

The Colorado Consortium to Prepare Speech-Language Pathology Assistants

SLPA Performance Review

SLPA Name: _____ Date: _____ Score: _____

Evaluator Name: _____ Name of School(s) or Setting: _____

SLPA PERFORMANCE REVIEW RUBRICS

5.0 – *Consistent High Quality:* Intervention preparation and activities are conducted efficiently and promptly. This includes baseline data collection, researching client disorder, and the implementation of treatment plans. Skills are demonstrated consistently with independence and excellence. The SLPA writes intervention notes well on the first draft with minimal comments necessary. Comments are in the areas of mechanics, not organization or integration. The SLPA uses her/his supervisor as a sounding board for ideas, not as a primary director of activities and seeks supervisor input when appropriate. Problem solving is seen during tasks with success. The SLPA demonstrates consistent initiative, leadership, and professionalism.

4.0 – *Basic Proficiency:* Intervention preparation and activities are usually conducted efficiently and promptly. This includes baseline data collection, researching client disorder, and the implementation of treatment plans. Skills are demonstrated on a regular basis with areas of excellence and independence. The SLPA writes well. Intervention notes are complete on the second draft. The SLPA uses her/his supervisor as a resource with some direct instruction necessary and usually seeks supervisor input when appropriate. Problem solving is seen during tasks with inconsistent success. The SLPA is typically able to generate ideas in session review.

3.0 – *Emerging Skills:* Intervention preparation and activities are sometimes conducted efficiently and promptly. This includes baseline data collection, researching client disorder, and the implementation of treatment plans. Skills are emerging and some independence is evidenced. The SLPA needs some assistance in the areas of organization and integration when writing. Intervention notes are complete by the third draft. The SLPA uses her/his supervisor for direct instruction as well as a resource. The SLPA is able to identify problems during tasks and identifies solutions during review. The SLPA sometimes seeks supervisor input when appropriate.

2.0 – *Minimal Skills:* Intervention preparation and activities are occasionally conducted efficiently and promptly. This includes baseline data collection, researching client disorder, and the implementation of treatment plans. Skills are seen occasionally with minimal independence. The SLPA needs considerable assistance with writing. Intervention notes take up to four drafts to complete. The SLPA relies on the supervisor for direct instruction in most areas. The SLPA rarely seeks supervisor input when appropriate. The SLPA does not identify problems until a session is reviewed and has difficulty generating reasonable solutions.

1.0 – *Skills Unobserved:* Intervention preparation and activities are not conducted efficiently and promptly. This includes baseline data collection, researching client disorder, and the implementation of treatment plans. Skills are rarely seen and independence is nonexistent or inappropriate. The SLPA is unable to complete a report without the supervisor completing most sections. The supervisor needs to provide direct instruction and modeling of desired behaviors. The SLPA does not seek supervisor input when appropriate. The SLPA cannot identify problems or generate solutions without considerable guidance.

Please mark an "X" in the appropriate box using the following scale:

1-Skills unobserved 2-Minimal skills 3-Emerging skills 4-Basic proficiency 5-Consistent high quality N/A-Not Applicable

I. PLANNING

A. Therapy Planning – Interpreting and Implementing Intervention Plans	1	2	3	4	5	N/A
1. Applies theoretical knowledge of disorders to the understanding of and implementation of therapeutic.						
2. Understands the rationale for plan.						
3. Demonstrates knowledge and understanding of background information of students on the caseload.						
4. Understands prognosis for improvement of each student on the SLP’s caseload.						
5. Follows priorities for intervention determined by the SLP, which reflect best practices and will promote generalization.						
6. Follows the SLP established plan for demonstrating evidence-based practice.						
7. Understands the nature of long and short term goals, which are measurable, achievable, and functional.						
8. Collaborates with the SLP and others deemed appropriate including the student and/or family in the planning and implementation process.						
B. Therapy Planning – Planning for Sessions	----	----	----	----	----	----
1. Clearly writes the lesson plan with goals, procedures, and method for measuring outcomes. 1RWWKH, (3 JRDOV)						
2. Follows the OHVVRQ objectives for the session.						
3. Selects materials appropriate for the objectives.						

II. INTERVENTION EXECUTION

	1	2	3	4	5	N/A
1. Takes baseline measures efficiently with sufficient trials. Obtains measures within a reasonable number of sessions.						
2. Demonstrates effective use of data-keeping system which is well organized and used during the session.						
3. Accurately charts data and shares results with supervisor.						
4. Procedures are effective, varied, and appropriate to help student achieve objectives.						
5. Accurately discriminates and responds to errors.						
6. Gives consistent, specific and concise feedback, including reinforcement.						
7. Encourages student to self-evaluate.						
8. Can clearly introduce a topic and give instructions.						
9. Closes each session clearly and in a meaningful manner.						
10. Transitions smoothly across tasks and between sessions.						
11. Effectively uses pacing and time management.						
12. Uses age appropriate language (including signing).						
13. Tolerates silence.						
14. Conducts intervention with enthusiasm.						
15. Simultaneously attends to needs of more than one student in a group setting.						
16. Effectively works in the classroom, supporting the student's needs through the curriculum.						
17. Demonstrates the use of a variety of activities to promote generalization.						

III. INTERVENTION STRATEGIES

A. Interpersonal Skills	1	2	3	4	5	N/A
1. Maintains confident image in the school setting.						
2. Interacts appropriately with other professionals, including 6/3 supervisor.						
3. Appropriately responds to teachers and parents regarding student progress, classroom or home activities by referring them to the SLP.						
4. Responds appropriately to constructive criticism/suggestions.						
5. Addresses conflict with staff/client/family in a professional manner, using school protocol.						
B. Behavior Management	--1-	--2-	-3-	-4--	-5--	NA
1. Effectively deals with attitudes displayed by student.						
2. Uses a variety of strategies to prevent behavior problems.						
3. Understands the behavior management plan.						
4. Implements behavior management plan consistently.						

IV. PROBLEM-SOLVING

1. Consults with SLP to request a modification to the intervention goals/program when change is indicated.						
2. Resolves unexpected problems.						
3. Demonstrates flexibility in responding to student's needs.						
4. Demonstrates appropriate initiative in seeking outside sources of information for therapy planning, procedures, and activities.						
5. Demonstrates ability and willingness to function independently.						
6. Prepares for supervisory conferences.						
7. Contributes ideas during individual/group discussion of student(s).						
8. Evaluates own performance; recognizes own strengths, weaknesses, and pre-professional limitations.						

V. PROFESSIONALISM

	1	2	3	4	5	N/A
1. Assumes responsibilities as defined in the SLPA scope of work.						
2. Recognizes ethical dilemmas and is able to initiate solutions.						

VI. SCREENING AND ADDITIONAL ITEMS

	1	2	3	4	5	N/A
1. Knows and understands the purpose and procedures involved in screening.						
2. Conducts screening procedures according to published manuals and texts.						
3. Accurately scores screening protocols and provides scores to the SLP for interpretation.						
Totals						

<u>Scale</u>	<u>Score</u>	(#indicators x value)
5.0 – Consistent High Quality:	_____	(Sample: 10 x 5.0 = 50)
4.0 – Basic Proficiency:	_____	
3.0 – Emerging Skills:	_____	
2.0 – Minimal Skills:	_____	
1.0 – Skills Unobserved:	_____	

BASIC PROFESSIONAL EXPECTATIONS: (circle one) S(atisfactory) or U(nsatisfactory)
.25 will be deducted from evaluation score for each "U" incident.

- | | | |
|--|---|---|
| 1. Dresses according to school standards..... | S | U |
| 2. Punctual for appointments with students, supervisors, and other professional. | S | U |
| 3. All written work turned in on time..... | S | U |
| 4. All written work prepared in the appropriate format..... | S | U |
| 5. Observes schools rules/procedures..... | S | U |
| 6. Courteous in interactions with clients, parents, staff,
supervisors, faculty, and other professionals..... | S | U |
| 7. Preserves confidentiality of student information..... | S | U |
| 8. Takes responsibility for materials used..... | S | U |
| 9. Attends all supervisory meetings..... | S | U |

VII. TOTALS

TOTAL NUMBER OF POINTS EARNED= _____ **TOTAL SCORE** _____
TOTAL NUMBER OF ITEMS SCORED

TOTAL SCORE = _____ **Deductions for "U"= .25 x #of "U" =** _____ **FINAL SCORE=** _____

The expectation for an *SLPA in training* during their SLPA course and field experience is that at least 80% of the indicators are emerging (3.0). The total score should be at least 2.8 (140/50).

The expectation for an *SLPA during her/his first year of employment and beyond* is that at least 80% of the indicators are at basic proficiency (4.0). The total score should be at least 3.8 (190/50).

COMMENTS:

 SLPA Signature

 Date

 Evaluator

 Date