

Design Question 1: What is the professional doing to help establish and communicate learn goals, track progress, and celebrate success?

Elements	SLP	VI	D/HH
Communicates a clear learning goal (1)	<p>Professional routinely communicates the IEP goals being targeted for each individual child with other professional serving the student, parents, and student.</p> <p>Students can explain why the professional is working with them.</p>	<p>Professional routinely communicates the IEP goals being targeted for each individual child with other professional serving the student, parents, and student.</p> <p>Students can explain why the professional is working with them.</p>	<p>Professional routinely communicates the IEP goals being targeted for each individual child with other professional serving the student, parents, and student.</p> <p>Students can explain why the professional is working with them.</p>
Establishes and monitors progress of stakeholders (2)	<p>Evidence of ongoing data collection during sessions</p> <p>Artifacts: Data is reflected on PlanMaker-DocuSystem notes (not just activities)</p> <p>Student Portfolio</p> <p>Home notes/speech folders</p> <p>Student goal tracking chart posted</p>	<p>Evidence of ongoing data collection during sessions</p> <p>Artifacts: Teacher maintains written documentation of student progress during each session. (logs, notes, PlanMaker –Goal Tracker) Data is reflected on PlanMaker-DocuSystem notes (not just activities)</p> <p>Student Portfolio</p> <p>Home notes/speech folders</p> <p>Student goal tracking chart posted</p> <p>Student goal tracking chart</p> <p>Student Portfolio</p> <p>Home notes/student planner notes</p>	<p>Evidence of ongoing data collection during sessions</p> <p>Teacher maintains written documentation of student progress during each session. (logs, notes, PlanMaker – Goal Tracker) Student goal tracking chart</p> <p>Student Portfolio</p> <p>Home notes/ student planner notes</p>

Acknowledges and celebrates progress based on current status and knowledge gained relative to the learning goal (3)	Verbal and/or nonverbal reinforcement with student Parent communication Tangible reinforcer (sticker, treasure box)	Verbal and/or nonverbal reinforcement with student Parent communication Tangible reinforcer (sticker, treasure box)	Verbal and/or nonverbal reinforcement with student Parent communication Tangible reinforcer (sticker, treasure box)
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Design Question 2: What is the professional doing to help stakeholders effectively interact with new knowledge?			
Elements	SLP	DHH	VI
Begins session by explaining why information is important (6)	<p><u>Push-In:</u> May not be observed because introducing more information during classroom instruction may be disruptive</p> <p><u>Pull-out:</u> Use evidence per the tool</p>	<p><u>Push In:</u> May not be observed because introducing more information during classroom instruction may be disruptive</p> <p><u>Pull-out:</u> Use evidence per the tool</p>	<p><u>Push In:</u> May not be observed because introducing more information during classroom instruction may be disruptive</p> <p><u>Pull-out:</u> Use evidence per the tool</p>
Organizes stakeholders to allow for processing of new information (7)	<p><u>Push In:</u> May not be observed because the classroom teacher determines classroom organization and routines</p> <p>Professional offers suggestions to the classroom teacher on appropriate grouping to meet the students' individual needs</p> <p><u>Pull-out:</u> Use evidence per the tool</p> <p><u>Other:</u> Professional works with teachers individually or in groups to discuss the unique needs of their students and implication on instruction.</p>	<p><u>Push In:</u> May not be observed because the classroom teacher determines classroom organization and routines</p> <p>Professional offers suggestions to the classroom teacher on appropriate grouping to meet the students' individual needs</p> <p><u>Pull-out:</u> Use evidence per the tool</p> <p><u>Other:</u> Professional works with teachers individually or in groups to discuss the unique needs of their students and implication on instruction.</p>	<p><u>Push In:</u> May not be observed because the classroom teacher determines classroom organization and routines</p> <p>Professional offers suggestions to the classroom teacher on appropriate grouping to meet the students' individual needs</p> <p><u>Pull-out:</u> Use evidence per the tool</p> <p><u>Other:</u> Professional works with teachers individually or in groups to discuss the unique needs of their students and implication on instruction.</p>

<p>Provides activities to link new content (8)</p>	<p><u>Push-in:</u> Scaffolding of information</p> <p>Professional provides reminders or cues to assist student in generalizing skills</p> <p><u>Pull-out:</u> Use evidence per the tool</p>	<p><u>Push-in:</u> Scaffolding of auditory information</p> <p>Professional provides reminders or cues to assist student in generalizing skills</p> <p><u>Pull-out:</u> Use evidence per the tool</p>	<p><u>Push-in:</u> Scaffolding of visual information</p> <p>Professional provides reminders or cues to assist student in generalizing skills</p> <p><u>Pull-out:</u> Use evidence per the tool</p>
<p>Breaks the information into small chunks (9)</p>	<p>Use evidence per the tool</p>	<p>Use evidence per the tool</p>	<p>Use evidence per the tool</p>
<p>Engages stakeholders in summarizing activities (10)</p>	<p>Student can describe the steps necessary to demonstrate a skill or use adaptive equipment.</p> <p>Students can describe the steps necessary to self-advocate.</p>	<p>Student can describe the steps necessary to demonstrate a skill or use adaptive equipment.</p> <p>Students can describe the steps necessary to self-advocate.</p>	<p>Student can describe the steps necessary to demonstrate a skill or use adaptive equipment.</p> <p>Students can describe the steps necessary to self-advocate.</p>

Design Question 3: What is the professional doing to help stakeholders practice and deepen their understanding of new knowledge?			
Elements	SLP	DHH	VI
Uses specific strategies to review important information (11)	Use evidence per the tool	Use evidence per the tool	Use evidence per the tool
Groups stakeholders to facilitate practice and deepening of knowledge (12)	Professional uses activities for students to apply skills in new contexts (generalization). Professional uses activities for students to participate in additional/extended practice of skills.	Professional uses activities for students to apply skills in new contexts (generalization). Professional uses activities for students to participate in additional/extended practice of skills.	Professional uses activities for students to apply skills in new contexts (generalization). Professional uses activities for students to participate in additional/extended practice of skills.
Engages stakeholders in identifying and addressing barriers to progress and/or misconceptions (13)	Professional takes opportunity to use errors or relevant classroom experiences as “teachable moments”. Professional reviews data with student and explores reasons why a student may or may not be showing gains.	Professional takes opportunity to use errors or relevant classroom experiences as “teachable moments”. Professional reviews data with student and explores reasons why a student may or may not be showing gains.	Professional takes opportunity to use errors or relevant classroom experiences as “teachable moments”. Professional reviews data with student and explores reasons why a student may or may not be showing gains.
Engages stakeholders in examination of content (14)	Use evidence per the tool	Use evidence per the tool	Use evidence per the tool

Design Question 4: What is the professional doing to help stakeholders generate and test hypotheses about new knowledge?			
Elements	SLP	DHH	VI
Interacts with stakeholders to determine needs (15 a)	<p>In Therapy:</p> <p>Students are collecting their own data during therapy sessions and assist in analyzing the data</p> <p>Students generate a hypothesis about how to improve use of equipment or strategies in new situations</p> <p>Artifacts: Evidence of participation in PS/RTI process</p>	<p>In Therapy:</p> <p>Students are collecting their own data during therapy sessions and assist in analyzing the data</p> <p>Students generate a hypothesis about how to improve use of equipment or strategies in new situations</p> <p>Artifacts: Evidence of participation in PS/RTI process</p>	<p>In Therapy:</p> <p>Students are collecting their own data during therapy sessions and assist in analyzing the data</p> <p>Students generate a hypothesis about how to improve use of equipment or strategies in new situations</p> <p>Artifacts: Evidence of participation in PS/RTI process</p>
Facilitates an activator so that the stakeholder's identify the importance of generating/testing a hypothesis or "why" statement (15 b)	Professional involves students in discussion about how to improve use of equipment or strategies in new situations	Professional involves students in discussion about how to improve use of equipment or strategies in new situations	Professional involves students discussion about how to improve use of equipment or strategies in new situations
Indicates data-based decision making involving the problem solving process (15 c)	Professional involves students testing hypothesis about how to use of equipment or strategies in new situations and examine differences.	Professional involves students testing hypothesis about how to use of equipment or strategies in new situations and examine differences.	Professional involves students testing hypothesis about how to use of equipment or strategies in new situations and examine differences.

Provides time, access, resources and guidance to stakeholders (16)	Use per the evaluation tool	Use per the evaluation tool	Use per the evaluation tool
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Design Question 5: What is the professional doing to engage stakeholders?			
Elements	SLP	DHH	VI
Uses appropriate activities/learning aids and pacing techniques to engage stakeholders (17 a)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Monitors and adjusts to energy levels of stakeholders (17 b)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Uses response rate techniques to maintain engagement (18)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Uses cues (tone of voice, body position, level of excitement) (19 a)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Adjusts energy level and makes personal connections to the content (19 b)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Elicits and accepts varying perspectives and opinions on content, when appropriate (20)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool

Design Question 6: What is the professional doing to establish or maintain procedures?

Elements	SLP	DHH	VI
<p>Involves others when developing and maintaining routines (4)</p>	<p><u>Push-in:</u> Professional follows and reinforces the classroom rules.</p> <p>Professional transitions into and out of the classroom without disruption to the instructional routine.</p> <p><u>Pull-Out:</u> Use evidence per the tool</p>	<p><u>Push-in:</u> Professional follows and reinforces the classroom rules.</p> <p>Professional transitions into and out of the classroom without disruption to the instructional routine.</p> <p><u>Pull-Out:</u> Use evidence per the tool</p>	<p><u>Push-in:</u> Professional follows and reinforces the classroom rules.</p> <p>Professional transitions into and out of the classroom without disruption to the instructional routine.</p> <p><u>Pull-Out:</u> Use evidence per the tool</p>
<p>Organizing the Physical Layout of the Classroom (5)</p>	<p><u>Push-in:</u> Evidence of communication supports and adaptations to the classroom for student to access curriculum and instruction (e.g. seating arrangement, cue cards, AAC devices)</p> <p>Table and seating are conducive to therapy activities away from busy traffic patterns and noisy areas.</p> <p><u>Pull out:</u> Reduced visual distractions for students (materials are enclosed or out of the line of sight to reduce distractions.</p> <p>Student work displayed</p> <p>Confidential information is out of sight (IEP, test protocols, evaluations)</p>	<p><u>Push-in:</u> Evidence of communication supports and adaptations to the classroom for student to access curriculum and instruction (e.g. seating arrangement, equipment, line of sight, FM equipment)</p> <p>Table and seating are conducive to therapy activities away from busy traffic patterns and noisy areas.</p> <p><u>Pull out:</u> Reduced visual distractions for students (materials are enclosed or out of the line of sight to reduce distractions.</p> <p>Student work displayed</p> <p>Confidential information is out of sight (IEP, test</p>	<p><u>Push-in:</u> Evidence of visual supports and adaptations to the classroom for student to access curriculum and instruction (e.g. seating arrangement, equipment, line of sight, large print materials)</p> <p>Table and seating are conducive to therapy activities away from busy traffic patterns and noisy areas.</p> <p><u>Pull out:</u> Reduced visual distractions for students (materials are enclosed or out of the line of sight to reduce distractions.</p> <p>Student work displayed</p> <p>Confidential information is</p>

	Uncluttered, clean workspaces	protocols, evaluations) Uncluttered, clean workspaces	out of sight (IEP, test protocols, evaluations) Uncluttered, clean workspaces
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Design Question 7: What is the professional doing to recognize and acknowledge adherence or lack of adherence to rules and procedures?			
Elements	SLP	DHH	VI
Makes eye contact with all stakeholders and physically occupies all quadrants of the environment (21 a)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Recognizes potential sources of disruption and deals with them immediately (21 b)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Provides fair and appropriate verbal, nonverbal and/or written feedback when rules and/or procedures are not followed (22)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Consistently and fairly acknowledges adherence to rules and procedures (23)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool

Design Question 8: What is the professional doing to establish and maintain effective relationships with stakeholders?			
Elements	SLP	DHH	VI
Engages in discussions with stakeholders about events/interest in their lives (24 a)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Builds on stakeholders interests and demonstrates an understanding of their backgrounds (24b)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Compliments stakeholders regarding personal and academic accomplishments (25)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Uses humor, smiles, and proximity when appropriate (25)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Interacts with stakeholders in a calm controlled fashion (26 a)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Does not exhibit extremes in positive or negative emotions (26 b)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Communicates effectively with stakeholders (26 c)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool

Design Question 9: What is the professional doing to communicate high expectations for all stakeholders?			
Elements	SLP	DHH	VI
Provides nonverbal indicators, indicating value and respect (27a)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Provides verbal indicators of value and respect (27 b)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Breaks information/questions into smaller parts and adapts content/context to meet the needs of all stakeholders, as needed (28 a)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Corrects misunderstood information in a constructive and supportive manner (28 b)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Checks for understanding (28 c)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool
Clarifies information, as needed (28 d)	Use per evaluation tool	Use per evaluation tool	Use per evaluation tool