

Name: _____

Choosing What I Like

It is important for your teachers to know what you really like to receive as a reward for doing your best. “Doing your best” means your actions are safe, respectful and responsible. When your actions are SAFE, RESPECTFUL and RESPONSIBLE, school becomes a great place to be for everyone. Sometimes rewards are given to students who make school a great place to be. This survey helps your teachers understand what types of rewards you like best. There are no “right” or “wrong” answers. (You will note that statements repeat. We want to know not just what you like, but what you like when comparing two different types of outcomes.)

Please tell us what you like best. **Choose only one for each number.** Thank you!

1. _____ Your teacher puts an “A” or 100% on your paper (A)
 OR
 _____ You are the first to finish your seatwork. (CM)
2. _____ You get a bag of chips (CN)
 OR
 _____ Your classmates ask you to be on their team (P)
3. _____ You are free to do what you like in the classroom. (I)
 OR
 _____ You get a bag of chips. (CN)
4. _____ Your classmates ask you to be on their team (P)
 OR
 _____ You are the first to finish your seatwork. (CM)
5. _____ You are free to do what you like in the classroom. (I)
 OR
 _____ You get a bag of chips. (CN)
6. _____ Your teacher puts an “A” or 100% on your paper (A)
 OR
 _____ Your classmates ask you to be on their team (P)
7. _____ You are the first to finish your seatwork. (CM)
 OR
 _____ You are free to do what you like in the classroom. (I)
8. _____ You get a bag of chips. (CN)
 OR
 _____ Your teacher puts an “A” or 100% on your paper (A)
9. _____ Your classmates ask you to be on their team (P)
 OR
 _____ You are free to do what you like in the classroom. (I)
10. _____ You are the first to finish your seatwork. (CM)
 OR
 _____ You get a bag of chips. (CN)

11. _____ Your teacher puts an “A” or 100% on your paper (A)
OR
_____ You are the only one that can answer a question (CM)
12. _____ You get a candy bar. (CN)
OR
_____ Friends ask you to sit with them. (P)
13. _____ You are free to go outside (I)
OR
_____ Your teacher puts an “A” or 100% on your paper (A)
14. _____ Friends ask you to sit with them. (P)
OR
_____ You are the only one that can answer a question in class. (CM)
15. _____ You are free to go outside. (I)
OR
_____ You get a candy bar. (CN)
16. _____ Your teacher puts an “A” or 100% on your paper (A)
OR
_____ Friends ask you to sit with them. (P)
17. _____ You are the only one that can answer a question in class. (CM)
OR
_____ You are free to go outside. (I)
18. _____ You get a candy bar. (CN)
OR
_____ Your teacher puts an “A” or 100% on your paper (A)
19. _____ Friends ask you to sit with them (P)
OR
_____ You are free to go outside. (I)
20. _____ You are the only one that can answer a question in class. (CM)
OR
_____ You get a candy bar. (CN)
21. _____ Your teacher writes “perfect!” on your paper. (A)
OR
_____ Your paper is the only one shown to the class as a good example. (CM)
22. _____ You get a can of soda. (CN)
OR
_____ Classmates ask you to be the class leader. (P)
23. _____ You are free to go outside. (I)
OR
_____ Your teacher writes “perfect!” on your paper. (A)
24. _____ Classmates ask you to be the class leader. (P)
OR
_____ Your paper is the only one shown to the class as a good example. (CM)

25. _____ You are free to go outside. (I)
OR
_____ You get a can of soda. (CN)
26. _____ Your teacher writes “perfect!” on your paper. (A)
OR
_____ Classmates ask you to be the class leader. (P)
27. _____ Have only your paper shown to the class. (CM)
OR
_____ Be free to play outside. (I)
28. _____ You get a can of soda. (CN)
OR
_____ Teacher writes “Perfect” on your paper. (A)
29. _____ Classmates ask you to be class leader. (P)
OR
_____ Be free to play outside. (I)
30. _____ Have only your paper shown to class. (CM)
OR
_____ You get a can of soda. (CN)
31. _____ Teacher writes “Excellent” on your paper. (A)
OR
_____ Have your paper put on the bulletin board. (CM)
32. _____ A pack of gum. (CN)
OR
_____ Friends ask you to work with them. (P)
33. _____ Be free to work on something you like. (I)
OR
_____ Teacher writes “Excellent” on your paper. (A)
34. _____ Friends ask you to work with them. (P)
OR
_____ Have your paper put on the bulletin board. (CM)
35. _____ Be free to work on something you like. (I)
OR
_____ A pack of gum. (CN)
36. _____ Teacher writes “Excellent” on your paper. (A)
OR
_____ Friends ask you to work with them. (P)
37. _____ Have your paper put on the bulletin board. (CM)
OR
_____ Be free to work on something you like. (I)

38. _____ A pack of gum. (CN)
OR
_____ Teacher writes "Excellent" on your paper. (A)
39. _____ Friends ask you to work with them. (P)
OR
_____ Be free to work on something you like. (I)
40. _____ Have your paper put on the bulletin board. (CM)
OR
_____ A pack of gum. (CN)

Other suggestions about classroom rewards:

Thank you for taking the time to complete this survey.

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 reinforcer 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 educators 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