

## Technician Evaluation Form | Summary

Learner Focused	Score	Notes
<ul style="list-style-type: none"> <li>a. Therapist keeps the learner within arm's reach and/or eyesight at all times (unless otherwise specifically noted).</li> <li>b. Therapist blocks all unsafe circumstances.</li> <li>c. Therapist maintains the learner's dignity (by keeping the learner clean, using age-appropriate language with the learner, speaking positively about the learner in the learner's presence, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>a. 2</li> <li>b. 3</li> <li>c. 3</li> </ul>	<p>Thank you for being learner focused! Remember not to turn your back to the learner when gathering materials. You can reposition the materials so you can gather them and keep the learner within eyesight.</p>

### Score

Follow the scoring key and give an average score based on all observations.

### SCORING KEY

- 0=Never
- 1=Sometimes
- 2=Usually
- 3= Always

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Behavior	Score	Notes
<ul style="list-style-type: none"> <li>a. Therapist maintains appropriate tone of voice and demeanor in the presence of both preferred and non-preferred behaviors.</li> <li>b. Therapist uses least to most prompting.</li> <li>c. Therapist assesses the function of the learner's behavior in the moment and responds accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>a. 3</li> <li>b. 2</li> <li>c. 2</li> </ul>	<p>Nice job always maintaining the appropriate tone of voice! You carry a reinforcing tone when the learner is engaged in desired behaviors and use a neutral tone when presenting tasks and responding to problem behavior.</p> <p>Remember to allow the learner the opportunity to be as independent as possible. Begin with gestures rather than physical prompts.</p> <p>Nice job providing function-based responses in most situations. When you are unsure, remember to call for</p>

		a BCBA.
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**Notes**

Provide notes that relate directly to the evaluation. Be specific as possible so the technician understands their score.

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Reinforcement	Score	Notes
a. Therapist only reinforces appropriate and correct behavior.	a. 2	Thank you for always using positive directives!
b. Therapist delivers reinforcers immediately after appropriate behavior.	b. 2	This really helps our learners understand what the preferred behavior is.
c. Therapist uses differential reinforcement (reinforces desired behaviors and withholds reinforcement for problem behavior) throughout the session.	c. 2	Remember to always reinforce the desired behaviors immediately and to always withhold reinforcement in response to problem behavior. Delays in reinforcement can inadvertently reinforce a problem behavior that comes after the desired behavior (ex: If the learner has now slid off their chair onto the floor, and you provide reinforcement for the correct response that preceded the sliding, this could inadvertently reinforce the out-of-seat behavior).
d. Therapist reassesses the learner's motivation throughout the session as needed (when the learner shows signs of satiation).	d. 1	
e. Therapist only uses positive directives (ex: "lights stay on" rather than "don't turn the lights off").	e. 3	Remember to monitor for satiation. If the learner is no longer engaging with the reinforcer or no longer accepts it when offered, it's time to complete a preference assessment.

**Positive Feedback**

Include positive comments that directly relate to the evaluation. This should be behavior-specific praise just like we provide to our learners but appropriate in tone for the technician.

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Teaching	Score	Notes
a. Therapist obtains the learner's	a. 1	Great job always providing clear

<p>attention prior to delivering instruction.</p> <p>b. Therapist states instructions clearly and in a natural tone of voice.</p> <p>c. Therapist avoids inadvertent prompts (ex: gesturing to correct response).</p> <p>d. Therapist introduces prompts from least to most following errors.</p>	<p>b. 3</p> <p>c. 2</p> <p>d. 2</p>	<p>instructions and using an appropriate tone of voice. You do a nice job avoiding inadvertent prompts most times. Remember to avoid gestures. When saying “sit down,” we want the learner to attend to the instruction rather than to our pointing to the chair. Pointing could be a gestural prompt provided when the learner does not respond to the instruction. Remember to gain the learner’s attention before giving an instruction. If our learner is not attending when we deliver the instruction, we’re not setting them up for success.</p>
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**Constructive Feedback**

Include constructive feedback the directly relates to the evaluation. This should be specific so the technician understands their score and constructive so they understand what they can do better.

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**Goals**

**Definition:** Goals are things for the technician to work on and improve on for the next evaluation. These are things that the technician does but could do better.

**Examples**

- Organize session materials to allow for the gathering of materials/setting up trials while still facing the learner.
- Increase preference assessments throughout the session to maintain learner’s engagement and motivation.
- Increase awareness of learner’s attention prior to delivery of instructions.

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**Performance Expectations**

**Definition:** Performance expectations are things that are expected of the technician and that they are not currently meeting. These are top priority and should be addressed immediately rather than by the next evaluation.

**Examples**

- Review the functions of behavior and respond to all behaviors with the function in mind. If you are unsure, reach out to the BCBA.
- Utilize least to most prompting.

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1. Positive feedback is:
  - a. Directly related to the evaluation items
  - b. Behavior specific
  - c. Reinforcing
  - d. All of the above

**Feedback:** Positive comments should directly relate to the evaluation. This should be behavior-specific praise just like we provide to our learners but appropriate in tone for the technician.

2. The primary difference between goals and expectations is that goals are something to work toward/improve on and expectations are things to be met immediately since they are part of the expectations of the role.
  - a. True
  - b. False

**Feedback:** Goals are things for the technician to work on and improve on for the next evaluation. These are things that the technician does but could do better. Performance expectations are things that are expected of the technician and that they are not currently meeting. These are top priority and should be addressed immediately rather than by the next evaluation.

3. Constructive feedback is:
  - a. Reinforcing
  - b. Written so the technician knows what to improve on
  - c. Related to attendance
  - d. All of the above

**Feedback:** Constructive feedback directly relates to the evaluation. This should be specific so the technician understands their score and constructive so they understand what they can do better.

4. Scoring should be:
  - a. Based on a single observation
  - b. Completed by the technician
  - c. An average based on all observations
  - d. None of the above

**Feedback:** When scoring performance, follow the scoring key and give an average score based on all observations.