

CSI:

CLINICIAN SELF-ASSESSMENT OF INSTRUCTION

DESIGN (STEP 1 & 2)

- Have I conducted a thorough **Needs Assessment**?
- Does the client have **“buy in”** with the goals? (engagement)
- Do I have **enough time** to work with the client? (Is it realistic to design & deliver instruction to facilitate change in client behavior given my caseload, schedule, etc.?)
- Am I attempting to address **too many goals/objectives/targets**? (Is my treatment scattered and there’s not enough time to focus on any one thing?)
- Have I clearly defined the **nature of the instructional target** (fact/concept; multi-step skills/procedures; strategies)?
- Do I conduct an **initial assessment** of the instructional target then **break it down** into its component parts/steps? (task/instructional analysis)
- Do I select and carefully sequence a **sufficient number of training examples**?
- Do I have a script or guide to help keep my **instructional wording clear, simple, and consistent**?
- Do I **program for maintenance and generalization** from the outset of treatment?

DELIVERY (STEP 3)

- Do I **prevent errors** from occurring while the client was learning the target?
 - Do I provide a **sufficient number of models** before the client attempts the target? (Unless conducting an assessment, I don’t let them figure it out by trial and error.)

- Do I ***carefully fade my support*** (cues/prompts)?
- If the client makes an error, do I provide ***immediate, corrective feedback***?
- Do I keep my instructional ***wording simple, clear, and consistent***?
- Do I conduct a ***cumulative (comprehensive) review*** of all the steps learned so far?
- Do I ***chain the steps*** together? (primarily for multi-step skills)
- Do I give the client plenty of opportunities to ***correctly practice*** the target several times?
- Do I ***distribute the practice trials*** over time?
- Do I provide the opportunity for ***client self-evaluation***?
- Do I conduct ***training in the environments*** in which the instructional target will be used?

I M P A C T (S T E P 4)

- Do I conduct a ***quick assessment (probe)*** at the beginning of each treatment session to determine retention and guide my instruction for the session?
- Do I assess for ***maintenance & generalization*** of the instructional target?
- Do I ***modify my instruction*** according to my data? (If client isn't progressing, how do I change my design and/or delivery of instruction to facilitate client success?)

Modified from:
 Ehlhardt, Sohlberg, Glang, & Albin (2005)
 Lemoncello & Sohlberg (2005)
 Sohlberg & Turkstra (in press)
 Stein, Carnine, & Dixon (1998)