

Name:

Date:

Training Title: Individualized Intensive Interventions: Hypothesis Development

Trainer:

Reference #:

Number of Sessions in Training:

Total # of hours in Training: One Hour

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. Purpose of hypothesis statement in the Individualized Intensive Intervention process | 1 <small>(Low)</small> | 2 | 3 | 4 | 5 <small>(High)</small> |
| 2. Structure of a hypothesis statement | 1 <small>(Low)</small> | 2 | 3 | 4 | 5 <small>(High)</small> |
| 3. Ways to verify/confirm hypothesis statements accuracy | 1 <small>(Low)</small> | 2 | 3 | 4 | 5 <small>(High)</small> |

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. Purpose of hypothesis statement in the Individualized Intensive Intervention process | 1 <small>(Low)</small> | 2 | 3 | 4 | 5 <small>(High)</small> |
| 2. Structure of a hypothesis statement | 1 <small>(Low)</small> | 2 | 3 | 4 | 5 <small>(High)</small> |
| 3. Ways to verify/confirm hypothesis statements accuracy | 1 <small>(Low)</small> | 2 | 3 | 4 | 5 <small>(High)</small> |

FOR TRAINER USE ONLY

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