

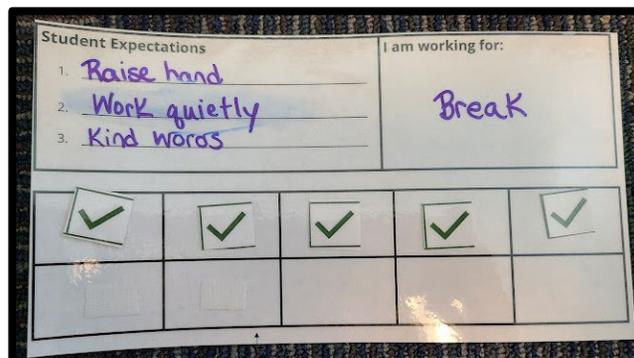
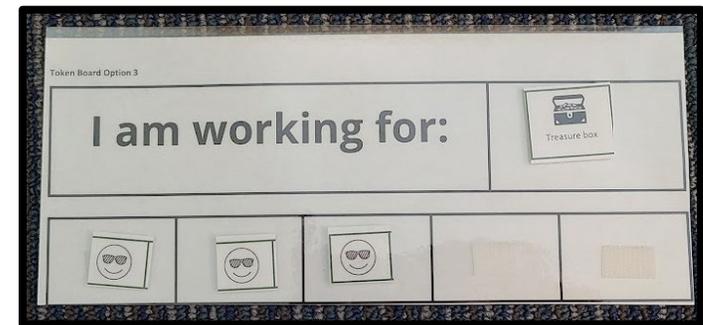
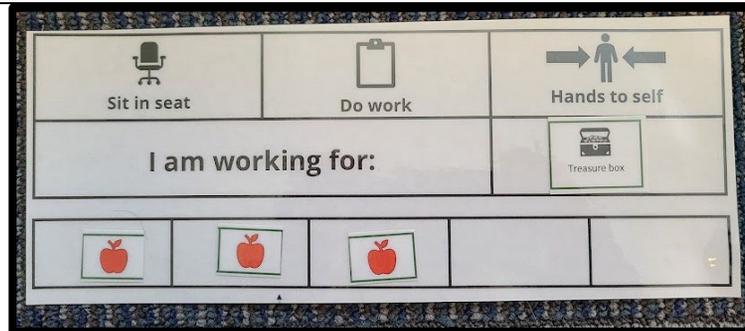
Token System - An Overview

Evidence-Based Practice Link	Token boards are an intervention 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 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.
When to Use Token Systems	Ideal times to use token systems with autistic students, or other students with or without disabilities, could include (but are not limited to): <ul style="list-style-type: none"> • whole and small group instruction, • independent learning time, • centers, • transitions, and • social and unstructured periods (e.g., lunch, recess, free time, etc.).
Why Use Token Systems	<ul style="list-style-type: none"> • Increase student comfort with a skill or behavior that may be new, or may need to be generalized to a new setting • Increase student motivation to demonstrate a skill or behavior that may be challenging • Increase student fluency with a skill or behavior they already know

Critical Components of Token Systems

1. Choose and define one to three behavior expectations to focus on at a time. If a token system is a new concept for the student(s), one expectation is preferable.
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.
3. Determine the number of tokens the student(s) will need to earn to access the item or activity.
4. Provide tokens frequently and begin with a low number of tokens required when first using the token board.
5. Pair tokens with social praise.
6. Provide immediate access to the reinforcing item or activity when student fills the token board.
7. Tokens should never be removed from the token system for inappropriate behavior.

Token Systems in Action



<p>Assembly Tips</p>	<ol style="list-style-type: none"> 1. Print and laminate the token board and tokens. 2. Cut out the laminated token symbols. 3. Place hard-sided Velcro on the individual squares within the token board. 4. Place soft-sided Velcro on the back of each of the individual tokens. 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. 6. Write the expectations and reinforcers on the token board with a dry erase or wet erase marker.
<p>TRIAD Resources to Learn More</p>	<p>*There are complexities when implementing token systems, 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.</p> <ul style="list-style-type: none"> • Learn more about upcoming TRIAD training opportunities: triad.vumc.org/live-training • Six-part module series about reinforcement systems available here • Module about the principle of reinforcement available here • Five-part module series about reinforcement systems for classroom management 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>

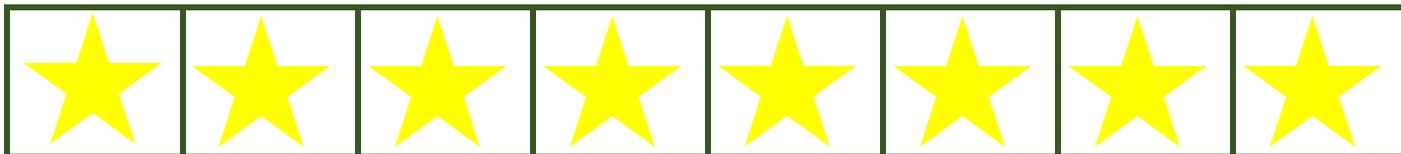
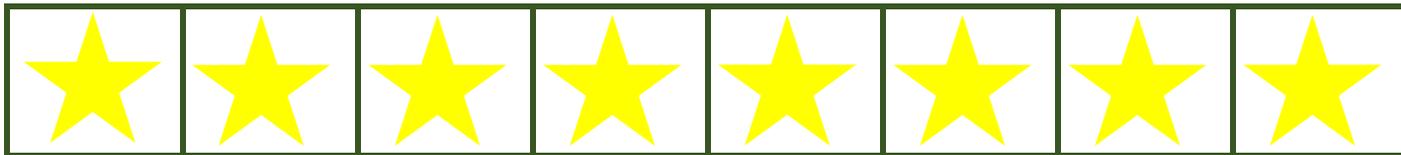
Token Board Option 1

Student Expectations	I am working for:
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Token board to print, laminate, and have available for student

Tokens to cut out, laminate, and put Velcro on

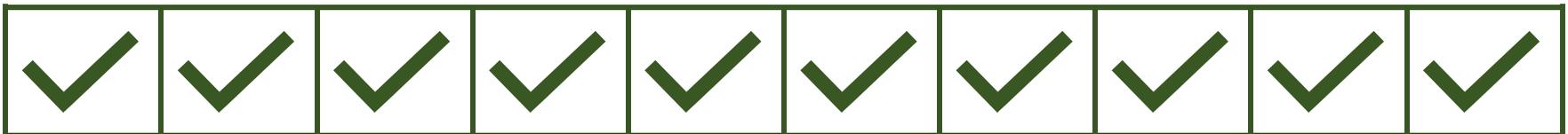


Token Board Option 2

Student Expectations 1. _____ 2. _____ 3. _____	I am working for:
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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



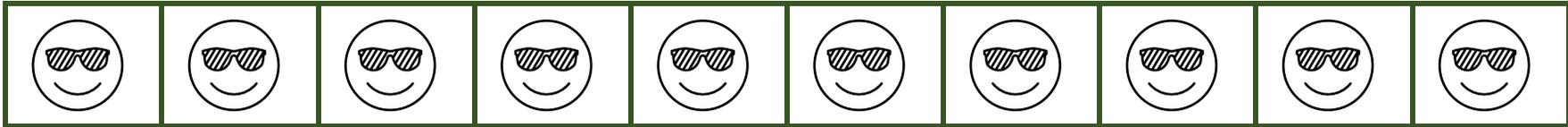
Token Board Option 3

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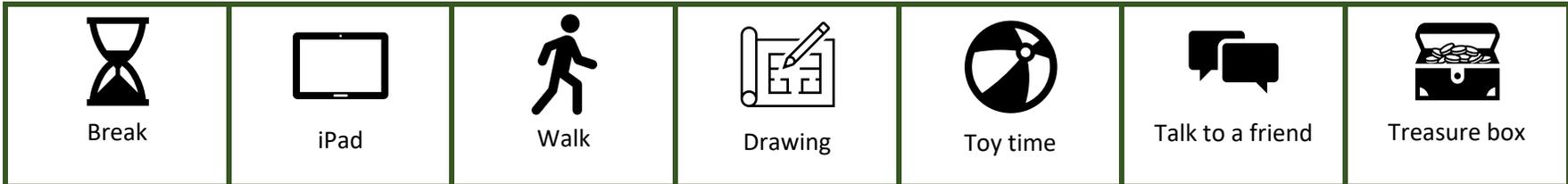
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Token board to print, laminate, and have available for student

Tokens to cut out, laminate, and put Velcro on



Reinforcement choice options, laminate, and put Velcro on



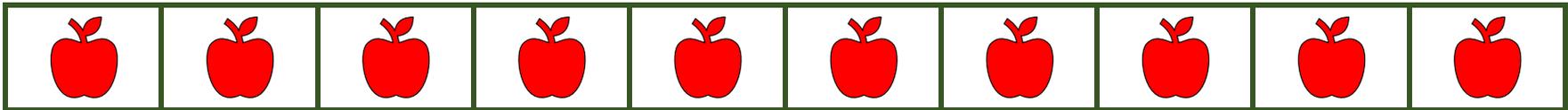
Token Board Option 4

 Sit in seat	 Do work	 Hands to self
I am working for:		

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

Tokens to cut out, laminate, and put Velcro on



Reinforcement choice options, laminate, and put Velcro on

