



TEXAS DEAFBLIND PROJECT

Sample Likes and Dislikes Inventory

SAMPLE: Likes / Dislikes Inventory

We all enjoy spending time doing things that we are good at and that we understand. The information gathered on this form will give you underlying themes that you can use for modifications, teaching strategies, topics for communication, and activities.

Child's Name: Susie

Date: September 8, 2026

Likes/Dislikes:

Foods (Taste / texture)

- **Likes:** food, enjoys eating
- **Dislikes:** milk
- **Notes:**

Smells

- **Likes:** popcorn
- **Dislikes:** smell of doctor's office
- **Notes:**

Touch

- **Likes:** enjoys "rough-housing" with her dad; pats and high-fives from peers in class
- **Dislikes:** people touching her face; sensation of things blowing on her
- **Notes:**

Movement (Rock/ bounce / swing)

- **Likes:** swinging; rocking chair
- **Dislikes:**
- **Notes:**

Vibration (Car ride / toys / appliances)

- **Likes:** battery-operated toothbrush; bumble ball; riding in the car / bus
- **Dislikes:**



Published September 2026
Texas Deafblind Project & TSBVI Outreach Programs
txdeafblindproject.org

- **Notes:**

Sights (Lights/ colors)

- **Likes:** shiny balloons; color red
- **Dislikes:**
- **Notes:**

Sounds (Voices/ music/ pitch/ loudness/ environmental)

- **Likes:**
- **Dislikes:** cafeteria; fire alarms
- **Notes:**

Muscles (Push/ pull/ bear weight)

- **Likes:**
- **Dislikes:**
- **Notes:**

People

- **Likes:** family; her friend, Louis
- **Dislikes:**
- **Notes:**

Places

- **Likes:** playground
- **Dislikes:** gym, cafeteria, nurse's office
- **Notes:**

Activities

- **Likes:** eating; time in the rocking chair or in the swing on the playground
- **Dislikes:**
- **Notes:**

Toys

- **Likes:**
- **Dislikes:**
- **Notes:**

Self-Stimulation Behaviors

- **Likes:**
- **Dislikes:**



- **Notes:**

Other

- **Likes:**
- **Dislikes:**
- **Notes:**

Summary Information:

1. What sensory channels is the child using the most?

- ☐ Vision for e.g.: really drawn to anything that is bright red, like an Elmo doll
- ☐ Hearing for e.g.:
- ☐ Touch for e.g.:
- ☐ Smell for e.g.:
- ☐ Taste for e.g.:
- ☐ Proprioceptive for e.g.: prefers deep /firm pressure
- ☐ Vestibular for e.g.: rocking, spinning seems to rev up, vibration seems to calm

2. What are possible topics for communication?

Units/Themes:

- Things that vibrate
- Things that spin
- Things that rock
- Things that are red
- Restaurants

Routines (i.e., joint action/turn-taking; vocational; daily living skills):

- Joint action: balloon pass or relay turn-taking game with a peer, incorporating high-fives
- Vocational: loading the washing and dryer in the gym laundry room
- DLS: setting table with Louis for snack (use red plates), brushing teeth with vibrating toothbrush

3. What are some activities you typically do that the child might find aversive?

- Pep rally, school assembly



- Visiting the nurse's office
- Blow-drying hair

4. What other modifications, strategies, and choice-making opportunities are suggested by the above information?

- Try to utilize the color red to focus attention on specific objects
- Switch to a vibrating red toothbrush for grooming
- Try using a vibrating pillow to calm agitation
- Incorporate deep pressure rubs to rev up before activities when needed
- Offer choice of peers in turn-taking routines (pushing each other in swing)
- Don't use milk or milk products in snack activities
- Practice moving out of the building quickly when a fire drill happens, using a manual bell
- Use the playground with rocking equipment and swings for recess time

End of Sample Inventory Form



Published September 2026
Texas Deafblind Project & TSBVI Outreach Programs
txdeafblindproject.org



TEXAS DEAFBLIND PROJECT

Likes and Dislikes Inventory

Likes / Dislikes Inventory

We all enjoy spending time doing things that we are good at and that we understand. The information gathered on this form will give you underlying themes that you can use for modifications, teaching strategies, topics for communication, and activities.

Child's Name: _____ Date: _____

Likes/Dislikes:

Foods (Taste / texture)

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-

Smells

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-

Touch

- Likes: _____
- Dislikes: _____



- Notes: _____

Movement (Rock/ bounce / swing)

- Likes: _____
- Dislikes: _____
- Notes: _____

Vibration (Car ride/ toys/ appliances)

- Likes: _____
- Dislikes: _____
- Notes: _____

Sights (Lights/ colors)

- Likes: _____
- Dislikes: _____
- Notes: _____

Sounds (Voices/ music/ pitch/ loudness/ environmental)

- Likes: _____
- Dislikes: _____
- Notes: _____



Muscles (Push/ pull/ bear weight)

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-

People

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-

Places

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-

Activities

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-



Toys

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-

Self-Stimulation Behaviors

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-

Other

- Likes: _____
 - Dislikes: _____
 - Notes: _____
-

Summary Information:

1. What sensory channels is the child using the most?

- ☐ Vision for e.g.: _____
- ☐ Hearing for e.g.: _____
- ☐ Touch for e.g.: _____
- ☐ Smell for e.g.: _____



☐ Taste for e.g.: _____

☐ Proprioceptive for e.g.: _____

☐ Vestibular for e.g.: _____

2. What are possible topics for communication?

Units/Themes:

Routines (i.e. joint action/turn-taking; vocational; daily living skills):

3. What are some activities you typically do that the child might find aversive?

4. What other modification, strategies, choice making opportunities are suggested by the above information?



Additional Comments:



Published September 2026
Texas Deafblind Project & TSBVI Outreach Programs
txdeafblindproject.org