

# Speech and Hearing Therapist Observation Form

Pre-Conference Times  
and Duration

Time \_\_\_\_\_ Date \_\_\_\_\_  
Time \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade Level \_\_\_\_\_

Licensed: Yes or No \_\_\_\_\_

Group Size:

Individual, Group, or in a classroom \_\_\_\_\_ Time and Duration \_\_\_\_\_

An observer will determine if the standards are met by the Therapist and if the indicators do not meet (D), meet (M), or exceed (E) expectations, not observable (NO), or not applicable (NA). Non-observable indicators will be discussed at the pre and post observation conferences. A therapist may be required to submit evidence for non-observable indicators as may be necessary.

All non-observable indicators that would potentially lead to a *Does Not Meet* (D) in a principle must be indicated at the 2<sup>nd</sup> post observation conference.

The Speech and Hearing Therapist shall be provided with a copy of the observation form prior to the pre-observation conference.

<b>Standards of Speech and Hearing Therapist Performance</b>	<b>D</b>	<b>M</b>	<b>E</b>	<b>NA</b>	<b>NO</b>
D = Does not meet expectations    M = Meets expectations    E = Exceeds expectations NA= Not applicable to therapist    NO = Not observable					
<b>Principle I. Knowledge and Expertise of Speech-Language Foundations: Practices and Applications</b>					
<i>A. The therapist has knowledge and expertise of speech and language foundations, practices and applications and:</i>					
1. Is up to date regarding a working knowledge of current practices in speech-language therapy including 504 accommodation plans and the IEP.					
2. Demonstrates a working knowledge of district policies and procedures.					
3. Attends current workshops and professional development regarding this field.					
<b>Principle II. Effective Communication</b>					
<i>A. The therapist is able to establish a rapport and:</i>					
4. Provides consultation services as needed to school staff, parents, guardians, students and /or community agencies.					
5. Maintains open lines of communication with the building administrators and special education supervisors.					
6. Makes use of IEP technology to support efficient task completion					
7. Maintains required records (i.e., Medicaid logs) and reports that are complete and accurate for the school year and extended year as applicable.					
8. Regularly updates the open referral evaluation database.					

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<b>Principle III. Screenings</b>					
<i>A. The therapist will:</i>					
9. Review pertinent school records and pre-referral forms if available.					
10. Collaborate with parents, teachers, and other professionals to provide strategies, resources, and additional recommendations for teacher interventions and consultations in the classroom setting.					
11. Select, administer, and interpret speech-language screenings to parents, teachers, and other school personnel.					
<b>Principle IV. Assessments</b>					
<i>A. The therapist will:</i>					
12. Develop a case history regarding the students reason for referral.					
13. Select culturally appropriate evaluation tools designed to address the students individual needs.					
14. Appropriately interpret and report test data in written and verbal format.					
<b>Principle V. Caseload Management/Intervention</b>					
<i>A. The therapist will:</i>					
15. Schedule, coordinate, and implement the assignment of the school's caseload with or without a speech-language assistant.					
16. Write clear and measurable goals and objectives for the student's speech and language needs.					
17. Use instructionally appropriate curriculum-based intervention materials and techniques to address the individual's needs in a pullout or classroom setting.					
18. Submit progress reports on- line or in writing based on the due dates from the Director of Special Education.					
19. Collaborate with parents, teachers and other professionals to provide strategies, resources, and additional recommendations for teacher interventions and consultations in the classroom.					
20. Collect and record data for documentation of progress and dismissal purposes.					
<b>Principle VI. Interpersonal Skills</b>					
<i>A. The effective therapist will:</i>					
21. Be equitable, sensitive, and responsive to all learners.					
22. Respond to the needs of individual students so as to enhance their self-esteem.					
23. Encourage a positive atmosphere for all students .					
24. Avoid and discourage racial, sexual, social, ethnic, religious, physical and other stereotyping.					
25. Make use of school-related resources, e.g., counselors, teachers, administrators, etc.					

**D=** Does not meet expectations. Must have an accompanying explanation and recommendation for improvement.

**M=** Meets expectations.

**E=** Exceeds expectations

**NA =** Not applicable to this speech therapist.

**NO =** Not observable indicates standards that are not observable during observations. The Therapist may provide evaluator with evidence of meeting these expectations should s/he be requested to do so. At the time of the post observation conference the NO shall be determined to be a "D", "M", or "E".

