

Name:

Date:

Training Title: Individualized Intensive Interventions: Strategy Choice and Planning; Prevention, Replacement, and Responses

Trainer:

Reference #:

Number of Sessions in Training:

Total # of hours in Training: Three 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. Describe and select strategies that may be used to prevent challenging behavior	1 (Low)	2	3	4	5 (High)
2. Define functional equivalence	1 (Low)	2	3	4	5 (High)
3. Identify replacement skills that may be taught to replace challenging behavior	1 (Low)	2	3	4	5 (High)
4. Choose ways to respond that does not maintain or reinforce 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. Describe and select strategies that may be used to prevent challenging behavior	1 (Low)	2	3	4	5 (High)
2. Define functional equivalence	1 (Low)	2	3	4	5 (High)
3. Identify replacement skills that may be taught to replace challenging behavior	1 (Low)	2	3	4	5 (High)
4. Choose ways to respond that does not maintain or reinforce 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 functional equivalence.
2. List some strategies that can prevent challenging behaviors.
3. List some strategies that are used to teach replacement skills.
4. What are some ways you can respond to challenging behaviors that makes them less likely to occur?
5. What are some ways to respond that encourage the use of a newly acquired skill?
6. What is the most important idea, concept, or theory that you learned in this training that you did not already know?

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