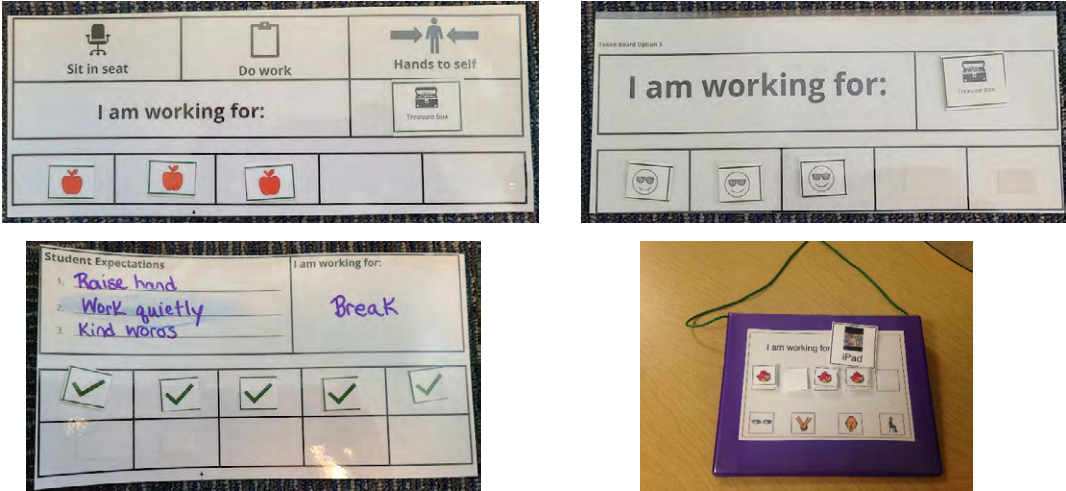


# Token Board: An Overview

<b>Definition and Purpose</b>	<p>Token boards are an intervention that incorporates <b>reinforcement</b>, which is an evidence-based practice for autistic students. A token board is a useful strategy for students who may be reluctant to engage in a task or activity, or students who may need additional motivation to participate in difficult or less preferred tasks and activities. 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 future situation.” (Steinbrenner et al., 112). Token boards are based on the principle of positive reinforcement, in which reinforcement is given to an individual or a small group to increase a desired behavior.</p>
<b>When to Use Token Boards</b>	<p>Ideal times to use token boards with autistic students, or other students with or without disabilities, could include (but are not limited to):</p> <ul style="list-style-type: none"> <li>» whole and small group instruction,</li> <li>» independent learning time,</li> <li>» centers,</li> <li>» transitions, or</li> <li>» social and unstructured periods (e.g., lunch, recess, free time, etc.).</li> </ul>
<b>Why Use Token Boards</b>	<ul style="list-style-type: none"> <li>» Increase student comfort with a skill or behavior that may be new, or may need to be generalized to a new setting</li> <li>» Increase student motivation to demonstrate a skill or behavior that may be challenging</li> <li>» Increase student fluency with a skill or behavior they already know</li> </ul>
<b>Critical Components of Token Boards</b>	<ol style="list-style-type: none"> <li>1. Choose and define one to three behavior expectations to focus on at a time. If a token board is a new concept for the student(s), one expectation is preferable.</li> <li>2. Develop a list of items or activities that the student(s) will want to work for. The items or activities must be desirable for the token board to work for the student.</li> <li>3. Determine the number of tokens the student(s) will need to earn to access the item or activity.</li> <li>4. Provide tokens frequently and begin with a low number of tokens required when first using the token board.</li> <li>5. Pair tokens with social praise.</li> <li>6. Provide immediate access to the reinforcing item or activity when student fills the token board.</li> <li>7. Tokens should never be removed from the token board for inappropriate behavior.</li> </ol>

<p><b>Token Boards in Action</b></p>	
<p><b>Assembly Tips</b></p>	<ol style="list-style-type: none"> <li>1. Print and laminate the token board and tokens.</li> <li>2. Cut out the laminated token symbols.</li> <li>3. Place hard-sided Velcro on the individual squares within the token board.</li> <li>4. Place soft-sided Velcro on the back of each of the individual tokens.</li> <li>5. Consider adding a strip of Velcro or taping an envelope or Ziploc bag to the back of the token board to hold unused tokens.</li> <li>6. Write the expectations and reinforcers on the token board with a dry erase or wet erase marker.</li> </ol>
<p><b>Using Token Boards to Support Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)</b></p>	<p>A Functional Behavior Assessment (FBA) is a process for gathering, analyzing, and summarizing information about the relationship (i.e., function) between a person's challenging behavior and their environment (Cooper, et al., 2019). An FBA provides specific information around how behavior interventions should be individualized in consideration of a person's skills, preferences, sensitivities, and environment. For students in schools, an FBA is conducted to address one or more of the following situations:</p> <ul style="list-style-type: none"> <li>» a change of placement to a more restrictive setting is considered due to a student's behavior,</li> <li>» a student with an Individualized Education Plan (IEP) is removed from current placement for more than 10 school days for behavior determined to be a manifestation of their disability,</li> <li>» the IEP provides for the use of restraint or isolation,</li> <li>» a student's behavior impedes learning for self or peers,</li> <li>» a student's behavior threatens safety of self or others,</li> <li>» when determined appropriate by the student's IEP team,</li> <li>» a Behavior Intervention Plan (BIP) is considered ineffective by virtue of incomplete or flawed understanding of the student's behavior, and/or</li> <li>» a student's behavior limits student engagement, inclusion, and/or independence.</li> </ul>

<p><b>Using Token Boards to Support Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)</b></p> <p><i>Continued</i></p>	<p>An FBA may be conducted, as appropriate, in the following situations:</p> <ul style="list-style-type: none"> <li>» a student with an IEP is removed from their current placement for more than 10 school days for behavior not determined to be a manifestation of their disability, or</li> <li>» a student with an IEP is removed to an interim alternative education setting for up to 45 school days for a zero-tolerance offense.</li> </ul> <p>Ultimately, a complete FBA will present one or more functional hypotheses supported by available evidence as to why behaviors of concern are occurring, along with an appraisal of student's skill deficits that are impacting the behavior targeted within the FBA. The results of this FBA are used to individualize the BIP. The BIP focuses on decreasing challenging behavior and increasing appropriate behavior (Cooper, et al., 2019).</p> <p>A token board is an evidence-based practice that can be used as a consequence (reinforcement) strategy in a BIP to reinforce the replacement behavior.</p>
<p><b>Behavior Intervention Plan (BIP) and Consequence (Reinforcement) Strategies</b></p>	<p>A BIP should include specific preferred activities or experiences that can be used as reinforcers. These strategies should increase the likelihood the student will engage in the replacement behavior.</p> <p>Below is an example of a token board description within a BIP.</p>

<b>EXAMPLE DESCRIPTION WITHIN A BEHAVIOR INTERVENTION PLAN</b>	
<p><b>Intervention Description</b></p>	<p>Every time Student &lt;engages in replacement behavior&gt; to &lt;match function identified in FBA&gt;, staff will provide a token. After &lt;predetermined amount&gt; tokens, Student will receive &lt;preferred reinforcer determined by FBA&gt;.</p> <p>Every time Student raises their hand to gain teacher attention, they will receive a star on their chart and verbal praise (e.g., "Great job raising your hand!"). After they receive five stars, they earn 10 minutes on the iPad.</p>
<p><b>Who will implement?</b></p>	<p>The general education teacher</p>
<p><b>When will it occur?</b> (e.g., time of day, days of week)</p>	<p>During whole group instruction and individual work time</p>
<p><b>When will the intervention begin?</b></p>	<p>8/1/24</p>
<p><b>Materials Needed</b></p>	<p>Token board, star stickers, prize bin, preferred reinforcers</p>

<b>Learn More</b>	<p>There are complexities when implementing token boards, depending on student needs and behaviors chosen to reinforce. 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. Learn more at <a href="https://Triad.vumc.org/schools">Triad.vumc.org/schools</a>.</p> <p>To access the following free courses, first register for an account or log in to an existing account at <a href="https://triad.vkclearning.org">triad.vkclearning.org</a>. Then click on a link below to launch.</p> <ul style="list-style-type: none"> <li>» <b>Reinforcement Systems [six-part series]</b>  <a href="https://bit.ly/3PEFPas">https://bit.ly/3PEFPas</a></li> <li>» <b>Better Together: Classroom Management Strategies [five-part series]</b>  <a href="https://bit.ly/3TF5h0D">https://bit.ly/3TF5h0D</a></li> </ul>
<b>Reference</b>	<ul style="list-style-type: none"> <li>» Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., &amp; 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. <a href="https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf">https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf</a></li> <li>» Cooper, J. O., Heron, T. E., &amp; Heward, W. L. (2019). <i>Applied Behavior Analysis (3rd Edition)</i>. Hoboken, NJ: Pearson Education.</li> </ul>









Token Board Option 1









<b>Student Expectations</b>	<b>I am working for:</b>
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Token board to print, laminate, and have available for student ↑

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Tokens to cut out, laminate, and put Velcro on ↓

							
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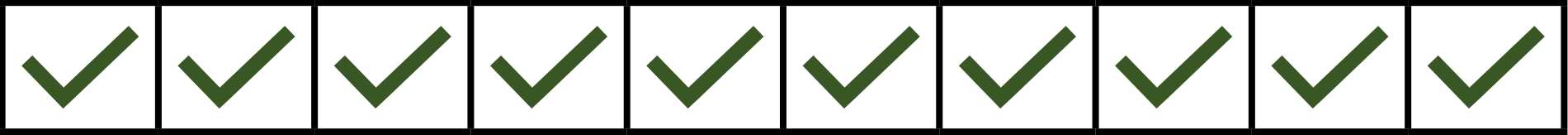
							
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Token Board Option 2

<b>Student Expectations</b>  1. _____  2. _____  3. _____	<b>I am working for:</b>
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Token board to print, laminate, and have available for student ↑

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Tokens to cut out, laminate, and put Velcro on ↓



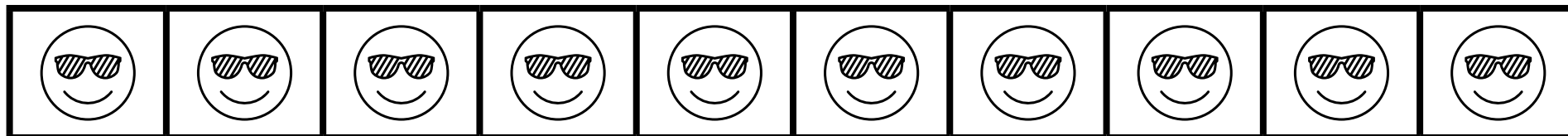
### Token Board Option 3

<h1>I am working for:</h1>	
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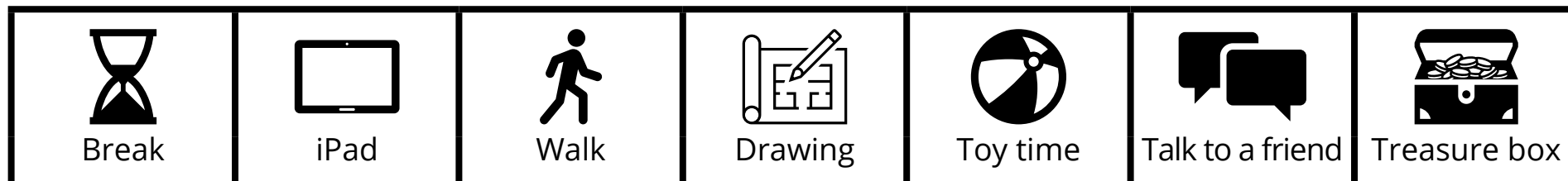
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Token board to print, laminate, and have available for student ↑




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Tokens to cut out, laminate, and put Velcro on ↓



Reinforcement choice options, laminate, and put Velcro on













# Token Board Option 4

 <b>Sit in seat</b>	 <b>Do work</b>	 <b>Hands to self</b>
<b>I am working for:</b>		




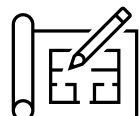



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Token board to print, laminate, and have available for student ↑

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Tokens to cut out, laminate, and put Velcro on ↓

									
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Reinforcement choice options, laminate, and put Velcro on

 <b>Break</b>	 <b>iPad</b>	 <b>Walk</b>	 <b>Drawing</b>	 <b>Toy time</b>	 <b>Talk to a friend</b>	 <b>Treasure box</b>
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