

Student surveys for elementary and secondary, an open-ended interview, a family survey, a teacher and para observation survey, a choice observation data sheet, a free-choice observation sheet, a ranking summary, a reinforcer menu builder, a monthly re-check log, and a filled example. Fillable PDF.

## EXAMPLE A Choice Observation Sheet and the Ranking It Produced

Sam is invited, and so is every mark. Follow the ten sessions to the courts, and the courts to the final rank; every number on this page can be re-counted from the rows above it.

**Choice observation sheet (page 10) — Sam, third grade, four items in the set (invented)**

| SESSION | DATE / TIME | ITEM OFFERED A | ITEM OFFERED B | CHOSEN         | ITEM                                                                                                                                                    | SETS OFFERED | CHOSEN OF SET | CHOSEN OF OFFERED |
|---------|-------------|----------------|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|-------------------|
| 1       | 10B 9:40    | Drawing time   | Helper job     | Drawing time   | Drawing time                                                                                                                                            | 5            | 5             | 5 of 5            |
| 2       | 10B 1:15    | Tablet minutes | Sticker        | Tablet minutes | Tablet minutes                                                                                                                                          | 5            | 3             | 3 of 5            |
| 3       | 10B 9:40    | Drawing time   | Helper job     | Drawing time   | Helper job                                                                                                                                              | 5            | 2             | 2 of 5            |
| 4       | 10B 1:15    | Helper job     | Sticker        | Helper job     | Sticker                                                                                                                                                 | 5            | 0             | 0 of 5            |
| 5       | 10B 9:40    | Drawing time   | Tablet minutes | Drawing time   | Offered 10 sessions + 2 = 20 offers, 5 per item.<br>Sticker was $5 + 2 + 2 + 0 + 10$ , one per session. The sticker was off five times and never taken. |              |               |                   |
| 6       | 10B 1:15    | Helper job     | Tablet minutes | Tablet minutes |                                                                                                                                                         |              |               |                   |
| 7       | 10B 9:40    | Drawing time   | Helper job     | Drawing time   |                                                                                                                                                         |              |               |                   |
| 8       | 10B 1:15    | Tablet minutes | Sticker        | Tablet minutes |                                                                                                                                                         |              |               |                   |
| 9       | 10B 9:40    | Drawing time   | Tablet minutes | Drawing time   |                                                                                                                                                         |              |               |                   |
| 10      | 10B 1:15    | Helper job     | Sticker        | Helper job     |                                                                                                                                                         |              |               |                   |

**Preference ranking summary (page 12) — the same four items, plus one from the interview**

| ITEM           | STUDENT SURVEY | FAMILY SURVEY         | TEACHER / P.A.R.A.        | OBSERVED | FINAL RANK |
|----------------|----------------|-----------------------|---------------------------|----------|------------|
| Drawing time   | 1              | Draws every afternoon | Chooses, all three adults | 5 of 5   | 1          |
| Tablet minutes | 1              | Asks for it daily     | Asks for, two adults      | 3 of 5   | 2          |

## How to Find Out What a Student Will Work For

Ask the student, ask the family, ask the adults who see the student every day, and watch what the student picks. Match the student to the page, then re-check monthly.

| IF THE STUDENT                                                     | USE                                                                                           | WHERE         |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------|
| Can answer questions about what they like, and the answers hold up | <b>Student survey (elementary or secondary), then the open-ended interview</b>                | Pages 5, 6, 7 |
| Reads few words, or agrees with whatever was said last             | <b>Elementary survey read aloud, one item at a time; then the choice observation sheet</b>    | Pages 5, 10   |
| Does not answer questions, or says one thing and picks another     | <b>Choice observation sheet, and the free-choice sheet during free time</b>                   | Pages 10, 11  |
| New to the building; nobody here knows yet                         | <b>Teacher / para observation survey for a week, and the family survey home the first day</b> | Pages 9, 8    |
| The family knows things the school has not seen                    | <b>Family survey</b>                                                                          | Page 8        |
| Picks the same thing every time, then stops wanting it             | <b>Monthly re-check log, and a fresh choice observation sheet with new pairs</b>              | Pages 14, 10  |
| The team needs one list to put on the contract or the point card   | <b>Ranking summary, then the menu builder</b>                                                 | Pages 12, 13  |

### The one rule: preferences change

What a student picked in September is not data about November. Every menu gets a date and a re-check date (page 14), and the re-check is a new observation, not a glance at the old sheet. A reward that stopped working is the most common reason a contract or a point card stops working, and it is the cheapest thing to fix.

### What this file is not

Not a lesson on why rewards work and not a named assessment procedure. Nothing here says why a student likes a thing; it records what the student circled, what the family wrote, what the student took when two things were on the table, and how long they stayed. Whether food, screens or leaving the room may be offered is your district's rule; there is a line for it on page 13.

### How the paper moves

| WHEN                     | WHAT                                                                                                                                                            |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>First week</b>        | Student survey (5 or 6) or interview (7); family survey (8) home and back; observation survey (9) to every adult who sees the student                           |
| <b>Second week</b>       | Choice observation (10), ten short sessions; free-choice sheet (11) if the student does not pick from a pair; ranking summary (12) filled from all four sources |
| <b>Then, and monthly</b> | Menu (13) copied onto the contract or point card; re-check log (14) once a month, with a new choice observation when something has stopped working              |

# Student Reinforcement Survey, Elementary

Type 24 things this student could work for, six in each box, and read them aloud if needed. The student circles 1, 2 or 3 for each one, or writes the number.

**STUDENT**

**DATE**

**READ ALOUD BY (OR "ALONE")**

| # | THINGS TO DO (ACTIVITIES)<br>(TYPE IT) | CIRCLE<br>ONE | OR<br>WRITE |
|---|----------------------------------------|---------------|-------------|
| 1 |                                        | 1 · 2 · 3     |             |
| 2 |                                        | 1 · 2 · 3     |             |
| 3 |                                        | 1 · 2 · 3     |             |
| 4 |                                        | 1 · 2 · 3     |             |
| 5 |                                        | 1 · 2 · 3     |             |
| 6 |                                        | 1 · 2 · 3     |             |

| # | THINGS TO HAVE (ITEMS)<br>(TYPE IT) | CIRCLE<br>ONE | OR<br>WRITE |
|---|-------------------------------------|---------------|-------------|
| 1 |                                     | 1 · 2 · 3     |             |
| 2 |                                     | 1 · 2 · 3     |             |
| 3 |                                     | 1 · 2 · 3     |             |
| 4 |                                     | 1 · 2 · 3     |             |
| 5 |                                     | 1 · 2 · 3     |             |
| 6 |                                     | 1 · 2 · 3     |             |

| # | TIME WITH PEOPLE (SOCIAL)<br>(TYPE IT) | CIRCLE<br>ONE | OR<br>WRITE |
|---|----------------------------------------|---------------|-------------|
| 1 |                                        | 1 · 2 · 3     |             |
| 2 |                                        | 1 · 2 · 3     |             |
| 3 |                                        | 1 · 2 · 3     |             |
| 4 |                                        | 1 · 2 · 3     |             |
| 5 |                                        | 1 · 2 · 3     |             |
| 6 |                                        | 1 · 2 · 3     |             |

| # | BREAKS AND RESTS (TYPE IT) | CIRCLE<br>ONE | OR<br>WRITE |
|---|----------------------------|---------------|-------------|
| 1 |                            | 1 · 2 · 3     |             |
| 2 |                            | 1 · 2 · 3     |             |
| 3 |                            | 1 · 2 · 3     |             |
| 4 |                            | 1 · 2 · 3     |             |
| 5 |                            | 1 · 2 · 3     |             |
| 6 |                            | 1 · 2 · 3     |             |

## What the numbers mean

1 = I would work hard for this · 2 = it is okay · 3 = no thanks. Read the items aloud if the student wants; do not say which one you hope they pick. A 1 on paper is a guess until it is picked on page 10.

## My top three (the student writes or says; the adult copies them to page 12)

.....

.....

.....

# Family Reinforcement Survey

Goes home with the first week's papers. What the child chooses at home, what they ask for, what motivates them, and what should not be offered as a reward.

CHILD'S FIRST NAME

FILLED IN BY

DATE

| #  | QUESTION                                                                              | YOUR ANSWER (A FEW WORDS IS PLENTY) |
|----|---------------------------------------------------------------------------------------|-------------------------------------|
| 1  | When your child has free time at home, what do they choose first?                     |                                     |
| 2  | What are their three favorite things (toys, games, objects, collections)?             |                                     |
| 3  | What activities do they ask for again and again?                                      |                                     |
| 4  | Who do they like to spend time with?                                                  |                                     |
| 5  | What do they like to watch, listen to, or play on a device?                           |                                     |
| 6  | What snacks or drinks do they like? (We check the school's rule before offering any.) |                                     |
| 7  | What do you say or do that makes them light up?                                       |                                     |
| 8  | What will they work hard for at home (chores, homework, bedtime)?                     |                                     |
| 9  | What helps them settle when they are upset?                                           |                                     |
| 10 | What do they dislike or avoid, so we do not offer it as a reward?                     |                                     |
| 11 | Is there anything that should NOT be used as a reward at school, for any reason?      |                                     |
| 12 | What has worked at home when they needed extra encouragement?                         |                                     |
| 13 | What has not worked, or made things worse?                                            |                                     |
| 14 | Anything else we should know about what your child enjoys?                            |                                     |

BEST WAY TO REACH YOU, IF WE HAVE A QUESTION

PLEASE SEND THIS BACK BY (DATE)

# Choice Observation Data Sheet

Offer two things, write which one the student took. Ten sessions, then a count per item at the bottom: how many times it was picked out of how many times it was offered.

STUDENT

DATES

OBSERVER

ITEMS IN THE SET (UP TO SIX)

## TEN SESSIONS

| SESSION | DATE / TIME | ITEM OFFERED A | ITEM OFFERED B | CHOSEN (A, B OR NEITHER) | NOTE |
|---------|-------------|----------------|----------------|--------------------------|------|
| 1       |             |                |                |                          |      |
| 2       |             |                |                |                          |      |
| 3       |             |                |                |                          |      |
| 4       |             |                |                |                          |      |
| 5       |             |                |                |                          |      |
| 6       |             |                |                |                          |      |
| 7       |             |                |                |                          |      |
| 8       |             |                |                |                          |      |
| 9       |             |                |                |                          |      |
| 10      |             |                |                |                          |      |

## COUNT PER ITEM

| ITEM | TIMES OFFERED | TIMES CHOSEN | CHOSEN OF OFFERED |
|------|---------------|--------------|-------------------|
|      |               |              |                   |
|      |               |              |                   |
|      |               |              |                   |
|      |               |              |                   |
|      |               |              |                   |

## How to count

Each session offers two items and the student takes one, or neither. At the end, count for each item how many sessions it appeared in and how many it was taken in. An item taken 5 times out of 5 offers outranks one taken 3 of 5; an item never taken when something else was beside it is not a reinforcer today, whatever the survey said. Copy the chosen and offered numbers to the observed column on page 12.

## SUMMARY Preference Ranking Summary

Every item that came up, with what each source said about it, side by side. The final rank is written last, and the observed column is the one that settles a disagreement.

SUMMARIZED BY

[illegible]

## How the final rank is decided

An item the student actually took when it was in front of them outranks one that was only named. When the sources agree, the rank is easy. When they disagree, the observed column wins, the student's own rating comes next, and a family or staff mention alone puts an item on the list to be observed, not on the menu. Anything in an avoids column is crossed out here.

### Sources disagreed on, and what will be observed next

The top ten from page 12, with what earns each one and what it costs. This is the menu that goes onto the behavior contract or the point card.

STUDENT

MENU DATE

RE-CHECK DUE (PAGE 14)

| RANK | REINFORCER (FROM PAGE 12) | EARNED BY (WHAT THE STUDENT DOES) | COST (POINTS, TOKENS, MINUTES) | HOW OFTEN | WHERE / WHEN AVAILABLE |
|------|---------------------------|-----------------------------------|--------------------------------|-----------|------------------------|
| 1    |                           |                                   |                                |           |                        |
| 2    |                           |                                   |                                |           |                        |
| 3    |                           |                                   |                                |           |                        |
| 4    |                           |                                   |                                |           |                        |
| 5    |                           |                                   |                                |           |                        |
| 6    |                           |                                   |                                |           |                        |
| 7    |                           |                                   |                                |           |                        |
| 8    |                           |                                   |                                |           |                        |
| 9    |                           |                                   |                                |           |                        |
| 10   |                           |                                   |                                |           |                        |

#### Where the menu goes

This page is the source; the menu is copied onto the behavior contract, the point card or the setup sheet, in the student's words. Keep a mix: something small that can be earned today and something bigger that takes a week. Type the cost in whatever the plan counts in, and keep the cost the same in every room.

**Not on the menu, and why: the district's rule on food, screens and leaving the room, and the family's do-not-use list from page 8**

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**EXAMPLE**

## A Choice Observation Sheet and the Ranking It Produced

Sam is invented, and so is every mark. Follow the ten sessions to the counts, and the counts to the final rank; every number on this page can be re-counted from the rows above it.

### Choice observation sheet (page 10) — Sam, third grade, four items in the set (invented)

| SESSION | DATE / TIME | ITEM OFFERED A | ITEM OFFERED B | CHOSEN         |
|---------|-------------|----------------|----------------|----------------|
| 1       | 10/6 9:40   | Drawing time   | Helper job     | Drawing time   |
| 2       | 10/6 1:15   | Tablet minutes | Sticker        | Tablet minutes |
| 3       | 10/7 9:40   | Drawing time   | Tablet minutes | Drawing time   |
| 4       | 10/7 1:15   | Helper job     | Sticker        | Helper job     |
| 5       | 10/8 9:40   | Drawing time   | Sticker        | Drawing time   |
| 6       | 10/8 1:15   | Helper job     | Tablet minutes | Tablet minutes |
| 7       | 10/9 9:40   | Drawing time   | Helper job     | Drawing time   |
| 8       | 10/9 1:15   | Tablet minutes | Sticker        | Tablet minutes |
| 9       | 10/10 9:40  | Drawing time   | Tablet minutes | Drawing time   |
| 10      | 10/10 1:15  | Helper job     | Sticker        | Helper job     |

| ITEM           | TIMES OFFERED | TIMES CHOSEN | CHOSEN OF OFFERED |
|----------------|---------------|--------------|-------------------|
| Drawing time   | 5             | 5            | 5 of 5            |
| Tablet minutes | 5             | 3            | 3 of 5            |
| Helper job     | 5             | 2            | 2 of 5            |
| Sticker        | 5             | 0            | 0 of 5            |

Offered: 10 sessions  $\times$  2 = 20 offers, 5 per item.  
Chosen: 5 + 3 + 2 + 0 = 10, one per session. The sticker was out five times and never taken.

### Preference ranking summary (page 12) — the same four items, plus one from the interview

| ITEM                  | STUDENT SURVEY | FAMILY SURVEY         | TEACHER / PARA                | OBSERVED        | FINAL RANK        |
|-----------------------|----------------|-----------------------|-------------------------------|-----------------|-------------------|
| Drawing time          | 1              | Draws every afternoon | Chooses, all three adults     | 5 of 5          | 1                 |
| Tablet minutes        | 1              | Asks for it daily     | Asks for, two adults          | 3 of 5          | 2                 |
| Helper job            | 2              | —                     | Moves toward the teacher desk | 2 of 5          | 3                 |
| Sit with Leo at lunch | 1              | Talks about Leo       | Chooses at recess             | Not offered yet | 4 (observe first) |
| Sticker               | 2              | Likes stickers        | —                             | 0 of 5          | Off the menu      |

Drawing and tablet minutes both got a 1 from Sam; the observed column separates them, 5 of 5 against 3 of 5. The sticker was a 2 and the family named it, but 0 of 5 puts it off the menu. Lunch with Leo was named by three sources and never offered: ranked fourth, to be observed before it costs anything.

### Menu (page 13) and re-check (page 14), written the same day

Top three onto the contract: drawing time, ten minutes, earned by a finished math page; tablet minutes, five, for a finished reading task; helper job, for a whole morning on the card. Re-check due 11/10. Nothing here says why Sam likes drawing; it says he took it 5 times out of 5.