

# Self-Monitoring and Visual Token Board Interventions for Inappropriate Classroom Behavior

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## INTRODUCTION

- Children on the autism spectrum encounter difficulties with social communication and restricted and repetitive patterns of behavior (American Psychiatric Association, 2022).
- Research on self-monitoring interventions shows that it effectively fosters independence and reduces the occurrence of inappropriate behaviors (Hollifield et al., 2010; Parker & Kamps., 2011)
- When paired with a token economy system, self-monitoring interventions are effective in increasing on-task behavior and reducing stereotype behavior among children with ASD (Stasolla et al., 2014).
- Research on token boards and token economy systems shows they are effective in reducing inappropriate behavior when traditional behavior management methods (e.g., positive reinforcers) are not effective (O'Leary & Becker, 1967).

The current study investigated the effectiveness of a self-monitoring rubric and visual token boards on inappropriate classroom behavior (profane language) of an autistic student.

## MATERIALS

Skill	1	0	Student Score
Check Schedule	look at schedule	does not look in schedule	
Go to Next Location	walk to center	do not go to center	
Do Activity	do work	does not do work	
Ask for help or a break	ask for a break or any diff. word	say bad words	

total: \_\_\_\_ / 4

I am working for

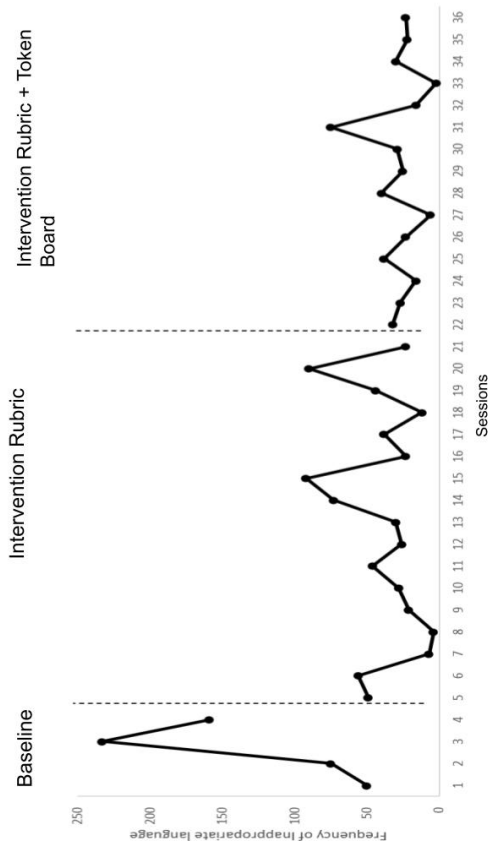
I need to ...



## PARTICIPANT

Student	Grade	Age	Ethnicity	First Language	English Proficiency	SPED Eligibility
AA	7	13	White/Syrian	Chaldean	Level 1	Primary: Autism Secondary: Orthopedic impairment

## RESULTS



- Prior to the implementation of the intervention(s), participant's mean level of occurrences of profane language was 107.4 (range = 50 to 233).
- Data showed high variability during the baseline stage.
- Across both phases of intervention, the level of profane language averaged 33.31 per day (range = 2 - 92), demonstrating a substantial decrease from baseline.
- Additionally, instances of profane language were more stable throughout intervention, with a decreasing trend (especially after introducing the token board in the second phase of the intervention).

## METHODS

### Design

- A multielement single case design was used whereby baseline was first followed by a self-monitoring rubric and then a visual token board along with a self-monitoring rubric to address AAs were used.

### Procedure

#### Baseline

- AA was observed for five sessions that lasted from the beginning to end of the school day. Data was collected using ABC data and a frequency tracker.

#### Intervention phase 1

- Involved providing both AA and his teacher with matching engagement rubrics. At the end of each center rotation, student engagement was measured. The teacher graded AA and AA self-monitored using the rubric. The teacher and AA scored their rubrics at the end of each center rotation. After the end of all rotations, the teacher and student added their scores and compared answers. The teacher reviewed with the student any discrepancies in scores and reviewed what the target behavior should look like.

#### Intervention phase 2

- AA was taught how to obtain tokens and reinforcers. Tokens were initially given more broadly and frequently so AA could develop understanding. Then, tokens were limited to not engaging in profane language and completing tasks during independent and small group activities. The token economy system was implemented across the school day in addition to the behavior rubric.

## CONCLUSIONS

- The current student data supports past research involving the use of visual supports and self-monitoring. Use of the self-monitoring behavior rubric and token economy interventions produced positive effects on restricted behaviors. Thus, decreasing inappropriate classroom language behavior, promoting positive social behavior, and increasing engagement.
- Further, this study illustrated the benefits of frequent collaboration and consultation between special education teachers and school psychologists in facilitating effective behavior interventions in a school setting. The integration of knowledge and skills from both special education and psychology perspectives is believed to enhance the ability to produce meaningful behavioral change for students receiving special education services.

## REFERENCES

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