



Assessment of Interests & Preferences

Observe a time period, (i.e., 10 min.) when the child has access to one of the different categories – it is important that the child has not just had access to the items (i.e., child just finished playing with an item or just finished eating a cookie, etc.).

It is helpful to place known items of interest along with other possible items of interest.

Watch where and what the child walks towards, views, touches, plays with, or talks about during the allotted assessment.

Document your findings below:

<p>Observe a time period, (i.e., 10 min.) when the child has access to one of the different categories – it is important that the child has not just had access to the items (i.e., child just finished playing with an item or just finished eating a cookie, etc.).</p> <p>It is helpful to place known items of interest along with other possible items of interest.</p> <p>Watch where and what the child walks towards, views, touches, plays with, or talks about during the allotted assessment.</p> <p>Document your findings below:</p>						
Preferred Textures Child Touches or Rubs Often When Presented	Pictures, Books or Magazines Child Views Often when Presented	TV or Movie Characters Child Views or Talks About Often	Objects Child Holds or Plays With Often	Inside Activities Child Attempts or Remains Doing for Long Periods of Time	Subject(s) Child Talks About Often	Unusual Behavior Child Repeats Often
Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.
Foods Requested by Child	Rooms or Areas of Space Child Remains in for Longer Periods of Time	Children or Adults Child Remains in Close Proximity or Talks About	Outside Activities Child Attempts or Remains Doing for Long Periods of Time	Sounds the Child Attends to More Often:	Physical Movements Child Demonstrates Most Often:	Physical Touches/Interaction from Others- Child Repeats (i.e., tickles, hugs, kisses, brushing etc.):
Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.	Date: _____ Findings: 1. 2. 3.

Trouble determining interests and preferences?

Revisited the day...

Remember, one can have varied preferences at different times of the day. Therefore, there can be many types of preferences throughout one's day (i.e., from the types of writing tools to use, where to sit, what to eat for a snack, what to do during leisure time, etc. This list can change and grow.

So, review these questions to determine some preferences you may be missing:

1. What did the child spend much of his/her time doing?
2. Where did the child spend much of his day?
3. What was around the child that he/she watched or touched?
4. When peers/or adults were close by the child, what did the child talk about, touch, or do during this time?
5. What was hard for the child to stop doing?
6. What does the child watch other children do?
7. What is the first thing the child goes to when he/she wakes up, finishes breakfast, finishes an undesired task or activity?
8. What does the child repeat?
9. What are you hearing often? (Specific commercial, name of specific character, song, game, etc.)
10. When is the child content... or does not demonstrate acting out behaviors?

Now, try again, go back and complete the assessment with these things in mind. You may need to adjust when to observe the child to gain a clearer picture.