

ACTIVITY: Evaluation of the Decision and Implementation of an Evidence-Based Assessment

Instructions: Brainstorm possible solutions for each of the "what if" scenarios, considering various settings and client populations.

(Note regarding Answer Key: There are multiple reasonable and appropriate options for each of the following scenarios. Example responses, as illustrated in the recording, are provided below.)

Scenario	Setting	Client Population	Specific Considerations & Possible Solutions
1) What if an appropriate evaluation does not exist?	e.g., outpatient	e.g., preschool; autism	e.g., <ul style="list-style-type: none"> EBP: evaluate the literature, use clinical judgment, have conversations with other clinicians Use dynamic assessment procedures. Be okay with not having a definitive answer
2) What if an appropriate evaluation exists, but I do not have access to it?	e.g., school	e.g., school-age; DLD	e.g., <ul style="list-style-type: none"> Borrow the assessment tool Remember that no single assessment tool should be used to determine service eligibility; use case history, language sample, and dynamic assessment Advocate for resources or to pay for an external evaluation
3) What if an appropriate evaluation exists, but not in the client's language?	e.g., school	e.g., school-age; language disorder	e.g., <ul style="list-style-type: none"> Work with an interpreter to assess in both languages Evaluate domains which are less language dependent Obtain a baseline of skills in English Dynamic assessment

4) What if I do not have enough time?	e.g., inpatient rehabilitation facility (IRF)	e.g., adult neurologic (stroke)	e.g., <ul style="list-style-type: none"> • Prioritize • Consider multiple observations that can be made within a single activity • Remember that treatment/diagnosis is an ongoing process
5) What if an appropriate evaluation exists, but is deemed inappropriate due to acute on chronic difficulties?	e.g., acute care hospital	e.g., adult neurologic (stroke); acute on chronic (Alzheimer's Dementia)	e.g., <ul style="list-style-type: none"> • Think about the purpose of assessment • Ask family, care partners, or staff how the patient is different from baseline • Qualitative assessment • Included patient-reported outcomes of salient challenges or concerns
6) What if an appropriate evaluation does not capture everything noted in my clinical observation?	e.g., outpatient	e.g., adult progressive neurologic	e.g., <ul style="list-style-type: none"> • Be flexible • Use critical thinking • Embrace qualitative descriptions • Evaluate what supportive evidence you have from the test you gave • Make recommendations for further evaluation in an additional session (and/or referral) • Use patient-reported outcomes to understand client's perspective
7) What if my client's reported difficulties are not captured in the testing?	e.g., outpatient	e.g., young adult; mild TBI	e.g., <ul style="list-style-type: none"> • Patient-reported outcome measures • Context may influence next steps; intervention, strategies, reassurance and monitoring