Quarterly Therapy Plan
Rubric and Grading Criteria

Supervisors will consider these elements when reviewing and grading the QTP. Information in each QTP will vary by client, but supervisors will focus on these guidelines to ensure essential elements are present in each QTP. Also, refer to the Quarterly Therapy Plan format and instructions in the Clinic Handbook.

1. General Elements (ensures that the QTP is written in a professional, logical, relevant, and concise but comprehensive manner).
   - No passive voice
   - Double spaced submissions
   - Parallel verb tenses
   - Correct spelling and grammar
   - Clinical and professional terminology
   - Correct use of punctuation (colons, semi colons, commas, i.e., vs, e.g., etc.)
   - “Period covered” and # of sessions left blank until the end of the quarter
   - Age of client is correct

2. Specific Elements (ensures that QTP reflects the individual client’s skills and a carefully designed treatment plan)

   A. Statement of the Problem- (written in past tense)
      - Summarize pertinent information (age, DX, relevant history, other services, IEP goals, etc.)
      - Should be a thorough, but succinct summary
      - Document/discuss earlier assessments and previous TX/progress
      - Provides current speech/language diagnosis
      - Reflects current problem/concerns
      - Final sentence is time enrolled in CSUEB clinic

   B. Status at the Beginning of the Quarter-(written in past tense)
      - Description of client’s status at the beginning of the quarter; Includes qualitative/descriptive and quantifiable (baseline) information for each area baseline. Include error types and representative examples, when appropriate. Should also include other relevant/descriptive observations of the client’s skills.
      - Include any test results from this quarter only (otherwise, prior testing or tx results go in the Statement of the Problem).
      - Categorize headings, as well as information subsumed therein, in order of importance for each client.
      - Headings may be collapsed if logical and results are unremarkable.

   C. Terminal Objectives:(written in future tense)
      - Each QTP has 3-5 TO’s, including, if appropriate, a caregiver training TO.
      - Each TO addresses 1 goal.
Each TO (** includes the client’s observable performance/behavior that will be demonstrated at the end of the quarter; reflects stimulus, conditions, criterion marker, and a marker of consistency (e.g., over 2 consecutive sessions).

**D. Task Sequences:** (written in future tense)
- Each TO should have a Task Sequence of 4-5 steps.
- Each step is an attainable measurable and reasonable mini-goal in proceeding toward achieving the TO.
- Each step in the Task Sequence should contain the same elements as above (**)
- Each step equates to (generally) 1-1/2 weeks of therapy.
- Task Sequence steps progress from least complex to most complex, ending with the Terminal Objective as the final Step.
- Progression through sequence is reflected by advancing task complexity/skill, modifying conditions and/or reducing cues, and to a much lesser extent, increasing accuracy levels; client moves toward becoming increasingly more independent or advanced in achieving the targeted skill/behavior.

**E. Rationales:**
- Each TO includes a rationale citing current literature (within 5-10 years) or specific academic coursework references.
- Justify choice for each TO in regards to client’s current behaviors/skills, past treatment, personal or caregiver goal preferences, as appropriate.

**Grading reference:**
**A range** (Report is consistent and well developed. It is professionally written with minimal corrections to content, grammar or style. Analysis and critical thinking are generally independent. Task Sequences reflect logical progression toward Terminal Objective).

**B range** (Report requires further development and a moderate amount of feedback to develop into a professionally written report. Report requires moderate corrections to content, grammar or style, and/or a moderate amount of feedback to address analysis and critical thinking. Task Sequences require minimal support for logical progression toward Terminal Objective)

**C range** (Report is inadequate and requires significant feedback to develop into a professional written document. Report requires significant corrections to content, grammar or style, and/or a significant amount of feedback to address analysis and critical thinking. Task Sequences require moderate support for logical progression toward Terminal Objective)