

RBB Related Service Personnel (OT & PT)

1. Purposeful Planning

Number of Competencies: 4

Domain Description:

1.1. Competency
Uses current and comprehensive content/specialty area knowledge for planning

Highly Effective

-Plans for generalization of therapy goals in other environments.

Intentionally incorporates general education curriculum into therapy plans.

-Utilizes knowledge of evidence based practice to target the needs of the students on the caseload. Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning.

Effective

Selects/adapts material, equipment, devices to meet student needs.

Constructs culturally, linguistically, physically, and/or developmentally appropriate learning activities.

Improvement
Necessary

-Does not consistently consider student need when planning therapy.

Relies on a limited number of therapeutic approaches

Ineffective

-Lacks skills necessary to meet the needs of some students on the caseload.

Does not plan based on students' needs and data.

1. Purposeful Planning

Number of Competencies: 4

Domain Description:

1.2. Competency
Utilizes current and appropriate practices and procedures for screening

Highly Effective

-Provides strategies & resources to teachers/parents for those students who do not qualify.

Develops a tracking system for follow-up screenings.

Provides a written summary for therapy screenings.

-Administers scores, analyzes, and interprets results of screening protocols accurately.

Effective

Makes appropriate recommendations with regard to future testing.

Communicates results to parents and teachers in a timely manner.

Improvement
Necessary

-Completes screening, but does not report results to teachers/parents.

Does not perform actionable follow-up steps based on screening results.

Ineffective

-Consistently does not complete screenings or respond to requests from teachers & parents

1. Purposeful Planning

Number of Competencies: 4

Domain Description:

1.3. Competency

Evaluation procedures

-Utilizes a variety of tools to address cultural and linguistic differences.
Uses an expanded and flexible battery of instruments.

Highly Effective

Consults with other professionals regarding the need for additional referral.

-Utilizes referral concern and academic information to determine educational impact and test selection.

Effective

Faithfully administers and scores tests accurately and according to the directions of the assessment tool.

Follows Article 7 & SSJCSS evaluation procedures

-Relies on a limited battery of assessments.

Improvement
Necessary

Has a fragmented approach to assessments.

Does not administer a comprehensive battery of tests to determine functional performance.

-Gives, but does not score assessments.

Ineffective

Relies solely on subtests to make eligibility determinations.

Does not select appropriate test related to the area of concern.

1. Purposeful Planning

Number of Competencies: 4

Domain Description:

1.4. Competency
Interprets results,
writes report, and
makes
placement/service
recommendations

Highly Effective

-Provides information to classroom teachers and parents regarding potential impact on classroom learning.

Includes all pertinent screening information into the body of evaluation report.

Includes suggested strategies for student skill development within the body of the report.

Provides parents of students who do not qualify with information/resources on skill development.

-Appropriately analyzes and interprets assessment information to develop a clear diagnostic impression.

Professionally written evaluation report clearly communicates results using understandable terminology and includes all required components.

Effective

Collaborates with members of the Case Conference Committee to synthesize evaluation information to determine educational impact, the presence & severity of a disability, and eligibility for therapy services

The evaluation process is completed within the required timelines.

-Limited analysis and interpretation of the evaluation results.

Improvement
Necessary

Fails to consider educational impact.

-Fails to analyze and interpret results accurately.

Ineffective

Fails to meet timelines.

Does not follow eligibility guidelines.

Does not generate a report.

2. Effective Instruction, Treatment and/or Instructional Support

Number

of Competencies: 6

Domain Description:

2.1. Competency

Physical environment

-Therapy space is inviting to students. ie: Attractive displays, student work/data is displayed, and/or behavior strategies showcased.

Highly Effective

Therapy space is used creatively to encourage/increase student participation.

Effective

-Therapy room is well organized; materials are available when needed.

Improvement Necessary

-Therapy room lacks organization and materials may be not readily available when needed.

Ineffective

-Therapy room is disorganized and poorly suited to working with students.

2.2. Competency

Implements appropriate progress monitoring procedures

-Includes student in review of data and monitoring own progress during therapy session.

Highly Effective

Student tracks progress on goals over time.

-Collects, interprets, and uses data to measure progress and drive instruction.

Modifies instruction based on frequent progress monitoring and reconvenes case conferences as needed.

Effective

Uses progress monitoring and other data to determine need for reevaluation.

Progress monitoring methods are clearly defined.

Progress on goals is clearly reported and understood by others.

-Infrequently collects data.

Improvement Necessary

Does not utilize data to modify treatment plan.

Progress monitoring procedures are vague and unclear to others.

-Only gathers data at the end of the grading period.

Ineffective

Progress on goals is not completed in IIEP at the end of the grading period.

Progress on goals is not provided to parents as stated in the IEP.

2. Effective Instruction, Treatment and/or Instructional Support

Number

of Competencies: 6

Domain Description:

2.3. Competency

Promotes generalization across settings

Highly Effective	<ul style="list-style-type: none">-Monitors and collects data of generalization across settings.Provides equipment to be utilized in other environments.Trains teachers.Monitors the completion of home practice.
Effective	<ul style="list-style-type: none">-Incorporates classroom materials into therapy, as appropriate.Consistently provides students with home practice.
Improvement Necessary	<ul style="list-style-type: none">-Limited home practice opportunities provided.Infrequent use of classroom materials in therapy setting.
Ineffective	<ul style="list-style-type: none">-Only expects student to perform skills in the therapy setting.

2.4. Competency
Develops student understanding of lesson objectives

Highly Effective	<ul style="list-style-type: none">-Students can explain what they are learning and why it is important, beyond repeating the stated objective.Students actively track their skill progression.
Effective	<ul style="list-style-type: none">-Student therapy goals are reviewed so students understand the connection to their school success.Students are provided with a visual representation of their skill progression.
Improvement Necessary	<ul style="list-style-type: none">-Therapy goals are inconsistently reviewed.Skill progression is not explained to students.
Ineffective	<ul style="list-style-type: none">-Therapy goals are not reviewed.

2. Effective Instruction, Treatment and/or Instructional Support

Number

of Competencies: 6

Domain Description:

2.5. Competency

Uses strategies that promote student engagement

Highly Effective	<ul style="list-style-type: none">-Integrates a variety of current therapeutic strategies gained from professional development activitiesUses and teaches technology & equipment.Adapts activities to meet the differentiated needs of the students in a group.-Provides lessons that progress at an appropriate pace to maintain engagement.
Effective	<ul style="list-style-type: none">Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses.Provides consistent and relevant feedback on student responses.Provides multiple trials/opportunities for student participation.-Students are not engaged in the lesson while they wait for an individual turn.
Improvement Necessary	<ul style="list-style-type: none">Use of a variety of cues and prompts is limited.Provides limited and vague feedback to student responses.Provides limited trials/opportunities for student participation.-Students are consistently not engaged in the lesson.
Ineffective	<ul style="list-style-type: none">Cues and prompts are not used.Feedback is not provided to students or opportunities for participation are limited.

2. Effective Instruction, Treatment and/or Instructional Support

Number

of Competencies: 6

Domain Description:

2.6. Competency Creates culture of respect and collaboration	Highly Effective	-Incorporates School-wide Positive Behavior Expectations and Supports. -Standards of conduct have been established, communicated, and reviewed as necessary. Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.
	Effective	Has a good rapport with students, and shows genuine interest in their thoughts and opinion.
	Improvement Necessary	-The standards of conduct have been established, but are not consistently reinforced. -No standards of conduct have been established.
	Ineffective	Therapist disregards or fails to address negative student behavior.

3. Leadership and Professional Responsibilities

Number of Competencies: 6

Domain Description:

3.1. Competency
Advocates for student
success

Highly Effective

-Provides IEP information to teachers, only when requested.

Does not communicate information on student needs and developmental guidelines with others.

Effective

-Provides IEP information to teachers; however, strategies and supports required for student success are not consistently made available for teachers to use in the classroom.

Shares information on student needs & developmental guidelines, only when requested.

-Provides IEP information to all teachers involved with student.

Advocates for students' individualized needs.

Improvement Necessary

Ensures that strategies and supports identified in the IEP are shared and made available for teachers' use in the classroom.

Provides developmental guidelines & information on student needs to general education teachers and parents when appropriate.

-Displays commitment to the education of all the students in the school Ex: Participates in the Building Based Team and/or implements disabilities awareness.

Does Not Meet Standard

Provides training/modeling therapy implementation/strategies for peers, parents, paraprofessionals, and/or students.

Responds to or assists with positive staff interactions on behalf of students with disabilities.

3.2. Competency
Fulfills professional
responsibilities

Highly Effective

-

Effective

-

Improvement Necessary

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Does Not Meet Standard

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3.3. Competency
Manages scheduling of
sessions or grouping of
students

Highly Effective

-

Effective

-

Improvement Necessary

-

Does Not Meet Standard

-

3. Leadership and Professional Responsibilities

Number of Competencies: 6

Domain Description:

3.4. Competency	Highly Effective	-
Case conference participation / IEP content	Effective	-
	Improvement Necessary	-
	Does Not Meet Standard	-
3.5. Competency	Highly Effective	-
Engages families in student learning	Effective	-
	Improvement Necessary	-
	Does Not Meet Standard	-
3.6. Competency	Highly Effective	-
Advances professional skills & knowledge	Effective	-
	Improvement Necessary	-
	Does Not Meet Standard	-

4. Professionalism and Collegiality

Number of Competencies: 5

Domain Description:

4.1. Competency	Highly Effective	-
Collaborates with others to promote student success	Effective	-
	Improvement Necessary	-
	Does Not Meet Standard	-
4.2. Competency	Highly Effective	-
Fosters Others Awareness of communication disorders	Effective	-
	Improvement Necessary	-
	Does Not Meet Standard	-
4.3. Competency	Highly Effective	-
Communicates professionally	Effective	-
	Improvement Necessary	-
	Does Not Meet Standard	-
4.4. Competency	Highly Effective	-
Engages Families in Student Learning	Effective	-
	Improvement Necessary	-
	Does Not Meet Standard	-
4.5. Competency	Highly Effective	-
Advocates for Student Success	Effective	-
	Improvement Necessary	-
	Does Not Meet Standard	-

