

Student Reinforcement Survey

Part 1 - Sentence Completion

Directions: Complete the following statements

1. My favorite adult at school is:

The things I like to do with this adult are:

2. My best friend at school is:

Some things I like to do with my best friend at school are:

3. Some other friends I have at school are:

Some things I like to do with them are:

4. When I do well in school, a person I'd like to know about it is:

5. When I do well in school, I wish my teacher would:

6. At school, I'd like to spend more time with :

Some things I'd like to do with this person are:

7. One thing I'd really like to do more in school is:

8. When I have free time at school I like to :

9. I feel great in school when:

10. The person who likes me best at school is:

I think this person likes me because:

11. I will do almost anything to keep from:

12. The kind of punishment at school that I hate most is:

13. I sure get mad at school when I can't:

14. The think that upsets my teacher the most is:

15. The thing that upsets me the most is:

Part II Reinforcers (check all that apply)

Favorite Edible Reinforcers

- | | |
|---|---|
| <input type="checkbox"/> Candy (specify) _____ | <input type="checkbox"/> Snacks (specify) _____ |
| <input type="checkbox"/> Fruit (specify) _____ | <input type="checkbox"/> Nuts (specify) _____ |
| <input type="checkbox"/> Drinks (specify) _____ | <input type="checkbox"/> Vegetables (specify) _____ |
| <input type="checkbox"/> Cereal (specify) _____ | <input type="checkbox"/> Other (specify) _____ |

Academic Reinforcers

- Going to library
- Having good work displayed
- Getting good grades
- Having parents praise good school work
- Giving reports
- Making projects
- Completing creative writing projects
- Earning teacher praise
- Helping grade papers
- Getting a good note home
- Earning stickers, points, etc.
- Other (specify) _____

Favorite Tangible Items

- Stuffed animals
- Pencils, markers, crayons
- Paper
- Trucks, tractors
- Sports equipment
- Toys
- Books
- Puzzles

Activity Reinforcers

- Coloring/drawing/painting
- Making things
- Going on field trips
- Taking care of/playing with animals
- Going shopping
- Eating out in restaurant
- Going to movies
- Spending time alone
- Reading
- Having free time in class
- Having extra gym/recess time
- Working on the computer
- Other (specify) _____

Social Reinforcers

- Teaching things to other people
- Being the teacher's helper
- Spending time with my friends
- Spending time with the teacher
- Spending time with the principal
- Spending time with _____
- Having class parties
- Working with my friends in class
- Helping keep the room clean
- Being a tutor
- Being a leader in class
- Other (specify) _____

Recreation/Leisure Reinforcers

- Listening to music
- Singing
- Playing a musical instrument
- Watching TV
- Cooking
- Building models
- Woodworking/carpentry
- Sports (specify) _____
- Working with crafts
- Other (specify) _____
- Other (specify) _____

REINFORCER CHECKLIST

Student _____ Date _____

Grade _____ Person Completing Form _____

Please answer YES or NO if the item or activity is something you (the student) would like to earn as a reward for working hard in school.

ACTIVITIES

Video Game	YES	NO	Basketball	YES	NO
Swimming	YES	NO	Magazine	YES	NO
Watch Video/DVD	YES	NO	Drawing	YES	NO
Walking	YES	NO	Field Trips	YES	NO
Comic Books	YES	NO	Puzzles	YES	NO
Play Dough	YES	NO	Board Game	YES	NO
Craft Activities	YES	NO	Card Game	YES	NO

Please list any favorite activities or special favorites that you may have

MATERIALS

Stickers	YES	NO	Erasers	YES	NO
Special Pencils	YES	NO	Bubbles	YES	NO
Lotions	YES	NO	Play Dough	YES	NO
Colored Pencils/Crayons	YES	NO	Rings	YES	NO
Free Tardy Pass	YES	NO	Puzzles	YES	NO
Bookmarks	YES	NO	Trading Cards	YES	NO
Action Figures	YES	NO	Small Toys	YES	NO
Free Assignment Pass	YES	NO	Necklaces	YES	NO

Please list any favorite items or special favorites that you may have

FOOD

Small one-bite Candies	YES	NO	Cereal	YES	NO
Larger Candy	YES	NO	Fruit	YES	NO
Vending Machine Drink	YES	NO	Pretzels	YES	NO
Juice/Punch	YES	NO	Potato Chips	YES	NO
Vegetables & Dip	YES	NO	Corn Chips	YES	NO
Crackers	YES	NO	Cookies	YES	NO
Donuts	YES	NO	Bagels	YES	NO
Candy Bars	YES	NO	Cheese	YES	NO

Please list any favorite name brands or special favorites that you may have

SOCIAL

Pat on the Back	YES	NO	Verbal Praise	YES	NO
Extra PE/Gym Time	YES	NO	Free Time	YES	NO
Games w/Teacher	YES	NO	Field Trips	YES	NO
Games w/ Friends	YES	NO	Special Seat	YES	NO
Lunch w/ Friends	YES	NO	High Five	YES	NO
Visit w/ Friends	YES	NO	Awards	YES	NO

Please list any favorite activities or special favorites that you may have

Rank the top 5 incentives from the lists above:

1. _____
2. _____
3. _____
4. _____
5. _____

Reinforcer Assessment for Individuals with Severe Disability (RAISD)

Fisher, W.W. Piazza, C.C., Bowman, L.G., & Amari, A. (1996). Integrating caregiver report with a systematic choice assessment. *American Journal on Mental Retardation*, *101*, 15-25.

Student's Name: _____ Date: _____
 Name of Reporter: _____

The purpose of this structured interview is to get as much specific information as possible from the informant (e.g., teacher, parent, or caregiver) as to what they believe would be useful reinforcers for the student. Therefore, this survey asks about various categories of stimuli. 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 to probe questions:

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

Response 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 like to smell?

Response 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 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?

Response to probe questions:

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 cup containing hot tea or coffee. What activities like this do you think _____ most enjoys?

Response to probe questions:

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?

Response to probe questions:

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?

Response to probe questions:

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?

Response to probe questions:

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

Response to probe questions:

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 an index card (e.g., "Having an adult female read him the Three Little Pigs story"). Then have the informant select the top 16 stimuli and rank order them using the cards. Then list the ranked stimuli below.

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

Are there any items (from the above list) that you would not want to use?

Are there any items (from the above list) you would not want to limit _____'s access?

Procedural Integrity Checklist

Free Operant

Evaluator Name: _____ Observer Name: _____
 Time of Observation: _____ Date of Observation: _____

Directions: Check the column best indicating the level of implementation for each objective.

Preparation:

<i>Did the Evaluator:</i>	<i>Not Observed</i>	<i>Partial</i>	<i>Full</i>	<i>Comments</i>
Use information from observations and interviews to create a list of potential reinforcers				
Have at least 6 items out at one time				
Include items that are easily obtained and are appropriate for a classroom setting				
Conduct the assessment at a time with minimal distractions				
Give the student his/her complete attention				

Assessment:

<i>Did the Evaluator:</i>	<i>Not Observed</i>	<i>Partial</i>	<i>Full</i>	<i>Comments</i>
Allow the student to sample reinforcers				
Display all items so that student had visual and physical access				
Record which items the student approaches and manipulates				
Record the duration of time the student engages with the item				
Set a time limit for observations and end the session with minimal distress to student				

Percentage of Items Fully Implemented: ___/10 = ___%

