

REINFORCER CHECKLIST

Name: _____

Date: _____ Age: _____

EDIBLE REINFORCERS:

	YES	NO		YES	NO
Candy:			37. Peanut Butter	_____	_____
1. M & Ms	_____	_____	38. Jam/Jelly	_____	_____
2. Jelly beans	_____	_____	39. Ice Cream toppings	_____	_____
3. Licorice	_____	_____	40. _____	_____	_____
4. Candy cane	_____	_____			
5. Gum	_____	_____	Others:		
6. Smarties	_____	_____	41. Cake	_____	_____
7. Lollipops	_____	_____	42. Cup Cakes	_____	_____
8. Chocolate	_____	_____	43. Doughnuts	_____	_____
9. Candy Kisses	_____	_____	44. Crackers	_____	_____
10. _____	_____	_____	45. Frosting	_____	_____
			46. Corn Chips	_____	_____
Cereals:			47. Cheese Balls	_____	_____
11. Cheerios	_____	_____	48. Doritos	_____	_____
12. Cookie Crisps	_____	_____	49. Cookies	_____	_____
13. Fruit Loops	_____	_____	50. Popcorn	_____	_____
14. Trix	_____	_____	51. Animal Crackers	_____	_____
15. _____	_____	_____	52. Cracker Jacks	_____	_____
			53. Raw Veggies	_____	_____
Fruit:			54. _____	_____	_____
16. Raisins	_____	_____			
17. Apples	_____	_____	<u>MATERIAL REINFORCERS</u>		
18. Oranges	_____	_____	1. -Stopwatch	_____	_____
19. Bananas	_____	_____	2. Hand Cream	_____	_____
20. _____	_____	_____	3. Silly Putty	_____	_____
			4. Bubbles	_____	_____
Liquid:			5. Combs	_____	_____
21. Milk	_____	_____	6. ChapStick	_____	_____
22. Choc. Milk	_____	_____	7. Play Doh	_____	_____
23. Juice	_____	_____	8. Stickers	_____	_____
24. Soda Pop	_____	_____	9. Perfume	_____	_____
25. Lemonade	_____	_____	10. Toy Instruments	_____	_____
26. _____	_____	_____	11. Boats to make	_____	_____
			12. Cars to make	_____	_____
Frozen:			13. Puzzles	_____	_____
27. Popsicle	_____	_____	14. Bubble gum	_____	_____
28. Ice Cream	_____	_____	15. Straws	_____	_____
29. M & Ms	_____	_____	16. Powder	_____	_____
30. _____	_____	_____	17. Nail Polish	_____	_____
			18. Beads	_____	_____
Soft:			19. Stamps & Stickers	_____	_____
31. Pudding	_____	_____	20. Masks	_____	_____
32. Jello	_____	_____	21. Paper/crayons	_____	_____
33. Yogurt	_____	_____	22. Fans	_____	_____
34. Marshmallow	_____	_____	23. Balloons	_____	_____
35. Cheese	_____	_____	24. Badges	_____	_____
36. Cottage Cheese	_____	_____	25. Bean bags	_____	_____
			26. Hats	_____	_____
			27. Mirrors	_____	_____

	YES	NO
28. Toy Games	_____	_____
29. Books	_____	_____
30. Coloring Books	_____	_____
31. Whistles	_____	_____
32. Blocks	_____	_____
33. Paint brushes	_____	_____
34. Crown	_____	_____
35. Colored chalk	_____	_____
36. _____	_____	_____

SOCIAL REINFORCERS

1. Grab hands/wiggle arms	_____	_____
2. Blowing (i.e., face)	_____	_____
3. Squeeze above the knees	_____	_____
4. Hugging	_____	_____
5. Shaking hands	_____	_____
6. Twitching noses	_____	_____
7. Kisses	_____	_____
8. Tickling	_____	_____
9. Winking	_____	_____
10. Give me (5-10)	_____	_____
11. Pinching cheeks	_____	_____
12. Rubbing noses	_____	_____
13. Bumble bee fingers	_____	_____
14. Smiling	_____	_____
15. Duck noises	_____	_____
16. Playing with lips	_____	_____
17. Patting	_____	_____
18. Praising	_____	_____
19. Wiggling ears	_____	_____
20. Back scratch	_____	_____
21. Belly rub	_____	_____
22. Nodding	_____	_____
23. Nodding	_____	_____
24. _____	_____	_____

OTHER REINFORCERS

1. Rocking	_____	_____
2. Brushing hair (own or others)	_____	_____
3. Clapping hands	_____	_____
4. Carry upside down	_____	_____
5. Airplane rides	_____	_____
6. Drawing pictures	_____	_____
7. Run outside	_____	_____
8. Hide and seek	_____	_____
9. Piggyback rides	_____	_____
10. Chase	_____	_____
11. Paper crayons	_____	_____
12. Finger plays	_____	_____
13. Peek-a-boo	_____	_____
14. Sing songs	_____	_____
15. Imitating kids	_____	_____
16. Blowing whistles	_____	_____
17. New Years snakes	_____	_____
18. Sprinkle glitter	_____	_____
19. Tickles w/other objects	_____	_____

	YES	NO
20. Musical instruments	_____	_____
21. Flashlights	_____	_____
22. Shoulder rides	_____	_____
23. Run in the gym	_____	_____
24. Water play	_____	_____
25. Puppets	_____	_____
26. Flushing toilet	_____	_____
27. Sand/dirt play	_____	_____
28. Trampoline	_____	_____
29. Dancing	_____	_____
30. Running on ramp	_____	_____
31. Free time in the gym	_____	_____
32. Sitting on shelf	_____	_____
33. Bringing toy from home	_____	_____
34. Turning lights off/on	_____	_____
35. Pouring liquids back and forth	_____	_____
36. Rolling ball on ramp	_____	_____
37. Playing in front of mirror	_____	_____
38. Spreading peanut butter	_____	_____
39. Pushing walker/cart	_____	_____
40. Watch TV (videotape)	_____	_____
41. Story on teacher's lap	_____	_____
42. Squeeze toothpaste	_____	_____
43. Playing with watch	_____	_____
44. Games	_____	_____
45. Being the teacher	_____	_____
46. Talking on the phone	_____	_____
47. Markers and pens	_____	_____
48. Draw on chalkboard	_____	_____
49. Lunch/snack helper	_____	_____
50. Pushing cart	_____	_____
51. Pulling wagon	_____	_____
52. Field trip	_____	_____
53. Twirling in the air	_____	_____
54. Hanging pictures	_____	_____
55. Mom come to class	_____	_____
56. Mom leave class	_____	_____
57. Blanket over head	_____	_____
58. Take their picture	_____	_____
59. Throw things in trash	_____	_____
60. Helping cook	_____	_____
61. Roll down hill	_____	_____
62. Teacher make dough	_____	_____
63. Paint w/cotton balls	_____	_____
64. Climb on tractor	_____	_____
65. Make picture w/popcorn w/noodles w/string	_____	_____
66. Have therapist whistle	_____	_____
67. Running errands	_____	_____
68. Running errands	_____	_____
69. Climbing in boxes	_____	_____
70. Pushing stapler	_____	_____
71. Playing with jewelry	_____	_____
72. Dressing up	_____	_____

OTHER REINFORCERS (cont'd)

	YES	NO
73. Drink out of pop bottle	_____	_____
74. Sliding/jumping on mats	_____	_____
75. Time alone to stim	_____	_____
76. Simon says	_____	_____
77. Playing with money	_____	_____
78. Climbing	_____	_____
79. Rocking a boat	_____	_____
80. Cutting pictures	_____	_____
81. Playing with glue	_____	_____
82. Tour of school	_____	_____
83. Treasure hunt	_____	_____
84. Playing with cards	_____	_____
85. Crawling under table	_____	_____
86. Looking at pictures	_____	_____
87. Riding bicycle	_____	_____
88. Basketball games	_____	_____
89. Finger paint	_____	_____
w/pudding	_____	_____
w/soap	_____	_____
w/paint	_____	_____
90. Blowing in bottles	_____	_____
91. Pulling toilet paper/ towel out of holder	_____	_____
92. Racing	_____	_____
93. Different seat on bus	_____	_____
94. Front seat on bus	_____	_____
95. Wagon rides	_____	_____
96. Thrown in the air	_____	_____
97. Raiding refrigerator	_____	_____
98. Pushing copier button	_____	_____
99. Watering plants	_____	_____
100. Feeding the fish	_____	_____
101. Watching cars/waving	_____	_____
102. Watching fire engines	_____	_____
103. Going for walks	_____	_____
104. Making Kool-Aid	_____	_____
105. Wiping off tables	_____	_____
106. Taking trash out	_____	_____
107. Icing cupcakes	_____	_____
108. Spraying bottles	_____	_____
109. Watching popcorn pop	_____	_____
110. Machines	_____	_____
111. Opening refrigerator	_____	_____
112. Carrying the ball	_____	_____
113. Tape, tear, put on	_____	_____
114. Opening/closing window	_____	_____
115. Playing with tools	_____	_____
116. Birthday parties	_____	_____
117. Helping w/other kids	_____	_____
118. Play with timer beads	_____	_____
119. Pushing buttons	_____	_____
120. Play with other kids	_____	_____
121. Play w/zippers & pockets	_____	_____
122. Walk w/feet on top of therapist's feet	_____	_____
123. Blow bubbles with straw	_____	_____
124. Walking with stilts	_____	_____

	YES	NO
125. Swimming	_____	_____
126. Listening to watches	_____	_____
127. Listen to tape recorder	_____	_____
128. Have a shadow show	_____	_____
129. Play with computer	_____	_____
130. Stringing beads	_____	_____
131. Turn water off/on	_____	_____
132. Sunshine and shadows	_____	_____
133. Hinges	_____	_____
134. Smelling spices	_____	_____
135. _____	_____	_____

PROCESS REINFORCERS

1. Fishing game	_____	_____
2. Train delivery	_____	_____
3. Bean bag throw	_____	_____
4. Dart board	_____	_____
5. Grab bag	_____	_____
6. Surprise box	_____	_____
7. Spinner	_____	_____
8. Reinforcers hidden between worksheets	_____	_____
9. random timer bell	_____	_____
10. _____	_____	_____

Section E – Reinforcement Survey

Directions: To complete this survey, it is recommended that each question be read to the student in an informal manner. While you should guard against pressuring a student to complete each statement, please be sure to follow-up or clarify any vague responses.

For younger children, you may want to consider placing each item on cards and use them to play a game (using a generic game board). The items can be made less threatening in a game-like format because you will be completing the statements along with the student.

Your primary goal of this survey is to determine those reinforcers that have the greatest potential for use in a plan for behavior support.

Part I: Sentence Completion

1. My favorite adult at school is:
The things I like to do with this adult are:
2. My best friend at school is:
Some things I like to do with my best friend at school are:
3. Some other friends I have at school are:
Some things I like to do with them are:
4. When I do well in school, a person I'd like to know about it is:
5. When I do well in school, I wish my teacher would:
6. At school, I'd like to spend more time with:
Some things I'd like to do with this person are:
7. One thing I'd really like to do more in school is:
8. When I have free time at school I like to:
9. I feel great in school when:
10. The person who likes me best at school is:
I think this person likes me because:
11. I will do almost anything to keep from:
12. The kind of punishment at school that I hate most is:
13. I sure get mad at school when I can't:
14. The thing that upsets my teacher the most is:
15. The thing that upsets me the most is:

16. Some things I like are (check all that apply):

Favorite Edible Reinforcers

- candy (specify _____)
- fruit (specify _____)
- drinks (specify _____)
- cereal (specify _____)
- snacks (specify _____)
- nuts (specify _____)
- vegetables (specify _____)
- other (specify _____)

Academic Reinforcers

- going to library
- having good work displayed
- getting good grades
- having parents praise good school work
- giving reports
- making projects
- completing creative writing projects
- earning teacher praise
- helping grade papers
- getting a good note home
- earning stickers, points, etc.
- other (specify _____)

Activity Reinforcers

- coloring/drawing/painting
- making things (specify _____)
- going on field trips
- taking care of/playing with animals
- going shopping
- eating out in a restaurant
- going to movies
- spending time alone
- reading
- having free time in class
- having extra gym/recess time
- working on the computer
- other (specify _____)

Favorite Tangible Items

- stuffed animals
- pencils, pens, crayons
- paper (specify _____)
- trucks, tractors
- sports equipment (specify _____)
- toys (specify _____)
- books (specify _____)
- puzzles

Social Reinforcers

- teaching things to other people
- being the teacher's helper
- spending time with my friends
- spending time with the teacher
- spending time with the principal
- spending time with _____
- having class parties
- working with my friends in class
- being a tutor
- being a leader in the class
- other (specify _____)
- other (specify _____)

Recreation/Leisure Reinforcers

- listening to music
- singing
- playing a musical instrument
- watching TV
- cooking
- building models
- woodworking/carpentry
- favorite sports (specify _____)
- working with crafts
- other (specify _____)
- other (specify _____)
- other (specify _____)
- other (specify _____)

Using Mini-Reinforcer Assessment to Increase Student Participation

Teachers of students with severe disabilities often find it difficult to determine effective reinforcers for motivating and reinforcing student participation in instructional activities. The term mini-reinforcer assessment refers to a strategy that is often useful in developing a collection of possible sensory reinforcers to motivate students with severe developmental disabilities to participate in classroom activities. This simple strategy can help teachers to more systematically engage students and reinforce their appropriate behaviors.

Basically, the mini-reinforcer assessment consists of observing your students to determine what sensory stimulation the student most prefers so that materials with those properties can be used to reinforce student behavior. For example, John enjoys rocking back and forth during instructional activities. During free time, he prefers to swing or rock in the rocking chair. One may conclude that the vestibular stimulation he gains from these behaviors is a positive reinforcer for him. Using the mini-reinforcer model, a pool of objects and activities that involve vestibular stimulation could be gathered for John and used to reinforce his on-task behavior. The mini-reinforcer assessment strategy emphasizes the sensory stimulation that is produced by a certain behavior or object instead of on the specific object or activity itself.

Once the preferred sensory stimulation is determined, a list of 10 to 20 objects that represent that sensory input can be developed. Once the list is developed, materials are gathered and organized into three containers: one for general storage, another to hold the students' selections for that day and a third to hold the materials not selected. After the materials are gathered and sorted, the mini-reinforcer assessment should be conducted daily. When it is not possible to put an actual object into the container, a photograph representing the activity can be substituted. The procedure usually takes about 5 minutes and involves four steps:

1. sitting in front of the student and holding up two items while giving the student the direction, "Pick One";
2. waiting 10 seconds for the student to indicate their choice in whatever manner appropriate to that student (reaching, pointing, verbalizing, or using a switch or augmentative communication device);
3. placing the selected and non-selected objects in their appropriate containers, and;
4. continuing the first three steps until half the objects presented are chosen.

The container with the objects chosen by the student are placed near his/her work area and offered at appropriate times to reinforce the desired behavior.

To avoid satiation or boredom with the objects over time, limit the amount of time the student has access to them to 3 to 5 seconds, never present the same item twice in a row, and only use the items during instructional times.

The following list are some examples of materials that can be used for different sensory stimulation preferences:

<p>*Visual</p> <ul style="list-style-type: none"> -pocket video games -mirrors -kaleidoscopes -magazines and pictures of familiar people -bubbles 	<p>*Thermal</p> <ul style="list-style-type: none"> -sitting by air conditioners/heaters -ice packs and / or heating pads -dress up clothes
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<p>*Tactile</p> <ul style="list-style-type: none"> -shaking hands -manipulating different textures -tickles or vibrators -air from a fan or hair dryer -lotion -water play 	<p>*Social</p> <ul style="list-style-type: none"> -praise -pats on the back -playing group games -fulfillment of requests -providing assistance/attention -handshakes and "high fives"
<p>*Olfactory</p> <ul style="list-style-type: none"> -scented lotions -various spices -scratch and sniff stickers and books -scented potpourri 	<p>*Gustatory</p> <ul style="list-style-type: none"> -drinks -foods
<p>*Auditory</p> <ul style="list-style-type: none"> -songs -musical instruments -conversation with others -stories -radio/tape players 	<p>*Vestibular</p> <ul style="list-style-type: none"> -throwing/bouncing a ball -dancing -swinging -swimming -running

The above activities are offered as suggestions to facilitate implementation of the mini-reinforcer assessment strategy. This is an excellent opportunity to develop important, potent reinforcers to positively shape the behavior of our students with severe disabilities. For more information, see the following resources:

Mason, S.A., McGee, G.G., Farmer-Dougan, V., & Risley, T.R. (1989). A practical strategy for ongoing reinforcer assessment. *Journal of Applied Behavior Analysis*, 22, 171-179.

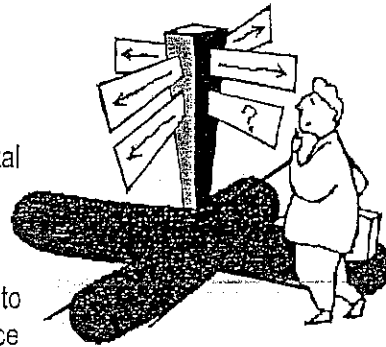
Wacker, D.P., Berg, W.K., Wiggins, B., Muldoon, M., & Cavanaugh, J. (1985). Evaluation of reinforcer preferences for profoundly handicapped students. *Journal of Applied Behavior Analysis*, 18, 173-178.

This article was adapted from:

Mason, S.A. & Egel, A.L. (1995). What does Amy like? Using a mini-reinforcer assessment to increase student participation in instructional activities. *Teaching Exceptional Children*, 28, 42-45. with permission from the publications office of The Council for Exceptional Children.

Forced-Choice Reinforcer Assessment: Guidelines

The teacher of a child with severe or profound developmental disabilities may want to motivate the student by rewarding his or her work performance and effort with classroom items, events, or activities that the child likes. Because of communication deficits, though, the student may not be able to make his or her preferences clearly known. The forced-choice reinforcer assessment technique allows the teacher to discover what potential reinforcers a child actually prefers and even permits the instructor to rank those reinforcers in the order of apparent student preference.



Below are guidelines for completing a 'forced-choice' reinforcer assessment (Berg, Wacker, & Steege, 1995).

1. **Collect information about the child's preferences.** Use information collected from interviews with the student's teaching staff and care-givers—as well as results of direct observations of the student—to create a list of reinforcers that are likely to motivate the child. Possible choices might include food items, social interactions with specific people, access to toys, and preferred activities (e.g., computer time). NOTE: Reinforcers are best when they are feasible, easy to supply, and help to advance the child's educational goals.
2. **Prepare for the assessment survey.** Narrow your reinforcer list to no more than 6 items or activities that can easily be obtained and given out in a classroom setting. Be sure to have these items on hand for the reinforcer assessment. Choose a time to conduct the assessment when there are no distractions in the room and you can give the student your complete attention. If necessary, use two or more sessions to complete the reinforcer assessment.
3. **Allow the student to sample reinforcers.** At the start of your assessment, give the child a brief opportunity to sample each reinforcer.
 - If the reinforcer is a *food item*, the child is given a tiny taste of the food or beverage.
 - If the reinforcer is an *activity* such as working on the computer, the child has 5-10 seconds to engage in the activity.
 - If the reinforcer is *access to a preferred object* (e.g., stuffed toy), the student has 5-10 seconds of access to the object.
4. **Conduct a 'forced-choice' assessment.** You are ready now to move to the next phase of the reinforcer assessment. Randomly pick 2 of the 6 choice-items; present them together in front of the student and allow the child 5-10 seconds to select one of the two. (Depending on what is most convenient, the examiner can hold choice-items in his or her hand, or display them on a table.) NOTE: the child may signal 'choice' by touching or picking up an item, looking fixedly at the item, pointing to the item, or engaging in any other behavior that he or she typically uses

to indicate preference. If the student selects an item within the time limit, record the child's choice. If the child fails to choose before the time expires, remove the two reinforcer choices and record that the child did not choose an item.

Continue to present sets of two reinforcer choices to the child until all choices have been paired with one another. Record the child's preferences.

5. **Rank-order student preferences.** Analyze the student's choices to determine the *most preferred* and *least preferred* items. You can compute a 'preference percentage' for any item by: (a) calculating the number of times that the child *selected* item X, (b) dividing that figure by the total number of pairs in which item X appeared, and (c) multiplying the answer by 100 (See Figure 1).

Figure 1: Formula to calculate 'preference percentage':

$$\frac{\text{Number of times item X selected}}{\text{total number of choice-pairs that include item X}} \times 100 = \text{ ______ } \%$$



Rank-order the child's 'preference percentages' to determine which items the student most preferred and those which the student least preferred.

6. **Verify that student choices are true reinforcers (OPTIONAL).** Once you have assessed the child's reinforcer preferences (Steps 1-5), you may choose simply to use the 2 or 3 most preferred reinforcers as classroom rewards to increase the student's work effort, improve behaviors, etc. Or you may want to test the reinforcers first in a real-world setting to see if they are actually potent motivators:
 - Have the child start a task that you would like to motivate them to complete (e.g., matching letters to corresponding picture cues as a pre-reading task). Using a *highly preferred* reinforcer, give the child brief rewards at several points during a 10-minute period and measure the child's attention to task and work completion. Then repeat the process, this time rewarding the child with the *least-preferred* reinforcer from your list.
 - Over several days, repeat the reinforcer trials. (Vary your use of reinforcers, though, so that sometimes you start with the least-preferred reinforcer and sometimes you start with the most-preferred reinforcer.) Then analyze the data that you collected on student engagement during these trials.
 - If the student shows notable improvements on your goal behavior (e.g., increased attention, more work completion) when completing the task for the *preferred* reinforcer but does not show the same gains with the *non-preferred* reinforcer, you can be reasonably sure that you have found a motivating reward that you can use as part of your instructional or behavioral program.

Reference:

Berg, W.K., Wacker, D.P., & Steege, M.W. (1995). Best practices in assessment with persons who have severe or profound handicaps. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-III* (3rd ed., pp.805-816). Washington, DC: National Association of School Psychologists.

Reinforcer Assessment Grid (Wright, 2002) Student: _____

Directions: Here are directions for using this grid to conduct a reinforcer assessment with developmentally delayed students (adapted from Berg, Wacker, & Steege, 1995):  

- In the section *Potential Reinforcers List*, list items 1-6 that you selected as possible reinforcers for the student.
- Offer successive pairs of items to the student—following the presentation order that appears in section II, *Pairing of Reinforcer Choices*. Allow the child 5-10 seconds to select one of the two. If the student selects an item within the time limit, record the child's choice. If the child *fails to choose* before the time expires, remove the two reinforcer choices and mark 'No Choice'.
- Continue to present sets of two reinforcer choices to the child until all choices have been paired with one another. (Section II: *Pairing of Reinforcer Choices*: left column).
- **OPTIONAL:** To increase your confidence in your assessment, readminister the items in the order listed in the right column of Section II: *Pairing of Reinforcers*.
- Summarize the student's preferences in Section III, *Reinforcer Assessment Results*.

I. Potential Reinforcers List

Item 1: _____

Item 2: _____

Item 3: _____

Item 4: _____

Item 5: _____

Item 6: _____

II. Pairing of Reinforcer Choices		(Optional)	
Trial Set 1: First item presented on student's <i>right</i>		Trial Set 2: First item presented on student's <i>left</i>	
Pairing of items	Student Choice	Pairing of items	Student Choice
Item 3 & Item 6	3.....6.....No Choice	Item 2 & Item 6	2.....6.....No Choice
Item 2 & Item 4	2.....4.....No Choice	Item 4 & Item 5	4.....5.....No Choice
Item 4 & Item 6	4.....6.....No Choice	Item 1 & Item 4	1.....4.....No Choice
Item 1 & Item 3	1.....3.....No Choice	Item 1 & Item 6	1.....6.....No Choice
Item 2 & Item 5	2.....5.....No Choice	Item 3 & Item 5	3.....5.....No Choice
Item 3 & Item 4	3.....4.....No Choice	Item 5 & Item 6	5.....6.....No Choice
Item 1 & Item 5	1.....5.....No Choice	Item 1 & Item 2	1.....2.....No Choice
Item 2 & Item 3	2.....3.....No Choice	Item 2 & Item 3	2.....3.....No Choice
Item 1 & Item 2	1.....2.....No Choice	Item 1 & Item 5	1.....5.....No Choice
Item 5 & Item 6	5.....6.....No Choice	Item 3 & Item 4	3.....4.....No Choice
Item 3 & Item 5	3.....5.....No Choice	Item 2 & Item 5	2.....5.....No Choice
Item 1 & Item 6	1.....6.....No Choice	Item 1 & Item 3	1.....3.....No Choice
Item 1 & Item 4	1.....4.....No Choice	Item 4 & Item 6	4.....6.....No Choice
Item 4 & Item 5	4.....5.....No Choice	Item 2 & Item 4	2.....4.....No Choice
Item 2 & Item 6	2.....6.....No Choice	Item 3 & Item 6	3.....6.....No Choice

III. Reinforcer Assessment Results

Number of times item 1 selected / total number of choices including item 1 = (___/___)*100 = ___%

Number of times item 2 selected / total number of choices including item 2 = (___/___)*100 = ___%

Number of times item 3 selected / total number of choices including item 3 = (___/___)*100 = ___%

Number of times item 4 selected / total number of choices including item 4 = (___/___)*100 = ___%

Number of times item 5 selected / total number of choices including item 5 = (___/___)*100 = ___%

Number of times item 6 selected / total number of choices including item 6 = (___/___)*100 = ___%

Reference:

Berg, W.K., Wacker, D.P., & Steege, M.W. (1995). Best practices in assessment with persons who have severe or profound handicaps. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-III* (3rd ed., pp.805-816). Washington, DC: National Association of School Psychologists.

NOTE: For a more complete description of how to conduct a forced-choice reinforcer assessment, see: Wright, J. (2003). *Forced-choice reinforcer assessment: Guidelines*. Available on-line: <http://www.interventioncentral.org/htmldocs/interventions/specialneeds/rftassessment.shtml>