



Rubric for Related Services Providers

Related Services Providers include Occupational Therapists, Physical Therapists, Speech and Language Therapists, and others whose focus is on removing barriers to learning for children with identified special education needs.

The following rubric for Related Services Providers is aligned with the four domains of the Danielson Framework for Teaching.



Related Services Providers
Domain 1: Planning and Preparation

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrates knowledge of the discipline and of district, state, and federal guidelines and regulations	Therapist's plans and practices demonstrate little to no knowledge of or proficiency in the specialized area. Therapist does not demonstrate knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices evidence some knowledge of the theory and practice of the discipline. Therapist demonstrates limited knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices demonstrate knowledge of the theories and instructional practices of the discipline. Therapist demonstrates appropriate knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices demonstrate deep knowledge of the theories of the practice and a high degree of skill in his/her intentional and creative application to the planned work. Therapist participates in framing and revising district policies and procedures and provides professional learning to help ensure colleagues also understand these.
Sample Indicators of Proficiency				
<ul style="list-style-type: none"> • Therapist's plans reflect the research-based content and best practices of the discipline. • Plans include the use of appropriate individual, small group, and whole group activities. • Program plans align with legal requirements or regulations. • Therapist works with school staff to ensure students receive all services to which they are entitled. 				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1b: Uses knowledge of his/her specialty area to plan programs that meet students' needs</p>	<p>Therapist's plans and practices display minimal knowledge of typical developmental characteristics, skills, and needs of students in his/her specialty.</p> <p>Therapist's plans and practices display minimal knowledge of disabilities of students.</p>	<p>Therapist's plans and practices display general knowledge of developmental characteristics, skills, and needs of students as a whole group in his/her specialty.</p> <p>Therapist's plans and practices display general understanding of disabilities of students.</p>	<p>Therapist's plans and practices display solid understanding of developmental characteristics, skills, and needs of each individual student in his/her specialty.</p> <p>Therapist's plans and practices display solid understanding of how disabilities impact students' attitudes, behaviors, and performances.</p>	<p>Therapist's plans and practices take into account characteristics, skills, and needs of each individual student.</p> <p>Therapist uses this knowledge to create meaningful and realistic opportunities and to differentiate instruction.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist uses research-based practices to guide and support student development. • Therapist's plans reflect the research-based content and best practices of the discipline. • Plans include the use of appropriate individual, small group, and whole group activities. • Therapist provides evidence of appropriate certification. 				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1c: Establishes clear therapeutic goals to address the needs of the students served	Therapeutic goals are not clear or are too low-level and/or too vague for the students' ages or conditions.	Therapeutic goals are somewhat clear and appropriate for the ages and needs of some of the students.	Therapeutic goals are clearly defined and appropriately designed for the ages and needs of the students served.	Therapeutic goals are crisply defined and highly appropriate for informing a wide range of aligned program activities that address the needs and ages of the students served.
	Sample Indicators of Proficiency <ul style="list-style-type: none"> • Therapeutic goals are developed for individual students as well as for groups of students. • Therapeutic goals are clearly defined. • The goals are chronologically appropriate for the students served. • Therapeutic goals are appropriate to address the service needs of the students. 			

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1d: Identifies resources both within and outside the school and district</p>	<p>Therapist does not demonstrate knowledge of school or district resources to support the program and students and makes no attempts to gain this knowledge.</p>	<p>Therapist demonstrates limited knowledge of school or district resources available to support the program and students.</p> <p>Therapist makes limited attempts to develop this knowledge.</p>	<p>Therapist is knowledgeable of resources available to support the program and students within the school and district and has some understanding of resources beyond these.</p> <p>Therapist continually seeks additional resources to support the program and students.</p>	<p>Therapist has deep and extensive knowledge of available resources within and external to the school and district.</p> <p>Therapist works closely with key stakeholders to identify additional resources.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist identifies resources for students that are available within the school. • Therapist identifies resources for the students and the program that are available within the district. • Therapist identifies resources for the program that are available beyond the school/district. • Therapist identifies specific resources needed to support students and seeks these out. 				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1e: Ensures the therapeutic program is coherent and integrated with the school programs to meet student needs</p>	<p>Planned therapeutic program is incoherent, made up of a series of activities and experiences that are poorly aligned with the goals of both the therapeutic program and the school programs.</p>	<p>Planned therapeutic program includes activities that are somewhat coherent and not well aligned and integrated with the program goals and the school programs.</p>	<p>The planned therapeutic program is both coherent and well integrated with the school programs.</p>	<p>The therapeutic program aligns and integrates program activities, program goals, and school goals to ensure a coherent and flexible approach that addresses the needs of most of the students served.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapeutic and school programs are integrated to ensure a seamless approach to student learning. • Therapeutic program ensures coherence through the alignment of goals, activities, and processes. • The goals of the therapeutic program focus on student learning. • Therapeutic program enhances learning by removing the barriers to student learning in the school programs. 			

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1f: Develops plans to assess and improve the therapeutic services to students</p>	<p>No plans have been developed to assess and improve the therapeutic services offered to individuals or groups of students.</p>	<p>Therapist has developed a limited approach to assessing and improving the therapeutic services offered to individuals or groups of students.</p>	<p>Therapist has developed a clear plan to assess the processes and impact of the services offered to individuals or groups of students and to use the evidence of impact to frame improvements.</p>	<p>Therapist has developed a plan for ongoing review and refinement of the services offered to individuals or groups of students, incorporating the recommendations of students and other stakeholders.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist has a clearly defined plan to assess the impact of the therapeutic services. • Impact is assessed relative to goals for therapy. • Evidence of impact informs improvement of therapeutic services. • Assessment and improvement strategies are documented. 			

Domain 2: Environment

	Unsatisfactory	Basic	Proficient	Distinguished
<p>2a: Knows and develops positive and respectful interactions with students</p>	<p>Therapist does not know the students served and does not exhibit respectful and caring interactions with them. Students do not appear comfortable in the therapeutic setting.</p>	<p>Therapist's interactions with students are generally appropriate, but there is limited success in promoting respectful and caring interactions among the youngsters.</p> <p>Therapist typically respects the cultural and linguistic diversity of the students, but there are some indicators of insensitivity. Levels of rapport vary.</p>	<p>Therapist models and promotes respectful and supportive interactions with each student, actively encouraging students to interact with each other in respectful and caring ways.</p> <p>Therapist respects and celebrates the cultural and linguistic differences among the students. Adult/student rapport is high.</p>	<p>Students and Therapist collaborate to maintain the positive climate promoted by the Therapist. Students monitor their own interactions to ensure they are both respectful and supportive.</p> <p>Therapist continues to model respectful and supportive interactions, continuously promoting and supporting respect for diversity.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist models the expected behaviors by treating all students in respectful and caring ways. • There is a marked absence of sarcasm, put-downs, and any form of negative interactions or bullying among the students. • Therapist and students demonstrate genuine concern and caring for each other. • Students indicate that they feel safe in the program environment. 				

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2b: Sets priorities and organizes time</p>	<p>Priorities are not clearly defined and time is not well managed, causing negative impact on scheduling and the timely completion of reports.</p>	<p>Time is somewhat organized, ensuring that required activities are completed, although not necessarily efficiently.</p>	<p>Priorities are well ordered, ensuring that the therapeutic work proceeds on time and efficiently. Schedules are defined and communicated to students and teachers.</p>	<p>Effective and efficient time management skills help ensure that therapeutic activities run smoothly and on schedule. Students, teachers, and families/caregivers know and understand the schedule of services.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Priorities are set and communicated with critical stakeholders. • Therapeutic programs and activities are delivered as scheduled. • Students and teachers know the schedule for services. • The ordered priorities inform the schedules. 			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2c: Develops and promotes referral processes and procedures</p>	<p>There is no evidence of processes and procedures to guide referrals to the therapeutic program.</p>	<p>Therapist has developed a rudimentary set of processes and procedures to guide referrals, but families/caregivers and teachers do not understand them.</p>	<p>Referral processes and procedures are well defined. All stakeholders know and understand what to do to refer a student.</p>	<p>Therapist develops referral processes and procedures in collaboration with school staff. Referral processes and procedures are effectively communicated and understood by all.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Referral processes and procedures are clearly codified. • Therapist communicates the processes and procedures to all stakeholders. • Teachers understand how to refer a student for services. • Families/caregivers indicate that they understand the referral process. 			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2d: Develops and enforces standards for student conduct</p>	<p>Standards for student conduct have not been established and there is little or no attention paid to managing student behavior.</p> <p>Misbehaviors are addressed in ways that are harsh or inappropriate.</p>	<p>Standards of conduct are posted, but these are inconsistently reinforced by the Therapist and inconsistently followed by the students.</p> <p>Misbehaviors are addressed inconsistently.</p>	<p>Standards of conduct are evident and referenced by the Therapist and students. Student behavior is monitored relative to the standards.</p> <p>Students understand that there are consequences for misbehaviors, and misbehaviors are addressed appropriately.</p>	<p>Students help define the standards of behavior and hold themselves and their classmates accountable for honoring these.</p> <p>Therapist helps promote the standards beyond the therapeutic space, framing a culture of expectations for student behaviors throughout the school.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist prevents off-task behaviors by proactively referencing the standards of conduct. • Student misbehaviors are addressed immediately and appropriately. • Students demonstrate understanding of the standards of behavior. • Student behavior is monitored consistently. 				

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2e: Organizes physical space to support program goals and activities</p>	<p>The physical space is disorganized and not arranged to support program activities, compromising the achievement of program goals.</p> <p>Access to program resources and equipment is constrained.</p>	<p>The physical space is safe and reasonably organized to support some program activities, but it is not flexible enough to support the various learning experiences that take place as part of the program.</p> <p>Students can usually locate and access resources and equipment, although time is wasted in looking for these.</p>	<p>The physical space is safe and well organized to support the program activities and goals.</p> <p>Students can readily and independently access resources and equipment they need.</p>	<p>The physical space is safe and organized in a flexible and inviting manner, fully supporting program activities.</p> <p>The students collaborate with the Therapist to maintain the physical space and reorganize as necessary to support emerging needs.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • The physical space is well organized. • Students can quickly and easily access all necessary materials, supplies, and equipment and put them away in their designated spaces. • The physical arrangement promotes and supports multiple program activities. • Students indicate that they feel safe and comfortable in the therapeutic environment. 				

Domain 3: Delivery of Services

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assesses referred students	Therapist ignores referrals and does not see the students, or sees referred students but makes an inadequate assessment of their needs.	Therapist reluctantly responds to referrals and makes an adequate assessment of the needs of students.	Therapist responds to referrals in a timely and professional manner, making a complete and thorough assessment of the needs of each student.	Therapist responds quickly and professionally to referrals and helps teachers and administrators understand how to identify students for referral. Assessments are comprehensive and competent.
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist responds to referrals in a professional manner. • Assessment of referred students is timely and complete. • Assessments are thorough. • Teachers feel confident referring students for therapeutic services. 			

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>3b: Implements treatment aligned with students' needs and goals</p>	<p>Treatment is not aligned with the needs and goals identified through the referral and assessment process.</p>	<p>Treatment is only somewhat aligned with the needs and goals identified through the referral and assessment process, and so treatment is not entirely appropriate to address student needs.</p>	<p>Treatment is effectively aligned with the identified needs and goals and is appropriate to address student needs.</p>	<p>Treatment is comprehensive in scope, inventive, and tightly aligned with the needs and goals identified through the referral and assessment process.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Treatment aligns with the needs and goals identified through the assessment and referral process. • Treatment appropriately addresses the identified needs and goals to encourage student success. • Therapist can explain how the treatment is being implemented. • Treatment focuses on data-informed strategies to remove barriers to learning. 			

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>3c: Ensures the use of therapeutic techniques and strategies in sessions and in classrooms</p>	<p>Therapeutic treatment is either undefined or insufficiently defined to promote full implementation in one-on-one sessions or small group sessions with students.</p> <p>No effort is made to work with teachers to support these students in the classroom setting.</p>	<p>A limited number of therapeutic strategies and techniques are fully implemented in sessions.</p> <p>Minimal effort is made to work with teachers to implement strategies in classrooms that would support student needs.</p>	<p>A range of therapeutic strategies and techniques are fully implemented in sessions.</p> <p>Sufficient effort is made to work with teachers to implement strategies in classrooms that support student needs.</p>	<p>A wide range of therapeutic strategies and techniques are fully implemented in sessions.</p> <p>Therapist works closely with teachers to help them adjust their instructional strategies, lesson goals, and physical space to best meet the needs of the students served.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist ensures teachers understand student needs and treatment plans. • Therapist works with teachers to implement strategies in the classroom to support student needs. • Therapist monitors implementation in the classrooms. • Therapist promotes full implementation of the planned services for all sessions, as appropriate. 				

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>3d: Uses data to adjust treatment during delivery of services</p>	<p>Therapist does not use a defined system to monitor impact of treatment during delivery.</p> <p>Data is not used to adjust treatment during delivery.</p>	<p>Therapist uses a somewhat defined system to monitor impact of treatment during delivery.</p> <p>Data is used minimally to adjust treatment during delivery.</p>	<p>Therapist uses a clearly defined system for monitoring impact of treatment during delivery.</p> <p>Data is used regularly to adjust treatment during delivery.</p>	<p>Therapist has a sophisticated system for monitoring impact of treatment during delivery, and this system is shared with critical stakeholders.</p> <p>Data is used regularly to adjust treatment during delivery, and these adjustments are frequently reported to stakeholders.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist provides written records showing the use of a system to monitor impact of treatment. • Student challenges and accomplishments, relative to planned treatment, are clearly documented. • Adjustments made by Therapist during delivery of services are recorded. • Therapist continually improves treatment to meet student needs. 				

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>3e: Demonstrates responsiveness to students' needs</p>	<p>Therapist follows the planned program for service delivery, regardless of whether or not it continues to adequately address students' needs.</p> <p>Developmental levels, cultural proficiency, and linguistic levels are not taken into consideration.</p>	<p>Moderate changes are made to the treatment plan when emerging needs foster a new view of the treatment.</p> <p>Developmental levels, cultural proficiency, and linguistic levels are taken into consideration in a limited way.</p>	<p>Therapist uses existing and emerging evidence to guide appropriate changes to the planned services in order to better meet students' needs.</p> <p>Developmental levels, cultural proficiency, and linguistic levels are taken into consideration.</p>	<p>Therapist regularly reviews the implementation and impact of the planned treatment, integrating this analysis with input from critical stakeholders, to inform ongoing revisions to the treatment plan.</p> <p>Developmental levels, cultural proficiency, and linguistic levels are critical factors in shaping revised plans.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Program plans are adapted to address emerging student needs. • Students feel comfortable letting Therapist know when they do not feel program services are addressing their needs. • Therapist uses multiple forms of data to identify how effectively program services align with students' needs. • The services program is designed to be both responsive and flexible. 				

Domain 4: Professional Responsibilities

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4a: Reviews and reflects on practice to inform recommendations for improvement</p>	<p>Therapist either does not reflect on practice or provides inaccurate recommendations for improvement.</p>	<p>Therapist's reflections are generally accurate and focused on the effectiveness of services delivery.</p> <p>Recommendations are often too global to inform any meaningful recommendations for improvement.</p>	<p>Therapist accurately reflects on the implementation and impact of the therapeutic services, providing concrete and specific examples of challenges and successes.</p> <p>Recommendations are specific and focused on program improvement.</p>	<p>Therapist's reflections are both specific and perceptive, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met.</p> <p>Recommendations are specific and focused on program improvement.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist identifies overall program impact, citing specific examples as evidence. • Therapist identifies program challenges and makes recommendations to address these. • Therapist presents concrete recommendations to improve program implementation and impact. • Therapist and client reflect on the success of the therapeutic services, identifying areas for improvement. 				

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4b: Keeps accurate records and writes timely and appropriate reports</p>	<p>Therapist keeps minimal or no records of services provided.</p> <p>Program reports are inadequate or inappropriate for the intended audience.</p>	<p>Therapist keeps some records of services provided.</p> <p>Reports are often inappropriate for the intended audience but usually accurate.</p>	<p>Therapist keeps records of student growth and needs from each of the services provided.</p> <p>Treatment reports are timely, accurate, and appropriate for the intended audience.</p>	<p>Therapist keeps records of student growth and needs from all services provided and incorporates data from other sources to inform next steps.</p> <p>Treatment reports are timely, accurate, comprehensive, and specifically developed for the intended audience.</p>
<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist takes notes and writes reflections after services are provided. • Notes reflect both challenges and growth for individuals and groups of students. • Therapist develops timely and accurate treatment reports. • Treatment reports are appropriate for the intended audience. 				

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4c: Communicates effectively with families/caregivers</p>	<p>Therapist does not effectively explain the goals, processes, and procedures of the therapeutic program in ways that are clear and appropriate for the students and their families/caregivers.</p> <p>Necessary permissions for services are not secured.</p>	<p>The goals, processes, and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are only partially successful.</p> <p>Necessary permissions are obtained, but the reasons for the identified services are not always made clear.</p>	<p>The goals, processes, and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are both appropriate and culturally and linguistically sensitive.</p> <p>Consent for the services is provided.</p>	<p>Therapist provides oral and written information to families/caregivers in ways that are appropriate and culturally and linguistically sensitive, and reaches out to ensure the information is understood.</p> <p>Families/caregivers provide informed consent for the services.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist explains the goals, processes, and procedures of the planned program to families/caregivers. • Therapist ensures that communication to families/caregivers is provided in the appropriate language. • Therapist uses cultural sensitivity in presenting information to families/caregivers. • Therapist presents documentation showing consent by families/caregivers for the services provided. 				

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4d: Engages with the larger school and district community</p>	<p>Therapist does not participate in school or district committees, projects, and/or events. Professional relationships with peers are distant or negative.</p>	<p>Therapist selectively engages with school and district committees, projects, and/or events, typically when asked. Professional relationships with colleagues are courteous.</p>	<p>Therapist actively participates in, supports, and contributes to school and district committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.</p>	<p>Therapist seeks opportunities to engage in school and district events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.</p>
	<p align="center">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist seeks opportunities to be an active and productive team player in the school and district. • Therapist's professional relationships with school and district professionals focus on working together to best address the needs of all students. • School and district professionals welcome the participation and engagement of the Therapist on committees and at events. • Therapist's contributions are valued by the school and district staff. 			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4e: Enhances professional capacity through ongoing professional learning</p>	<p>Therapist does not participate in professional learning.</p>	<p>Therapist participates only in professional learning that is required by the district or state and does not share any professional learning with colleagues.</p>	<p>Therapist seeks and engages in professional learning opportunities and schedules opportunities to share the professional learning with colleagues.</p>	<p>Therapist seeks out formal and informal professional learning opportunities, including feedback from colleagues, and applies this learning to improve service delivery and to increase the professional knowledge and skills of colleagues.</p>
<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist seeks professional learning opportunities within the school. • Therapist seeks professional learning opportunities beyond the school district. • Therapist informally shares new learning and skills with colleagues. • Therapist provides workshops to share new learning and skills with colleagues. 				

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4f: Demonstrates high standards of professionalism</p>	<p>Therapist's professional interactions are marked by lack of honesty and questionable integrity.</p> <p>Basic principles of confidentiality and school/district regulations and/or requirements are violated.</p>	<p>Therapist is generally honest with stakeholders and typically acts with integrity.</p> <p>Confidentiality is honored, but school/district regulations are inconsistently addressed.</p>	<p>Therapist's interactions are marked by honesty and integrity in the service of all clients.</p> <p>School/district regulations and confidentiality are observed.</p>	<p>Therapist displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of the service delivery.</p> <p>School/district regulations and confidentiality are consistently observed.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Therapist does not engage in discussions about clients that may violate their confidentiality in any way. • Therapist promotes concerns about confidentiality among the faculty. • Therapist provides accurate and honest information about the services and their impact. • All school and district regulations are observed. 				