Appendix 2.1 Clinical Skills Evaluation

1 –Needs Improvement

4 - Independent

2 - Emerging

5 - CF Ready

3 - Evident with Supervision

Assessment Skills	Needs Improvement	Emerging (E): Student's	Evident with	Independent/Proficient	CF Ready
	(NI): Student's	performance is an	Supervision	(P): Student's	Student's performance
	performance is below	acceptable level for this	Student's performance	performance	demonstrates readiness
	the level that would be	point in the program,	is an acceptable level	demonstrates readiness	to move forward to
	expected at this point in	and show emerging	for this point in the	to move forward to the	independent clinical
	the program.	sophistication,	program, and when	next clinical level; shows	practice; shows
		individualization to	supported by	some ability to	consistent
		client, or creativity.	supervision shows	individualize activities,	individualization of
			emerging	creative use of materials,	activities, creative use of
			sophistication,	thoughtful management	materials, thoughtful
			individualization, and	of motivation and	management of
			independence	behavior without direct	motivation and behavior.
				supervision.	
1. Conducts	Semester 1-2: Fails to	Semester 1-2: Selects	Semester 1-2: Usually	Semester 1-2:	Semester 1-2:
screening and	select appropriate	appropriate methods	selects appropriate	Consistently selects	N/A
prevention	methods for screening	for screening and	methods for screening	appropriate methods	
procedures (Std.	and prevention without	prevention with	and prevention, but	for screening and	
VB1a).	maximal support; shows	moderate support;	sometimes needs	prevention with	
	lack of preparation,	shows evidence of	moderate support;	minimal support; shows	
	organization; execution	some planning and	shows evidence of	independent planning	
	of activities lack	organization, but	some planning and	and organization,	
	preparation; materials	requires moderate	organization, but	requires minimal	
	are missing or out of	support and correction	requires moderate	support and correction	
	place; instructional	to address client needs;	support and correction	to address client needs;	
	language is confusing;	necessary materials are	to address client needs	execution of activities	
	unable to manage	present but transitions	some of the time;	shows strong	

challenging client behaviors.	between sets of materials may lag; instructional language is sometimes unclear; support and correction is needed to achieve acceptable performance.	necessary materials are present but transitions between sets of materials may lag; instructional language is usually clear; a moderate amount of support and correction is sometimes needed to achieve acceptable performance.	preparation but may need minimal input from supervisor to adjust to individual client needs; necessary materials are present; instructional language is clear; only minimal support and correction is needed to achieve acceptable performance.	Compositor 2
Semester 3: Requir maximal support to select appropriate methods for screen and prevention; preparation and organization is inconsistent; execu of activities show inadequate prepara instructional langu sometimes unclear requires frequent support to manage challenging client behaviors.	 moderate support to select appropriate methods for screening and prevention; shows evidence of adequate planning and organization, but may need moderate support adjust to individual needs; execution of activities shows 	Semester 3: Usually selects appropriate methods for screening and prevention, but moderate support is sometimes needed; shows evidence of some planning and organization, but sometimes requires support and correction to address client needs; necessary materials are present but transitions between sets of materials occasionally lag; instructional language is usually clear; a minimal amount of support and correction is needed to	Semester 3: Requires minimal support to consistently select appropriate methods; shows evidence of adequate preparation and organization, requires only minimal support to address client needs; execution of activities shows preparation and adjustment to client but may require occasional minimal support; necessary materials are present; may require occasional minimal support to take interest and motivation into account; instructional language is	<u>Semester 3</u> : N/A

		performance.	achieve acceptable	clear.	
			performance.		
	<u>Semester 4-5</u> : Requires	<u>Semester 4-5</u> : Requires	<u>Semester 4-5</u> : Requires	Semester 4-5: Selects	Semester 4-5: Performs
	maximal to moderate	moderate support to	only minimal support	appropriate methods for	all activities of screening
	support for all activities	select appropriate	for all activities of	screening and	and prevention
	of screening and	methods for screening	screening and	prevention	independently.
	prevention.	and prevention;	prevention.	independently;	
		preparation and		preparation and	
		organization are		organization is	
		appropriate with		consistently appropriate;	
		moderate need for		execution of activities	
		support or correction;		show adequate	
		execution of activities		preparation; materials	
		show adequate		are used strategically;	
		preparation; materials		activities are consistently	
		are used strategically;		appropriate for client;	
		activities are usually		instructional language is	
		appropriate for client;		clear and concise;	
		instructional language		manages challenging	
		is usually clear and		client behaviors	
		concise; requires		independently; progress	
		moderate support to		monitoring is	
		manage challenging		consistent;	
		client behaviors;		documentation is	
		documentation is		complete. Minimal	
		complete. Support and		support and guidance is	
		guidance is needed only		needed only	
		occasionally.		occasionally.	
2. Performs chart	Semester 1-2: Fails to	Semester 1-2: Reviews	Semester 1-2:	Semester 1-2: Shows	Semester 1-2:
review and collects	prepare by reviewing	chart, but requires	Reviews chart, but	adequate	N/A
case history from	charts; documentation is	maximal support for	requires moderate	comprehension and	

interviewing	missing.	interpretation;	support for	documentation of chart	
patient and/or		documentation of	interpretation;	material, though still	
relevant others		review is minimally	documentation of	requires some support	
(Std. VB1b).		, adequate.	review may be	from supervisor in	
,			incomplete.	interpreting chart data.	
	Semester 3: Chart	Semester 3: Shows	Semester 3:	Semester 3: Shows full	<u>Semester 3</u> :
	review is cursory and	evidence of adequate	Performs chart review	comprehension and	N/A
	incomplete; requires	of adequate chart	and appropriate	documentation of chart	
	maximal supervisor	review with	documentation with	material, though still	
	support for	appropriate	minimal support;	requires minimal	
	comprehension and	documentation, given	requires minimal	support from supervisor	
	interpretation.	moderate support;	support from	in interpreting chart	
		requires moderate	supervisor for	data.	
		support from	interpretation.		
		supervisor for			
		interpretation.			
	Semester 4-5: Chart	Semester 4-5: Chart	Semester 4-5: Chart	Semester 4-5: Chart	Semester 4-5: Chart
	review is cursory and	review and	review and	review and	review and
	incomplete; requires	documentation require	documentation require	documentation are	documentation are
	maximal supervisor	moderate support and	only minimal support	complete; shows full	complete; shows in-
	support for	shows limited	and shows basic	comprehension of	depth comprehension of
	comprehension and	comprehension of	comprehension of most	material and	material and insightful,
	interpretation.	material; requires	aspects of case history;	independent	independent
		moderate support	requires minimal	interpretation of data	interpretation of data
		from supervisor for	support from	with regard to diagnosis,	with regard to diagnosis,
		interpretation.	supervisor for	and prognosis. May need	prognosis, and
			interpretation.	minimal support for	treatment planning.
				treatment planning.	
3. Selects	Semester 1-2: Fails to	Semester 1-2: Selects	Semester 1-2: Selects	Semester 1-2: Selects	<u>Semester 1-2</u> : N/A
appropriate	select appropriate	appropriate methods	appropriate	appropriate evaluation,	
evaluation	methods for evaluation	for evaluation,	evaluation, including	including tests,	
instruments/proced	without maximal	including tests,	tests, observations,	observations, and other	
ures (Std. VB1c).	support; shows lack of	observations, and other	and other	interview/questionnaire	
	preparation,	interview/questionnair	interview/questionnair	methods with minimal	

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organization; materials	e methods with	e methods with	support; shows	
are missing or out of	moderate support;	minimal support;	adequate preparation	
place.	shows evidence of	shows evidence of	and organization,	
	preparation and	preparation and	independently adjusts	
	organization, but	organization, may	to individual client	
	requires moderate	need moderate	needs; necessary	
	support and correction	support from	materials are	
	to address client needs;	supervisor to adjust to	consistently present.	
	necessary materials	individual client needs;		
	may be incomplete.	most necessary		
		materials are present.		
<u>Semester 3</u> : Requires	Semester 3: Selects	Semester 3: Selects	Semester 3: Selects	<u>Semester 3:</u> N/A
maximal support to	appropriate methods	appropriate methods	appropriate evaluation,	
select appropriate	for evaluation,	for evaluation,	including tests,	
methods for evaluation;	including tests,	including tests,	observations, and other	
selects only tests	observations, and other	observations, and other	interview/questionnaire	
without other forms of	interview/questionnair	interview/questionnair	methods independently;	
assessment; preparation	e methods with	e methods with	shows adequate	
and organization is	moderate support;	minimal support; shows	preparation and	
inconsistent; materials	shows evidence of	evidence of preparation	organization, requires	
are missing.	preparation and	and organization;	only minimal support to	
	organization; but	requires only minimal	address full range of	
	requires moderate	support to address full	client needs; necessary	
	support to address full	range of client needs;	materials are	
	range of client needs;	most necessary	consistently present.	
	most necessary	materials are present.		
	materials are present.			
Semester 4-5: Requires	Semester 4-5: Selects	Semester 4-5: : Selects	Semester 4-5: Selects	Semester 4-5: Performs
maximal support to	appropriate methods	appropriate methods	appropriate evaluation	all aspects of selecting
select appropriate	for evaluation,	for evaluation,	methods, including tests,	efficient, appropriate
methods for evaluation;	including tests,	including tests,	observations, and other	assessment instruments
selects limited range of	observations, and other	observations, and other	interview/questionnaire	independently,
assessment methods;	interview/questionnair	interview/questionnair	methods independently;	thoughtfully and

	methods may be	e methods with	e methods with	may need occasional	efficiently.
	overlapping or	moderate support;	minimal support; shows	support to maximize	chiefentiyi
	redundant; preparation	shows evidence of	evidence of preparation	efficiency; chooses	
	and organization is	preparation and	and organization;	assessments that	
	inconsistent.	organization; addresses	addresses full range of	address the full range of	
		full range of client	client needs with	client needs with little or	
		needs with moderate	minimal support;	no overlap; shows	
		support; most	necessary materials are	adequate preparation	
		necessary materials are	present.	and organization,	
		present.		addresses full range of	
				client needs	
				independently.	
4. Administers and	Semester 1-2: Shows lack	Semester 1-2: Shows	Semester 1-2: Shows	Semester 1-2: Shows	Semester 1-2: N/A
scores diagnostic	of preparation,	evidence of some	evidence of preparation	adequate preparation	
tests correctly (Std.	administration is	preparation and	and organization, but	and organization,	
VB1f).	incomplete; errors in	organization, but	consistently requires	independently	
	scoring are present;	consistently requires	minimal support and	addresses client needs;	
	maximal support is	moderate support and	correction to	execution of	
	required.	correction to	administer	assessment shows	
		administer	assessments; execution	strong preparation but	
		assessments; execution	of assessment shows	occasionally needs	
		of assessment shows	basic preparation but	input from supervisor	
		elementary preparation	difficulty in adjusting to	to adjust to individual	
		but difficulty in	client in real time;	client needs; necessary	
		adjusting to client in	necessary materials are	materials are present	
		real time; necessary	present but transitions	and transitions	
		materials are present	between sets of	between sets of	
		but transitions between	materials occasionally	materials usually	
		sets of materials may	lag; administration is	smooth; instructional	
		lag; administration is	basically correct, with	language is usually	
		basically correct, with	some need for minimal	clear; Acceptable	
		some need for	supervisory input	performance is usually	
		moderate supervisory	instructional language	achieved	
		input; instructional	is usually clear; scoring	independently.	

	1				
		language is sometimes	requires moderate		
		unclear; scoring	support.		
		requires moderate			
		support.			
	Semester 3: Shows lack	Semester 3: Shows	Semester 3: Shows	Semester 3: Shows	<u>Semester 3</u> : N/A
	of preparation; errors in	evidence of some	evidence of preparation	adequate preparation	
	administration and	preparation and	and organization, but	and organization,	
	scoring are present;	organization, but often	sometimes requires	independently	
	maximal support is	requires moderate	minimal support and	addresses client needs;	
	required to achieve	support and correction	correction to	execution of	
	acceptable performance.	to administer	administer	assessment shows	
		assessments; execution	assessments; execution	strong preparation but	
		of assessment shows	of assessment shows	occasionally needs	
		elementary preparation	basic preparation but	input from supervisor	
		but difficulty in	difficulty in adjusting to	to adjust to individual	
		adjusting to client in	client in real time;	client needs; necessary	
		real time; necessary	necessary materials are	materials are present	
		materials are present	present and transitions	and transitions	
		but transitions between	are usually smooth;	between sets of	
		sets of materials may	administration is	materials are smooth;	
		lag; administration is	basically correct, with	instructional language is	
		basically correct, with	some need for minimal	consistently clear;	
		some need for	supervisory input;	acceptable	
		moderate supervisory	instructional language	performance is usually	
		input; instructional	is usually clear; scoring	achieved	
		language is often	requires minimal	independently.	
		unclear; scoring	support.	· ·	
		sometimes requires			
		moderate support.			
	Semester 4-5: Shows	Semester 4-5: Shows	Semester 4-5: Shows	Semester 4-5: Shows	Semester 5: All aspects
	lack of preparation;	evidence of some	evidence of preparation	adequate preparation	of administering and
	errors in administration	preparation and	and organization, but	and organization,	scoring assessment
	and scoring are present;	organization, but	sometimes requires	independently	instruments are
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	moderate support is	sometimes requires	minimal support and	addresses client needs;	performed
	required to achieve	moderate support and	correction to	execution of	independently,
	acceptable performance.	correction to	administer	assessment shows	thoughtfully and
		administer	assessments; execution	strong preparation but	efficiently.
		assessments; execution	of assessment shows	occasionally needs	
		of assessment shows	adequate preparation	input from supervisor	
		elementary preparation	and there is little	to adjust to individual	
		but difficulty in	difficulty in adjusting to	client needs; necessary	
		adjusting to client in	client in real time;	materials are present	
		real time; necessary	necessary materials are	and transitions	
		materials are present	present and transitions	between sets of	
		but transitions between	are smooth;	materials are smooth;	
		sets of materials may	administration is	instructional language is	
		lag; administration is	consistently correct,	consistently clear;	
		basically correct, with	instructional language	acceptable	
		some need for	is usually clear; scoring	performance is	
		moderate supervisory	requires minimal	achieved	
		input; instructional	support.	independently.	
		language is sometimes		independentiy.	
		unclear; scoring			
		sometimes requires			
		moderate support.			
5. Adapts	Semester 1-2:	Semester 1-2: Shows	Semester 1-2: Shows	Semester 1-2: Shows	Semester 1-2:
evaluation			evidence of adaptation	evidence of adaptation	<u>Semester 1-2</u> . N/A
	Assessments are	emerging evidence of	•	-	N/A
procedures to meet	inappropriate for client;	some adaptation and	and individualization,	and individualization,	
client needs (Std.	instructional language is	individualization, but	but requires occasional	requires minimal	
VB1 d).	confusing; unable to	requires moderate	moderate support to	support to address client	
	manage challenging	support and correction	address client needs	needs fully; sometimes	
	client behaviors; no	to address client needs	fully; needs moderate	needs moderate support	
	evidence of back-up or	fully; needs moderate	support to adjust to	to adjust to client in real	
	alternative planning.	support to adjust to	client in real time;	time; activities are	
		client in real time;	activities are broadly	appropriate for client	
		activities are broadly	appropriate for client	and matched to needs	
		appropriate for client	but are not always	and interests;	

but are not skillfullyskillfully matched toinstructional language ismatched to needs andneeds and interests;usually clear; minimal	
matched to needs and needs and interests: usually clear: minimal	
interests; instructional instructional language support and correction	
language is sometimes is occasionally unclear; are needed to achieve	
unclear; moderate moderate support and acceptable performance.	
support and correction correction are	
are usually needed to sometimes needed to	
achieve acceptable achieve acceptable	
performance. performance.	
Semester 3:SomeSemester 3:ShowsSemester 3:Semester 3:ShowsSemester 3:	
assessments are evidence of adaptation Shows evidence of evidence of adaptation N/A	
inappropriate for client; and individualization, adaptation and and individualization,	
instructional language is but often requires individualization, but requires minimal	
confusing; unable to moderate support and sometimes requires support to address client	
manage challenging correction to address moderate support to needs fully; rarely needs	
client behaviors; minimal client needs fully; needs address client needs support to adjust to	
evidence of back-up or moderate support to fully; needs moderate client in real time;	
alternative planning. adjust to client in real support to adjust to activities are appropriate	
Extensive support is time; activities are client in real time; for client and matched	
needed to achieve broadly appropriate for activities are broadly to needs and interests;	
acceptable performance. client but are not appropriate for client instructional language is	
skillfully matched to and sometimes clear; acceptable	
needs and interests; matched to needs and performance is usually	
instructional language interests; instructional achieved independently.	
is sometimes unclear; language is sometimes	
minimal evidence of unclear; some evidence	
back-up or alternative of back-up or	
planning; moderate alternative planning is	
support and correction emerging; moderate	
are usually needed to support and correction	
achieve acceptable are occasionally needed	
performance. to achieve acceptable	
performance.	
Semester 4-5: Shows Semest	<u>5</u> : All

	Assessments are	evidence of adaptation	evidence of adaptation	evidence of adaptation	aspects adapting
	sometimes inappropriate	and individualization,	and individualization,	and individualization,	evaluation procedures to
	for client; instructional	but sometimes requires	but occasionally	requires minimal	meet client needs are
	language is confusing;	moderate support and	requires moderate	support to address client	achieved skillfully and
	unable to manage	correction to address	support to address	needs fully and to adjust	independently.
	challenging client	client needs fully;	client needs fully; needs	to client in real time;	
	behaviors; limited	sometimes needs	minimal support to	activities are appropriate	
	evidence of back-up or	moderate support to	adjust to client in real	for client and	
	alternative planning.	adjust to client in real	time; activities are	consistently matched to	
	Moderate support is	time; activities are	broadly appropriate for	needs and interests;	
	needed to achieve	broadly appropriate for	client and usually	instructional language is	
	acceptable performance.	client but are not	matched to needs and	clear; acceptable	
		consistently matched to	interests; instructional	performance is usually	
		needs and interests;	language is usually	achieved independently.	
		instructional language	clear; some evidence of		
		is sometimes unclear;	back-up or alternative		
		emerging evidence of	planning is evidenced;		
		back-up or alternative	moderate support and		
		planning; moderate	correction are		
		support and correction	occasionally needed to		
		are sometimes needed	achieve acceptable		
		to achieve acceptable	performance.		
		performance.			
6. Possesses	Semester 1-2:	Semester 1-2:	Semester 1-2:	Semester 1-2:	Semester 1-2: N/A
knowledge if	Demonstrates	Demonstrates basic	Demonstrates basic	Demonstrates robust	
etiologies and	incomplete basic	knowledge of etiologies	knowledge of etiologies	knowledge of etiologies	
characteristics for	knowledge of etiologies	and characteristics for	and characteristics for	and characteristics for	
each	and characteristics for	communication and	communication and	communication and	
communication and	communication and	swallowing disorders,	swallowing disorders,	swallowing disorders;	
swallowing disorder	swallowing disorders;	with several areas of	with a few areas of	requires minimal support	
(Std. IVB, IVC).	requires maximal	weakness; usually	weakness; sometimes	to apply knowledge to	
	frequent support to apply	requires moderate	requires moderate	clinical activities.	
	knowledge to clinical	support to apply	support to apply		
	activities.	knowledge to clinical	knowledge to clinical		

		activities.	activities.		
	Semester 3:	Semester 3:	Semester 3:	Semester 3:	Semester 3:
	Demonstrates	Demonstrates basic	Demonstrates adequate	Demonstrates adequate	N/A
	incomplete or erroneous	knowledge of etiologies	knowledge of etiologies	knowledge of etiologies	
	knowledge of etiologies	and characteristics for	and characteristics for	and characteristics for	
	and characteristics for	communication and	communication and	communication and	
	communication and	swallowing disorders,	swallowing disorders,	swallowing disorders,	
	swallowing disorders;	with several areas of	with a few areas of	with rare areas of	
	requires maximal support	weakness; sometimes	weakness; occasionally	weakness; requires	
	to apply knowledge to	requires moderate	requires moderate	minimal support to apply	
	clinical activities.	support to apply	support to apply	knowledge to clinical	
		knowledge to clinical	knowledge to clinical	activities.	
		activities.	activities.		
	Semester 4-5:	Semester 4-5:	Semester 4-5:	Semester 4-5:	Semester 4-5:
	Demonstrates limited	Demonstrates basic	Demonstrates adequate	Demonstrates robust	Demonstrates broad, in-
	knowledge of etiologies	knowledge of etiologies	knowledge of etiologies	knowledge of etiologies	depth knowledge of
	and characteristics for	and characteristics for	and characteristics for	and characteristics for	etiologies and
	communication and	communication and	communication and	communication and	characteristics for
	swallowing disorders,	swallowing disorders,	swallowing disorders,	swallowing disorders,	communication and
	with several areas of	with a few areas of	with a few areas of	with rare areas of	swallowing disorders;
	weakness; requires	weakness; requires	weakness; occasionally	weakness; requires	independently applies
	significant support to	moderate support to	requires moderate	minimal support to apply	knowledge to clinical
	apply knowledge to	apply knowledge to	support to apply	knowledge to clinical	activities.
	clinical activities.	clinical activities.	knowledge to clinical	activities.	
			activities.		
7. Interprets and	Semester 1-2:	Semester 1-2:	Semester 1-2:	Semester 1-2:	Semester 1-2:
formulates	Interpretation of	Interpretation of	Interpretation of	Interpretation of	N/A
diagnosis from test	assessments and/or	assessments and/or	assessments and/or	assessments and/or	
results, history, and	diagnostic decisions is	diagnostic decisions are	diagnostic decisions are	diagnostic decisions are	
other behavioral	consistently incomplete	often incomplete or	adequate; occasionally	usually complete and	
observations (Std	or erroneous; requires	erroneous; usually	requires support to	accurate; requires only	
VB1e).	maximal support to	requires moderate	achieve correct	minimal support is	
	achieve correct	support to achieve	interpretation and	needed to achieve	
	interpretation and	correct interpretation	diagnoses.	correct interpretation	

	diagnoses.	and diagnoses.		and diagnoses.	
	Semester 3:	Semester 3:	Semester 3:	Semester 3:	Semester 3:
	Interpretation of	Interpretation of	Interpretation of	Interpretation of	N/A
	assessments and/or	assessments and/or	assessments and/or	assessments and/or	
	diagnostic decisions are	diagnostic decisions are	diagnostic decisions are	diagnostic decisions are	
	often incomplete or	sometimes incomplete	usually adequate;	consistently complete	
	erroneous; often	or erroneous;	usually requires only	and accurate;	
	requires significant	sometimes requires	minimal support to	occasionally requires	
	support to achieve	moderate support to	achieve correct	minimal support to	
	correct interpretation	achieve correct	interpretation and	achieve correct	
	and diagnoses.	interpretation and	diagnoses.	interpretation and	
		diagnoses.		diagnoses.	
	Semester 4-5:	Semester 4-5:	Semester 4-5:	Semester 4-5:	Semester 4-5:
	Interpretation of	Interpretation of	Interpretation of	Interpretation of	Interpretation of
	assessments and/or	assessments and/or	assessments and/or	assessments and/or	assessments and/or
	diagnostic decisions are	diagnostic decisions are	diagnostic decisions are	diagnostic decisions are	diagnostic decisions are
	sometimes incomplete	occasionally incomplete	usually adequate;	usually complete and;	complete and accurate
	or erroneous; requires	or erroneous; requires	usually requires only	derives correct	and insightfully
	moderate support to	moderate support to	minimal support to	interpretation and	presented; consistently
	achieve correct	achieve correct	achieve correct	diagnoses with	and independently
	interpretation and	interpretation and	interpretation and	occasional minimal	derives correct
	diagnoses.	diagnoses.	diagnoses	support.	interpretation and
					diagnoses.
8. Makes	Semester 1-2:	Semester 1-2:	Semester 1-2:	Semester 1-2:	Semester 1-2:
appropriate	Recommendations do	Recommendations do	Recommendations do	Recommendations	N/A
recommendations	not take into account	not fully incorporate all	incorporate	incorporate assessment	
for intervention	assessment data,	assessment data,	assessment data, but	data, evidence, or best	
(Std VB1e).	evidence, and/or best	evidence, and/or best	not evidence, and/or	practice;	
	practice;	practice;	best practice;	recommendations are	
	recommendations are	recommendations are	recommendations are	appropriately matched	
	incomplete with regard	not appropriately	not appropriately	to client strengths and	
	to client strengths and	prioritized with regard	matched to client	needs; family	
	needs; family	to client strengths and	strengths and needs;	preferences and	
	preferences and	needs; family	family preferences and	mainstream curriculum	

mainstream curriculum	preferences and	mainstream	or functional needs are	
or functional needs are	mainstream curriculum	curriculum or	considered addressed.	
not addressed. Maximal	or functional needs are	functional needs are		
			Minimal supervisory	
supervisory support is	only minimally addressed. Maximal	only partially	support is needed for	
needed for all aspects of		addressed; moderate	some aspects of	
treatment planning.	supervisory support is	supervisory support is	treatment planning.	
	needed for some	needed for some		
	aspects of treatment	aspects of treatment		
	planning.	planning.		
<u>Semester 3</u> :	Semester 3:	Semester 3:	Semester 3:	Semester 3:
Recommendations do	Recommendations do	Recommendations	Recommendations	N/A
not fully incorporate all	incorporate	incorporate	incorporate assessment	
assessment data,	assessment data, but	assessment data,	data, evidence, and best	
evidence, and/or best	not evidence, and/or	evidence, or best	practice;	
practice;	best practice;	practice;	recommendations are	
recommendations are	recommendations are	recommendations are	appropriately matched	
not appropriately	not appropriately	appropriately matched	to client strengths and	
prioritized with regard	matched to client	to client to some but	needs; family	
to client strengths and	strengths and needs;	not all strengths and	preferences and	
needs; family	family preferences	needs; some family	mainstream curriculum	
preferences and	and mainstream	preferences and	or functional needs are	
mainstream curriculum	curriculum or	mainstream curriculum	considered addressed.	
or functional needs are	functional needs are	or functional needs are	Minimal supervisory	
only minimally	only partially	considered addressed.	support is occasionally	
addressed. Maximal	addressed; moderate	Minimal supervisory	needed.	
supervisory support is	supervisory support is	support is needed for		
needed for most aspects	needed for some	most aspects of		
of treatment planning.	aspects of treatment	treatment planning.		
	planning.			
	-			
<u>Semester 4-5</u> :	Semester 4-5: Develops	Semester 4-5:	Semester 4-5: Develops	Semester 4-5:
Recommendations do	recommendations	Develops	recommendations based	All aspects of treatment
not fully incorporate all	based on full review of	recommendations	on full review of	planning are
assessment data,	assessment data and	based on full review of	assessment data and	accomplished

	evidence, and/or best	case history with	assessment data and	case history with	independently,
	practice;	moderate support;	case history with	minimal support;	incorporating all
	recommendations are	recommendations are	moderate support;	recommendations are	assessment data,
	not appropriately	usually based on	recommendations are	based on evidence and	evidence, and/or best
	matched to client	evidence and best	usually based on	best practice;	practice; matched to
	strengths and needs;	practice;	evidence and best	recommendations cover	client strengths and
	family preferences and	recommendations	practice;	full range of client's	needs, family
	mainstream curriculum	cover some of client's	recommendations	needs and take client	preferences and
	or functional needs are	needs and take client	cover most of client's	strengths and family	mainstream curriculum
	only minimally	strengths and family	needs and take client	preferences into	or functional needs.
	addressed. Maximal	preferences into	strengths and family	account; most	
	supervisory support is	account; some	preferences into	recommendations are	
	needed for some	recommendations are	account; some	aligned to the	
	aspects of treatment	aligned to the	recommendations are	mainstream curriculum	
	planning.	mainstream curriculum	aligned to the	or functional needs.	
		or functional needs.	mainstream curriculum	Minimal supervisory	
		Moderate supervisory	or functional needs.	support is needed for	
		support is needed for	Moderate supervisory	some aspects of	
		most aspects of	support is needed for a	treatment planning.	
		treatment planning.	few aspects of		
			treatment planning.		
9. Completes	Semester 1-2: Shows lack	Semester 1-2: : Shows	Semester 1-2:	Semester 1-2: Planning,	Semester 1-2:
administrative	of planning, organization;	emerging skills in	Planning, organization	organization are	N/A
functions and	lack preparation;	planning, organization;	are adequate; requires	adequate; requires	
documentation	progress monitoring is	materials are missing or	moderate support for	minimal support for	
necessary (Std VB,	lacking, documentation is	out of place; progress	progress monitoring,	progress monitoring,	
1f).	often missing or late.	monitoring is emerging,	documentation is	documentation is	
	Maximal support is	documentation is	sometimes	timely and complete.	
	consistently necessary to	sometimes missing or	occasionally or late.	Minimal support is	
	complete administrative	late. Maximal support is	Moderate support is	necessary to complete	
	functions.	often necessary to	usually necessary to	administrative	
		complete administrative	complete	functions.	
		functions.	administrative		
			functions.		
	1		Turictions.	l	

	Semester 3: Shows	Semester 3: Shows	Semester 3: Shows	Semester 3: Shows	<u>Semester 3</u> :
	emerging skills in	basic skills in planning,	basic skills in planning,	adequate skills in	N/A
	planning, organization;	organization; requires	organization; sometimes	planning, organization;	
	may lack preparation;	moderate support for	requires moderate	sometimes requires	
	requires maximal support	progress monitoring;	support for progress	minimal support for	
	for progress monitoring,	documentation is	monitoring;	progress monitoring;	
	documentation is	occasionally missing or	documentation usually	documentation is timely	
	sometimes missing or	late. Moderate support	timely but may need	and complete. Minimal	
	late. Maximal support is	is usually necessary to	correction. Moderate	support is sometimes	
	often necessary to	complete administrative	support is sometimes	necessary to complete	
	complete administrative	functions.	necessary to complete	administrative functions.	
	functions.		administrative		
			functions.		
	Semester 4-5: Deficits in	Semester 4-5: Shows	<u>Semester 4-5</u> :	Semester 4-5: Planning	Semester 4-5:
	planning and	basic skills in planning,	Shows basic skills in	and organization is	All administrative
	organization continue to	organization;	planning, organization;	consistently appropriate;	functions and
	appear more than once	occasionally requires	usually requires	progress monitoring is	documentation are
	or twice per grading	moderate support for	minimal support for	consistent;	completed fully and
	period; progress is not	progress monitoring;	progress monitoring;	documentation is	independently, in a
	monitored at regular	documentation is	documentation is	complete. Minimal	timely fashion.
	intervals;	occasionally missing or	incomplete. Moderate	support and guidance is	
	documentation is	late. Moderate support	support is occasionally	occasionally needed.	
	overdue.	is sometimes necessary	necessary to complete		
		to complete	administrative		
		administrative	functions.		
10 Malas	Composition 1.2	functions.	Conceptor 1.2	Composition 4. 2. New Ja	Composition 1.2
10. Makes	Semester 1-2:	<u>Semester 1-2</u> :	Semester 1-2:	<u>Semester 1-2</u> : Needs	Semester 1-2:
appropriate	Does not consider need	Considers referral	Considers referral	only minimal support to	N/A
recommendations	for referral; needs	needs but needs	needs but needs	consider referral needs,	
for patient referrals	maximal support to	maximal support; needs	moderate support; needs moderate	write referral letters, and document referrals.	
(Std VB1g).	consider referral needs;	moderate support to write referral letters		and document referrals.	
	needs maximal support to write referral letters	and documentation.	support to write referral letters and		
	to write referral letters	and documentation.	referral letters and	1	

and documentation.		documentation.		
Semester 3: Needs maximal support to consider referral needs, write referral letters and document referrals.	<u>Semester 3</u> : Needs moderate support to consider referral needs, may not complete writing of referral letters and document referrals without reminders and/or support.	Semester 3: Needs minimal support to consider referral needs, may not complete writing of referral letters and document referrals without reminders and/or support.	<u>Semester 3</u> : Needs minimal support to consider referral needs, write referral letters and document referrals in a timely manner.	<u>Semester 3</u> : N/A
Semester 4-5: Needs maximal support to consider referral needs, write referral letters and document referrals.	Semester 4-5: Needs minimal support to consider referral needs, may not complete writing of referral letters and document referrals without reminders and/or support.	Semester 4-5: Needs minimal support to consider referral needs, may not complete writing of referral letters and document referrals without reminders.	Semester 4-5: Needs minimal support to consider referral needs, writes referral letters and documents referrals in a timely manner.	Semester 4-5: Completes all referrals and documentation independently, and appropriately in a timely manner.

Treatment Skills	Needs Improvement	Emerging (E): Student's	Evident with	Independent/Proficient	CF Ready
	(NI): Student's	performance is an	Supervision	(P): Student's	Student's performance
	performance is below	acceptable level for this	Student's performance	performance	demonstrates readiness
	the level that would be	point in the program,	is an acceptable level	demonstrates readiness	to move forward to
	expected at this point in	and show emerging	for this point in the	to move forward to the	independent clinical
	the program.	sophistication,	program, and when	next clinical level; shows	practice; shows
		individualization to	supported by	some ability to	consistent
		client, or creativity.	supervision shows	individualize activities,	individualization of
			emerging	creative use of materials,	activities, creative use of
			sophistication,	thoughtful management	materials, thoughtful
			individualization, and	of motivation and	management of
			independence	behavior without direct	motivation and

				supervision.	behavior.
1. Develops appropriate treatment plans with measurable and achievable goals, Collaborates with clients/patients and relevant others in the planning process (Std IVB, IVCC, Std VB2a).	<u>Semester 1-2</u> : Shows lack of planning, organization; goals are poorly constructed or inappropriate to client; unable to plan collaboratively.	Semester 1-2: Shows minimal planning, organization; maximal support is needed to construct goals implement activities, and to plan collaboratively.	<u>Semester 1-2:</u> Shows basic planning, organization; moderate support is needed to construct goals, implement activities, and to plan collaboratively.	<u>Semester 1-2</u> : Shows adequate planning, organization; minimal support is needed to construct goals, and to plan collaboratively.	<u>Semester 1-2</u> : N/A
	Semester 3: Planning and organization is inconsistent; goals are poorly constructed or inappropriate to client more than once or twice/term; has difficulty planning collaboratively.	Semester 3: Shows basic planning, organization; moderate support is needed to construct goals and plan collaboratively.	<u>Semester 3</u> : Shows evidence of adequate planning, organization; Needs minimal support to conduct collaborative planning	Semester <u>3</u> : Shows evidence of adequate planning and organization, and collaboration.	<u>Semester 3</u> : N/A
	Semester 4-5: Deficits in planning, organization and collaboration continue to appear more than once or twice per grading period	Semester 4-5: Shows basic planning, organization; moderate support is needed to construct appropriate goals and collaborate in treatment planning.	Semester 4-5: Planning and organization is consistently appropriate with little need for support or correction. Support and guidance for collaborative planning is needed only occasionally.	Semester 4-5: Planning and organization is consistently appropriate; Minimal support and guidance is needed only occasionally to support collaborative planning.	Semester 4-5: All aspects of treatment planning, goal selection, and collaboration are accomplished independently, collaboratively and efficiently.
2. Implements treatment plans (Std VB2b).	Semester 1-2: Execution of activities lack preparation; activities are inappropriate for client; instructional	Semester 1-2: Maximal support is needed to design and implement appropriate therapy activities; instructional	Semester 1-2: Moderate support is needed to design and implement therapy activities; instructional	Semester 1-2: Minimal support is needed to design and implement therapy activities; instructional language is	<u>Semester 1-2</u> : N/A

	language is confusing; unable to manage challenging client behaviors. <u>Semester 3</u> : Execution of activities lack preparation; activities are inappropriate for client; instructional language is confusing; Maximal support continues to be needed to manage challenging client behaviors. <u>Semester 4-5:</u> Execution of activities show persistent errors and lack of preparation more than once or twice per grading period; several activities are inappropriate for client; requires more than occasional support to manage challenging client behaviors.	language is sometimes unclear; maximal support is needed to manage challenging client behaviors. <u>Semester 3</u> : Moderate support is often needed for effective choice and execution of activities; instructional language is occasionally confusing; moderate support is needed to manage challenging client behaviors. <u>Semester 4-5</u> : Execution of activities show errors and lack of preparation more than once or twice per grading period; some activities are inappropriate for client; moderate support is sometimes needed to manage challenging client behaviors.	language is occasionally unclear; moderate support is needed to manage challenging client behaviors. <u>Semester 3</u> : Moderate support is sometimes needed to design and implement therapy activities; instructional language is usually clear; moderate support is sometimes needed to manage challenging client behaviors. <u>Semester 4-5:</u> Execution of activities show adequate preparation; activities are usually appropriate for client; instructional language is clear; requires moderate support is occasionally needed to manage challenging client behaviors.	consistently clear; minimal support is needed to manage challenging client behaviors. <u>Semester 3</u> : Minimal support is needed to design and implement therapy activities; instructional language is usually clear; minimal support is needed to manage challenging client behaviors. <u>Semester 4-5:</u> execution of activities show adequate preparation; activities are consistently appropriate for client; instructional language is clear and concise; manages challenging client behaviors independently.	Semester 3: N/A Semester 4-5: Implements treatment plans consistently, efficiently, and independently; instructional language is clear and concise; creatively manages and prevents challenging behaviors.
3. Selects and uses	occasional support to manage challenging	sometimes needed to manage challenging	occasionally needed to manage challenging		
appropriate	of careful selection of	moderate support to	minimal support to	minimal support to	N/A

materials and instrumentation (Std VB2c).	appropriate materials; materials are missing or out of place; uses of materials are inappropriate or unmotivating to client; transitions from one set of materials to another are disorderly.	select appropriate materials; materials are missing or out of place; uses of materials are inappropriate or unmotivating to client; transitions from one set of materials to another is sometimes poorly organized and conducted.	select appropriate materials; materials are sometimes missing or out of place; uses of materials are sometimes inappropriate or unmotivating to client; transitions are usually smooth.	select, assemble, and present appropriate materials; uses of materials are usually appropriate or motivating to client; transitions are usually smooth.	
	<u>Semester 3</u> : Needs maximal support to select appropriate, motivating materials; materials are missing or out of place; transitions from one set of materials to another are often disorderly.	Semester 3: Needs moderate support to select appropriate, motivating materials; materials are missing or out of place; transitions from one set of materials to another are sometimes disorderly.	Semester 3: Needs moderate support to select appropriate, motivating materials; materials are usually present and arranged appropriately; transitions from one set of materials to another are occasionally disorderly.	Semester 3: Needs minimal support to select appropriate, motivating materials; materials are consistently present and arranged appropriately; transitions from one set of materials to another are usually smooth.	<u>Semester 3</u> : N/A
	<u>Semester 4-5</u> : Needs maximal support to select appropriate, motivating materials; materials are sometimes missing or out of place; transitions from one set of materials to another are often disorderly.	Semester 4-5: Needs moderate support to select appropriate, motivating materials; materials are occasionally missing or out of place; transitions from one set of materials to another are sometimes disorderly.	<u>Semester 4-5: Needs</u> moderate support to select appropriate, motivating materials; materials are usually present and arranged appropriately; transitions from one set of materials to another are occasionally	Semester 4-5: Needs minimal support to select appropriate, motivating materials; materials are consistently present and arranged appropriately; transitions from one set of materials to another are consistently smooth.	Semester 4-5: All aspects of selection, organization, utilization of materials are independently and appropriately carried out.

			disorderly.		
4. Sequences task	Semester 1-2: Does not	Semester 1-2: Needs	Semester 1-2: Needs	Semester 1-2:	Semester 1-2:
to meet objectives.	break tasks down into	consistent, maximal	consistent moderate	Sometimes needs	N/A
(Std VB2c).	logical, sequential steps	support to break tasks	support to break tasks	moderate support to	
· · · ·	or does not plan therapy	down into logical,	down into logical,	break tasks down into	
	activities to address a set	sequential steps or plan	sequential steps or plan	logical, sequential steps	
	of sequential steps to a	therapy activities to	therapy activities to	or plan therapy	
	goal.	address a set of	address a set of	activities to address a	
		sequential steps to a	sequential steps to a	set of sequential steps	
		goal.	goal.	to a goal.	
	Semester 3: Needs	Semester 3: Needs	Semester 3:	Semester 3: Needs	Semester 3:
	consistent, maximal	consistent moderate	Sometimes needs	minimal support to	N/A
	support to break tasks	support to break tasks	moderate support to	Sometimes needs	
	down into logical,	down into logical,	break tasks down into	moderate support to	
	sequential steps or does	sequential steps and	logical, sequential	break tasks down into	
	not plan therapy	plan therapy activities	steps and plan therapy	logical, sequential steps	
	activities to address a set	to address a set of	activities to address a	and plan therapy	
	of sequential steps to a	sequential steps to a	set of sequential steps	activities to address a	
	goal.	goal.	to a goal.	set of sequential steps	
				to a goal.	
	Semester 4-5: Needs	Semester 4-5: Needs	Semester 4-5: Usually	Semester 4-5: Shows	Semester 4-5: Shows
	maximal support to	moderate support to	needs minimal support	independence in the	skill and accuracy in the
	break tasks down into	break tasks down into	to break tasks down	ability to break tasks	ability to break tasks
	logical, sequential steps	logical, sequential steps	into logical, sequential	down into logical,	down into logical,
	or does not plan therapy	or plan therapy	steps and plan therapy	sequential steps and	sequential steps;
	activities to address a set	activities to address a	activities to address a	plan therapy activities	thoughtfully plans
	of sequential steps to a	set of sequential steps	set of sequential steps	to address a set of	therapy activities to
	goal more than once or	to a goal more than	to a goal.	sequential steps to a	efficiently address a set
	twice per term.	once or twice per term.	-	goal.	of sequential steps to a
				-	goal.
5. Provides	Semester 1-2:	Semester 1-2: Needs	Semester 1-2: Shows	Semester 1-2:	Semester 1-2:
appropriate	Instructional language is	consistent moderate	evidence of some	Shows evidence of	<u>N/A</u>
introduction/explan	vague, verbose, unclear;	support to provide	planning of	thoughtful planning of	

ation of tasks (Std	needs maximal support	explanations	instructional language;	instructional language;	
VB2e).	to provide explanations	appropriate to client	moderate support is	minimal support is	
	appropriate to client	needs.	needed only once or	needed to provide	
	needs.		twice per term to	explanations appropriate	
			provide explanations	to client needs.	
			appropriate to client		
			needs.		
	Semester 3: Needs	Semester 3: Needs	Semester 3: Shows	Semester 3: Shows	Semester 3:
	consistent moderate	moderate support	evidence of planning	evidence of thoughtful	N/A
	support to provide	more than once or	instructional language.	planning of instructional	
	explanations appropriate	twice per term to	Needs only minimal to	language; can usually	
	to client needs.	provide explanations	provide explanations	provide provide	
		appropriate to client	appropriate to client	explanations	
		needs.	needs.	appropriate to client	
				needs independently.	
	Semester 4-5: Needs	Semester 4-5: Needs	Semester 4-5: Shows	Semester 4-5: Shows	Semester 4-5:
	maximal support to	moderate support more	evidence of	evidence of thoughtful	Shows evidence of
	provide explanations	than once or twice per	thoughtfully planning	planning of instructional	thoughtful planning of
	appropriate to client	term to provide	instructional language.	language; can	instructional language;
	needs, and moderate	explanations	Needs only occasional	consistently provide	can consistently provide
	support more	appropriate to client	minimal to provide	explanations appropriate	explanations well-tuned
	frequently.	needs.	explanations	to client needs	to client needs and
			appropriate to client	independently.	learning style concisely
			needs.		and independently.
6. Measures and	Semester 1-2: Progress	Semester 1-2: Needs	Semester 1-2 Needs	Semester 1-2: Usually	Semester 1-2:
evaluates clients'	monitoring is lacking,	consistent maximal	consistent moderate	needs minimal support	N/A
performance and	documentation of	support to accurately	support to accurately	to accurately and	
progress (Std VB	performance and	and consistently	and consistently	consistently evaluate	
2d).	progress is missing.	evaluate clients'	evaluate clients'	clients' performance	
		performance and	performance and	and progress.	
		progress.	progress.		
	Semester 3: Progress	Semester 3: Needs	Semester 3: Usually	Semester 3: Usually	<u>Semester 3</u> :
	monitoring is lacking,	consistent moderate	needs minimal support	shows evidence of	N/A

	documentation of performance and progress is missing; or maximal support is needed to accurately and consistently evaluate clients' performance and progress.	support to accurately and consistently evaluate clients' performance and progress.	to accurately and consistently evaluate clients' performance and progress.	adequate independent evaluation of clients' performance and progress.	
	<u>Semester 4-5:</u> Maximal support is needed to accurately and consistently evaluate clients' performance and progress; progress monitoring or documentation is missing more than once per term.	<u>Semester 4-5</u> : Needs moderate support to accurately and consistently evaluate clients' performance and progress more than once or twice per term.	Semester 4-5: Sometimes needs minimal support to accurately and consistently evaluate clients' performance and progress.	Semester 4-5: Consistently shows evidence of adequate independent evaluation of clients' performance and progress.	Semester 4-5: Shows independence and there is evidence of thoughtful planning of the evaluation of clients' performance and progress throughout the term.
7. Uses appropriate models, prompts, or cues. Allows time for patient response. (Std VB2e)	Semester 1-2: Does not demonstrate understanding of basic prompt/cue level benchmarks (e.g., maximal prompts/cues: uses prompts/cues in over 75% of trials; moderate: 50-74%; minimal: 25-49%); uses prompts/cues indiscriminately without planful hierarchy; does	Semester 1-2: Needs consistent maximal support to provide appropriate level of support and frequency of prompts/cues; needs maximal support to allow adequate time for client responses.	Semester 1-2: Needs consistent moderate support to provide appropriate level of support and frequency of prompts/cues; needs moderate support to allow adequate time for client responses.	Semester 1-2: Usually needs minimal support to provide appropriate level of support and frequency of prompts/cues; shows emerging ability to provide adequate time for client responses.	<u>Semester 1-2</u> : N/A

		1			I
	not demonstrate				
	knowledge of level of				
	support within				
	prompt/cue hierarchy				
	(e.g, maximal prompts =				
	hand-over-hand, verbal				
	imitation, pointing or full				
	modeling of target				
	behavior; moderate				
	prompts = partial				
	physical support [nudge				
	to initiate response];				
	verbal choice or closed				
	set of responses [Is it				
	blue or green?]; visual				
	cue to look at page, card				
	or general area of correct				
	response; minimal =				
	touch or tap for				
	response; cloze				
	technique [" I want?"				
	with expectant waiting];				
	clinician looks at correct				
	choice to cue client				
	response)				
	Semester 3: Needs	Semester 3: Needs	Semester 3: Needs	Semester <u>3</u> : Needs	Semester 3:
	consistent maximal	consistent moderate	moderate support to	minimal support to	N/A
	support to provide	support to provide	provide appropriate	provide appropriate	
	appropriate level of	appropriate level of	level and frequency of	level of support and	
	support and frequency	support and frequency	prompts/cues; shows	frequency of	
	of prompts/cues; needs	of prompts/cues;	emerging ability to	prompts/cues; usually	
	maximal support to	needs maximal	provide adequate time	provides adequate time	
	allow adequate time for	support to allow	for client responses.	for client responses.	
	client responses.	adequate time for	•		
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		client responses.			
	Semester 4-5: Needs maximal support to provide appropriate level and frequency of prompts/cues; needs moderate support to allow adequate time for client responses.	Semester 4-5: Needs moderate support to provide appropriate level and frequency of prompts/cues and to provide adequate time for client responses.	Semester 4-5: Needs minimal support to provide appropriate level and frequency of prompts/ cues; usually provides adequate time for client responses.	Semester 4-5: Independently to provides appropriate level and frequency of prompts/cues; usually provides adequate time for client responses.	Semester 4-5: Independently provides appropriate level and frequency of prompts/cues; uses active expectant waiting with ample time for client to provide response.
8. Adapts treatment session to meet individual client needs (Std VB 2e).	Semester 1-2: Activities are inappropriate for client; unable to manage challenging client behaviors; difficulty in maintaining client motivation.	Semester 1-2: Needs maximal support to adapt treatment sessions to individual needs, manage challenging behaviors and motivation.	Semester 1-2: Needs moderate support to adapt treatment sessions to individual needs, manage challenging behaviors and motivation.	Semester 1-2: Needs minimal support to adapt treatment sessions to individual needs, manage challenging behaviors and motivation.	<u>Semester 1-2</u> : N/A
	<u>Semester 3</u> : Needs maximal support to adapt treatment sessions to individual needs, manage challenging behaviors and motivation.	Semester 3: Needs moderate support to adapt treatment sessions to individual needs, manage challenging behaviors and motivation.	Semester 3: Needs minimal support to adapt treatment sessions to individual need, manage challenging behaviors and motivation.	<u>Semester 3</u> : Usually is able independently to adapt treatment sessions to individual needs, may need minimal support to manage challenging behaviors and motivation.	<u>Semester 3:</u> N/A
	Semester 4-5: Needs moderate support to adapt treatment sessions to individual needs, manage	Semester 4-5: Needs moderate support to adapt treatment sessions to individual needs, manage	Semester 4-5: Needs minimal support to adapt treatment sessions to individual needs, manage	Semester 4-5: Independently adapts treatment sessions to individual needs, may need minimal support to	Semester 4-5: Independently and skillfully adapts treatment sessions to individual needs,

	challenging behaviors and motivation.	challenging behaviors and motivation more than once or twice per semester.	challenging behaviors and motivation.	manage challenging behaviors and motivation.	manages challenging behaviors and motivation.
9. Completes administrative functions and documentation necessary to support treatment (Std VB 2f).	Semester 1-2: Needs maximal support to complete administrative functions and documentation necessary to support treatment; documentation is frequently missing, incomplete, or late.	Semester 1-2: Needs moderate support to complete administrative functions and documentation necessary to support treatment; documentation is sometimes missing, incomplete, or late.	Semester 1-2: Needs moderate support to complete administrative functions and documentation necessary to support treatment; but documentation is usually timely and complete.	Semester 1-2: Needs minimal support to complete administrative functions and documentation necessary to support treatment; documentation is usually timely and complete.	<u>Semester 1-2</u> : N/A
	Semester 3: Needs maximal support to complete administrative functions and documentation necessary to support treatment; documentation is sometimes missing, incomplete, or late.	Semester 3: Needs moderate support to complete administrative functions and documentation necessary to support treatment; documentation is occasionally missing, incomplete, or late.	Semester 3: Needs minimal support to complete administrative functions and documentation necessary to support treatment; documentation is occasionally missing, incomplete, or late.	Semester 3: Needs minimal support to complete administrative functions and documentation necessary to support treatment; documentation is timely and complete.	<u>Semester 3</u> : N/A
	Semester 4-5: Needs moderate support to complete administrative functions and documentation necessary to support	Semester 4-5: Needs minimal support to complete administrative functions and documentation	Semester 4-5: Needs minimal support to complete administrative functions and documentation	Semester 4-5: Completes administrative functions and documentation necessary to support treatment independently;	Semester 4-5: Completes administrative functions and documentation necessary to support treatment

	treatment; documentation is sometimes missing, incomplete, or late.	necessary to support treatment; documentation is occasionally missing, incomplete, or late.	necessary to support treatment; documentation is missing, incomplete, or late more than once per term.	documentation is timely and complete.	independently; documentation is timely, complete, thorough, and succinct.
10. Identifies and refers patients for services as appropriate (Std VB 2g).	Semester 1-2: Does not consider need for referral; needs maximal support to consider referral needs; needs maximal support to write referral letters and documentation.	Semester 1-2: Considers referral needs but needs maximal support; needs moderate support to write referral letters and documentation.	Semester 1-2: Considers referral needs but needs moderate support; needs moderate support to write referral letters and documentation.	Semester 1-2: Needs only minimal support to consider referral needs, write referral letters, and document referrals.	<u>Semester 1-2</u> : N/A
	Semester 3: Needs maximal support to consider referral needs, write referral letters and document referrals.	<u>Semester 3</u> : Needs moderate support to consider referral needs, may not complete writing of referral letters and document referrals without reminders and/or support.	<u>Semester 3</u> : Needs minimal support to consider referral needs, may not complete writing of referral letters and document referrals without reminders and/or support.	Semester 3: Needs minimal support to consider referral needs, write referral letters and document referrals in a timely manner.	<u>Semester 3</u> : N/A
	Semester 4-5: Needs maximal support to consider referral needs, write referral letters and document referrals.	Semester 4-5: Needs moderate support to consider referral needs, may not complete writing of referral letters and document referrals without reminders and/or support.	Semester 4-5: Needs minimal support to consider referral needs, may not complete writing of referral letters and document referrals without reminders.	Semester 4-5: Needs minimal support to consider referral needs, writes referral letters and documents referrals in a timely manner.	Semester 4-5: Completes all referrals and documentation independently, and appropriately in a timely manner.