

# Classroom Routines: Token Board

Student will learn to earn and exchange tokens for access to reinforcers.

## Suggested Materials

- ★ Token boards and cut-out tokens from the Language Builder ARIS Manual.



Student:

Projected activities for: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## Notes

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# Classroom Routines: Token Board

## Lesson Focus

Student will learn to earn and exchange tokens for access to reinforcers.

## Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

## Location

This lesson is generally an indoor classroom activity, but will govern events that may take place in other areas of the school, such as lunch, recess, or the gymnasium.

## Preparation

- Photocopy the token economy materials from the Language Builder ARIS Manual, or set up another form of token board.
- Secure desirable reinforcers for the student to work toward.
- Secure physical tokens, such as stickers or printed paper pieces that can be affixed to the token board, or get a marker to mark off the token board.
- Help the student choose what reinforcer they will be working for.

## Procedures

Determine what reinforcers and what kind of tokens will be highly attractive and motivating to the student.

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Have the student complete simple, mastered tasks, such as non-verbal imitation.
4. For each trial the student performs correctly, give them a token to place on their board, mark a square on their board, or let them mark a square.
5. Prompt as necessary.
6. When the student fills in all squares on their board, let them trade the filled token board for a highly desirable reinforcer.

## Prerequisites

The ability to successfully understand the concept of a token board will vary among students. At a minimum, they need to be able to accept verbal or physical praise as a reinforcer, rather than just food, drink, or a toy. The student should also have shown success with:

- ★ **Lesson 7:** *Waiting*

And it would be helpful if the student is at least working on:

- ★ **Lesson 79:** *Following a Schedule*

If you try this lesson and it seems clear the student cannot grasp the delayed reinforcement, you may want to wait a few weeks and then try again.

## Standards

### Head Start

- ★ P-ATL 2

### Common Core

- ★ N/A

### ABLLS-R

- ★ A6

### VB MAPP

- ★ SB & SP 3-a

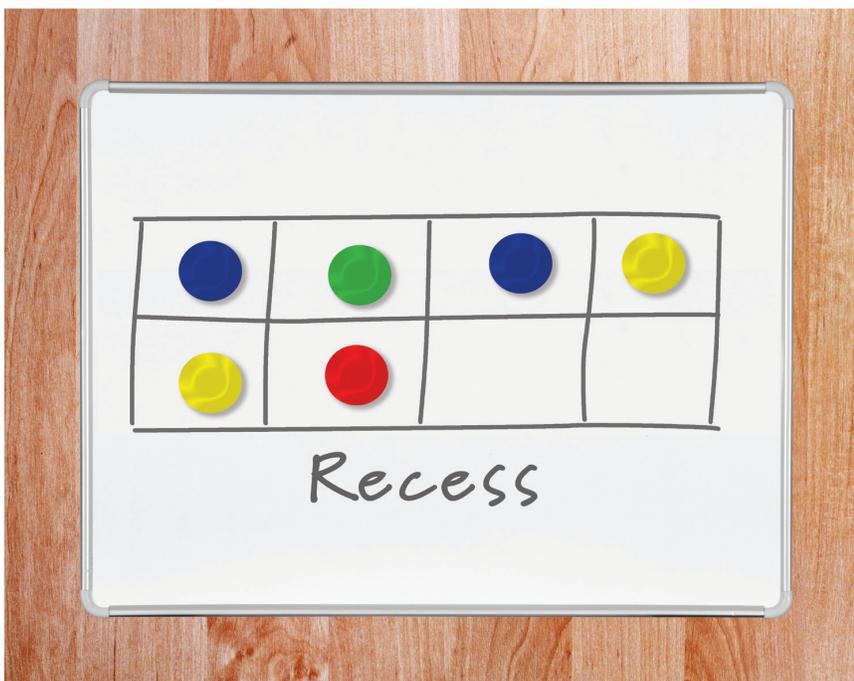
## Record Keeping

### Data Sheet

- ★ *Skills-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



## Teacher Tip

Stickers are cute. Lots and lots of stickers are...expensive. Try to come up with creative ways to make recyclable tokens. Laminated tokens with Velcro dots work well...magnetic white boards are another option...you probably have a few ideas we haven't even considered. Drop us a line at [info@stageslearning.com](mailto:info@stageslearning.com) if you want to share your token ideas. We will share them with other ARIS users!

## Lesson Progression

When you first introduce the concept of a token economy, choose an enjoyable task the student can easily complete, such as non-verbal imitation.

- Use a simple board with only 3 token spaces to help the student stay engaged and access reinforcement quickly.
  - › Choose a reward that you know will motivate your student, or let them choose their reward. Show it to them before you begin the session and let them know: "You're going to work for your favorite cookie!"
  - › Deliver an instruction such as: "Let's earn some tokens." Then, do 3 trials of a simple task, providing a token after each correct trial. For example:
    - › "Do this." (As you clap your hands) – "Great **Clapping!** You get a token!" (As you put a token on the token board).
    - › "Do this." (As you raise your arms) – "Great work. That's **Raising Your Arms!** Here's another token." (As you put a token on the token board).
    - › "Do this." (As you stomp your feet) – "Yay! Great **Stomping!** And great work! You earned all your tokens!"
    - › Deliver the pre-chosen reward. Make sure to explain to the student that they are getting the reward because they filled all 3 token squares.
    - › In 1 lesson, repeat the above 3 to 4 times.
- If the student has shown success with a 3-token board, move on to 4, and then 5-token boards.
- Continue increasing the number of tokens the student is required to earn before accessing their primary reinforcer. Increase the requirement by 1 or 2 tokens until the student is able to earn 10 tokens before accessing their primary reinforcer.
- When the student has the idea of a token economy for simple tasks, increase the complexity of the tasks used to earn tokens, but always complete a full token board within 1 lesson, so the student can receive their primary reward without a long wait.
- Increase the variety of tasks for which you use the token board and the length of time the student needs to wait for their reward. For example:
  - › Reward the student for "Good sitting" or "Good participation" during a 10-minute circle time.
  - › Reward the student for playing with 5 friends during a 20-minute recess.
  - › Reward the student for not engaging in a troublesome behavior for 60 minutes, with tokens given at multiple intervals, until the board is complete.
- See suggestions in the Behavior Management section in the ARIS Manual for using token systems to reduce negative behaviors.

## Generalization

Once the student has mastered using the token board:

- Have the student practice using the token board with another staff member.
- Vary the types of tokens and the styles of board the student uses.
- Increase the types of rewards and activities that you attach to the token system.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so the parents can use a token board at home or in other environments outside of school. Sending a sample token board and tokens home may make this easier for the parents.

## Whole-Child Lesson Ideas

### Rewarding Success

A token economy system can be implemented with students of all developmental levels. When the student earns tokens throughout the day that they can exchange for bigger rewards, they can be motivated to self-regulate. It's important to keep a token economy system simple so the student knows what to expect, but simple doesn't have to mean boring!

You can create fun game board style charts to help motivate the student, or you can involve them in creating and coloring their token board and token chips. Use token boards with the entire class, so the student will not be singled out for using a different reward system.

## Prompting

1. Glance toward the token and repeat the instruction.
2. Point to the token and repeat the instruction.
3. Model the activity, so the student can repeat and earn the token.
4. Hand over hand guide the student to complete the activity and give the appropriate tokens.
5. On longer activities, or when you are using tokens to reduce negative behavior, remind the student that they need to behave a certain way to receive a token. Sometimes just pointing to the token board is enough.

## Next Steps

As the student learns to use a token economy, the next steps are to increase the variety of tasks with which the student can accept the token economy reinforcement. You will also want the student to understand the token economy is applicable when the instructor is not right next to them with the board, so you should work the token economy into:

- ★ **Lesson 88:** *Increase Distance of Instructor*





# Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	P	Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Glance	
PM	Partial Model	L	Location	

Command: \_\_\_\_\_

Desired Response: \_\_\_\_\_

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
 Time Started: \_\_\_\_\_  
 Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										