Inclusive Education
COMOX VALLEY
SCHOOLS
Embracing Diversity

School District No. 71 (Comox Valley)
Inclusive Education

1475 Salmonberry Drive, PO Box 370
Lazo, BC V0R 2K0
Telephone: 250-339-0922
Fax: 250-339-0971

Using Token Economies

Token boards are:
- Created with an individual student in mind
- Used for behavioural or academic tasks
- Show the learner's progress towards a reinforcer
- A positive behaviour support
- Used to remind student the (positive) behaviour the adults are looking for

Token Boards are NOT:
- Used as a punishment … we do not take tokens away
- Used in a coercive manner – we do not threaten to not give a token if we don't see the behaviour we expect

How to use the token board:
- Have the student choose something that they like, or you can use a choice board with two or three preferred items. (If this is the first time using a choice board, use two items)
- To keep the student engaged, make sure that the reinforcer is motivating (strong) enough to keep the student involved in the activity. i.e., playdoh, Lego, a game, or a small toy.
- Each times the student demonstrates the behaviour we are looking for, say what the behaviour is. I.e., "Wow! Look at the line you drew, you get a token". or "You used kind words, I am giving you a token, and then hand them a token (dry erase marker for check marks if applicable) for them to put on their board.
- Once the token board is full, the student gets the reinforcing items they asked for immediately.
- Reset the board by taking off the tokens to start again.
- Tokens will need to be faded out over time. Please make sure that you connect with the LST/BISW or IE Teacher before you make that decision as fading tokens incorrectly or too quickly can cause new problem behaviours to occur, or old problem behaviours may return.

How to teach the token board:

- Start with 4 tokens on the student's token board, leaving the last space open. Or fill in the first few squares of a checklist
- When first introducing the board, the EA/teacher places the token on the board (once the student gains understanding of the board, then you can allow the student to put the token on their board)
- When the student preforms the desired behaviour, put a token on the 5th space and immediately give the student the desired activity and say, "you said a kind word, you get a token". (Please make sure that the student can see you put the token on the board)
- If appropriate, have the student place the token or checkmark on the board themselves
- It is important that when placing the token on the board, you also use verbal praise each time!!
- When the student becomes more familiar with the how the board works, you can preload the board with fewer tokens. Example: preload with 3, then 2, then 1, then no tokens, leaving board with 5 open tokens so the student can show 5 opportunities to earn the reinforcer.

Important to know:

- **The reinforcer needs to be motivating!**
- **Always check to see what is motivating for the day!**
- **The amount of effort the student needs to use, must equal the reinforcer. This means that if the tasks are too hard or too long for the student to complete, then the student will lose their motivation to complete the task.**
- **The student should be able to do the task and earn reinforcement often.**

- **<u>NEVER, NEVER</u>, take a token away. Instead, remind them of what they are getting tokens/checkmarks for, change the reinforcer if you need to, or prompt an alternative behaviour so they can earn the token.**