



## **Worksheet: Developing Teaching & Reinforcement Competencies**

It is extremely important for the Life Coach III to develop a positive bond (relationship) with each individual child or adult they support. This may take a few weeks.

Through their experiences with the Life Coach III, the children and adults we support must perceive their support staff is a caring individual who helps them with tasks, activities of daily living as needed, and provides for the ever changing level of support needed to live an independent and included life.

**By the end of the 6 month probation, CLS Life Coach IIIs should function at the supporting level of supervision with the following skills:**

### Reinforcement Techniques:

- \_\_\_\_\_ Articulates purpose of lavish praise and reinforcement
- \_\_\_\_\_ Consistently maintains rate of 1 per person per minute
- \_\_\_\_\_ Distinguishes between primary and secondary reinforcers
- \_\_\_\_\_ Sincere, specific praise is delivered
- \_\_\_\_\_ Uses DRO effectively – **Differential Reinforcement of Others** gives positive reinforcement for any behavior that is not the undesired behavior.
- \_\_\_\_\_ Uses DRI effectively – **Differential Reinforcement of Incompatible Behaviors** gives positive Reinforcement for any behavior incompatible with the undesired behavior.
- \_\_\_\_\_ By the end of the year, Life Coach IIIs should be independent in their knowledge and use of 1. Reinforcement Techniques and 2. Language Stimulation

### APR Process:

- \_\_\_\_\_ States five motivators
- \_\_\_\_\_ Completes ABC sheets
- \_\_\_\_\_ Completes MAS
- \_\_\_\_\_ Identifies possible prevention and replacement strategies

### Language Stimulation:

- \_\_\_\_\_ Demonstrates an understanding of Breiter & Engleman by 80% performance on post-in-service quiz
- \_\_\_\_\_ Labels five actions/objects from classroom environment at a rate of 1hour for the consumer
- \_\_\_\_\_ Demonstrates basic sign language skills by using 20-25 manual signs in simple sentences (i.e. "I want \_\_\_\_\_")
- \_\_\_\_\_ Uses "wh" question forms and open ended questions to elicit language from the consumer (including who, what, when, where, why)
- \_\_\_\_\_ Stimulates language concept development by showing examples of, and labeling concepts (concepts include counting, categories, size, opposites, prepositions, etc.)
- \_\_\_\_\_ Uses fill in the blanks

### Task Analysis:

- \_\_\_\_\_ Breakdown task into do-able steps
- \_\_\_\_\_ Clearly sequence from one step to the next
- \_\_\_\_\_ Record the task analysis in writing
- \_\_\_\_\_ Should know when the differences between forward chaining or backward chaining is the procedure of choice for a consumer, and why
- \_\_\_\_\_ Implements task analysis as written

### Goal Writing:

- \_\_\_\_\_ Identify meaningful and functional goals for people we serve
- \_\_\_\_\_ Draft all parts of goal (short term objectives, activity and method, criteria, etc.)
- \_\_\_\_\_ Chart accurately daily
- \_\_\_\_\_ Advance individuals to the next step of goal as indicated

### Group Management:

- \_\_\_\_\_ Arrange space to meet peoples needs
- \_\_\_\_\_ Situate people appropriately
- \_\_\_\_\_ Balance between sit-down/table top activities, and up & moving kinesthetic to meet individual's energy levels
- \_\_\_\_\_ Multi-task and "juggle all the balls" at once

### Engaging Activities:

- \_\_\_\_\_ Identify age appropriate, functional, meaningful, person-centered activities
- \_\_\_\_\_ Order materials necessary for the activities
- \_\_\_\_\_ Maintain materials
- \_\_\_\_\_ Re-order as needed
- \_\_\_\_\_ Put activities away while still engaging
- \_\_\_\_\_ Introduce new activities pro-acting, before boredom sets in