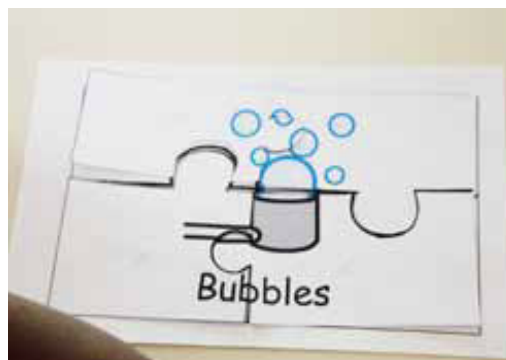


Using Motivators



Why use visual structure to help motivate appropriate behaviour?

- School behaviour/reward systems may have little or no meaning for a child on the autism spectrum.

How to use:

- Choosing images/objects the pupil wants to earn such as those linked to special interests will have a much greater impact.
- Timing of the reward is important. Small rewards given frequently will be better than ones built up to receive at the end of the week because it will be clearer to the child what the reward is for.
- While the pupil is learning how to use token rewards, tokens will need to be given very frequently and then gradually, as the pupil comes to understand the reward system, the time between receiving tokens can be extended.
- Starting with small realistic goals is important. It helps the child focus not on what they can't do, or are doing wrong, but rather on the small steps towards achieving a specific goal.

Where next?

- Increasing the number of tokens to be received before achieving a reward will increase the time / emphasis given to the target behaviour.
- An alternative to a chart approach is to laminate and cut up a motivating picture into jigsaw. The child then has to earn pieces as a reward.
- Use a Toblerone shaped target motivator. This three-sided, table top target board can be turned to match the target the child is working on.
- A behaviour board can be a useful way to visually record and remind a pupil explicitly what behaviour is acceptable and what is not acceptable