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Token Boards & Beyond: Digging Deeper into Problem Behavior

Karen H. Barineau Mrs.

Dekalb County School District, Karen_H_Barineau@dekalbschoolsga.org

Samantha Hebenstreit

Dekalb County School District, Samantha_J_Hebenstreit@DekalbSchoolsGa.org

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BEYOND THE TOKEN BOARD: DIGGING DEEPER INTO PROBLEM BEHAVIOR

Karen Barineau, Ed. S.
Samantha Hebenstreit, M. Ed.

Karen_H_Barineau@DeKalbSchoolsGa.org

Samantha_J_Hebenstreit@DeKalbSchoolsGa.org

Autism/Behavior Specialists DeKalb County Schools

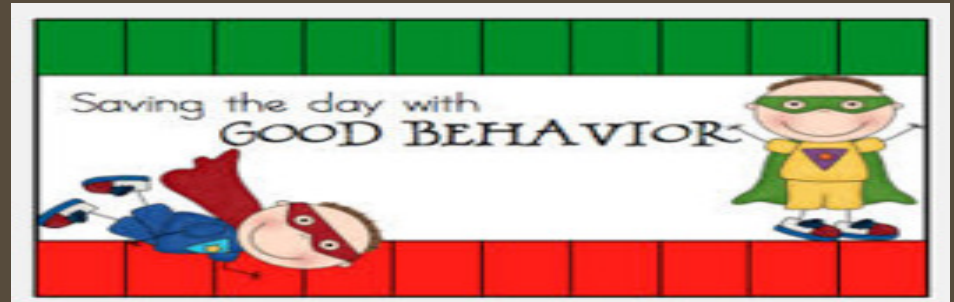


What is Behavior Management?

- Behavior management is a larger concept than discipline. Discipline is implemented **after** a problem occurs whereas behavior management seeks to **prevent** problems in the first place.



AGENDA



Positive Classroom Management Strategies

- Environmental Changes
- Skills to Teach the Student
- How to Respond to Challenging Behavior

How to Respond to Good Behavior

- Token Economies
- Behavior Checklists
- Group Behavior Contingency Plans



CLASSROOM MANAGEMENT

- Classroom behavior is one of the trickiest issues teachers face today
- Disruptive behavior results in lost curriculum time and can create a classroom environment that is not always conducive to learning
- Promote positive behavior before problems arise and lay a foundation for positive classroom behavior
- Questions to ask yourself:
 1. What behaviors are required to reach the goals of learning activities?
 2. What implications does a particular learning activity have for student roles?
 3. How will the teacher prepare students to take on these roles?



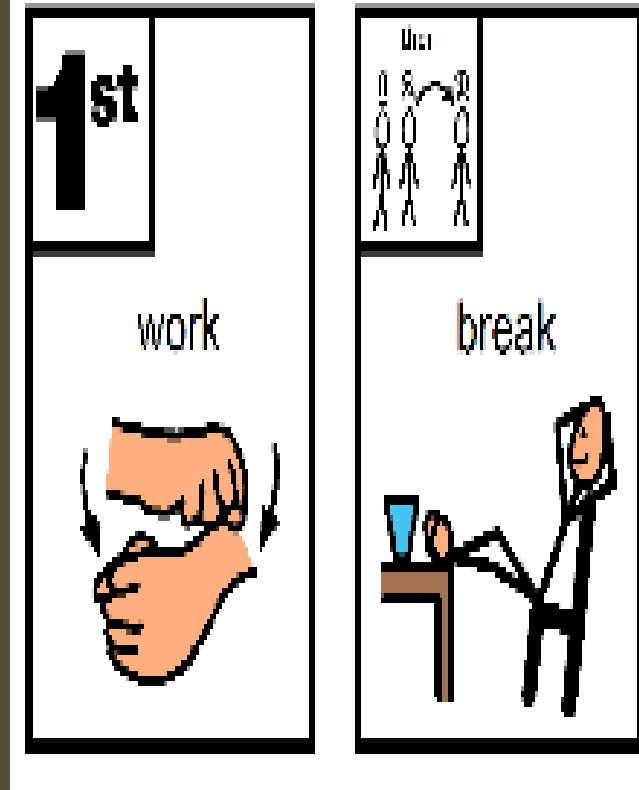
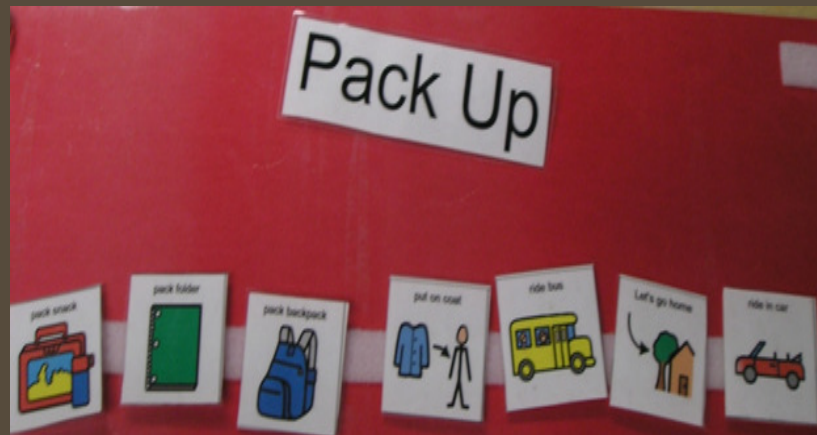
ENVIRONMENTAL CHANGES

- Structure, order, and predictability
- Visual Schedules/Supports/Boundaries
- Timers/ clocks/ watches and advanced warning
- For individual students or entire class
- Schedules and routines are often overlooked by adults when considering behavior management interventions

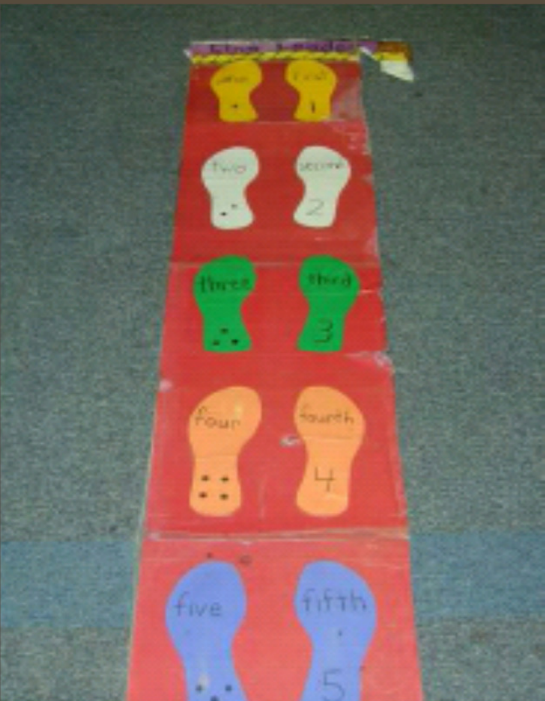


Knowing what to do and when to do it provides structure, order, and predictability in the lives of students

INDIVIDUAL SUPPORTS



GROUP SUPPORTS



CHAMPS

- Highly-focused, Activity-driven, Temporary
- Behavioral expectations for specific classroom initiatives
- When you switch activities, the expectations change accordingly

Conversation

Help

Activity

Movement

Participation



CLASSROOM RULES

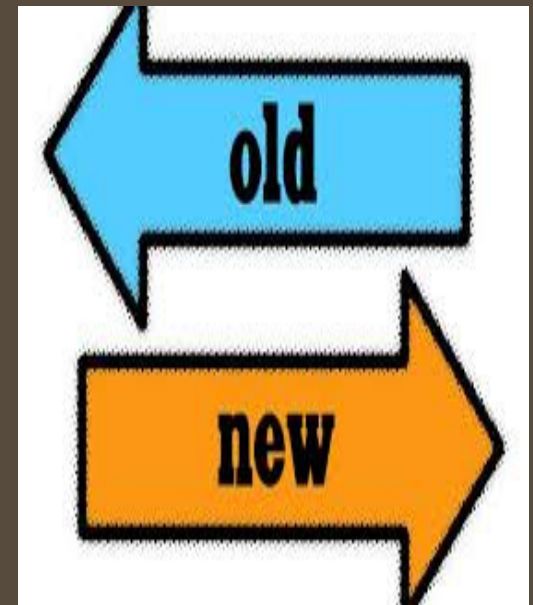


- When students play an active role, they begin to learn the rules, and they are more inclined to have rule ownership.
- The rules become their rules, not our rules.
- Rules are specific when they are clear and unambiguous.
 - bring books, paper, and pencils to class vs. be ready to learn
- Positively stated rules are "do" rules.
 - Do rules provide information as to how to behave and set the occasion for teacher praise.
- Negatively stated rules or "don't" rules tell students what not to do and encourage us to attend to student rule breaking.



REPLACEMENT BEHAVIORS: SKILLS TO TEACH THE STUDENT

- Serves the same function – gets them what they want with an appropriate behavior
- Already in their repertoire – they can do it
- Reinforcement! Don't forget to reward for appropriate behavior, even if it is expected behavior.



REPLACEMENT BEHAVIORS

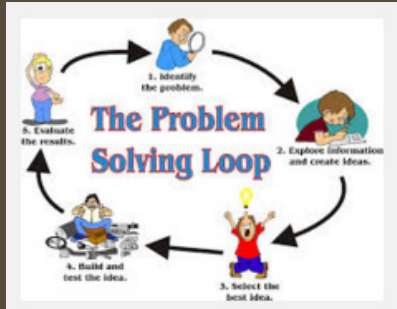
Student	Behavior	Function	Replacement
Rob	Running from class	escape from work	Teach use of 'break' card and honor when used appropriately, even when prompted
Sarah	Grabbing people and pinching them	attention from staff	Teach use of staff name, tap on shoulder; roleplay
Sally	Scratching her arms	Avoiding difficult task	Teach to ask for help
Mikey	Crying and tugging on staff arms	Gain access to computer	Teach way to ask for item; increase visual schedule if not time for preferred item

HOW TO RESPOND TO INAPPROPRIATE BEHAVIOR

- When a management approach isn't working, our first tendency is to try harder
- Often try harder negatively--loud, disapproving statements, increase negative consequences, or remove more privileges
- Does not do anything to teach appropriate behavior
- Increased negativity results in impaired student-teacher relationships
- Increases the likelihood of our students feeling defeated
- If a student is a danger to himself or other or engaging in risk behaviors a plans should be individualized for this student.



3 BIG MISTAKES TEACHERS MAKE WHEN ENFORCING CONSEQUENCES



1. Showing displeasure. Sighing, glaring, frowning, creates friction and animosity, which takes the focus off the student and their misbehavior and makes it a personal feud between student and teacher.

2. Waiting for a response following problem behavior. Asking the student why they misbehaved—is an invitation to argue. It provides an opening for the student to justify for their misbehavior, point the finger elsewhere, or try to convince you that you didn't see what you just saw. It's also a stressful and monumental waste of time.

3. Adding your two cents. Instead of allowing the consequence to work, the teacher will express their disappointment in the student. They'll tell them how they should feel, what they should think, and how they should behave the next time.

HOW TO ENFORCE CONSEQUENCES EFFECTIVELY

As soon as you witness misbehavior, calmly approach the offending student, provide eye contact, and deliver your line:

“You have a warning because you broke rule number two and left your seat without raising your hand.”

Then turn and walk away.

When a student misbehaves, your only job is to inform. It's to hold accountable in the least disruptive way so your classroom management plan can do its good work.

This way, you safeguard your relationship with the student. You allow them to ponder their mistake and take responsibility for it.

You empower them to learn and mature and leave their misbehavior behind them.

LET'S GET TO THE GOOD STUFF: HOW TO RESPOND TO GOOD BEHAVIOR



People are
like Oreos.
The good
stuff is on
the inside.



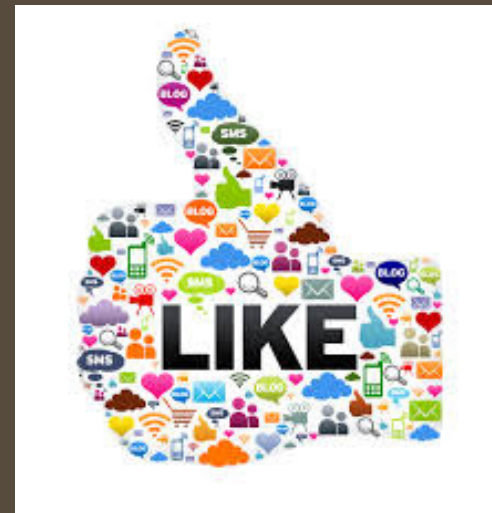
REINFORCEMENT

- Preferred vs. Reinforcing
- Student selected
 1. What am I working for?
 2. How often do I get paid?
 3. When do I get paid?
 4. Where am I in the deal?
- By definition, reinforcement always increases behavior
- Frequent and flexible based on student



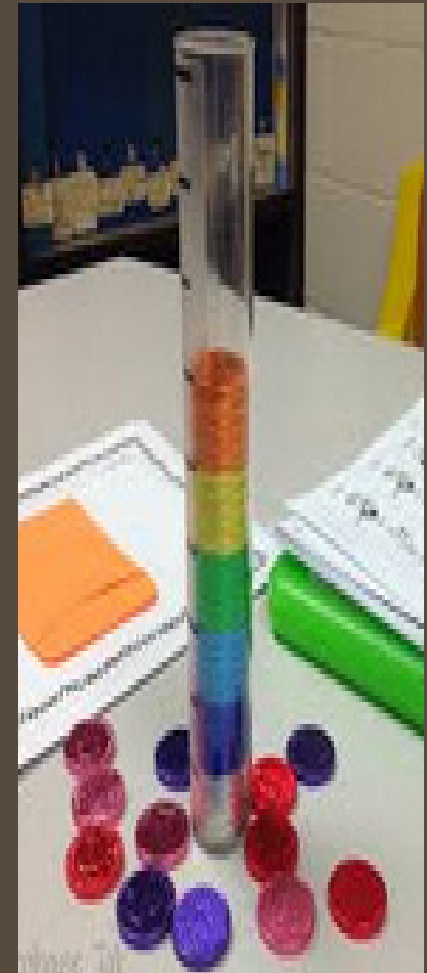
VERBAL PRAISE: SOCIAL REINFORCEMENT

- We often need reminders to praise our students throughout the school day
- Sign in the back of the room that says, "Have you praised your students lately?"
- Keep a running tally of our praise comments on an index card or on a card clipped to a string that hangs from our necks
- Research of classrooms for children with behavior disorders shows low praise rates of only 1.2 to 4.5 times per hour

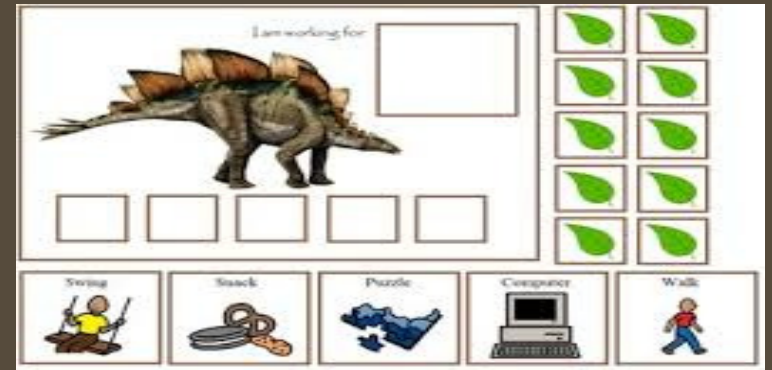


POSITIVE REINFORCEMENT

- Reinforcement Tower
- Magic Pens
- Spinners
- Grab-bags, Surprise Bags
- Lottery/raffle tickets
- These can be combined to create a variety of different reinforcement systems



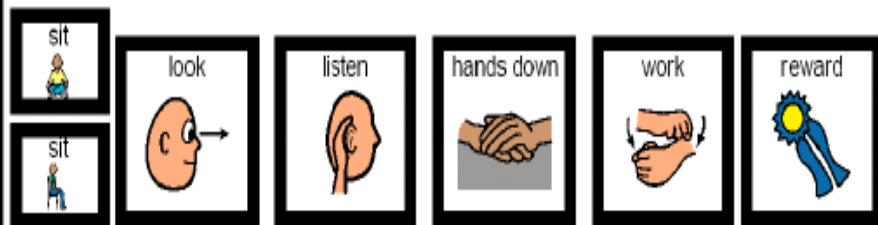
TOKEN ECONOMIES



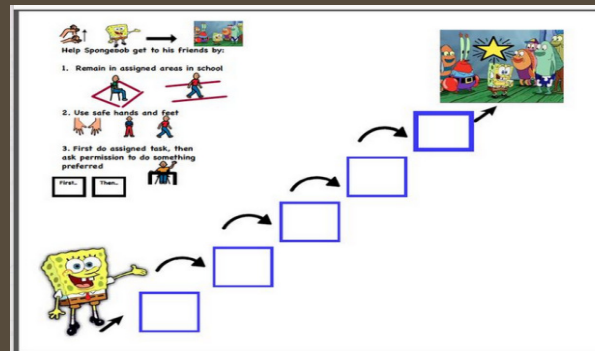
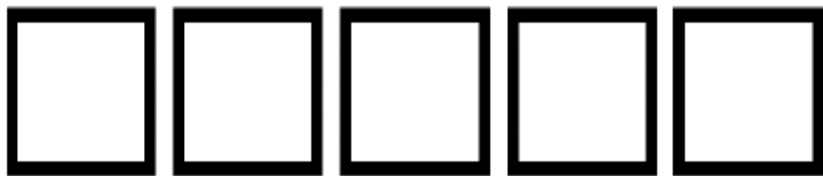
- Tokens can be administered immediately after the target behavior occurs.
- Easier for teachers to dispense tokens than verbal reinforcement when dealing with student within a group
- Unlike edible and activity reinforcers, tokens can be used to reinforce a student's behavior at any time without interrupting the lesson or having satiation occur
- Tokens maintain a student's behavior over long periods of time

TOKEN BOARDS

My Rules at School



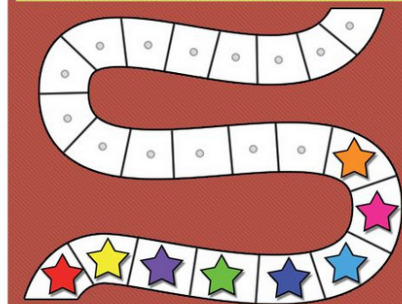
I am working for _____



"What I'm Working For" Token Economy

What I'm Working For

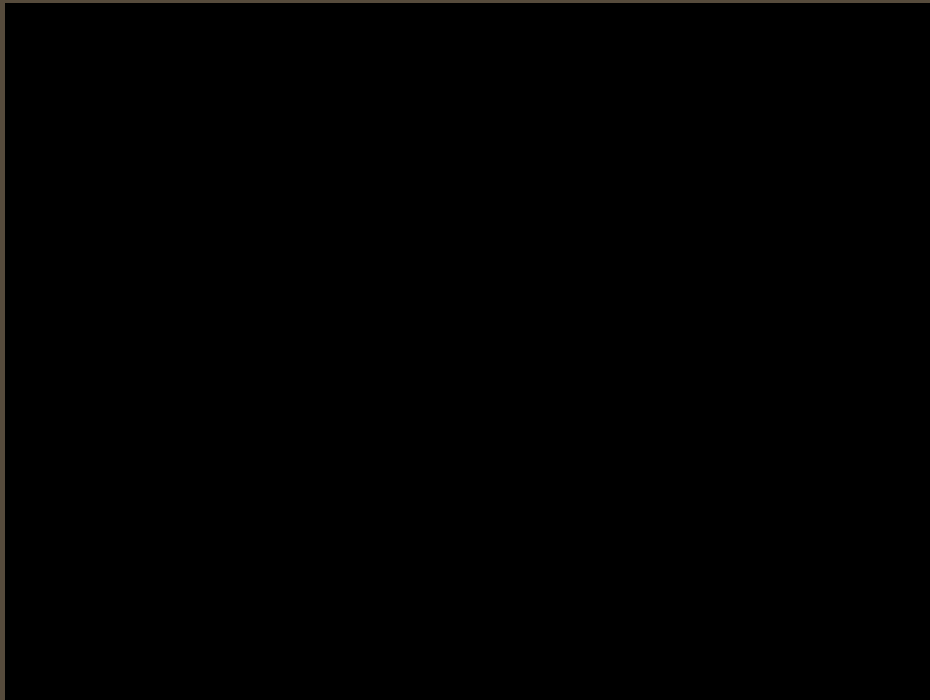
Free Time



I can buy with my money...

3¢	sticker
5¢	pick a special pencil
8¢	shoes off pass
10¢	bring a stuffed animal pass
12¢	wear a hat pass
15¢	hw pass
20¢	treasure box
22¢	show & tell pass
25¢	teacher helper for a day

INSERT VIDEO



NEW TOKEN BOARD APP

Cost: Free

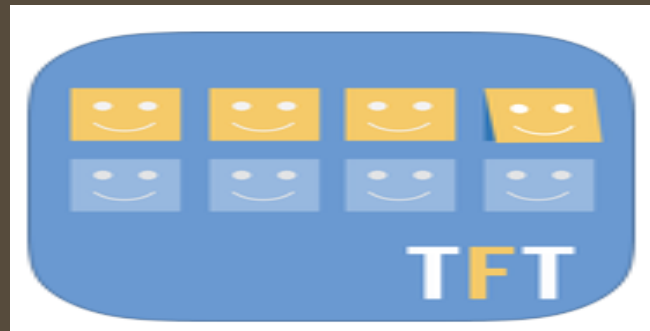
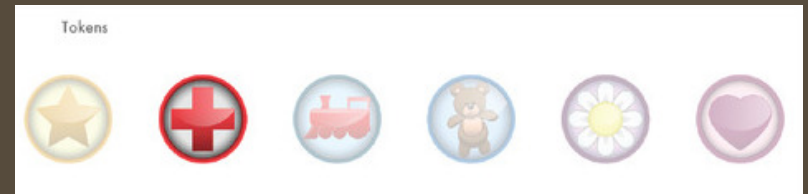
6 different token graphics

1-25 tokens to earn

Create a photo of reinforcer or select from previous photos in your gallery

After tokens are earned, reinforcer photo is shown with social praise

Easy system to use





Cost: Free

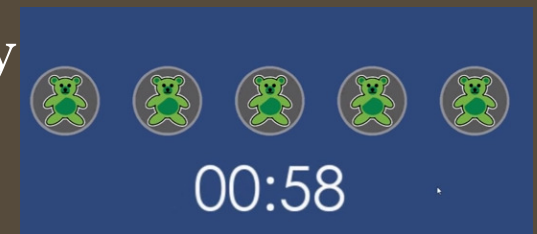
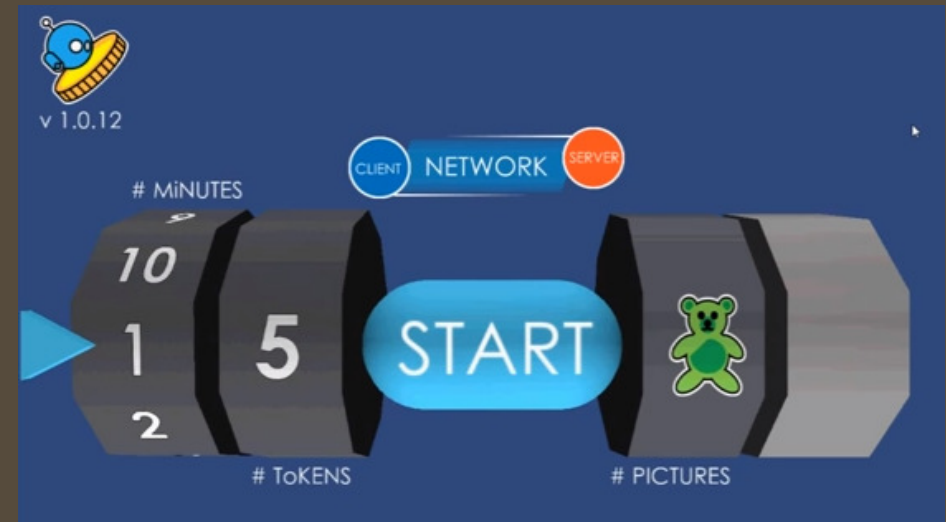
A no ad banner version is available for \$0.99

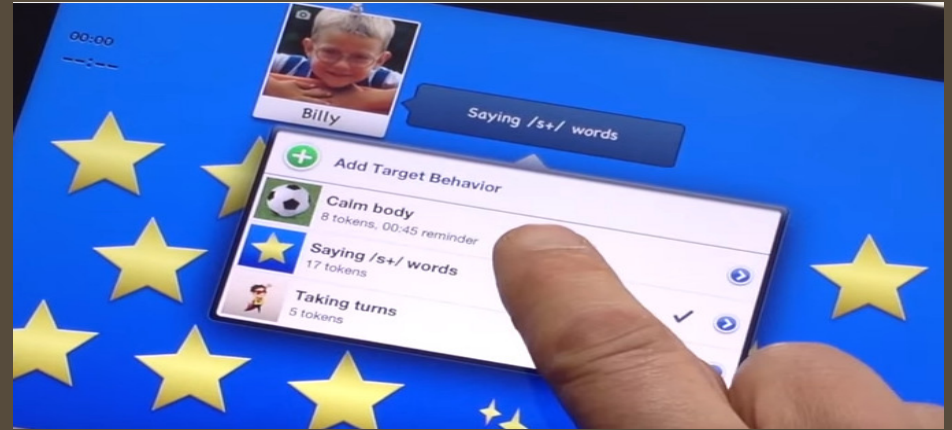
1-10 minutes of time for break/reinforcement delivery

5 or 10 Tokens

3 options for token graphics

Capability to sync up to other devices to use this same token board for the same student across devices





Cost: .99

Customize token boards with student's name, photo, background colors, and tokens
6 free tokens graphics, 1 to 20 tokens

Create a photo of reinforcer or select from previous photos in your gallery and add to reward chest

Timers to remind staff to deliver tokens

Has a notes section for educators

Collects data

Can be used for up to 6 students in a group and target behaviors (upgraded version \$9.99)



BEHAVIOR CHECKLISTS

- Simple positive-reinforcement intervention that is widely used by teachers to change student behavior
- Spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document
- Student is more likely to be motivated to abide by the terms of the behavior checklists than if those terms had been imposed by someone else



BEHAVIOR CHECKLISTS

How Do I Do It:

- Utilize a daily behavior form, chart, or report card
- Decide on the main problem behaviors and put these on the chart
- Explain the procedure with the student
- Rate the student for each period, hour, etc in the areas you decide to put on the form or chart
- Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
- Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
- Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.



BEHAVIOR CHECKLIST

(Example) Chore Chart

Chores	POINTS POSSIBLE	SUN	MON	TUES	WED	THURS	FRI	SAT	
Set table daily	1	1	0	1	1	1	0	1	
Feed dog before 8am	1	1	1	1	0	1	0	1	
Put dirty clothes in basket	1	1	0	1	1	1	1	1	
									Total Weekly Points
Total Daily Points	3	3	1	3	2	3	1	3	16













Comments 21 points total possible. 15-18points=10 extra minutes on computer, 19-21 points= 20 extra minutes on computer to be used on Sunday!!

****** This chart is set up so the child is rewarded even though she didn't do every chore every day. Low numbers were used (1 point per chore) so it is easier to keep track of the chart totals. Another option is to arrange a reward if the child has 4 or more 3 point days. The important thing is to keep it easy and fun for you and your child!!

BEHAVIOR CHECKLIST

Reward: For each row with all stamps earned, student earns 3-5 minutes of one of the following rewards:

1.Read book 2.Ipad time 3.drawing

	<u>Transitions</u> Moves from break to next task within 30 seconds Keeps hands/feet to self	<u>Work Completion/ Following Directions</u> Starts a given assignment, with or without help from a teacher Follows directions within 10 seconds, with only one verbal reminder Finishes a given assignment, with or without help from a teacher	<u>Behavior</u> Keeps hands/feet to self Uses volume on voice thermometer Raises hand to ask/answer questions and waits for his turn to talk	<u>Rewards</u> Please indicate the reward delivered. (Leave blank when no reward is delivered)
Arrival				<u>IPAD</u>
ELA				
Math				
Specials				READ BOOK

BEHAVIOR CHECKLIST

Things To Do Every Day!

My Name: _____

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Take care of body:



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Take care of my home:



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Take care of my mind:



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Parent Sign off:

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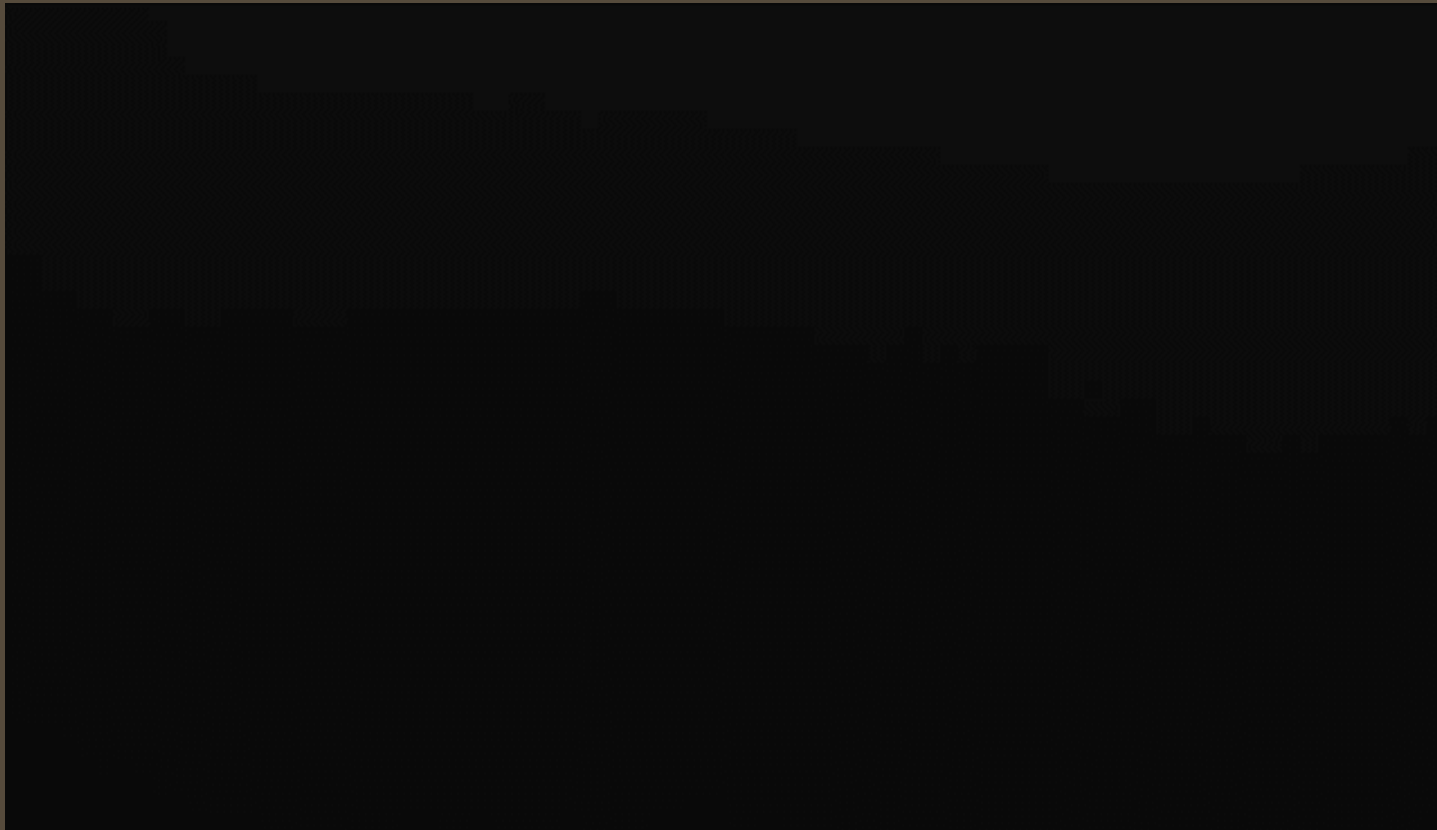
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INDIVIDUAL SYSTEM



IREWARDCHART

Cost: Free Upgraded version \$3.99

Designed for parents

Customize token boards with student's photo

One child up to 4 task per week upgrade

Has multiple children

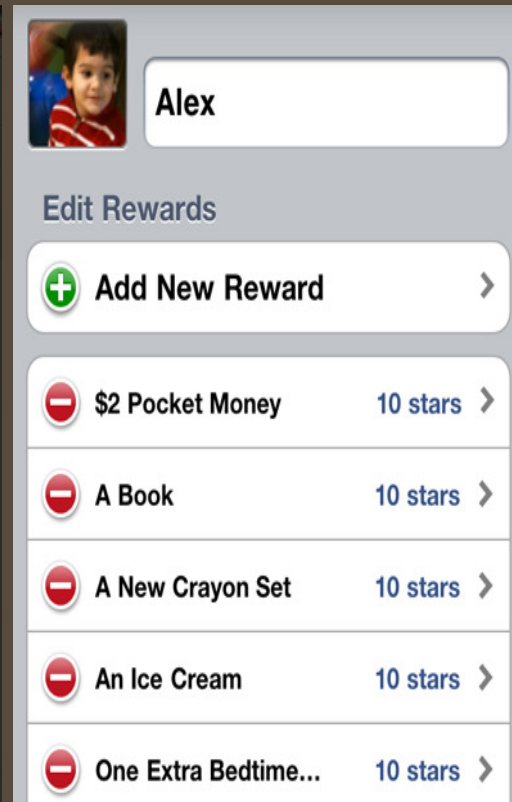
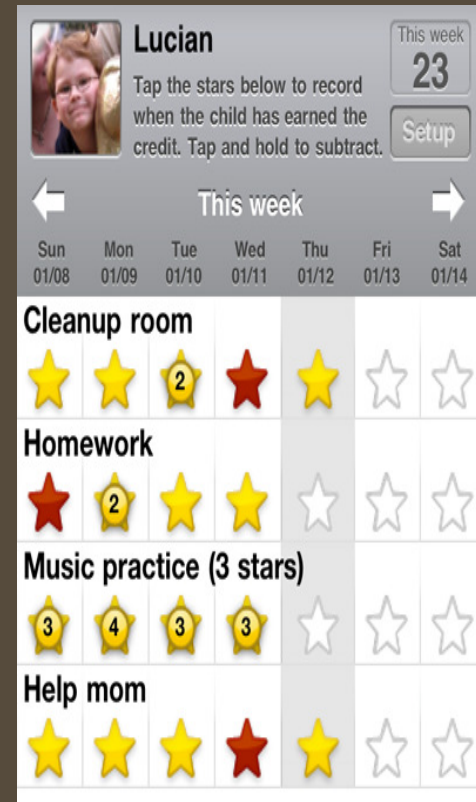
Customize rewards and number of stars

Deliver stars for good behavior and completing chores over the week

Can sync the app data over the web

Ability to lock reward chart with a required password

Can add and subtract stars





GROUP CONTINGENCY PLANS

- Group reinforcement technique that capitalizes on peer influence by setting a group goal or implementing a group consequence for behavior.
- The purpose of this strategy is to prevent behavioral problems, increase appropriate behaviors, and decrease incorrect behaviors, depending on how the contingency is engineered.
- Keep in Mind...
 - Group contingency requires more planning and intervention than other techniques.
 - Make certain that students can truly earn additional privileges or rewards. Teachers should add a new reward (or increase a current reward) and not use an established reinforcer (e.g., scheduled break, recess) as part of the contingency plan.
 - Many professionals caution against the practice of taking away rewards based on a dependent or interdependent contingency.
 - Doing so can establish a negative atmosphere in the classroom and should be avoided.

GROUP CONTINGENCY PLANS



- Decide on the reward that will be earned by the group. This is NOT a punishment technique.
- The consequences for meeting the group reinforcement response contingency should always be positive.
- Students should get something extra if the criterion is met.
- If it is not met, then the classroom routine should continue as usual without the extra privilege or reward.
- Because a whole group or classroom can earn the reward, the reward should be easily dispensed, inexpensive, and not require a lot of time. Use student input when selecting rewards.
- Include a feedback component to facilitate cooperation. Teacher feedback tells students how well they are doing and helps them to measure their progress. Feedback might include:
 - Marks on a board.
 - Marbles in a jar.
 - Coloring in a section of blocks on a tower each time the group meets its criterion.
 - Visibility helps.

GROUP CONTINGENCY

GOOD BEHAVIOR GAME RULES

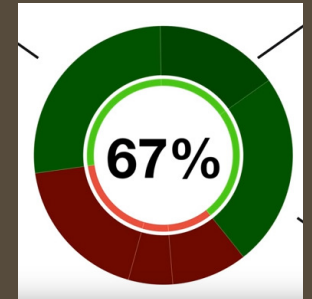
1. Divide students into two groups.
2. Explain the classroom rules, what happens when they follow the rules, what happens when they don't follow the rules.
3. Identify how long the game will be played for.
4. If one person breaks a rule, give the team a mark on the chart (displayed on the board at the front of the class).
5. Each team that meets the criteria (e.g., 5 or less marks) gets the reinforcer(s).
6. If a team loses, they do not earn the reinforcer.



Suitable for all
ages!
4 + Players

GROUP SYSTEMS





Cost: Free

Teacher set up class and actions/tasks to earn DoJo points

Summarizes for students

Allows for notes and reflection

Student has own Avatars- student can access at how with a passcode to customize

Access on computer and tables

Can deliver and take away points for groups, whole class, and individual students

Data collection- develops reports to email



FINAL THOUGHTS



- Take some time to think about the strategies you plan to use to encourage positive classroom behavior.
- Clarifying your strategies will make it easier for you to lead the class confidently and effectively.
- Imagine possible classroom challenges and review your strategies for dealing with them.
- Having clear-cut strategies will help keep you grounded when these challenges do arise.



FINAL THOUGHTS



- When you praise students who are excelling, don't forget to encourage those who are trying, but struggling. These students often lack confidence and need more positive reinforcement.
- Creating an environment in which students know and follow the rules is challenging, but not impossible.
- With a little patience and perseverance, you can lay a foundation for respect and positive behavior in your classroom that lasts all year.
- If you have taken the time and effort to create a plan for classroom management, to establish effective classroom techniques and to provide a strategy for motivating students, you have completed the most critical steps to ensure your success

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(Emmer & Sabornie, 2015; Everston & Weinstein, 2006).

STICKY NOTE OUT THE DOOR- WHAT ONE THING ARE YOU GOING TO IMPLEMENT?

