


Adult Attention Survey

Why? After trauma or adverse experiences at home, in education or therapy, praise may *not be a reinforcer*. It can be challenging to figure out why it's backfiring or what to do.

What? This is a simple tool to help learn more about how adult attention is working for an educator. It's meant to be flexible and there is not a formal protocol.

How? This tool gives ideas to educators and diverse caregivers, with a few questions (**RIGHT, for adult helpers**) that may be helpful when conducting assessments or learning how to support an individual student, or questions (**MIDDLE, for students**) that students may feel differently about.

What else? This information can be used to help make behavioral or teaching procedures more supportive. Use in combination with appropriate assessment, consistent support, and procedures that are trauma-informed when needed. Learn more about TIBA (trauma-informed behavior analysis) and more at cuspemergence.com (see our blog post there on "when praise doesn't work") or take continuing education at cuspemergenceuniversity.com.

<p>ABOUT the Adult Attention Survey:</p> <ul style="list-style-type: none"> This is developed with our clients and used in combination with observation, interview and collaboration with other teachers and caregivers We revise the language and materials when needed for the age level and what the students tell us. Smile/frowns are used to be adaptable and low-tech For some learners, we might print and fold the "face picture" paper so a student can just turn it over when they want to show us the "mad" versus "happy" (or ok/not ok) face or use emojis your learner "gets" We adapt question style to functioning levels... for some students we first read the item, then "play-act" or role play ("pretend I'm doing ____") We talk about how we are going to use the information whenever we can, but sometimes we won't be able to We thank the student for their input We use "convergent evidence" between the student's responses and those of other teachers, team members or caregivers to adapt our programming We use the student input about their teacher's role, to develop "ways I can act and respond" <p><i>"I use this during trauma-informed assessments, and to learn more about how praise and other kinds of adult-delivered attention function. As a part of educator teams, it helps us to find helpful alternatives, get and value student input, and learn from the wisdom of previous caregivers and educators. . All the best as you learn about your student!"</i> -Dr. K</p> <p>© Kolu 2018</p>	<p><i>We explain to the student we care, so we're going to use a survey. We may use language similar to this: I care about what you think. Sometimes a teacher has things to tell you in class. Let's talk about some ideas for when that happens. For each idea, you can tell (or show) me if it would feel ok, or not ok. Any answer you want to tell me is fine.</i></p> <div style="text-align: center;">  <p>STUDENT SURVEY</p> <p>When I do a great job, my teacher might....</p> <ul style="list-style-type: none"> Tell me what I did that was awesome. Talk to me after class when no one is watching us. Tell the kids in my class. Give me a thumbs up from across the room. Smile at me. Write down a note and give it to me later. Tell other adults. <p>At other times, my teacher might....</p> <ul style="list-style-type: none"> Talk to me in front of the class Say "do you need help?" Say "try this." Give me a hint. Give me a secret signal and come help me. Write me a note. Watch for me to give a secret signal, then help me. </div>	<p style="text-align: center;">ADULT HELPER SURVEY</p> <p>Select my role: <input type="checkbox"/> Educator <input type="checkbox"/> Caregiver <input type="checkbox"/> Therapist Other: _____</p> <p>Provide my input: What would I most like to know about how to help this student? What can I share about what has been helpful when I am working with this student?</p> <p>Instructions: Circle Y (yes) if these were helpful. Circle N (no) if they were hurtful or did not work. Circle "?" if they haven't been tried yet.</p> <p>Y N ? In front of others: Praising the student's appropriate behavior</p> <p>Y N ? Helping one on one: Praising the student's appropriate behavior</p> <p>Y N ? In front of others: Asking the student if they need help</p> <p>Y N ? When working one on one: Asking the student if they need help</p> <p>Y N ? Offering to help without being too obvious (e.g., "if you need help just nod and I'll come help)</p> <p>Y N ? Offering help to the group (e.g., "if anyone needs help they can just raise their hand")</p> <p>Y N ? Giving the student a "dignified out" by having them give you a "secret signal" then helping discreetly</p> <p style="text-align: center;">cuspemergence.COM</p>
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