

REINFORCEMENT AND REWARD MOTIVATION SURVEY

*Find out what actually motivates
your toughest students!*

Adult Attention
Peer Attention
Independence
Food
Prizes
Technology

A RESOURCE
YOU WILL
USE OVER
AND OVER
FOR YEARS!

*Includes multiple pages of practical implementation ideas
of how to motivate your Tier 2/Tier 3 student!*

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Reinforcement and Reward Motivation Survey

Directions for Use

- Print and have the student complete the 2 page, 30 question "Would you rather ____?" survey. You can read the questions to him/her or have the student complete it on their own. Do not give or show the tallying results page to your student.
- After the student completes the survey, use the results page to tally the number of times each motivational area was picked.
 - Adult Attention (A)
 - Peer Attention (P)
 - Independence (I)
 - Food (F)
 - Prizes (Pr)
 - Technology (T)
- Analyze your results! What are the top 1-3 areas the student is most motivated by? Based on your results, look at the motivational ideas handouts which includes over 100 practical ideas to reward and reinforce your student!
- *The difference between reinforcement and reward:*
 - Reinforcement: encouraging and strengthening behavior in the moment during daily happenings.
 - Reward: earning a bonus, prize, or accolade in recognition of achieving a goal.
- Reward and reinforcement ideas are provided in the handout for Adult Attention, Peer Attention, and Independence.
- Reward Ideas are provided for Food, Prize, and Technology.

Did you know?

This motivational survey is a forced-choice survey. This means that every motivational area is paired against the others, thereby naturally measuring and determining students preferences.

Would you rather ___?

Pick from the following pairs of choices the one you would like the best!

1. ☐ Play a game with an adult. (A)
☐ Play a game with a classmate. (P)
2. ☐ Free time to do what you want. (I)
☐ Get an extra snack. (F)
3. ☐ Pick a prize from a prize box. (Pz)
☐ Play on a tablet. (T)
4. ☐ Play a game with an adult. (A)
☐ Free time to do what you want. (I)
5. ☐ Play a game with a classmate. (P)
☐ Play on a tablet. (T)
6. ☐ Get an extra snack. (F)
☐ Pick a prize from a prize box. (Pz)
7. ☐ Play on a tablet. (T)
☐ Play a game with an adult. (A)
8. ☐ Play a game with a classmate. (P)
☐ Get an extra snack. (F)
9. ☐ Pick a prize from a prize box. (Pz)
☐ Free time to do what you want. (I)
10. ☐ Get an extra snack. (F)
☐ Play on a tablet. (T)
11. ☐ Play a game with an adult. (A)
☐ Pick a prize from a prize box. (Pz)
12. ☐ Free time to do what you want. (I)
☐ Play a game with a classmate. (P)
13. ☐ Get an extra snack. (F)
☐ Play a game with an adult. (A)
14. ☐ Pick a prize from a prize box. (Pz)
☐ Play a game with a classmate. (P)
15. ☐ Play on a tablet. (T)
☐ Free time to do what you want. (I)

(Over)

Would you rather ___? continued...

Half way done! Keep picking from the following pairs of choices the one you would like the best!

16. ☐ Do something fun with a classmate. (P)
☐ Do something fun with an adult. (A)
17. ☐ Get a piece of candy. (F)
☐ Get to choose what you want to do. (I)
18. ☐ Free time on a computer. (T)
☐ Get a small toy. (Pz)
19. ☐ Get to choose what you want to do. (I)
☐ Do something fun with an adult. (A)
20. ☐ Free time on a computer. (T)
☐ Do something fun with a classmate. (P)
21. ☐ Get a small toy. (Pz)
☐ Get a piece of candy. (F)
22. ☐ Do something fun with an adult. (A)
☐ Free time on a computer. (T)
23. ☐ Get a piece of candy. (F)
☐ Do something fun with a classmate. (P)
24. ☐ Get to choose what you want to do. (I)
☐ Get a small toy. (Pz)
25. ☐ Free time on a computer. (T)
☐ Get a piece of candy. (F)
26. ☐ Get a small toy. (Pz)
☐ Do something fun with an adult. (A)
27. ☐ Do something fun with a classmate. (P)
☐ Get to choose what you want to do. (I)
28. ☐ Do something fun with an adult. (A)
☐ Get a piece of candy. (F)
29. ☐ Get to choose what you want to do. (I)
☐ Free time on a computer. (T)
30. ☐ Do something fun with a classmate. (P)
☐ Get a small toy. (Pz)

Done!

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_____’s Motivation Survey Results:

Directions: Tally how many times the student chose each motivational area on the survey. Next, identify which 1-3 areas were selected most often. Then, refer to the following pages for helpful, practical reward and reinforcement ideas based on your results.

_____ **Adult Attention (A)**

_____ **Peer Attention (P)**

_____ **Independence (I)**

_____ **Prize (Pz)**

_____ **Food (F)**

_____ **Technology (T)**

*Please note the difference between reinforcement
and reward as you look at your student's
motivational areas:*

***Reinforcement:** encouraging and strengthening
behavior in the moment during daily happenings.*

***Reward:** earning a bonus, prize, or accolade in
recognition of achieving a goal.*

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Adult Attention

This motivation is obtaining any type of attention from an adult. Outlined below are adult attention reward ideas for students, ideas on how to verbally and non-verbally reinforce your student during daily happenings, and other adult attention ideas that can help student behavior.

- Reward ideas include earned time to:
 - Play a board game, card game, or puzzle together.
 - Do a physical activity together (shoot hoops, throw a football, kick a soccer ball, swing, etc.).
 - Eat lunch together or with another educator (school counselor, phy ed. teacher, past teacher, etc.)
 - Go for a 5 minute “Walk & Talk” (walk someplace you normally wouldn’t such as all the halls of the school or around the perimeter of the school grounds) and talk about whatever the student wants to talk about.
 - Hang-Out Time: Can listen to music together, chat, watch a fun short video together, do a quick art project together, or look up something fun together on the internet.
 - Earn special helper time with an adult (i.e. help the art teacher, principal, custodian, librarian/ media specialist, classroom teacher, etc. for 10 minutes) before, during, or after school.
- Daily reinforcement of positive behaviors using adult attention can verbal and non-verbal:
 - Verbal Reinforcement: This is verbal praise for positive behavior, such as:
 - I noticed you are working hard. Keep up the good work!
 - Great job on that math assignment!
 - Nice job following directions.
 - I’m proud of you.
 - Outstanding! Way to go.
 - Calling the student’s parents with the student present to tell them how proud you are or how great of a job he/she did that day.
 - Non-verbal Reinforcement: This is non-verbal recognition for positive behaviors. Practical ideas for non-verbal reinforcement include:
 - Write praising notes on the student’s work (such as Great Job!, Perfect!, or putting a sticker on an assignment).
 - Write a note to the student telling them about how well they are doing, something positive the teacher noticed, or something you appreciate about the student.
 - Give the student a thumbs up or other special hand signal when he/she is doing a good job.
 - Extra high fives or fist bumps in the hallway (with a smile of course).
- Other adult attention ideas to fuel the student for positive behaviors:
 - Spend 2 minutes talking with the student about anything he/she want to talk about (what they find interesting, what they did yesterday, what their favorites are, etc.). Do not talk about negative behaviors, behavioral expectations, or yourself. Show the student you are truly listening when they talk without disruption/distraction. There is evidence that doing this 2 minutes per day for 10 consecutive days with a student can have a measurable effect on student behavior.
 - Ask the student to do a small task (i.e. run something to the office) to help you. This provides the student with your positive attention and the office staff’s positive attention. It also can provide a break for students who become overwhelmed or need a quick movement break.

Peer Attention

This motivation is obtaining any type of attention from a peer. Outlined below are peer attention reward ideas for students, ideas on how to reinforce your student during daily happenings with peer attention, and examples of situational peer attention reinforcement.

- Reward ideas include earned time to:
 - Get to move his/her desk to sit next to a friend.
 - Be able to pick 1-2 friends to go outside to recess with him/her 5 minutes early.
 - Be able to tell a joke or story to the class.
 - Have lunch with a friend in a special place.
 - Be the line leader or other leadership role for the day (this is only a reward if it is not a typically assigned leadership role or one that rotates through all students).
 - Be able to do a visible job in the classroom that requires contact with other students (be the paper-passer or paper-collector).
 - Read an announcement over the school's intercom.
- Positive reinforcement ideas of peer attention you can create/initiate:
 - Student gets to help another classmate after completing his/her own work.
 - Student gets assigned to be group leader in a small group task.
 - Student completes a leadership position that is visible to peers where attention is drawn to the student (i.e. paper-passer, line leader, class-message reader, etc.)
 - Class attention is drawn to the student for following directions, being the first to start or finish an assignment appropriately, good job done on a task, etc.
 - Show the student's work to the entire class.
 - Student gets to write a note or draw a picture for another student and give it to them.
- Examples of situational peer reinforcement (These are things you can not do yourself, but you can privately encourage other students to do these things. We also hope these things will happen on their own to provide appropriate positive peer attention):
 - Student is asked by a classmate to play with them at recess.
 - Student is asked by another student to be on their team.
 - Student is asked by a classmate to work with them on a project.
 - Student is asked by a classmate to sit by them.
 - Student's joke is laughed at.
 - Another student shows interest in something the student likes or does.

The difference between reinforcement and reward:

Reinforcement: encouraging and strengthening behavior in the moment during daily happenings.

Reward: earning a bonus, prize, or accolade in recognition of achieving a goal.

Independence

Independence is when the student is motivated by an added feeling of power/control. It is also any type of "freedom" from a schedule or requirements and allowing the student feel more "independent" by having choices.

- Students who have selected this area may often desire more control in their daily routine compared to peers. Providing an additional choice for the student, especially ones that are not typically offered to other students, can give the student an added feeling of control in their day. In addition to providing the student with more autonomy, giving students an additional choice after completing a desired/expected behavior can be reinforcing to the student to do the expected behavior again in the future. Examples of providing the student additional choice/control include:
 - Choice to work at their desk, at a table, or another spot in the room.
 - Choice to read a book or listen to it as an audio book.
 - Choice to sit at the carpet or sit on a chair near the carpet.
 - Choice to do worksheet A or worksheet B to practice a concept.
 - Choice to do a project with a buddy or alone.
 - Choice to handwrite or type a paper.
- Reward ideas include:
 - Earning free time to do something that he/she likes inside.
 - Earning free time to do something that he/she likes outside.
 - Being able to choose what he/she earns that day for a reward (i.e. choosing from a Reward Menu, which could include specific things from all other areas (food, prize, technology, adult attention, etc.).
 - Earning a pass he/she can present at anytime to do 1/2 of the homework problems.
 - Earning free time in the art room, gym, music room, etc.
 - Earning the power to choose a special activity in which their class will participate.
 - Earn the choice of using the teacher's chair, a wobble cushion, or other special chair for 1/2 of the day at his/her desk.

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Prize Reward

This reward is any type of tangible items. Ideas for this reward include:

- Trinkets
 - Necklace, ring, silly bands, bracelets, small figurines, jewels, stickers, sea shells, etc.
- Personal Items
 - Pair of fun socks, gloves, hair bands, small hairbrush, toothbrush, coin purse, sunglasses, etc.
- Lamination
 - The student can choose something they created or are really proud of to get laminated.
- Prize Money
 - Play money or tokens that can be saved up to exchange for a bigger prize or that can be used at the school store.
- Toys/Games
 - Action figure, race car, stuffed animal, puzzles, bouncy ball, fun putty or dough, travel-sized games, other toys/games from the dollar store.
- School Supplies
 - Pencils, erasers, notebooks, paper clips, black paper binders, folders, pens, crayons, markers, etc.

Food Reward

This reward is any type of consumable, such as candy, popcorn, gum, fruit snacks, suckers, candy bars, pop/drink, pretzels, chips, granola bar, crackers, cheese stick, raisin box, applesauce cup, fruit cup, etc.

Technology Reward

This reward is any type of screen time, including tablet, computer, TV, cell phone, or other gaming device that the student is allowed to use. While typically we would like to keep technology reinforcement at school focused on school-based learning apps and activities, if a student is being rewarded with technology it is important to allow the student to choose a technology-based activity that is fun for him/her with the guidelines of being safe and age-appropriate.



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The Psychologist Counselor

I am a licensed school counselor and school psychologist with multiple years of experience in both professions. Problem-solving and teaching students social/emotional/behavioral skills is my passion!



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is appreciated!

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