

## **Semester Therapy Plan Rubric and Grading Criteria**

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

**1. General Elements** (ensures that the STP 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 semester
- ❑ Age of client is correct

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

**A. History and Presenting Concerns**- (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 as reported by client or caregiver
- ❑ Final sentence is time enrolled in CSUEB clinic

**B. General Behavioral Description**-(written in past tense)

- ❑ Description of client's status at the beginning of the semester;
- ❑ Includes qualitative, descriptive information for each communication area, even if to indicate skill is within functional limits
- ❑ Includes observations and spontaneous examples of relevant behaviors that support areas of baseline and treatment
- ❑ Present any interfering factors, if relevant.
- ❑ Include any test results from this semester only (otherwise, prior testing or tx results go in the Statement of the Problem).
- ❑ Present observable communication strengths in the last sentence

**C. Terminal Objectives (future tense) and Baseline**

**statements:**(past tense)

- ❑ Each STP has 2-3 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 semester; 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. Scaffolds and task performance are appropriately considered in the development of the Task Sequence.

#### **E. Rationales:**

- Each TO includes a current literature based rationale (within 5-10 years)
- Literature based rationales provide sound evidence based, clinical reasoning for your choice of goal or treatment approach.

#### **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 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)