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Section 1: Introduction to Preference

The first section of the manual will introduce you to the concept of preference. Being able to describe what preference is and the different ways in which it can be assessed will help you to understand and explain to others why assessing preference is important.

What is Preference?

Preference generally refers to liking something better than something else. The word “prefer” is also often used to compare how much a person likes multiple things compared to each other. Preferences are not always stable; preference can change if a person is presented with different options, or depending on other events that have happened to them recently. For example, Liam really likes carrots. Most times, he prefers (i.e., would pick) carrots over potato chips, cookies or popcorn. Today Liam ate carrots for breakfast and lunch, so when he has a choice between carrots and cookies for dinner, he chooses cookies.

How can Preference be Assessed?

For an adult with sufficient memory and communication skills, it is often enough to ask them, for example, “Do you like carrots or cookies more?” Adults with developmental disabilities may be lacking or delayed in some of these skill areas so preference is often assessed in more structured ways. Two ways to assess a person’s preferences are indirect and direct preference assessments.

Indirect preference assessments involve asking one person what another person prefers. For example, a new staff member may ask a senior staff member what a client’s favourite foods or activities are.

Direct preference assessments involve presenting a number of items directly to a person and observing and keeping track of what they choose. Direct preference assessments tend to provide more accurate and reliable results so they are recommended whenever possible.

A number of methods for conducting direct preference assessments exist. The most commonly used methods are the paired-stimulus (PS) method and the multiple-stimulus (MS) method. The main difference between the PS and MS assessments is the number of items that are presented to a person at once; in a PS assessment two items are presented at a time, and in an MS assessment multiple items (usually six to eight) are presented at a time. Both methods are effective at determining an individual’s preferences. This manual will teach you how to conduct the PS assessment.

Why Should I do a Preference Assessment?

Being able to express likes and dislikes contributes to a better quality of life for any individual. For individuals with developmental disabilities, preference assessments can be an especially valuable procedure. Preferred items are valuable in that they can be used as rewards during teaching programs or for appropriate behavior. Finding out an individual’s preferred items or activities that can be used as rewards adds variety and enriches that individual’s daily activities. Since a person’s preferences tend to change over time, preference assessments also offer a quick way to assess what a person’s current favorite items are.
Review Exercise 1

Please answer the following questions by filling in the blanks in the sentences or providing a short answer. Try to answer the questions without referring to Section 1. The correct answers are on the next page. Only check the answers once you have completed all the questions. Please go back and re-read Section 1 if you answer any of the questions incorrectly.

1. The word ___________ is used if a person likes something (an object, event, activity, place, etc.) better than something else.

2. Asking one person what another person’s preferences are is called an _______ preference assessment.

3. A _______ preference assessment involves presenting options to a person and observing and keeping track of what they choose.

4. Of the two types of preference assessments that are discussed in Section I, which method is recommended (when possible)?

5. Give one reason why assessing preference is especially important for individuals with developmental disabilities.
Answers to Review Exercise 1:

1. Preference

2. Indirect

3. Direct

4. Direct preference assessments

5. Your answer should include one of the following reasons:
   Preferred items can be used as rewards in teaching programs
   Can add variety and enrich daily life
   Preferences change so it is important to assess preferences regularly

If all of your answers are correct, congratulations! Please proceed to the next section.

If you have an incorrect answer, please re-read the section.
Section 2: Preparing to Conduct a Paired-Stimulus (PS) Assessment

The following section will describe what you need to do to prepare for a PS assessment. The behavior checklist at the end of this section provides a list of the steps that need to be taken before and during the first part of an assessment.

Choosing an Area and Setting Up

Make sure that you have a quiet room or area with a minimum amount of distractions for yourself or the client before you set up to do a preference assessment. Clients with developmental disabilities are often easily distracted. You want the client to be paying attention to you and the items that you will be showing him/her.

You will need a table and two chairs so that you can sit across the table from the client while you are doing the assessment. You will also need a small table to keep beside you (out of reach of the client) to keep your materials on.

Gathering Your Materials

For the purposes of this manual, a total of 6 items will be used during the PS preference assessment. Preference assessments can be completed using either food or non-food items. We recommend that you decide before an assessment whether you want to assess food or non-food items, and include only one type of item in an assessment. If you are using food items, make sure that the items are broken into small (bite-size) pieces so that the client will not get full before the assessment is over.

For a PS assessment with 6 food items you will need 11 pieces of each food item, 10 pieces of each for the assessment as well as a piece of each for item sampling (described below). Place the items on the small table beside you that is out of reach of the client. With food items, you may want to have small plates or Tupperware containers to keep the food in.

You will also need a data sheet and a pen or pencil. A portion of a typical data sheet is shown on page 5 of the manual. Before starting the assessment, fill in the date, your name as the tester, the client’s name, and which food items you are going to be using. Each food item is assigned a letter so that it is easier to refer to for the rest of the data sheet. It doesn’t matter which food item gets assigned to which letter. Enter the 6 food items in the blanks beside the letters. After you fill out the top of the data sheet, put it on the small table with the items to be tested.

Bring Your Client to the Room

After you have completed the above, you are then ready to bring the client in the room.
Sample Data Sheet:

Paired-Stimulus Preference Assessment
Data Sheet

Date:  May 3rd, 2010

Tester:  Jane D.  Client:  John D.

Items to be Assessed:

<table>
<thead>
<tr>
<th>A</th>
<th>Smarties</th>
<th>D</th>
<th>Apple Slices</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Cheezies</td>
<td>E</td>
<td>Pretzels</td>
</tr>
<tr>
<td>C</td>
<td>Carrots</td>
<td>F</td>
<td>Potato Chips (BBQ)</td>
</tr>
</tbody>
</table>

Allowing the Client to Sample Items

Allow the client to sample each item before you start the assessment. Present the items one at time on the table in front of the client. To make sure that the client is paying attention to the item, say “Look” while putting the item on the table. Once they are looking at the item say “Take it”. Allow the client enough time to consume a food item before presenting the next one. If you are doing a preference assessment with non-food items, follow the same steps but allow the client about 15-30 seconds to interact with an item before gently retrieving the item. Present the items in any order but make sure that the client samples each item that you will be assessing. If a client does not move to sample the item, repeat the instructions once. If the client still doesn’t approach the item, remove the item and continue with the sampling with the next item.

Behavior Checklist: Preparing for a PS Assessment

Choosing an Area and Setting Up

- Choose a room or area that is quiet and free of distractions
- Set up a table and two chairs so that you will be seated across from the client
- Place a small table beside your chair, and out of reach of the client

Gathering Your Materials

- Gather six food or non-food items to assess
- If you are using food items, break food into small pieces and make sure that you have at least 11 pieces of each food item, placed on the small table

Bring Your Client to the Room

- You and your client will be seated opposite each other at the table

Allowing the Client to Sample Items

- Present an item on the table in front of the client
- Ask the client to look at the item (“Look”) and then ask them to take the item (“Take it”)
- Allow the client enough time to consume a food item, or 15-30 seconds with a non-food item
• If the client does not take an item, gently prompt them. If they still do not take
the item, remove the item
• Repeat the above steps with each item you are assessing

Review Exercise 2:

Please answer the following questions by filling in the blanks in the sentences or providing a short answer. Try to answer the questions without referring to Section 2. The correct answers are on the next page. Only check the answers once you have completed all the questions. Please go back and re-read Section 2 if you answer any of the questions incorrectly.

1. It is best to do a preference assessment in a room or area with a minimal amount of _______________ to make sure that the client is paying attention to you.

2. Break food items into _______________ pieces so that a client won’t get full before the assessment is completed. To assess six food items using the PS procedure, you will need at least _______________ pieces of each food item.

3. You are getting ready to do a PS preference assessment with a client named Liam. You have gathered the following six food items: broccoli, jelly beans, pretzels, carrot sticks, apple slices, and crackers. Fill in the data sheet that you will use for this preference assessment:

   Paired-Stimulus Preference Assessment
   Data Sheet

   Date: _________________

   Tester: _________________   Client: _________________

   Items to be Assessed:

   A   D
   B   E
   C   F

4. You are ready to start your preference assessment with Liam. Before beginning, you want to Liam to sample the items you are going to use. Practice the sampling procedure with the six items that you have listed on the data sheet above. Role-play (using your imagination or with a partner if available) each step that you must complete.
Answers to Review Exercise 2:

1. Distractions or noise

2. Small or bite-size; 11 (10 for the assessment, and 1 for the sampling)

3. 

<table>
<thead>
<tr>
<th>A</th>
<th>Broccoli</th>
<th>D</th>
<th>Carrot sticks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Jelly beans</td>
<td>E</td>
<td>Apple slices</td>
</tr>
<tr>
<td>C</td>
<td>Pretzels</td>
<td>F</td>
<td>Crackers</td>
</tr>
</tbody>
</table>

Note: The six food items can be in any order in the table.

4. Make sure that you have completed the following steps with each of the six food items. For example, with broccoli:

Present broccoli on the table in front of Liam
Say “Look” and once Liam is paying attention, say “Take it”
Allow Liam enough time to eat the broccoli
If Liam did not pick up the broccoli, repeat your instructions (“Liam, look” and “Take it”)
If Liam still does not approach the broccoli, remove the broccoli and present a jelly bean
Repeat the above procedure with each of the six food items

If all of your answers are correct, congratulations! Please proceed to the next section.

If you have an incorrect answer, please re-read the section.
Section 3: Presenting Items during a Paired-Stimulus (PS) assessment

You have set up your area, gathered your materials and allowed the client to sample the items you will be assessing. You are now ready to conduct the preference assessment. The following section will describe how to present items during trials of a PS preference assessment. The behavior checklist at the end of this section reviews the steps for presenting items correctly.

**Presenting Items**

In PS preference assessments, items are presented to the client in pairs. Each item will be paired with every other item twice. They are paired together twice so that items in a pair will be presented on both the left side and the right side. In order to complete a PS assessment with six food items, a total of 30 trials are required.

On page 5 of the manual, a portion of the data sheet was shown. Each item was assigned a letter. The data sheet below shows the same data sheet with the first three trials of the assessment added.

<table>
<thead>
<tr>
<th>Trial</th>
<th>Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Left</td>
<td>Right</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>B</td>
</tr>
</tbody>
</table>

The items that you will present on each trial are listed under the column “Items”. The letters that were assigned to each item earlier are now used to tell you which items to present on each trial. Pick up the two items that you will be presenting from the small table beside you. Hold each item (one at a time) at the client’s eye level, and say “Look”. Once they have looked at the item, place it on the table in front of the client in the position indicated (on your left or right). Repeat this procedure with the second item that you are presenting. The two items should
be placed in front of the client in the middle of the table. Place the items about 5 inches (13 cm) apart and within reach of the client.

Once the two items are on the table, look at the client and say “Pick one”. Allow the client up to 15 seconds to choose (in the next section we will describe what to do when a client responds in different ways). Once Trial 1 is completed, all following trials are presented in the same format. Follow the letters in the column “Items” to determine which items to present on each trial.

Example:

Use the data sheet on page 8 to follow along with this example. On Trial 1, pick up a Smartie (letter A) and a piece of pretzel (letter E) from the small table beside you. Hold the Smartie in front of the client at eye level and say “Look”. Once the client has looked at the Smartie, place it on the table in front of the client, slightly to the left. Hold the pretzel in front of the client at eye level and say “Look”. Once the client has looked at the pretzel, place it on the table in front of the client, slightly to the right (about 5 inches/13 cm away from the Smartie). Now, say to the client, “Pick one”, and wait for up to 15 seconds for the client to respond.

Behavior Checklist: Presenting Items during Assessment Trials

<table>
<thead>
<tr>
<th>Presenting Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Check the data sheet to see which two items you should present</td>
</tr>
<tr>
<td>• Hold one item in front of the client and say “Look”</td>
</tr>
<tr>
<td>• Once the client has looked at the item, place it on the table in the correct position (on the left or right according to the data sheet)</td>
</tr>
<tr>
<td>• Repeat the above two steps with the second item</td>
</tr>
<tr>
<td>• Say to the client, “Pick one”, and wait up to 15 seconds for a response</td>
</tr>
</tbody>
</table>
Review Exercise 3:

Please answer the following questions by filling in the blanks in the sentences or providing a short answer. Try to answer the questions without referring to Section 3. The correct answers are on the next page. Only check the answers once you have completed all the questions. Please go back and re-read section 3 if you answer any of the questions incorrectly.

1. In a PS preference assessment, items are presented ______ at a time during trials. In order to assess 6 items and balance the position (left or right) that items are presented in, ________ trials are needed.

2. To make sure that the client is attending to an item that you are presenting, say ______ before putting each item on the table.

3. Once the two items are placed on the table, say ________ and wait for _________ seconds for a response.

Refer to the data sheet on page 8 for the next 2 questions.

4. a) On Trial 2, you will present __________ on your left and __________ on your right
   b) On Trial 3, you will present __________ on your left and __________ on your right

5. Practice presenting Trials 1, 2, and 3 from the data sheet. Role-play (using your imagination or with a partner if available) each step that you must complete.
Answers to Review Exercise 3:

1. Two; Thirty

2. Look

3. Pick one; 15

4. a) Carrots; Potato Chips  
   b) Apple Slices; Cheezies

5. Make sure that you have completed the following steps with each of the six foods. For example, for Trial 2:

   Check the data sheet to see which two items that you are presenting: carrots and potato chips  
   Pick up a piece of carrot and a piece of potato chip  
   Hold the carrot in front of the client at eye level and say “Look”  
   Once the client has looked at the carrot, place it on the table in the correct position (slightly to the left)  
   Repeat the above two steps with the potato chip (except the position is on the right)  
   Instruct the client to “Pick one” and wait for up to 15 seconds for a response

   If all of your answers are correct, congratulations! Please proceed to the next section.

   If you have an incorrect answer, please re-read the section.
Section 4: Providing Consequences for Client Responses

You have practiced how to present items according to the data sheet during PS preference assessment trials. You will now learn what to do when a client responds in different ways. The following section will describe what to do if (1) a client selects one item, (2) a client does not select either item, or (3) a client selects both items. The behavior checklist at the end of this section reviews the steps for providing the correct consequences for each of these responses.

<table>
<thead>
<tr>
<th>Paired-Stimulus Preference Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Sheet</strong></td>
</tr>
</tbody>
</table>

**Date:** May 3rd, 2010

**Tester:** Jane D.  **Client:** John D.

**Items to be assessed:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Smarties</td>
</tr>
<tr>
<td>B</td>
<td>Cheezies</td>
</tr>
<tr>
<td>C</td>
<td>Carrots</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trial</th>
<th>Items</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Left</td>
<td>Right</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>B</td>
</tr>
</tbody>
</table>

The data sheet above will be used to show how to record data following each of the three types of client responses. Notice that a column (“Choice”) is added for recording the clients response. The following sections will describe what the entries in this column mean.

**Client Selects One Item**

You have presented the two items on the table in front of a client and asked him/her to “Pick one”. You are waiting for the client to make a response. A **selection response** is when the client approaches one of the items by pointing, touching, reaching for or picking up an item.

If the client first approaches one item, and then the other, you would count the first item the client approached as the selected item (note that this is different than approaching two items at one time which will be discussed later).

If the client approaches one of the items on the table, you should then do the following immediately. First, praise the client for making a selection response (e.g., say “Good job!”).
Second, if the client has not picked up the item, pick it up and give it to the client. Some clients may need assistance with getting a food item into their mouths, or when interacting with a non-food item. Third, remove the unselected item from the table and place it back onto the small table beside you. If you are using food items, give the client enough time to consume the item. If you are using non-food items, allow the client about 15-30 seconds with the item. If the item is a toy or activity, you can help the client interact with the item. Retrieve the item after 15-30 seconds has passed, placing it back on the small table beside you. Now you will record what item was chosen by writing the letter in the “Choice” column on your data sheet. After you have recorded the choice, present the items for the next trial.

*Example:*
On the data sheet on page 12, the client chose Pretzels (letter E) on the trial 1. In the choice column for trial 1, the letter E is marked to indicate this choice.

*Client Does Not Select Either Item*

You have presented the two items on the table in front of the client and asked him/her to “Pick one”. If the client does not make a selection response within 15 seconds, you will present the instruction once more. Once you have said “Pick one” for a second time, wait another 15 seconds to see if the client responds. If the client still does not approach either item, the trial ends. Say nothing, remove both items from the table, place the items back onto the small table beside you and record a zero in the “Choice” column to indicate that no response was made. You will then present the items for the next trial.

*Example:*
On the data sheet on page 12, the client did not approach either item after being instructed to “Pick one” twice during Trial 2. A zero (Ø) is marked in the “Choice” column for Trial 2 to indicate no response from the client.

*Client Approaches Both Items*

You have presented the two items on the table in front of the client and asked him/her to “Pick one”. If the client approaches both items at the same time you should do the following immediately. First, gently block the client from selecting both items. If the client has already picked up one or both of the items, retrieve them and any item that is left on the table, and place them back onto the small table beside you. Wait a few seconds and repeat the same trial. Once the client has selected only one item (or selected neither item) record the choice on the data sheet as described above.
Behavior Checklist: Providing Consequences for Client Responses

After a Client Selects One Item
- Praise the client
- Provide the client with the item selected and allow time for the client to consume (food) or 15-30 seconds to interact (non-food)
- Remove other item from the table
- Record the client’s response by writing the appropriate letter in the “Choice” column

After a Client Does Not Select Either Item
- After waiting 15 seconds for a response, repeat the instruction “Pick one”
- Wait an additional 15 seconds. If the client has still not responded, remove both items from the table
- Record the client’s response by marking a zero in the “Choice” column

After a Client Approaches Both Items
- Gently block the client
- Remove any items in the client’s possession or on the table
- Re-present the same trial
- Once the client selects one item or does not select either item, record the client’s response as described above
Review Exercise 4:

Please answer the following questions by filling in the blanks in the sentences or providing a short answer. Try to answer the questions without referring to Section 4. The correct answers are on the next page. Only check the answers once you have completed all the questions. Please go back and re-read Section 4 if you answer any of the questions incorrectly.

1. A ______________ response is when a client touches, picks up, points to or reaches for one of the items on the table.

2. When a client selects one item, you should do the following three things (in order):
   ______________
   ______________
   ______________

3. When a client does not approach either item on the table within _______ seconds, say ___________ and wait an additional _________ seconds. If the client still does not respond, ___________ both items, and present the next trial.

4. When a client approaches both items on the table, you should do the following two things (in order):
   ______________
   ______________

Use the following portion of a data sheet to answer the next questions

<table>
<thead>
<tr>
<th></th>
<th>Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Smarties</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>Cheezies</td>
<td>E</td>
</tr>
<tr>
<td>C</td>
<td>Carrots</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trial</th>
<th>Items</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Left</td>
<td>Right</td>
</tr>
<tr>
<td>1</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>E</td>
<td>A</td>
</tr>
</tbody>
</table>

5. a) The client reaches for the carrots and the apple slices on Trial 1. You provide the appropriate consequences and re-present the trial. The client selects carrots. Record this on the above data sheet
   b) The client selects the Cheezie on Trial 2. Record this on the above data sheet.
   c) The client does not select pretzels or Smarties on Trial 3. Record this on the above data sheet.
6. Practice the consequences you will provide for Trials 1, 2, and 3 from the data sheet and the client responses given in Question 5. Role-play (using your imagination or with a partner if available) each step that you must complete.
Answers to Review Exercise 4:

1. Selection

2. Provide praise; Give the selected item to the client; Remove the unselected item from the table

3. 15; Pick one; 15; Remove

4. Gently block the client; Remove items from client’s possession or table

5. Your choice column should match this one:

<table>
<thead>
<tr>
<th>Trial</th>
<th>Items</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Left</td>
<td>Right</td>
</tr>
<tr>
<td>1</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>E</td>
<td>A</td>
</tr>
</tbody>
</table>

6. Make sure that you have provided the correct consequences for each response. Check your practice with the behavior checklist at the end Section 4. If you missed any steps, please practice again.

If all of your answers are correct, congratulations! Please proceed to the next section.

If you have an incorrect answer, please re-read the section.
Section 5: Determining Preference Values

You have now learned how to prepare for a PS assessment, present trials during the assessment, and provide consequences for a number of possible client responses. As mentioned earlier, a complete PS assessment using 6 items would require 30 trials to complete. The following section will describe how to calculate a preference value for each item after you have completed 30 assessment trials.

Determining Preference Values

Look at the data sheet on page 20. Once you have completed a PS assessment, this is what your data sheet will look like. Each item has been presented 10 times (5 times on the left and 5 times on the right). The client’s responses are recorded in the “Choice” column. Now you want to calculate a preference value for each item so that you can see which items the client prefers.

In order to calculate a preference value, you need to first determine how many times an item was presented. For PS assessments with six items, each item will have been presented to the client 10 times (note that the total number of presentations will be different if a different number of items were being assessed). Next, count how many times an item was selected. For example, on the data sheet on the following page, Smarties (letter A) were selected five times (on Trials 6, 13, 15, 22, and 30). To determine the preference value for an item, divide the number of times the item was selected by the number of times it was presented and multiply this number by 100. For Smarties, the calculation would look like this:

\[
\text{Preference Value} = \frac{5 \text{ (# of times Smarties selected)}}{10 \text{ (# of times Smarties presented)}} = 0.5
\]

\[0.5 \times 100 = 50\%\]

The preference value for Smarties is 50%.

After completing a PS assessment, you would calculate the preference values for each item and put the values in the correct spots at the bottom of the data sheet.

What do the Preference Values Mean?

Once you have calculated the preference value for each item that you assessed, you will be able to tell which items are the most-preferred and which items are the least-preferred. The most-preferred item is the item with the highest preference value. From the assessment, you can determine that this item is the most preferred item relative to the other items you have tested. The most preferred item would be a good item to try as a reward during teaching programs or for appropriate behaviour.
Behavior Checklist: Determining Preference Values

**Preference Values**

- Count how many times each item was chosen
- Divide the number of times an item was chosen by the number of times it was presented
- Multiply the above number by 100 to get a preference value for each item

**Review Exercise 5:**

Please answer the following questions by filling in the blanks in the sentences or providing a short answer. Try to answer the questions without referring to Section 5. The correct answers are on the next page. Only check the answers once you have completed all the questions. Please go back and re-read Section 5 if you answer any of the questions incorrectly.

1. Using the data sheet on the page 20, determine the preference values for items B, C, D, E, and F. Fill in the values on the data sheet.

2. Which item is the most-preferred?

3. Which item other than the most-preferred would be a good item to use as a reward during teaching programs and daily activities?
Paired-Stimulus Preference Assessment
Data Sheet

Date: May 3rd, 2010
Tester: Jane D. Client: John D.

Items to be Assessed:

<table>
<thead>
<tr>
<th></th>
<th>A: Smarties</th>
<th>B: Cheezies</th>
<th>C: Carrots</th>
<th>D: Apple Slices</th>
<th>E: Pretzels</th>
<th>F: Potato Chips (BBQ)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Trial</th>
<th>Items</th>
<th>Choice</th>
<th>Trial</th>
<th>Items</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Left, B Right</td>
<td>B</td>
<td>16</td>
<td>F Left, A Right</td>
<td>F</td>
</tr>
<tr>
<td>2</td>
<td>D Left, C Right</td>
<td>D</td>
<td>17</td>
<td>B Left, F Right</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>E Left, F Right</td>
<td>F</td>
<td>18</td>
<td>C Left, B Right</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>B Left, C Right</td>
<td>B</td>
<td>19</td>
<td>E Left, C Right</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>E Left, D Right</td>
<td>D</td>
<td>20</td>
<td>C Left, F Right</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>C Left, A Right</td>
<td>A</td>
<td>21</td>
<td>B Left, E Right</td>
<td>Ø</td>
</tr>
<tr>
<td>7</td>
<td>F Left, E Right</td>
<td>F</td>
<td>22</td>
<td>A Left, E Right</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>D Left, F Right</td>
<td>F</td>
<td>23</td>
<td>D Left, B Right</td>
<td>B</td>
</tr>
<tr>
<td>9</td>
<td>F Left, D Right</td>
<td>F</td>
<td>24</td>
<td>F Left, C Right</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>A Left, C Right</td>
<td>C</td>
<td>25</td>
<td>A Left, F Right</td>
<td>F</td>
</tr>
<tr>
<td>11</td>
<td>C Left, E Right</td>
<td>Ø</td>
<td>26</td>
<td>D Left, E Right</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>B Left, D Right</td>
<td>B</td>
<td>27</td>
<td>B Left, A Right</td>
<td>B</td>
</tr>
<tr>
<td>13</td>
<td>A Left, D Right</td>
<td>A</td>
<td>28</td>
<td>C Left, D Right</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>E Left, B Right</td>
<td>Ø</td>
<td>29</td>
<td>F Left, B Right</td>
<td>F</td>
</tr>
<tr>
<td>15</td>
<td>E Left, A Right</td>
<td>A</td>
<td>30</td>
<td>D Left, A Right</td>
<td>A</td>
</tr>
</tbody>
</table>

Preference Values

A: \( \frac{5}{10} \times 100 = \frac{50}{100} = 50\% \)

D: \( \frac{}{10} \times 100 = \frac{50}{100} = 50\% \)

B: \( \frac{}{10} \times 100 = \frac{50}{100} = 50\% \)

E: \( \frac{}{10} \times 100 = \frac{50}{100} = 50\% \)

C: \( \frac{}{10} \times 100 = \frac{50}{100} = 50\% \)

F: \( \frac{}{10} \times 100 = \frac{50}{100} = 50\% \)
Answers to Review Exercise 5:

1. Item B = \( \frac{7}{10} \times 100 = 70\% \)
   Item C = \( \frac{2}{10} \times 100 = 20\% \)
   Item D = \( \frac{4}{10} \times 100 = 40\% \)
   Item E = \( \frac{0}{10} \times 100 = 0\% \)
   Item F = \( \frac{9}{10} \times 100 = 90\% \)

2. Potato Chips (BBQ) are the most-preferred item.

3. Cheezies (Item B) also have a high preference value relative to the other items assessed and would be a good item to use as a reward during teaching programs and daily activities.

If all of your answers are correct, congratulations! Please proceed to the next section.

If you have an incorrect answer, please re-read the section.
**Behavior Checklist for Conducting PS Assessments**

Please review the following checklist before answering the final review exercise questions.

### Choosing an Area and Setting Up
- Choose a room or area that is quiet and free of distractions
- Set up a table and two chairs so that you will be seated across from the client
- Place a small table beside your chair, and out of reach of the client

### Gathering Your Materials
- Gather six food or non-food items to assess
- If you are using food items, break food into small pieces and make sure that you have at least 11 pieces of each food item, placed on the small table

### Bringing Your Client to the Room
- You and your client will be seated opposite each other at the table

### Allowing the Client to Sample Items
- Present an item on the table in front of the client
- Ask the client to look at the item (“Look”) and then ask them to take the item (“Take it”)
- Allow the client enough time to consume a food item, or 15-30 seconds with a non-food item
- If the client does not take an item, gently prompt them. If they still do not take the item, remove the item
- Repeat the above steps with each item you are assessing

### Presenting Items
- Check the data sheet to see which two items you should present
- Hold one item in front of the client and say “Look”
- Once the client has looked at the item, place it on the table in the correct position
- Repeat the above two steps with the second item
- Say to the client, “Pick one”, and wait up to 15 seconds for a response

### After a Client Selects One Item
- Praise the client
- Provide the client with the item selected and allow time for the client to consume (food) or 15-30 seconds to interact (non-food)
- Remove other item from the table
- Record the client’s response by writing the appropriate letter in the “Choice” column

### After a Client Does Not Select Either Item
- After waiting 15 seconds for a response, repeat the instruction “Pick one”
- Wait an additional 15 seconds. If the client has still not responded, remove both items from the table
- Record the client’s response by marking a zero in the “Choice” column

### After a Client Approaches Both Items
- Gently block the client
- Remove any items in the client’s possession or on the table
- Re-presents the same trial
- Once the client selects one item or does not select either item, record the client’s response as described above

**Determining Preference Values**
- Count how many times each item was chosen across all trials
- Divide the number of times an item was chosen by the number of times it was presented
- Multiply the above number by 100 to get a preference value for each item

**Final Review Exercise**

1. In order to complete a PS assessment with 6 food items, you need to have at least ______ pieces of food.

2. When you are presenting items for the client to sample, present the items _______ at a time on the table.

3. Before each trial, check the ______ sheet to see which two items you will be presenting. Hold each item at eye level in front of the client and say ___________ before placing it on the table.

4. Once the two items are on the table, say _______________ and wait for _____________ seconds for a response.

5. If a client selects one item on a trial, __________ them (e.g., “good job”), give them the item, and ______ the other item from the table. If the item is a non-food item, allow the client _________ seconds to interact with the item.

6. If a client does not select either item on a trial, repeat the instruction ______________ and wait an additional __________ for a response. If the client still does not respond, __________ both items and begin the next trial.

7. If a client approaches both items on a trial, gently ___________ the client, remove the items from the table, and _____________ the trial.

8. Suppose that you are doing a preference assessment with Liam. On trial 9, a carrot stick and a Smartie are presented. Liam first touches the carrot stick, but then touches the Smartie. Which item would you give to Liam and record as the choice for that trial?

9. After you have completed a PS assessment, you will want to calculate preference values for each item. In order to calculate a preference value, divide the number of times an item was ___________ by the number of times it was ______________. Then, multiply this number by __________ to get the preference value.
Answers to Final Review Exercise:

1. 11

2. One

3. Data; “Look”

4. “Pick one”; 15

5. Praise; Remove; 15-30

6. “Pick one”; 15’ Remove

7. Block; Re-present

8. Carrot, because Liam approached the carrot first

9. Chosen; Presented; 100

If all of your answers are correct, congratulations! You have mastered the manual!

If you have an incorrect answer, please re-read the section.