Direct Preference Assessments

WHAT IS IT? Identifies objects, items, or activities that are reinforcing or have been reinforcing in the past for individual learners. Direct Assessments are more accurate when compared to indirect assessments due to testing vs. asking.

WHY IS IT IMPORTANT?

- Identify what a person prefers.
- Identify the preference value (high vs. low).
- Identifies conditions under which those preference value changes.
- Gives direct feedback from the student's perspective.
- A reinforcement program will not be <u>successful</u> unless the learner is highly <u>motivated</u> by the reinforcers.

WHEN CAN IT BE USED?

- When students do not respond to rewards or cannot express to which item they would like to work for.
- When nothing seems to motivate the student.
- When a student is disinterested in school work, following directives, rules, expectations, etc.
- As part of developing a Behavior Intervention Plan (BIP).

HOW TO IMPLEMENT?

- Select 6-8 items to use for the assessment.

- Make a data sheet.

- When doing assessments stick with food with food, drinks with drinks, tangible items with tangible. Avoid intermixing type of items.

- If using tangible items set a time limit for minimum and maximum time to manipulate or play with item.

- <u>Single-Stimulus (Successive Choice)</u>- target stimuli across all sensory systems. Present each item at a time in random order. Record student's reaction to each item. Present each item several times (2-5). Record yes/no, frequency, or duration.

- <u>Forced Choice-</u> Randomly assign the stimuli numbers from 1-8 and write the names on the data sheet. Have items readily available but out of reach of your participant. Present two items or activities simultaneously. All items are paired systematically with every other item in a random order to ensure completeness. For each pair of items, the individual is asked to choose one.

- <u>Multiple Choice-</u> Provide an array of items. Rank order what the student engages in first and the time spent with the item. You can choose to remove the item once done or re-arrange the array of items to see if student chooses the same again.

- The most frequently selected item or most time spent with an item will likely be your most potent reinforcer.

REFERENCES

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