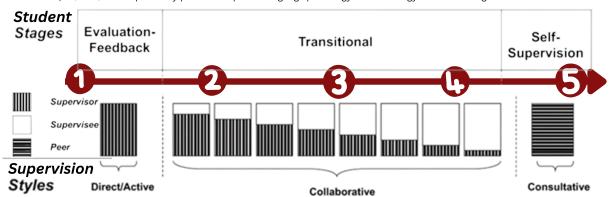
## **Anderson's Continuum of Supervision**

Anderson, J. (1988). The supervisory process in speech-language pathology and audiology. Boston: College-Hill Press & Little Brown.



Task: Feedback

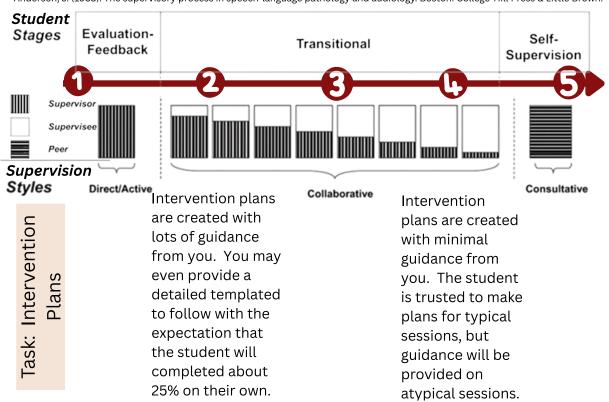
You have given an example of positive feedback and that's all the student uses.

The student is able to vary feedback appropriately about 50% of the time, but still needs input on where and the type to use.

The student is entrustable to provide appropriate feedback to all clients and you trust that if they get stuck they will ask

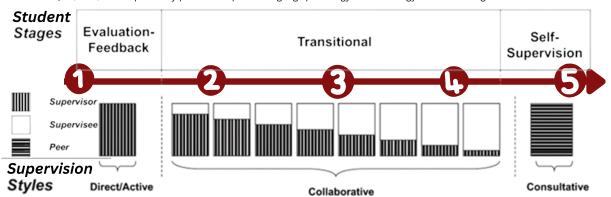
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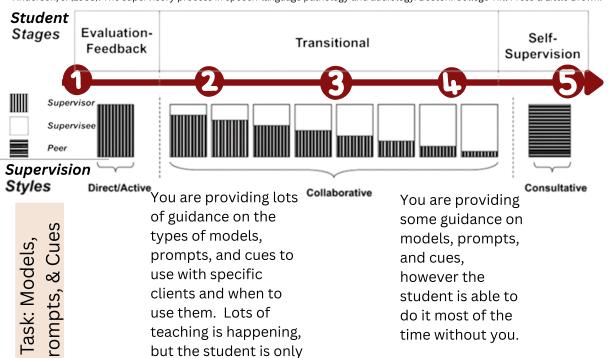
Task: Intro of Task You have given an example of how to introduce the activity and the student uses that example.

The student is able to figure out how to introduce new activties about 50% of the time without your assistance.

The student is entrustable to provide appropriate intoductions of tasks and activities even if you are not observing and will ask if unsure.

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doing it on their own about 25% of the time.