

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Effective Classroom Strategies for Students with Disabilities

Strategy 5: Reinforcement and Feedback
Behavior Specific Praise, First/Then Boards and
Token Systems



Kentucky Department of
E D U C A T I O N

Understanding Reinforcement



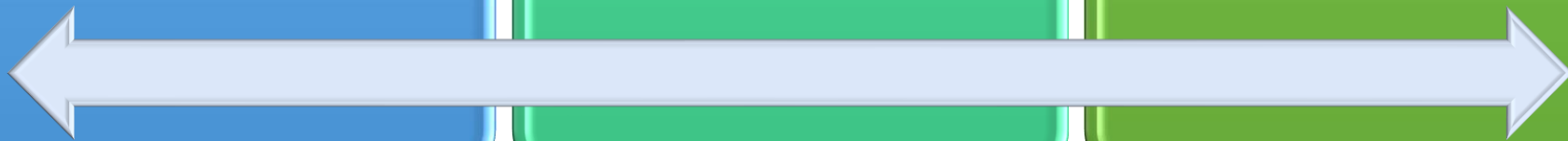
Reinforcement is an event, activity or other circumstance occurring after a learner engages in a desired behavior that leads to the increased occurrence of the behavior in the future.



Sometimes you may unknowingly reinforce behavior.



It is important to understand the “why” behind a behavior occurring prior to planning for reinforcement strategies.

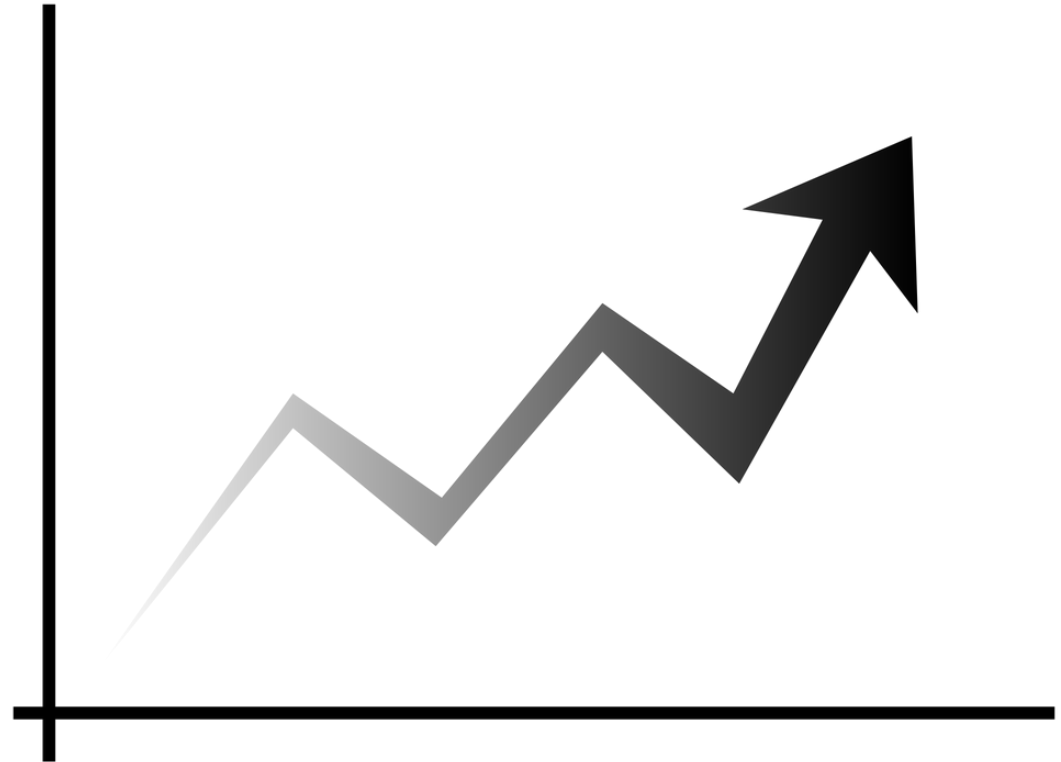


Reinforcement 101

Use a high rate of reinforcement when first introducing a new system.

Communicate how to use the system with all relevant staff.

Implement data driven changes for results.



Reinforcement Strategies

Behavior-Specific Praise

First/Then Boards

Token Systems



Behavior Specific Praise

The use of behavior-specific praise is linked to increases in students' on-task behavior and decreases in their challenging behavior.

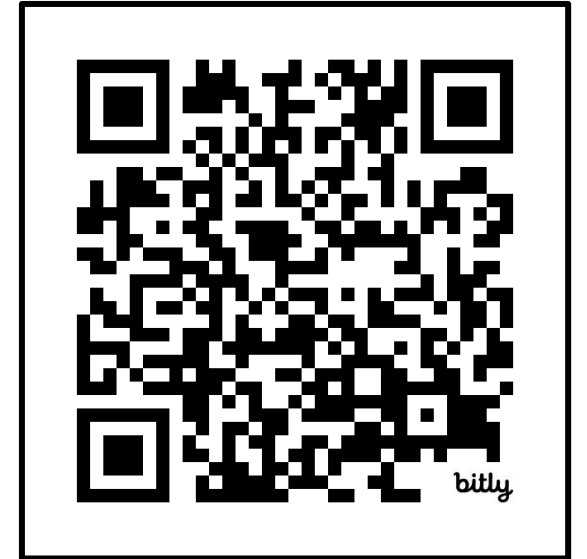
Source: *Royer, Lane, Dunlap & Ennis, 2019*

“You’re doing a great job of...”

“I love it when you...”

“I like the way you’re...”

“It’s so helpful when you...”



[Behavior-Specific Praise: Elementary School Example & Non-Example](#)

First/Then Boards

An Introductory Reinforcement System to Use With Students.



1. Identify preferred items;



2. First preferred/then preferred for several opportunities over several days;



3. Gradually introduce work tasks or non-preferred demand (ex. cleaning up) as “first;” and



4. Make sure that “then” is still a highly preferred item.

[Source: First/Then Boards: Kentucky Autism Training Center Video](#)

Using Token Systems

- Token systems are a possible next step after a student is successful with a first/then board;
- It's important to determine reinforcers (preference assessments, present a menu of choices, surveys to families, observation);
- Provide a list or use visuals to show target behaviors;



Using Token Systems

- Use a menu of reinforcers for students to choose from (Students should have limited access to their chosen reinforcers at other times throughout the day); and
- Use data to plan how many tokens a student will need to earn.



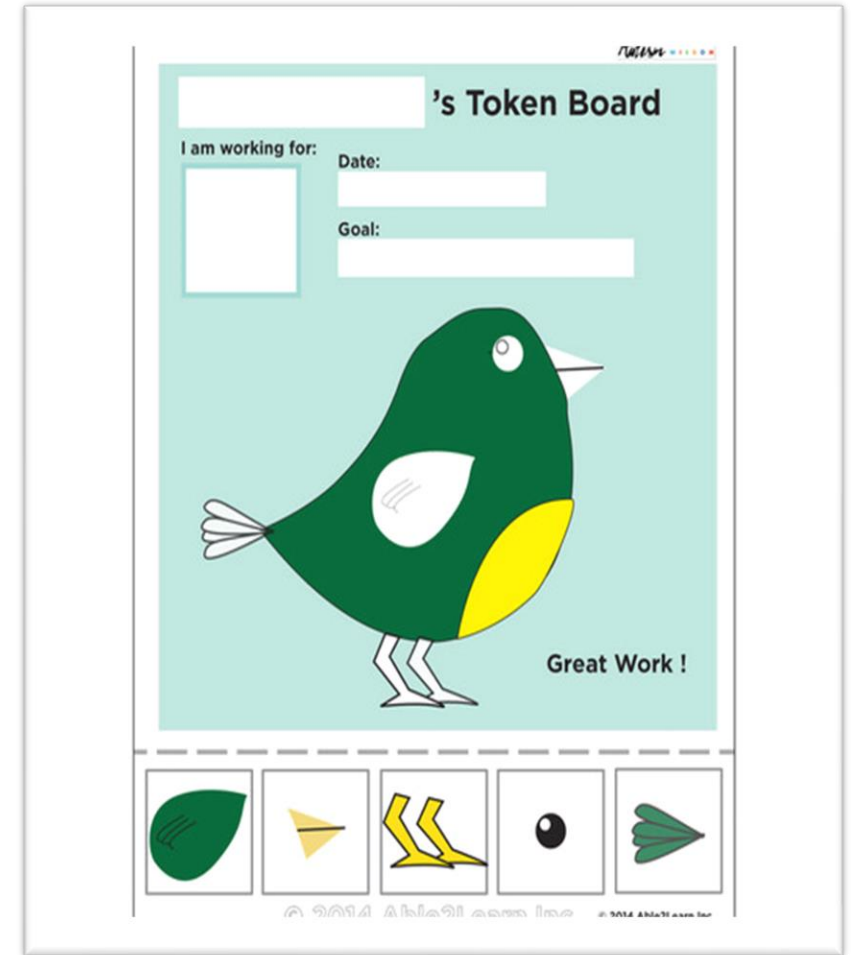
Helpful Hints

Give tokens and reinforcers immediately.

Gradually increase task difficulty.

Build a plan to fade system eventually.

Use student interests.



Additional Resources

- [High Leverage Practices : Video Playlist – CIBRS](#)
- [Tennessee Behavior Supports Project: Behavior-Specific Praise in the Classroom](#)
- [Intervention Guide: Token Systems](#)
- [IRIS | Page 2: Behavior-Specific Praise \(vanderbilt.edu\)](#)
- [Token Charts - Kentucky Autism Training Center Video](#)
- [Encouraging Appropriate Behavior \(vanderbilt.edu\)](#)
- [IRIS | Page 5: Reinforcement](#)
- [First/Then Boards- Kentucky Autism Training Center Video](#)

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