PREFERENCE/ REINFORCEMENT ASSESSMENT FORM

Student's Name:_____ Completed By:_____ Date:_____

Prior to beginning the pairing process, it is important to identify ALL of your student's motivators or reinforcers. Many students have very specific reinforcers and may engage with them in certain ways. Please **provide as much detail as possible.**

Please indicate your student's preferences below. Please **provide specifics** if possible (e.g., what kind, brand, type, etc.). **Cross off (X) if student hates.**

What are your student's preferences (likes and dislikes)?

Puzzles:	Games:
Musical Instruments:	Play Dough:
Action Figures:	Notes:
Other:	

Sensory Preferences: (be sure to include likes AND dislikes)

Auditory (sounds):
Visual (light, colors):
Tactile (contact, textures):
Kinesthetic (movement):
Olfactory (smells):
Gustatory (tastes):

What are your student's entertainment preferences?

Movies:	TV:	Animation/Cartoons:
Music:	Video Games:	Board Games/Other:
List some of your student's favorite videos/tv shows/performers:		

Adapted from materials by Beautiful Minds of Princeton L.L.C.

Circle (O) if student likes. Cross off (X) if student hates. Please provide specifics, if possible (e.g., what kind, brand, type, etc.)

What activity does your student prefer when using the computer?

CD ROM Games:	Internet Sites:

List your student's favorite CD ROM Games:

List your student's favorite Internet Sites:

Things

		Tokens	**Favorite Subjects**
Balloons	Other toys:	Certificates	Art
Blocks	Puppets	Check register	Math
Chalk/crayons	Shiny/Sparkly Toys	Grades	Music
"Dress Up" Materials	Slinky	Honor Roll	Gym/PE
Dolls/Figurines	Spinning Toys	Marbles/Chips	Reading
Funny Glasses	Stickers	Money	Writing
Jewelry	Stopwatch	Other:	Spatial
Koosh Balls	Stuffed Animals	Points/Numbers	Science
Lighted Toys	Textured Balls	Signatures	Social Studies
Liquid Timers	Toy Cars	Special badges	Library
Machines	Trains	Stars/smiley faces	Foreign Language:
Marbles	Wind-up Toys	Tickets	Other:
Noisy Cars/Vehicles	Vehicles		

Sports

		Appearance	**Books (bk):**
Aerobics	Skating	Dressing Up	Pop-Up
Basketball	Skiing	Make-up	Bks w/ Sound:
Bike riding	Soccer	Manicures	Puzzle bk
Bowling	Softball/baseball	Massages	Picture bk
Fishing	Swimming	Perfume/cologne	Sensory bk
Football	Tennis	Picture taken	Sticker bk
Horseback riding	Volleyball	Other:	Magazines
Jumping rope	Walking/jogging		Coloring bk
Other:	Weight training		Flip bk

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Activities

Being cafeteria helper	Go to office on an errand	Sand play
Being excused from homework	Going to the beach	Staying up late
Being group leader	Going to the store	Science
Being principal's helper	Helping librarian	Sharing information
Bicycling	Helping the custodian	Sharpening pencils
Blowing pinwheels	Indoor walk	Singing
Blowing/popping bubbles	Leaving town	Sitting on bouncy balls
Building models	Letters	Sitting/laying down
Chairing a meeting	Line leader/monitor	Sleeping late
Coloring	Listening to a story	Social studies
Cutting with scissors	Listening to music	Spelling
Dancing	Listening to stories	Taking showers/baths
Decorating (walls, room)	Math	Telling stories
Demonstrating a hobby to the class	Molding clay	Time off from school
Displaying work	Numbers	Unsupervised time
Drawing	Other:	Using tools
Drawing on chalkboard	Outdoor walk	Using trampoline
Earning money	Painting with brush	Using treadmill
Erasing chalkboards	Participating in crafts	Visiting library
Extra or longer recess	Pasting or gluing	Visiting museums
Finger painting	Picnics	Visiting parks
Fixing a bulletin board	Playing chase/running	Visiting relatives
Getting a badge to wear for day	Playing games like Simon Says	Watching videos
Gluing	Playing with balls	Water play
Going out to eat	Playing with microphone	Working on computers
Going to concerts/shows	Reading	Writing
	Recess/free time	Writing notes
	Riding in car	
	Running errands	

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What are your student's outdoor activities?

Bicycle:	Swing Set:	Trampoline:
Theme Parks:	Swimming:	Slide:
Other Notes:		

What are your student's preferences for pets?

Cats:	Dogs:
Hamsters:	Fish:
Gerbils:	
Other Notes:	

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Getting a special certificate	Group activities	Silly faces
"Good note" home	Having a choice of seatmate	Sleepovers
"High fives"	Having lunch with the teacher	Smiles/gestures
Animal sounds	High volume praise	Songs
Being head of lunch line	Hugs	Spinning
Bouncing	Kidding and joking	Squeezes
Dancing	Pats	Talking on the phone
Enthusiastic praise	Phone call for good behavior	Talking with friends
Fast-paced tickles	Playing with a friend	Talking with teacher
Gentle tickles	Praise	Time with parent
Getting a happy face on paper	Rough housing	Tutoring other students
Getting positive comments on homework	Scratches	Whispered praise
	Shoulder rubs	

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What are your student's favorite snacks/foods?

Candy:	Fruit:
Cookies:	Crackers:
Chips:	Pretzels:
Ice Cream:	
Other: List your student's favorite brand names:	

What are your student's favorite beverages?

Soda:	Juice:	Water:
Milk:		
List your student's favorite flavors and brand names: Other:		

Having a snack	M & M's	Chocolate chips
Raisinettes	Skittles	Sweet tarts
Tootsie rolls	Candy corn	Gummy bears
Lollipops	Candy bars	Other candies
Gum	Marshmallows	Cookies
Graham crackers	Cake	Other crackers
Cereal	Pretzels	Popcorn
Chips	Pudding	Yogurt
Bagels	Pizza	French fries
Onion rings	Cheese	Peanut butter
Raisins	Grapes	Apples
Bananas	Other fruit	Carrots
Other vegetables	Ice Cream	Juice
Soda	Snow cones	Kool Aid
Chocolate milk	Other:	

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Reinforcer Assessment: Paired Stimulus

Before starting assessment:

1. Stimuli should be selected based upon availability, ease of presentation, parent/staff reports, and any on dietary and health restrictions for the student.
2. Make sure student has sampled items previously and none are unfamiliar. If a stimulus is new, allow student access before the assessment begins.

Set-Up:

3. Before each session, place a cleared off table to use for the assessment. Have materials available to record data from assessment.

Assessment:

4. **Put two stimuli on the table** in front of the child (0.7 m from one another and 0.7 m from the child) and **wait for 5 s.**
5. **If the child touches a stimulus, remove the non-chosen stimulus immediately.**
6. **Let the child interact with the chosen stimulus for 5 s.** If the child samples the stimulus at the first opportunity, move on to Step 9.
7. If the child approaches both stimuli, block him or her by holding the two stimuli down on the table.
8. If the child does not approach both stimuli after 5 s, prompt him or her to sample each stimulus for 5 s. For an edible stimulus, put the stimulus in front of the child's mouth. For a toy, let the child hold the stimulus for 5 s.
9. After the child samples both stimuli, present the two stimuli again. (Note that this still constitutes the same trial.)
10. Repeat steps 2-4.
11. If the child does not approach both stimuli, again remove the stimuli.
12. Record the data for each trial by writing the results on the score sheet provided.

In each stimulus preference assessment session, each stimulus was paired once with every other stimulus. For example, with 7 stimuli, there are a total of 21 trials in each session.

# of stimuli	4	5	6	7	8	9	10
# of trials	6	10	15	21	28	36	45

# of times chosen / # of trials presented (total number of stimuli – 1)

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Data Sheet

Date:

Trial #	Stimulus	Stimulus	Chosen
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45			
Stimulus	**# chosen**	**# present**	**% rank**

# of stimuli	Possible %
4	1/3 (33, 66, 99)
5	1/4 (25, 50, 75, 100)
6	1/5 (20, 40, 60, 80, 100)
7	1/6 (16, 33, 50, 66, 83, 100)
8	1/7 (14, 28, 42, 57, 71, 85, 100)
9	1/8 (12, 25, 37, 50, 62, 75, 87, 100)