

PORTFOLIO CHECKLIST

With EXPLANATORY NOTES

Name: _____ Evaluator: _____ Date: _____

SECTION
COVER LETTER
<p>SECTION ONE: THE SRP</p> <ul style="list-style-type: none"> ○ Include a copy of your VITA ○ Include a copy of the signed SRP. ○ It is in the mentees best interest to complete the annual report each year, in order for the Board to determine if they are following procedures. This will assure that procedural errors are caught in a timely fashion, thereby increasing the likelihood that your mentee will submit a portfolio that meets the criteria set out in the Standards and Procedures manual.
<p>SECTION TWO: CONTINUING EDUCATION</p> <ul style="list-style-type: none"> ○ All CEUs must be ASHA approved (with the exception of the ISAD online conference). ○ Include ASHA registry or evidence of ASHA approval. ○ CEUs should be from a variety of sources and across the age span (pre-school, school-age, and adolescent/adults). The Board does not want all of the CEUs to come from one source (e.g. journals, SFA, NSA).
<p>SECTION THREE: OBSERVATIONS</p> <ul style="list-style-type: none"> ○ All observations must be completed before moving on to SECTION FOUR. Direct clinical contact that is initiated before all observations are completed will not be accepted. ○ Make sure your mentee uses the Observation Logs included. All observations must be signed and dated. ○ Observations can be of the mentor, other BRS-FD clinicians, and non-BRS-FD SLPs that the mentor approves. ○ Observations should include all age groups (pres-school, school-age, adolescent/adult). ○ Consideration can be given to videotaped observations.
<p>SECTION FOUR: DIRECT CLINICAL ACTIVITY</p> <ul style="list-style-type: none"> ○ If your mentee is going to use a current client for the case study, they must complete a re-evaluation before continuing treatment. The rationale for this requirement is that the client should be evaluated with the knowledge and skills that the mentee has gained during the observation and CEU process. ○ Use the provided Clinical Activity Log sheet. ○ The mentee should demonstrate clinical activity with pre-school, school-age, adolescent/adult clients.
<p>SECTION FIVE: MENTOR CONTACTS</p> <ul style="list-style-type: none"> ○ Use the Mentor Contact Log sheet to document all mentor contact. This is a mentor driven process, so the Board expects to see significant mentor contact throughout the SRP process.

GENERAL INFORMATION FOR ALL CASE STUDIES (SECTIONS 6-8)

IN ORDER TO COMPLY WITH HIPPA GUIDELINES AS REFERENCED IN THE MANUAL, ALL CLIENT NAMES MUST BE REMOVED FROM ALL DOCUMENTS. ONLY INITIALS ARE TO BE USED, EVEN IF THE CLIENT GIVES PERMISSION TO USE THEIR NAME. PLEASE STRESS THE IMPORTANCE OF THIS WITH YOUR MENTEE.

- Only use initials in the Release of Information as well. This includes the client's/guardians' signatures.
- Each case should be introduced with a brief summary.
- The evaluation report must demonstrate evaluation across the Affective, Behavioral, and Cognitive (ABC) components of stuttering. It is acceptable for a mentee to present a client that they began treatment with prior to the date of the Direct Clinical Activity, HOWEVER, the mentee must re-evaluate the client AFTER they complete the required 25 hours of Observations.
- The treatment plan must include rationales for selection of goals across all three ABC components.
- The mentee must provide periodic client progress reports documenting change over time in the ABC components.
- Make sure that your mentee indicates how they modified treatment based on the learning experience. The Board is not looking for how they modified treatment relative to how they treated other clients prior to beginning the SRP process. Rather the Board wants to see that the mentee can use the information they have gained to modify treatment based on the data from their ongoing therapy sessions.
- The Board is interested to know what the mentee would have done differently with this particular case study based on what they have learned in the mentoring process with this client. Encourage your mentee to look back at the ongoing treatment notes. If they would do nothing different, they need to explain why they feel this way.

SECTION SIX: PRE-SCHOOL CASE:

- The mentee needs to demonstrate that they possess the knowledge and skill set to work with a pre-school child who presents with characteristics of early stuttering.

SECTION SEVEN: CASE STUDY TWO- SCHOOL-AGE

- The mentee needs to demonstrate that they possess the knowledge and skill set to work with a child who presents with learned behaviors associated with a prolonged history of stuttering.

SECTION EIGHT: CASE STUDY THREE- ADOLESCENT/ADULT

- The mentee needs to demonstrate that they possess the knowledge and skill set to work with an older adolescent or adult who presents with the unique behaviors associated with a prolonged history of stuttering and previous unsuccessful treatment, whether self-therapy or involving professional intervention.

SECTION NINE: MENTOR REPORT

- The Board places a significant emphasis on this mentor report. We expect all mentors to thoroughly review all correspondence from your mentee, and to provide an honest critique of their ongoing process. If your mentee not ready to proceed to the next step, it is your responsibility to hold them back. While the Board makes the final determination of whether or not an applicant has satisfactorily completed the Specialty Recognition Program, the Board relies heavily on the mentors input. This is even more important given the changes in the requirements for video clips. In the past, applicants were asked to "include as many [video] segments as appropriate, showing samples of several different types of sessions." As the number of applicants has increased, the Board has decided to rely on the judgment of the

mentors (who should have viewed numerous video clips of their mentee in treatment) to help the mentee choose five video clips representing five particular treatment components. We urge all mentors to be actively involved in this process. Because this is a **mentor-driven education process**, the Board expects the mentors to hold their mentees to very high standards. Your mentee should not submit their portfolio for review unless you are confident that it demonstrates that they possess the knowledge and skill set required of a fluency specialist as defined in the Standards and Procedures Manual.

SECTION TEN: VIDEO GUIDE

- You and your mentee will identify five (5) video clips to be included in the portfolio.
- Each clip cannot be longer than 3 minutes. Your mentee should be aware that the Board will only evaluate the first 3 minutes of a clip.
- Your mentee must submit a video clip guide which includes information for each section: a) clip number, b) type of treatment, c) goal of clip, d) rationale for selection of goal, e) evaluation of client performance, and f) clinician self-evaluation). In the past, some applicants have not included all of the information that was requested. If items a – f are not included, the portfolio will be rejected.
- Your mentee must provide one clip for each of the following treatment components:
 - Establishing a baseline in affective, behavioral, and/or cognitive components,
 - Teaching the client a particular clinical skill,
 - Practicing and reinforcing a clinical skill,
 - Planning transfer/maintenance with the client,
 - Counseling the family to include parents, significant others, siblings, or peers. Applicants should demonstrate counseling of the affective and cognitive components of stuttering. This clip should not portray solely educating the client and/or family.

SECTION ELEVEN: EVALUATION OF LEARNING EXPERIENCE

- In this section your mentee is being asked to summarize what he/she has learned through the specialization process in a **maximum** of three (3) pages. This summary must include information on each component of the specialization process: a) continuing education, b) observations, and c) contact with their mentor.
- The Board will review no more than 3 pages.
- Please see the example provided with this packet. Note that your mentee also received this example with their Portfolio Binder.

SECTION TWELVE: APPLICATION OF THE GUIDELINES TO PRACTICE TO LEARNING EXPERIENCE

- In this section your mentee is being asked to summarize how they applied the ASHA Preferred Practice Guidelines during the specialization process with each client in a **maximum** of 3 pages. They are being asked to make particular reference to individual guidelines and how these guidelines related to the assessment, management, and transfer and maintenance of the individual clients they presented in their case studies.
- The Board will review no more than 3 pages.
- Please see the example provided with this packet. Note that your mentee also received this example with their Portfolio Binder.

SECTION THIRTEEN: MENTOR VERIFICATION DOCUMENT

- As noted earlier, your signature on this document verifies that you have read and approve the portfolio as presented.