

Name:

Date:

Training Title: Individualized Intensive Interventions: Form and Function

Trainer:

Reference #:

Number of Sessions in Training:

Total # of hours in Training: Two Hours

Thank you for your participation in this training. To help us make sure this training taught what we hoped it would, we ask that you complete this survey. Your responses will tell us what was taught well and what areas of the training may need to be changed to teach it better. You may use your materials to help you answer the questions, but you may not talk with others in the class while you complete it.

PLEASE NOTE: Your answers are not used toward a grade, will not affect your completion of the course, and are not used in the awarding of hours or CEUS.

SECTION I

Think back to what you knew and did **BEFORE** you took this training. Rate the knowledge and skills you think you had before taking this training.

| KNOWLEDGE AND SKILLS | BEFORE I took this training my knowledge and skills were: | | | | |
|--|--|----------|----------|----------|--------------------|
| 1. Define challenging behaviors | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 2. Define forms and function of communication. | 1 (L) | 2 | 3 | 4 | 5 (High) |
| 3. Identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 4. List the steps involved in Individualized Intensive Intervention | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 5. Use a behavioral equation | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 6. Identify the function of challenging behavior | 1 (Low) | 2 | 3 | 4 | 5 (High) |

Think back to what you learned in this training. Rate the knowledge and skills you have now that you've taken the training in the **AFTER** column.

| KNOWLEDGE AND SKILLS | AFTER I took this training my knowledge and skills were: | | | | |
|--|---|----------|----------|----------|--------------------|
| 1. Define challenging behaviors | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 2. Define forms and function of communication. | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 3. Identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 4. List the steps involved in Individualized Intensive Intervention | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 5. Use a behavioral equation | 1 (Low) | 2 | 3 | 4 | 5 (High) |
| 6. Identify the function of challenging behavior | 1 (Low) | 2 | 3 | 4 | 5 (High) |

SECTION II:

Please answer the following questions by clearly writing your response in the space provided. You may review your training materials, but you may not share or discuss your responses with other participants.

1. Define Challenging Behaviors.
2. What is meant by form of challenging behavior?
3. What is meant by function of challenging behavior?
4. What are five steps identified in Individualized Intensive Interventions?
5. Name the components of a Behavioral Equation?
6. What is the most important idea, concept, or theory that you learned in this training that you did not already know?

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Section III Rating Scale

Score each question using the following guide:

- 5- Excellent-** The response demonstrates **exceptional** knowledge of the concept
- 4- Strong-** The response demonstrates **more than adequate** knowledge of the concept
- 3- Good-** The response demonstrates **adequate** knowledge of the concept
- 2- Fair-** The response demonstrates **less than adequate** knowledge of the concept
- 1- Poor-** The response demonstrates **inadequate** knowledge of the concept

Core Competencies Addressed

- **Core Knowledge Area (CKA):** Observing, Documenting, Screening and Assessing Young Children and Their Families
- **Key Elements (KE):** Understand the goals, benefits, purposes, and uses of screenings and assessments
- **Tier/Level (T):** IV
- **Core Competency (CC):** Analyze and evaluate observation and assessment findings