

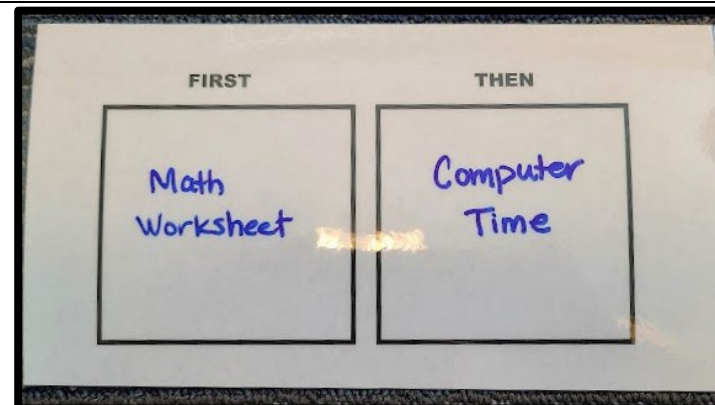
First-Then Board - An Overview

Evidence-Based Practice Link	First-then boards are a visual support that incorporate reinforcement , which is an evidence-based practice for autistic students. Reinforcement is defined as “application of consequence that happens after a skill or behavior occurs that increases the learner’s use of the skill or behavior in a future situation.” (Steinbrenner et al., 112). First-then boards are based on the principle of positive reinforcement, in which reinforcement is provided to an individual or a small group to increase a desired behavior.
When to Use First-Then Boards	Ideal times to use first-then boards could include (but are not limited to): <ul style="list-style-type: none"> • independent work time, • non-preferred activities or tasks, and • large or small group instruction.
Why Use First-Then Boards	<ul style="list-style-type: none"> • Provides clarity on what is expected in order to earn access to a reward or preferred activity • Includes a visual reminder of what will be earned upon completion of the task • Promotes predictability and structure of activities • Motivates student to complete tasks independently and efficiently

Critical Components of First-Then Boards

1. Determine what types of visual cues are appropriate for the student (photographs, line drawings, written text).
2. Identify preferred items or activities that can be used as a reward.
3. This is a two-step work-reward sequence. Both the “first” and the “then” boxes should display a picture or word that clarifies the expectation and the reward for the student.
4. The picture in the “Then” box should always be something that the student enjoys. Consider changing reinforcers frequently to keep them effective or incorporate student choice prior to setting up the work-reward system.
5. Short practice trials with the First-Then Board may be helpful to teach the student how the system works and what their role looks like.
6. Keep the First-Then Board where the student can see it.
7. Provide access to the reward immediately following completion of the task.

First-Then Board in Action



<p>Assembly Tips</p>	<ol style="list-style-type: none"> 1. Print and laminate the First-Then Board. 2. If photographs, line drawings, or other similar visuals will be used with the board, place one piece of Velcro in the middle of each box. This will allow you to change the appropriate work and reward symbols as necessary. 3. A Velcro strip along the back of the First-Then Board can serve as a good storage option for visuals not in use. 4. If written text will be used on the board, no further assembly is required. It can be used and reused with a dry-erase marker.
<p>TRIAD Resources to Learn More</p>	<p>First-Then boards apply the basic principles of reinforcement. Consider watching modules from TRIAD’s online learning platform listed below, or attending a TRIAD webinar, workshop, or enrolling in a TRIAD consultation and coaching service line to support implementation.</p> <ul style="list-style-type: none"> • Learn more about upcoming TRIAD training opportunities: triad.vumc.org/live-training • Module about the principle of reinforcement available here <p>*Must create a free account to access</p>

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>



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I am working for:

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