P < 0.0001$ ) in attention deficit hyperactivity disorder children.

**Conclusion:** These findings showed that the token economy was effective in reducing behavioural problems among attention deficit hyperactivity disorder children.

**KEYWORDS**

**INTRODUCTION**

Attention deficit hyperactivity disorder (ADHD) is a disorder characterized by problems with sustained attention, impulsivity and over activity. Children with attention deficit hyperactivity disorder may have additional diagnoses characterized by hostile, disobedient, and defiant disorders such as oppositional defiant disorder (American Psychiatric Association, 2004). The behavior associated with attention deficit hyperactivity disorder change as children grow older. For example, a preschool child may show gross motor over activity like always running or climbing and frequently shifting from one activity to another. Older children may be restless and fidget in their seats or play with their chairs and desks. They frequently fail to finish their school work, or they work carelessly. Adolescents with attention deficit hyperactivity disorder tend to be more withdrawn and less communicative. They are often impulsive, reacting spontaneously without regard to previous plans or necessary tasks and homework (Phillips, 2008). Children with attention deficit hyperactivity disorder, show impulsivity, excessive activity or fidgeting, daydream, act lethargic, and frequently do not finish their academic work. Not all of these behaviors appear in all situations. A child with attention deficit hyperactivity disorder may be able to focus when he or she is receiving frequent reinforcement or is under very strict control. The ability to focus is also common in new settings or while interacting one-on-one. While other children may occasionally show some signs of these behaviors, in children with attention deficit hyperactivity disorder the symptoms are more frequent and more severe than in other children of the same age (Blackorby, 2009). Implementing a token economy involves using a tangible item, referred to as a reinforcer, to increase appropriate behavior and or reduce inappropriate behavior. There are several advantages to using a token economy. For example, tokens bridge the delay between a target behavior and back-up reinforcement, can usually be given at any time or place, and may be carried anywhere, making it easy to immediately reinforce appropriate behavior (Kazdin & Bootzin, 1972).

**AIM**

The purpose of the study was to assess the effect of token economy in reducing behavioural problems among attention deficit hyperactivity disorder children in selected specially

challenged school at Kanyakumari district.

**MATERIALS AND METHODS**

This observational study was conducted in special children school. The tools used for the study was Conner's Teacher Rating scale. Children were assessed before and after token economy.

**RESULTS**

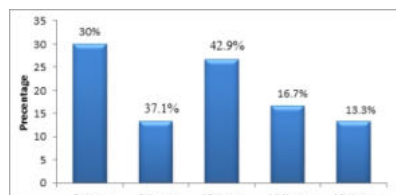


Figure 1: Distribution of attention deficit hyperactivity disorder children in age group

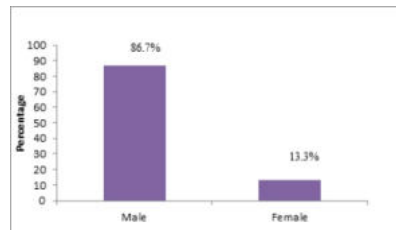
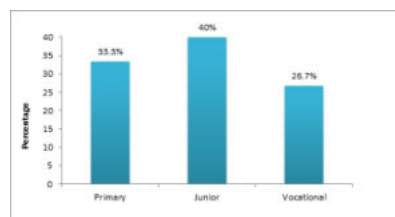
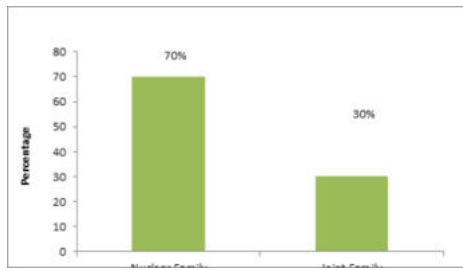


Figure 2: Distribution of attention deficit hyperactivity disorder children in Gender



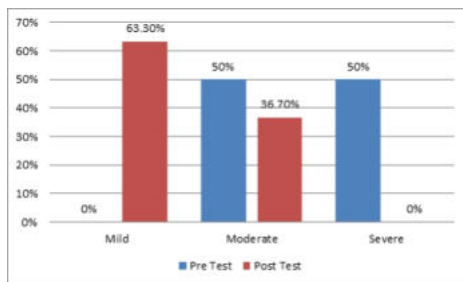
**Figure 3: Distribution of attention deficit hyperactivity disorder children according to their education.**



**Figure 4 Distribution of attention deficit hyperactivity disorder children according to their type of family.**



**Figure 5 Distribution of attention deficit hyperactivity disorder children according to their economic status.**



**Figure 6 Assessment of pre and post test behavioral problems among the attention deficit hyperactive disorder children.**

**TABLE 2 Effectiveness of Token Economy System In Reduction Of Behavioural Problems**

Subjects	Pre test Score		Post test Score		P value
	Mean	S.D	Mean	S.D	
Behavioral problems	74.0	22.3	35.3	11.8	<0.0001

Pre test and post test behavior level of attention deficit hyperactivity disorder children. The mean behavioral problems of attention deficit hyperactivity disorder children before administration of token economy system was  $74.0 \pm 22.3$  and the same was reduced after participating in token economy system was  $35.3 \pm 11.8$ . (P value <0.0001)

**TABLE 3 Associations between Pretest Score with Demographic Variables of Attention Deficit Hyperactivity Disorder Children**

Demographic Variables	Mild behavioral problems		Moderate behavioral problems		Severe behavioral problems		P value	
	F	%	F	%	F	%		
	Age in Years							
	8	0	0	6	20	3	10	NS
	9	0	0	2	6.7	2	6.7	
	10	0	0	4	13.33	4	13.33	
	11	0	0	0	0	5	16.7	
	12	0	0	3	10	1	3.33	

Gender	Male	0	0	13	43.3	13	43.3	NS
	Female	0	0	2	6.6	2	6.6	
Education	Primary	0	0	5	16.7	5	16.7	
	Junior	0	0	7	23.3	5	16.7	NS
	Vocational	0	0	3	10	5	16.7	
Type of Family	Nuclear Family	0	0	12	40	9	30	NS
	Joint Family	0	0	3	10	6	20	
Economic Status	Low	0	0	8	26.7	9	30	
	Middle	0	0	5	16.7	5	16.7	NS
	Upper	0	0	2	6.7	1	3.33	
Residence	Rural	0	0	11	36.6	13	43.3	NS
	Urban	0	0	4	13.3	2	6.7	

NS - Non-significant

The present study revealed that during pretest 50% of attention deficit hyperactivity disorder children had moderate behavioural problems and 50% of attention deficit hyperactivity disorder children had severe behavioural problems. During the posttest 63.3% of attention deficit hyperactivity disorder children had mild behavioural problems and 36.7% of attention deficit hyperactivity disorder children had moderate behavioural problems. The posttest mean score of behavioural problems 35.3 was lower than the pretest mean score 74.0, the paired T test value is 19.141, and the same was statistically very highly significant (d.f =29 and P < 0.001) in attention deficit hyperactivity disorder children. In association, the demographic variables did not have any association with the pretest behavioural problems of the attention deficit hyperactivity disorder children. The demographic variables were not confounded with behavioural problems. These findings showed that the token economy was effective in reducing behavioural problems among attention deficit hyperactivity disorder children.

**CONCLUSION**

The study findings revealed that there was a very highly significant reduction in the behavioural problems among attention deficit hyperactivity disorder children after the administration of token economy. Thus token economy played an important role in reducing behavioural problems among attention deficit hyperactivity disorder children.

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