

Sample-school setting

III. EVALUATION AND SCREENING	Site-Specific Objectives	Learning Activities	Completion
<p>8. Articulates a clear and logical rationale for the evaluation process.</p>	<p>program.</p> <p>Explains the focus and purpose of evaluation process.</p> <p>Articulates relevance of evaluation information within the context</p>		
<p>9. Selects relevant screening and assessment methods while considering such factors as theories, and evidence-based practice.</p>	<p>Demonstrates knowledge of the various assessments available for use.</p> <p>Determines which assessments are appropriate for a specific student or program.</p> <p>Demonstrates an understanding of</p>		

Sampleschool setting

(12. continued)	<p>Explains the importance or relevance of the information gathered.</p> <p>Identifies the need for additional or supplementary information.</p>		
<p>13. Administers assessments in a uniform manner so as to ensure findings are valid and reliable.</p>	<p>Follows the procedures for administering the evaluation accurately.</p> <p>Gathers and prepares materials and equipment required by the assessment.</p> <p>Makes accurate, objective observations during the evaluation process.</p> <p>Accurately records evaluation information.</p>		

14.

Sample-school setting

IV. INTERVENTION	Site-Specific Objectives	Learning Activities	Completion
<p>18. Articulates a clear and logical rationale for the intervention process</p>	<p>Discusses basis for intervention decisions with supervisor.</p> <p>Identifies correlation between problem areas and activity selected for intervention.</p> <p>Articulates how activities selected relate to the occupational performance of the student in the context of the school environment.</p> <p>Recognizes which treatment activities may facilitate or enhance</p>		
<p>19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.</p>	<p>Researches evidence-based interventions that could be used in the school environment.</p> <p>Articulates how to apply evidence from published research and</p>		

Sample-school setting

22. Implements intervention plans that are client-centered.
- Uses appropriate frame of reference in the development of treatment plan and in discussions with supervisor.
- Demonstrates a sequential and timely plan of treatment activities, taking into consideration the functional and emotio

Sample-school setting

<p>25. Updates, modifies or terminates the intervention plan based upon status.</p>	<p>Updates plan at required intervals.</p> <p>Gathers data in preparation for staff and annual meetings.</p> <p>Reports on student progress, concerns, and potential for change in services.</p> <p>Recommends changes in goals to supervisor based on student progress.</p> <p>Recognizes a plateau in therapy and suggests changes in the intervention plan.</p> <p>Prepares student and team members regarding discontinuation of therapy.</p>		
<p>26. Documents clinical services in a manner that demonstrates the efficacy of interventions.</p>	<p>Completes therapy notes on student following each treatment session.</p> <p>Represents student progress in reports.</p>		

Sample-school setting

V. MANAGEMENT of OT SERVICES	Site-Specific Objectives	Learning Activities	Completion
27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.	Discusses with supervisor and articulates the role of the occupational therapy assistance in the area of school practice.		
28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.	Teams with the occupational therapy assistants for treatment special projects, or adaptive equipment. Discusses with supervisor various situations that might occur schoolbased practice appropriate for occupational therapy		

29. Demonstrates understanding 244

Sample-school setting

VII. PROFESSIONAL BEHAVIORS	Site-Specific Objectives	Learning Activities	Completion
<p>36. Collaborates with supervisor(s) to maximize the learning experience.</p>	<p>Informs supervisor of any changes or concerns in student performance.</p> <p>Informs supervisor of any changes in schedule.</p> <p>Volunteers to assist other school personnel when time permits or help is requested.</p> <p>Provides a journal of OT services to enhance learning opportunities in fieldwork, which may include case load accomplishments, and areas of personal growth.</p> <p>Collaborates with supervisor when ready to assume more responsibility, requiring less supervision.</p> <p>Comes prepared and participates in supervisory meetings.</p>		
<p>37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others</p>	<p>Utilizes free time to read current journals, review videotapes, etc</p> <p>Request information on areas other than those scheduled to gain overall knowledge of the program.</p> <p>Takes initiative to independently arrange or seek out field trips and peer consultations.</p> <p>Seeks out answers to questions and takes initiative in acquiring knowledge.</p> <p>Seeks supervisor feedback on performance.</p>		
<p>38. Responds constructively to feedback.</p>	<p>Incorporates suggested changes in treatment or approach immediately, as directed by supervisor.</p> <p>Responds to constructive feedback with openness and willingness to hear feedback.</p>		
<p>39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.</p>	<p>Is prepared for student sessions.</p> <p>Completes work as assigned.</p>		

Sampleschool setting
39. (Continued)

Follows regular schedule, maintaining punctuality.

Meets commitments in a timely manner.

Sample-school setting

<p>42. Demonstrates respect for diversity factors of others including, but not limited to, sociocultural, socioeconomic, spiritual, and lifestyle choices.</p>	<p>Demonstrates respect for students and families without prejudging or making assumptions about the family environment, culture, religion, etc.</p> <p>Demonstrates respect for school personnel without prejudging or making assumptions.</p>		
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