

Directions for using a “Working For” board:

Using a **"working for" board with tokens** in an ASD (Autism Spectrum Disorder) classroom is a powerful visual reinforcement strategy. It helps students understand expectations and stay motivated. Here's a guide on how to use it effectively, with a **Do and Do Not list** to support teacher control and student success.

DOs for Using a "Working For" Board

1. Keep the Board in Teacher Control

- Place the board on a clipboard or magnetic surface near the teacher or instructional area.
- Avoid placing it directly in front of the student unless they've demonstrated consistent appropriate use.

2. Introduce the System Clearly

- Explain what the student is “working for” (e.g., break time, preferred activity, snack).
- Use visuals or icons to represent the reward.

3. Set a Token Goal

- Choose a manageable number of tokens (e.g., 3–5) based on the student's attention span and ability.
- Use Velcro, magnets, or laminated tokens for durability.

4. Deliver Tokens Immediately

- Give tokens **only when the student meets a specific, observable behavior** (e.g., completing a task, following a direction).
- Pair token delivery with verbal praise: “Great job sitting! Here's a token.”

5. Use Consistent Language

- Say: “You're working for [reward]. You earned a token for [behavior].”

6. Monitor and Adjust

- If the student becomes frustrated or disengaged, reassess the reward or token count.
- Reinforce the system with visuals and social stories if needed.

✗ DO NOTs for Using a "Working For" Board

- **✗ Do not let the student hold or manipulate the board** unless they've earned that privilege.
- **✗ Do not give tokens without clear, earned behavior**—this reduces the system's effectiveness.
- **✗ Do not allow self-rewarding**—students should not place tokens themselves unless it's part of a structured plan.
- **✗ Do not ignore throwing or aggressive behavior**—remove the board temporarily and reteach expectations.
- **✗ Do not change the reward mid-task**—stick to the chosen reinforcer to maintain trust and consistency.