

serve as role models of this love, passion, enthusiasm, and excitement for their clients and students (Box 7-4).

### Box 7-4

Recently, a 6-year-old boy with a repaired cleft lip and palate entered the therapy room excited about how he had been doing as a member of the chess club at his school. I (BTA) listened carefully and then asked him how he had been managing to do everything from chess to soccer and still complete his speech work. He described his learning and practice. I commented that his efforts were admirable. He asked what the meaning of effort was and accepted my explanation. As he tackled the next group of words during our session, he stopped and asked, "Is this effort?" This child engaged in the process of discussion related to his effort and goals. He now keeps a little note in his homework book that says, "Effort and patience lead to success."

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### Ask Yourself

1. Where in your clinical work or teaching might you have overlooked the 3:1 ratio?
  2. Write about a situation where you could use the 3:1 ratio with a client.
  3. Describe a situation in which you were disappointed with the feedback you received. Write which of the five steps of constructive feedback were included and which were omitted.
  4. Describe a situation in which your feedback may have focused on the result rather than on the process and the effort. What could you have said alternatively?
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