Ribas Associates and Publications, Inc.

S.J.E.I.R. Paragraph Bank for Clinical Service Providers
(revised 3/7/14)

This document is designed to save evaluators significant time when providing performance evaluation feedback. It contains the most commonly used S.J.E.I.R. paragraphs for clinical service providers (O.T., P.T., Nurse, Psychologist, Speech and Language, English Language Learning Teachers, Library Media Specialists) and special education team chairs related to their clinical functions. Paragraphs about effective instruction for when these positions are teaching full classes can be found in the Ribas Associates **S.J.E.I.R. Paragraph Bank For Classroom Teaching.** Some instructional areas (e.g. connecting to the classroom setting) that are unique to clinical providers appear in this bank.

Using the Bank
The banks can be used with either
1. Ipad or other tablet Apps for evaluation software such as Teachpoint, Baseline Edge, My Learning Plan and other commercial educator evaluation platforms, or locally developed platforms.
2. Ipad or computer web based applications for Teachpoint, Baseline Edge, My Learning Plan, and other commercial educator evaluation platforms, or locally developed platforms.
3. Or, with any word processing forms

Browser Choice: The bank works best when using either **Chrome, Safari, or Explorer** as the browser. It typically loses much of the formatting for the paragraphs when Firefox is used. We are working with Firefox to resolve this issue but we don't anticipate a resolution in the near future. We therefore recommend using Chrome, Safari, or Explorer when using the bank.

Organization of the Bank
The bank begins with those performances that can be performed by most or all of the jobs listed in the paragraph above. It is then followed by paragraphs that are unique to the specific job.

Evaluators can find specific performances with a key word search. Below are the **key words** that can help you find paragraphs about various areas of performance. Evaluators should use the "find" function. They should copy and paste the appropriate key word followed by a back slash (do not space between the word and back slash) to find all the paragraphs related to that area of performance.

The evaluator should then **change the *sample evidence found in red italics* (and teacher name) to that which is in the specific observation or evaluation** being written. Remember, this is technical writing not creative writing. You don't need to be original. You just need to be clear and accurate. This is a work in progress and we continue to build the bank.

Key Words

assessing students-accuracy/	parent communication of evaluation findings/
assessing students-differentiation/	parent communication-student goals/
assessing students-identifying learning disabilities/	parent communication-use of jargon/
assessing students-student observation/	performance level differentiation/
assessing students-student repoire/	planning therapy sessions/
assessing students-timeliness/	professional knowledge/
child and adolescent development/	professional collaboration/
clear expectations/	professional development
communication with colleagues/	record keeping/
Consultation/	reflective practice/
decision making-collaborative/	reflective practice/
decision making-individual/	religious and cultural differentiation/
ELL differentiation in therapy sessions/	reporting at meetings-clarity/
ELL vocabulary in therapy sessions/	respectful service/learning environment/
English Language Learning/	safe learning environment/
English language learning specialist/	shared responsibility/
high expectations in therapy session/	student engagement in therapy sessions/
IEP/therapy plan development/:	student respect for differences/
instruction-connecting to the classroom/	student self assessment in therapy sessions/
library media specialist/	student self awareness/
meeting diverse needs/	team chair/
Newsletters/	writing reports-accuracy/
Nurse/	writing reports-completeness/
parent communication-differentiation/	writing reports-differentiation/
parent communication-ELL/	

Clinical Service Providers

1. key word – parent communication of evaluation findings/: John used effective techniques gfor making his evaluation findings clear to parents in the meeting. *##He carefully explained the terms he used in his report, and took particular care in asking the parents questions as he proceeded. At the conclusion of his report, he summarized his key findings and asked the parents if they had any questions.##* As a result, the parents indicated that they had a clearer understanding of their son's needs.

2. key word – parent communication of evaluation findings/: Jose did not make his evaluation findings clear to the parents in the meeting. *##Many times during the evaluation summary meeting Jose used clinical terms without explaining their meaning in everyday language. For instance, John shared that the "verbal-performance split was statistically significant" but did not explain what that meant. Further, Jose shared the testing results in statistical terms such as "one standard deviation below the mean" and "percentile rank of 10" without explaining what the statistics meant.##* As a result, the parents did not appear to understand the evaluation as they did not ask any questions of offer any comments. Effective parent communication includes using accessible language when reviewing evaluation findings. Jose needs to present his findings is language that individuals without testing or educational training will understand.

3. key word – parent communication-use of jargon/: Dr. B. needs to avoid using unnecessary jargon when reporting his findings to parents. *##At the IEP meeting I observed Dr. B. used a number of terms the parents could not understand. The parents stopped him frequently to ask him to define the terms. He showed frustration at their requests and soon they stopped asking for clarification. After the meeting the parents called the team chair and asked for a meeting so the chair could explain the report in language they could understand.##* This created undue frustration for the parents and extra work for the team chair. At IEP meetings, Dr. B. needs to avoid unnecessary jargon and be ready to explain to parents any terms they do not understand.

4. key word – parent communication-use of jargon/: Bill communicated his testing results to the parents in language that was easy to comprehend. *##During Bill's approx. 15 minute verbal report he gave on October 6, he explained in 'parent-friendly' terms how the child was functioning in the areas of cognition, academics and social/emotional. Throughout his verbal report, roughly every few minutes, Bill would check in on the parent's understanding of her information ("Does that make sense?") and was sure to define all unfamiliar terms ("Externalizing" or "Internalizing" behavior). Bill answered the parent's questions with crisp, clear responses and frequently validated the parent's concerns in a soft gentle manner and always had direct eye contact with the parent.##* The impact these strategies had on the team was to organize the material into very manageable bite-sized pieces with a regular check-in to be insuring each piece of information was understood by all members of the team.

5. key word – reporting at meetings-clarity/ : Dr. B. needs to give more concise reports at I.E.P. meetings. *##At the meeting I observed Dr. B. read his entire report rather than summarizing the findings.##* This resulted in the taking up a disproportionate part of the meeting. As a result, the other service providers were forced to hurry through their reports. Dr. B. needs to clearly and succinctly summarize his report insuring that the key findings and recommendation are covered. He needs to leave adequate time for parents to ask questions.

6. key word – reporting at meetings-clarity/: Dr. B. was successful at reporting on his work at the update meeting. ##Dr. B. was able to align the specific articulation errors with intelligibility issues in school. He was skilled at sharing the types of exercises conducted in speech sessions and was prepared with a written summary so the parents could support the work at home.## Because of Dr. B.'s clear reporting with accessible language, the parents shared that they were pleased about the speech progress and expressed willingness to work at home.

7. key word – reporting at meetings-clarity/: When giving his report Julio gave a large volume of information that was beyond the knowledge of parents and some staff members and was not helpful to the process of determining a plan of action for the child. *##He listed off the names of every test that he administered, the child's specific scores on each test, and the overall performance in language that was not understandable to the parents and several of the staff members.##* It is suggested that Julio refer the team to his written report for all of the scores, but during the meeting he synthesize and 'chunk' the information across tests and instead give an overall impression of the child's strengths and weaknesses per skill area. The result of this kind of reporting will allow the parent to participate in the conversation and for the team members to make connections to their own results and how it all relates to the child's performance in accessing the curriculum.

8. key word – writing reports-completeness/: Sue's written report was very complete and concise. *##She provided substantial notes from her behavioral observations of the child in the classroom, from her consultation with the classroom teacher, and from the teacher's ratings of the child on the BASC-II-TRS. This information was provided in language that was easily understood by the parents and other team members.##* The result of including this amount of clear and concise classroom information is to show the importance of this information in guiding the psychological assessment. Also, in this way, the parent and team recognize the relevance of and the connection between the psycho-educational test results and the child's classroom performance.

9. key word – assessing students-completeness/: Bill has not shown the ability to conduct comprehensive, child-centered assessments of student's current functioning that can properly inform the evaluation team. *##On December 11th Bill presented his findings from his assessment of a -child referred for a possible intellectual disability. He shared that he used a brief version of the Stanford-Binet 5and a teacher version of the Vineland. As this was an initial evaluation of a second grader, the use of a prorated cognitive ability score and rating scale data from only one teacher is insufficient for diagnosis.##* Because Bill conducted insufficient assessments the appropriate evaluation information was not available for the meeting, the team was unable to conclude the discussion of eligibility. Further, failure to collect thorough information during an evaluation can cause teams to make erroneous decisions. For all initial evaluations complete batteries must be utilized and survey information from home and school must be collected.

10. key word – written reports-accuracy: When writing his report, Bill needs to attend to accuracy and precision. *##In two of Bill's written reports, he incorrectly wrote "he" for "she" and vice versa within the body of the report. For example, in his written report for EN., Bill described E as a "six year old boy" but then later in the report stated "she has more difficulty with abstract thinking and calculation" and "drills to help E improve her vocabulary use and understanding . . ."##* The impact of this kind of error results in a confusion on the part of the parents and other team members as to whether or not the psychologist is actually reporting on the correct child and/or if the results described in the report actually belong to the child being discussed. These types of errors can also result in the parent doubting the accuracy of the report. As with most evaluators, Bill uses a type of 'template' when writing her reports. He will need to be much more vigilant in regard to using his template and proof-reading his reports.

11. key word – written reports-accuracy/: Bill is skilled at preparing accurate and precise written evaluation reports. *##All three reports reviewed for this evaluation were clear and free of obvious errors. Bill was careful to explain all tests administered and statistics used. His consistent use of terms such as "average" or "superior" helped the reader identify the strengths and weaknesses before Bill's summary.##* When reports are written in a clear manner, teams are better able to fully understand the evaluation and its ramifications on the education plan and/or eligibility determination. Further, parents and outside agencies reviewing the reports are likely to draw accurate conclusions when reports are precise.

12. key word – assessing students-accuracy/: Mary is effective at conducting accurate individual evaluations for students that inform the evaluation team. *##On March 5th Mary discussed a student's language evaluation that included the CELF, the LPT and a language sample. She was adept at weaving her summary with threads from each assessment. Her descriptions from the language sample, taken from a lunch period, were illuminating to the team around explaining the student's language processing delays.##* Mary's clear and supported evaluations consistently help the evaluation team and the parents understand children's developmental status.

13. key word – assessing students-student repoire/: Bill effectively assesses students by making them feel relaxed and encouraging them to do their best work. *##On March 18, Bill was observed conducting an assessment with an elementary school child. During the 80-minute evaluation session, Bill did an exceptional job of relaxing the student into the situation, giving very clear instructions, and then encouraging him to do his best work. Bill was very respectful of the boy ("You tell me when you're ready", "Nice job, you worked really hard" accompanied with a handshake). Bill was also used age-appropriate reinforcements ("I don't mind telling you that this is not 5th grade work, but I'm going to try them anyway", "Because you got some of those right, I'm going to do a couple more").##* The impact of these kinds of statements was to keep the child engaged in the activity and elicit his very best effort throughout the session. This child left the session obviously feeling proud of his accomplishments.

14. key word- assessing students-student repoire/: Wanda was not effective at establishing rapport with and preparing a child for individual testing. *##On October 3rd, Wanda was observed conducting a series of fine motor and visual processing assessments. When the child entered the room she explained, "There isn't much time to complete this and you probably want to go to recess today. I need you to work hard and we'll get this done." On three occasions Wanda turned from the table to search for items in her bag. As the assessment session developed, the child asked "how many more?" and "do I have to do this?" indicating a loss of engagement.##* When children are not positively engaged in testing sessions accurate results cannot be obtained. Two ways to support student engagement is to create positive rapport and to be efficient with the testing process. Moving forward I need you to great children, show appreciation for their effort, emphasis the importance of the work and have all needed materials readily available.

15. key word – communication with colleagues/: Mr. L needs to give classroom teachers adequate notice when he needs to take a child from class. *##On two occasions this year I needed to hold a three-way conference with a teachers who were frustrated that he came to the room and took students without any prior notice or scheduling. Neither case was an emergency and Mr. L had ample time notify the teachers and/or set a time that was least disruptive to the program.##* Failure to do so results in a disruption to the class lesson and undo disruption to the learning of the student with whom he is working.

16. key word – communication with colleagues/: Mr. L is effective in communicating with the many professionals within his three schools. *##Mr. L regularly communicates his needs around meeting with children with the appropriate educators. When Mr. L works directly with a child in support of the IEP he endeavors to meet with the child's teachers and other service providers to share progress and share strategies.##* When we maintain productive communication with colleagues, services for children are effective and progress is made. Further, taking the time to communicate indicates a level of respect that allows teachers to productively engage with service providers.

17. key word – assessing students-student observation/: Bill needs to perform classroom observation assessment work-ups for the evaluation Team. ##*His over-reliance on psychometric tools departs from the current best practice methods recommended for professionals.*## Bill needs to complete classroom observations to properly prepare for Team meetings. Unless the findings from these observations are integrated with the test data, an incomplete profile of the child, and the child's needs, will be portrayed to the staff and parents.

18. key word – assessing students-identifying learning disabilities/: Maria needs to learn how to identify specific learning disabilities in students she evaluates. ##*Her recommendations at Team meetings on April 23, May 7, and May 10 showed little differentiation from student to student, demonstrating limited understanding of child/adolescent development. Maria's assessments consistently emphasize some area of low cognitive performance from the battery of tests she administers, while specific learning disabilities are never cited.*## This has resulted in the provision of support services that have proven inaccurate for the specific needs of students and/or limited progress of the students: in the past year, 60% of the students in her assessment caseload failed to make academic progress in the classroom setting, even though all IEP objectives were rates as "achieved". Maria needs to become better experienced with the range of learning styles exhibited by students at this level.

19. key word – assessing students-timeliness/: Bill consistently provides the Team Chairperson with timely assessment reports. ##*In addition, his knowledge of the Curriculum Frameworks is demonstrated by the inclusion of applicable data on each student's performance from the state assessment instruments, along with his own test data.*## He fulfills his role at Team meetings, utilizing the above to identify student needs and appropriate services.

20. key word – assessing students-timelines/: Beatrice has been inconsistent with completing assessments within the prescribed assessment windows. ##*Between October and February, Beatrice has received twelve referrals for physical therapy evaluations. Four evaluations were completed and reports were prepared by the meeting. Four evaluations were completed and reports were not available by the meeting. Four evaluations were not completed on time and the evaluation meeting had to be postponed.*## When evaluations are not completed in time for the meeting, services to children are delayed and districts may be liable for compensatory actions. Beatrice needs to complete all evaluations and evaluation reports in a timely manner such that the case manager and parent receive a copy of the report a week prior to the evaluation meeting.

21. key word – writing reports-differentiation/: Bill's test reports are generic recycled statements, instead of being a unique analyses of individual students. *##In the most recent incident, Bill was observed at a three-year re-evaluation Team meeting on May 28 as he presented his report. While he had administered a standard battery of psychometric instruments (test of intelligence; grade-level achievement across a range of subjects; and a measure of processing skills appropriate for the student's age), it quickly became obvious to the participants that the analysis came from a "canned" computer program: the report was limited to a recitation of subtest scores, with no specific observations about the student in question; and no detailed recommendations for services drawn as a conclusion from the data were provided. A particularly glaring error was picked up by the parents in attendance, when the wrong first name was used in the final narrative, making it obvious to all that this was a template used previously by Bill, lacking individual attention.##* While computerized analysis programs have value, Bill must not rely solely on them for developing conclusions and specific recommendations for students. He needs to schedule a meeting with the parents, along with the Team Chairperson, to apologize for his unprofessional behavior.

22. key word – parent communication-outreach/: Bill consistently reaches out to parents, to include them in the assessment process. *##Upon receiving a referral from the Team Chairperson, indicating permission for testing has been given by the parents, Bill contacts them to explain the process and offers to meet with them. He has developed a questionnaire by which they can provide useful input, instead of relying just on an interview. Additionally, he contacts them again prior to the Team meeting, to share his findings in detail, so that they know in advance what he will be reporting, and to make his presentation more efficient. He makes sure that parents know they may contact him at any time, if clarification is needed.##* The Team Chairperson reports that parents consistently remark to her how helpful this is.

23. key word – parent communication-ELL/: Mary effectively used an interpreter. ##When she was observed on *May 15 as she reported her assessment findings at an initial Team meeting. An interpreter was present, as English was not the parents' first language. Mary reported that she had utilized the interpreter when she met with the parents to explain to them what the evaluation process entailed, the referral issues, and the kind of assessments she would be using with their child. When the testing was done, she again had the services of the interpreter for her customary meeting with the parents, to share her findings.##* This proved especially important, given the second-language aspect to an issue as complex as explaining psychometric testing. Through the interpreter, the parents verbalized their appreciation for the accommodations made, as well as the concern for their child's success.

24. key word – instruction-connecting to the classroom/ : Throughout the session, J frequently made references to 'real world' connections outside of the clinic setting ##*(e.g. "Do you ever slurp on a straw?", "Do you like to go to the Dentist?").##* The impact of these kinds of statements is to plant the seed in the student's mind that the target words occur not only in the clinical setting but also appear in his outside world. As a result, this child will be ready to begin working on the generalization of his correct sounds outside of the pull-out setting to his classroom curriculum and beyond.

25. key word – professional knowledge/: Kendra is skilled at using her language development knowledge to support colleagues. ##*Kendra was observed assisting Mr. Lawson develop lessons for language impaired students. She was able to share how students with deficits in pragmatic language struggle to make inferences based upon the reading.##* Because of Kendra's deep understanding of language development, the students responded to the lesson and were able to respond to the literature at a deeper level.

26. key word – professional knowledge/: Leroy does not demonstrate professional knowledge around current technologies in his work with students with motor deficits. ##*At IEP meetings on January 17th and 28th, Leroy addressed production writing accommodations for students with motor needs. Leroy limited his strategies to pencil grips, raised-lined paper and spacers to assist students in recording their ideas in writing. He ignored the various computer applications to support the high school students as they struggle to meet the writing needs of the curriculum.##* Because of Leroy's limited knowledge around current technologies, students are not afforded a range of strategies to meet their needs and their independence and academic progress suffers. Leroy needs to become familiar with current technologies to support students with motor deficits.

27. key word – assessing students-differentiation/: Kante struggles to adjust his assessment practices to gather valid information. ##*In two assessment observations Kante failed to adjust his approach when the student did not respond to the directions. On March 19th a student did not respond to three questions as the student watched children at recess outside the window and Kante moved on to the next question each time without a query. On May 8th Kante presented testing information that was gathered before he learned that the student needed glasses.##* Because of Kante's failure to adjust his assessment practices, he reported on invalid testing information. When testing results are collected without due diligence, inaccurate conclusions may be drawn, ineffective programs may be developed, student progress may be delayed and the school district may be exposed to litigation. Kante will conduct all future evaluations per best administration practices. He will review all relevant administrator manuals prior to conducting his next assessment.

28. key word – assessing-differentiation/: Pedro is skilled at using current assessment data to adjust intervention strategies. ##*In his work with elementary gross motor group, Pedro collects and analyzes range of motion and strength data for each student. When he notices a plateau or decline in progress towards goals, he introduces new activities or increases the difficult of current activities to better meet the needs.##* Because of Pedro's use of data to adjust his practice, his students show consistent growth.

29. key word – assessing students-accuracy/: Sue effectively draws accurate and specific conclusions from several sets of data. *##On October 5th Sue shared that the student met the diagnostic criteria for developmental apraxia of speech. She presented family history, the child's speech history, a current language sample, the child's oral motor functioning and results for formal assessment to support her conclusion.##* As a result, the team was able to work with the diagnosis in determining eligibility and planning for the individualized education plan so the student will receive appropriate intervention.

30. key word – assessing students-completeness/: Carmella utilizes a limited set of data to analyze the impact of her work. *##Carmella routinely assesses the progress of her executive processing group members by asking the students about work completion and time on task. Carmella fails to include information from teachers, rating scales and objective classroom data to draw conclusions around the effectiveness of her group.##* Because Carmella collects a limited amount of data on her students her analysis of progress is unreliable. Carmella needs to broader her method of collecting data to include input from teachers, rating scales and other performance indicators.

31. key word – English Language Learning/: Nancy is not effective at following English Language Learner (ELL) plans. *##By teacher report, Nancy has only consulted with teachers of students on her ELL caseload two times between September and February and Nancy misses up to one session per week. In a meeting with me it was clear Nancy did not know the content of the her students' plans. I have heard from five teachers that Nancy is not adequately servicing their students.##* Lack of adherence to ELL plans and inconsistent consultation with teachers slows student progress. Nancy needs to review all ELL plans, rework her schedule to include teacher consultation and present the new schedule to me by March 10th.

32. key word – safe learning environment/: Mark consistently sets and reinforces behavioral expectations thus maintaining safe environments for children. *##Mark was observed in one group counseling session and two classroom lessons over the last three months. Mark began each session by reviewing ground rules for respect, modeled respectful language, reinforced students for using respectful language and redirected disrespectful utterances.##* Because of Mark's willingness to maintain a safe learning environment, students are comfortable taking risks in their questions and comments and gain from his lessons.

33. key word – safe learning environment/: Isabella is not effective at consistently maintaining a safe learning environment during her Fun and Run groups. *##On September 28th and October 21st students were seen by the nurse for minor bumps after falling from gymnastics equipment during Isabella's Fun and Run group. Isabella reported that after the children were successful with the scheduled activities she allowed free time with the balance beam and parallel bars when the children fell.##* As a result of Isabella not providing safe routines and structure, two children received minor injuries. Isabella needs to clearly establish limits when working with motor-challenged children around climbing apparatus and supervise the children closely.

34. key word – respectful service/learning environment/: Jason is not effective at maintaining a respectful environment. *##During a March 28th PT session, Jason stated to a child, "Get back on that beam; my grandmother can do better." During an April 10th PT session, Jason asked the same child, "Do you need me to draw you a picture in crayon, as usual?" Subsequently, the child shared with me he does not wish to continue receiving help from Jason.##* When professionals are not respectful to children, the children are less likely to gain from therapies. Jason will only use respectful language with children.

35. key word – respectful service/learning environment/: Terrell is skilled at anticipating conflict between his students of different races in his high school intervention groups. *##From his first meeting with each group, Terrell sets the expectation that group time is safe, respectful and feel from the influence of outside conflict. Terrell openly shares awareness that certain students oppose each other outside of school due to race and emphasizes that the group is free of those conflicts.##* Because of Terrell's candid approach to racial tension, he is able to maintain respectful environments within his intervention groups.

36. key word – clear expectations/: Julie consistently sets clear expectations during therapy/instructional sessions. *##Julie was observed seven different times from September to March to post and explain the agenda and expectations for occupational therapy sessions.##* As a result, the students had an accurate understanding of the session's focus and expectations. When children understand what they are doing, they progress at a higher rate.

37. key word – clear expectations/: Neruda is inconsistent around enforcing expectations during her counseling sessions. *##On October 11th and November 29th Neruda was observed to set behavior expectations at the outset of her counseling sessions, yet on both occasions she failed to redirect students when they did not meet the expectations. On October 11th a student tossed a ball against a window and on November 29th a student wrote on the carpet. Despite her expectation for respectful use of objects, Neruda did not address either behavior.##* When students are not supported to meet behavior expectations they exhibit declining behavior and progress is impeded. In addition to communicating expectations, Neruda needs to enforce the expectations.

38. key word – parent communication-student goals/: Bryan does not consistently involve parents in students' therapy goals. *##Each of the twelve students on Bryan's caseload at Central High School have IEPs that stipulate consultation with parents. Over the course of the spring IEP meetings it came to light that Bryan has only shared language progress with two families. Three families asked why services were discontinued without their knowledge even through Bryan had been seeing their children.##* When parents are not engaged in the work of the school-based therapists, students make less progress and parents tend to not support the work of the team. Bryan needs to follow the IEPs and effectively communicate the goals, approaches and progress of students on his caseload with the parents. Bryan will keep a parent communication log and submit it monthly during the 2013-14 school year.

39. key word – parent communication-student goals/: Denise involves parents in therapy goals through effective communication. *##Denise provides parents with clearly written treatment plans before she sees their children. She updates the plan on a monthly basis to reflect progress, effectiveness of strategies uses and work for home.##* Because of Denise's high level of parent communication, parents are involved with school-based therapy and student progress is strong.

40. key word –newsletters/: Bianca effectively shares learning expectations to other members of the IEP team with a newsletter. *##Bianca has created a social skills news letter that she shares with the teachers and parents of the children in her social skills group. Without naming the students, she shares the focus skills for the upcoming sessions and the level of mastery of past skills.##* Because of Bianca's diligence around communicating learning expectations, her work can be supported by other team members. Student progress is maximized when a broad range of adults support the same goal.

41. key word – parent communication-differentiation/: Terri is not effective at communicating therapeutic learning expectations with parents. *##In an effort to collaborate with parents around therapy, Terri provides families with a list of developmentally expected skills, rather than a list of specific expectations for the family's child. These lists are not helpful to parents who tend to lack a clinical perspective.##* When families are not provided useful information around their child's therapy expectations, they are less able to support stated goals and the child's progress is limited. Terri needs to better inform families of therapy expectations in a way that allows families to use the information at home.

42. key word – religious and cultural differentiation/: Carlos does not respect cultural differences when communicating with students. *##Carlos has wished "Happy Birthday" to a child who is a Jehovah Witness, queried about a father of a girl who lives with her two mothers, touched the head of an Asian girl and corrected a child with Native American parents for giving eye-contact.##* As a result, these students on Carlos's caseload have shared at home that they are uncomfortable meeting with him. When Carlos disregards cultural differences during communication he risks offending the students and their families, and the effectiveness of his intervention is marginalized. Carl will respect the culture of others. To increase Carlos's skills, Carlos will complete a human relations course at the local college. He will then submit a summative essay on the importance of respecting the culture of others.

43. key word – religious and cultural differentiation/: Jamal is skilled at communicating with parents with respect to their dominant language around clinical interventions. *##Jamal's caseload includes children from homes that speak a variety of languages other than English. Jamal is careful to learn which language is spoken in the home prior to engaging with the family. He will then provide written material in the family's native language and, as needed, arrange for an interpreter.##* Because of Jamal's attentiveness to native languages, he has an excellent rapport with is families. This rapport has led parent's better understanding the nature of and led to positive strides in support of his interventions.

44. key word – reflective practice/: Angela is effective at reflecting on her work with students with oppositional behaviors. *##Angela has met with me on four occasions to discuss her 7th grade group targeted to reduce oppositional behaviors. She has identified strengths and weakness in her and her co-leader's communication style. She has dissected her lesson plans and the manner in which she conducted the lessons. Each conversation ended with Angela sharing her insights and plans to improve the group.##* Because of Angela's reflections, the students have made significant progress as evidenced by 65% decline of the discipline referral rate for the members of her group.

45. key word reflective practice/: Marti does not fully utilize reflection as she works with children with social learning strategies. *##Marti has shared with me several times this month that she struggles to engage her students in social language activities. During each discussion Marti pinpointed that the content of the activities don't relate well to her students' situations. She has not, however, used this information to change her approach.##* When clinicians fail to use their own observations to improve interventions, student progress is limited. Marti needs to fully engage in the reflection process and adjust her work with respect to her observations.

46. key word – professional development/: Anthony has not attended to his professional learning goals. *##Anthony's Professional Growth Plan states that Anthony should have become proficient at administering an alternative cognitive assessment for language impaired children by the end of this year. Anthony has not engaged in any professional learning around this type of assessment over the period covered by his Growth Plan.##* Because of Anthony's lack of growth in the cognitive assessment of language impaired students, evaluations have been delayed because of the use of outside evaluators and the district has paid $4,250 for assessments that should have been done by Anthony. Anthony will immediately participate in professional learning such that he is proficient in nonverbal cognitive assessments by August of this year. He should see me if he needs help in finding this professional development.

47. key word – professional development/: Devon consistently utilizes the expertise in the school psychology department to improve his skills. *##During Devon's two years in the district, he has consistently consulted with the senior school psychologist around assessing children with challenging behaviors. Quite often, these consultations have led to a positive change in Devon's assessment approaches.##* When clinicians capitalize on available expertise, they grow in their professional skills.

48. key word – professional collaboration/: Elaine demonstrates excellent collaboration skills with her colleagues. *##Elaine regularly meets with other speech language pathologists in the district to discuss assessment and treatment approaches. Elaine often meets with other disciplines such as school psychologists or occupational therapists when approaching a new and different case.##* Because of Elaine's efforts to collaborate with other clinical colleagues, she is able to draw on their point of views to better develop intervention and assessment approaches to the benefit of the children on her caseload.

49. key word – professional collaboration/: Dominic is an ineffective collaborator with his colleagues. *##As of December 4th, Dominic has yet to meet with the physical education teacher regarding the progress of the students on his physical therapy caseload. Dominic has visited with the playground and cafeteria monitors on one occasion to discuss one of his four students.##* Because of Dominic's lack of collaboration with key team members, his therapy objectives may not align with the students functional needs in school. Dominic needs to collaborate on a regular basis, as least monthly, to better inform his work in the gross motor area.

50. key word – decision making-individual/: Donald has not demonstrated effective professional judgment around locations for assessing children. *##Donald has been seen conducting cognitive ability assessments outside, in the cafeteria and in the hallway. When asked about this he shared that he is confident around the student's attention to task and feels that these locations are better than the testing room for gaining a positive rapport.##* When children are assessed in common spaces, their attention wanders and they can be sensitive around being seen with the clinician. Ultimately, the quality of the assessment findings is lowered. Donald needs to assess children in a private, distraction free area of the building to assure that the child is able to focus and does not feel self-conscious because others can see him taking a test.

51. key word – decision making-collaborative/: Hiromi is effective at contributing to the school-wide decision making process for students on his caseload. *##Hiromi volunteered for the playground committee in the fall and has attended every meeting with insightful comments. Because of his efforts much of the playground is fun, accessible and challenging for all students, regardless of any physical challenges.##* When clinicians offer their expertise for school-wide decisions equitable conclusions are often reached.

52. key word – decision making-collaborative/: Lars is skilled at sharing responsibility within the team to develop individual education plans. *##On December 13th, Lars was observed at an IEP meeting of an involved 8th grader with a variety of learning and emotional needs. Lars often asked others for their thinking, was able to blend his ideas with other ideas and was able to support an alternative approach from his own.##* As a result of Lars' collaboration and open problem solving process with the team, the students program was of high quality.

53. key word – shared responsibility/: Yvonne rarely addresses student behavior when she is at school. *##Yvonne has been observed walking by children who were violating the code of conduct three times. When asked, Yvonne share that the children were not on her caseload.##*When adults in the building ignore poor student behavior, they passively accept the behavior. Yvonne needs to be aware of the children's behavior and address it as needed. As an adult in the building Yvonne needs to share the responsibility of assuring a safe learning environment is maintained.

54. key word – decision making-individual/: Amy has demonstrated poor judgment around her communication. *##On September 23rd, Amy shared with a parent the name of another child and said that child was not kind to their child. Amy then suggested they ask their child to stay away for the other child. One October 9th Amy shared the details of a child's evaluation in the staff room with other adults present that had no connection to the case. One November 14th Amy shared her frustration around a child's behavior at the counter in the front office with parents present.##* Because of Amy's comments, confidential information was shared with individuals without need of the information, in particular with other parents. Amy will only speak of children within the boundaries of the child's education team or with a colleague behind closed doors. Amy will need to review the district's confidentiality policy and meet with me to discuss before next Friday.

55. key word – decision making-individual/: Sophia demonstrates sound judgment in her role of school psychologist. *##In March, Sophia mailed a psychological report to a family and shared a copy with the school team in advance of a summative meeting. In reviewing her own report the day before the meeting she discovered an error in her scoring. She revised the report and arranged for a home visit the same day to explain the error to the family.##* Because of Sophia's honesty around and effort to correct the error, the family and the team had the correct information in a timely manner. Further, the family shared with me that they were impressed how Sophia took responsibility for her work when she could have easily ignored the error.

56. key word – child and adolescent development/: Juan is effective at incorporating developmental attributes while planning lessons and therapeutic sessions. *##During a recent social skills lesson, Juan taught the skill of joining others in a game. He led six children from grades fourth through seventh in a discussion while taking care to craft questions and situations appropriate for each individual child.##* When clinicians attend to the developmental stage of the child, children are better able to master the information and skills.

57. key word – child and adolescent development/: Gelisa does not demonstrate knowledge of child development when assessing children. *##On September 24th and October 14th, Gelisa was observed assessing kindergarten children in the conference room. She made no effort to adjust the seating or provide movement breaks during the hour long sessions. The children were increasingly off-task as the sessions progressed.##* When clinicians do not incorporate the developmental needs of the children into planning for assessments, inaccurate information may be collected. Gelisa needs to attend to the needs of the children in future assessments. Gelisa needs to observe in the kindergarten classroom and meet with me to explain how the classroom and schedule was arranged with respect to the needs of five and six year olds.

58. key word – IEP/therapy plan development/: Grant struggles to develop effective therapy plans to meet the identified needs of the children on his caseload. *##On April 3rd Grant was observed at an IEP meeting as he shared that he will work with the identified student on core strength and fine motor skills. On May 15th Grant was observed with the same student playing Monopoly as the child sat in an office chair with arms. On May 22nd he was observed playing Slap Jack with the same student in the same office chair.##* When children engage in therapy that is not aligned to their needs, they do not make progress. Grant needs to develop intervention activities with a clear clinical focus and submit written plans to me each Friday for the following week.

59. key word – IEP/therapy plan development/: Bianca is effective as contributing to IEP development for students with emotional needs. *##At and IEP meeting on May 9th, Bianca clearly interpreted the psychological report in plain English, highlighted the emotional challenges of the child with reference to school demands and suggested relevant supports in all areas.##* When clinicians share their expertise with educational teams, student plans are improved.

60. key word – planning therapy sessions/: Jacinta excels at including engaging activities in her speech lessons. *##Over the last two months, Jacinta was observed utilizing technology such as the video conferencing equipment to join a language lesson of a colleague in another state, preparing two children for a discussion with the principal to lengthen recess and allowing four children to work on their articulation by reciting passages from Dr. Seuss.##* When children are able to connect with difficult material in a meaningful and exciting way, elevated engagement leads to increased learning.

61. key word – planning therapy sessions/: David struggles to plan for fine motor therapy at the upper elementary level. *##On January 30th and February 6th, David's individual fine motor lessons consisted of equal portions of on-task fine motor activities, off-task conversation and off-task free play. This totaled to ten minutes of IEP related work during the thirty minute session.##* When therapy lessons contain a significant portion of off-task activity student goal progress is limited. David needs to fully plan his therapy sessions so every minute is in support of the IEP goals.

62. key word – student engagement in therapy sessions/: Tiffany needs to engage students in lessons. *##On September 9th and 23rd, Tiffany was observed leading a social skills group at the high school level. Although, Tiffany endeavored to engage the students in a role play around asking a teacher for help. During the observations the students looked out the window, put their heads down and engaged in off-topic conversation rather than engaging in Tiffany's lesson.##* When activities don't engage students they lose interest and stop participating resulting in lower levels of mastery of the information and skills in the lesson. Tiffany needs to develop lessons aligned with the interests and developmental stages of the high school students that meet the objectives of the group. Within two weeks Tiffany needs to observe Mrs. Wirogo or Mr. Chinn, both engaging teachers, and report her observations to me.

63. key word – student engagement in therapy sessions/: Santiago is skilled at engaging students in therapy sessions. *##On April 17th, Santiago was observed to incorporate a student's social studies project into his language lesson. The student was motivated to complete the project and Santiago adeptly linked the language goals of the IEP to the student's work. The student was energetically focused during the session.##* When students are fully engaged in therapy progress towards IEP goals is strong.

64. key word – student self assessment in therapy sessions/: Keisha is able to create learning activities that allow children to identify their needs through self assessment and challenge themselves to improve. *##Keisha was observed during two lessons over the last month. During each lesson her students were working towards increasing their attention to learning. She set up a series of mind teasers or manipulative puzzles for the children to solve. Following each lesson the children reflected on their experience and reported their successes, failures and areas to improve.##* When children are afforded the opportunity to self assess their own work and challenge themselves based on this assessment, motivation remains strong.

65. key word – student engagement in therapy sessions/: Donna is ineffective at motivating students to engage in therapy. *##On November 15th, Donna led a gross motor group consisting of four students. During the session the students gave minimal effort and only engaged in the activities following verbal encouragement from Donna.##* When students reluctantly engage in therapy activities, they often fail to gain from the work. Donna needs to create therapy experiences that engage children.

66. key word – meeting diverse needs/: Gabrielle is skilled at developing accommodations so students can participate in activities of daily living. *##Over the current school year Gabrielle has located four and crafted two devices that assist students in bathroom and dressing activities. For instance, she crafted a putty handle so a student could better grip his toothbrush and purchased ball zipper extenders so a student could access her backpack.##* When students are able to care for their own needs they are freer to access the educational environment.

67. key word – performance level differentiation/: Ivan shows limited ability to meet the diverse needs of the children on his caseload. *##Though Ivan is successful supporting low functioning students negotiate the school environment, he struggles to support higher functioning students with visual impairments. On April 3rd he was unable to assist an honors high school student as she prepared the logistics of a presentation. Ivan was not familiar with the available technologies or able to support the child arrange her materials as she endeavored to meet the presentation needs.##* As a result of Ivan's lack of support, the student was not prepared and needed to postpone the presentation. Ivan needs to become familiar with the academic needs of students within the entire grade and ability span within the school so he is better able to assist them with their vision needs.

68. key word – student self awareness/: Sonal is ineffective at developing her student's self-awareness during speech intervention. *##On January 23rd Sonal was observed during a seventh grade pragmatic language group to model how to share one's opinion. She taught the students to approach a person and say, "Excuse me, I want to tell you something." Each student, in turn, rehearsed the phrase irrespective of their language ability.##* When students are taught a skill without understanding their individual strengths, the skill may not be learned or will not be used. Sonal needs to learn the strengths of her students and assist them in understanding those strengths in her pragmatic language interventions.

69. key word – student respect for differences/: Sonal is ineffective at developing her students' respect for differences during speech intervention. *##On January 23rd Sonal was observed during a seventh grade pragmatic language group to model how to share one's opinion. She taught the students to approach a person and say, "Excuse me, I want to tell you something." Each student, in turn, rehearsed the phrase. Two students struggled with articulation and two other students criticized them without comment from Sonal.##* When students are allowed to criticize other students in therapeutic sessions, they do not learn to respect other's skills. Sonal needs to address these situations and help the students learn to respect individual differences.

70. key word – student respect for differences/: Margarita is effective at developing her students' respect for differences during social skills groups. *##During a recent social skills group Sonal facilitated a lesson on joining a game at recess. The children role-played several scenarios after Sonal modeled the skill. Two children made fun of a child's articulation difficulties. Sonal calmly addressed the slight and engaged in a quick activity around tolerance. By the end of the forty-five minute session all the children were interacting well and the teasing did not return.##* When clinicians work to teach tolerance within their therapies, children are better able to respect the differences amongst their peers.

71. key word – high expectations in therapy sessions/: Sonia helps students understand that they can meet high expectations in her gross motor groups ##with effective effort. *Sonia consistently sets expectations for her sessions that are difficult, yet attainable. She then communicates with her students that they can meet the goals of the session through effort.##* Students show significant growth when they are faced with challenging sessions and their therapist helps them understand that they can meet the goals through effective effort.

72. key word – ELL vocabulary in therapy sessions/: Dr. Higgins struggles to adjust his vocabulary during interventions to meet the needs of English Language Learners. *##On March 4th and March 18th Dr. Higgins was observed during three occupational therapy sessions. Two of the sessions included students struggling to learn English. When students failed to respond to his directions, he simply repeated his directions and made no attempt to help the students understand.##* When students struggle to understand language they are unable to benefit from intervention. Dr. Higgins needs to differentiate his communication style during OT sessions to reach all students. Dr. Higgins needs to consult with Mrs. Farley, the ELL Teacher, to develop strategies in this area.

73. key word – ELL differentiation in therapy sessions/: Eliza is effective at differentiating her instruction during group ELL lessons. *##Eliza conducted a theater unit with her middle school ELL students. She assigned students different roles depending on their level of English proficiency. Roles ranged from director, to actor, to publicist and to set construction. In the end, all students were fully engaged in the production.##* When students are engaged at a level within their ability, there are most able to learn concepts presented.

74. key word – reflective practice/: Marc is skilled at reflecting on his intervention approaches. *##Following a session on October 13th, Marc determined that the student's progress to improve organizational skills fell short of the IEP goal. Marc researched other approaches, met with a colleague, discussed the strategies with the student and shared his work with me. Marc ultimately developed a new approach.##* When clinicians reflect on their practice student progress is increased.

75. key word – reflective practice/: Mario fails to demonstrate that he reflects on his work with emotional challenges. *##At a observation summary meeting on November 7th, Mario repeated said, "I haven't thought about that" when asked about a feature of his therapy plans. Further, Mario was unable to share when he reflected on his work and ultimately changed his direction with a student.##* When clinicians fail to reflect on their work, therapies become routine and children do not progress. Moving forward, Mario will need to reflect on his work in writing and submit monthly reflections logs to me for review.

76. key word – consultation/: Miguel's work to consult with the regular education teachers is not consistently aligned to his students. *##During September Miguel met with four teachers in support of students on his caseload. As an occupational therapist, Miguel supports students with motor, sensory, attention and self-modulation deficits. Despite the range of needs on his caseload, the strategies he shared with teachers were focused on clear communication around behavioral expectations. The consultations were helpful for some of his students but not for others.##* Because Miguel did not align the strategies shared to the needs of the students, the students on his caseload were not fully supported. Miguel needs to focus strategies shared with the needs of the students.

77. key word – consultation/: Miranda is skilled at tailoring her advice to teachers so the teachers can better support the ELL students. *##Miranda meets regularly with the grade level teams to review progress and provide support so teachers are better able to engage the students on Miranda's caseload. On three occasions last month a teacher shared her respect for Miranda's work in these meetings.##* When clinicians offer clear and relevant advice to other educators, the students on their caseloads are better served within the classroom settings.

78. key word – record keeping/: Gabrielle maintains accurate and timely treatment logs. *##Gabrielle submits her treatment logs the first of every month as expected. Her logs are accurate as they show the dates, times and focus of service as well as progress towards goals.##* When treatment logs are appropriately maintained, service providers have a record of past work upon which to plan future work, other team members are able to support the therapy and parents are fully informed of services.

Team Chair

79. key word- special Ed. team chair/: Bill did not adequately plan for the sequence of events in the meeting. ##[insert evidence]## As a result, the meeting ran much longer than needed.

80. key word- Special Ed. team chair/: Bill did not provide parents with adequate notice of the meeting. ##[insert evidence]## As a result, the parents arrived frustrated that they had not been able to adequately prepare.

81. key word- Special Ed. team chair/: Bill maintains effective communication with parents. He returns parent calls and parent e-mails within one workday of receiving them. ##He ensures that parents have many opportunities to arrange a meeting that fits into their schedules and clearly communicates these opportunities with each family. He frequently calls parents indicating student successes and/or drops in student performance.## As a result, parents feel well informed about and actively engage in their child's school performance.

82. key word- Special Ed. team chair/: Bill did not provide staff members with adequate notice of the meeting. ##[insert evidence]## As a result, some of the staff members were not been able to adequately prepare.

83. key word- Special Ed. team chair/: Bill did not adequately answer the parents questions. ##[insert evidence]## As a result, the parents did not leave with the information they needed to make the best decisions about their child's education.

84. key word- Special Ed. team chair/: Bill did not have all the necessary materials ready for the meeting. ##[insert evidence]## As a result, there were breaks in the momentum of the meeting as he search for various information.

85. key word- Special Ed. team chair/: Bill did not adequately anticipate the parents' concerns. ##He was unable to answer questions he should have been readily able to answer.## As a result, the parents left the meeting frustrated because they did not have sufficient information.

86. key word- Special Ed. team chair/: Bill did not allow for adequate time for each report and for parent questions. ##Bill allowed one staff member to give a much longer than necessary report.## As a result, the other staff members did not have sufficient time to report and the parents did not have sufficient time to ask questions. There was not sufficient information provided during the meeting.
87. key word- Special Ed. team chair/: Bill did not foster and environment in which the parents felt comfortable asking questions. ##[insert evidence]## As a result, the parents could not adequately participate in the team's decisions.

88. key word- Special Ed. team chair/: Bill effectively facilitates the participation with outside agencies. ##A review of the IEPs shows services matched to children's needs from outside agencies are included in the plan.## As a result the student received important outside services that increased their school success.

89. key word- Special Ed. team chair/: Bill did not meet the required timelines. ##[insert evidence]## As a result, the students' services were in compliance with state regulations.

90. key word- Special Ed. team chair/: Bill did not adequately gather information from the service providers about the student prior to the meeting. ##[insert evidence]## As a result, he was surprised by the information and unable to lead the meeting in the correct direction. Bill needs to talk to the people involved in the meeting prior to meeting to learn about student's performance.

91. key word- Special Ed. team chair/: Bill uses effective techniques for developing good relationships with the students on her caseload. ##For example, he greets his students with a smile, refers to them by name in a caring voice, and initiates conversation.## As a result, students feel liked and respected by Bill and are more likely to utilize his support when in need of counseling

92. key word- Special Ed. team chair/: Bill actively participates in school-sponsored professional development activities and then incorporates the new learning into his duties. ##For instance, after attending professional development on the Team process/meetings, Bill utilized tools and processes included in the professional development; such as, the use of an agenda and "parking lot" to keep his Team meetings on topic and schedule.## As a result, all of the Team members were able to effectively participate in the development of the IEP and the meeting was conducted in a timely manner.

Library-Media Specialist

93. key word – library media specialist/: Laura has demonstrated a high level of success in planning and organizing school library space. ##*She reorganized the physical layout of the library so books are easily located based on topic and author. The tables are now gathered in work areas so teachers can bring in their classes to do library research. Laura has updated the book collection, including weeding hundreds of out-of-date books from the collection.##* As a result, students can easily access the books they wish to read and the information they need when doing research.

94. key word – library media specialist/: Laura has established several new and effective library activities. These include:
- *##Establishing regular library visit schedules for students;*
- *Organizing read-aloud activities (by a variety of guest readers as well as by Laura herself) for primary grade students;*
- *Developing online resources for faculty through our school's Intranet;*
- *Organizing and/or supporting special projects and campaigns— Book Fairs, Book of the Month, Birthday Book Project, Reading Celebration Assembly (reading comprehension campaign kick-off), Junie B. Jones art contest, etc.##*
As a result, library usage has increased dramatically, making it a center of learning activity for the building.

95. key word – library media specialist/: Laura has worked to obtain additional sources of funding for library materials and activities. ##*She independently developed a successful*

grant proposal to the NEA Foundation and received additional funding for new books. She made substantial contributions to a district-level project of planning and writing a grant to the US Department of Education for library program development.## As a result, the library has resources that would not be available through the limited district funds.

96. key word – library media specialist/, collegiality/: Laura has demonstrated consistent difficulties in her relationships with other colleagues. *##One significant example in this regard is related to the classroom dismissal duty shared with a classroom teacher to which she was assigned at the start of the year. It took a series of meeting with Laura, her homeroom partner, and me to deal with her failure to show up and carry out the duty as required. Ultimately it took the reassignment to a different homeroom for Laura to consistently report to an assigned homeroom at dismissal time to do the assigned duty of walking students from that homeroom to the bus. A second example is Laura's abrupt response to teachers who make requests for materials through the inter-library loan program.##* As a result, other staff members are reluctant to work closely with Laura limiting her ability to be an effective resource to teachers.

97. key word – library media specialist/, collegiality/: It has been difficult for Laura to be a team player in relation to initiatives and activities where she and the library are not the central focus. *##One such example related to her intention to involve MLK in the National Spelling Bee. I asked her to clarify the curricular context within which she envisioned the spelling bee occurring (how she saw it fitting with our existing curriculum rather than taking focus away from our goals); I did not receive a response to this question that demonstrated awareness of (or interest in) our existing curriculum. Similarly, Laura initiated (without consulting administrators or our literacy coach) a "Junie B. Jones Art Contest" for primary-level students in the spring, right at the time when students were working in classrooms on non-fiction reading and writing.##* As a result, important instructional time that could have supported the curriculum and aided in student achievement on state assessments was lost. I want to note here that while organizing special activities is an important part of a strong school library program, and both a spelling bee and an art contest based on a popular fictional character have independent merits, Laura needs to learn to coordinate special activities with the wider school curriculum (e.g., doing the Junie B. Jones contest when students are focused on fiction/narrative in classrooms and organizing special activities reinforcing non-fiction reading when that is the current classroom focus) rather than taking initiative without considering wider curricular connection and/or impact. I think it would be particularly beneficial for Laura to regularly communicate with the building Literacy Coach (and participate whenever possible in professional development related to our Readers/Writers' Workshop curriculum) in order to become more up to date on, and synchronized with, our core curricula.

Nurse

98. key word – nurse/: Sue used effective techniques for creating a nurturing environment for students in the health care setting. *##For example, she refers to all students by name. Her demeanor is calm and tone of voice is caring. She acknowledges each student's health care needs with sensitivity. She assisted students with a wide variety of health care issues. ##*As a result, students feel safe going to the school nurse and will seek the health care that they need during the school day**.**

99. key word – nurse/: Fran needs to clearly define a protocol for dispensing cough drops in the Health Clinic**.** *##Cough drops are given to all students that requested them. An assessment of health care need was not done prior to giving the cough drops**.##*** The result of doing an assessment is that some students may not require what is considered an over the counter medication. A drink of water or piece of hard candy may suffice for those students. Fran should review the literature on over the counter medication. She should also keep benign remedies at her disposal as a first treatment option.

100. key word – nurse/: Ms. K was well provisioned for the health clinic screening session. *##The equipment needed to support the activity was prepared and found to be in good working order prior to the session. Posters that visually support the screening activity were hanging on the walls of the health clinic.##* As a result, there was no break to student screening time to prepare materials.

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