

# **COMPETENCY RATING FORMS**

**UTEP Speech-Language Pathology – Clinical Practicum  
Clinical Competencies Strengths and Needs for Midterm and Final**

**Clinician Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Site(s):** \_\_\_\_\_

**Clinical Supervisor:** \_\_\_\_\_ **ASHA #:** \_\_\_\_\_

**Midterm: Date:** \_\_\_\_\_ **Hours to Date:** \_\_\_\_\_ **Final: Date:** \_\_\_\_\_ **Hours to Date:** \_\_\_\_\_

**Expected Levels:**

Performance Level	1-2	2	2	2	2
Supervisory Input	2-3	4	5	6	7+
Clinical Hours	0-10	11-30	31-50	51-70	71-100+

**Grading:**

- “A” = above expected input level in at least 70% of the skills.
- “B” = on level for all skills.
- “C” = one level below expected input on any skill or performance 1 or 0.
- “D” = two levels below expected input on any skill or performance 1 or 0.
- “F” = more than two levels below expected input on any skill or performance 1 or 0.

**Core Competencies:**

- Planning
- Oral
- Implementation
- Professional
- Record Keeping
- Additional parameters specific to client
- Writing

***Directions:** If the student’s levels of performance and supervisory input for that competency are **at the expected levels**, only rate the overall skill. If the student’s levels are **below/above the expected levels**, then use the specific items below each competency to justify your rating.*

Overall Performance: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Supervisor Signature (Midterm)

\_\_\_\_\_  
Supervisor Signature (Final)

\_\_\_\_\_  
Student’s Signature (Midterm)

\_\_\_\_\_  
Student’s Signature (Final)

Final Grade: \_\_\_\_\_ # of Hours Earned: \_\_\_\_\_

### **Performance Levels**

Supervisors please rate the student's performance level of each of the competencies using the follow scale:

0 = failing, unsatisfactory performance. (-)

1 = marginal performance, inconsistent performance. (-)

2 = satisfactory performance, consistently performs well. (+)

3 = outstanding performance, consistently performs above expectation (++) \*\*Please reserve this score for superior performance, top 2%. May be used to indicate student's strength.

### **Supervisory Input**

Supervisors please rate the amount of input you have given student using the following scale:

1 = Specific direction from supervisor does not alter unsatisfactory performance and inability to make change.

2 = Needs specific direction and demonstration with client.

3 = Needs specific direction and role-played demonstration where supervisor and clinician verbalize client-clinician interaction.

4 = Needs specific direction but no demonstration.

5 = Needs general direction consisting of direct discussion with repetition and further clarification of ideas immediately or in succeeding discussions.

6 = Needs general direction with no repetition or further clarification.

7 = Via limited general direction the student can be led to problem solve.

8 = 80% of the time the student operates independently.

9 = 90% of the time the student operates independently.

10 = 100% of the time the student operates independently.

<b>Planning Clinical Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Planning Clinical Competencies Rating</b>									
1.	Familiarizes self with chart/folder thoroughly.								
2.	Applies evidence based practice (clinical and research) to problem.								
3.	Plans behaviors to baseline, procedures and sequences as per single subject, multiple baseline design.								
4.	Plans, selects & arranges therapy materials which were appropriate for client age and specific goals.*C-7								
5.	Plans reinforcement types and schedules contingent upon client's behavior.								
6.	Outlines a sequence of goals, activities, and materials.								
7.	Understands the rationale for the outline of therapy procedures.								
8.	Plans sequential objectives for semester goals.								
9.	Determines criteria for acceptable treatment outcome.								
10.	Communicates plan for contacts with family, teachers and other professionals.								
11.	Plans for home treatment program.								
* C-7 = Must achieve the final rating of 7 at the University clinic before proceeding to next practicum site.									

<b>Implementation Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Implementation Competencies Rating</i></b>									
1.	Instructs client(s) appropriately using terminology and examples they understand.								
2.	Controls delivery of stimulus.								
3.	Records responses accurately and effectively.								
4.	Delivers reinforcing or contingent events effectively.								
5.	Corrects client's errors systematically.								
6.	Follows daily treatment plan efficiently. Does not waste time changing.								
7.	Obtains appropriate baseline information using correct sequence.								
8.	Utilizes data to determine progression to next therapy goal.								
9.	Implements an appropriate behavioral management system.								
10.	Initiates and maintains contact with parents/family, teachers or other professionals.								
11.	Implements home program and explains its use.								

<b>Record Keeping Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Record Keeping Competencies Rating</i></b>									
1.	Writes behavioral objectives.								
2.	Writes treatment plan.								
3.	Maintains response sheets for each session/graph responses.								
4.	Writes SOAP notes and files in client's folder.								
5.	Maintains daily attendance sheets.								
6.	Closes client's folder.								

<b>Professional Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Professional Competencies Rating</b>									
1.	Meets professional responsibilities.								
2.	Demonstrates awareness of professional ethics and behavior.								
3.	Demonstrates appropriate interpersonal skills when interacting with client/parents/family.								
4.	Demonstrates appropriate interpersonal skills when interacting with other professionals.								
5.	Practices universal precautions.								

<b>Writing Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Writing Competencies Rating</b>									
1.	Demonstrates ability to create an outline before writing and creates an organized written product.								
2.	Demonstrates ability to write spontaneously across a variety of academic and professional topics and settings.								
3.	Demonstrates ability to use appropriate terminology contingent upon the audience.								
4.	Demonstrates appropriate use of English syntax and grammatical rules.								
5.	Demonstrates appropriate use of APA style when writing reports/papers.								

Oral Competency		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Oral Competencies Rating</b>									
1.	Demonstrates ability to organize an oral presentation, and other professional oral interactions.								
2.	Demonstrates an ability to speak spontaneously across a variety of academic and professional topics.								
3.	Demonstrates ability to speak spontaneously without insertion of inappropriate utterances such as, “you know”, “ah=ah”, “ummmm”, etc.								
4.	Demonstrates ability to use appropriate terminology contingent upon the audience.								
5.	Demonstrates intelligible motor speech behavior; consistently models accurate pronunciation, loudness, intonational pattern, etc., within diagnostic and treatment sessions.								
6.	Demonstrates appropriate pragmatic behavior; eye contact, physical framing, listening, facial and physical expression, etc., in and out of diagnostic and treatment sessions.								
7.	Demonstrates appropriate use of English syntax and grammatical rules in all settings and audiences.								
8.	Demonstrates the ability to speak within an assigned time frame.								
9.	Demonstrates the ability to provide examples, as needed, to explain the message.								

Diagnostic Competency		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Diagnostic Competencies Rating</b>									
1.	Plans appropriately prior to diagnostic evaluation and/or screening. *								
2.	Obtains case history by interviewing parent/family/client to obtain pertinent information.								
3.	Administers standardized tests appropriately. *								
4.	Administers nonstandardized tests when appropriate. **								
5.	Differentially diagnoses the communication disorder. *								
6.	Interprets results to parent, family/client. *								
7.	Recognizes need for appropriate referrals for placement or follow-up. *								
8.	Writes comprehensive report. *								
9.	Participates in Diagnostic and ARD staffing when appropriate.								
10.	Demonstrates an understanding of how cultural & linguistic differences may affect evaluation procedures/results/interpretation.								
<p>* = must receive three consecutive ratings of 7 or better for check out  ** = when appropriate this must be completed at a supervision level of 5 or better for check out</p>									

<b>Articulation &amp; Phonology Knowledge Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Articulation &amp; Phonology Knowledge Competencies – Rating</b>									
1.	Differentiates between traditional and cognitive-linguistic approaches to the treatment of speech disorders.								
2.	Plans and executes therapy for phonetic-articulatory disorders at the following stages.								
	a. Establishment: eliciting a new phonetic-articulatory behavior (e.g. stimulus response, modification from another sound, progressive approximation, varying phonetic contexts, modified phonetic placement, tactile/kinesthetic cues).								
	b. Transfer and Generalization: Practicing and establishing phonetic-articulatory behaviors at an automatic level (e.g. repetition, prolongation, exaggeration, utilization of cues, shortening initiation time, simultaneous talking and writing, sentences).								
	c. Maintenance of phonetic-articulatory behaviors (e.g. structured and unstructured conversational tasks, role playing, practice in non-therapy settings).								
3.	Plans and executes therapy for phonological process disorders (e.g. Hodson and Paden’s Cycles and Modified Cycles approach; minimal pairs; maximal opposites; etc.).								
4.	Counsels the client or parents on establishing an environment conducive to articulation/phonological development.								
5.	Creates activities that incorporate gradual changes in length and complexity of utterance.								
6.	Creates materials that help demonstrate the concepts covered in phonological therapy for young children.								
7.	Modifies therapy plans mid-stream through the manipulation of various therapy variables that enhance client success.								

Language Knowledge Competency		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Language Knowledge Competencies – Treatment Rating</b>									
1.	Plans and executes therapy for language-impaired individuals at the following developmental levels:								
	a. Pre-linguistic child (e.g. reactive play therapy, pragmatic functions, home program suggestions to parents and/or behavior management techniques).								
	b. Preschool age child (e.g. reactive play therapy, pragmatic functions, structured language therapy, cognitively based language therapy and/or behavior modification techniques).								
	c. School age child (e.g. structured language therapy, behavior modification, language based academic therapy and/or cognitively based language therapy)								
2.	Considers variables which may affect efficacy of language therapy (e.g. social, emotional, physical and/or mental development).								
3.	Demonstrates ongoing assessment of the client’s overall language abilities in addition to recording data specific to targeted behaviors.								
4.	Demonstrates a method for recording data that will demonstrate language change during therapy.								
5.	Demonstrates ability to move to increasingly complex language targets (behaviors) along the developmental spectrum as the client makes progress.								
6.	Modifies intervention plan to assure language improvement and overall client success.								

<b>Neurogenic Knowledge Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Neurogenic Knowledge Competencies Rating</i></b>									
1.	Demonstrates use of the following: aphasia classification system, differentiation between aphasia and dementia, and knowledge of possible communicative disorders following head trauma and right hemisphere damage.								
2.	Demonstrates use of appropriate screening for neurogenic communicative disorders.								
3.	Describes a complete protocol for bedside screening for neurogenic communicative disorders.								
4.	Differentially diagnoses neurogenic communication disorders.								
5.	Designs and executes a treatment plan for at least two different types of neurogenic patients.								
6.	Designs and executes a cognitive rehabilitation plan for a neurogenic patient.								
7.	Counsels family members of the patients seen; provides written materials from appropriate community agencies and informs families of community support groups.								

<b>Motor Speech Competency</b>		<b>Student</b>				<b>Supervisor</b>			
		<b>Midterm</b>		<b>Final</b>		<b>Midterm</b>		<b>Final</b>	
		<b>Student Performance Levels</b>	<b>Supervisor Input Levels</b>	<b>Student Performance Levels</b>	<b>Supervisor Input Levels</b>	<b>Student Performance Levels</b>	<b>Supervisor Input Levels</b>	<b>Student Performance Levels</b>	<b>Supervisor Input Levels</b>
<b><i>Overall Motor Speech Competencies Rating</i></b>									
1.	Demonstrates use of normative data and instrumentation on respiration.								
2.	Demonstrates use of normative data and instrumentation on laryngeal function.								
3.	Demonstrates use of normative data and instrumentation on rate control.								
4.	Demonstrates use of normative data and instrumentation on velopharyngeal function.								
5.	Demonstrates use of normative data and instrumentation on articulation.								
6.	Demonstrates interpretation of spectrograms to determine how the results affect speech production in adults, such as intonation, prosody, VOT.								
7.	Demonstrates use of CSL, Nasometer, Aerophone or equivalent instrumental methods.								
8.	Demonstrates use of the assessment of intelligibility of dysarthric speech or equivalent perceptual methods of speech assessment.								
9.	Designs and executes a long-term therapy plan for at least two different types of neurogenic motor speech disorders.								
10.	Designs and executes a motor speech rehabilitation plan for a patient exhibiting a traumatic brain injury.								
11.	Counsels family members of the patients seen, provides written materials from appropriate community agencies and informs families of community support groups.								

<b>Fluency Knowledge Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Stuttering Knowledge Competencies – Treatment Rating</i></b>									
1.	Differentiates between fluency shaping, stuttering modification, and integrated approaches to the treatment of stuttering disorders.								
2.	Uses a consistent and systematic reinforcement schedule for the young, preschool child who stutters.								
3.	Counsels the client/family/guardian on establishing an environment conducive to fluency development.								
4.	Creates materials that help demonstrate the concepts covered in fluency therapy for young children.								
5.	Correctly models fluency strategies such as easy, relaxed speech, cancellations, pullouts, preparatory sets, voluntary stuttering, continuous phonation, and negative practice exercises.								
6.	Assists clients in establishing situational hierarchies through problem solving exercising.								
7.	Addresses the affective and cognitive aspects of the stuttering disorder for the older school age, adolescent, or adult client.								
8.	Creates treatment plans that facilitate the transfer and maintenance of newly learned fluency skills.								

Voice Competency		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Voice Competencies Rating</b>									
1.	Demonstrates use of clinical procedures to perform voice evaluations to determine or elicit the following: pitch range, habitual pitch, optimal/natural pitch, laryngeal efficiency, pitch & loudness in connected speech, thyroid pressure test (digital manipulation), vocal endurance test, stimulability, respiratory support during breathing and speech.								
2.	Demonstrates use of clinical procedures to evaluate velopharyngeal (V-P) competency. Assessment will include: tongue anchor test, U-Tube Nasal Monometer Tasks, identify closure patterns utilizing nasopharyngoscopy, and identifying closure patterns demonstrated on video x-ray.								
3.	Demonstrates ability to interpret audiograms to determine how the results affect speech and voice production in adults.								
4.	Demonstrates use of clinical procedures to make differential judgments of: hypernasality, hyponasality, assimilative nasality.								
5.	Demonstrates descriptive judgments of phonation quality and severity including scaling techniques (e.g. hoarseness, harshness, breathiness; Jewish Hospital rating scale).								
6.	Demonstrates a treatment plan or when applicable, plans and executes therapy for clients exhibiting the following voice impairments:								
	a. Laryngeal phonation disorder (e.g. hyperfunction, hypofunction, laryngectomy)								
	b. Resonance imbalance								

<b>Dysphagia Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Dysphagia Competencies Rating</i></b>									
1.	Demonstrates protocol for bedside screening for dysphagia.								
2.	Demonstrates various swallowing maneuvers and compensatory strategies.								
3.	Demonstrates sterile techniques for examination of oral cavity and tracheostoma.								
4.	Plans and executes a long term therapy plan for a neurogenic patient with dysphagia.								
5.	Counsels client/parent/family members of the dysphagic patient.								

<b>Group Therapy Knowledge Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Group Therapy Knowledge Competencies Rating</i></b>									
1.	Presents instructions to a group of children or adults effectively.								
2.	Plans and implements group activities, which address targeted goals for each member.								
3.	Demonstrates record keeping procedures that can be implemented in a group setting.								
4.	Demonstrates ability to deal with motivation, resistance, and behavioral issues in a group setting.								
5.	Demonstrates effective transition from one activity to another in a group setting.								

<b>Audiologic Knowledge Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Audiological Knowledge Competencies Rating</i></b>									
1.	Performs an otoscopic examination.								
2.	Administers an immittance measurement screening.								
3.	Administers a pure tone hearing screening.								
4.	Administers a pure tone air and bone conduction threshold test.								
5.	Administers a spondee (speech reception threshold) test.								
6.	Administers a speech discrimination test.								
7.	Interprets audiometric data provided by the audiologist.								

<b>Aural Habilitation/Rehabilitation Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Aural Habilitation/Rehabilitation Competencies Rating</i></b>									
1.	Explains assistive listening devices to a client (e.g. availability, sources, and operation).								
2.	Performs auditory/visual inspections of the client's amplification system throughout the treatment program.								
3.	Counsels individuals and/or families regarding the management of hearing impairment and resulting communicative disorders.								
4.	Develops and implements an intervention program compatible with the hearing impaired client's communicative skills and needs.								
5.	Demonstrates a system for measuring and monitoring results of intervention.								
6.	Demonstrates awareness of available resources for hearing impaired clients (e.g. TTD, interpreters).								

<b>Alternative/Augmentative Communication Systems Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Augmentative Communication Competencies Rating</i></b>									
1.	Performs assessments of client to select an appropriate alternate communication system. (Sign Language, Communication Board/Book, Augmentative Device)								
2.	Designs and develops a communication board/book as an alternate means of communication by doing the following: <ol style="list-style-type: none"> <li>a. Determine a symbol system</li> <li>b. Select vocabulary</li> <li>c. Collect display items</li> <li>d. Choose the format</li> </ol>								
3.	Teaches client to use a pointing response required for the use of the communication board/book.								
4.	Trains client in the use of communication board/book by teaching the following tasks: <ol style="list-style-type: none"> <li>a. Find the proper vocabulary section</li> <li>b. Learn the location of individual items</li> <li>c. Use the system to communicate</li> </ol>								
5.	Trains client in the operation of an augmentative device by teaching the following tasks: <ol style="list-style-type: none"> <li>a. Turn device on/off</li> <li>b. Find the proper vocabulary/key</li> <li>c. Learn locations</li> <li>d. Use the system to communicate</li> </ol>								
6.	Plans and executes therapy to teach Sign Language as an alternate means of communication.								
7.	Considers variables which may affect efficacy of augmentative communication therapy (e.g. social, emotional, physical and mental development).								
7.	Performs a family needs assessment in order to facilitate the incorporation of the augmentative system into the client's home environment.								

<b>Cross Cultural/Interpreter Knowledge Competency</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b><i>Overall Cross Cultural/Interpreter Knowledge Competencies Rating</i></b>									
1.	Demonstrates native/near-native fluency in both target language & English.								
2.	Proficient in vocabulary, meaning, pronunciation, grammar, and pragmatics in minority language and English.								
3.	Demonstrates the ability to describe the process of normal speech and language acquisition for both bilingual/monolingual individuals and how the processes are manifested in oral and written language.								
4.	Administers clinical assessment procedures in a nondiscriminatory fashion.								
5.	Demonstrates the ability to administer and interpret standard and non-standard assessment procedures to distinguish between communication differences and communication disorders in minority populations.								
6.	Recognizes the effects of ethnic, racial and cultural diversity on the etiologies, assessment and prevalence of communication disorders.								
7.	Demonstrates the ability to design a treatment plan based on the results of the assessment of ethically, culturally/linguistically different populations.								
8.	Recognizes cultural factors that affect the delivery of speech-language pathology services to the minority language speaking community.								
9.	Recognizes the communication mismatches that can occur during the therapy, counseling and other clinical situations.								
10.	Describes the role of linguistic heterogeneity in minority populations, especially among Spanish-speaking populations.								

<b>Cross Cultural/Interpreter Knowledge Competency (cont.)</b>		Student				Supervisor			
		Midterm		Final		Midterm		Final	
		Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels	Student Performance Levels	Supervisor Input Levels
<b>Overall Cross Cultural/Interpreter Knowledge Competencies Rating</b>									
11.	Translator/interpreter speaks their primary language and speaks/signs another language with native or near native proficiency in vocabulary, meaning, pronunciation, grammar and pragmatics.								
12.	Translator/interpreter plans meetings insuring confidentiality and neutrality, accepts clinician's leadership and works with facility staff.								
13.	Translator/interpreter completes acculturation scale to be included in the planning of diagnostic or therapeutic procedures.								
14.	Clinician and interpreter review standardized/non-standardized diagnostic materials and therapeutic materials.								
15.	Translator/interpreter establishes rapport with client and family, assists in obtaining a complete history, and remains conscious of role during client and team interactions.								
16.	During interpretations (interviews, standard/non-standardized tests, parent conferences) interpreting clinician guards against: Omissions, substitutions, additions and transformations.								
17.	Clinician provides interpreter with methods and materials for speech and language productions and non-verbal behaviors.								
18.	Clinician provides professionally recognized standards training and supervision for occasional on-call interpreter and designated interpreter.								