



TOKEN BOARD POPCORN EDITION

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My Token Board

A token board consisting of ten yellow popcorn-shaped tokens arranged in four rows. The first row contains tokens with numbers 1, 2, and 3. The second row contains tokens with numbers 4, 5, and 6. The third row contains tokens with numbers 7, 8, and 9. The fourth row contains a token with the number 10 and the word 'POPCORN' below it. To the right of the 10 token is a white rectangular box with a blue border containing the text 'ALL DONE!' in blue capital letters.



HOW TO USE TOKEN BOARDS

Using a token board with children with autism or developmental delays can be an effective tool for promoting positive behaviour and task completion. Research has shown that token boards can increase motivation, improve engagement, and enhance attention and compliance in children with autism. (Hume, Loftin, & Lantz, 2009).

HERE'S HOW TO USE A TOKEN BOARD:

1. Choose a theme that the child likes, such as their favorite character or activity, to make it more engaging.
2. Clearly define the task or skill that the child needs to complete, such as matching pictures or practicing sounds.
3. Create a token board with spaces for tokens, representing completed trials or tasks.
4. Introduce the concept of tokens and explain that the child can earn one for each completed trial.
5. Use visual representations of tokens, to physically place on the board for each completed trial.
6. Break down the larger task into smaller steps. For example, if matching pictures, start with a set number of matches.
7. Provide immediate reinforcement, like praise or preferred items/activities, when the child earns a predetermined number of tokens.
8. Gradually fade the use of the token board as the child becomes more independent and proficient.

Remember to individualize the token board, review and adjust goals, and maintain the child's motivation.

References:

Hume, K., Loftin, R., & Lantz, J. (2009). Increasing Independence in Autism Spectrum Disorders: A Review of Three Focused Intervention Areas. *Journal of Autism and Developmental Disorders*, 39(5), 814-828.