

EVALUATOR COMPETENCY PROFILE

A. CLIENT GROUPS	
A.1 Autism Spectrum Disorder	
A.1.1	Identify common characteristics of Autism Spectrum Disorder
A.1.3	Identify Levels of Functioning for individuals with Autism Spectrum Disorder
A.2 Emotional-Behavioural-Relational Disorders	
A.2.1	Identify common characteristics and diagnoses of Emotional-Behavioral-Relational Disorders
A.2.3	Identify common comorbid diagnoses related to Emotional-Behavioral-Relational Disorders
A.3 Cerebral Palsy	
A.3.1	Identify common characteristics of Cerebral Palsy
A.3.3	Identify Levels of Functioning for individuals with Cerebral Palsy
A.4 Brain Injury/Stroke	
A.4.1	Identify common characteristics of individuals who have had a Brain Injury/Stroke
A.4.3	Identify Levels of Functioning for individuals who have had a Brain Injury/Stroke
A.5 Genetic Syndromes	
A.5.1	Identify common characteristics and diagnoses within Genetic Syndromes
A.5.3	Identify common characteristics related to Genetic Syndromes
A.6 Intellectual and Developmental Delays	
A.6.1	Identify common characteristics of Intellectual and Developmental Delays
A.6.3	Identify Levels of Functioning for individuals with Intellectual and Developmental Delays
A.7 Learning Differences	
A.7.1	Identify common characteristics and diagnoses of Learning Differences
A.7.3	Apply knowledge of commonly used supports for individuals with Learning Differences

B. PRINCIPLES OF BRAIN-BASED METHODOLOGY	
B.1 Neuroplasticity	
B.1.1	Apply knowledge of the relationship between neuroplasticity and neurological development
B.1.2	Apply knowledge of frequency, intensity and duration within therapeutic interventions
B.1.3	Identify the basic anatomy of the brain
B.1.4	Identify the basic functions of brain regions
B.1.6	Apply strategies related to Feedback Loop closure related to therapeutic interventions
B.2 Interhemispheric Communication	
B.2.1	Apply knowledge of the relationship between cross-lateral movement and interhemispheric communication
B.2.2	Implement activities that reinforce cross-lateral movement
B.2.3	Apply knowledge of benefits of cross-lateral activities to assist specific populations
B.3 Components of the Interpersonal Whole Brain Model of Care	
B.3.1	Address the components of the Interpersonal Whole Brain Model of Care
B.3.2	Address the interconnection of components of the Interpersonal Whole Brain Model of Care

C. AREAS OF PRACTICE

C.1 Neurodevelopmental

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| C.1.1 | Apply knowledge of input channels in relation to Central Nervous System dysfunction |
| C.1.2 | Apply knowledge of output channels in relation to Central Nervous System dysfunction |
| C.1.3 | Apply knowledge of neurological development through implementation of therapeutic activities |

C.2 Input Channels

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| C.2.1 | Identify varying responses to tactile stimulation |
| C.2.2 | Implement therapeutic activities to address tactile response |
| C.2.3 | Apply knowledge of the impact of proprioceptive awareness related to interactions within the environment |
| C.2.4 | Identify client tonicity based on client presentation |
| C.2.5 | Identify varying responses to auditory stimulation |
| C.2.6 | Implement therapeutic activities to address auditory stimulation |
| C.2.7 | Identify varying responses to vestibular stimulation |
| C.2.8 | Implement therapeutic activities to address vestibular stimulation |
| C.2.9 | Identify the importance of central macular and peripheral vision |
| C.2.10 | Implement therapeutic activities to address visual processing |
| C.2.11 | Redirect engagement in tactile, auditory, vestibular, and visual maladaptive tendencies |

C.3 Output Channels

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| C.3.1 | Apply knowledge of the impact of neurological development on manual abilities |
| C.3.2 | Implement therapeutic activities to address manual abilities |
| C.3.3 | Identify components necessary for effective language development |
| C.3.4 | Implement therapeutic activities to address receptive and expressive language |
| C.3.5 | Apply knowledge of the impact of neurological development on gross motor milestones |
| C.3.6 | Implement therapeutic activities to address gross motor abilities |
| C.3.7 | Apply knowledge of basic anatomy to assist in implementation of therapeutic activities |
| C.3.8 | Use safe body mechanics when repositioning and transferring clients |
| C.3.10 | Implement adapted client-specific communication modalities when needed |

C.4 Sequential Processing and Working Memory

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| C.4.1 | Identify varying presentations as related to auditory and visual sequential processing levels |
| C.4.2 | Implement therapeutic activities to address auditory and visual sequential processing levels |
| C.4.3 | Implement therapeutic activities to address auditory and visual working memory levels |

C.5 Early Reflex Integration

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| C.5.1 | Apply knowledge of early reflex integration and its role in development |
| C.5.2 | Implement therapeutic activities to integrate early reflexes |

D. Emotional-Behavioral-Relational Approach

D.1 Socio-Emotional Readiness

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| D.1.1 | Assess client presentation and level of socio-emotional readiness |
| D.1.2 | Facilitate the development of the Mind-Body Connection |
| D.1.3 | Apply knowledge of Socio-Emotional Readiness and therapeutic strategies |
| D.1.5 | Identify the impacts of screen time as it relates to neurological development |

D.2 Proactive Therapeutic Strategies

D.2.1 Use tangible supports related to client partnership

D.2.2 Apply knowledge of verbal directives to aid in client participation and follow-through

D.3 Reactive Therapeutic Strategies

D.3.1 Apply knowledge of limit setting and level of client functioning

D.3.2 Apply knowledge of natural and logical consequences based on client behavior

D.3.3 Adapt approach to various levels of behavior

D.4 Function of Behavior

D.4.1 Identify the root function of behavior

D.4.2 Address the original client goal without layering expectations

D.5 Trauma Informed Care

D.5.1 Apply client history to a Trauma Informed Care approach

D.5.2 Identify common signs of trauma responses

D.5.3 Apply knowledge of attachment types and related root causes

E. LEARNING STYLES

E.1 Individualized Academic Planning

E.1.1 Apply knowledge of hemispheric dominance and its impact on learning styles

E.1.2 Apply principles of relational learning

E.1.3 Implement therapeutic activities to address academic abilities

E.1.4 Maintain appropriate academic challenge point

E.1.5 Modify activities to address academic needs

E.1.6 Use therapeutic supports to facilitate academic achievement

E.2 Group Instruction

E.2.1 Incorporate fluid learning model in group instruction

E.2.2 Adapt group instruction based on client needs

F. PHYSIOLOGY

F.1 Physiological Impacts

F.1.1 Apply knowledge of the connection between physiological and neurological functioning

F.1.2 Modulate expectations based on physiological factors

G. DATA COLLECTION

G.1 Client-Specific Data Tracking

G.1.2 Apply knowledge of data tracking methods and scales

G.1.3 Identify activities that are not at challenge point through the use of data tracking

H. CLIENT EVALUATION

H.1 Neurodevelopmental Assessment

H.1.1 Perform Tactility Assessment Metrics

H.1.2 Evaluate metrics within Tactility Channel

H.1.3	Perform Auditory/Vestibular Assessment Metrics
H.1.4	Evaluate metrics within Auditory/Vestibular Channel
H.1.5	Perform Visual Assessment Metrics
H.1.6	Evaluate metrics within Visual Channel
H.1.7	Perform Manual Assessment Metrics
H.1.8	Evaluate metrics within Manual Channel
H.1.9	Perform Language Assessment Metrics
H.1.10	Evaluate metrics within Language Channel
H.1.11	Perform Mobility Assessment Metrics
H.1.12	Evaluate metrics within Mobility Channel
H.1.13	Perform Early Reflex Integration Assessment Metrics
H.1.14	Evaluate metrics within Early Reflex Integration
H.1.15	Perform Auditory/Visual Sequential Processing Assessment Metrics
H.1.16	Evaluate Auditory/Visual Sequential Processing levels
H.1.17	Perform Auditory/Visual Working Memory Assessment Metrics
H.1.18	Evaluate Auditory/Visual Working Memory Processing levels
H.1.19	Perform Dominance Assessment Metrics
H.1.20	Evaluate Dominance patterns
H.1.21	Perform Emotional-Behavioral-Relational Assessment Metrics
H.1.22	Interpret Emotional-Behavioral-Relational Assessment results
H.1.23	Interpret Academic Assessment results
H.1.24	Consider client history when completing assessment metrics to ensure client safety and optimal outcome
H.2 Parent/Guardian Interview	
H.2.1	Determine interview questions based on client history
H.2.2	Interview Parent/Guardian to collect pertinent information
H.2.3	Address comments and/or challenges requiring further discussion
H.3 Client Program Design	
H.3.1	Gather pertinent assessment information prior to designing a client program
H.3.2	Develop an individualized Client Program
H.3.3	Train provider to implement Client Program
H.4 Initial Comprehensive Report Development	
H.4.1	Gather pertinent information prior to developing an Initial Comprehensive Report
H.4.2	Develop a Comprehensive Report and Key Goals

I. CLIENT RE-EVALUATION	
I.1 Client Testing	
I.1.1	Confirm Assessment Profile based on client's current level of functioning
I.1.2	Complete Re-Evaluation Assessment Metrics corresponding to the client's key goals
I.1.3	Use parent/guardian and provider feedback to guide program re-design
I.2 Re-Evaluation Report Development	

I.2.1	Interpret changes in Assessment Metric results prior to developing a Re-Evaluation Report
I.2.2	Develop a Re-Evaluation Report and updated Key Goals
I.3 Client Program Update	
I.3.1	Modify Client Program to address updated Key Goals and evaluation findings
I.3.2	Train provider to implement updated Client Program
I.3.3	Monitor Client Program for integrity and effectiveness