

Observation Grid – During an intervention

Trainee: _____

Date: _____

Supervisor: _____

Rate only the relevant behaviours:

5 = very good

4 = good

3 = satisfactory

2 = poor

1 and less = failure

Observing a trainee's attitudes and behaviours during a particular intervention

PLANNING	PROCEDURE
<ul style="list-style-type: none"><input type="checkbox"/> Determines and puts in place a means of collecting data<input type="checkbox"/> Articulates the session's objectives<input type="checkbox"/> Modifies plans when change is warranted<input type="checkbox"/> Uses appropriate material<input type="checkbox"/> Searches and applies theoretical concepts to his planning<input type="checkbox"/> Gets prepared for supervisory meetings<input type="checkbox"/> Arranges therapy room appropriately (e.g. no distractions)	<ul style="list-style-type: none"><input type="checkbox"/> Presents instructions simply so the client understands<input type="checkbox"/> Focuses the therapy on clinical goals<input type="checkbox"/> Draws a distinction between incorrect behaviour and targeted behaviour<input type="checkbox"/> Demonstrates clinical flexibility<input type="checkbox"/> Uses appropriate rhythm<input type="checkbox"/> Proposes appropriate models (examples)<input type="checkbox"/> Guides and provides steps or clues appropriately<input type="checkbox"/> Provides appropriate feedback<input type="checkbox"/> Uses effective intervention strategies<input type="checkbox"/> Uses adequate methods<input type="checkbox"/> Uses material effectively<input type="checkbox"/> Encourages his client to self-correct and to assess his performance<input type="checkbox"/> Uses his speaking time efficiently as a clinician<input type="checkbox"/> Uses breaks effectively<input type="checkbox"/> Maintains a concise and complete professional file
INTERACTION	
<ul style="list-style-type: none"><input type="checkbox"/> Is mindful of the client's needs and adjusts accordingly<input type="checkbox"/> Is centered on the client rather than procedures<input type="checkbox"/> Uses appropriate language and tone of voice<input type="checkbox"/> Demonstrates appropriate non-verbal communication<input type="checkbox"/> Initiates discussions and problem-solving; reports facts<input type="checkbox"/> Responds positively to his supervisor's suggestions and quickly changes his behaviour<input type="checkbox"/> Demonstrates professionalism in his behaviour, language and dress code<input type="checkbox"/> Shows an appropriate response time<input type="checkbox"/> Positions the client correctly<input type="checkbox"/> Adequately manages difficult and delicate situations (anger, tears, etc.)<input type="checkbox"/> Organizes sessions and plans for transitions between various activities	

Adapted from Ruder, Simpson, Ruder, McCabe Smith, Trammell & Landes, 1996.