

Appendix XIII

Reinforcement Inventory

Scoring Key

- _____ Adult Approval (A)
- _____ Competitive Approval (CM)
- _____ Peer Approval (P)
- _____ Independent Rewards (I)
- _____ Consumable Rewards (CN)

Step One: Determine the students preferred category or categories of reinforcement.

Step Two: Consider least intrusive reinforcers which can be delivered with enough frequency and variety to support the desired behavior.

Step Three: Consider whether this student requires a high degree of immediacy so that he/she understands that a specific behavior is earning the reinforcer.

Step Four: Consider how powerful the reinforcer will need to be to support the desired behavior. Remember a very powerful behavior that cannot be delivered frequently may not be sufficient to support the desired behavior.

Step Five: Remember to vary your reinforcers and involve the student in reinforcer selection. Also observe what the student frequently seeks. Your direct observations will often lead to more effective selection of reinforcers.

Note: This reinforcer survey has been used for many years and been modified multiple times by educator to better understand student behavior. The origin of this survey is:

Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. TEACHING Exceptional Children, 2:3, 143-149

PARENTAL SURVEY

This questionnaire is designed to help us find some specific individuals, objects, events, or activities that can be used as reinforcers in a behavior intervention plan.

A. Consumable Reinforcers: What does your child like to eat or drink?

1. What things does this person like to eat most?

a. Regular meal type foods: _____

b. Health foods (dried fruits, nuts, cereals, etc.) _____

c. Junk foods (popcorn, potato chips, etc) _____

d. Sweets (candies, ice cream, cookies, etc.) _____

2. What things does this person like to drink most?

a. _____

c. _____

b. _____

d. _____

B. Activity Reinforcers: What things does your child like to do?

1. Activities in the home or residence:

a. Hobbies _____

b. Crafts _____

c. Redecorating _____

d. Preparing food or drinks _____

e. Housework _____

f. Odd jobs _____

g. Other _____

2. Activities in the yard or courtyard:

a. Sports _____

b. Gardening activities _____

c. Barbecue _____

d. Yard work _____

e. Other _____

3. Free activities in the neighborhood (window shopping, walking, jogging, cycling, driving, swinging, teeter-tottering, etc.) _____

4. Free activities further away from the home (hiking, swimming, camping, going to the beach, etc.) _____

5. Activities you pay to do (films, plays, sports events, bowling, dining out) _____

6. Passive activities (watching TV, listening to the radio, records, or tapes, sitting, talking, bathing, etc.) _____

C. Manipulative Reinforcers: What kinds of games does your child like to play with?

1. Toy cars and trucks _____
2. Dolls _____
3. Wind-up toys _____
4. Balloons _____
5. Whistle _____
6. Jump rope _____
7. Coloring books and crayons _____
8. Painting kit _____
9. Puzzles _____
10. Other _____

D. Professional Reinforcers: What kinds of things does your child like to possess?

- | | |
|--------------------------------------|--------------------------|
| 1. Brush _____ | 2. Nail clipper _____ |
| 3. Hair clips/Hats _____ | 4. Comb _____ |
| 5. Perfume/Cologne/After shave _____ | 6. Belt/Fanny pack _____ |
| 7. Shoelaces/String _____ | 8. Loose change _____ |
| 9. Other _____ | |

E. Social Reinforcers: What kinds of verbal or physical stimulation does your child like to receive from others (specify from whom).

1. Verbal:
 - a. "Good girl/boy" _____
 - b. "Good work" _____
 - c. "Good job" _____
 - d. "That's fine" _____
 - e. "Keep up the good work" _____
 - f. Other _____
2. Physical Contact:
 - a. Hugging _____
 - b. Kissing _____
 - c. Tickling _____
 - d. Patty-cake _____
 - e. Wrestling _____
 - f. Bouncing on knee _____
 - g. Other _____