BEYOND THE TOKEN BOARD:
DIGGING DEEPER INTO PROBLEM BEHAVIOR
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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

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

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?

INDIVIDUAL SUPPORTS
GROUP SUPPORTS

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

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.
- 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
- 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.

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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.

LETS GET TO THE GOOD STUFF: HOW TO RESPOND TO GOOD BEHAVIOR

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**

**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, reformer photo is shown with social praise
- Easy system to use

**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 mark 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

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<th>Chores</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Total Weekly Points</th>
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GROUP CONTINGENCY PLANS

Group contingency plans are based on the group's performance and individual contributions.

It's important to establish clear, achievable goals and rewards for the group.

REWARD CHART

Cost: Free    Upgraded version $3.99
Designed for parents
Customize token boards with student's photo
One child up to 4 tasks 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

- 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 reinforcement.
6. If a team loses, they do not earn the reinforcement.

Class Dojo

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.

REFERENCES