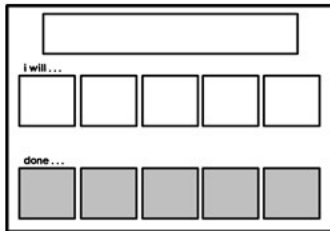


6 different boards are created to further break down for each part of the day. for either:

- school equipment/items needed
- classroom actions that need to be performed by the student
- behavioral expectations
- token reinforcement economy to reinforce/reward the completion of classroom actions or the execution of the correct behavioral expectations.

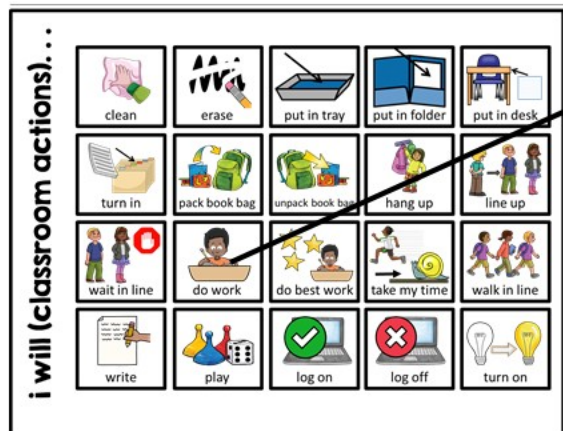
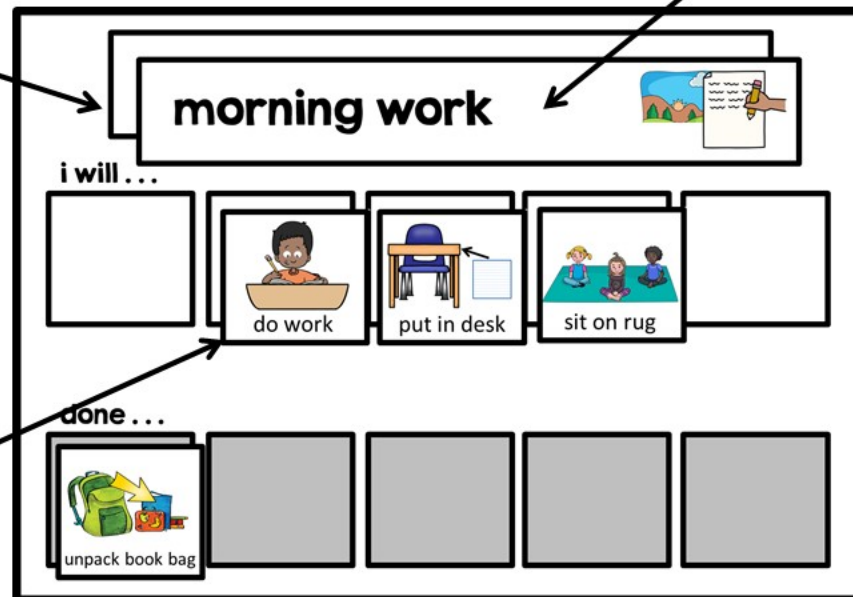
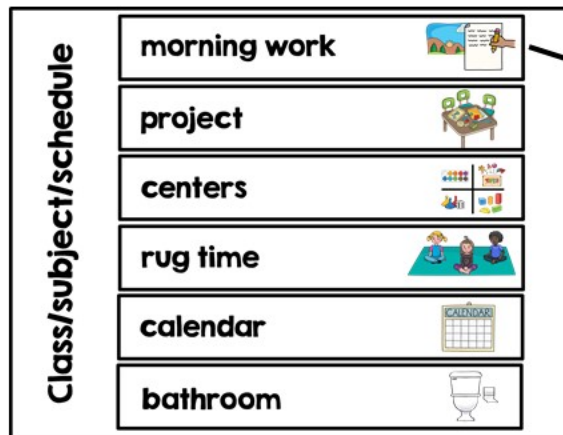
Use whichever boards best address your student's needs. A board can be used for each part of the student's daily schedule.

1.



Select visual for the particular class/subject that is on the student's schedule

Either velcro or glue (pre lamination) to make the visual permanent



Specific classroom actions for each scheduled part of the day can be visually represented. Student or adult can move each visual icon to the 'done' square below once that part of the schedule has been completed.

2.

[Blank box]				
i need ...				
[]	[]	[]	[]	[]
i will ...				
[]	[]	[]	[]	[]

Specific classroom/behavioral actions for each scheduled part of the day can be visually represented.

Either velcro or glue (pre lamination) to make the visual permanent

Class/subject/schedule

morning work	
project	
centers	
rug time	
calendar	
bathroom	

morning work

i need ...

 pencil	 eraser	 crayons	 notebook
------------	------------	-------------	--------------

i will ...

 unpack book bag	 do work	 put in desk	 sit on rug
---------------------	-------------	-----------------	----------------

i need ...

i will (classroom actions) ...

Either classroom actions or behavioral actions can be placed into this section (depending on the student's needs)

i will (behavior) ...

3.

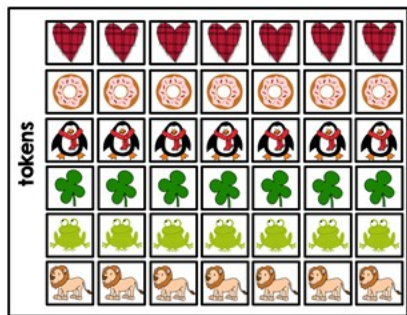
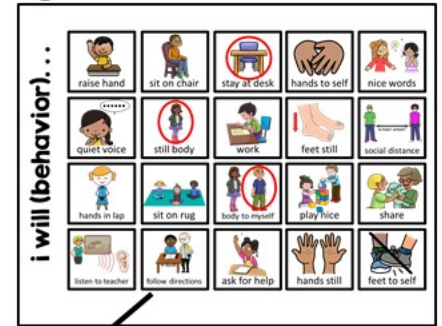
i will ...

--	--	--	--	--

i'm working for ...

					→	
--	--	--	--	--	---	--

Specific classroom/behavioral actions for each scheduled part of the day can be visually represented, and then reinforced using a token economy.



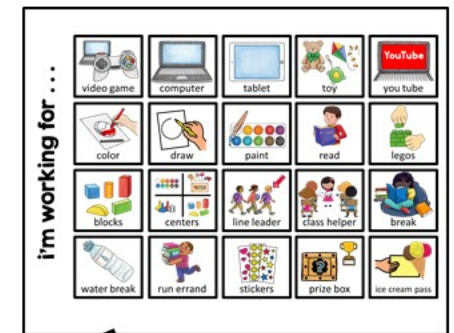
morning work

i will ...

stay at desk	sit on chair	raise hand	hands to self	nice words
--------------	--------------	------------	---------------	------------

i'm working for ...

					→	video game
--	--	--	--	--	---	------------



Student selects what they want to work for.

Token economy/reinforcement

Student receives a token each time they are 'caught' engaging in one of the 'I will' actions. Once the student receives all 5 tokens, they are to receive access to the desired action/item that they have selected. This page is to be used for students who need help with completing tasks/performing certain behavioral actions.

4.

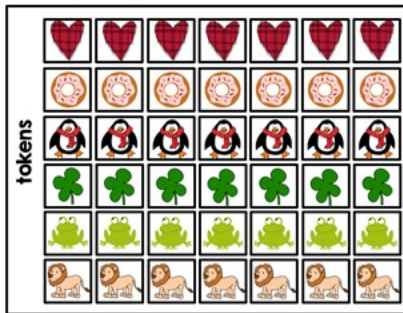
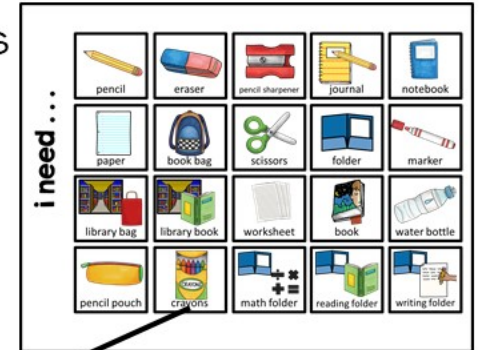
i need ...

--	--	--	--	--

i'm working for ...

				→	
--	--	--	--	---	--

Classroom equipment/items that the student needs can be visually represented along with a generalized token board (to reinforce on task passage of time/completion of work tasks)
Description on how to reinforce this is highlighted below.



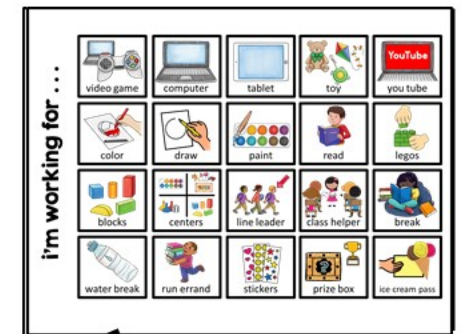
morning work

i need ...

pencil	eraser	crayons	notebook	
--------	--------	---------	----------	--

i'm working for ...

				→	video game
--	--	--	--	---	------------



Student selects what they want to work for.

Token economy/reinforcement

Student receives a token each time they are either 'caught' doing the right thing, or to indicate the passage of time/completion of each part of the student's work (eg, if morning work typically takes 20 minutes, a token could be delivered every 4 minutes, or one could be delivered after 1/5 of the work is completed so the student is aware just how much work they have to complete before they receive reinforcement). Once the student receives all 5 tokens, they are to receive access to the desired action/item that they have selected. This page is to be used for students who need help with completing tasks.