

Southfield Therapeutic Specialist (v.2021)

Printed: May 21, 2021 at 3:38pm

Domain 1: PLANNING AND PREPARATION

1b Establishing goals for the therapy program appropriate to the setting and the students served

Ineffective

Therapist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students *(1b.I)*

Minimally Effective

Therapist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students *(1b.ME)*

Effective

Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students *(1b.E)*

Highly Effective

Therapist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers *(1b.HE)*

1e Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

Ineffective

Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure *(1e.I)*

Minimally Effective

Therapist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals *(1e.ME)*

Effective

Therapist has developed a plan that includes the important aspects of work in the setting *(1e.E)*

Highly Effective

Therapist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program *(1e.HE)*

Domain 2: THE ENVIRONMENT

2a Establishing rapport with students

Ineffective

Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center *(2a.I)*

Minimally Effective

Therapist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially established *(2a.ME)*

Effective

Therapist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center *(2a.E)*

Highly Effective

Students seek out the therapist, reflecting a high degree of comfort and trust in the relationship *(2a.HE)*

2c Establishing and maintaining clear procedures for referrals

Ineffective

Minimally Effective

Effective

Highly Effective

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No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it (2c.I)

Therapist has established procedure for referrals, but the details are not always clear (2c.ME)

Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone (2c.E)

Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators (2c.HE)

Domain 3: DELIVERY OF SERVICE

3a Responding to referrals and evaluating student needs

Ineffective

Therapist fails to respond to referrals or makes hasty assessments of student needs (3a.I)

Minimally Effective

Therapist responds to referrals when pressed and makes adequate assessments of student needs (3a.ME)

Effective

Therapist responds to referrals and makes through assessments of student needs (3a.E)

Highly Effective

Therapist is proactive in responding to referrals and makes highly competent assessments of student needs (3a.HE)

3b Developing and implementing goals and benchmarks to maximize students' success

Ineffective

Therapist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments (3b.I)

Minimally Effective

Therapist's plans for students are partially suitable for them or sporadically aligned with identified needs (3b.ME)

Effective

Therapist's plans for students are suitable for them and are aligned with identified needs (3b.E)

Highly Effective

Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements (3b.HE)

3c Communicating with families

Ineffective

Therapist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner (3c.I)

Minimally Effective

Therapist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions (3c.ME)

Effective

Therapist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions (3c.E)

Highly Effective

Therapist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Therapist reaches out to families of students to enhance trust (3c.HE)

3d Collecting information; writing reports

Ineffective

Minimally Effective

Effective

Highly Effective

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Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience (3d.I)

Therapist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience (3d.ME)

Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience (3d.E)

Therapist is proactive in collecting important information, interviewing teachers and parents, if necessary; reports are accurate and clearly written and are tailored for the audience (3d.HE)

Domain 4: PROFESSIONAL RESPONSIBILITIES

4c Maintaining an effective data-management system

Ineffective

Therapist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed (4c.I)

Minimally Effective

Therapist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed (4c.ME)

Effective

Therapist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed (4c.E)

Highly Effective

Therapist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Therapist uses the system to communicate with team members and parents (4c.HE)

4f Showing professionalism, including integrity, advocacy, and maintaining confidentiality

Ineffective

Therapist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality (4f.I)

Minimally Effective

Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality (4f.ME)

Effective

Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed (4f.E)

Highly Effective

Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues (4f.HE)