Speech/Aural Habilitation Lab Candidate Final Evaluation

STUDENT TEACHER _______________________________ DATE __________________

SPEECH/AURAL HABILITATION LAB INSTRUCTOR: _______________________________

STUDENT’S GRADE & AGE LEVEL ____________________________________________

NUMBER OF SESSIONS: _____________________________________________________

This form will serve as summative evaluation for CLU D/HH candidate Clinical Practicum in Speech and Aural Habilitation.

Descriptors:

1 - Not Yet Observed = student has not been observed performing this skill/task
2 - Unsatisfactory = student has attempted and failed at this skill/task
3 - Needs Improvement = student has attempted this skill/task and needs to continue practicing to be at a satisfactory level
4 - Satisfactory = student meets this standard
5 - Strong = student meets and displays exceptional competence in this standard

I. ASSESSMENT

a. Established rapport with student prior to assessment. _____
b. Chooses instruments appropriately _____
c. Administers assessments with proper techniques _____
d. Uses auditory-based methods _____
e. Checks hearing technologies prior to assessment _____
f. Administers LSST prior to assessment _____
g. Scores assessment completely and correctly _____
h. Chooses targets based on assessments _____

II. PLANNING

a. Writes specific goals and objectives for all areas based on assessments (e.g. PLE) _____
b. Demonstrates continuity in planning from session to session _____
c. Plans for individual student’s needs and interests

d. Plans with individual student’s developmental level

e. Is prepared on time and begins/ends all sessions on time

f. Plans for a variety of learning experiences

g. Chooses appropriate speech/aural habilitation curricula

h. Plans a balance of child-led and teacher-led activities

III. MATERIALS/SETTING

a. Chooses materials appropriate to child’s interests

b. Chooses materials appropriate to child’s developmental level

c. Creates an acoustically favorable environment

d. Positions self to maximize auditory input

IV. PRESENTATION

a. Assumes a professional demeanor, attitude and comportment

b. Uses audition to the maximum extent possible

c. Uses “pauses” appropriately and puts all visual/tactile input “back into hearing”

d. Uses songs, rhymes, books and fingerplays appropriately

e. Establishes discipline and manages behavior

f. Signs, gestures and fingerspelling are minimized

g. Uses:
   - imitation
   - modeling
   - set,
   - expansion
   - prompting
   - acoustic highlighting
   - turn-taking

h. Collaborates with parents and professionals on carryover

i. Teaches phonetic and phonologic skills correctly

j. Integrates audition into linguistic interactions

k. Introduces new vocabulary and language structures

V. PARENT and PROFESSIONAL GUIDANCE AND PARTICIPATION

a. Establishes rapport with parents

b. Contacts other members of the team as needed

c. Shares information about student progress with parents

d. Provides opportunities for parental involvement in all sessions

e. Uses interpreters appropriately

f. Provides ideas for home carryover

g. Uses “active listening” techniques to learn about home setting

h. Maintains a professional, ethical and confidential relationship with family

i. Provides constructive suggestions to parents about listening and spoken language development

j. Writes professional final reports on students’ program participation
INSTRUCTOR’S COMMENTS:

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Instructor’s Signature ___________________________ Date ______________