



The Role of an Effective Internal Coach

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Internal Coach

Harrisburg City School District



Agenda

- The role of an Internal Coach
- The ABCs of Internal Coaching
- Tips for success
- Overcoming obstacles and building capacity
- Keeping it all together- organization is key





The Role of an Internal Coach

The goal is to **build capacity** at the supported site so that it can eventually implement ABA/VB at an independent level. The internal coach plays a critical role in this goal. Training and consultation is provided to the internal coach so that he/she can eventually achieve a **lead consultative role** to the teachers and staff of the site he/she supports.





Internal Coach Duties

- Observe, provide feedback, modeling, and guided practice for items listed on the site review.
- Reinforce teacher and staff behaviors and support their efforts when and where appropriate.
- Provide resource/reference material to support ABA concepts or other areas relevant to the items listed on the site review. These can be found on the ABA resource files provided by the Autism Initiative.
- Provide group training opportunities when possible in coordination with the consultant where appropriate.
- Communicate with the PaTTAN consultants on a regular basis about progress in the classroom through...
 - Overlapping of time in the classroom with the consultants serving the classroom and/or BCBA visit.
 - Written summaries/consult notes updating the consultants on the internal coach's recommendations with quantitative data and in observational terms. (Objective not subjective) (see the format provided by consultants)
 - Keep record of time logs/consult notes in the consultation binder to document independent internal coach site visits.





Internal Coach Duties

- Guide, support, and facilitate the recommendations in the consultant's summary notes which are based on ABA concepts and the site review.
- To provide a clear distinction between ones duties as the internal coach and ones duties as a district (or other) employee when making recommendations.
- Attend trainings that will allow further development of skills related to implementation of effective instructional practices
- Acquire a skill set similar to that of PATTAN Autism Initiative consultants so that your school district or program can independently maintain provision of ABA supports as well as to support dissemination of evidence-based practices.





The ABCs of Internal Coaching

- **Desired behavior-** Teachers and paraprofessionals implementing procedures with fidelity.
- **Antecedents to this behavior-**
 - **Establish motivation-**
 - break larger tasks into smaller tasks
 - reduce effort
 - gradually fade in demands
 - make it easy to engage in the behavior
 - **Become an Sd-** pair yourself with reinforcement but more importantly, pair the teaching procedures with reinforcement (otherwise, the behavior will only occur in your presence).
 - **Prompts-** provide prompts from known skill sets (Mini trainings), modeling, guided practice





The ABCs of Internal Coaching

- **Consequence-** Reinforcing the behavior increases the future probability of the behavior occurring.
- Reinforce frequently and immediately.
- Vary what you deliver and how you deliver it.
- (Staff reinforcer survey)





Tips for Internal Coaches

Keep it focused

- Pick out just a couple areas to focus on at one time to keep the feedback you're providing to the teacher focused and the goals you're setting attainable
- Limit the topics to 2-3 per session

What are you trying to achieve?



5/15/18 Notes for [REDACTED]

Topics:

1. Follow up on fluency program for [REDACTED]
2. Review assessment of new student- recommended programs

Data/Observations & Recommendations:

1. A fluency program was started for [REDACTED] during the last visit. Following a review of data, a fluency procedural fidelity check was conducted to determine the possible reasons for the varied rates of responding (see attached).
 - a. When you model a session, you want to model exactly how you want him to respond. This includes going fast and responding for the full 10 seconds. Ian may have stopped after tacting the 6th picture in the sequence because that was how it was modeled.
 - b. Make sure to use a promise reinforcer to motivate him to go fast and differentially reinforce when he goes faster. Keep the session is fun for him and celebrate when the timer goes off whether he meets the aim or not.
2. A new student started in [REDACTED] class. She has already started and completed most of the VB-MAPP, but requested assistance with some of the assessments. Prioritize assessments for the following operants so that instructional programs can be started as soon as possible: mand, tact, LR, MI, and echoic. Begin active mand targets (3-5 mands for item present) while you complete other assessments.

While [REDACTED] emitted some spontaneous mands for information, he could not request highly motivating items (e.g train) that were right in front of him. He needed several prompts before he was able to ask for the train. Therefore, it is recommended that his instructional level be set at manding for items present. Echoic prompts evoked the behavior, so a vocal response form is recommended.





Tips for Internal Coaches

- Have a clear goal in mind, a timeline/plan to achieve the goal, but don't be afraid to go off-course when needed.

5/17/18 Notes for [REDACTED]

Topics:

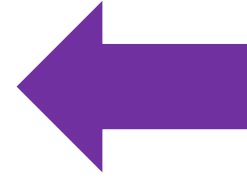
1. ~~Review task actions protocol~~
2. ~~Modeling and guided practice for teaching task actions~~
3. ~~DeAngelo's problem behavior~~

Data/Observations & Recommendations:

1. Staff reported an increase in [REDACTED] problem behavior. Although no data were available, the behavior seems to serve multiple functions. Sometimes [REDACTED] screams when he wants something and other times, he screams to escape demands. The IC modeled giving up reinforcers, count and mand, and escape extinction protocols. The team discussed when to use count and mand versus escape extinction. Effective teaching procedures were also reviewed.
 - Pair teaching environment with positive reinforcement
 - Fade in effort and difficulty of tasks (start with easy demands)
 - Fade in number of demands (stay under the VR for first few run-throughs)
 - Reduce learner errors (errorless teaching)
 - Intersperse easy and difficult tasks
 - Mix and vary instructional demands (no more than 3 of the same operant in a row)
 - Use escape extinction for off task responses
 - Fast-paced instruction (short inter-trial interval, no more than 2 seconds between trials)
 - Teach to fluency

Other recommendations-

- Start each IT session with pairing and an opportunity to mand
- Don't overuse "ready hands" as this can become a warning signal of worsening conditions. Be sure to reinforce ready hands across all settings.
- Avoid pulling [REDACTED] up when he falls out of his chair. Provide a gentle physical prompt, as modeled and repeat the demand in a neutral-firm tone.
- Get a few cooperative responses before delivering reinforcement, otherwise you may be inadvertently reinforcing the problem behavior.
- Based on the transcription, change [REDACTED] VR to 4 so that you can reinforce before problem behavior occurs.
- Be careful not to change the operant, as this can make the skill too hard. For example, for motor imitation, use the Sd "do this" rather than "hands over head." This changes the task to an LR, which he may not be able to do independently.





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Observer 1: HM Observer 2: IOA%

	YES	NO	N/A
1. Was baseline tested to determine field size, timing sprint, and S ^d s that will enable the student to go as fast as possible?	X		
2. Is an aim set that is relevant to the student (e.g., based on performance of a same-aged peer)?	X		
3. Are materials ready and available? (e.g., timer, clicker, poster, cards, data sheet and reinforcers)?		X	
4. Did staff model responses (responding quickly and accurately) for student?	X		
5. Is the staff using a fun tone to get the student excited and ready?	X		
6. Did the staff start the timer when the student emitted the first response?	X		
7. Did the staff use a clicker to track number of responses?	X		
8. Did staff deliver reinforcement after each timing?		X	
9. Did staff use differential reinforcement: better and more reinforcement for the fastest responses?		X	
10. Did staff vary the order of S ^d (cards or instruction, verbal S ^d) for every timing?	X		
11. Did staff collect the data?	X		
12. Did staff write the best score of the day on the data sheet?	X		
13. Did staff convert the score to rate per minute?	X		



Tips for Internal Coaches

- Regular feedback is important to maintaining motivation and preventing procedural drift
- Sandwich the feedback
- Offer specific, descriptive feedback

Transcription Worksheet/Feedback

Date	Instructor: <u>example</u> Student: <u>example</u> Set VR: <u>7</u> Observer: <u>HM</u>				
	Start time: _____ End time: _____ Total Time: _____				
Run Thrs.	Transcription	Seconds per Run Thru	Hard Trials	Easy Trials	Total Trials
1	MI LR E T SR ⁺		0	4	4
2	T T IV LR TA SR ⁺		0	5	5
3	LR (T ^p T^p) E MI (T ^v - T ^p T^p)		3	4	7
	LR T ^v SR ⁺				
4	IV IV T (T ^p T^p) LR MI E		5	10	15
	(T ^v - T ^p T^p) LR (T ^v - T ^p				
	T^p) MI (T ^v T ^p) E E T ^v SR ⁺				

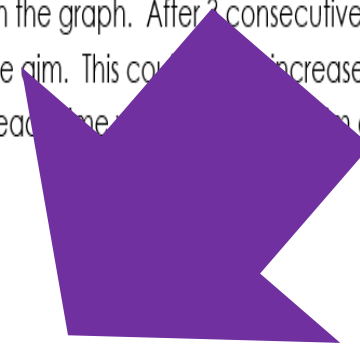




Tips for Internal Coaches

- Take notes so that the team can follow-up
- Break tasks down into smaller achievable chunks
- Attach resources as applicable

2. Procedures for Tyniah's fluency program. Run 3 sessions per day and graph her best score daily. Her best score will be the most correct with the least incorrect. Use 2 data points and a double Y axis graph if needed- ● = correct X = incorrect Draw the aim line on the graph. After 2 consecutive days meeting or exceeding the aim, increase the aim. This could mean an increase in the field size. Draw a phase change line each time the aim is increased and denote the change made.



To Do:

1. Use the problem behavior across antecedents data sheet (attached) to collect data on [REDACTED] problem behavior.
2. Run between 25 and 50 practice opportunities for interruption/transition throughout the day with [REDACTED] Record each trial on the interruption/transition data sheet and graph the % of successful trials each day.
3. Keep data on [REDACTED] fluency program and graph her best score each day.





Tips for Internal Coaches

Model ➡ Lead ➡ Test ➡ Verify





Overcoming Obstacles

- Situation 1: The struggling teacher
 - Develop trust by listening and not judging. People won't open up and identify the areas where they need help and will not take risks if there's no trust.
 - Always assume that the person is trying their best. They may not know what the true problem is in order to be able to ask for help.
 - Take data. Lack of progress indicates that it's time to change something.
 - The first consideration should always be, what can I do differently? For example:
 - Do we need to meet more frequently?
 - Are there prerequisite skills that I need to teach or reteach?
 - Is the instructor contacting enough reinforcement?
 - Could I add prompts to the environment such as wall cues?





Overcoming Obstacles

- Situation 2: Resistant individuals
 - Get to the source of *why* someone is resistant. It could be that they lack understanding of the goals behind the interventions.
 - Show them data.
 - Have they had an opportunity to work with a student and be successful?
- Situation 3: High turn-over rate
- Situation 4: The IC plays dual roles
 - Stick to a schedule- classrooms have schedules so that we can allocate time for instruction- schedule is flexible





Organization

- Staff training data document
- Site Review
- Most recent PaTTAN consultation notes and most recent Internal Coach notes
- Questions board for communication



Autism Initiative ABA Supports
Site Review Form
Annotated with Scoring Criteria

Teacher: Hbgso

Reviewer: _____ Date: May 2017

Consultants: _____ Student/Staff ratio: _____

Other staff: _____

Reliability check: Y N Pre (Post) _____

If yes, second reviewer: _____ Score: _____

Classroom Organization

	Yes	No
1. Chart for student schedules? Must correlate with observed pattern of instruction for 2 students at 2 observational checks. Any evidence of written posted student schedule for day or significant portion of day. Can be on clipboard, but also needs to have most information posted on wall in a central location that is visible to all staff. This is not the same as children's "activity schedules." The chart must include schedule with intervals of not more than 30 minute duration and 75% of all intervals must correlate with instructional targets and/or procedures (for instance, if more than 25% of the intervals state "Independent time," score "no" since there is not an indication of what will be taught or how; if "Intensive teaching" is on schedule, staff must also have prepared card sort or probe sheet indicating content of the IT session.)	AB JG KH CB DB	
2. Chart for assignment of staff schedule? Must correlate with observed pattern of instruction for one staff at 2 observational checks. May be same chart as student schedule, but must include a delineation of staffing patterns: who is to do what at what time. The chart must clearly indicate who is assigned to which students and for at least 75% of the interval, what they will be teaching.	AB JG KH CB DB	
3. One or more ABA/VB cues posted? Any one or more posting of any ABA or VB cue for staff. Can range from posted targets or procedures for particular children to general reviews of key conceptual or procedural terms. May also include specific instructional reminders for staff.	AB JG KH CB	CG DB
4. Regular team meetings? Must have some formal process: either a regularly scheduled meeting or a written procedure for how team works together. To be considered here team meetings must have a focus on instructional or behavior change issues including training, procedural description, and/or data-review. Team meetings should occur no less than once every four weeks to receive credit for this item. Teams are advised to keep record of team meetings: log of meetings is best evidence for this item although raters can also consider evidence of content covered (i.e. agendas, etc.)	AB JG KH CB DB	
Classroom environment		
5. Is the classroom neat and organized? This involves a general impression: basically is the room free of clutter and are floors free of impediments to movement. Also consider the degree to which students can move easily between activities and especially the degree to which physical arrangement allows staff to monitor behavior of students.	AB JG KH CB DB	
6. Is access to reinforcers controlled by staff? Must demonstrate 3 examples: such as physical changes to environment, use of sorted snacked trays, reinforcers in view but out of reach, carpenter's pocket vests, etc. Additionally the adult control of reinforcers must be demonstrated for all students with mand programs in place.	AB JG KH CB	DB
7. Is seating appropriate for children? Chair and table size relative to most students so that students can sit in chair with feet on the floor.	AB JG KH CB DB	

Use of appropriate vocal training processes. Differential reinforcement of vocal responding, stimulus-stimulus pairing, Echoic procedures, Kaufman procedures, or other vocal training. Any evidence that any of these procedures are in use and used across staff. The procedures can be guided by the support SLP but must have some component of follow-through involving teacher and/or para educators. Employing the procedures in weekly SLP sessions outside of the classroom is insufficient.

54. **Direct instruction** (Language for Learning, Reading Mastery, etc.). Any use of evidence based instruction beyond use of the ABLIS/VB-MAPP. This item can be omitted from calculation of percent implemented if student functional levels suggest DI or evidence based and procedural instructional protocols are not needed and/or appropriate relative to student's functional levels (in other words all students are early or intermediate learners based on VB-MAPP or other appropriate assessment.)

55. **Fluency or precision based teaching** (timed trials, celeration charting) Must include rate data and some form of visual analysis, such as the Standard Celeration Chart or equal interval graph. (can be N/A if all students in class are early learners who have just started basic programs or if there is clear evidence of fluent performance)

Group Instruction

56. **Group instruction "Groups"** include two or more students. Can score NA (not applicable) if not observed or if group instruction is not appropriate for the class given the functional levels of enrolled students. If NA is scored do not include in total percent implemented calculation. Must get 3/3 below to score yes. Be sure that a skill is being taught: ask teacher what they hoped student would do different as a result of the group instruction: look for direct outcomes.

a. **Group responses** (i.e. choral responses)

b. **Clear targets** (instruction is derived from a skill sequence or curriculum)

c. **General engagement** (judgment call but can be formalized through a time sample or a count of responses per minute)

Social Skills Training

57. **Social Interaction Instruction** (direct teaching of social skills; two of 4 of the following). Any evidence of directly teaching children to interact with each other, including using peer to peer mand procedures, establishing peers as conditioned reinforcers, teaching peers to play with one another.

a. **Peers as conditioned reinforcers:** Systematic procedures used to increase approach behavior from one student to other students.

b. **Peer to peer manding:** Must be structured and implemented regularly, should also include data.

c. **Play skills or leisure skills taught.** Must include specific evidence of teaching children to play with one another at an appropriate level. Do not score this item if the instruction is simply allowing children free time in which they are near other children. Must include a reference to a social skill sequence or target level of quantification (e.g. children will comment to peers X number of times)

d. **Is a hierarchy of social skills established, assessed and taught?** Must be able to identify a sequence of social skills or established curriculum that is used to assess,

Internal Coach Binder

Bianco

Garrison

Hagstrom

Blankenship

Owen

<p>Select Site:</p> <p>Site System: Yes</p> <p>Site System: No</p> <p>Site System: OBC</p>	<p>Site System: Yes</p> <p>Site System: No</p> <p>Site System: OBC</p>
<p>Classroom Organization</p> <p>1. Chart for student whereabouts? Must correlate with observed pattern of instruction for 2 students at 2 observational checks. Any instance of written pattern student whereabouts information posted on wall in a central location that is visible to all staff? This is not the same as children's "activity schedule." The chart must include schedule with intervals of not more than 30 minute intervals and 75% of all materials must correlate with instructional targets under procedures. (The instance, if more than 75% of the will be taught or how, if "have more teaching" is so, then it is, and it must be prepared and sent to the school's instructional content of the 17 weeks.)</p> <p>2. Chart for assignment of individualized activities? Must correlate with observed pattern of instruction for one staff at 2 observational checks. May be same chart as student whereabouts, but must include a delineation of staffing patterns, who is to do what, at what time. The chart must clearly indicate who is assigned to which students and for at least 75% of the intervals, what will be taught.</p> <p>3. One or more data/VB cues posted? Any one of three posting of any data or VB cue for staff. Can range from posted targets or procedures for particular children to general review of key conceptual or procedural skills. May also include specific instructional reminders for staff.</p>	<p>Yes</p> <p>No</p> <p>OBC</p> <p>Yes</p> <p>No</p> <p>OBC</p> <p>Yes</p> <p>No</p> <p>OBC</p>
<p>Classroom environment</p> <p>4. Is the classroom well and organized? This includes a general impression, basically, is the room free of clutter and are there free of impediments to movement. Also consider the degree to which students can move easily between activities and especially the degree to which physical arrangement allows staff to observe behavior of students.</p> <p>5. Is access to materials controlled by staff? Must demonstrate 2 examples, such as physical changes to environment, use of verbal control (e.g., "materials are over here but out of reach, completely posted signs, etc. Additionally, the adult control of materials must be demonstrated for all students with visual supports in place.</p> <p>6. Is access to materials controlled by staff? Must demonstrate 2 examples, such as physical changes to environment, use of verbal control (e.g., "materials are over here but out of reach, completely posted signs, etc. Additionally, the adult control of materials must be demonstrated for all students with visual supports in place.</p>	<p>Yes</p> <p>No</p> <p>OBC</p> <p>Yes</p> <p>No</p> <p>OBC</p>
<p>Arrangement of instructional materials and materials organization</p> <p>7. Are the displays or other storage areas for instructional materials labeled and organized in a manner that is visible to all staff? Must demonstrate 2 examples, such as physical changes to environment, use of verbal control (e.g., "materials are over here but out of reach, completely posted signs, etc. Additionally, the adult control of materials must be demonstrated for all students with visual supports in place.</p> <p>8. Are the displays or other storage areas for instructional materials labeled and organized in a manner that is visible to all staff? Must demonstrate 2 examples, such as physical changes to environment, use of verbal control (e.g., "materials are over here but out of reach, completely posted signs, etc. Additionally, the adult control of materials must be demonstrated for all students with visual supports in place.</p>	<p>Yes</p> <p>No</p> <p>OBC</p> <p>Yes</p> <p>No</p> <p>OBC</p>
<p>19. Are materials readily accessible to instructor? Teaching materials must be easily accessible to teaching staff while they are working directly with children. Do they have materials they need for teaching other teachers? Can be printed, but if cards are not available, are other means of storing instructional materials readily accessible?</p>	<p>Yes</p> <p>No</p> <p>OBC</p>
<p>20. Is a card sort system in place for intensive teaching? Are the materials grouped by verbal concepts or other relevant categories or by the child's individual program? This includes evidence of a well-organized card sort system for 21 children. The card sort system is a card sort system that is organized by verbal concepts or other relevant categories or by the child's individual program. The card sort system is a card sort system that is organized by verbal concepts or other relevant categories or by the child's individual program. The card sort system is a card sort system that is organized by verbal concepts or other relevant categories or by the child's individual program.</p>	<p>Yes</p> <p>No</p> <p>OBC</p>
<p>Data Systems</p> <p>11. Are program notebooks available? Do all of the students have a notebook with instructional programs listed? If not all students have a notebook, can the program of students without notebooks be easily accessed by the staff? Do all staff have a notebook with instructional programs listed? If not all staff have a notebook, can the program of staff without notebooks be easily accessed by the staff? Do all staff have a notebook with instructional programs listed? If not all staff have a notebook, can the program of staff without notebooks be easily accessed by the staff?</p> <p>12. Are notebooks arranged systematically? (i.e., have tabs with labels) See tabs for teaching for reading, for data organization related to ABA, VB, VB-MAPP or ABLLS-R arranged by the student's ID. The organization must reflect a data-driven approach.</p>	<p>Yes</p> <p>No</p> <p>OBC</p> <p>Yes</p> <p>No</p> <p>OBC</p>
<p>13. Are language programs balanced and appropriate? (must have 3/2 below)</p>	<p>Yes</p> <p>No</p> <p>OBC</p>
<p>14. Are there at least 3 programs related to verbal concepts?</p>	<p>Yes</p> <p>No</p> <p>OBC</p>
<p>15. Are there at least 3 programs related to verbal concepts?</p>	<p>Yes</p> <p>No</p> <p>OBC</p>
<p>16. Are there at least 3 programs related to verbal concepts?</p>	<p>Yes</p> <p>No</p> <p>OBC</p>
<p>17. Are there at least 3 programs related to verbal concepts?</p>	<p>Yes</p> <p>No</p> <p>OBC</p>

**PATTAN Autism Initiative
Applied Behavior Analysis Supports
Consultation Visitation Summary**

Date of Site Visit: 4/6/18
Classroom: Harrisburg Area School District, [REDACTED]

Staff Initials

Teacher: [REDACTED]
Paraprofessional: [REDACTED]
Student: [REDACTED]
Parent: [REDACTED]
Specialist: [REDACTED]
Supervisor: [REDACTED]
Intervenor: [REDACTED]
Consultant: [REDACTED]
AEC: [REDACTED]

Overview: Team mentioned concern over [REDACTED] lack of progress and increased screaming and sleeping behaviors. Consultant was able to transcribe and offer guided practice to ensure fidelity of teaching procedures as well as modify program to sequence skills incrementally easiest to most difficult.

General Notes:

- The classroom would benefit from a minimum of two large dividers for [REDACTED]. Both students are very distractible and the natural borders would serve to focus their attention and increase attention to task.
- Designate teaching materials for each student and keep in their assigned area at all times. Same goes with reinforcers.
- Continue to be on the look-out for cheap toys with buttons or keys that light up or are interesting for Jahiem & Ahnirae.

Topic 1: [REDACTED] Problem Behavior and Student Programming

Data & Observation: Team stopped taking behavior data but reports an increase in screaming and sleeping. Classroom team reports they have reduced VR to 1. A session was transcribed as below:

	Cheryl & Ahnirae	
1	(MTS) ... vp	We have to develop a list of reinforcers and utilize a variety of them throughout each session and throughout each day. Keep your SD the same throughout the P-T-D-C sequence. Double check what operant is to be taught or is known and make sure to keep the SD consistent. In other words, don't switch from "put on" to "do this" within the run-through. Make sure you are using the right SD from the beginning based on her known skill or the targeted skill to be taught. See additional recommendations below
	(IV)	
	LR ₁ ^(M) attempts at sit+ (edibles)	
	(LR ₁ ^(M) I ^(M) T ^(M) P ^(M))	
	(MTS MTS ^(M) MTS ^(M) MTS ^(M) MTS)	
	(LR ₁ ^(M) LR ₂ ^(M))	
	Set VR: 3 Actual VR: 6 Recommended easy:hard ratio 20:80 Actual easy:hard ratio 17:83	

5/21/18 Notes for Owen

Topics:

- Review pre site review
- Transcription IT & Mand

Data/Observations & Recommendations:

- A schedule fidelity check was conducted (see attached). All staff were following the posted schedule during the two checks. The current schedule conveys all pieces of information except for the location of instruction. Post the signs for each table to indicate where instruction should occur.
- Transcription was taken during a mand session with [REDACTED] (see attached). [REDACTED] captured MO for a variety of items and social reinforcers. The IC modeled errorless teaching for mands and demonstrated within trial transfers and second trial transfers. The target "back scratch" lends itself to the second trial transfer because you can differentially reinforce (giving better reinforcement) when he responds more independently. The IC also modeled procedures for future target mands and establishing operations. Below is a brief outline for **within trial transfer**:

- Establish motivation
- Prompt the mand, student repeats the prompt
- Move the item closer and wait for the student to respond more independently
- Deliver the item while modeling the response

Second trial transfer:

- Establish motivation
- Prompt the mand, student repeats the prompt
- Deliver the item while modeling the response
- Run a second trial, this time fade the prompt
- Deliver more reinforcement while modeling the response

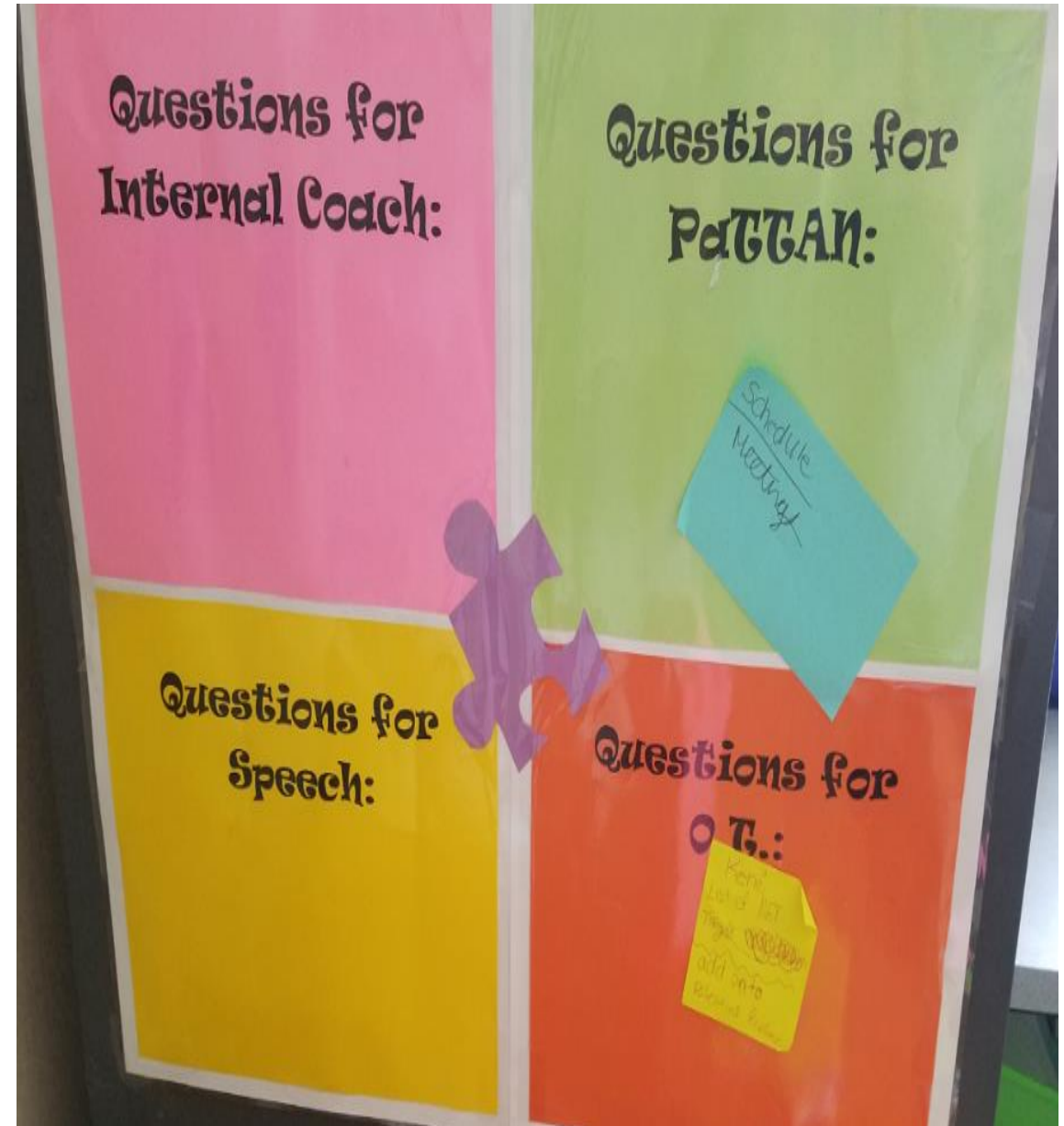
Future target mands:

- Deliver the item for free, as long as no problem behavior occurs, to try and condition new reinforcers. Do not require a response effort for the student.
- Transcription was taken during [REDACTED] and the IC practiced errorless teaching due to the omission of the transfer trial.

Thank you for all that you do each and every day. I know you are worried about the Site Review because you want to do your best. You will do well because you care about your students so much and give it your all no matter what. ☺

17-18 Staff Trainings Data Sheet

Staff	ABA	Early	Int/Ad	CRA	Oct. PD	Dec. PD	Feb PD	May PD	SR+	Mind	Feat pts
[Redacted]	7/16	4/16 1/17	7/16 1/17		P				X		
	11/16				P				X	X	
	11/16	7/17?	7/17?		P				X	X	
					A				X	X	
	11/15	7/16	7/16	16-17 Early Numeracy	P				X		
	3/17				P				X	X	
					P				X	X	
					A				-	X	
	11/16	1/17	1/17		A				X	X	
	11/14	7/16	7/16		P				X	X	
	11/14	1/17	1/17		A				X	X	
	11/17	1/18	1/18		P				X	X	
	3/17	1/18	1/18		P				X		
	11/17				P				X		
	11/16	1/18	1/17		P				-		
	11/17				P				X	X	
[Redacted]	3/17		1/18	16-17 Early Numeracy	P				X		
	11/16		1/17		P				X		
	11/17				P				X		



☺ Staff Reinforcer Survey ☺

Name: _____

All about me:

Birthday (month/day): _____ Favorite color: _____

Favorite store(s): _____

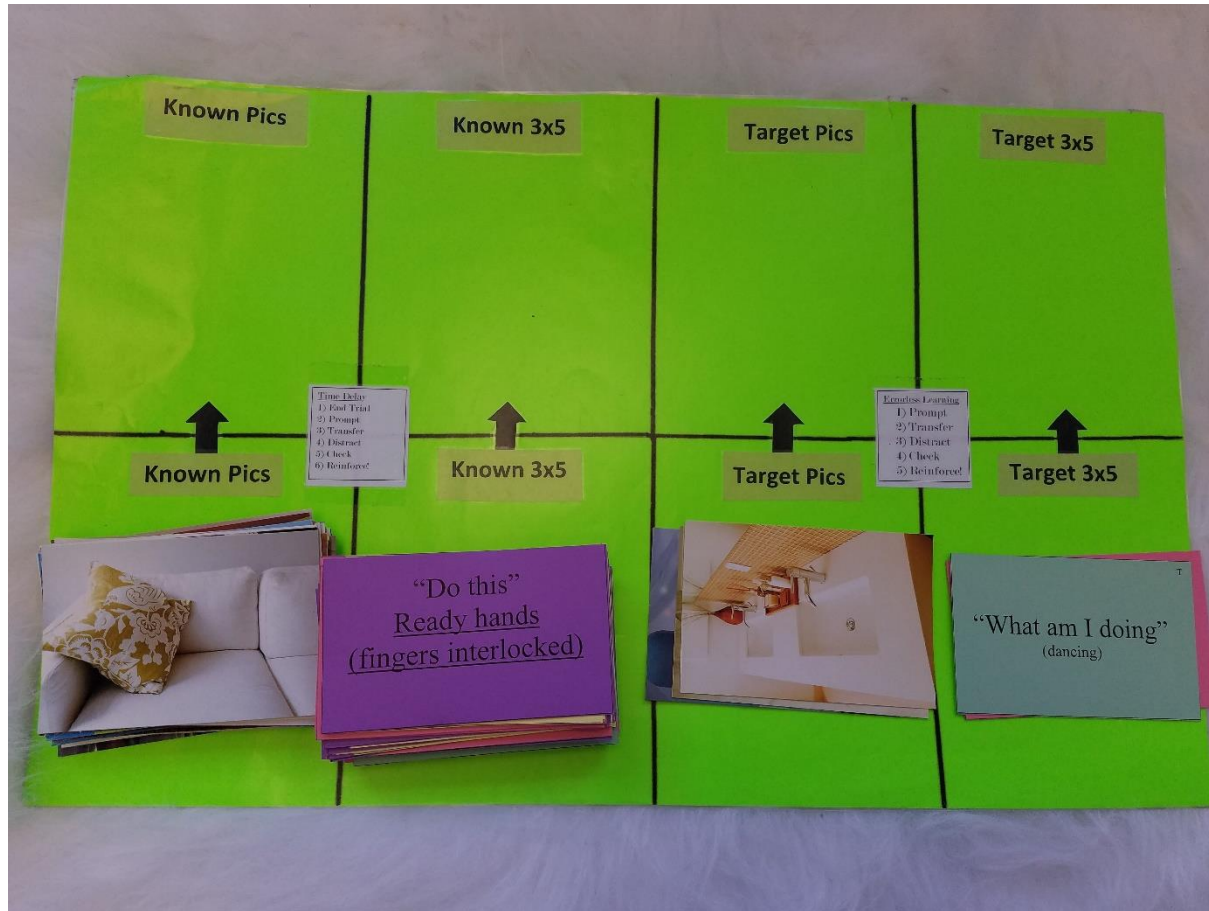
Favorite restaurant(s): _____

Hobbies/Interests: _____

Things I collect: _____

Please select 5 things that would be the most motivating:

- ☐ Staff appreciation day
- ☐ Seeing quantifiable student success
- ☐ Public recognition for my accomplishments
- ☐ Praise from administrators
- ☐ Bonus break time
- ☐ Being given my own space in the classroom
- ☐ The opportunity to be creative
- ☐ Frequently being told what I do well
- ☐ "Get out of duty" pass
- ☐ Having an opportunity to attend paid off-site trainings
- ☐ Opportunities to visit other classrooms during the school day
- ☐ Tangible items for myself
- ☐ Tangible items for my classroom
- ☐ Lighter work load
- ☐ My name entered into a drawing for a gift card



See Reverse



Heather Matlock
hmatlock@hbgasd.us

