

The Inventory of Good Teacher Repertoires

For all items in all domains, please use the following scoring recommendations.

0 = not yet

1 = emerging

2 = usually

3 = exceptionally well

Reinforcer Efficacy

Item	Date: _____	Date: _____
Basic		
Enjoys students.		
-Likes to have fun (in ways that are also fun for students).		
-Shows positive affect towards students		
-Offers sincere praise for appropriate behaviors		
Likes learning (e.g., is excited to learn a new strategy, seeks out reading materials, etc)		
Advanced		
Indices of student progress function as reinforcers.		
Increases in responsibility (e.g., writing new programs, training new teachers) function as reinforcers.		

Total points: _____

Total possible: _____

Percentage: _____

Evokes Student Responding

Repertoire	Date: _____	Date: _____
Basic		
Presents target SD's as directed.		
Accurately follows directions to use the following prompts:		
-gestural		
-model		
-verbal		
-echoic		
-indirect verbal (e.g., "Are you forgetting?")		
-physical		

-partial physical		
Effectively reinforces correct responding		
Provides corrective feedback appropriately*.		
Allows opportunities for student to work independently, as appropriate (e.g., without hovering, preempting problem-solving, or micromanaging)		
Advanced		
Follows directions to use specific prompts when teaching a behavior chain.		
Prompts are timed appropriately (e.g., only while student is attending/demonstrating effort, except in special circumstances)		
“Paces” sessions according to familiarity with momentum builders and momentum drainers		
Is familiar with the level of difficulty of most/all activities for the student		
Uses assistance to reinforce student effort (esp. for prompt dependent or task avoidant students) vs. providing assistance contingent upon various forms of protest or withdrawal		
Allows, as possible, natural consequences to provide feedback to the student		
Follows recommendations as expressed in a “Dimensions Grid”		

Total Points: _____
Total Possible: _____
Percentage: _____

Comments: [If there is room for growth in “provides corrective feedback appropriately”, please describe... timeliness of feedback, lack of clarity, inappropriate emotion, inefficient correction strategy (e.g., model, when a physical prompt was required) insufficient differential reinforcement, etc].

Captures/Contrives Motivation, Conditions Reinforcers

Repertoire	Date: _____	Date: _____
Basic		
For primary reinforcers by offering a little for free and then withholding		
For conditioned reinforcers by arranging missing items		

For activities by modeling the fun that can be had and waiting for indications that the student wants to join		
For teacher attention by requiring an attention mand prior to providing the opportunity to mand a primary reinforcer.		
Advanced		
For conditioned reinforcers by associating them with currently effective reinforcers		
Uses “intrinsic motivation” to expand upon social play repertoires (e.g., doing something novel with materials)		
Identifies new potential reinforcers based upon observing current reinforcers (e.g., identifies additional visual reinforcers for a student who likes visual stimuli, develops new physical interactions for a student who likes physical stimulation, etc)		
Establishes the value of their attention as a reinforcer by...		
-spending time engaged in activities that are “better with you than without you”		
-reinforcing student mands, as appropriate		
-minimizing interactions that “push students away” during play (e.g., refrains from asking excessive questions during play)		
-striking a balance between expectations placed upon a student and positive reinforcement (especially positive social interactions)		
-withholding reactions to student play responses pending social referencing (e.g., only acting “grossed out” after the student looks at you)		
Uses attention to reinforce appropriate behaviors		
Appreciates and reciprocates humorous student initiations, as appropriate.		

Total Points: _____

Total Possible: _____

Percentage: _____

Comments: (If there is room for growth in any repertoires, please be as specific as possible regarding which aspects of that repertoire require improvement (e.g., “associates items with effective reinforcers” could be impeded by a teacher allowing

excessive access to those same reinforcers WITHOUT associating them with the targeted items).

Data

Repertoire	Date: _____	Date: _____
Basic		
Accurately records, on paper or through electronic system...		
+/- data		
prompt data		
frequency/rate data:		
During contrived practice opportunities		
For spontaneous behaviors		
duration data		
ABC data in objective ways		
Communicates clearly to others about student performance		
Advanced		
Discriminates:		
...between “can’t do” and “won’t do”		
...the degree to which an MO is in effect for a student (e.g., how much does he really <u>want</u> to converse with a peer?)		
...whether they have effectively taught a target (by data review and/or, within session)		
...that it is time to “raise the bar” (advance to the next phase, change the criterion)		
...that enough effort has been dedicated to a particular target/method to conclude that it is not going to be effective (i.e., needs to be modified)		

Behavioral Vocabulary

Repertoire	Date: _____	Date: _____
Basic		
Can describe behavior in objective terms		
Can define basic principles of behavior analysis (e.g., positive reinforcement, negative reinforcement, etc)		
Can provide examples of basic principles of behavior analysis		
Can define primary verbal operants		
Can provide examples of primary verbal operants		
Can define various learning channels		
Can provide examples of behaviors using various learning channels		
Advanced		
Can describe:		
-their recent teaching behaviors accurately (e.g., what prompts did they use, what qualities of behavior did they reinforce, did they make any mistakes, etc)		
-why they are running a program or intervention		
-what steps might come next		
-the natural consequences for targeted behaviors		
-what would make a repertoire "functional"		

Total Points: _____

Total Possible: _____

Percentage: _____

Reinforces

Repertoires	Date: _____	Date: _____
Basic		
-on appropriate (perhaps prescribed) schedules		
-correct responding		
-according to a DRO schedule		
-on a DRH schedule (with the support of a timer)		
Advanced		
-responding with relative independence		
-student effort?		
-with greater enthusiasm for higher quality responses		

Total Points: _____
 Total Possible: _____
 Percentage: _____

Treatment of Problem Behavior

Repertoires	Date: _____	Date: _____
Basic		
Implements proactive measures with fidelity		
When problem behavior occurs:		
-Remains calm.		
-Speaks minimally.		
-Follows the lead of the teacher in charge of intervention.		
-Records required data for the episode.		
Advanced		
As appropriate, withholds indications that a problem behavior may contact reinforcement*.		
Capable of following different reactive plans for different students and/or different behaviors (e.g., redirection, planned ignoring, prompt communication, wait out, etc)		
When asked in an open-ended manner, can accurately describe how they managed an episode of problem behavior, whether it was accurate/effective, and if necessary, what they should do differently next time.		
Can explain WHY a reactive measure has been recommended...		
<i>-Why should it work?</i>		
<i>-Why not something more generous or something more ambitious?</i>		
<i>-What should progress look like?</i>		

Total Points: _____
 Total Possible: _____
 Percentage: _____

Comments:

If "no", why not?...afraid of student behavior, doesn't believe it's right to withhold reinforcement, etc.
