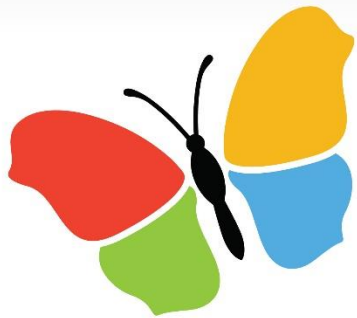


Learning Guide



Take **Flight**

Empowering educators and
equipping learners with ASD to soar



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Identifying and Selecting Reinforcers

Potential Reinforcer Checklist

Learner: _____

Date: _____

Staff Member / Adult: _____

Use the following code to indicate the learner's interest in the items below:

H - highly-preferred

M – moderately-preferred

N – non-preferred

U - unknown

Activities		Items/Materials		Social & Games		Edible Items	
basketball		balloons		board game		applesauce	
being read to		beads		building		candy (specify)	
being the teacher		beanbags		card game		cereal (specify)	
bouncing balls		blocks		checkers		cheese	
brushing hair		books		chess		chocolate chips	
climbing		bubbles		computer game		chips	
colouring		bubble wrap		dancing		cookies	
computers		chalk		hand jive		cupcakes	
cooking		combs		hide and seek		crackers	
cutting paper		crayons		high-5		fruit (specify)	
drawing		fans		jokes		granola bar	
dress-up		glitter		jumping		gum	
listening to music		hats		lunch helper		ice cream	
looking at pictures		holograms		making treats		jam/jelly	
painting		lotion		praise		Jell-O	
play dough		makeup		running errands		juice (specify)	
puppets		masks		shaking hands		lemonade	
puzzles		mirrors		singing		marshmallows	
reading		musical instruments		smiles		milk	
riding bicycle		paints		stories		muffin	
rocking		peg boards		surprises		pizza	
running		rocks/stones		taking care of pet		popcorn	
skateboard		sand		taking pictures		popsicles	
sliding		spinning objects		talking to an adult		pretzels	
soccer		stamps		talking to a peer		pudding	
swinging		stickers		tag		sandwich	
walking		stuffed animals/toys		treasure hunt		toast	
water play		vehicles		video games		vegetables	
videos		whistles		watching TV		yogurt	

Other Potential Reinforcers							



Free Access Preference Assessment

Learner: _____

Date: _____

Staff Member / Adult: _____

[illegible]

Order of preference of the items for this learner:

- 1.
- 2.
- 3.
- 4.
- 6.
- 7.
- 8.



Single Stimulus Preference Assessment

Learner: _____

Date: _____

Staff Member / Adult: _____

[illegible]

Order of preference of the items for this learner:

- 1.
- 2.
- 3.
- 4.
- 6.
- 7.
- 8.



Forced Choice (Paired Stimuli) Preference Assessment: 4 Items

Learner: _____

Date: _____

Staff Member: _____

Items (indicate the name of each item below the letter)	A	B	C	D

- Allow the learner to sample or try out the items briefly before the assessment begins.
- Present each pair of items side-by-side, and instruct the learner to choose one.
- In the table below, circle the letter of the item the learner chooses when each pair of items is presented.
- Allow the learner to interact with the selected item for up to 30 seconds, or to consume an edible item.
- If the learner does not select either item within 5 seconds, remove both items and cross out that trial.
- It is a good idea to present every item in combination with every other item and to be sure that each one is presented on the right side and left side during the preference assessment.
- At the end of the assessment, tally the number of times the learner chose each item.

	Session 1		Session 2		Totals	
	Item (left side)	Item (right side)	Item (left side)	Item (right side)	Item	# of times chosen
1	A	B	C	B	A	
2	C	D	D	A	B	
3	A	C	D	B	C	
4	B	D	C	A	D	
5	A	D	D	C	Notes:	
6	B	C	B	A		



Forced Choice (Paired Stimuli) Preference Assessment: 6 Items

Learner: _____

Date: _____

Staff Member: _____

Items (indicate the name of each item below the letter)	A	B	C	D	E	F

- Allow the learner to sample or try out the items before the assessment begins.
- Present each pair of items side-by-side, and instruct the learner to choose one.
- In the table below, circle the letter of the item the learner chooses when each pair of items is presented.
- Allow the learner to interact with the selected item for up to 30 seconds, or to consume an edible item.
- If the learner does not select either item within 5 seconds, remove both items and cross out that trial.
- It is a good idea to present every item in combination with every other item and to be sure that each one is presented on the right side and left side during the preference assessment.
- At the end of the assessment, tally the number of times the learner chose each item.

	Session 1		Session 2		Totals	
	Item (left side)	Item (right side)	Item (left side)	Item (right side)	Item	# of times chosen
1	A	B	F	D	A	
2	C	D	E	A	B	
3	E	F	C	B	C	
4	A	C	E	D	D	
5	B	E	F	C	C	
6	A	D	D	B	D	
7	B	F	F	A	E	
8	C	E	E	C	F	
9	A	F	F	B	Notes:	
10	B	D	D	A		
11	C	F	E	B		
12	D	E	C	A		
13	B	C	F	E		
14	A	E	D	C		
15	D	F	B	A		



Forced Choice (Paired Stimuli) Preference Assessment: 8 Items

Learner: _____

Date: _____

Staff Member: _____

Items (indicate the name of each item below the letter)	A	B	C	D	E	F	G	H

- Allow the learner to sample or try out the items before the assessment begins.
- Present each pair of items side-by-side, and instruct the learner to choose one.
- In the table below, circle the letter of the item the learner chooses when each pair of items is presented.
- Allow the learner to interact with the selected item for up to 30 seconds, or to consume an edible item.
- If the learner does not select either item within 5 seconds, remove both items and cross out that trial.
- It is a good idea to present every item in combination with every other item and to be sure that each one is presented on the right side and left side during the preference assessment.
- At the end of the assessment, tally the number of times the learner chose each item.

	Session 1		Session 2		Totals	
	Item (left side)	Item (right side)	Item (left side)	Item (right side)	Item	# of times chosen
1	A	B	D	E	A	
2	C	D	D	F	B	
3	E	F	B	G	C	
4	G	H	A	H	D	
5	A	C	C	F	C	
6	B	D	E	C	D	
7	E	G	H	B	E	
8	F	H	G	A	F	
9	D	A	D	G	G	
10	C	B	C	H	H	
11	H	E	B	E	Notes:	
12	G	F	A	F		
13	A	E	H	D		
14	B	F	G	C		
15	C	G	F	B		
16	D	H	E	A		
17	F	A	F	G		
18	E	B	E	H		
19	H	C	B	C		
20	G	D	A	D		
21	A	G	H	F		
22	B	H	G	E		
23	C	E	D	B		
24	F	C	C	A		
25	H	A	H	G		
26	G	B	F	E		
27	F	D	D	C		
28	E	D	B	A		



Multiple Choice Preference Assessment

Learner: _____

Date: _____

Staff Member / Adult: _____

Opportunity	Items Presented	Item Selected
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Order of preference of the items for this learner:

- 1.
- 2.
- 3.
- 4.





The Autism in Education (AIE) Partnership is an inter-provincial collaboration of the Departments of Education & Early Childhood Development / Early Learning & Culture of the four Atlantic Provinces. Created as a new initiative of the Atlantic Provinces Special Education Authority (APSEA) in 2010, the AIE Partnership provides support to educational personnel working with students with ASD across the Atlantic region and facilitates the sharing of information and expertise among stakeholders. Priorities of the AIE Partnership include:

- Research to clarify and articulate standards of practice in the area of Autism Spectrum Disorder
- Dissemination of information and current research on issues of concern among the four Atlantic Provinces
- Professional development and learning opportunities for educational staff, partner professionals, and families



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