

**Florida International University
Communication Sciences and Disorders**

Clinical Behavioral Descriptors

PLANNING

1. *Formulates Term Goals*: Writes long-range goals for clinical behavior changes that are appropriate for disorder, severity, and cognitive level of client. Establishes priorities and gives rationale.
2. *Formulates Session(s) Objectives*: Writes session or conference objectives that are appropriate for disorder, severity, and cognitive level of client. Session objectives relate in a logical sequential way to long-term goals. Is able to separate procedures from objectives. Objectives are measurable and are written using behavioral terminology.
3. *Modifies Program When Change is Indicated*: Recognizes the need for change when semester or daily objectives are met or deemed too difficult, and modifies therapy plan accordingly.
4. *Materials Appropriate for Client/Significant Other*: Consistently chooses attractive, motivating materials for therapy that are appropriate for client's age, disorder, and level of ability. Material for conference appropriate.
5. *Has Rationale for Clinical Procedures*: Generates procedures based on course work and outside readings. Understands and applies theoretical concepts to therapeutic and diagnostic planning.
6. *Structures Plan for Maximum Number of Responses*: Structures session plans to elicit the maximum number of goal-related behaviors by the client
7. *Demonstration of Progress to Client*: Plans a consistent means of information the client of gains made in target behavior performance.
8. *Significant Others Included in Therapy Plan*: Considers the influence of significant others and includes them in therapy plan. Plans for follow-up or carry-over activities.

INTERACTIONS: CLINICAL AND SUPERVISORY

9. *Sensitivity/Awareness*: Sensitive to client's needs, and adjusts accordingly. Perceptive to client's attitudes and behaviors so that circumstances can be altered to meet the underlying needs.
10. *Relates to Client/Significant Other as a Person*: Relates with respect, caring, and dignity. Priority is placed on attending to persons, not on procedures. Responds with unconditional positive regard
11. *Affect in Therapy/Conference*: Enthusiastic and enjoys interaction. Uses language and tone that are relaxed and sincere. Interacts comfortably and enjoys working with client/significant other. Uses humor where appropriate, and is creative.

12. *Negative Personal Factors Removed from Therapy*: Keeps concerns (emotional, physical, prejudicial, etc.) from interfering with clinical responsibilities. When responsibilities cannot be met, makes necessary arrangements.
13. *Initiative/Independence*: Is able to handle case independently, and reports status to supervisor. Initiates discussion and problem solving. Takes initiative to research information related to client's disorders.
14. *Confident Image in Clinical Setting*: Displays self-confidence to patients/clients/other professionals/fellow students in the management of all disorders or clients, even when lacking related experience.
15. *Response to Supervision*: Accepts criticisms or suggestions from the supervisor(s) and constructively responds by making appropriate behavioral changes.
16. *Informing Client/Significant Others*: Relates information about client in an organized manner, using appropriate language. Addresses questions and concerns professionally. Informs significant others of the need for moral support.
17. *Interaction with Other Professionals*: Interacts in a self-confident, appropriate manner with other professionals. Is aware when interaction with other professionals must be initiated or directed by the supervisor.

MANAGEMENT

18. *Record Keeping*: Has the ability to follow established guidelines in maintaining accurate, professional records of client's goal-related behaviors, other pertinent behaviors, and attendance.
19. *Uses Stimulus Control*: Arranges therapy or testing room so that it is most comfortable for client and free from distractions. Uses stimulus roles for self and client's significant others to enhance therapy, particularly for carry-over. Manipulates all clinical stimuli for maximum therapeutic effectiveness.
20. *Management of Client Behavior*: Maintains appropriate behaviors during therapy and testing by setting limits and determining effective reward or penalty. Recognizes when professional assistance is necessary.
21. *Client/Significant Other Attention and Motivation*: Plans and manipulates materials, environment, and reward/penalty system so that client or his significant other maintains interest during session and exhibits approach motivation.

PROCEDURES

22. *Goals Clear To Client/Significant Other*: Presents instructions so that the client and his significant other understands the goals of the session and the behaviors needed to be performed to meet those goals.
23. *Goal-oriented Therapy*: Therapy consistently focuses on clinical goal. Procedures used are congruent with and compliment therapy goals and objectives.
24. *Use of Materials and Activities*: Uses materials effectively and efficiently in eliciting and practicing goal-related behaviors.

25. *Effectiveness of Instructional Techniques*: Uses appropriate methods and strategies to elicit target behaviors or to transmit information. Therapy and conference is both effective and efficient.
26. *Evaluating Responses*: The ability to discriminate error behavior from target behavior consistently and correctly. Carefully and accurately interprets responses of significant others during conferences.
27. *Time Efficiency of Procedure*: Appropriate pacing of therapy procedures. Therapy or conference is time efficient. Interactions are not too fast and rushed or too slow and dragging. Appropriate amount of time is spent on each activity, with smooth transitions between activities.
28. *Clinical Flexibility*: Monitoring and adjusting to client's or significant other's changing needs and performance. Recognizes change in behavior that warrants modification of program.
29. *Use of modeling, Information, Guidance, Feedback*: Consistently uses modeling, information, guidance and feedback appropriate for the significant other or for the age, disorder, and cognitive level of the client, in the clinical interactions.
30. *Use of Reward and Penalty*: Determines an appropriate reward/penalty system for the client and clinical setting. Uses that system consistently with ongoing verification of its effectiveness.
31. *Client Self-Evaluation*: Consistently models, cues or stimulates client to self-evaluate and/or self correct depending on client's abilities.
32. *Client/Significant Other Talking/Response Time*: Structures therapy so that activities elicit the maximum number of goal-oriented behavioral responses from the client, with clinician's talking time held to a minimum. As client behaviors are elicited, adequate response time is allowed. Significant other allowed sufficient time to participate in conference.
33. *Behavioral Data Collection*: Determines and implements recording systems. Consistently checks the correctness and frequency of occurrence of the target behavior. Makes adjustments in therapy based on these data. Progress notes indicate good qualitative and quantitative charting of behavioral responses.
34. *Session Goals Remain in Focus*: Successfully maintains focus on all daily goals throughout the session so that reward/penalty is continual and consistent. Conference remains focused on relation pertinent information to the significant other.

DIAGNOSIS

35. *Test Administration*: Test materials placed appropriately. Stimuli presented accurately and in accordance with the test manual. Basals and ceilings established correctly.
36. *Clinical Observation Skills*: Sensitivity to and awareness of all relevant client behaviors. Insight into the nature of those behaviors based on familiarity with normal and disordered communication. Uses that information to support formal testing or recommendations made.

37. *Test interpretation and Recommendations:* Describes and understands relevant communication behaviors through accurate and appropriate interpretation of formal test results. Able to determine the appropriate recommendations.
38. *Professional Report Writing:* Reports are clear with appropriate examples or descriptions. Reports are organized, following established guidelines, and contain correct syntax, spelling, and punctuation. Information in reports is accurate, concise, and pertinent.

ADDITIONAL CLINICIAN RESPONSIBILITIES

39. *Observes Clinic Rules:* Is familiar with all clinic policies and procedures and follows those rules according to specified guidelines.
40. *Prepares for Supervisory Conferences:* Brings all paperwork to meetings. Has questions and ideas for therapy, and discusses impressions.
41. *Contributes Alternative Procedures:* Suggests alternative therapy procedures or referrals based on client's performance.
42. *Written Work is Professional:* Session plans, reports, and other assigned paperwork are accurately and neatly following established guidelines and time specifications.
43. *Self-supervision of Clinical Performance:* Recognizes and identifies behaviors that facilitate or interfere with clinical success, and develops and implements goals for improvement.