



Ribas Associates and Publications, Inc.
9 Shermans Way
Westwood, MA 02090
Phone: 781-551-9120
Fax: 781-349-8160
Email: info@ribasassociates.com
Website: www.ribasassociates.com

Ribas Associates Framework for Clinical Service Professionals

This framework was developed with the assistance of clinical service professionals and clinical service professional supervisors. An earlier version of this framework was used by school districts from 2010 to 2014. This revised version has incorporated what was learned from the use of the earlier version.

The framework provides clinical service professionals with job-specific performances they can use to self-assess their practice and create professional development plans. It is also effective for clinical service professionals to use with colleagues during collaborative professional development activities and peer coaching. Finally, it provides nurse supervisors and evaluators an effective tool for assessing and developing clinical service professionals' performance.

Ribas Associates Clinical Service Professional Rubric at a Glance

Standard I: Currency in Curriculum	Standard II: Effective Planning and Assessment	Standard III: Effective Management of the Environment	Standard IV: Effective Instruction/Service Delivery	Standard V: Promotion of High Standards and Expectations	Standard VI: Promotion of Equity and Appreciation of Diversity	Standard VII: Fulfillment of Professional Responsibilities
<p>A. The clinical service professional demonstrates competency in professional areas</p>	<p>A. The related service provider plans and provides effective screening or assessment</p> <p>B. The related service provider plans instruction effectively</p>	<p>A. Applies appropriate management techniques to establish a positive and productive learning environment.</p>	<p>A. The related service provider interacts and communicates professionally and productively in groups and individual settings.</p> <p>B. Uses appropriate instructional techniques/service delivery</p>	<p>A. The related service provider promotes high standards and expectations for student functioning</p>	<p>A. The related service provider promotes equitable opportunities for student learning.</p>	<p>A. The related service provider shares responsibility for accomplishing the goals and priorities of his/her team, department, building, and school district.</p>

Standard I. Currency in the Curriculum				
A. The clinical service professional demonstrates competency in professional areas				
	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
1.A.1 <i>Knowledge of current practice</i>	Demonstrates in-depth knowledge of current developments in his/her field and applies this in working with students. Shares this knowledge with professional colleagues. The clinical service professionals' performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Demonstrates in-depth knowledge of current developments in his/her field and applies this in working with students.	Demonstrates factual knowledge of current developments in his/her field and applies this in working with students.	Is not adequately knowledgeable of current developments in his/her field and inconsistently applies them in working with students.
1.A.2 <i>Acts as a resource person</i>	Acts as a resource person for students, teachers, other clinical service professionals, curriculum personnel, principals, and parents. Supports other specialists in their efforts as district resources. The clinical professional performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Acts as a resource person for students, teachers, other clinical service professionals, curriculum personnel, principals, and parents.	Is available for students, teachers, other clinical service professionals, curriculum personnel, principals, and parents.	Is inadequately available to students, teachers, other clinical service professionals, curriculum personnel, principals, and parents.
1.A.3 <i>Collaborates to achieve common goals</i>	Consistently works with colleagues to constructively incorporate academic/instruction/curriculum into recommendations /intervention strategies to achieve common goals. The clinical professional performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Incorporates academic/instruction/curriculum into recommendations /intervention strategies to achieve common goals.	Inconsistently incorporates academic/instruction/curriculum into recommendations/intervention strategies to achieve common goals.	Inadequately incorporates academic/instruction/curriculum into recommendations/intervention strategies to achieve common goals.

Supporting Narrative:

Standard II. Effective Planning and Assessment				
A. The related service provider plans and provides effective screening or assessment.				
	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
II.A.1 <i>Early identification of student needs</i>	Assists in early identification of student learning and problems/issues and makes appropriate decisions. Works with colleagues to develop screening protocols. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Assists in early identification of student learning and problems/issues and makes appropriate decisions.	Limited ability to identify student learning and problems/issues, and inconsistently makes related decisions.	Inadequately identifies student learning and problems/issues and ineffectively makes related decisions.
II.A.2 <i>Skills involved with the referral process</i>	Consistently uses a wide variety of questioning techniques, listens well, and responds appropriately to effectively assess the reason for referral and follows up accordingly with both written and verbal reports. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Uses questioning techniques and listens well to effectively assess the reason for referral, and follows up accordingly with both written and verbal reports.	Listens and appropriately assesses the reason for referral and follows up with brief written and verbal reports.	Is unfocused and unaware of the reason for referral and ineffectively follows up with written and verbal reports.
II.A.3 <i>Utilizing data to develop instructional program</i>	Integrates data from both the learning environment and procedures to develop hypotheses relative to instructional and educational programming and program eligibility. Consults with colleagues to confirm the assessment. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Integrates data from both the learning environment and procedures to develop hypotheses relative to instructional and educational programming and program eligibility.	Integrates a limited amount of relevant data from both the learning environment and procedures to develop hypotheses relative to instructional and educational programming and program eligibility.	Inadequately utilizes relevant data in developing hypotheses relative to instructional and educational programming and program eligibility.

II.A.4 <i>Incorporating technology and strategies</i>	<p>The clinical service professional effectively utilizes his/her findings to make appropriate recommendations for provision of services to students. Uses most current available technologies and management strategies to respond in a timely manner. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>The service provider utilizes his/her findings to make appropriate recommendations for provision of services to students. Responds in a timely manner using technology and management strategies.</p>	<p>The service provider uses his/her findings to make appropriate recommendations for the provision of services to students. Does not always respond in a timely manner.</p>	<p>The service provider inconsistently utilizes his/her findings to make appropriate recommendations for provision of services to students.</p>
II.A.5 <i>Interpretation of test/assessment data</i>	<p>Correctly interprets and effectively communicates diagnostic assessments and testing data to students, parents, guardians, and staff with both written and verbal reports, consistently avoiding jargon and utilizing plain language understandable to all participants. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>Correctly interprets and effectively communicates diagnostic assessments and testing data to students, parents, guardians, and staff with both written and verbal reports. Typically avoids jargon and uses plain language.</p>	<p>Interprets and communicates diagnostic assessments and testing data to students, parents, guardians, and staff with both written and verbal reports. Communication is not sufficiently clear to parents (e.g., too much jargon, lacks coherence, or lacks thoroughness).</p>	<p>Incorrectly interprets and ineffectively communicates diagnostic assessments and testing data to students, parents, guardians, and staff.</p>

B. The related service provider plans instruction effectively.				
	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
II.B.1 <i>Reporting of measurable goals and objectives</i>	Clearly reports (written and oral) measurable goals and objectives, recommendations, and intervention plans based on appropriate assessment and observations in accordance with the individual students' needs. Serves as a member of a professional team with a high level of collegiality. The clinical service professionals' performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Clearly reports (written and oral) measurable goals and objectives, recommendations, and intervention plans based on appropriate assessment and observations in accordance with the individual students' needs.	Reports (written and oral) occasionally lack measurable goals and objectives, recommendations, and intervention plans based on appropriate assessment and observations in accordance with the individual students' needs.	Does not clearly state measurable goals and objectives, recommendations, and intervention plans based on appropriate assessment and observations in accordance with the individual students' needs.
II.B.2 <i>Identification of materials and strategies</i>	Proactively provides assistance to staff, students, and parents in selecting appropriate instructional materials and strategies. Trains them in research skills for self-directed searches. The clinical service professionals' performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Provides assistance to staff, students, and parents as needed in selecting appropriate instructional materials and strategies.	Upon request will provide assistance to staff, students, and parents in selecting appropriate instructional materials and strategies.	Inadequately or incorrectly provides assistance to staff, students, and parents in selecting appropriate instructional materials and strategies.

<p>II.B.3 <i>Consultation with classroom implementation</i></p>	<p>Proactively provides consultation and works cooperatively as needed with classroom staff and parents with respect to specific materials/equipment and related instructional strategies. Stays current with innovative resources. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>Consults and works cooperatively as needed with classroom staff and parents with respect to specific materials/equipment and related instructional strategies. Stays current with resources.</p>	<p>Occasionally consults and works with classroom staff and parents. Lacks a sufficient range of knowledge with respect to specific materials/equipment and related instructional strategies.</p>	<p>Inadequately consults with classroom clinical service professionals with respect to specific materials and related instructional strategies. And/or lacks current knowledge or materials and equipment.</p>
<p>II.B.4 <i>Periodic assessment of goals</i></p>	<p>Provides ongoing evaluations and adjusts therapeutic goals to maximize student's performance. Effectively assesses strategies in authentic ways by comparing intended and actual outcomes. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>Provides ongoing evaluations and adjusts therapeutic goals to maximize student's performance. Assesses strategies and compares intended with actual outcomes.</p>	<p>Provides required/mandated evaluations, inconsistently adjusts therapeutic goals to maximize student's performance.</p>	<p>Inadequately evaluates and adjusts therapeutic goals to maximize student's performance.</p>

Supporting Narrative:

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Standard III. Effective Management of the Environment				
A. Applies appropriate management techniques to establish a positive and productive learning environment.				
	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
III.A.1 <i>Organizational skills</i>	Always uses time and space productively and efficiently to promote optimal performance. Arranges schedule to minimize impact on colleagues. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Uses time and space productively and efficiently to promote optimal performance.	Uses time and space with moderate productivity and efficiency to promote performance.	Inefficiently uses time and space.
III.A.2 <i>Student participation</i>	Maintains a high level of student participation and engagement with appropriate time on task. Utilizes appropriate technologies whenever possible. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Maintains a high level of student participation and engagement with appropriate time on task.	Students are not always engaged to participate with the appropriate time on task.	Maintains inadequate levels of student participation and engagement with time on task.
III.A.3 <i>Utilization of best practices</i>	Uses best practices and procedures validated by research to ensure smooth transition from one activity to another. The clinical service professionals' performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Establishes procedures that ensure smooth transition from one activity to another.	Procedures that ensure transition from one activity to another are inconsistent and do not always utilize best practices	Established procedures are ineffective in ensuring smooth transition from one activity to another.

<p>III.A.4 <i>Classroom management</i></p>	<p>Maintains and models appropriate standards of behavior, mutual respect, and safety. Collaborates with colleagues to establish norms for each setting. The clinical service professionals' performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>Maintains and models appropriate standards of behavior, mutual respect, and safety.</p>	<p>Inconsistently maintains and models appropriate standards of behavior, mutual respect, and safety.</p>	<p>Rarely maintains and models appropriate standards of behavior, mutual respect, and safety.</p>
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Supporting Narrative:

<p>Standard IV. Effective Instruction/Service Delivery</p>				
<p>A. The related service provider interacts and communicates professionally and productively in groups and individual settings.</p>				
	<p>Exemplary</p>	<p>Meets Standard</p>	<p>Needs Improvement</p>	<p>Does Not Meet Standard</p>
<p>IV.A.1 <i>Communication with team members</i></p>	<p>Clearly communicates and implements both objectives and goals to students, parents, guardians, and staff. Regularly checks for understanding. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>Clearly communicates and implements both objectives and goals to students, parents, guardians, and staff.</p>	<p>Inconsistently communicates and partially implements both objectives and goals to students, parents, guardians, and staff.</p>	<p>Does not clearly communicate and implement both objectives and goals to students, parents, guardians, and staff.</p>

<p>IV.A.2 <i>Clinical service professionals/student relationship</i></p>	<p>Communicates and always maintains appropriate professional boundaries with students. Tests for comprehension by then having the students verbalize their understanding of the relationship and boundaries. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>Communicates and maintains appropriate professional boundaries with students.</p>	<p>Does not always communicate and/or maintain professional boundaries with students.</p>	<p>Does not communicate and/or maintain appropriate professional boundaries with students.</p>
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B. Uses appropriate instructional techniques/service delivery.				
	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
IV.B.1 <i>Teaching techniques/strategies</i>	Uses appropriate instructional techniques to promote students' independence. Seeks student feedback on preferred/most effective techniques. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Uses appropriate instructional techniques to promote students' independence.	Lacks in-depth understanding of appropriate instructional techniques to promote students' independence.	Inadequately uses instructional techniques to promote students' independence.
IV.B.2 <i>Sharing feedback with students</i>	Uses effective strategies to stimulate student involvement. Seeks student feedback on preferred/most effective strategies. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Uses effective strategies to stimulate student involvement.	Lacks in-depth understanding of effective strategies to stimulate student involvement.	Ineffectively uses strategies to stimulate student involvement.
IV.B.3 <i>Collaboration with classroom clinical service professionals</i>	Assists classroom clinical service professionals in providing options for students to demonstrate competency and mastery of new skills in a variety of ways. Demonstrates mastery of current research and best practices.	Assists classroom clinical service professionals in providing options for students to demonstrate competency and mastery of new skills in a variety of ways.	Not consistently effective in assisting classroom clinical service professionals with providing options for students to demonstrate competency and mastery of new skills in a variety of ways.	Ineffective in assisting classroom clinical service professionals in providing options for students to demonstrate competency and mastery of new skills in a variety of ways.

Supporting Narrative:

Standard V. Promotion of High Standards and Expectations				
A. The related service provider promotes high standards and expectations for student functioning.				
	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
V.A.1 <i>Quality and effort of work</i>	Communicates so there is comprehensive student understanding of standards, expectations, and guidelines regarding the quality and quantity of student achievement and behavior. Is able to relate expectations to prior level of student knowledge. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Communicates so most students understand standards, expectations, and guidelines regarding the quality and quantity of student achievement and behavior.	Does not always clearly communicate standards, expectations, and guidelines regarding the quality of student achievement and behavior.	Ineffectively communicates standards, expectations, and guidelines regarding the quality and quantity of student achievement and behavior.
V.A.2 <i>Assessment of knowledge</i>	Continuously checks for students' understanding of content and process. Responds to student answers and work so as to keep students open, thinking, and willing to take risks to persevere with challenging tasks. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Responds to student questions, answers and work so as to keep students open, thinking, and willing to take risks to persevere with challenging tasks.	Inconsistently responds to student answers and work so as to keep students open, thinking, and willing to take risks to persevere with challenging tasks.	Ineffectively responds to student answers and work so as to keep students open, thinking, and willing to take risks to persevere with challenging tasks.

V.A.3 <i>Student responsiveness</i>	Recognizes when an individual student is having difficulties. Regularly identifies students' confusion and misconceptions from their responses. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Recognizes when an individual student is having difficulties.	Does not always recognize when an individual student is having difficulties.	Does not recognize when an individual student is having difficulties.
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Supporting Narrative:

Standard VI. Promotion of Equity and Appreciation of Diversity				
A. The related service provider promotes equitable opportunities for student learning.				
	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
VI.A.1 <i>Meeting diverse needs</i>	Demonstrates sensitivity and accommodation to differences in abilities (mental and physical), gender, learning style, and social and cultural background. Works at becoming more knowledgeable about differences. The clinical service professionals' performance in this area is at such a level that she would be used as a model for other clinical service	Demonstrates sensitivity and accommodation to differences in abilities (mental and physical), gender, learning style, and social and cultural background.	Does not always demonstrate sensitivity and accommodation to differences in abilities (mental and physical), gender, learning style, and social and cultural background. Lacks current knowledge about differences.	Is insensitive or ineffective in the accommodation of differences in abilities (mental and physical), gender, learning style, and social and cultural background.

	professionals.			
VI.A.2 <i>Knowledge of inclusive practices</i>	Develops and implements behavioral, educational, and organizational strategies that are effective in meeting the needs of a diverse student body. Participates in faculty activities designed to advance inclusive policies. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Develops and implements behavioral, educational, and organizational strategies that are effective in meeting the needs of a diverse student body.	Develops and implements behavioral, educational, and organizational strategies need to be more specific and measurable to be effective in meeting the needs of a diverse student body.	Is inconsistent in developing and implementing behavioral, educational, and organizational strategies that are effective in meeting the needs of a diverse student body.
VI.A.3 <i>Student participation</i>	Promotes opportunities for all students to actively participate. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Provides opportunities for all students to actively participate.	Does not always provide opportunities for all students to actively participate.	Inadequately provides opportunities for all students to actively participate.

Supporting Narrative:

Standard VII. Fulfillment of Professional Responsibilities				
A. The related service provider shares responsibility for accomplishing the goals and priorities of his/her team, department, building, and school district.				
	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
VII.A.1 <i>Professional responsibilities</i>	Works cooperatively and constructively with parents, colleagues, and supervisors. Volunteers to be on school/district committees. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Works cooperatively and constructively with parents, colleagues, and supervisors.	Makes limited attempts to work cooperatively and constructively with parents, colleagues, and supervisors.	Does not work cooperatively and constructively with parents, colleagues, and supervisors.
VII.A.2 <i>Compliance with process and procedures</i>	Meets deadlines and completes routine responsibilities. Is a positive component within the school/district. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Meets deadlines and completes routine responsibilities.	Inconsistent in meeting deadlines and completing routine responsibilities.	Inadequately meets deadlines and completes routine responsibilities.
VII.A.3 <i>Organizational skills</i>	Creates and implements an effective working schedule. Is able to be flexible when disruptions occur. The clinical service professionals' performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Creates and implements an effective working schedule.	Efforts to create and implement an effective working schedule are not consistent and flexible when disruptions occur.	Does not create and/or implement an effective working schedule.

VII.A.4 <i>Fulfilling IEP requirements</i>	Uses service delivery options efficiently and effectively. Meets responsibilities and obligations to students on the caseload. Assists colleagues when needed. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Uses service delivery options efficiently and effectively. Meets responsibilities and obligations to students on the caseload.	Use of a service delivery option and assistance to colleagues is inconsistent. Does not always meet responsibilities and obligations to students on the caseload.	Ineffectively uses service delivery options and/or fails to meet responsibilities and obligations to students on the caseload.
VII.A.5 <i>Professional learning and growth</i>	Participates in self-development activities such as conferences, in-service training, and professional study to maintain currency in area of expertise, including on non-school time. Gives back to the profession. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Participates positively in self-development activities such as conferences, in-service trainings, and professional study to maintain currency in area of expertise.	Participates passively or negatively in self-development activities such as conferences, in-service trainings, and professional study to maintain currency in area of expertise.	Fails to participate in all required self-development activities such as conferences, in-service trainings, and professional study to maintain currency in area of expertise.
VII.A.6 <i>Professional behavior</i>	Maintains appropriate professional behavior in all interactions with parents, guardians, and colleagues. Asks for feedback to further improve performance. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Maintains appropriate professional behavior in all interactions with parents, guardians, and colleagues. Is receptive to recommendation to improve.	Occasionally lacks appropriate professional behavior in interactions with parents, guardians, and colleagues.	Inadequately maintains appropriate professional behavior in interactions with parents, guardians, and colleagues.

VII.A.7 <i>Professional Standards</i>	<p>Observes ethical principles and professional standards of practice. Knows the code of expected behavior, statutory law, state regulations, and Board of Education policy. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>Observes ethical principles and professional standards of practice. Knows the code of expected behavior, statutory law, state regulations, and Board of Education policy.</p>	<p>Does not have a full knowledge of ethical principles and professional standards of practice, or does not always follow these standards.</p>	<p>Inadequately understands and inadequately follows ethical principles and professional standards of practice.</p>
VII.A.8 <i>Supervision responsibilities</i>	<p>Supervises assistants and practicum students to develop goals for achieving and evaluating skills and knowledge. Evaluates assistants' and practicum students' skills and knowledge for purposes of periodic performance reviews, completion of certification requirements, and/or professional advancements. Models openness to professional growth and giving back to the profession. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.</p>	<p>Supervises assistants and practicum students to develop goals for achieving and evaluating skills and knowledge. Evaluates assistants' and practicum students' skills and knowledge for purposes of periodic performance reviews, completion of certification requirements, and/or professional advancements.</p>	<p>Supervision of assistants and practicum students is inconsistent in developing goals for achieving and evaluating skill and knowledge. Evaluation of assistants' and practicum students' skill and knowledge for purposes of periodic performance reviews, completion of certification requirements, and/or professional advancements is not always done in a timely manner and lacks specific feedback.</p>	<p>Ineffectively supervises assistants and practicum students to develop goals for achieving and evaluating skills and knowledge. Ineffectively evaluates assistants' and practicum students' skills and knowledge.</p>

VII.A.9 <i>Transition of students</i>	Appropriately prepares and implements discharge or transition plans. Follows up to make sure the receiving professional got them. The clinical service professionals' performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Appropriately prepares and implements discharge or transition plans.	Prepares and implements discharge and transition plans that lack adequate short- and long-term objectives.	Inadequately prepares and implements discharge or transition plans.
VII.A.10 <i>Knowledge of student records</i>	Maintains clear and comprehensive records that inform parents and clinical service professionals of the student's progress. Makes sure they are free from jargon and have been clearly understood by the parents and clinical service professionals. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Maintains clear and comprehensive records that inform parents and clinical service professionals of the student's progress.	Maintains comprehensive records that inform parents and clinical service professionals, but lacks clarity and specific detail of the student's progress.	Inadequately maintains records that inform parents and clinical service professionals of the student's progress.
VII.A.11 <i>Knowledge of evidence-based practices</i>	Selects and defends intervention strategies using evidence-based practices. Is receptive to requests to research other practices. The clinical service professional's performance in this area is at such a level that she would be used as a model for other clinical service professionals.	Selects and defends intervention strategies using evidence-based practices.	Demonstrates limited knowledge of effective intervention strategies that utilize evidence-based practices.	Inadequately selects and defends intervention strategies using evidence-based practices.

Supporting Narrative: