



Learning through Applied Behaviour Analysis (ABA)

Learner Motivation Survey: What motivates your learner?

Preferences that can be used in Reinforcement and Teaching: Using Forced-Choice Reinforcer Assessment Survey

The following are kinds of Positive Reinforcers based on Formal Properties or Physical Features:

<u>E</u> dibles	<u>A</u> ctivity	<u>T</u> angible	<u>S</u> ocial	<u>S</u> ensory	<u>A</u> ttention
Extra Snack	Free time to do what the child desires	Get a desired toy from the toy bin	Social Praise from an Adult	Have some alone time	Time with Adult
Get some deserts or occasional "junk" food	Play on the iPad or Tablet or Computer	Get a new toy	Social Praise from a Peer	Engage in sensory activity	Time with a peer or peers
	Have an enjoyable activity with an adult				
	Have an enjoyable activity with a peer				
	Watch television				

Part 1 Assessment

In the following pairs of choices, choose which one will your child or learner like best. Place a checkmark beside the item that is chosen.

- | | | |
|---|--|------------------------------------|
| 1. <input type="checkbox"/> Get a desired toy from the toy bin (T) | <input type="checkbox"/> Time with Adult (At) | <input type="checkbox"/> No choice |
| 2. <input type="checkbox"/> Free time to do what the child desires (Ac) | <input type="checkbox"/> Social Praise from an Adult (So) | <input type="checkbox"/> No choice |
| 3. <input type="checkbox"/> Social Praise from a Peer (So). | <input type="checkbox"/> Time with Adult (At) | <input type="checkbox"/> No choice |
| 4. <input type="checkbox"/> Extra Snack (E) | <input type="checkbox"/> Get a new toy (T) | <input type="checkbox"/> No choice |
| 5. <input type="checkbox"/> Play on the iPad or Tablet or Computer (Ac) | <input type="checkbox"/> Engage in sensory activity (Se) | <input type="checkbox"/> No choice |
| 6. <input type="checkbox"/> Get a desired toy from the toy bin (T) | <input type="checkbox"/> Social Praise from an Adult (So) | <input type="checkbox"/> No choice |
| 7. <input type="checkbox"/> Get some deserts or occasional "junk" food (E) | <input type="checkbox"/> Have some alone time (Se) | <input type="checkbox"/> No choice |
| 8. <input type="checkbox"/> Have an enjoyable activity with an adult (Ac) | <input type="checkbox"/> Get a new toy (T) | <input type="checkbox"/> No choice |
| 9. <input type="checkbox"/> Extra Snack (E) | <input type="checkbox"/> Have an enjoyable activity with a peer (Ac) | <input type="checkbox"/> No choice |
| 10. <input type="checkbox"/> Engage in sensory activity (Se) | <input type="checkbox"/> Time with a peer or peers (At) | <input type="checkbox"/> No choice |
| 11. <input type="checkbox"/> Get a desired toy from the toy bin (T) | <input type="checkbox"/> Have some alone time (Se) | <input type="checkbox"/> No choice |
| 12. <input type="checkbox"/> Get some deserts or occasional "junk" food (E) | <input type="checkbox"/> Time with Adult (At) | <input type="checkbox"/> No choice |
| 13. <input type="checkbox"/> Extra Snack (E) | <input type="checkbox"/> Social Praise from a Peer (So) | <input type="checkbox"/> No choice |
| 14. <input type="checkbox"/> Social Praise from an Adult (So) | <input type="checkbox"/> Engage in sensory activity (Se) | <input type="checkbox"/> No choice |
| 15. <input type="checkbox"/> Watch television (Ac) | <input type="checkbox"/> Time with a peer or peers | <input type="checkbox"/> No choice |

Part 2 Results

Record how many times a learner chose the kind of Positive Reinforcers based on Formal Properties or Physical Features. Identify the first three areas which has the highest numbers. These are the possible motivators / preferences than can be "tested" or used in teaching as a reinforcer, using the ABC contingency.

Edibles

Activity

Tangible

Social

Sensory

Part 3 Practical Ideas for Reinforcers

Refer to the examples below regarding the practical ideas for reinforcers

<u>Edibles</u>	<u>Activity</u>	<u>Tangible</u>	<u>Social</u>	<u>Sensory</u>	<u>Attention</u>
Extra Snack: Healthy food that may be a reinforcing item	Free time to do what the child desires: Independent Activity, have a choice A or B – which activity to do first	Get a desired toy from the toy bin: Initially put highly reinforcing toys in a bin that is only accessible during teaching or instructional time.	Social Praise from an Adult: Verbal Reinforcement, Social Praise, High fives, stamps and stickers for affirmation, affirmative post-it notes, smiles and thumbs-up	Have some alone time: Have some “me” time or earning this alone time	Time with Adult: 5-minute walk or time to hang out or be together, positive attention by working on a task together
Get some deserts or occasional “junk” food: Candy, popcorn, chips, pop or soda, chocolate	Play on the iPad or Tablet or Computer: Screen time or gaming	Get a new toy: Super reward – when the learner is able to accomplish a huge task or independently and correctly evoked a skill. This could also be any tangible which the child finds enjoyment in.	Social Praise from a Peer: Verbal Reinforcement, Social Praise, High fives, affirmative post-it notes, smiles and thumbs-up	Engage in sensory activity: Any sensory activity desired: swinging, jumping, rocking, biting a chewy, using a compression or weighted vest or lap pad, using a squeeze machine, using a bounce ball, etc.	Time with a peer or peers: narrate a story or tell a joke or riddle to the class, accomplish tasks for the class and get attention or praise, be noticed or invited by a peer to play
	Have an enjoyable activity with an adult: Playing a game or board game for older children, physical activity together, eating together				
	Have an enjoyable activity with a peer: sit with a friend, outside recess with preferred friends or peers, have a meal with a friend in a preferred place				
	Watch television: Screen time or watching a favourite show				

Part 4 Important things to note

1. Motivation, preferences, choices and what will work as reinforcers change over time, sometimes from moment to moment, day by day.
2. Remember Motivating Operation are drives, passions, desires, which are environmental variables that increase or decrease the value of the reinforcer and alter the behaviour in that moment, depending on deprivation or satiation, what is needed or wanted or not needed or not wanted in that moment.
3. Often, after the consumption of a reinforcer, the learner gets satiated with that reinforcer. This is why balanced consumption or moderate use of things desired should be observed. This is also why making at least 3 of the highest rank reinforcers available during instructional setting is advised.
4. Always consult an Occupational Therapist (who has a specialization in Sensory Integration or Sensory Diet) or a Sensory Integration Therapist / Specialist, regarding sensory activities. It is recommended that the kind and duration of the sensory activities as reinforcers are based on the advice of the OT or specialist.
5. In reference to the use of edibles as reinforcers, biological, health and wellness considerations are paramount. Always consult the parents and to the greatest extent possible, make the family fully agree and make them provide the edible reinforcers. Do not use edibles as reinforcers for longer periods. Pair the delivery of edibles as reinforcers with social praise and slowly fade the regular use of edibles as reinforcers.
6. As with anything we engage with in our environment, so much more with things we need, desire or what motivates us, always think about the Principle of Moderation: less and excess are not good and there should be a balance between these two extremes.

References

- 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.
- Wright, J. (2003). *Forced-choice reinforcer assessment: Guidelines*. Retrieved from <http://www.interventioncentral.org/htmldocs/interventions/specialneeds/rftassessment.shtml>. Retrieved on 23 January 2021.