



# SLP Skill Competency Evaluation – Skill-Based Version

Student: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_

## Skills Assessment Detail

### Evaluation

- a. Conduct screening and prevention procedures
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
- d. Adapt evaluation procedures to meet client/patient needs
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- f. Complete administrative and reporting functions necessary to support evaluation
- g. Refer clients/patients for appropriate services

### Treatment

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
- d. Measure and evaluate clients'/patients' performance and progress
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- f. Complete administrative and reporting functions necessary to support intervention
- g. Identify and refer clients/patients for services as appropriate

## Performance Rubric

1. Not Evident	Competency/skill not evident; Requires constant supervisory modeling/ intervention
2. Emerging	Competency/skill emerging; Requires frequent supervisory instruction
3. Developing	Competency/skill present but needs further development; Requires frequent supervisory monitoring
4. Refining	Competency/skill developed but needs refinement and/or consistency; Requires infrequent supervisory monitoring
5. Independent	Competency/skill well-developed and consistent; Requires guidance and/or consultation only

## Clinical Hours

Speech		Language		Other	
Diagnosis	Hours	Diagnosis	Hours	Professional	Hours
Child		Child		Related Areas	
Adult		Adult		Staffing	
Treatment		Treatment		Audiology	
Child		Child		Diagnosis	
Adult		Adult		Treatment	

 **SLP Skill Competency Evaluation – Skill-Based Version**

Performance Levels
1. Not Evident
2. Emerging
3. Developing
4. Refining
5. Independent

Student: \_\_\_\_\_

<b>Evaluation</b>			
___ a. Conduct screening and prevention procedures	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ d. Adapt evaluation procedures to meet client/patient needs	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ f. Complete administrative and reporting functions necessary to support evaluation	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ g. Refer clients/patients for appropriate services	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes

**Evaluation Comments:**

<b>Treatment</b>			
___ a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ c. Select or develop and use appropriate materials and instrumentation for prevention and intervention	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ d. Measure and evaluate clients'/patients' performance and progress	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ f. Complete administrative and reporting functions necessary to support intervention	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes
___ g. Identify and refer clients/patients for services as appropriate	__ Articulation __ Language __ Cognitive Aspects	__ Fluency __ Hearing __ Social Aspects	__ Voice/Resonance __ Swallowing __ Comm Modes

**Intervention Comments:**

**Interaction and Personal Qualities**

	a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
	b. Collaborate with other professionals in case management.
	c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
	d. Adhere to the ASHA Code of Ethics and behave professionally.

**Interaction and Personal Qualities Comments:**