

## Post-Competency Assessment Form

Teacher: \_\_\_\_\_ Trainer: \_\_\_\_\_

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

### Directions

- READ, in the table below, the list of strategies that teachers use to help children acquire social competence.
- CHECK OFF whether you do these things “regularly,” “sometimes,” or “not enough.”
- DISCUSS your answers with your Trainer.

### Strategies for using positive behavior support to guide children’s behavior

I DO THIS:	Regularly	Sometimes	Not Enough
1. Find time to give children individual attention throughout the day.			
2. Use classroom practices that are developmentally appropriate.			
3. Use observation to identify the purpose of a child’s misbehavior.			
4. Give children who need additional support opportunities to practice target behaviors.			
5. Use task analysis to identify times when children need additional support to be successful.			

### Strategies for setting rules and limits for children with disabilities

I DO THIS:	Regularly	Sometimes	Not Enough
1. Tell children what they <i>should</i> do in a situation rather than what not to do.			
2. Set just a few behavioral expectations for each child.			
3. Give children frequent opportunities throughout the day to make choices.			
4. Make sure there are lots of occasions for make-believe play every day.			
5. Give children activities that require them to set, negotiate, and follow rules.			

Continued

**Strategies for addressing the needs of children who behave aggressively**

I DO THIS:	Regularly	Sometimes	Not Enough
1. <i>Seek out times to play with and give attention to children when they are in a calm, relaxed mood.</i>			
2. <i>Keep an objective point of view when helping children to calm down.</i>			
3. <i>Give children a chance to tell you about an aggressive incident from their point of view.</i>			
4. <i>Let children know when their behavior hurts someone else.</i>			
5. <i>Teach children strategies for repairing relationships.</i>			

## Trainer Competency Assessment/Observation Form

Teacher: \_\_\_\_\_ Trainer: \_\_\_\_\_

Setting: \_\_\_\_\_ Date/Time: \_\_\_\_\_

### Observation Notes:

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### Directions

- REVIEW your records from this observation and other information you collected while this teacher was working on Module 8.
- In the following table, SCORE each criterion of competence that you can substantiate.

## Criteria of Competence

### Strategies for using positive behavior support to guide children's behavior

THE COMPETENT TEACHER WILL:	Met	Partially Met	Not Met
1. Find time to give children individual attention throughout the day.			
2. Use classroom practices that are developmentally appropriate.			
3. Use observation to identify the purpose of a child's misbehavior.			
4. Give children who need additional support opportunities to practice target behaviors.			
5. Use task analysis to identify times when children need additional support to be successful.			

### Strategies for setting rules and limits with children with disabilities

THE COMPETENT TEACHER WILL:	Met	Partially Met	Not Met
1. Tell children what they <i>should</i> do in a situation rather what not to do.			
2. Set just a few behavioral expectations for each child.			
3. Give children frequent opportunities throughout the day to make choices.			
4. Make sure there are lots of occasions for make-believe play every day.			
5. Give children activities that require them to set, negotiate, and follow rules.			

Continued

**Strategies for addressing the needs of children who behave aggressively**

THE COMPETENT TEACHER WILL:	Met	Partially Met	Not Met
1. <i>Seek out times to play with and give attention to children when they are in a calm, relaxed mood.</i>			
2. <i>Keep an objective point of view when helping children to calm down.</i>			
3. <i>Give children a chance to tell you about an aggressive incident from their point of view.</i>			
4. <i>Let children know when their behavior hurts someone else.</i>			
5. <i>Teach children strategies for repairing relationships.</i>			

**Notes**