

# Video Self-Analysis of Your Personal Behavior and Performance

## CLINICAL SKILLS SCALE

Name: _____ Client(s): _____
Clinical Instructor(s): _____ Date: _____

**Directions:** For each item identified below, circle the number to the right that best fits your comfort level with that clinical skill. Use the rating scale to select the appropriate number.

<b>1 = Not Comfortable</b>	<b>2 = Uncomfortable</b>	<b>3 = Moderately Comfortable</b>
<b>4 = Comfortable</b>	<b>5 = Very Comfortable</b>	

Please rate your comfort level for the following skills:	Scale				
1. Writing clear daily objectives and lesson plans that can be implemented if given to another clinician	1	2	3	4	5
2. Selecting chronologically and/or mentally appropriate therapy materials for your specific client(s)	1	2	3	4	5
3. Arranging the environment and materials to facilitate optimal behaviors from the client(s)	1	2	3	4	5
4. Providing effective verbal models of the targeted behavior(s) during teaching moments	1	2	3	4	5
5. Providing clear and concrete instructions which enable your client(s) to understand what is expected	1	2	3	4	5
6. Scaffolding and modifying prompts and cues (i.e. visual, verbal, written, tactile, gestural) based on your client(s) needs	1	2	3	4	5
7. Providing effective and timely reinforcement/feedback to your client(s) for exhibiting targeted behaviors	1	2	3	4	5
8. Discriminating errors in your client(s) speech and/or language responses from their correct responses	1	2	3	4	5
9. Utilizing errors produced by the client(s) as natural teaching opportunities during the therapy session	1	2	3	4	5
10. Transitioning between activities effectively based on the client(s) needs (i.e. visual schedule, time warnings, etc.)	1	2	3	4	5
11. Ensuring adequate time is spent on each daily objective for that particular session	1	2	3	4	5
12. Managing and controlling undesirable behaviors exhibited by your client(s) within the session	1	2	3	4	5
13. Collecting and maintaining accurate data to ensure progress towards stated semester goals	1	2	3	4	5
14. Using appropriate rate, pitch and volume when interacting with your client(s)	1	2	3	4	5
15. Using appropriate language for mental and language abilities of your client(s)	1	2	3	4	5

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## Short Answer Responses

**Directions:** Please respond to each question in narrative form. Your responses should be typed and ready to submit to your clinical instructor(s) at the time of your midterm conference. *Remember – these responses are focused around you as the clinician and not on your client(s).*

1. Please identify three positive behaviors regarding your performance during this session. Then, explain why these behaviors were considered positive.
2. If you could have changed three behaviors or aspects of the therapy session, what would you have changed? How would you implement these changes into the remainder of the semester?
3. Please describe techniques or methods that you use to motivate your client(s).
4. Pick two things from this session that surprised you and explain why you were surprised.
5. Parental perspective: Pretend you are the parent of this client watching the session from behind the mirror. Discuss your impressions of the student clinician. Would you recommend this student clinician to other parents? Why or why not?
6. Is there anything that you need or want from your clinical instructor to help for the remainder of the semester?

## Three Midterm Goals

**Directions:** Using the information obtained from the video self-analysis, please write three personal goals in areas that you would like to improve upon for the remainder of the semester.

- Goals must be written in complete sentences.
- You must indicate how you will measure your own progress towards each goal for the remainder of the semester.
- Please link each goal to at least one skill that you are graded on in Calipso by your clinical instructor **or** link to the “Knowledge and Skills Acquisition” (KASA) summary standards (also located within Calipso).

**Ex:** I will consistently collect data on productions of articulation targets while maintaining engagement with both clients across 3 consecutive sessions.

*Linked Standard:* Std. V-B 2d. Measure and evaluate clients’/patients’ performance and progress.