

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