EDUU 676 Week 6 PBS Token Assignment

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Description of Token Economy. My token economy is a simple visual tool where the learner selects an activity from a choice of 8 that he can do once he has been on task for forty minutes, or for four 10-minute periods. The choices are a rest break, basketball, a mask break, gardening, time with staff, play structure, football, or time with peers. Learners receive a token which reads "10 Minutes Doing My Work!" for each 10-minute period that they remain on task. After four such tokens are earned, they promptly receive their chosen reward. This is a token system because the "10 Minutes Doing My Work!" serve as tokens which can be exchanged for a reinforcer, a preferred activity, once four are obtained. I laminate the tokens and use Velcro to attach individual tokens to the token board. A copy of my token economy system is attached.

How This System Is Consistent With PBS. Positive Behavior Supports (PBS) is a system that uses the tools of applied behavioral analysis (ABA) to help improve student behavior. Neitzel (2010) says that "The primary goal of PBS is to improve the quality of life for children by increasing their appropriate behaviors and adjusting the learning environment to prevent interfering behaviors from first occurring or re-occuring." My token system does improve behavior in my classroom and learners who use it like that they have a measure of control in that their on-task behavior can lead to a chosen activity.

How This System Is Appropriate For Students With ASD. Traditionally, a tiered intervention model is used in PBS, but adjustments may be needed "to address the core characteristics of ASD" (Neitzel, 2010). Because social and communication deficits are common among learners with ASD, "teachers…must seek to identify the factors in the environment that may be causing the interfering behaviors…." (Neitzel, 2010). I created this

system because my students were very clear about what they wanted to do, play, rest and spend time with certain staff members or peers. I needed them to be learning and this token system asks students to make a bargain with me that if they do their work they can also engage in preferred activities.

Shelton and Jalongo (2016) discuss how language delays "make it difficult for some students with ASD to express their wants, needs, feelings and frustrations in words" and the importance of figuring out how behavior functions as a communication device. Two strategies suggested by Shelton and Jalongo are to reward positive choices and to "practice, practice, practice." We used this token system every day with two students. It was necessary to be consistent so learners both knew what to expect and learned to think about a positive consequence of doing their work. Several of the reinforcers also contributed to improved relationships with staff and peers.

Three strategies used successfully with learners with ASD who are included in general education classes are "priming, prompt delivery, and visual schedules" (Crosland and Dunlap, 2012). My token economy is portable and while we were not able to use it in a general education class, as there were none at our school, it could be taken into other classes. Learners could be reminded of the expectations (priming), benefit from seeing the token board (visual support) and receive earned reinforcers promptly.
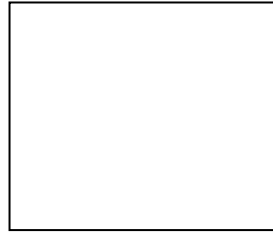
My token economy offers 8 choices for reinforcers. While it is good to give students some choice of reinforcers when using a token economy, too many choices could lead to "choice overload," where the student has difficulty deciding between too many choices. A study by Fernandez, et al. (2022) examined whether choice overload when given an array of 16 or 30 choices was a problem for four learners with ASD ranging from 4 years old to 19 years old, and found that it was not.
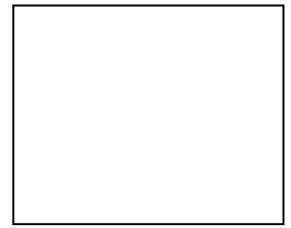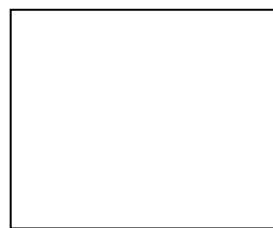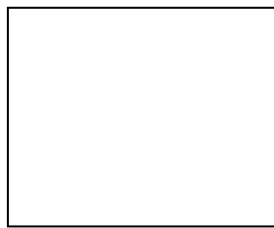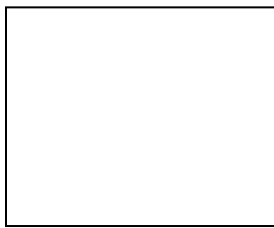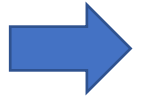
References

Crosland, K., & Dunlap, G. (2012). Effective strategies for the inclusion of children with autism in general education classrooms. *Behavior Modification*, *36*(3), 251–269. https://doi.org/10.1177/0145445512442682

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Neitzel, J. (2010). Positive behavior supports for children and youth with autism spectrum disorders. *Preventing School Failure: Alternative Education for Children and Youth*, *54*(4), 247–255. https://doi.org/10.1080/10459881003745229

Shelton, T. H., & Jalongo, M. R. (2016). Chapter 6: Addressing Behavioral Concerns. In *Practical Strategies for Supporting Young Learners with Autism Spectrum Disorder* (pp. 95–110). Gryphon House, Inc.

I got this!

I'm working for:

After four times 10 minutes ➡️

doing my work, it's mine.

| REST BREAK | | MASK BREAK | |

| TIME WITH STAFF | PLAY STRUCTURE | | TIME WITH PEER |

PLAY
STRUCTURE

TIME
WITH
STAFF

REST
BREAK

TIME
WITH
PEER

MASK
BREAK

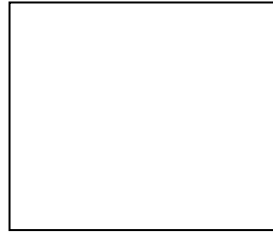|			
10 Minutes Doing My Work!	10 Minutes Doing My Work!	10 Minutes Doing My Work!	10 Minutes Doing My Work!
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Ask Student to tell you what he or she is working toward. Put that item on the token card. Choice cards are shown below.

For each 10 minutes the student is engaged and on task doing his or her work, they will earn a reward card shown below. When four reward cards are earned students receive 10 minutes of the activity or they have been working toward.
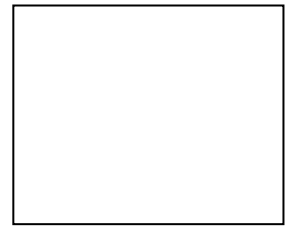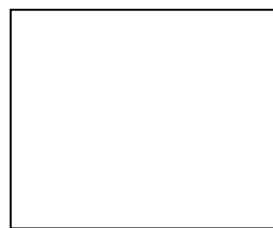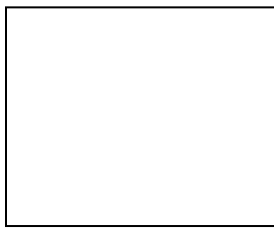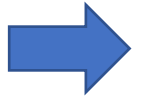
Rewards should be provided as near as possible to students earning rewards. However, some delay may be unavoidable due to the availability of the selected reward or other factors. Effort should be made not to offer a reward incentive that cannot be delivered.

I got this!

I'm working for:

After four times 10 minutes →

doing my work, it's mine.

| REST BREAK | | MASK BREAK | |
| TIME WITH STAFF | PLAY STRUCTURE | | TIME WITH PEER |

		PLAY STRUCTURE	TIME WITH STAFF
REST BREAK		TIME WITH PEER	MASK BREAK

10 Minutes Doing My Work!	10 Minutes Doing My Work!	10 Minutes Doing My Work!	10 Minutes Doing My Work!
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