Preference Assessments

By: Mandy Cooke

What is a preference assessment?

- Preference assessments are a means of identifying and enhancing the effects of positive reinforcement

Why are they important?

- Limited repertoires
- Restricted interests
- Difficulty spontaneously requesting items not present

Types of Preference Assessments

Indirect

- Interviews and surveys

Direct

- Preference is directly measured
- examples: paired-preference, restricted preference, free operant

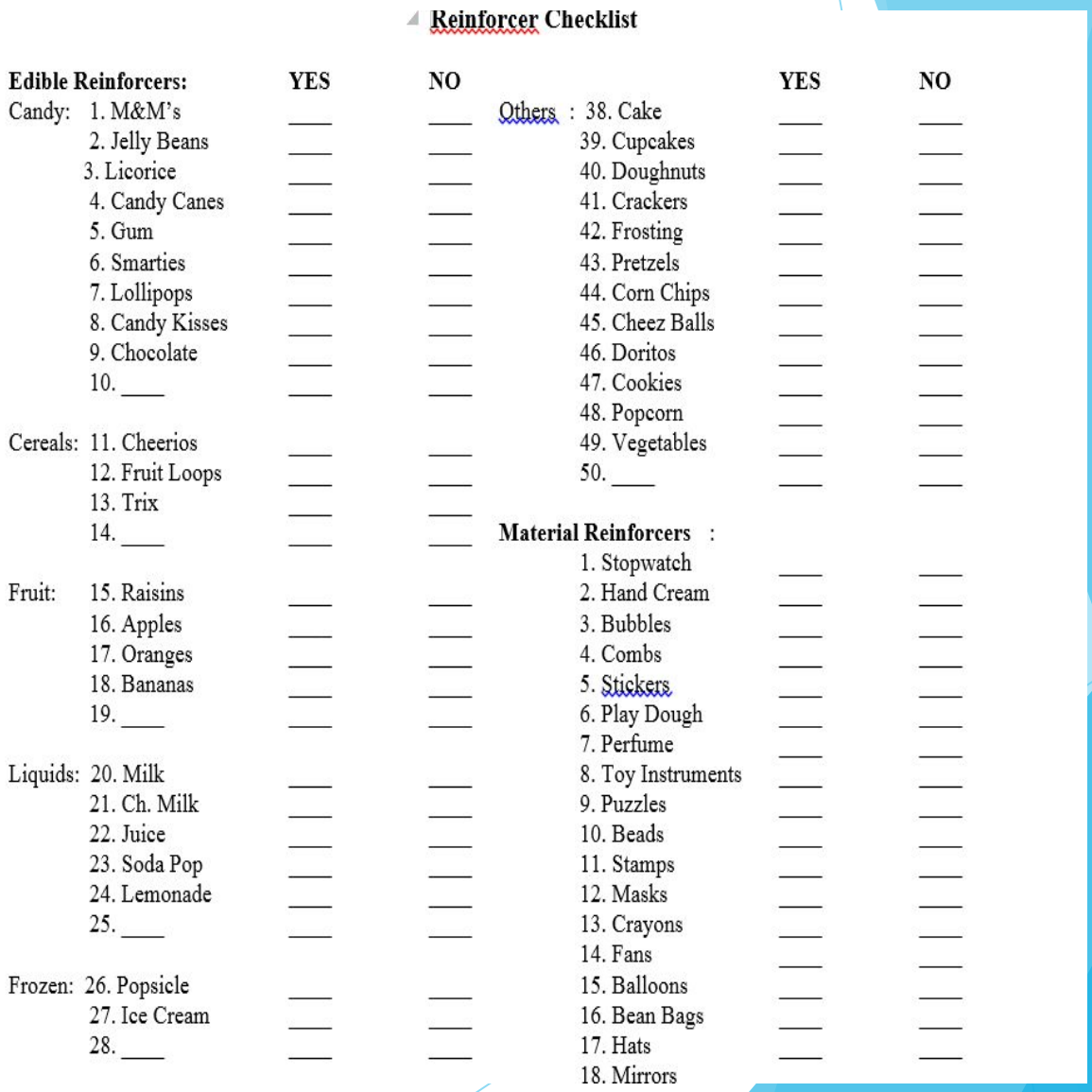
Indirect Preference Assessments

Pros:

- Fast & Easy

Cons:

- Not as accurate as direct measures



Reinforcer Checklist

Edible Reinforcers:		**YES**	**NO**
Candy:	1. M&M's	____	____
	2. Jelly Beans	____	____
	3. Licorice	____	____
	4. Candy Canes	____	____
	5. Gum	____	____
	6. Smarties	____	____
	7. Lollipops	____	____
	8. Candy Kisses	____	____
	9. Chocolate	____	____
	10. ____	____	____
Cereals:	11. Cheerios	____	____
	12. Fruit Loops	____	____
	13. Trix	____	____
	14. ____	____	____
Fruit:	15. Raisins	____	____
	16. Apples	____	____
	17. Oranges	____	____
	18. Bananas	____	____
	19. ____	____	____
Liquids:	20. Milk	____	____
	21. Ch. Milk	____	____
	22. Juice	____	____
	23. Soda Pop	____	____
	24. Lemonade	____	____
	25. ____	____	____
Frozen:	26. Popsicle	____	____
	27. Ice Cream	____	____
	28. ____	____	____

		YES	**NO**
Others :	38. Cake	____	____
	39. Cupcakes	____	____
	40. Doughnuts	____	____
	41. Crackers	____	____
	42. Frosting	____	____
	43. Pretzels	____	____
	44. Corn Chips	____	____
	45. Cheez Balls	____	____
	46. Doritos	____	____
	47. Cookies	____	____
	48. Popcorn	____	____
	49. Vegetables	____	____
	50. ____	____	____
Material Reinforcers :			
	1. Stopwatch	____	____
	2. Hand Cream	____	____
	3. Bubbles	____	____
	4. Combs	____	____
	5. Stickers	____	____
	6. Play Dough	____	____
	7. Perfume	____	____
	8. Toy Instruments	____	____
	9. Puzzles	____	____
	10. Beads	____	____
	11. Stamps	____	____
	12. Masks	____	____
	13. Crayons	____	____
	14. Fans	____	____
	15. Balloons	____	____
	16. Bean Bags	____	____
	17. Hats	____	____
	18. Mirrors	____	____

Direct Preference Assessments

- Single stimulus
- Pairwise comparison (forced choice)
- Restricted (multiple stimulus without replacement)
- Free operant

Note:

- Edibles and Tangibles should be tested separately
- You can include unfamiliar stimuli

Single Stimulus Preference Assessment

- Present each item one at a time
- Allow 5 seconds to approach item
  - If the client does not approach the item, record **N/A** (no approach) and remove item
  - Represent the item, it the client does not approach the item in 5 seconds, remove item and move onto the next item
  - If the client shows interest in the item, allow the client to engage with the item for 30 seconds

Single Stimulus Preference Assessment

Pros

- Quick and easy
- Great for introducing new items
- Does not require scanning

Cons

- Does not generate a hierarchy of preference
- May overestimate preference

Pairwise Comparison Preference Assessment (Forced Choice)

- Prepare 6 items to test at a time, number them from 1-6
- Present two items simultaneously (in random order) and state, “choose one”
- Allow the client to engage in the item for 30 seconds
- Ask for the client to return the item, and then present a new set of reinforcers
- Continue until all pairs are presented
- If your client reaches for both items, block access and represent instruction
- Record: # of times chosen / total opportunities to choose

Pairwise Comparison Preference Assessment (Forced Choice)

Pros

- Creates a hierarchy of preference
- More accurate than the single-stimulus preference assessment

Cons

- Time consuming
- Requires the client to return the toy after minimal engagement, which can be problematic

Pairwise Comparison Preference Assessment (Forced Choice)

Item Pairs	Student Choice right - left - NC	Choice
4x6	4 * 6* NC	
1x2	1 * 2 * NC	
3x4	3 * 4 * NC	
2x6	2 * 6 * NC	
1x3	1 * 3 * NC	
2x4	2 * 4 * NC	
1x5	1 * 5 * NC	
3x6	3 * 6 * NC	
1&4	1 * 4 * NC	
2x5	2 * 5 * NC	
1x6	1 * 6 * NC	
3x5	3 * 5 * NC	
2x3	2 * 3 * NC	
5x6	5 * 6 * NC	
4x5	4 * 5 * NC	

Assessment One

1. Candy
2. Sandwich Cookie
3. Cracker
4. Pretzel
5. Banana
6. Apple

Pairwise Comparison Preference Assessment

Assessment One

Candy: 100%

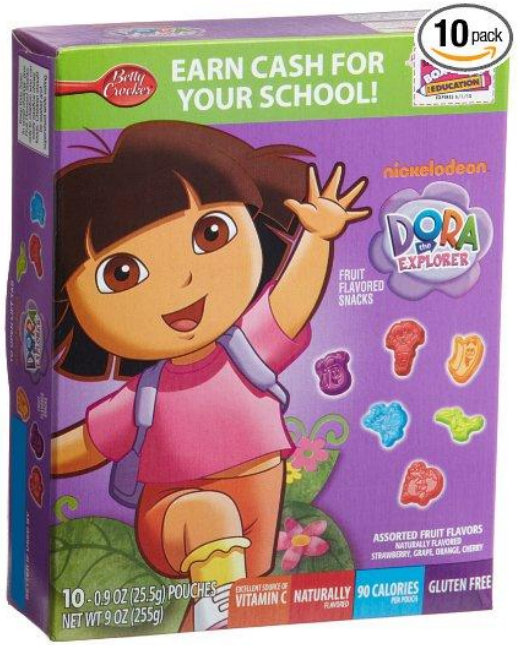
Sandwich Cookie: 30%

Cracker: 20%

Pretzel: 10%

Banana: 0%

Apple: 0%



Assessment Two

Candy: 100%

Cracker: 40%

Juice: 30%

Sandwich Cookie: 10%

KitKat: 0%

Chocolate Cookie: 0%

Restricted Preference Assessment (Multiple Stimulus Without Replacement)

- Arrange all toys or edibles on the table/floor (up to 8)
- Tell the client to choose an item
- Allow the client to play with the toy for 30 seconds, or until edible is consumed
- Remove the chosen toy from the array
- Randomly rotate the toys/edibles
- Re-present instruction until all toys have been selected
- Record:
  - Duration the client played with each toy
  - Order in which client chose each toy

Restricted Preference Assessment (Multiple Stimulus Without Replacement)

Pros

- More accurate than a pairwise comparison preference assessment (PWPA)
- Easier to implement than a PWPA
- Less time consuming than a PWPA

Cons

- Requires many prerequisite skills
  - Scanning
  - Attending
  - Leaving item on table between trials (returning item)

Free Operant Preference Assessment

- Arrange all toys or edibles on the table/floor (up to 8)
- Tell your client they can play with any of the items
- Duration: 4 minutes
- Record: duration of item manipulation in seconds

Free Operant Preference Assessment

Pros

- Naturalistic
- Does not require any withholding, manipulating, or removing reinforcers

Cons

- May not get an accurate recording of preference

Preference Assessment for Social Reinforcers

Journal of Applied Behavior Analysis

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 2014, 47, 113–135 NUMBER 1 (SPRING)

EVALUATION OF ASSESSMENT METHODS FOR IDENTIFYING SOCIAL REINFORCERS

MAUREEN A. KELLY AND EILEEN M. ROSCOE

WESTERN NEW ENGLAND UNIVERSITY AND THE NEW ENGLAND CENTER FOR CHILDREN

GREGORY P. HANLEY

WESTERN NEW ENGLAND UNIVERSITY

AND

KEVIN SCHLICHENMEYER

WESTERN NEW ENGLAND UNIVERSITY AND UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL SHRIVER CENTER

Pairwise Comparison Preference Assessment: Social Reinforcers

- Use cue cards as visuals to place on the table (words or pictures)
- Have the client to review the cards prior to the assessment
- Place two options on the table, along with a “no choice” option
- Request the client to choose an option, and engage in the reinforcers for 30 seconds
- Return to the table an represent instructions, until all pairs are presented
- Randomly rotate the pairs
- Record: # of times chosen / total opportunities to choose

Assessing Social Reinforcers (Roscoe et al., 2014)

Pros

- Assessment of social reinforcers
- Creates a hierarchy of preference

Cons

- Requires language ability from client
- Time consuming
- Results may vary across IT's

Choosing the Right Assessment

Choosing the Right Assessment

AMERICAN JOURNAL ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
2014, Vol. 119, No. 2, 151–170

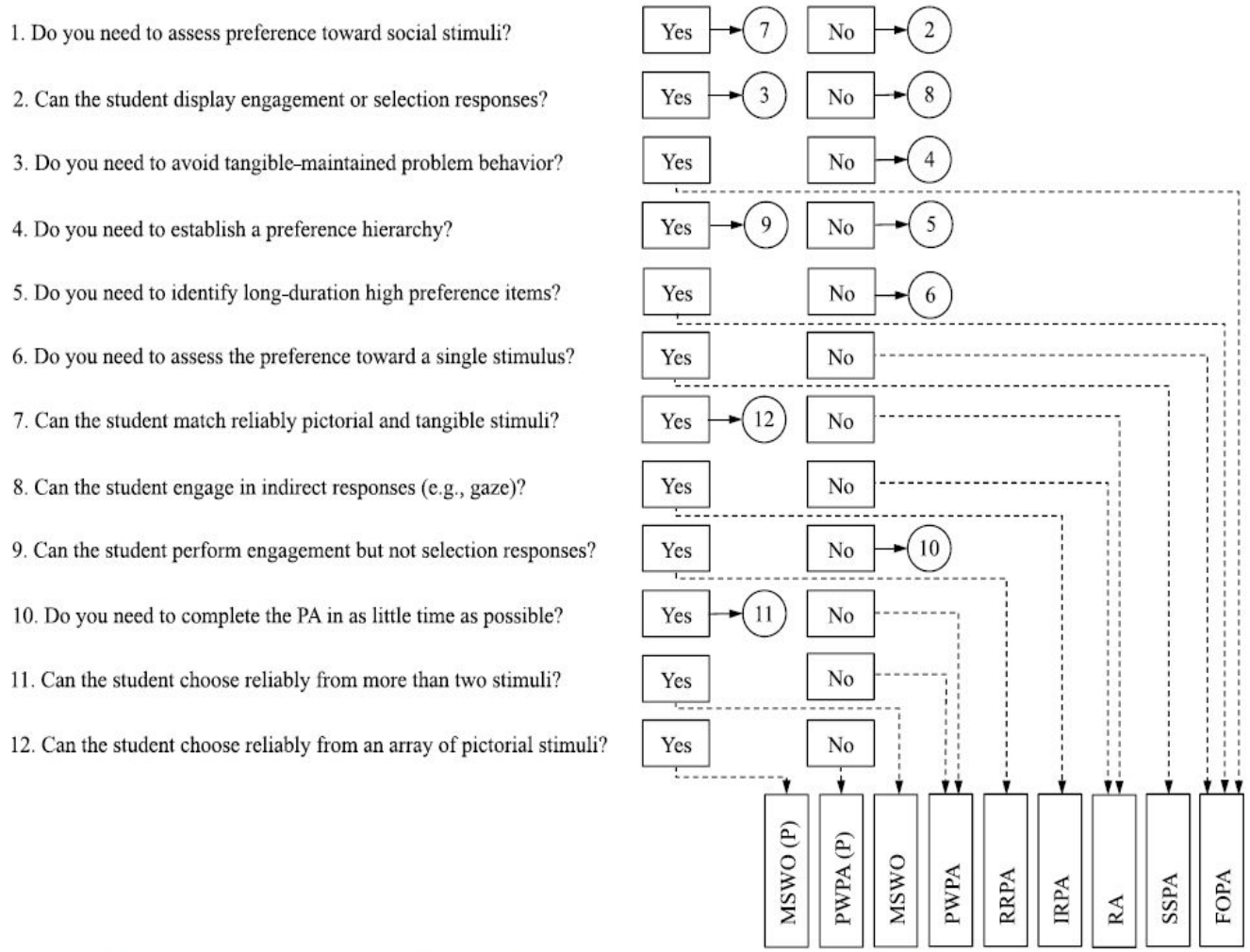
DOI: 10.1352/1944-7558-119.2.151

Clinical Decision Making and Preference Assessment for Individuals With Intellectual and Developmental Disabilities

Javier Virués-Ortega, Kristen Pritchard, Robin L. Grant, Sebastian North, Camilo Hurtado-Parrado, May S. H. Lee, Bev Temple, Flávia Julio, and C. T. Yu

Decision tree for the selection of preference assessment methods

Virues-Ortega et al. (2014)



References

Davis, C.J., Brock, M.D., McNulty, K., Rosswurm, M.L., Bruneau, B., & T. (2009). Efficiency of forced choice preference assessment: Comparing multiple presentation techniques. *Behavior Analyst Today*, 10(3-4), 440-455.

Kenzer, A.L., Bishop, M.R., Wilke, A.E., & Tarbox, J.R. (2013). Including unfamiliar stimuli in preference assessments for young children with autism. *Journal of Applied Behavior Analysis*, 46(3), 689-694. Doi: 10.1002/jaba.56

Oritz, K.R., & Carr, J.E. (2000). Multiple-stimulus preference assessments: A comparison of free-operant and restricted operant formats. *Behavioral Interventions*, 15, 345-353.

Piazza, C.C., Roane, H.S., & Karsten, A. (2011). *Handbook of applied behavior analysis*. W.W. Fisher, Piazza, C.C., & Roane, H.S. (Ed.) New York, NY: Guilford Press.

Roscoe, M.A.K., Roscoe, E.M., Hanley, G.P., & Schlichenmeyer, K. (2014). Evaluation of assessment methods for identifying social reinforcers. *Journal of Applied Behavior Analysis*, 47(1), 113-135.