

FACILITATED COMMUNICATION INSTITUTE

Appendix II: SUPERVISION CHECKLIST

Person being supervised: Date Checklist initiated: / /

Supervisor's Name	From (date) to (date)	Supervisor's Name	From (date) to (date)

Beginning competencies

History and Background

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Understands and can describe the development of the method	1. Is familiar with Crossley and MacDonald's work in Australia, and with Crossley's subsequent work			
	2. Knows of independent discoveries of FC in various parts of the world			

Neuromotor Concepts

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Understands movement differences and their relationship to FC	1. Understands basic concept of apraxia			
	2. Understands seating and positioning issues			
	3. Understands hand function issues			
	4. Understands and can explain relationship between movement concerns and the utility of FC for an individual			
	5. Understands the concept of accommodation and			

	recognizes the need to make changes			
2. Understands processing issues and their relationship to FC	1. Understands sensory integration issues			

Physical Support

General Competency	Specific skills	date demon- strated	how evaluated	follow-up plan
1. Provides minimum effective level of support	1. Positions self, FC user, and devices so facilitator can provide good support for FC user, monitor eyes, keyboard, positioning, etc.			
	2. Provides constant backward pressure as the FC user moves hand toward keyboard			
	3. Cues FC user to return to neutral position above keyboard for each letter typed			
2. Changes support as needed	1. As FC user gains more control through the session, the facilitator decreases backward pressure and shifts point of support as appropriate			
	2. Facilitator negotiates decreased support with FC user if the FC user attempts to maintain greater support than needed.			
	3. Greater support provided, in conjunction with clarification strategies, when typing becomes unclear.			

Behavioral Supports

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Sees behavior as communication	1. Recognizes the contributions of both positive and negative behaviors to communication.			
2. Is able to hypothesize the intent of the behavior as seen from the FC user's perspective	1. Is able to suggest to the fc user, for confirmation or further clarification, the possible meanings of a specific behavior.			
3. Attempts to differentiate between intentional and unintentional behavior	1. Tracks patterns of behavior, and decides what to attend to and what to ignore.			

Communicative Supports

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Recognizes the difference between a facilitator and a conversational partner	1. Can support the fc user in conversations with people other than the facilitator.			
	2. Encourages conversations with partners other than the facilitator.			

2. Recognizes when messages are vague or incomplete	1. Asks clarifying questions.			
3. Understands and describes various levels of message construction from highly structured to open conversation.	1. Can use the "ladder of communication" effectively.			
4. Deals with extra letters by requests for clarification rather than speculation.	1. Gives feedback about extra letters rather than ignoring them.			

Emotional Support

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Provides encouragement.	1. Uses supportive language.			
	2. Expresses confidence.			
2. Provides positive emotional environment for communication.	1. Respects individual's needs for personal space and other environmental needs.			
	2. Allows FC user time to begin, form and finish communication.			
3. Values and honors the FC user's messages.	1. Provides active listening and feedback; follows through on, or acknowledges requests.			
4. Demonstrates good listening skills.	1. Engages in the practices of respectful listening.			
	2. Responds to the individual, behaviorally and verbally, in a non-judgmental way.			

Monitoring and feedback

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Understands importance of monitoring eye movements.	1. Describes connection among looking at the keyboard, FC user self-monitoring, and movement toward physical independence.			
	2. Understands and implements strategies supporting FC user's looking at the display.			
	3. Can describe an FC user's particular looking strategies.			
2. Understands importance of providing feedback about misconstruction.	1. Displays ability to provide feedback when messages are unclear or unconventionally constructed in supportive, non-judgmental manner.			
3. Recognizes relationship between body movement and ability to type.	1. Monitors for appropriate positioning at initiation of typing.			
	2. Monitors continuously for appropriate positioning, fatigue, etc. throughout session.			

Documentation

General competency	specific skills	date demonstrated	how evaluated	follow-up plan

1. Understands the importance of documenting the user's progress.	1. Identifies basic information that should be included in documentation, including examples of informal validation.			
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Fostering Independence

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Understands independence as the ultimate goal of training.	1. Describes the typical progress of FC users toward independence, and the experience of individuals who have become substantially independent.			
2. Understands the relationship between neuromotor issues and the movement toward independence.	1. Describes the motor concerns for which FC is an accommodation, and the procedures for fading support for individuals experiencing those concerns.			
3. Establishes "vision for independence."	1. Converses with FC user concerning his/her independence goals, and identifies long-term objectives.			

Intermediate competencies

Neuromotor Concepts

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Constantly changes accommodations when needed.	1. Recognizes when sensory processing problems break down communications.			
	2. Positions self in readiness/anticipation of initiation.			
	3. Provides activities in preparation for typing.			
	4. Provides additional supports with typing (e.g. wrist supports, joint compression, deep pressure).			
2. Explores use of accommodations in a variety of constructs.	1. Provides physical support to play musical instruments, do art projects, perform self-care tasks, etc.			

Physical Support

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Provides regular opportunities to practice reducing physical supports.	1. Identifies and negotiates with FC user specific schedule and appropriate materials and activities for practicing the reduction of support.			
	2. Debriefs practice activities with FC user and plans future practice sessions in advance.			

Behavioral Supports

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Explores with the FC user communicative strategies to express intent	1. Works out with the FC user more effective and socially acceptable means of expression in certain situations.			
2. Knows when to ignore, redirect or intervene in the face of challenging behaviors or those incompatible with communication.	1. Ignores verbal behavior that is determined to be not meaningfully under the control of the FC user.			

Communicative Supports

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Expands complexity and types of communication.	1. Can ask various kinds of questions that draw on increasingly open communication.			
2. Supports communication beyond "expression of wants and needs."	1. Invites opinions, ideas, and sharing of feelings.			
3. Consistently uses strategies to clarify and confirm meaning of messages.	1. Asks about unclear spelling.			
	2. Asks if interpretation is correct.			
4. Supports FC user in the development of protest strategies.	1. Demonstrates situations in which protest from the FC user would be useful.			
4. Supports FC user in the development of protest strategies.(cont'd.)	2. Negotiates the use of protest strategies with the FC user.			

Emotional Support

General competency	specific skills	date demonstrated	how evaluated	follow-up plan
1. Develops tools for supporting the FC user's emotional balance.	1. Checks in with FC user about his or her emotional state, and how it relates to specific activities and behavioral indicators.			
	2. Negotiates with FC user to develop strategies for			

	maintaining active participation, decreasing anxiety, etc.			
2. Moves beyond choices to fostering decision-making and planning.	1. Develops and supports an ongoing planning process with the FC user.			
	2. Negotiates to support planning and decision-making with other individuals who support the FC user.			
3. Supports FC user's assertiveness.	1. Encourages and supports FC user in expressing dissenting opinions, disagreeing, arguing, initiating action, etc.			
4. Gives undivided attention to FC user during the communication process.	1. Structures the environment and the schedule to eliminate distractors and competing time pressures.			

Monitoring and feedback

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Promotes decision-making by FC user in message construction.	1. Negotiates with FC user concerning issues of clarity, conventionality, and ease of construction.			
2. Negotiates with FC user strategies for monitoring own output.	1. Describes monitoring facilitator is currently engaged in, and negotiates shift to FC user's assuming responsibility for monitoring.			

Documentation

.General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Can identify and document progress in FC user's skill development	1. Documents appropriate examples highlighting FC user's progress.			
	2. Provides opportunity for FC user to collaborate in documentation.			

Fostering Independence

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Involves related therapies that support work toward independence.	1. Identifies appropriate ancillary therapies and consults with appropriate practitioners.			
2. Explores changes in support with FC user.	1. Promotes FC user pulling back on own.			
	2. Moves from backward pressure to light touch.			
	3. Negotiates for, and provides regularly scheduled opportunities for practice that promotes independence.			
3. Understands variety of ways of changing and fading support	1. Experiments with alternative approaches to both provide minimal support currently needed, and continually fade support and promote FC user's control.			

Advanced competencies

Neuromotor Concepts

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Is able to teach others about accommodations.	1. Explains rationale and demonstrates applications.			
2. Explores strategies for FC user providing own accommodations.	1. Helps FC user discover and use own rhythmic movement for accessing communication device.			

Physical Support

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Explores new strategies, establishes priorities, and sets goals for reducing physical supports.	1. Develops a written plan of goals and procedures for reducing physical supports, in conjunction with the FC user, which becomes a part of the FC user's portfolio.			

Behavioral Supports

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Is able to teach others about behavioral supports and accommodations.	1. Describes strategies, models and what to do for others.			
2. Works in collaboration with FC user to support behavioral changes; negotiates with fc user concerning incompatible behaviors.	1. Asks FC user's opinion regarding meaning of behaviors, and sets goals in collaboration with FC user.			
3. Understands functions of ancillary approaches (e.g. AIT, craniosacral therapy) in addressing behavioral issues.	1. Actively implements other supports such as sensory integration strategies.			

Communicative Supports

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Negotiates with FC user strategies for message construction and clarification.	1. Uses feedback phrases such as "that's not clear to me," and "can you rephrase that?"			
2. Negotiates with FC user strategies for regulating communication (e.g. controlling topic).	1. Makes debriefing of interactions with the FC user and planning for greater FC user control of interactions a regular part of communication sessions and ongoing portfolio.			

3. Supports the FC user in the development of message-passing strategies.	1. Introduces message-passing as a set of skills rather than an adversarial or testing situation.			
	2. Negotiates with FC user and implements routine for practicing and problem-solving message-passing skills.			

Emotional Support

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Displays reciprocal behavior.	1. Negotiates with FC user procedures for shared used of time, agenda-setting, etc.			
2. Develops role as ally or advocate.	1. Participates in person-centered planning, other planning and social activities as a communication ally.			

Documentation

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Understands various approaches to establishing authorship.	1. Negotiates and implements ongoing plan for practicing and demonstrating authorship with FC user.			

Independence

General Competency	Specific skills	date demonstrated	how evaluated	follow-up plan
1. Makes a plan for working toward independence with the FC user and support team.	1. develops, monitors, evaluates effectiveness, and adjusts the plan as needed.			