



FGRBI and SS-OO-PP-RR Key Indicator Checklist

| Setting the Stage | Yes | Partial | Not Observed |
|--|-----|---------|--------------|
| 1. Gathers updates on child and family - listens and encourages caregiver reflection | | | |
| 2. Asks caregiver to update intervention implementation since last visit - listens, encourages caregiver reflection and sets up problem solving as needed | | | |
| 3. Shares information related to development and family interests - connects learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources | | | |
| 4. Clarifies session targets, strategies, and routines jointly - facilitates caregiver participation and decision making in the discussion | | | |
| Observation and Opportunities to Embed | Yes | Partial | Not Observed |
| 5. Observes caregiver child interaction in routines - provides feedback and builds on dyad strengths | | | |
| 6. Uses coaching strategies, matched to caregiver and child behaviors as caregiver embeds intervention in routine - scaffolds and repeats to build competence and confidence <i>(This indicator is repeated multiple times in 2 or more different routine categories)</i> | | | |
| 7. Provides general and specific feedback on caregiver and child behaviors and interactions - teaches and encourages caregiver to participate <i>(This indicator is repeated multiple times throughout session using both general and specific feedback for child and caregiver)</i> | | | |
| Problem Solving and Planning | Yes | Partial | Not Observed |
| 8. Problem solves with the caregiver about appropriate intervention strategies to embed - coaches caregiver on evidence based interventions for identified targets and routines | | | |
| 9. Supports caregiver to identify opportunities for embedding in additional contexts/routines - plans when, where, how to embed | | | |
| Reflection and Review | Yes | Partial | Not Observed |
| 10. Asks questions, comments to promote caregiver reflection and review of a routine or the session - identifies what works for caregiver and child | | | |
| 11. Encourages the caregiver to describe what it will look like when the intervention is working - specifies measurable targets, strategies, and routines for the plan | | | |
| 12. Engages caregiver to lead development of a “best plan of action” for embedding intervention in multiple routines and activities throughout the day - facilitates caregiver leadership and decision making | | | |

| Provider Reflection |
|--|
| <p>What specific strategies did you use to build the caregiver’s confidence and competence?</p> <p>How did you support the caregiver’s decision-making and leadership in identifying routines and activities for embedding learning?</p> <p>How did you support the caregiver to embed intervention strategies on identified learning targets?</p> <p>How did you ensure the caregiver and child had sufficient time to practice and prepare to embed intervention (e.g., strategies, routines, targets) between visits?</p> |