

## Reinforcement Assessment for Individuals with Severe Disabilities (RAISD)

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Recorder: \_\_\_\_\_

*The purpose of this structured interview is to get as much specific information as possible from the informants (e.g., teacher, parent, caregiver) as to what they believe would be useful reinforcers for the student. Therefore, this survey asks about categories of stimuli (e.g., visual, auditory, etc.). After the informant has generated a list of preferred stimuli, ask additional probe questions to get more specific information on the student's preferences and the stimulus conditions under which the object or activity is most preferred (e.g., What specific TV shows are his favorite? What does she do when she plays with a mirror? Does she prefer to do this alone or with another person?)*

We would like to get some information on \_\_\_\_\_'s preferences for different items and activities.

1. Some children really enjoy looking at things such as a mirror, bright lights, shiny objects, spinning objects, TV, etc. What are the things you think \_\_\_\_\_ most likes to watch?

\_\_\_\_\_

Response(s) to probe questions:

\_\_\_\_\_

2. Some children really enjoy different sounds such as listening to music, car sounds, whistles, beeps, sirens, clapping, people singing, etc. What are the things you think \_\_\_\_\_ most likes to listen to?

\_\_\_\_\_

Response(s) to probe questions:

\_\_\_\_\_

3. Some children really enjoy different smells such as perfume, flowers, coffee, pine trees, etc. What are the things you think \_\_\_\_\_ most likes to smell?

\_\_\_\_\_

Response(s) to probe questions:

\_\_\_\_\_

4. Some children really enjoy certain food or snacks such as ice cream, pizza, juice, graham crackers, McDonald's hamburgers, etc. What are the things you think \_\_\_\_\_ most likes to eat?

\_\_\_\_\_

Response(s) to probe questions:

\_\_\_\_\_

5. Some children really enjoy physical play or movement such as being tickled, wrestling, running, dancing, swinging, being pulled on a scooter board, etc. What activities like this do you think \_\_\_\_\_ most enjoys?

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Response(s) to probe questions:

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6. Some children really enjoy touching things of different temperatures, cold things like snow or an ice pack, or warm things like a hand warmer or a cup containing hot tea or coffee. What activities like this do you think \_\_\_\_\_ most enjoys?

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Response(s) to probe questions:

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7. Some children really enjoy feeling different sensations such as splashing water in a sink, a vibrator against the skin, or the feel of air blown on the face from a fan. What activities like this do you think \_\_\_\_\_ most enjoys?

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Response(s) to probe questions:

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8. Some children really enjoy it when others give them attention such as a hug, a pat on the back, clapping, saying "Good job", etc. What forms of attention do you think \_\_\_\_\_ most enjoys?

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Response(s) to probe questions:

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9. Some children really enjoy certain toys or objects such as puzzles, toy cars, balloons, comic books, flashlight, bubbles, etc. What are \_\_\_\_\_'s favorite toys or objects?

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Response(s) to probe questions:

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10. What are some other items or activities that \_\_\_\_\_ really enjoys?

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Response(s) to probe questions:

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After completion of the survey, select all the stimuli which could be presented or withdrawn contingent on target behaviors during a session or classroom activity (e.g., a toy could be presented or withdrawn, a walk in the park could not). Write down all of the specific information about each selected stimulus on a 3" x 5" index card (e.g., likes a female adult to read him the 'Three Little Pigs' story.) Then have the informant(s) select the 16 stimuli and rank order them using the cards. Finally, list the ranked stimuli below.

- |          |           |
|----------|-----------|
| 1. _____ | 9. _____  |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

Notes:

# FREE OPERANT DATA SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Condition: \_\_\_\_\_ Session #: \_\_\_\_\_

|           |           |          |
|-----------|-----------|----------|
| <b>30</b> | <b>60</b> |          |
| 1 2 3 4   | 1 2 3 4   | <b>1</b> |
| 5 6 7 8   | 5 6 7 8   |          |

|           |           |          |
|-----------|-----------|----------|
| <b>30</b> | <b>60</b> |          |
| 1 2 3 4   | 1 2 3 4   | <b>2</b> |
| 5 6 7 8   | 5 6 7 8   |          |

|           |           |          |
|-----------|-----------|----------|
| <b>30</b> | <b>60</b> |          |
| 1 2 3 4   | 1 2 3 4   | <b>3</b> |
| 5 6 7 8   | 5 6 7 8   |          |

|           |           |          |
|-----------|-----------|----------|
| <b>30</b> | <b>60</b> |          |
| 1 2 3 4   | 1 2 3 4   | <b>4</b> |
| 5 6 7 8   | 5 6 7 8   |          |

|           |           |          |
|-----------|-----------|----------|
| <b>30</b> | <b>60</b> |          |
| 1 2 3 4   | 1 2 3 4   | <b>5</b> |
| 5 6 7 8   | 5 6 7 8   |          |

1 ( \_\_\_\_\_ ) = \_\_\_ / \_\_\_ = \_\_\_ %      2 ( \_\_\_\_\_ ) = \_\_\_ / \_\_\_ = \_\_\_ %

3 ( \_\_\_\_\_ ) = \_\_\_ / \_\_\_ = \_\_\_ %      4 ( \_\_\_\_\_ ) = \_\_\_ / \_\_\_ = \_\_\_ %

5 ( \_\_\_\_\_ ) = \_\_\_ / \_\_\_ = \_\_\_ %      6 ( \_\_\_\_\_ ) = \_\_\_ / \_\_\_ = \_\_\_ %

7 ( \_\_\_\_\_ ) = \_\_\_ / \_\_\_ = \_\_\_ %      8 ( \_\_\_\_\_ ) = \_\_\_ / \_\_\_ = \_\_\_ %

Notes \_\_\_\_\_

\_\_\_\_\_

**MSWO DATA SHEET**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Administrator: \_\_\_\_\_

Data Collection: \_\_\_\_\_

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 4 | 3 | 6 | 2 | 5 |
| 3 | 6 | 4 | 2 | 5 | 1 |
| 1 | 2 | 3 | 5 | 4 | 6 |
| 4 | 2 | 5 | 1 | 3 | 6 |
| 6 | 1 | 4 | 2 | 5 | 3 |
| 3 | 5 | 2 | 1 | 4 | 6 |

Notes:

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 6 | 3 | 5 | 1 | 2 | 4 |
| 1 | 3 | 4 | 2 | 6 | 5 |
| 2 | 4 | 6 | 5 | 1 | 4 |
| 5 | 2 | 1 | 6 | 4 | 3 |
| 2 | 1 | 5 | 3 | 6 | 4 |
| 6 | 5 | 2 | 4 | 1 | 3 |

Notes:

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 2 | 5 | 4 | 3 | 6 | 1 |
| 4 | 3 | 6 | 1 | 2 | 5 |
| 6 | 1 | 2 | 5 | 4 | 3 |
| 1 | 4 | 6 | 3 | 5 | 2 |
| 4 | 5 | 3 | 1 | 2 | 6 |
| 6 | 2 | 3 | 1 | 4 | 5 |

Notes: