

## Appendix 2.1 Clinical Skills Evaluation

1 –Needs Improvement      4 - Independent  
 2 - Emerging                5 - CF Ready  
 3 - Evident with Supervision

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

	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.	
	Semester 3: Requires maximal support to select appropriate methods for screening and prevention; preparation and organization is inconsistent; execution of activities show inadequate preparation; instructional language is sometimes unclear; requires frequent support to manage challenging client behaviors.	Semester 3: Requires moderate support to select appropriate methods for screening and prevention; shows evidence of adequate planning and organization, but may need moderate support from supervisor to adjust to individual needs; execution of activities shows preparation, may be lagging in real time; necessary materials are present; instructional language is sometimes unclear; a moderate amount of support and correction is needed to achieve acceptable	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	Semester 3: N/A

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

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

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

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

		language is sometimes unclear; scoring requires moderate support.	requires moderate support.		
	<u>Semester 3:</u> Shows lack of preparation; errors in administration and scoring are present; maximal support is required to achieve acceptable performance.	<u>Semester 3:</u> Shows evidence of some preparation and organization, but often requires moderate support and correction to administer assessments; execution of assessment shows elementary preparation but difficulty in adjusting to client in real time; necessary materials are present but transitions between sets of materials may lag; administration is basically correct, with some need for moderate supervisory input; instructional language is often unclear; scoring sometimes requires moderate support.	<u>Semester 3:</u> Shows evidence of preparation and organization, but sometimes requires minimal support and correction to administer assessments; execution of assessment shows basic preparation but difficulty in adjusting to client in real time; necessary materials are present and transitions are usually smooth; administration is basically correct, with some need for minimal supervisory input; instructional language is usually clear; scoring requires minimal support.	<u>Semester 3:</u> Shows adequate preparation and organization, independently addresses client needs; execution of assessment shows strong preparation but occasionally needs input from supervisor to adjust to individual client needs; necessary materials are present and transitions between sets of materials are smooth; instructional language is consistently clear; acceptable performance is usually achieved independently.	<u>Semester 3:</u> N/A
	<u>Semester 4-5:</u> Shows lack of preparation; errors in administration and scoring are present;	<u>Semester 4-5:</u> Shows evidence of some preparation and organization, but	<u>Semester 4-5:</u> Shows evidence of preparation and organization, but sometimes requires	<u>Semester 4-5:</u> Shows adequate preparation and organization, independently	<u>Semester 5:</u> All aspects of administering and scoring assessment instruments are

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



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

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

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

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

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

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

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

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

Treatment Skills	<b>Needs Improvement (NI):</b> <i>Student's performance is below the level that would be expected at this point in the program.</i>	<b>Emerging (E):</b> <i>Student's performance is an acceptable level for this point in the program, and show emerging sophistication, individualization to client, or creativity.</i>	<b>Evident with Supervision</b> <i>Student's performance is an acceptable level for this point in the program, and when supported by supervision shows emerging sophistication, individualization, and independence</i>	<b>Independent/Proficient (P):</b> <i>Student's performance demonstrates readiness to move forward to the next clinical level; shows some ability to individualize activities, creative use of materials, thoughtful management of motivation and behavior without direct</i>	<b>CF Ready</b> <i>Student's performance demonstrates readiness to move forward to independent clinical practice; shows consistent individualization of activities, creative use of materials, thoughtful management of motivation and</i>
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				<i>supervision.</i>	<i>behavior.</i>
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.	<u>Semester 1-2</u> : 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
	<u>Semester 3</u> : Planning and organization is inconsistent; goals are poorly constructed or inappropriate to client more than once or twice/term; has difficulty planning collaboratively.	<u>Semester 3</u> : 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 3: Shows evidence of adequate planning and organization, and collaboration.	<u>Semester 3</u> : N/A
	<u>Semester 4-5</u> : Deficits in planning, organization and collaboration continue to appear more than once or twice per grading period	<u>Semester 4-5</u> : Shows basic planning, organization; moderate support is needed to construct appropriate goals and collaborate in treatment planning.	<u>Semester 4-5</u> : Planning and organization is consistently appropriate with little need for support or correction. Support and guidance for collaborative planning is needed only occasionally.	<u>Semester 4-5</u> : Planning and organization is consistently appropriate; Minimal support and guidance is needed only occasionally to support collaborative planning.	<u>Semester 4-5</u> : All aspects of treatment planning, goal selection, and collaboration are accomplished independently, collaboratively and efficiently.
2. Implements treatment plans (Std VB2b).	<u>Semester 1-2</u> : Execution of activities lack preparation; activities are inappropriate for client; instructional	<u>Semester 1-2</u> : Maximal support is needed to design and implement appropriate therapy activities; instructional	<u>Semester 1-2</u> : Moderate support is needed to design and implement therapy activities; instructional	<u>Semester 1-2</u> : 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.	language is sometimes unclear; maximal support is needed to manage challenging client behaviors.	language is occasionally unclear; moderate support is needed to manage challenging client behaviors.	consistently clear; minimal support is needed 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 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 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 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 3:</u> N/A
	<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.	<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.	<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.	<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.	<u>Semester 4-5:</u> Implements treatment plans consistently, efficiently, and independently; instructional language is clear and concise; creatively manages and prevents challenging behaviors.
3. Selects and uses appropriate	<u>Semester 1-2:</u> Shows lack of careful selection of	<u>Semester 1-2:</u> Needs moderate support to	<u>Semester 1-2:</u> Needs minimal support to	<u>Semester 1-2:</u> Needs minimal support to	<u>Semester 1-2:</u> 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.	<u>Semester 3:</u> 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.	<u>Semester 3:</u> 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.	<u>Semester 3:</u> 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.	<u>Semester 4-5:</u> 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:</u> 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	<u>Semester 4-5:</u> 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.	<u>Semester 4-5:</u> All aspects of selection, organization, utilization of materials are independently and appropriately carried out.

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

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

	<p>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)</p>				
	<p><u>Semester 3:</u> 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.</p>	<p><u>Semester 3:</u> Needs consistent moderate support to provide appropriate level of support and frequency of prompts/cues; needs maximal support to allow adequate time for</p>	<p><u>Semester 3:</u> Needs moderate support to provide appropriate level and frequency of prompts/cues; shows emerging ability to provide adequate time for client responses.</p>	<p><u>Semester 3:</u> Needs minimal support to provide appropriate level of support and frequency of prompts/cues; usually provides adequate time for client responses.</p>	<p><u>Semester 3:</u> N/A</p>

		client responses.			
	<u>Semester 4-5:</u> Needs maximal support to provide appropriate level and frequency of prompts/cues; needs moderate support to allow adequate time for client responses.	<u>Semester 4-5:</u> Needs moderate support to provide appropriate level and frequency of prompts/cues and to provide adequate time for client responses.	<u>Semester 4-5:</u> Needs minimal support to provide appropriate level and frequency of prompts/ cues; usually provides adequate time for client responses.	<u>Semester 4-5:</u> Independently to provides appropriate level and frequency of prompts/cues; usually provides adequate time for client responses.	<u>Semester 4-5:</u> 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).	<u>Semester 1-2:</u> Activities are inappropriate for client; unable to manage challenging client behaviors; difficulty in maintaining client motivation.	<u>Semester 1-2:</u> Needs maximal support to adapt treatment sessions to individual needs, manage challenging behaviors and motivation.	<u>Semester 1-2:</u> Needs moderate support to adapt treatment sessions to individual needs, manage challenging behaviors and motivation.	<u>Semester 1-2:</u> 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.	<u>Semester 3:</u> Needs moderate support to adapt treatment sessions to individual needs, manage challenging behaviors and motivation.	<u>Semester 3:</u> 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
	<u>Semester 4-5:</u> Needs moderate support to adapt treatment sessions to individual needs, manage	<u>Semester 4-5:</u> Needs moderate support to adapt treatment sessions to individual needs, manage	<u>Semester 4-5:</u> Needs minimal support to adapt treatment sessions to individual needs, manage	<u>Semester 4-5:</u> Independently adapts treatment sessions to individual needs, may need minimal support to	<u>Semester 4-5:</u> 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).	<u>Semester 1-2:</u> Needs maximal support to complete administrative functions and documentation necessary to support treatment; documentation is frequently missing, incomplete, or late.	<u>Semester 1-2:</u> Needs moderate support to complete administrative functions and documentation necessary to support treatment; documentation is sometimes missing, incomplete, or late.	<u>Semester 1-2:</u> Needs moderate support to complete administrative functions and documentation necessary to support treatment; but documentation is usually timely and complete.	<u>Semester 1-2:</u> 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
	<u>Semester 3:</u> Needs maximal support to complete administrative functions and documentation necessary to support treatment; documentation is sometimes missing, incomplete, or late.	<u>Semester 3:</u> Needs moderate support to complete administrative functions and documentation necessary to support treatment; documentation is occasionally missing, incomplete, or late.	<u>Semester 3:</u> Needs minimal support to complete administrative functions and documentation necessary to support treatment; documentation is occasionally missing, incomplete, or late.	<u>Semester 3:</u> Needs minimal support to complete administrative functions and documentation necessary to support treatment; documentation is timely and complete.	<u>Semester 3:</u> N/A
	<u>Semester 4-5:</u> Needs moderate support to complete administrative functions and documentation necessary to support	<u>Semester 4-5:</u> Needs minimal support to complete administrative functions and documentation	<u>Semester 4-5:</u> Needs minimal support to complete administrative functions and documentation	<u>Semester 4-5:</u> Completes administrative functions and documentation necessary to support treatment independently;	<u>Semester 4-5:</u> 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).	<u>Semester 1-2:</u> Does not consider need for referral; needs maximal support to consider referral needs; needs maximal support to write referral letters and documentation.	<u>Semester 1-2:</u> Considers referral needs but needs maximal support; needs moderate support to write referral letters and documentation.	<u>Semester 1-2:</u> Considers referral needs but needs moderate support; needs moderate support to write referral letters and documentation.	<u>Semester 1-2:</u> Needs only minimal support to consider referral needs, write referral letters, and document referrals.	<u>Semester 1-2:</u> N/A
	<u>Semester 3:</u> 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.	<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
	<u>Semester 4-5:</u> Needs maximal support to consider referral needs, write referral letters and document referrals.	<u>Semester 4-5:</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 4-5:</u> Needs minimal support to consider referral needs, may not complete writing of referral letters and document referrals without reminders.	<u>Semester 4-5:</u> Needs minimal support to consider referral needs, writes referral letters and documents referrals in a timely manner.	<u>Semester 4-5:</u> Completes all referrals and documentation independently, and appropriately in a timely manner.



