

SUPERVISED PRACTICE SKILLS INVENTORY (SPSI)

DESCRIPTION OF THE INVENTORY

The SPSI consists of 18 skill statements covering four areas: (a) evaluation, (b) treatment, (c) management, and (d) interaction. The rating scale for each skill has been designed along a 5-point continuum, ranging from “5” (representing the most effective performance) to “1” (representing the least effective performance). An Applicant must obtain a minimum rating of “3” on all core skills during the final evaluation to successfully complete the supervised practice process. **Core skills are noted on the inventory with an asterisk (*)**. The supervisor will match the Applicant’s performance to the descriptor for each skill. The rating for one skill need not be the same as the ratings for other skills. For each skill included on the SPSI the Supervisor will decide which point on the scale best reflects the performance of the Applicant during the segment being rated. **The Supervisor must complete the inventory at the end of the supervised practice period.** The Supervisor is encouraged to coordinate the observation schedule to ensure that all applicable skills are observed and evaluated.

RATING TIPS

To determine the rating for **each** skill, consider the Applicant’s effectiveness in working with specific client populations in terms of client’s (a) age (infants, children, and adults), (b) type and severity of problem, (c) physical limitations, (d) cultural background, (e) English proficiency, (f) literacy level, and (g) alternative communication system use. In addition to considering these factors for all skills, Skill 4 and Skill 10 have been included to evaluate the Applicant’s ability to **adapt** all testing and treatment procedures based on these factors.

To distinguish among the Applicant’s performance levels (from 5, representing most effective performance, to 1, representing least effective performance), read the descriptors carefully and consider the following four factors, when applicable, in relation to the skill being rated:

1. **Accuracy**—the degree to which the Applicant performs a skill without error
2. **Consistency**—the degree to which the Applicant performs a skill at the same level of proficiency across cases
3. **Independence**—the degree to which the Applicant performs a skill in a self-directed manner
4. **Supervisory Guidance**—the degree to which the Applicant seeks consultations when needed

Rating accuracy depends upon the frequency, duration, and range of the Supervisor’s observations of the Applicant’s performance. One of the most important factors associated with rating accuracy is the opportunity to observe relevant behaviors. Rating accuracy will be greatest when the Supervisor and the Applicant interact frequently on the job, and the Supervisor has many opportunities to observe critical work behaviors.

Rating accuracy also depends upon the familiarity of the Supervisor and the Applicant with the Supervised Practice Skills Inventory. The Supervisor must observe the on-the-job performance of the Applicant, and both Supervisor and Applicant must understand the rating process and procedures.



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FORM 5-160

Choose the one descriptor that best describes the Applicant's performance and circle the corresponding number on the Supervised Practice Report and Rating Form. Options are available (ratings 4 and 2) for describing performance that falls between two adjacent descriptors.

The term "Communication Disorders" as used in this document encompasses all communication, balance, and swallowing disorders.

Do not submit the following form. Use the Supervised Practice Report and Rating Form to record Applicant's rating on each skill.