# GUIDING PRINCIPLE 2

## ENHANCING STUDENT EFFICACY

**Strategy:** Token Boards

**Audience:** Kindergarten to Grade 8

**What:**

- Token boards can be used to help increase student adaptive behaviours and motivation with regards to task completion
- Students may be motivated by highly individual preferences and interests

**How:**

- List preferred activities and reinforcers with input from the family and student
- Practice goal setting with the student by having them pick a reinforcer/reward
- Student earns tokens for adaptive behaviours displayed
- Never take away tokens that have been earned if maladaptive behaviours occur

| For Students Who Like | Sample Reinforcer During Remote Learning |
|---|---|
| To read or be read to | Having access to books available to them only after a particular task |
| To draw | Colouring or illustrating a part of a picture each time a task is completed until the whole drawing is coloured |
| To use mechanical skills | Having access to materials which can be put together, including construction blocks |
| To be in control | Choosing activities or order of tasks |
| To engage with adults | "Checking in" frequently with teacher or educational assistant |

**Materials:**

- Token board, visuals, velcro, rewards

**Example:**


**Inclusive Practices to Consider:**

- Consider the student's learning style with regards to the type of visuals or written language used on the board
- Collaborate with the student with regards to rewards and goal setting

**Reference and Links:**

How To Use Token Boards
https://www.youtube.com/embed/FzEI_fJYmFI

Token Board Templates:
http://able2learn.com/products/token-board-simple-happy-face-5-tokens.html

https://www.educateautism.com/free-materials-and-downloads.html/category/token-boards-pecs-spaces.html

http://www.myabilitykit.com/printables-tokenboards

Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder
https://www.edu.gov.mb.ca/k12/specedu/aut/index.html