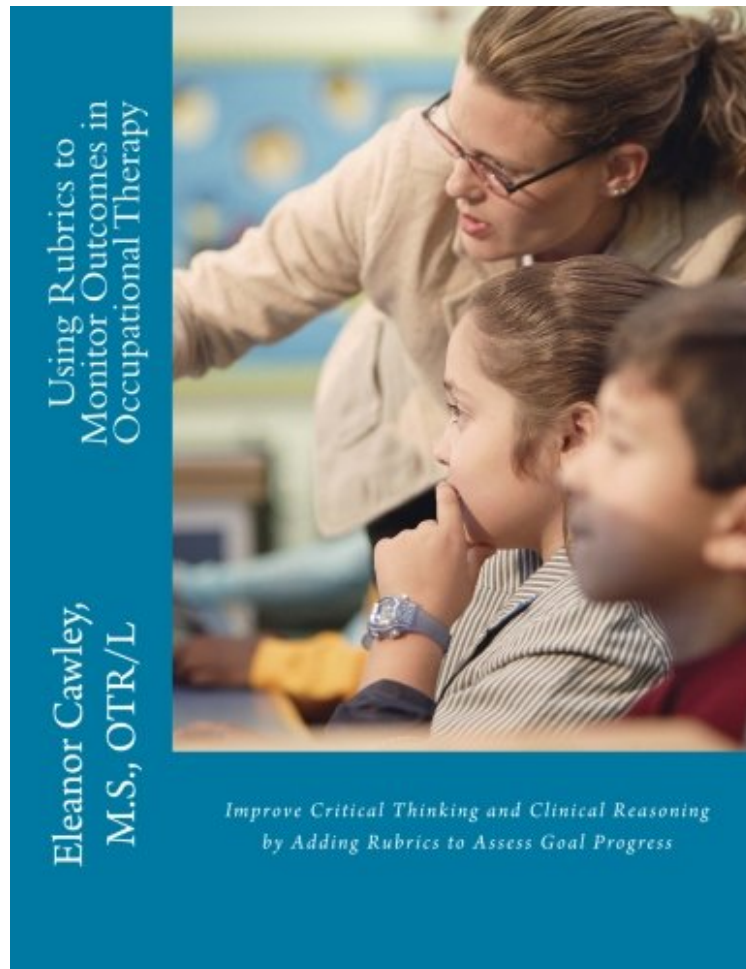


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Using Rubrics to Monitor Outcomes in Occupational Therapy: Improve Critical Thinking and Clinical Reasoning by Adding Rubrics to Assess Goal Progress

Eleanor Cawley

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Eleanor Cawley : Using Rubrics to Monitor Outcomes in Occupational Therapy: Improve Critical Thinking and Clinical Reasoning by Adding Rubrics to Assess Goal Progress before purchasing it in order to gage whether or not it would be worth my time, and all praised Using Rubrics to Monitor Outcomes in Occupational Therapy: Improve Critical Thinking and Clinical Reasoning by Adding Rubrics to Assess Goal Progress:

1 of 1 people found the following review helpful. Good for newer therapistBy r0zzieI read this book from cover to cover. One of the trickiest things is adequate documentation working in the school system. I like the approach of using

the microsoft note system to document and the examples of how to use rubrics. Since I've been in the schools for a while I don't think I'll be changing my documentation system but I will be more cognizant of the goals I write so that if another therapist comes in they can either choose to measure with or without rubrics. 1 of 1 people found the following review helpful. Awesome resource! By J. M. Holland This book is a great resource for using and designing rubrics. I have several students on my OT caseload where there are no standardized test to measure performance. This book provides already designed rubrics that can measure progress and performance. The author also provides ways for you to design your own. Looking forward to her next book. 0 of 0 people found the following review helpful. OK Intro to topic By Mommah Good introduction to the concept. Wish there had been a few more examples of it in practice.

Every practice setting that an occupational therapist, or any other health care provider, works in is demanding accountability and transparency. School-based practice is not immune, gone are the days of a teacher's or therapist's opinion. Reports are now required to be a balanced assessment of a student's abilities, strengths and weakness including both formative and summative data. Occupational therapists need to know how to meet the demands of today's data driven environment. As a research emergent profession, we are called upon to take data systematically. In an educational environment, occupational therapists should be aligning their data collection methods and documentation style with teachers. By aligning our documentation style and data collection methods, a more cohesive picture of the student emerges. This allows for more concise development of the IEP and goals targeted toward the student's individual needs. Data collection need not be difficult. With a little preparation and smart organization planning, data collection becomes easy. When annual review time comes around, goal progress is also easy to report. This allows better planning for the coming year by the Committee on Special Education. Students also benefit by using rubrics in an occupational therapy setting. Some students cannot see or understand the "hidden curriculum." These students need the guidelines for achievement that others may not. In using a rubric, you are defining the rules by which you consider a goal achieved. This can potentially improve goal progress and decrease the student's anxiety about being pulled out or having a therapist in the classroom. For some students, a rubric provides the light at the end of the tunnel. With systematic data collection through the use of rubrics, occupational therapists have a unique opportunity to review and interpret the data collected from his or her students to create pilot or ex post facto studies. This can potentially lead to further research. Rubrics can be a win-win situation.

About the Author Eleanor Cawley is an occupational therapist with 15 years of experience in the pediatric sector, much of that time as an independent contractor. She is very passionate about her work and her writing. Ms. Eleanor, as she has been known by her students, has a Bachelor's of Science in Health Sciences and a Master's of Science in Occupational Therapy from Touro College. Since graduating as a non-traditional student, she has worked in a variety of settings throughout the life span but settled in the area of school-based therapy. She has a very keen interest in using technology to support independence and trains students to use programming not only to monitor their own goal progress but also support educational, vocational and life skills.