

# Nebraska Phase III Report

## Indicator C11: State Systemic Improvement Plan – Nebraska – Phase III

*Monitoring Priority: General Supervision*

The State’s SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

### Baseline and Targets

*Baseline Data – C3B Summary Statement 1 - Acquisition and Use of Knowledge and Skills:*

FFY	2013
Data	40.2

*Performance Data – C3B Summary Statement 1 - Acquisition and Use of Knowledge and Skills:*

FFY	2014	2015
Data	50.4	46.1

*FFY 2013 – FFY 2018 Targets- C3B Summary Statement 1 - Acquisition and Use of Knowledge and Skills:*

FFY	2014	2015	2016	2017	2018
Target	40.2	40.5	41	41.5	42.5

## Section A: Summary of Phase III

This section provides a summary of Nebraska’s: SSIP baseline and targets for Indicator C11, the SiMR and Theory of Action, three coherent improvement strategies, implementation progress to date, and brief overview of evaluation activities demonstrating a positive impact on federal child outcome data.

Nebraska has one SIMR and is using a unified set of 3 coherent strategies to improve child outcomes.

### Nebraska’s Part C SIMR:

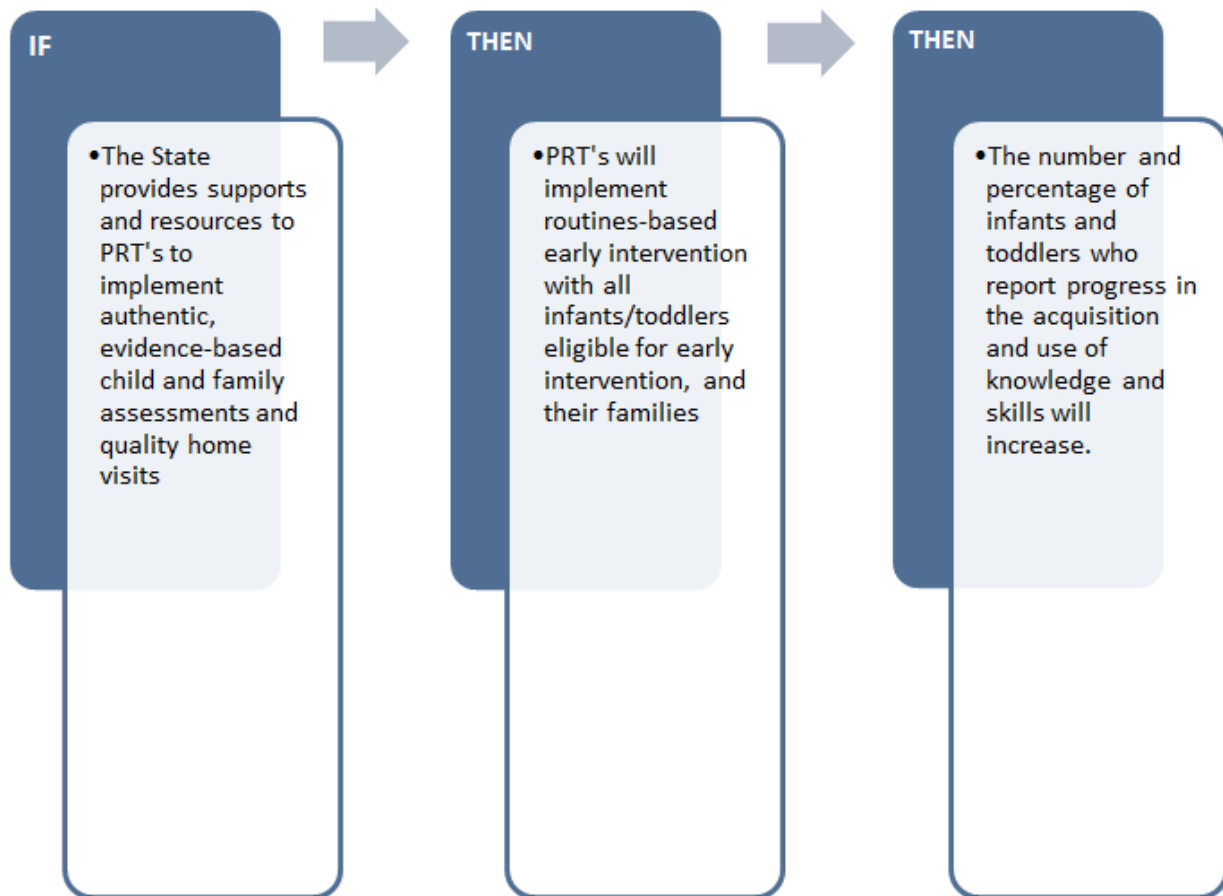
Increase the number and percentage of infants and toddlers who demonstrate progress in the acquisition and use of knowledge and skills (including early language/communication) – 3B, Summary Statement 1. Baseline, targets and performance data for C3B are outlined above. In addition, Nebraska identified Indicator 4B: Effectively Communicate Child’s Needs as a benchmark. Benchmark baseline and performance to date are illustrated in Table A1 below.

**Table A1: Benchmark** - Indicator C4B – *Families effectively communicate their children’s needs:*

Year	Future Target	Baseline	Performance
2013-14		80.9	
2014-15*	81.00		83.8
2015-16*	81.50		84.8
2016-17*	82.00		
2017-18*	82.30		
2018-19*	82.60		

The state’s Theory of Action is illustrated in Figure A1 below.

Figure A1

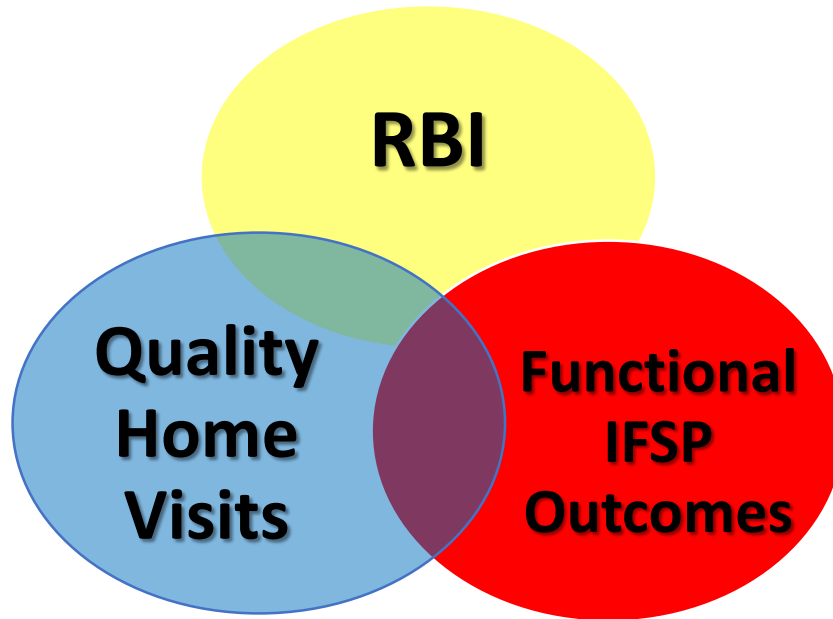


Nebraska’s SSIP includes three coherent improvement strategies:

- a. The Routines-Based Interview (RBI);
- b. Functional child and family IFSP outcomes; and
- c. Routines-based home visits.

The improvement strategies, as a unified set, are referred to as a “routines-based early intervention” (RBEI) approach. Nebraska expects to see a positive effect on the SiMR when EI teams (1) fully implement an evidence-based child and family assessment (RBI); (2) use the priorities identified during the RBI to develop functional child and family IFSP outcomes based on everyday routines; and (3) implement routines-based home visits focused on meeting the child and family IFSP outcomes. Figure A2 below illustrates the interconnectedness of the three strategies.

Figure A2: Three Coherent Improvement Strategies Venn Diagram

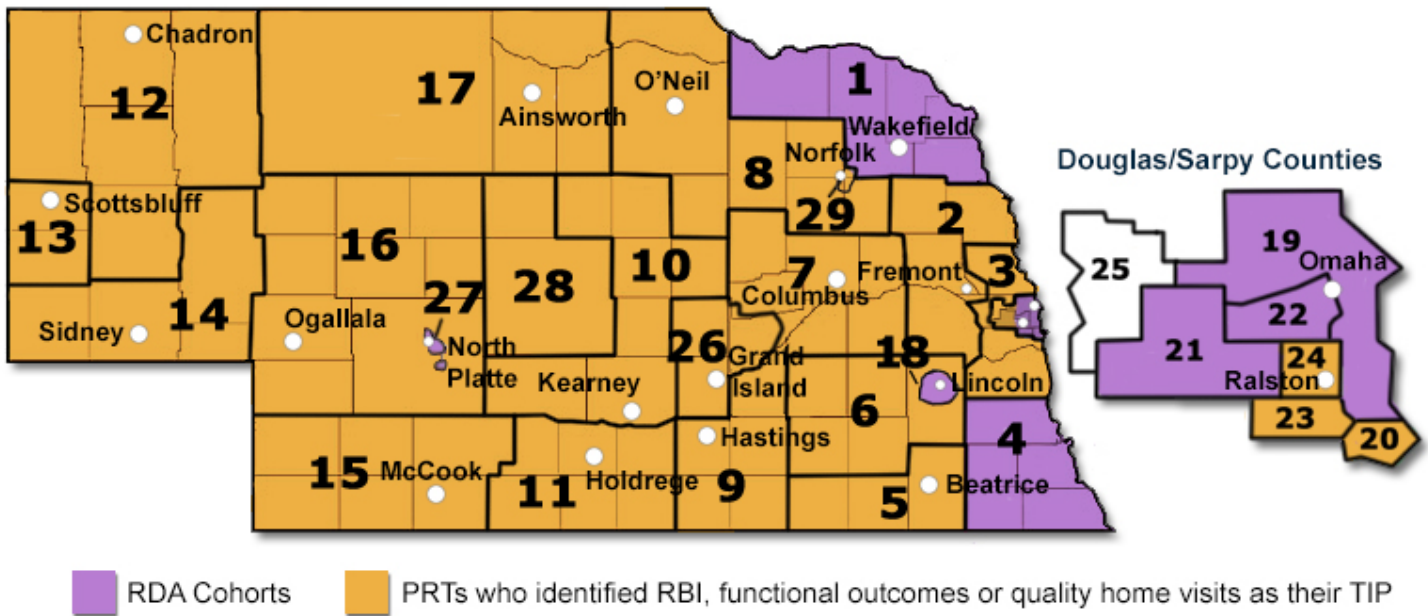


In Nebraska, the Planning Region Team (PRT) is responsible for the general oversight of local implementation of the RDA strategies. Beginning in 2015, each of the state’s 29 Planning Region Teams (PRT’s) were required to submit a Targeted Improvement Plan (TIP). The TIP was to address five key areas: data analysis, the region’s focus for improvement, an infrastructure analysis, the design of a multi-year implementation plan and ongoing evaluation plan. All but one of the 29 PRT’s identified the RBI, functional IFSP outcomes and/or routines-based early intervention home visits as their regional focus for improvement. One region- PRT #25- identified an alternative evidence-based home visiting program focused on family-centered services in natural environments in their TIP. Therefore, PRT #25 will not be included in Nebraska’s SSIP evaluation activities.

Nebraska is utilizing a cohort approach to scale-up the three coherent improvement strategies through the state’s Planning Region Team system. Cohort 1; comprised of PRTs 1, 22 and 27, began RBI and functional IFSP outcome training in January, 2015. Cohort 2; comprised of PRTs 4, 18, 19, and 21, began RBI and functional IFSP outcome training a year later (January, 2016). Cohorts 1 and 2 will also receive routines-based home visit training in 2017 and 2018, respectively. RBI training for 16 non-Cohort PRT’s also began in 2016 and continues throughout 2017. Five non-Cohort PRT’s had already implemented the RBI in previous years.

Figure A3 below illustrates Nebraska’s Cohort regions and the selection of state coherent improvement strategies by non-Cohort regions.

Figure A3: TIP Strategies Selected by Cohort and Non-Cohort PRT’s



### SSIP Training Implementation Progress to Date

Table A2 below illustrates the SSIP training implemented to date and projected implementation timeline for each PRT.

Table A2: PRT implementation to date and projected implementation timelines

PRT	Strategy 1: RBI Training	Strategy 2: Functional IFSP Outcome Training	Strategy 3: Routines-Based Home Visit Training
<b>Cohort 1</b>			
1	2015	2015	2017
22	2015	2015	2017
27	2015	2015	2017
<b>Cohort 2</b>			
4	2016	2017	2018
18	2016	2017	2018
19	2016	2017	2018
21	2016	2017	2018
<b>Non-Cohort Regions</b>			
2	2016	2018	TBD
3	2016	2018	TBD

PRT	Strategy 1: RBI Training	Strategy 2: Functional IFSP Outcome Training	Strategy 3: Routines-Based Home Visit Training
5	2016	2018	TBD
6	2016	2018	TBD
7	2014	2016	2017
8	2017	2019	TBD
9	2016	2018	TBD
10	2016	2018	TBD
11	2016	2018	TBD
12	2016	2018	TBD
13/14	2016	2018	TBD
15	2016	2018	TBD
16	2015	2017	2017
17	2017	2019	TBD
20	2015	2017	2017
23	2015	2017	2017
24	2017	2018	TBD
26	2015	2017	2017
28	2017	2019	TBD
29	2015	2018	2017

## Principle Training Activities Implemented this Year

During 2016-17, the principle training activities were:

Cohort 1: Already at full RBI implementation, PRTs 1, 22 and 27 completed annual RBI fidelity checks for providers and services coordinators (SCs) *actively involved* in child/family assessment. It was Nebraska's initial intention to have *all* providers and SC's in Cohort regions go through the RBI approval process. However, it was determined that some RBI boot camp participants, e.g. contracted providers (physical and/or occupational therapists) and specialists (Deaf and Hard of Hearing, Autism, Vision etc.) were rarely involved in the interviewing process. Therefore, it did not make sense for them to maintain fidelity to a process in which they were not actively engaged. Based on this finding, the training expectation was modified. The Co-Leads now expect only providers and SCs engaged in the child/family assessment process to be approved in the RBI. In addition to fidelity checks, Cohort 1 received functional IFSP outcome training to improve their IFSP outcomes.

Cohort 2: Providers and SCs in PRTs 4, 18, 19 and 21 participated in RBI boot camps and progressed through the RBI approval process. They are currently receiving functional IFSP outcome training.

Non-Cohort Regions: The non-Cohort regions of the state began implementing their Targeted Improvement Plans (TIPs) in 2016--identifying and training regional RBI coaches and organizing PRT RBI boot camps.

# Infrastructure Improvement Strategies

Nebraska was excited to have 28 of the 29 PRT's commit to the implementation of the RBI and functional IFSP outcome improvement strategies. To meet the training needs, we expanded our state infrastructure with the addition of a fifth regional TA trainer. Figure A4 illustrates the change in infrastructure. Figure A5 provides an overview of the RBEI regional technical assistance provider assignments.

Figure A4: Overview of Part C State Infrastructure

## This is what we have so far...

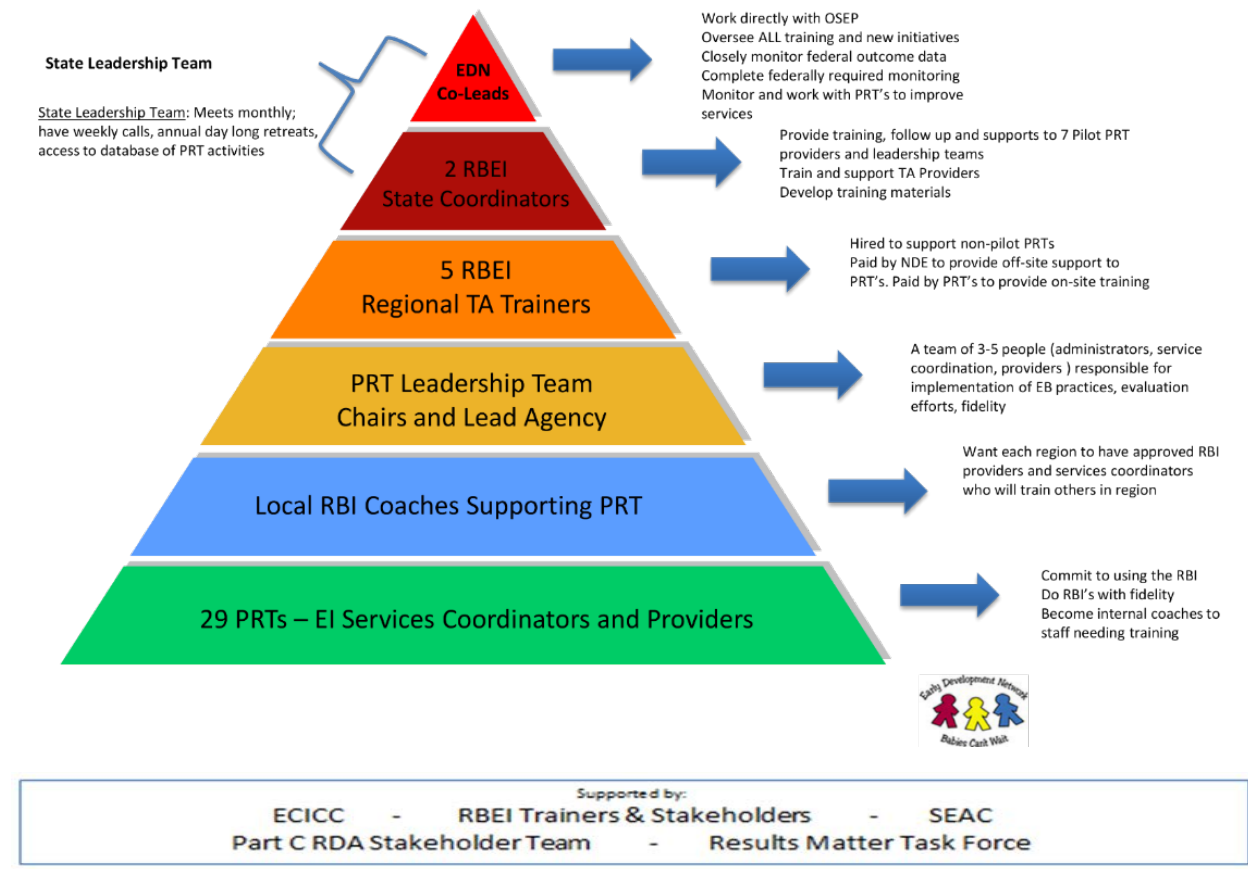
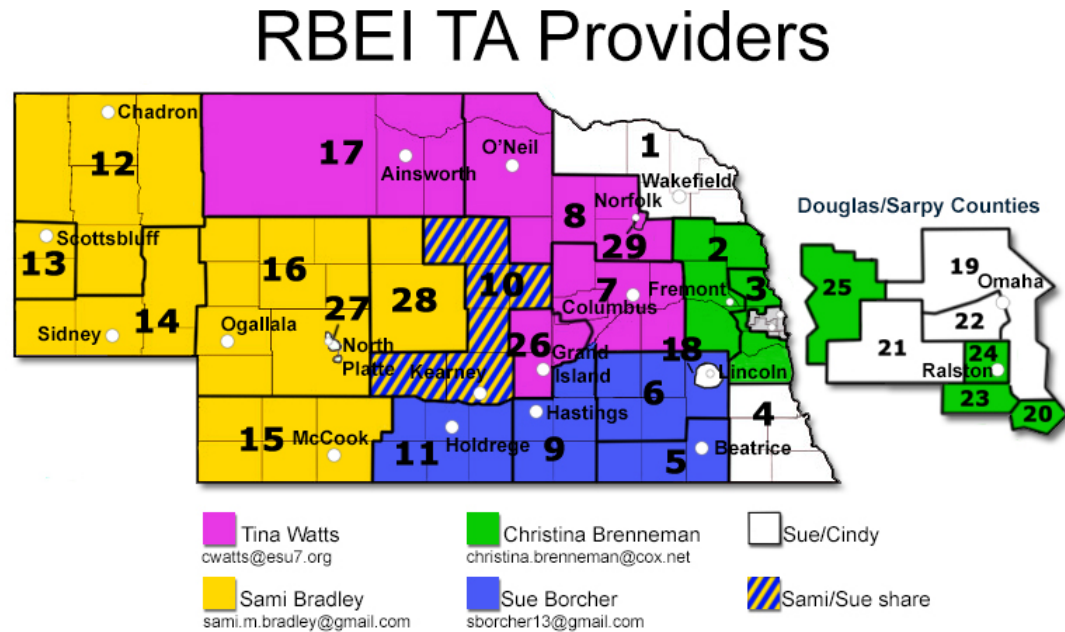


Figure A5: Overview of RBEI Regional Technical Assistance Provider Assignments.



Additionally, Nebraska saw significant changes in their state leadership in 2016 within the Nebraska Department of Education (NDE), Office of Special Education. Gary Sherman, long-standing Director of Special Education, retired in December 2016. Steve Milliken, previous NDE Special Education Administrator, was appointed as the new Director and began co-serving in this capacity with Gary Sherman in July 2016 until Gary’s departure in December 2016. Amy Rhone, previous Nebraska PBIS State Coordinator, was appointed as the Assistant Special Education Director in August 2016. Shortly thereafter, Greg Prochazka was named Fiscal Director for the Office of Special Education. Director Milliken and Assistant Director Rhone established a Leadership Team within the NDE Special Education Office in November 2016 in order to better serve all children, families, LEA’s, and partner agencies and to create improved linkages between the Part C and Part B SSIP and all related programmatic, data, and financial activities. In order to reach this vision, Amy Bunnell was promoted to Early Childhood Special Education (Birth to 5) Supervisor as well retaining duties as the Part C Co-Coordinator. This internal infrastructure change allows stronger programmatic, transition, data and fiscal alignment and efficiencies between Part C/EI and Part B/Special Education services. The NDE Special Education Office Leadership Team consists of Director Milliken, Assistant Director Rhone, Fiscal Director Prochazka, and Amy Bunnell, Early Childhood Special Education (Birth to 5) Supervisor/Part C Co-Coordinator. This Leadership Team meets weekly to design and implement infrastructure changes necessary to align all activities Birth to 21. The Nebraska Department of Health and Human Services (DHHS) remains an Early Intervention/Part C Co-Lead partner with NDE.

## Summary of Evidence-Based Practices and Evaluation Activities Implemented to date

### Strategy 1: Routines-Based Interview (RBI)

Thirteen planning region teams in the state are at full RBI implementation. Full RBI implementation is defined as “all providers and SCs involved in the child/family assessment process are approved in the RBI”. RBI approval is documented when providers/SCs achieve a score of 85% or better on the RBI Implementation Checklist.

For evaluation purposes, RBI implementation checklists for providers/SCs in Cohorts 1 & 2 are collected by the Co-Leads. In addition, RBI fidelity checks are required annually and the Co-Leads document completion of the fidelity check for each of the cohort providers/SCs. To date, all providers and SCs in Cohort 1 involved in the child/family assessment process are RBI approved and all have demonstrated on-going fidelity to the RBI. Providers and SCs in Cohort 2 involved in child family assessment are working toward initial RBI approval and RBI implementation checklists are being collected. All remaining non-Cohort PRTs initiated RBI training in 2016.

### **Strategy 2: Functional IFSP Outcomes**

Baseline data for IFSP outcomes was collected and analyzed prior to RBI training in each of the Cohort PRTs. Baseline data consists of an analysis of 20% of the IFSPs developed the year prior to RBI training using the IFSP Outcome Quality Checklist. Once regions reach full RBI implementation, they receive functional IFSP outcome training. Post training, annual IFSP outcome reviews begin in the Cohort regions. Similar to baseline data collection, annual IFSP outcome reviews consist of an analysis of 20% of the IFSPs developed during the year using the IFSP Outcome Quality Checklist.

In Fall 2016, the state conducted the first annual IFSP Outcome review for Cohort 1. By comparing the annual review data to the baseline IFSP outcome data (pre-RBI training), we had our first “glimpse” at the impact of our Functional IFSP Outcome training. We were very encouraged by the results. Significant improvements in number and quality of both child and family outcomes were demonstrated. See Section E for more detailed information.

### **Strategy 3: Routines-Based Home Visits**

Training for Nebraska’s third coherent improvement strategy—Routines-based home visits—is currently under development. It will be offered to Cohort 1 and non-Cohort PRTs who are at full implementation of the RBI and Functional IFSP outcomes in June, 2017.

## **Highlights of Changes**

Although it was not necessary to adjust the SSIP timeline for the Cohort PRT’s, we learned quickly that “time” between training of the strategies was critical. It took approximately 9 months for providers and services coordinators from the Cohort regions to (1) progress through the RBI approval process, (2) make necessary changes to their regional infrastructure, (3) come to agreement on a regional EI process and (4) reach full RBI implementation before concentrating on the state’s second improvement strategy. In addition, we found that several of the regional RBI coaches were requesting assistance scoring the RBI implementation checklist, giving feedback to team members and improving inter-rater reliability with other coaches in their region. The “RBI Scoring Reliability” workshop was developed to meet this need. It is available to all PRTs upon request. And the “RBI Refresher Training” was developed to assist PRTs working toward the collection of fidelity checks.

Utilizing Cohorts for training and implementation strategies, before scaling up statewide, has been extremely valuable. Lessons learned from Cohort regions have helped the Co-Leads put additional supports in place to sustain primary training and implementation activities.

Nebraska is pleased with progress to date on the *implementation* of the SSIP. Projected timelines have been implemented with no changes. The Co-Leads are on target to meet projected timelines for next year. The state expects:

- (1) Continued growth in the numbers of providers and SCs trained in the RBI,
- (2) Continued improvement in the quality of functional IFSP outcomes, and
- (3) Routines-Based home visit training to progress in a timely manner consistent with the SSIP timeline. Roll-out is in place for June, 2017.



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## Section B: Progress in Implementing the SSIP

This section illustrates the extent to which Nebraska has carried out planned training activities for Cohorts 1 and 2, the milestones met and whether timelines have been followed. This section concludes with a summary of stakeholder involvement.

Table B1: *Planned Training Activities for Cohorts 1 & 2.*

<b>COHORT 1 Strategy 1: RBI</b>		<b>COHORT 2 Strategy 1: RBI</b>	
<b>Date</b>	<b>Training Activity</b>	<b>Date</b>	<b>Training Activity</b>
July 2014	2-day <b>RBI</b> Boot Camp for Cohort 1 coaches	July 2015	2-day <b>RBI</b> Boot Camp for Cohort 2 coaches
January-February 2015	(3) 2-day RBI Boot Camps in each of Cohort 1 regions (PRTs 1, 22 and 27)	January-February 2016	(6) 2-day RBI Boot Camps in each of Cohort 2 regions (PRTs 4, 18, 19 and 21)
March-July 2015	RBI Approval Process	March-November 2016	RBI Approval Process
August 2015- Full RBI Implementation		December 2016 - Full RBI Implementation	
<b>Strategy 2: Functional IFSP Outcomes</b>		<b>Strategy 2: Functional IFSP Outcomes</b>	
April 2014	Collect & Analyze baseline IFSP Outcome data	April 2015	Collect & Analyze baseline IFSP Outcome data
November 2015	(3) Functional IFSP Outcome Trainings in each of Cohort 1 regions	November 2016- March 2017	(4) Functional IFSP Outcome Trainings in each of Cohort 2 regions
October 2016	Begin Annual IFSP Outcome Review	October 2017	Begin Annual IFSP Outcome Review
December 2016 Full Functional IFSP Outcome Implementation		December 2017 Full Functional IFSP Outcome Implementation	
<b>Strategy #3: Routines-Based Home Visit Training</b>		<b>Strategy #3: Routines-Based Home Visit Training</b>	
June 2017	Routines-Based Home Visit Training	June 2018	Routines-Based Home Visit Training
June 2018 Expected Full Routines-Based Home Visit Implementation		June 2019 Expected Full Routines-Based Home Visit Implementation	

As Table B1 illustrates, Nebraska is on target with SSIP timelines. Cohort 1 (PRTs 1, 22 and 27) reached full RBI implementation, i.e. all providers and SCs engaged in the child/family assessment process were approved in the RBI by the fall of 2015. During 2016, Cohort 1 completed annual RBI fidelity reviews and focused on developing functional IFSP outcomes. In June of 2017, they will begin training on the third improvement strategy- Routines-Based home visits.

In 2016, Cohort 2 regions participated in RBI boot camps and progressed through the RBI approval process. In December, 2016 these regions reached full RBI implementation region-wide. During the next Phase, Cohort 2 will complete annual RBI fidelity reviews and focus on strategy 2 – functional IFSP outcome training. Cohort 2 is expected to be ready for Routines-Based home visit training in June, 2018.

With strategies 1 & 2 (RBI and functional IFSP outcomes training) well underway, the Co-Leads have turned their attention to strategy 3-Routines-Based home visits. To assist in determining the content for the Routines-Based home visit training, Nebraska conducted a study to determine the status of home visiting practices in the state. Three groups of early intervention providers with varying levels of RBI training/implementation submitted videotaped home visits for review by a trained and reliable evaluator from Munroe Meyer Institute at the University of Nebraska Medical Center:

- (1) Providers with two to three years of experience with RBI and functional IFSP outcomes
- (2) Providers recently trained in RBI and functional IFSP outcome practices and
- (3) Providers with no RBI or functional IFSP outcomes training.

The Home Visit Rating Scales-Adaptive and Extended (HOVRS-A+ v.2.1) was used to assess the quality of the home visiting practices evident on the videotapes. Results of the study indicated that all providers in the study would benefit from training in:

- Actively engaging the parent and child in daily routines and activities during home visits,
- Promoting positive parent-child interactions during home visits, and
- Collaborating with parents to support their child’s development in daily routines and activities outside of home visits.

Based on the results of the study, the Nebraska Co-Leads contracted with the University of Nebraska at Lincoln (UNL), the Center for Research on Children, Youth, Families and Schools to provide Routines-Based home visit training based using the Getting Ready Approach (GR). Research demonstrates that the GR Approach strengthens relationships between professionals and families and helps providers build parent competencies for interacting with their children—skills necessary for Nebraska EI providers and services coordinators as indicated by the home visit study. Research on GR Strategies can be found in Appendix A. A full report of the Nebraska study on home visiting can be found at:

<http://edn.ne.gov/cms/sites/default/files/pdf/Quality%20home%20visitation%20report%204.22.16.pdf>

While still under development, it is expected that the Routines-Based home visit (HV) training will focus on capacity building strategies for parents targeted toward parent child interaction during daily routines. It will be a one day training for providers and services coordinators in Cohort 1 and five non-cohort regions at full implementation of strategies 1 & 2.

In addition to the one-day training, there will be a second day of training for coaches. Each region will identify 1-3 coaches, depending on the size of the region. The coaches will attend Day 1 HV training and Day 2 coach training. Eight state-level coaches will also attend both days of training in June, 2017. Cohort 2 will attend the training in June, 2018.

### **Stakeholder Involvement and Supports for Principle Training Activities**

Nebraska established a Results Driven Accountability (RDA) stakeholder committee in January 2014 to assist in the planning and implementation of the SSIP. Since that time, the committee has met annually. In 2015 and 2016, representatives from Cohorts 1 and 2 presented implementation strategies, activities and progress to the RDA Stakeholder committee, Nebraska Early Childhood Interagency Coordinating Council (ECICC), Special Education Advisory Council (SEAC), and non-Cohort PRT’s to provide a deeper understanding of the evidence-based practice and to build consensus for changes in practices needed to improve the SiMR, as well as development of procedures to implement the practices with fidelity. This past year, the Stakeholders made the following recommendations regarding implementation of the improvement strategies:

1. Non-cohort regions to follow same implementation steps as cohort regions to include establishment of leadership teams, implementation of three strategies, training activities, fidelity practices/requirements and data collection processes.
2. Disseminate RDA informational resources to the field

3. Inform the stakeholders, the ECICC and the SEAC of implementation progress and impact on child and family outcomes
4. Develop Routines-Based home visit training to build parent capacity to influence their child's development and the family's well-being.

Tables B2, B3 and B4 below illustrate activities implemented in response to stakeholder recommendations (bolded) as well as additional activities necessary to support Nebraska's principle training actions. Table B2 outlines activities implemented to support the work of the state's RBEI TA providers with non-cohort regions. Table B3 identifies activities primarily designed to support statewide implementation of the improvement strategies. Activities illustrated in Table B4 support the state leadership team.

Table B2: Activities to Support Work of RBEI TA Providers

<b>Needs</b>	<b>Activities</b>	<b>Output</b>
<b>Training &amp; Support for 5 RBEI TA Trainers</b>	(1) Biannual full day F2F training and quarterly 2 hour Zoom CCs (2) Upload training documents, checklists, "roadmaps" to Box. Com, (3) Full support from Nebraska's two RBEI Coordinators.	RBEI TA providers have supports necessary to scale up RBI/functional IFSP outcome training in non-cohort regions
<b>Tighten up "fidelity" when completing an RBI Checklist and Using the Quality Outcome Checklist</b>	Develop "Scoring Rules" for RBI Implementation Checklist and Quality IFSP Outcomes Checklist	Increased intra and inter-judge reliability when completing RBI approval process and scoring IFSP outcome quality

Table B3: Activities to support PRTs

<b>Needs</b>	<b>Activities</b>	<b>Output</b>
<b>Develop strong PRT Leadership Teams</b>	Support non-cohort efforts to develop leadership teams by: (1) conducting biannual Zoom calls with regions to share successes/barriers with leadership teams, (2) disseminating information about roles & responsibilities of leadership teams, (3) meeting individually with regions as needed to spur development of leadership teams, (4) developing templates for tracking regional training progress, (5) having state level infrastructure necessary to respond to regional inquiries/needs within 48 hours.	All PRTs in the state have knowledgeable and capable leadership teams to support the implementation of evidence-based practices.
<b>*Develop additional training necessary to support principle training activities and inform non-cohorts of expectations.</b>	Developed/Updated: (1) RBI Scoring Reliability Workshop to support strategy 1, (2) additional Functional IFSP Outcome training to support strategy 2, (3) RBI Refresher Workshop to support regions having difficulty maintaining momentum implementing change in EI practices, (4) On-line IFSP and EI Orientation websites, and (5) routines-based home visit training in process.	Improved consistency & fidelity of strategy 1 (RBI) and strategy 2 (Functional IFSP outcomes). Implementation of strategy 3 training beginning June, 2017.

Needs	Activities	Output
<p><b>Keep state informed of RDA Activities and Progress toward the SSIP</b></p>	<p>(1) Disseminate annual EDN Newsletter, (2) Monthly updates to ECICC/SEAC on implementation and impact of SSIP, (3) Update special education directors statewide on monthly Special Education Conference Calls, (4) annual EDN conference presentations, (5) development of "RDA" section on the EDN website with frequent updates, (6) presentations at state conferences i.e. NE School Board Association, NE Small Schools Association, NE Young Child Institute, Special Education Administrators.</p>	<p>Progress toward RDA SSIP, resources and updates are available to the field as quickly as possible.</p>

Table B4: Activities to support State Leadership Team

Needs	Activities	Output
<p><b>Expand State Infrastructure as needed including addition of Purveyor of Home Visits</b></p>	<p>(1) Expand purveyor group to include expert on home visit practices, (2) annual retreat with purveyors to develop action plan, (3) expand state RBEI trainer cadre</p>	<p>Purveyor group includes experts to assist in all aspects of RDA i.e. evidence-based improvement strategies, training, implementation fidelity and evaluation, training cadre expanded as needed</p>
<p><b>Implement Continuous Improvement Model</b></p>	<p>(1) Increase frequency of Part C leadership team meetings to include monthly 1-day meetings and weekly 1-hour conference calls, (2) consistently evaluate training efforts and adjust as needed, (3) 48 hour response rate to all inquiries, (4) develop resources to support statewide adherence to Part C regulations</p>	<p>Developed/updated: (1) EI process document delineating regulatory and non-regulatory EI processes, (2) On-going assessment document, (3) RBI FAQs 101, 102 and 103</p>

\*Of primary concern to the stakeholders this year was how the Co-Leads were going to inform the non-cohort PRTs regarding training opportunities necessary for the implementation of the state's three improvement strategies. In response to this concern, the Co-Leads developed a PRT Recommended Training timeline and a document describing each training in detail. The training timeline is illustrated in Figure B5 below. The training description document is in Appendix B.

Figure B5: PRT Recommended Training Timeline

	First...	Next...	Then...	After BC (ideally while provider & SC's are in approval process, but anytime is fine) offer...	Once RBI is fully implemented across the region, offer...	Before collecting RBI Fidelity Checklists. Need help? Offer...	When RBI is fully implemented & IFSP outcomes are of high quality, offer...
Team Self-Assessment	—————						
Rule 52/ 480 NAC 3 Training		—————					
Identify 2-4 RBI coaches and hold an RBI Boot Camp(s)			—————				
*RBI Scoring Reliability Workshop				—————			
*IFSP Outcome TA					—————		
*RBI Refresher Training						—————	
PRT –wide Home Visit Training (coming after 2017)							—————

# Nebraska Phase III Report

## Section C: Data on Implementation and Outcomes

### Measuring the Effectiveness of the Improvement Strategies

Table C1 below illustrates the evaluation measures in place for the three improvement strategies with a brief description of the data sources for each measure, baseline data collected, data collection timeline and procedures, and the measures used to assess progress. We believe these evaluation measures demonstrate the implementation of the three key components discussed in our Theory of Action.

Table C1: Cohort Region Evaluation Measures for Three Improvement Strategies

<b>Improvement Strategy</b>	<b>Data Sources</b>	<b>Baseline Data</b>	<b>Data Collection Timeline and Procedures</b>	<b>Measures used to Assess Progress</b>
RBI	<ul style="list-style-type: none"> <li>(1) Initial RBI Implementation Checklists, completed by approved RBI coaches, documenting 85% accuracy or better for each EI provider/SC collected by Co-Leads</li> <li>(2) Annual documentation of on-going fidelity for each EI provider/SC involved in child/family assessment by Co-Leads.</li> </ul>	At initial stage of RDA implementation, no EI providers/SCs in Cohort regions were trained to state required approval level.	<ul style="list-style-type: none"> <li>(1) Initial RBI implementation checklists are submitted to Co-Leads upon approval of each provider/SC.</li> <li>(2) Once per year, following initial approval, Cohorts collect RBI implementation checklists to demonstrate provider/SC fidelity. Cohort 1 in fall of 2016, Cohort 2 will be in fall of 2017.</li> <li>(3) Co-leads contact leadership teams from Cohort regions requesting documentation of annual fidelity checks for each provider/SC.</li> </ul>	RBI Implementation Checklists documenting 85% accuracy or better used annually; completed by RBI approved providers or coaches.

<b>Improvement Strategy</b>	<b>Data Sources</b>	<b>Baseline Data</b>	<b>Data Collection Timeline and Procedures</b>	<b>Measures used to Assess Progress</b>
Functional IFSP Outcomes	Analysis of 20% of IFSPs from Cohort regions using IFSP Outcome Quality Checklist.	20% of IFSPs written <b>prior</b> to RBI training were collected from Cohort 1 in fall of 2014, and 20% of IFSPs written <b>prior</b> to RBI training were collected from Cohort 2 in fall of 2015. The IFSP Quality Outcome Checklist was used for analysis of baseline data.	(1) For Cohort 1- Annual Functional IFSP Outcome review began Fall, 2016. (2) For Cohort 2, Annual Functional IFSP Outcome review will begin Fall 2017.	Annual analysis of 20% of IFSPs from Cohort 1 and 2 using IFSP Quality Outcome Checklist.
Quality Home Visits	Expected: Home visit implementation checklists completed by approved home visit coaches.	No one in cohort regions trained to approval level prior to Routines-Based home visit training.	Data collection will begin post home visit training (June 2017).	Home Visit Implementation Checklist documenting state-determined approval level used annually; completed by Home Visit approved providers or coaches.

### **Strategy #1: RBI**

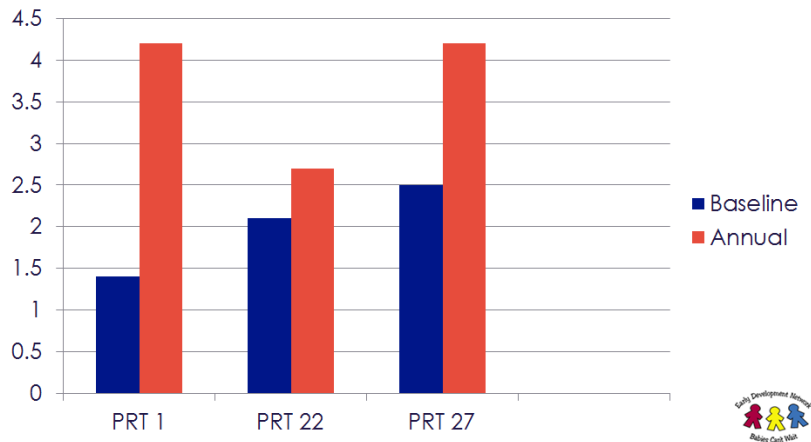
As illustrated in Table C1, initial implementation checklists for Cohort 1 have been collected and annual fidelity checks have been documented. Data collection for the 2nd annual fidelity check will be in fall, 2017. Initial implementation checklists are being collected now for Cohort 2. Annual fidelity checks for Cohort 2 will begin in fall, 2017.

All Cohort 1 providers and services coordinators in the first annual fidelity check achieved a score of 85% or better on the RBI Implementation Checklist, demonstrating fidelity to the RBI process. The fidelity checks were completed by approved RBI providers/SCs in the region using the RBI implementation checklist. RBI Implementation checklists documenting fidelity were tracked by the PRT and documented for Co-Leads on an excel spreadsheet.

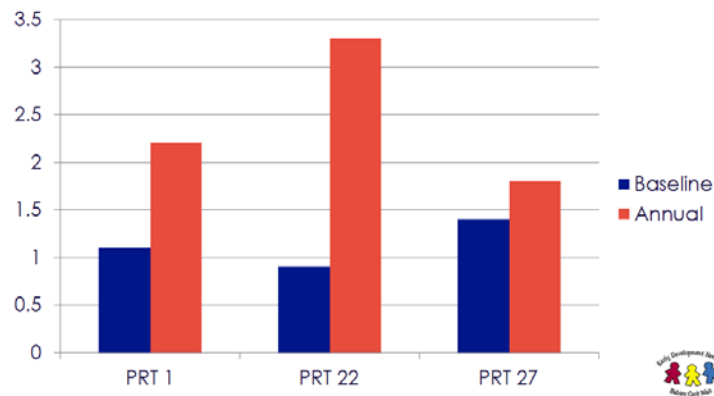
## Strategy #2: Functional IFSP Outcomes

Annual IFSP outcome review for Cohort 1 began this year. Results comparing baseline data to the first annual IFSP outcome review data for Cohort 1 is provided in Table C2 below.

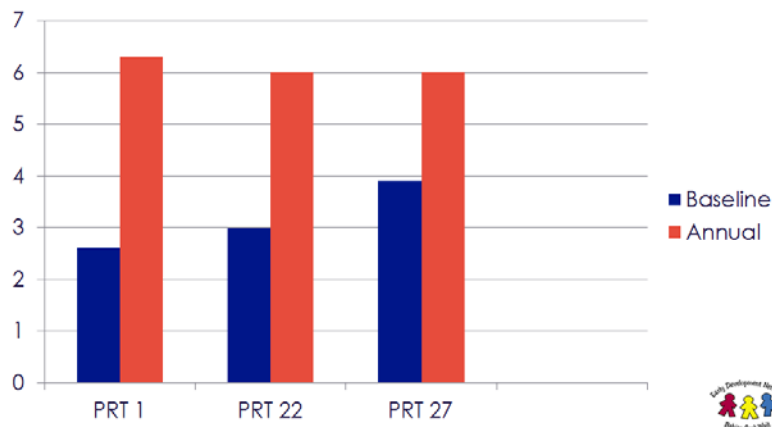
### Mean # of Child Outcomes



### Mean # of Family Outcomes



### Mean Total # of Outcomes





As indicated in Table C2, all three PRTs in Cohort 1 demonstrated significant improvement in functional IFSP outcome quality post training. Improvements were demonstrated in all areas of analyses: the mean number of child outcomes in each IFSP increased, the mean number of family outcomes in each IFSP increased, the total number of outcomes in each IFSP increased, and the quality of the outcomes, as determined by the IFSP Outcome Quality Checklist, improved significantly. See Appendix B for a copy of the IFSP Outcome Quality Checklist.

Results of the data analysis have been provided to the Cohort 1 leadership teams. Feedback included discussion of any remaining IFSP outcome quality issues and possible training needs.

It should be noted that the Co-Leads made an adjustment in the functional IFSP outcome training process. Initial functional IFSP outcome training is provided at the RBI boot camp. We had hoped the initial training would suffice, however we found that at the completion of the boot camps, participants focused solely on the development of their interview skills with little focus on IFSP outcome writing. Additionally, we found that it took an average of 6-8 months for participants to complete the RBI approval process. Because of the lack of focus on outcomes and the time involved to complete the RBI approval process, we found it necessary to offer a second IFSP outcome training. The additional training is provided one year post full RBI implementation. Cohort 1 received the training in 2015-16. Cohort 2 is scheduled to receive the additional training in early 2017.

### **Strategy #3: Routines-Based Home Visits**

Similar to the requirements for the RBI, it is expected that Routines-Based home visit implementation checklists (completed by approved home visit coaches), will be collected for Cohort 1 EI providers/SCs by the end of the first year following home visit training (2017-18). Cohort 2 EI providers/SCs will complete approval by the end of the first year following their training in June of 2018. It is also anticipated that annual fidelity checks following initial approval will be a requirement for the Cohort regions.

### **Additional Data Collection for the RBI**

During each RBI boot camp, families and participants are asked to complete a short survey. The families are surveyed about their experience with the RBI as a child and family assessment; the participants are surveyed about their experience with the training process. The results of the RBI Boot Camp *family* surveys are shared with training participants on day 2 of the RBI boot camp. The results of the RBI boot camp *participant* surveys are shared with the boot camp facilitators at the completion of the boot camp.

Family responses to the survey questions are consistently positive. Facilitators have begun to share the positive responses with participants on Day 2 of the boot camp. This has been found to have an immediate impact on participant confidence when interviewing families; especially critical when learning a new skill. Participant responses regarding the training process are also consistently positive.

Following the boot camps, family and participant survey results are sent to Westat for further analysis by Haidee Bernstein, Ray Olsen, and Wendy Bauman, of Westat, Rockville, Maryland. A complete report of the participant survey analysis as of July, 2016 can be found in Appendix D. Comparison reports of family survey responses can be found in Appendix E. Copies of the surveys themselves are available in Appendices F and G.

### **Progress toward the SiMR and Modifications to the SSIP as Necessary**

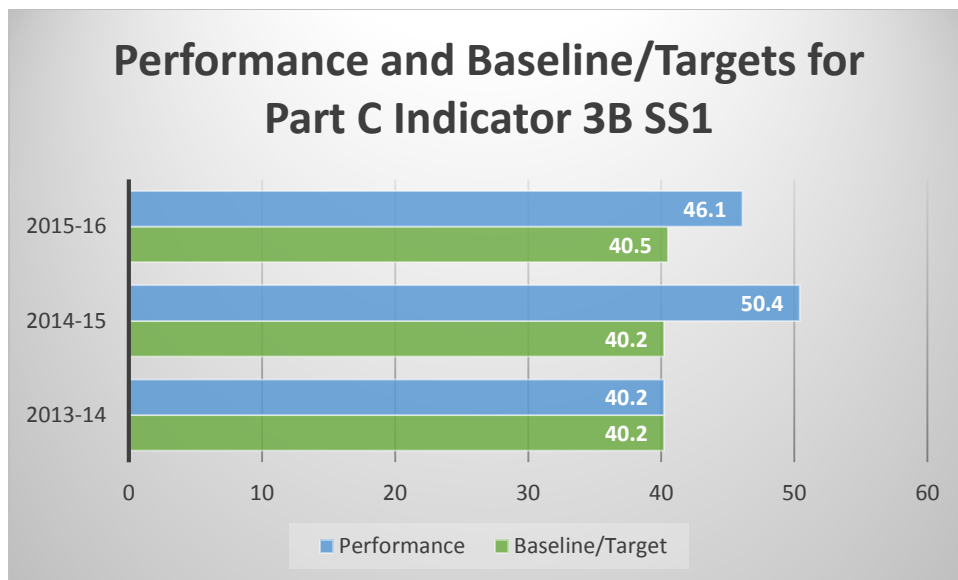
As noted in Section B, Nebraska expects to see continued influence of the coherent improvement strategies on Child Outcome Data (C3b, SS1) and Family Outcome Data (C4b) for Cohorts 1 & 2. The Co-Leads continue to monitor Federal Child and Family Outcomes data and implement strategies to improve the collection of this data. It is expected that full implementation of the 3 coherent improvement strategies will result in improved child and family outcome data for Cohorts 1 and 2.

**Target – Indicator C3B – Summary Statement 1 – Acquisition and Use of Knowledge and Skills:**

Nebraska’s SiMR is focused on improving the results for Indicator C3B Summary statement 1- to increase the number and percentage of infants and toddlers who demonstrate progress in the acquisition and use of knowledge and skills (including early language/communication). In addition, Nebraska identified Indicator 4B: Effectively Communicate Child’s Needs as a benchmark. Comparing the baseline, targets, and performance for these indicators serves as the primary measure of effectiveness for the SiMR.

Graph C1 illustrates the results for Indicator C3B SSI compared to state targets. Please note that Nebraska reset their targets for Indicator C3B for their 2013-14 data. Therefore, for that year, the target is the same as the performance.

Graph C1: Annual Results for Indicator C3B Summary Statement 1 Compared to State Targets

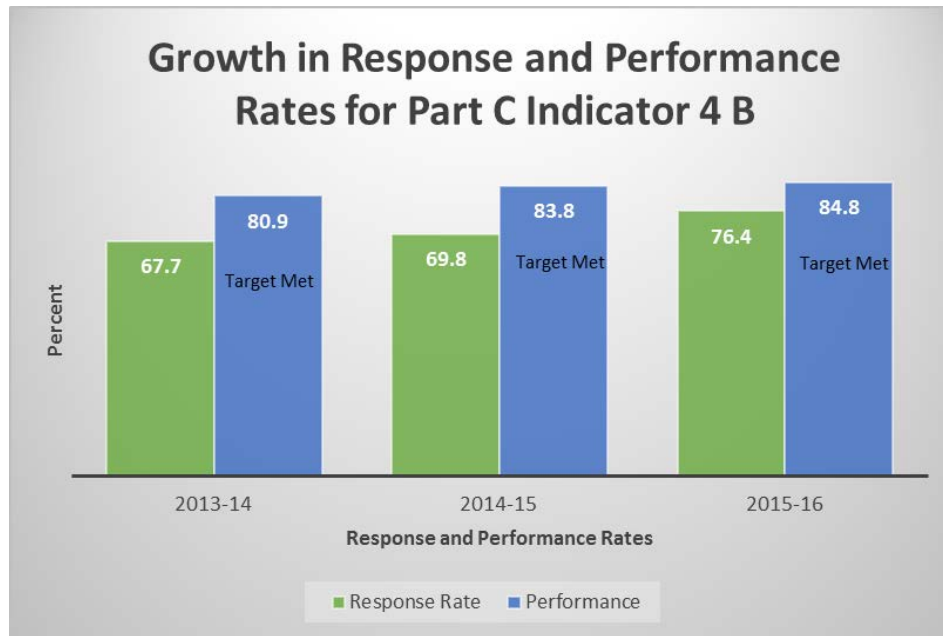


**Benchmark – Indicator C4B– Effectively Communicate Child’s Needs**

Nebraska also chose to use Indicator C4B as a benchmark for the SiMR. The Co-leads believe that taken together, the three improvement strategies of the SSIP will increase families’ perceptions of their ability to effectively communicate their children’s needs.

As Graph C2 illustrates, over each of the past three years, the percent of families reporting that they are effectively able to communicate their children’s needs has increased. The increase also exceeded the target set each year. Finally, Nebraska has a very high response rate to the Family survey and the response rate has continued to increase over the past 3 years. Nebraska continues to use a personalized introductory letter to families before delivering the survey, a follow-up postcard to families, and personal contacts by services coordinators to remind families to return the survey. A total of 1544 surveys were delivered to families with children in Part C in 2015-2016; 1179 surveys were completed and returned for a state return rate of 76.4% which is a 6.6% increase from the previous year.

Graph C2: Growth in Response and Performance Rates for Indicator 4B



To fully understand the impact of the SiMR statewide, the Co-Leads reviewed additional indicators. Indicator 5: the percent of infants and toddlers ages birth to one with IFSPs compared to national data and Indicator 6: the percent of infants and toddlers ages birth to age to three with IFSPs compared to national data. We believe that this data provides examples of distal impact. As shown in the tables and figures below, over the last 3 years, the state has exceeded its targets. Additionally, each year over the past three years, the state has increased the percent that it exceeded the target. The Co-Leads believe this increase is attributable to additional state-wide training activities implemented in 2014 which focus on procedural implementation of early intervention regulations. This training is provided on an ongoing basis to each PRT and targets implementation of correct evaluation and identification procedures, specifically providing extensive technical assistance in the use of informed clinical opinion.

Table C3: Three-year trend data for Indicator 5

Year	Target	Performance	Target Exceeded By:
2013-14	0.57%	0.61%	0.04%
2014-15	0.57%	0.72%	0.15%
2015-16	0.60%	0.78%	0.18%

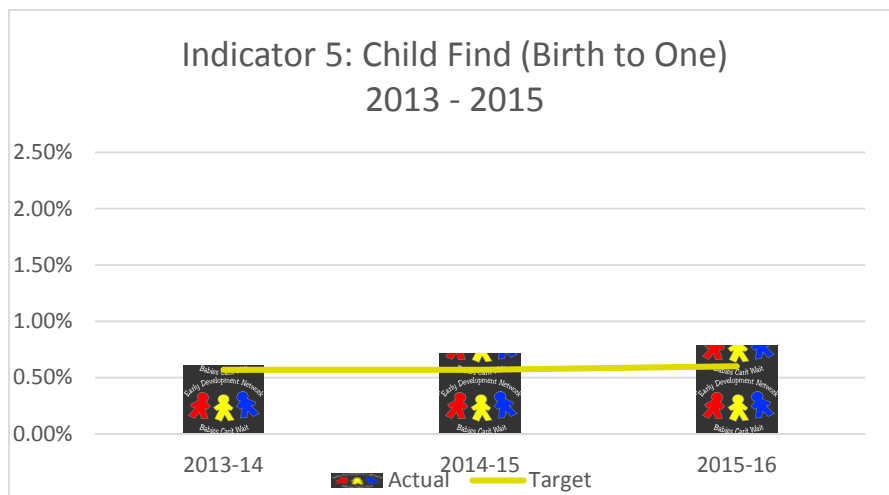
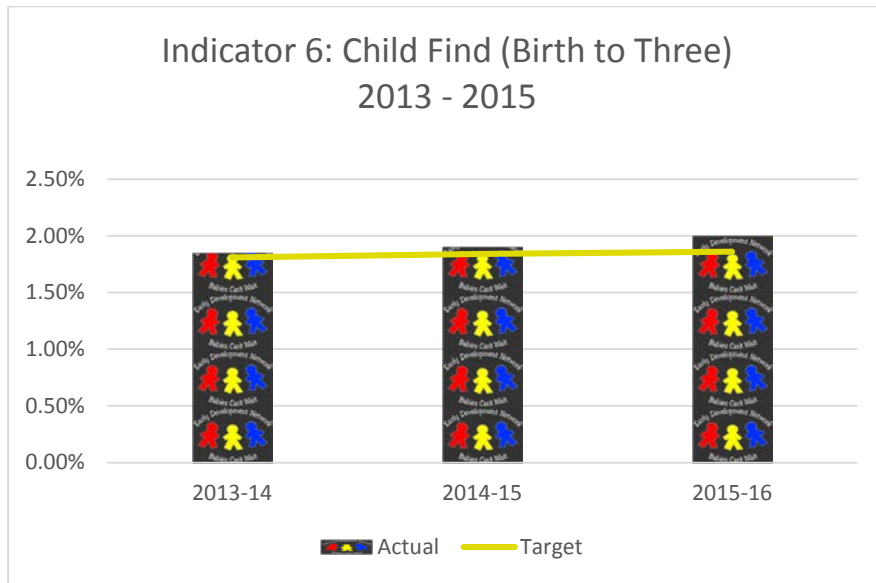


Table C4: Three-year trend data for Indicator 6

Year	Target	Performance	Target Exceeded By:
2013-14	1.81%	1.85%	0.04%
2014-15	1.84%	1.90%	0.06%
2015-16	1.86%	2.00%	0.14%



### Stakeholder Involvement in the SSIP Evaluation

As noted in Section B, the RDA Stakeholder Committee has met annually and the Nebraska ICC has met quarterly since 2014 to assist in the continuous evolution of the SSIP and help provide for ambitious and meaningful change statewide. In October 2016, the Co-Leads met with the stakeholders to update progress made with the SSIP in implementation and evaluation. Section B describes stakeholder input regarding implementation. Stakeholder input regarding evaluation was as follows:

- Satisfied with data progress made to date on RBI approval rates, increase of quality, functional IFSP outcomes and the proposed HV training plan and data collection methodology.
- Endorsed the use of focus groups or interviews to measure family and provider perceptions about the quality of early intervention home visits.
- Support the idea of a focus group or interviews for providers to talk about satisfaction with their jobs, the training they've received and how it has influenced their local EI process.
- Consider adding questions to Nebraska's Family Survey related to home visit training.

Section F describes the activities planned by the Co-Leads in response to the stakeholder input.

# Nebraska Phase III Report

## Section D: Data Quality Issues

Nebraska has put several measures in place to ensure implementation fidelity of the three coherent improvement strategies. The state is confident with the quality and quantity of the implementation data collected for Cohorts 1 and 2 to date. The Co-Leads have also instituted measures to ensure quality of impact data.

This section describes the processes in place to safeguard the quality of implementation and impact data, thereby minimizing data concerns and limitations.

### Strategy #1: Routines- Based Interview

#### Quality Training and Strict Approval Requirements

Each RBI training is conducted by a trained facilitator. Facilitators follow a training script to ensure each training is standardized.

Coaching is provided to each participant. All coaches are RBI approved and participate in required fidelity processes.

Strict adherence to RBI Approval Requirements (Appendix F)

Use of RBI Implementation checklist for initial approval and required annual fidelity checks. See Appendix Q for fidelity requirements.

RBI training is a standardized process with provision of evidence-based “practice with feedback”

Rules for scoring the RBI Implementation Checklist (Appendix C). Training is available for coaches on scoring reliability when using the checklist.

When determining RBI approval, coaches complete the Implementation Checklist and provide feedback using the same protocol. Guidelines for providing feedback have been developed (Appendix P).

### Strategy #2: Functional IFSP Outcomes

#### Quality Training

Standardized training process includes:

1. Facilitators follow a training script.
2. Submission of child and family IFSP outcomes with feedback provided by an approved coach.
3. The IFSP Outcome Quality Checklist (Appendix M) is used for scoring and providing feedback.
4. Rules for scoring the IFSP Outcome Quality Checklist have been developed (Appendix N) and are utilized for scoring and feedback.

#### Quality Data Collection & Analysis Practices

1. Annual analysis of randomly selected 20% of IFSPs from Cohort PRTs.
2. IFSP outcome “scorers” have achieved 85% or greater inter-rater reliability with RBEI state coordinators and each other.
3. IFSP Outcome Summary sheets are completed for each IFSP analyzed (Appendix U).
4. Summary sheets are double keyed by Westat to ensure computational errors are caught.

### **Strategy #3: Routines-Based Home Visits Data Quality**

This training is currently under development. The following data quality processes will be implemented:

1. A standardized training process.
2. Coaching provided to each participant. Coaches will be trained and approved in the Routines-Based home visit.
3. Following initial training, participants will practice and receive feedback from approved coaches.
4. An implementation checklist will be utilized for feedback during practice, and for the initial approval and required annual fidelity processes.

#### **Data Quality for Federal Child and Family Outcomes (C3b/SS1 and C4b) Data**

***C3b, SS1 – Child Outcomes:*** Teaching Strategies (TS) GOLD is a scientifically-based authentic, observational assessment system designed for children from birth through kindergarten. In Nebraska, it is used for children from birth to kindergarten to evaluate their development and learning across the three functional outcomes. At a child's entry and exit, teachers/providers gather and document observations in the GOLD online system, which form the basis of their scoring across four areas of development (social-emotional, physical, language, and cognitive) and two areas of content learning (literacy and mathematics). Objectives and dimensions that comprise each of the functional outcomes are based on a crosswalk recommended by the national Early Childhood Outcomes (ECO) Center. Criteria for defining "comparable to same-aged peers" was determined through Item Response Theory (IRT) analyses by Teaching Strategies, based on a national sample. The algorithms result in a 7-point rating system that parallels the ECO Child Outcome Summary (COS) ratings. These ratings by age are programmed into the GOLD online system which generates a rating based on TS GOLD scores. Research studies examining the reliability and validity of TS GOLD may be found at <http://teachingstrategies.com/assessment/research>. In FFY 2013, the Co-Leads were concerned with the OSEP Part C results as they were significantly different from previous Nebraska data, as well as national data. NDE partnered with the DaSY Center and TS Gold to determine strategies to address this problem. The end result was the establishment of new cut scores that formed the bases of the OSEP ratings. The original cut scores were based on a small sample. In FY2013 a larger representative sample was available from which to complete the analyses. TS GOLD decided to rerun the analyses. Data from this one year's worth of data formed the bases of the FFY 2014 Nebraska targets. Data from 2015 represents the second year of data based on the new cut scores. We would expect some fluctuation as traditionally, Nebraska has used multiple years of data to establish targets. As this year's data was reviewed, it became evident that there is still some fluctuation of data across these past two years. Once Nebraska has three to four years of data (FY2016), a more reliable analysis can be completed. Dr. Barb Jackson of UNMC-MMI serves as our consultant and performs the data analyses on the child outcome data. The Co-Leads receive additional technical assistance from Cornelia Taylor and Haidee Bernstein of DaSy Center.

***C4b - Family Survey:*** The Family survey adheres to all NCSEAM standards. Dr. Batya Elbaum serves as our consultant and performs the Rasch analyses on all survey data. Our survey response rate is among the highest in the country due to services coordinators hand delivering the survey to each EI family. Therefore, we are confident that our responses represent our state. All data is double-keyed at Westat using a process that identifies all keystrokes different between the first and second keying. The individual keying the data reconciles all data. We are confident our data is accurate and represents the perceptions of our families.

# Nebraska Phase III Report

## Section E: Progress Toward Achieving Intended Improvements

This section addresses the state’s progress toward achieving intended improvements, including infrastructure changes that support SSIP initiatives, evidence that practices are being carried out with fidelity, and measurable improvements in the SiMR relative to the targets.

Please also refer to previous sections for further information:  
 Infrastructure changes to support SSIP- Section A and Section B  
 Evidence about fidelity- Section D  
 Outcomes regarding progress toward objectives- Section B  
 Improvements in SiMR- Section C

In addition to measuring implementation progress of the three improvement strategies and their impact on the SiMR, the Co-Leads evaluated the impact of the training activities on PRT infrastructure from Phase I to Phase III (Year 1). The state also measured the number of providers/SCs achieving RBI approval status statewide as well as the number of families with IFSPs based on an RBI as the child/family assessment. Table E1 below illustrates the growth from Phase 1 to Phase III (Year 1) for these measures.

Table E1: Impact of SSIP on Additional Measures

Phase I	Phase III (Year 1)
PRTs with Leadership Teams - 6	PRTs with Leadership Teams - 28
PRTs with RBI Coaches - 16	PRTs with RBI Coaches - 24
RBI Approved Providers/SCs Statewide - 50	RBI Approved Providers/SCs Statewide - 300
PRTs at Full RBI Implementation- 3	PRTs at Full RBI Implementation- 13
% Families Statewide with IFSP based on an RBI- 14%	% Families Statewide with IFSP based on an RBI- 62%

\*2016 statewide verification data of PRTs at full implementation was used to determine % of families receiving RBIs.

# Nebraska Phase III Report

## Section F: Plans for Next Year (Phase III – Year 2)

This section describes planned evaluation activities; additional activities to be implemented next year, anticipated barriers and needs for additional supports during Phase III, Year 2.

### Planned Evaluation Activities

Planned evaluation activities for Cohorts 1 and 2 will be implemented as described in Section C. Table F1 below gives a brief illustration of the planned evaluation activities for the improvement strategies during Phase III Year 2.

Table F1: Evaluation Plan for Implementation of Improvement Strategies in Phase III Year 2

	<b>Cohort 1</b>	<b>Cohort 2</b>
<b>RBI</b>	Documentation of 2 <sup>nd</sup> Annual RBI fidelity checks	Complete Collection of Initial RBI Approval Checklists Documentation of 1 <sup>st</sup> Annual RBI fidelity checks
<b>Functional Outcomes</b>	2 <sup>nd</sup> Annual Functional IFSP Outcome Review	1 <sup>st</sup> Annual Functional IFSP Outcome Review
<b>Routines-Based Home Visits</b>	Begin Collection of Initial Routines-Based Implementation Checklists	Routines-based home visit training data collection will begin in 2019

Nebraska will continue to work closely with the RDA Stakeholder Committee, the Early Childhood Interagency Coordinating Council (ECICC) and the Special Education Advisory Council (SEAC) during 2017-2018 as they assist in the continuous evolution of the SSIP.

### Additional Activities to be Implemented

- A. Phase III/Year 2 will be the first year for training on Nebraska’s third improvement strategy-Routines-Based home visits. While this training is still in the development stage, a brief description is provided below:

The Nebraska Co-Leads have contracted with the University of Nebraska at Lincoln (UNL), the Center for Research on Children, Youth, Families and Schools to provide routines-based home visit training based on the Getting Ready Approach (GR). Research demonstrates that the GR Approach strengthens relationships between professionals and families and helps providers build parent competencies for interacting with their children—skills necessary for Nebraska EI providers and SCs as indicated by the home visit study referred to in Section B. Research on GR Strategies can be found in Appendix K.

Cohort and non-cohort PRTs at full implementation of the first two improvement strategies will participate in this training June of 2017. EI providers from these regions will participate in a 1-day training to learn how to implement Getting Ready (GR) strategies to: (1) promote family engagement and (2) facilitate parent child interactions during routines.



Services Coordinators will participate in a 1 day training to learn to how to (1) implement GR strategies to promote family engagement (2) coordinate and monitor the provision of early intervention services and other services/supports the child/family is receiving or needs, (3) monitor progress toward accomplishing IFSP goals/outcomes, and (4) build family capacity to advocate for themselves and their child, including accessing community resources.

Following the training, the EI providers and SC's from the Cohort PRTs will receive up to 4 feedback sessions via distance from a UNL Getting Ready (GR) coach and using the Routines-Based home visit implementation checklist.

In addition to training on the GR strategies, Nebraska will offer a second day of "coach training" to build state infrastructure. Eight coaches from the state coach cadre will attend this training and each participating PRT will be asked to identify regional coaches to attend the coach training as well. The focus of the coach training will be for participants to learn how to give feedback using the home visit implementation checklist. The role of the regional coach is to provide on-going training and feedback for home visit strategies within their region following the initial year of training..

B. The Co-Leads have contracted with Dr. Miriam Kuhn from the University of Nebraska at Omaha to conduct a research study investigating the impact of the RBI and functional IFSP outcome RDA strategies on various aspects of EI services and family/PRT member perceptions of the EI process utilized in their regions. This study will be completed during Phase III Year 2 of the RDA Process. We hope this data will enhance our current evaluation plan which primarily looks at fidelity through checklists and impact on federal child and family outcomes.

The following research questions have been identified:

How has the implementation of effective RBI practices in the Nebraska Cohort regions informed IFSP development and application in terms of "dosage" of EI services (frequency and intensity of home visits; caregiver use of interventions between home visits), types (child-centered, family-centered) of outcomes found in IFSPs, and functionality and quality of outcomes written?

How has the implementation of effective RBI practices in the Nebraska Cohort regions informed EI service delivery in terms of percentages of children who qualify for early intervention services, EI team service delivery decision-making, infrastructure of EI teams, cohesion of EI teams, job satisfaction of individual EI service providers, and consumer (family) satisfaction with EI services?

What differences are seen between the procedures used in the Nebraska PRT Cohort regions and Nebraska non-Cohort regions for child/family assessment, IFSP development, and EI service delivery?

Data from the Cohort and non-Cohort regions will be collected through interviews with selected administrators, SCs, EI providers, and families currently receiving EI services. The interviews will be scheduled during the remainder of 2017. Information from the interviews will be anonymous and no personally identifiable information will be shared. In addition to the interview data, a sample of de-identified IFSP's from across the PRT's in the study will be analyzed for frequency and intensity of home visits and IFSP outcomes will be analyzed using the IFSP Quality Outcome Checklist. The results of the study will be included in next year's SSIP report.

### **Anticipated Barriers**

To date, the Co-Leads have implemented robust evaluation measures and methodologies in the cohort regions. Non-cohort regions have found these processes to be time consuming to implement in the same manner due to lack of resources and funding available to support the work. The state leadership team has spent time addressing these barriers for the non-cohort regions via the provision of additional TA, extra resources and funding. Processes are manageable for the cohort regions because the state is managing these processes and are contracting with national TA centers to assist in the data collection and analysis.

### **Additional Supports Needed**

The state will continue to utilize OSEP-funded TA Centers, DaSy, ECTA, and IDC in the implementation of the SSIP requirements. Additionally, the state will continue our collaborative work with the University of Nebraska higher education system to assist us in training, evaluation activities and analysis.

# Nebraska Phase III Report

## Appendices

## **Appendix A: Getting Ready Handout**



## WHAT IS GETTING READY?

Getting Ready is a *child- and parent-focused, strengths-based intervention* aimed at enhancing the school readiness of young children birth to age five who are growing up in adverse socioeconomic conditions. It focuses on *strengthening relationships in children's lives*, including relationships between parents and their young children, their children's caregivers and their educators. Getting Ready aims to support the “curriculum of the home” for young children and families through an individualized and culturally sensitive approach to service delivery in home- and center-based settings.

## HOW IS THE INTERVENTION IMPLEMENTED?

The Getting Ready<sup>1</sup> intervention is a process of interacting with families that occurs during all exchanges with them (e.g., home visits, conferences, informal interactions). It builds on culturally relevant family and child strengths. It is not a curriculum or a packaged, stand-alone program, but rather an ecologically sound, intentional approach for infusing meaningful parent engagement into all aspects of the natural early childhood environment.

Early childhood professionals (e.g., teachers, home visitors, child care providers) participate in *formal training* that provides them information on how to blend important developmental objectives with effective parent-child interactions. Early childhood educators receive *ongoing coaching* from a master coach to support their use of research-based strategies that promote responsive and effective parent-child interactions. In addition, coaches help teachers learn to engage with families in *targeted, collaborative problem-solving* to set goals and support children's development.

## WHAT IS THE EVIDENCE OF IMPACT?

A great deal of support from a randomized trial now points to the positive effects of the Getting Ready intervention on children's school readiness and family engagement.<sup>2,3,8</sup> *Compared to their counterparts in the control condition, over time, preschool children in the Getting Ready treatment group demonstrated improved:*

- ★ *social-emotional competencies*, including enhanced levels of attachment behavior with adults; increases in self-initiative; reductions in anxiety / withdrawal behaviors; and reduction in activity levels.
- ★ *self-regulation*, including declines in overactive behaviors. Importantly, positive affect and verbalizations improved among children whose mothers reported elevated levels of depression.
- ★ *language and early literacy skills*, including children's use of language, early reading and writing skills. Expressive language improved among children identified as having a developmental concern.

Additionally, data indicate that the Getting Ready intervention is effective at improving parenting behaviors known to support positive child outcomes. *Compared to their counterparts in the control condition, parents in the Getting Ready treatment group<sup>4</sup>:*

- ★ interacted with their children using a *greater degree of warmth and sensitivity*.
- ★ demonstrated more skills to *support their children's autonomy*.
- ★ provided more appropriate *supports for their children's learning*.
- ★ offered their children more *appropriate guidance and directives*.

Finally, data also indicate that the Getting Ready intervention is being *implemented with fidelity* – as evidenced by the observed behaviors of home visitors and teachers in their interactions with families – and is *viewed favorably* by early childhood professionals.<sup>5,6,7</sup>

A second, federally funded randomized trial of Getting Ready is currently underway to investigate the effects of the intervention for preschool children identified as most at risk at age 3. The intervention is taking place in the two years prior to kindergarten; children and families will be tracked through kindergarten.



### SELECT GETTING READY PUBLICATIONS

1. Sheridan, S. M., Marvin, C. A., Knoche, L. L., & Edwards, C. P. (2008). Getting ready: Promoting school readiness through a relationship-based partnership model. *Early Childhood Services*, 2, 149-172.
2. Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early Education and Development*, 21, 125-156.
3. Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready Intervention. *Journal of School Psychology*, 49, 361-383.
4. Knoche, L. L., Edwards, C. P., Sheridan, S. M., Kupzyk, K. A., Marvin, C. A., Cline, K. D., & Clarke, B. L. (2012). Getting Ready: Results of a randomized trial of a relationship-focused intervention on parent engagement in rural Early Head Start. *Infant Mental Health Journal*, 33, 439-458.
5. Knoche, L. L., Sheridan, S. M., Edwards, C. P., & Osborn, A. Q. (2010). Implementation of a relationship-based school readiness intervention: A multidimensional approach to fidelity measurement for early childhood. *Early Childhood Research Quarterly*, 25, 299-313.
6. Edwards, C. P., Hart, T., Rasmussen, K., Haw, Y. M., & Sheridan, S. M. (2009). Promoting parent partnership in Head Start: A qualitative case study of teacher documents from a school readiness intervention project. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness*, 3, 301-322.
7. Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development: A case study of early childhood professionals in the Getting Ready Project. *Early Education and Development*, 20, 482-506.
8. Sheridan, S.M., Knoche, L.L., Edwards, C.P., Clarke, B.L., Kim, E.M., & Kupzyk, K.A. (2014). Efficacy of the Getting Ready Intervention and the Role of Parental Depression. *Early Education and Development*, 25, 1-24.

## **Appendix B: Part C PRT Training Descriptions**

## **PART C PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

**2016-2017**

Nebraska's RDA plan requires each PRT in the state to ensure that early intervention providers and services coordinators in their region receive professional development (PD) and technical assistance (TA) focusing on evidence-based practices in early intervention. The Nebraska Part C Co-Leads are currently offering the following PD and TA opportunities to Planning Region Teams upon request.

**Team Self-Assessment:** This is a 4 hour workshop intended for all of the EI teams in the PRT. EI teams include the following personnel: ECSE, SLP, OT, PT, Services Coordinator and administrators. The purpose of the workshop is to give teams time together to reflect on the way they "typically provide services" and how they would "ideally like to provide services". The regional TA provider facilitates the discussion and shares evidence-based practices that are most impacted by using the RBI. Individual team action plans are developed at the end of the workshop and are shared with the PRT chair/leadership team. This training is a pre-requisite to all other training opportunities. PRT grant funds may be used to support this activity.

**Rule 52/480 NAC 3 Training:** This is a 3 hour workshop provided by the Nebraska Co-Leads. The purpose of the workshop is to review the requirements for the implementation of the Individuals with Disabilities Act, Part C – Early Intervention Program for Infants and Toddlers with Disabilities (IDEA-2004) and the Nebraska Department of Education and Health and Human Services Administrative Codes 92 NAC 52 and 480 NAC 3 in order to assure that the rules and regulations are understood and followed. The training includes practical case scenario discussions and Q/A sessions. There is no charge for this training.

**Routines-Based Interview (RBI) Boot Camp:** This is a 2 day training; facilitated by the regional TA provider. The purpose of the boot camp is to provide up to 21 participants opportunities to practice the skill of Routines-Based interviewing with actual families, while receiving feedback and coaching from an approved RBI provider/services coordinator. In order to become "RBI Approved", participants must attain 85% or better on the RBI Implementation Checklist completed by an RBI approved provider or services coordinator. RBI Approval is required for all EI providers and services coordinators engaged in child and family assessment activities. The training also includes practice writing routines based, functional and measureable child and family IFSP outcomes from the interviews the participant conducts. The TA provider provides on-going assistance to the PRT before, during and after the boot camp. PRT funds may be used to fund "on-site" TA support (e.g. facilitation at a boot camp, F2F meetings etc.) "Off-site" TA supports (i.e. CC's, emails, webinars etc.) are funded by NDE/DHHS.

**\*RBI Scoring Reliability:** This is a four hour workshop, provided by a state trainer, designed to increase reliability of scoring the RBI checklist and is available for a PRT's designated RBI coaches. RBI coaches are the services coordinators and/or EI providers who have been designated by a PRT's leadership team to assist with coordination of RBI training and annual fidelity checks, as well as provide coaching and mentoring to any services coordinator or EI provider in the PRT who needs to be trained. Workshop activities include hands-on practice completing the RBI implementation checklist using clips of real interviews aimed at improving scoring reliability of the RBI across PRT coaches. This training is funded by NDE/DHHS.



**\*IFSP Outcome TA:** This is a two hour technical assistance activity provided via distance learning (Zoom) by the regional TA provider for EI teams. All services coordinators and EI providers in a PRT who have participated in an RBI Boot Camp received initial training and practice in writing functional child and family IFSP outcomes. The IFSP Outcome TA is a follow up to the Boot Camp IFSP outcome training. Because the quality of IFSPs are directly influenced by the RBI, this training is best provided AFTER most or all of the EI services coordinators and providers are approved and the PRT is fully implementing the RBI as their child and family assessment. Prior to the Zoom call, EI teams identify 6 to 12 child and family outcomes which are scored by the EI team, as well as the regional TA provider, using the Quality Outcome Checklist. A comparison of the scores and feedback on the outcomes are provided on the Zoom call. This TA activity is financially supported by NDE/DHHS.

**\*RBI Refresher Training:** This is a 4 hour on-site training provided by the regional TA provider. The purpose of this activity is to assist PRT's who are working toward the collection of annual RBI fidelity checks for their approved providers and services coordinators. On-going fidelity checks ensure that approved providers and services coordinators continue to implement the RBI to fidelity. Training activities include overview of selected RBI components, Q/A, practice using the RBI implementation checklist using clips, and practice providing feedback to teammates. PRT grant funds may be used to support this activity.

**Look for a description of Routines-Based Home Visit Training coming in 2017-2018.**

To find out more about any of these training opportunities, contact your RBEI TA provider:

[http://edn.ne.gov/cms/sites/default/files/pdf/RBEI\\_TA\\_Providers\\_Map.pdf](http://edn.ne.gov/cms/sites/default/files/pdf/RBEI_TA_Providers_Map.pdf)

\*New training as of September, 2016

## **Appendix C: RBI Implementation Checklist**

## RBI Implementation Checklist

Interviewer \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Items Correct: \_\_\_\_\_ Scored: \_\_\_\_\_ %: \_\_\_\_\_

SCORING. + OBSERVED AS DESCRIBED. +/- PARTIALLY OBSERVED. - NOT OBSERVED OR OBSERVED TO BE INCORRECT

**Goal: 85% items scored as + needed for Nebraska approval**

<b>Did the interviewer:</b>	+	+/-	-	Comments
<b>Beginning</b>				
1. Greet the family and review the purpose for the meeting (i.e., to get to know the family and to determine how best to provide support to their child and family)?				
2. Ask the parents their main concerns for their child and family?				
<b>Routines</b>				
3. Stay focused on routines rather than developmental domains?				
4. Ask open-ended questions initially to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)?				
5. Find out what people in the family other than the child are doing in each routine?				
6. Ask follow-up questions related to engagement?				
7. Ask follow-up questions related to independence?				
8. Ask follow-up questions related to social relationships?				
9. Ask follow-up questions to gain an understanding of functioning?				
10. Ask developmentally appropriate follow-up questions?				
11. Avoid unnecessary questions, such as the specific time something occurs?				
12. Attempt to get the parent's perspective on behaviors (why he/she thinks the child does what he/she does)?				
13. Put a star next to notes where the family has indicated a desire for change in routine, has said something they would like for their child or family to be able to do, or raised a red flag for the interviewer?				
14. If there are no problems (stars) in the routine, ask the family what they would like to see next?				
15. Ask for a rating at the end of the parent's description of <i>each</i> routine?				
16. Ask " <i>What happens next</i> " (or something similar) to transition between routines?				
17. Use "time of day" instead of "routine"?				

<b>Style</b>				
18. Use good affect (e.g. facial expressions, tone of voice, responsiveness)?				
19. Have a good flow (conversational, not a lot of time spent writing)?				
20. Maintain focus throughout the session?				
21. Use affirming behaviors (nodding, positive comments or gestures)?				
22. Use active listening techniques (rephrasing, clarifying, summarizing)?				
23. Avoid giving advice?				
24. Act in a nonjudgmental way?				
25. Return easily to the interview after an interruption?				
26. Allow the family to state their own opinions, concerns, etc. (not leading the family towards what the interviewer thinks is important)?				
<b>Family Issues</b>				
27. Ask the family if they have enough time for themselves or with another person (if this information was not shared previously)?				
28. Ask the family “When you lie awake at night worrying, what is it you worry about”?				
29. Ask the family “If you could change anything about your life, what would it be”?				
<b>Recap/Outcome/Goal Selection</b>				
30. Ask the person taking notes to summarize the starred concerns during the recap?				
31. Complete the recap in 5 minutes or less?				
32. Ask the family, after the note-taker has summarized the concerns, if anything should be added?				
33. Make it clear to the family that the concerns (i.e., starred items) were not outcomes/goals?				
34. Following the recap, ask the family what they would like to work on (i.e. a list of outcomes) and record their responses <i>on a clean sheet of paper</i> ?				
35. Ask the family to prioritize the outcomes in order of importance?				
36. Say what will happen next with this information (e.g., outcomes/goals written in behavioral, measurable terms; services decided upon)?				

## **Appendix D: Summary of Participant Surveys**

# Summary of the Participant Surveys

Grant Project Number 96-0011-248-1C5-11



## **Authors**

Haidee Bernstein, Ray Olsen, Wendy Bauman  
Westat  
Rockville, Maryland

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# Summary of the Participant Surveys

## History

The Participant Survey was used to assess the elements of training that were given to the individuals who conduct the RBI (routines-based interview). The surveys were first administered during the summers of 2013 and 2014 and originally had eight questions. During the two trainings held in January, 2015 (January 18-19 and January 29-30) and February 16, 19, 23, 2015, five of the eight questions were used. The survey was further reduced to four questions for the training on July 20-21, 2015, and thereafter.

## Overall Summary

After the 2-day trainings, the majority of participants felt confident in their ability to:

- Successfully complete the RBI;
- Complete an ecomap;
- Write functional and measurable outcomes for family and child; and
- Would recommend the boot camp to others.

Some group members expressed the need for some additional practice and feedback. A smaller number expressed the need for a greater degree of practice with feedback before they could be confident in their abilities. Only a few participants felt they were not ready to complete an RBI or produce functional and measurable child outcomes.

Forty-nine participants participated in one of the first five sessions and were asked about their level of satisfaction with the structure or format of the boot camp. The majority (39 participants) was satisfied with the boot camp, 9 were satisfied but offered suggestions for improvement, and 1 participant was not satisfied with the structure or format of the boot camp.

The remaining three questions were administered only during the first two boot camp sessions to 34 participants. They covered the:

- Level of satisfaction with the length of the boot camp: All participants who answered the question were satisfied with the length of the boot camp (with 1 missing),
- Way participants will use the information: All the participants were eager to get started and were eager to share what they learned with others.
- Level of satisfaction with the facility: Most offered positive comments.

## Summary of Results

		Are you confident that you can successfully complete the RBI? If not what steps will you take or what supports do you need?			Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what steps do you need?				Are you confident that you can successfully write functional and measurable child and family outcomes? If not what steps will you take or what support do you need?			
Session	Total Participants	Yes	No	Tentative	Yes	No	Tentative	Missing	Yes	No	Tentative	Missing
July 17-18, 2013	<b>16</b>	16	0	0	16	0	0	0	15	1	0	0
July 15-16, 2014	<b>18</b>	18	0	0	15	0	3	0	15	3	0	0
Jan 18-19, 2015 (PRT 27)	<b>5</b>	5	0	0	4	0	1	0	5	0	0	0
Jan 29-30, 2015 (PRT 1)	<b>7</b>	5	2	0	7	0	0	0	7	0	0	0
Feb 15,19,23, 2015 (PRT 22)	<b>3</b>	3	0	0	3	0	0	0	1	1	1	0
July 20-21, 2015	<b>20</b>	18	0	2	17	0	3	0	17	1	2	0
Oct 5,6,13,14, 2015 (PRT 19)	<b>33</b>	32	0	1	31	0	2	0	28	0	5	0
Jan 19,20, 2016 (PRT 21)	<b>20</b>	15	3	2	18	0	2	0	18	2	0	0
Mar 14,15, 2016 (PRT 18)	<b>18</b>	17	0	1	15	0	1	2	14	0	1	3
April 11,12, 2016 (PRT4)	<b>12</b>	8	0	4	12	0	0	0	10	2	0	0
<b>Total</b>	<b>152</b>	137	5	10	138	0	12	2	130	10	9	3

Session	N	How satisfied were you with the structure or format of the boot camp?			How satisfied were you with the length of the boot camp?			How are you going to use the information presented?		Would you recommend the boot camp to others?			Comments regarding the facility		
		Satisfied	Satisfied but want minor change	Not Satisfied	Satisfied	Too long	Missing	Ready to start	No	Yes	No	Missing	Pos.	Neg.	Missing
July 17-18, 2013	16	14	2	0	16	0		16	0	16	0	0	9	0	7
July 15-16, 2014	18	16	2	0	17	0	1	18	0	18	0	0	12	1	5
Jan 18-19, 2015 (PRT 27)	5	4	1	0						3	0	2			
Jan 29-30, 2015 (PRT 1)	7	4	2	1						7	0	0			
Feb 15,19,23, 2015 (PRT 22)	3	1	2	0						2	0	1			
July 20-21, 2015	20									20	0	0			
Oct 5,6,13, 14, 2015 (PRT 19)	33									31	1	1			
Jan 19-20, 2016 (PRT 21)	20									19	0	1			
Mar 14-15, 2016 (PRT 18)	18									15	0	3			
April 11,12, 2016 (PRT4)	12									12	0	0			
	152	39	9	1	33	0	1	34	0	143	1	8	21	1	12

## **Summary of Results From Each Question**

### **Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?**

The vast majority of the participants, 90% (137/152), felt that the training had given them the tools needed to successfully complete the RBI. However, there were “soft yeses” included in this group of participants. A common response for this “soft yes” was “Yes, with some more practice.” Almost 7% (10/152) were considered to be too tentative to qualify as a “yes.” Examples from this group include “lots more practice” or “not quite I need to practice and seek feedback.” The remaining 3% (5/152) were from PRTs 1 and 21, and respondents felt that they were not ready to complete an RBI. Examples of responses include “No I do not feel like I could complete an RBI. I will need lots more practice and observation.”

### **Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?**

The vast majority of the participants, 91% (138/152), believed that they could successfully complete an ecomap. Most of the 91% were very confident after taking the 2-day training. Some participants included in this group recognized that they will need to continue to seek some feedback and practice more. Almost 8% of the participants stated that they were tentative about completing an ecomap independently. An example from this group was “Again, I mentally know how to do it, but will need practice and input from others to help improve my skills.” No participants stated that they believed that even with practice, they would be unable to complete an ecomap. The remaining 1% (2/152) participants did not answer this question.

### **Are you confident that you can successfully write functional and measurable child outcomes? If not, what steps will you take or what supports do you need?**

Approximately 86% (130/152) of the participants stated that they could successfully write functional and measurable outcomes after attending the 2-day training. Statements from this group included, “Yes, I think this really makes functional goal writing more understandable and therefore more successful” and “I am confident that with practice that I will be able to write functional and measurable outcomes for both family and child.” Almost 6% (9/152) of the participants responded with a tentative yes. For example, three participants stated that they were “slightly uncomfortable, but with more practice, I will get there.” Almost 7% (10/152) of participants stated that they were not ready. Their comments reflected the need for more practice and feedback from their coach or trainer. Finally, 2% (3/152) chose not to answer this question.

**How satisfied were you with the “structure” or “format” of the boot camp? Please be specific about what worked and what didn’t work.**

This question was administered at the first five sessions, and a total of 49 participants answered it. Almost 80% (39/49) were satisfied and gave no recommendations for changes to the structure or format. Another 18% (9/49) were satisfied, but recommended some type of change to the structure or format. Changes included: (1) receiving the agenda ahead of time; (2) stopping the DVD of Robin McWilliam and discussing what was viewed in small groups; (3) scheduling more breaks; (4) having an earlier lunchtime; (5) prior to the first practice session, receiving more guidelines on how to provide feedback; (6) having live presentations instead of videos or webinars to facilitate the training; (7) providing more basic training/materials before the interview; (8) using verified children so they could experience the process as it should really go. Finally, 2% (1/49) of the participants stated that he/she was not satisfied with the training, stating that the DVD was too long, that it would have been better in person, he/she was not looking forward to the video submission because he/she will have little opportunity to practice and the task seems to entail a lot of work.

**How satisfied were you with the length of the boot camp? If not satisfied, what would you have liked to be different?**

This question was administered only at the first two sessions to 34 participants. The vast majority, 97% (33/34) were satisfied with the length of the boot camp, and one participant did not answer the question. Many thought the length was good, and others acknowledged that it was a lot of information for the 2-day training, but that all of the information was needed.

**How are you going to use the information presented in the last 2 days?**

This question was administered only at the first two sessions to 34 participants. All of the participants responded that they were eager to get started. They were looking forward to fielding the RBI and sharing what they learned with colleagues.

**Would you recommend the boot camp to others?**

The overwhelming majority of participants, 94% (143/152) would recommend the boot camp to others. Five percent of the participants (8/152) did not answer this question.

**Questions or comments regarding the facility**

The 34 participants in the first two sessions were administered this question; 62% (21/34) had positive comments, and 36% (12/34) did not answer the question.



## Summer 2013 Participation Surveys

Session Date: July 17-18, 2013

Total Respondents: 16

### Detailed Summary:

Question 1: *Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?*

**Yes: 16;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All sixteen (16) respondents were confident that they can successfully complete an RBI after attending the training.

### Highlights of quotes:

- **Yes responses:**
  - Yes. Very confident! This training provided the additional supports I needed to begin the RBI process with families.
  - Yes. (5 similar responses)
  - Fairly confident. I will practice conducting an RBI and access local coach with questions. (5 similar responses)
  - Yes – I am more comfortable in thinking I can! I want to tape myself & do a self-assessment.

Question 2: *Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?*

**Yes: 16;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All sixteen (16) respondents were confident that they can successfully complete an ecomap after attending the training.

### Highlights of quotes:

- **Yes responses:**
  - Yes. I think it provides insightful information needed to understand the family before completing the RBI.
  - Yes. (10 similar responses)
  - Yes – becoming more detailed with names.
  - Yes, I am still getting the transition down, but appreciated getting to watch how the other ladies flowed the ecomap into the RBI.



- Yes – much more so than 2 days ago.

*Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?*

**Yes: 15;**

**Tentative Yes: 0;**

**No: 1.**

*Summary of responses:* Fifteen (15) respondents were confident that they could write functional and measurable child and family outcomes after attending the training. One (1) respondent was NOT confident that he/she could write functional and measurable child and family outcomes after attending the training.

Highlights of quotes:

- **Yes responses:**
  - Yes, using the models provided and with practice. (9 similar responses)
  - Yes. I'm not sure if we will be able to use family outcomes on the 3-5 team in our district yet.
  - Continue to use "cheat sheets" to guide writing/development of outcomes.
  - Yes – we're currently doing this in our district so a bit easier. Remembering to allow parents to set criteria.
- **No responses:**
  - No. Practice & continue to get feedback from trainer/coach.

*Question 4: How satisfied were you with the "structure" or "format" of the boot camp? Please be specific about what worked and what didn't.*

**Yes. I was satisfied: 14;**

**Tentative Yes: 2;**

**No. I was not satisfied: 0.**

*Summary of responses:*

Fourteen (14) of the responses had a positive opinion of the experience. Two (2) of the respondents stated that it would have been beneficial to have stopped the DVD and discussed in small groups. One (1) respondent commented that having the agenda ahead of time (before day 1) would have been helpful. The other respondent commented "Would have been nice to know more details before Boot camp such as having a copy of the Protocol and checklist to reference during the DVD."

Highlights of quotes:

- **Yes** responses:
  - It was very helpful to get the extra “practice training” and complete the RBI’s with families. It was helpful to review/talk in small & large group settings. (4 similar responses)
  - Providing opportunities to actually participate in RBI interview process was so helpful. Having coaches present for immediate feedback was great time to learn. (3 similar responses)
  - As you know, it was stressful to be with gals who weren’t our team members, but it works. It’s very helpful to have to go through the process. Very good format!
  - Yes, I was nervous coming in because I thought that we were starting RBIs first thing. It was nice to know we had time to discuss prior. Having the agenda ahead of time of day 1 would have been helpful.
  - I liked that it was a compact schedule. Felt transitioning/how to RBI fits in with the entire process/could be further discussed – but that’s ok.
  - Would have preferred to watch McWilliam DVD in segments at boot camp. Stop video & discuss (even if in small groups). Would like to see video of primary & secondary interviewers (McWilliam & someone or other twosome) to see different styles of teaming. (1 similar response)
  - Completely. Enjoyed that it was slower when work is slower paced. Only suggestion would be to also offer out west.
  - Very satisfied! Would have been nice to know more details before Boot camp such as having a copy of the Protocol and checklist to reference during the DVD.

*Question 5: How satisfied were you with the length of the boot camp? If not satisfied, what would you have liked to be different?*

**Yes. Satisfied with length of the boot camp: 16;**

**Tentative Yes: 0;**

**No. NOT satisfied with length of the boot camp: 0.**

*Summary of responses:* All sixteen (16) respondents were satisfied with the length of the boot camp.

Highlights of quotes:

- **Yes** responses:
  - Yes. I thought 2 days was the perfect amount of time to gain necessary information to go into the field & back to our team. (12 similar responses)
  - Perfect! Viewing the DVD beforehand was good. Maybe having the “feedback” form beforehand.
  - Completely. I feel comfortable contacting coach by email if I need more help.
  - Good length, may have been beneficial to spend a little more time on RBI for those who have not participated in RBI before.

Question 6: How are you going to use the information presented in the last 2 days?

*Summary of responses:*

All sixteen (16) of the responses had a positive spin on them, as all the respondents were encouraged and looking forward to getting out and fielding the RBI.

Highlights of quotes:

- Complete RBIs/ecomaps with families we work with. Train others on our team (about how can we best implement RBI's?)
- I am encouraged to plan a time to share info with teams I work with & hope for a time to brainstorm how we can implement RBI. (3 similar responses)
- EDN team – hopefully with older kids, too, as they transition to different programs.
- Start doing RBIs with every family – share with other team members – and PRT. (5 similar responses)
- With families/children on my caseload to understand family dynamics & how daily activities are going. To learn about child's engagement, social relationships, & independence.
- Discuss w/new Administrator, co-workers; begin completing RBIs in August or Sept., depending on staff.
- To strengthen relationships and gain knowledge of families we work with not only for families that are part of Early Intervention but ALL families.
- Being new to Part C I am going to use all of this to figure out how to best do my new job.

Question 7: Would you recommend the boot camp to others? Why or why not?

**Yes: 16;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All sixteen (16) respondents would recommend the boot camp to others after attending the training.

Highlights of quotes:

- **Yes responses:**
  - Yes. Really helps get the process into your head. Great networking opportunity also.
  - Yes. Great chance to practice and find areas you may need to improve on. (4 similar responses)
  - Yes, it provided or gave me confidence with RBIs because prior to this I had never completed one. Thank you for allowing me to gain knowledge and to grow as a professional. (1 similar response)
  - Yes – it was fun – I felt I learned new skills; refreshed my interviewing skills as well as EDN skills.
  - Yes – wish my whole team would take it.

- I enjoyed the boot camp & do recommend it. Working with a certified coach in a small group gave opportunities to practice different roles in the interview process in a “safe” environment. Questions readily answered. (1 similar response)
- Yes. Would be great for other educators to recognize importance of developing relationships.
- Yes – it is hard to really understand the impact of an RBI unless you do one.

Question 8: Comments regarding the facility:

*Summary of responses:* Nine (9) respondents had a positive comment on the facility. Seven (7) respondents did not provide a response to this question.

Highlights of quotes:

- Awesome! Fun! Great – wonderful to have room of our own. Thanks!!
- Thank you for allowing us to be here. Great food!
- Felt more like a “retreat” although cedar room was a little small. Great facility. Great!
- One of the best state trainings ever in terms of pace and relevancy!
- The facility was excellent. Friendly staff, clean, easily accessible.
- Great location! Great place.
- Great!
- Nice facility.
- Very nice!



## Summer 2014 Participation Surveys

Session Date: July 15-16, 2014

Total Respondents: 18

### Detailed Summary:

Question 1: Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?

**Yes: 18;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All eighteen (18) respondents were confident that they can successfully complete an RBI after attending the training.

### Highlights of quotes:

- **Yes responses:**
  - Yes I'll continue to practice. (11 similar responses)
  - Yes, scary as it was to actually do it, it was very helpful to do it and get feedback.
  - Yes, worried about getting the rest of our team on board & how to fit it into our process. (1 similar response)
  - I look forward to practicing for at least a month. I am glad to have Tracy to talk to and get feedback from. (1 similar response)
  - I feel like I am able to complete an RBI, but there are several areas where I can improve. There is just a lot of information to remember that needs to be included and how to add depth.
  - I have the confidence to complete an RBI. I just need to practice to build the confidence in my ability to make it worthwhile for both the family and our EC team.

Question 2: Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?

**Yes: 15;**

**Tentative Yes: 3;**

**No: 0.**

*Summary of responses:* Fifteen (15) respondents were confident that they can successfully complete an ecomap after attending the training. Three (3) respondents were slightly less confident, but also felt that they could complete an ecomap, albeit with more practice.

Highlights of quotes:

- **Yes** responses:
  - Yes. (10 similar responses)
  - Yes, it was very helpful to conduct one with supports.
  - Yes, but [I have] a few questions about how much you allow for elaboration during this time.
  - I am semi-confident again. I just really need to have more practice.
  - Yes, I just need to remember to include all the parts, such as financial, work, etc.
  - I just need to remember to ask for financial supports, otherwise I feel comfortable with the eco map.
- **Tentative yes** response:
  - I need to spend more time looking at the examples of ecomaps before I do it with a family.
  - I need to review Robin's DVD again & also review printed info in binder. And practice. Supports – none needed.
  - Ecomaps are less smooth for me. Will need more practice phrasing.

*Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?*

**Yes: 15;**

**Tentative Yes: 3;**

**No: 0.**

*Summary of responses:* Fifteen (15) respondents were confident that they could write functional and measurable child and family outcomes after attending the training, while three (3) were tentatively confident stating that with more practice they would be ready.

Highlights of quotes:

- **Yes** responses:
  - Yes. (10 similar responses)
  - Yes – Good examples in binder will help with writing goals.
  - I think that with the support of my team, we will!!
  - It will be a work in progress. I will definitely be checking the website for goal ideas. And Practice!
  - Yes, but will use other people that attended the training as resources.
  - Need practice – I will use my upcoming IFSPs to practice by completing an RBI.
  - In the past, the providers have written the goals, so this is fairly new to me as an SC, but w/practice and examples, I feel confident I will get better.
  - I will need to continue to look at the format when writing them to ensure I am doing it correctly.

Question 4: How satisfied were you with the “structure” or “format” of the boot camp? Please be specific about what worked and what didn’t.

**Yes. I was satisfied: 16;**

**Tentative Yes: 2;**

**No. I was not satisfied: 0.**

*Summary of responses:*

Sixteen (16) of the responses had an overall positive opinion of the experience – with two (2) respondents advocating for 15-minute breaks, one (1) respondent stating that lunch was “too late,” and one (1) respondent stating he/she would have liked more guidelines on how to be a secondary and feedback giver prior to the first practice session.

Highlights of quotes:

- Lunch on Day 1 @ 12:45 was too late! Shorten up practice time.
- Liked having the team stay the same for practice, debrief, lunch, table. Helped to increase comfort level.
- Write outcomes immediately as a part of the interview/debrief.
- I liked being able to practice all 3 roles. I would have liked more guidelines on how to be a secondary and feedback giver prior to the first practice session.
- I really feel like it worked well. I can’t think of anything to make it better. (6 similar responses)
- It was intense, but doable. I appreciated the opportunity to practice interview with the family, with coach & two peers.
- I thought it went pretty well, although the two RBIs on one day were heavy. Not sure another format would work any more.
- Maybe some more practice before doing with a family for all roles. I think having the TOT be incorporated into the Boot camp and make it longer.
- It was intense but beneficial. It wouldn’t have hurt to interview more families.
- I feel like a couple of “mental” breaks throughout the day would have been helpful. Overwhelming at first, a periodic 1-15 min break to get fresh air and refocus would have been helpful. Like getting “thrown” into a real interview, although nervous, this was the best experience and learning tool. (1 similar response)
- I like the “hands-on” component as I was able to understand so much more – what it’s like and what needs to be done.
- I thought it worked well how it was set up. Yes, it would have been nice to have more time, but I’m not sure the human brain could hold on that much longer.



Question 5: *How satisfied were you with the length of the boot camp? If not satisfied, what would you have liked to be different?*

**Yes. I was satisfied: 17;**

**Tentative Yes: 0;**

**No. I was NOT satisfied: 0;**

**Missing: 1.**

*Summary of responses:* Seventeen (17) respondents were satisfied with the length of the boot camp. One (1) respondent did not provide a response to this question.

Highlights of quotes:

- Lots to cover so it seemed a good amount of time to accomplish it all.
- Long 2 days, but that seemed the best for the intensity of the RBI.
- Just the right length – any longer would have been too much though I think.
- Long days, but it was necessary. I do wish the last day was shorter to get home before 10PM.
- I thought it was long, but not sure that making it shorter would be even possible.
- It would have been nice to have more time, but I'm not sure the human brain could hold on that much longer.

Question 6: *How are you going to use the information presented in the last 2 days?*

All eighteen (18) of the responses had a positive spin on them, as all the respondents were encouraged and looking forward to getting out and fielding the RBI.

Listing of quotes:

- Use TOT 7 day process.
- Going back to my team and discussing options for implementing the ecomap and RBI. (6 similar responses).
- Having planning region (#27) \$ be spent on a trainer coming to help train the rest on RBI.
- I will talk with my service coordinator and ECC director about implementing.
- My ESU is supposed to be re-organizing to start the RBI format. I will be part of that.
- Put RBI in action and use for writing quality child family outcomes.
- Talk with a co-participant about how to implement into our current process.
- Begin doing RBIs with every new referral and at yearly updates of IFSPs.
- Using it as a tool to get to know families.
- RBI for all families prior to initial IFSP; having team members who did not attend be the feedback giver to start.
- My SC and I have plans to meet with admin team to ensure understanding of the RBI and its expectations. We plan to become comfortable ourselves and then focus on training others. (1 similar response)

Question 7: Would you recommend the boot camp to others? Why or why not?

**Yes: 18;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All eighteen (18) respondents would recommend all or part of the boot camp to others after attending the training.

Highlights of quotes:

- **Yes** responses:
  - Yes – get specific and in-depth training that is not available in our district.
  - Yes – Helpful, Thorough, Good process. (10 similar responses)
  - By 3PM on the last day – regroup with our own team and put in plan – what to do back in the district.
  - Yes – it provides family assessment, evidence-based practice, and it is family directed for goal writing.
  - Yes – it was great for the practice and I loved the team I had and my coach as well.
  - Lots of good information – very helpful.
  - Absolutely! I think the information you get from an RBI is invaluable!
  - Absolutely! People who jump on the boat now are going to have much less stress if they just get trained ASAP rather than waiting and being miserable with their results.

Question 8: Comments regarding the facility:

*Summary of responses:* Twelve (12) respondents had a positive comment on the facility. One (1) respondent thought the room “smelled funny.” Five (5) respondents did not provide a response to this question.

Highlights of quotes:

- **Yes** responses:
  - It was cold, but the food was good. (4 similar responses)
  - Excellent. Great rooms and food. (4 similar responses)
  - Comfortable. Thank you!
  - Room was comfy – food was not too appetizing on Wed.
  - The room smelled funny.



## PRT27 (North Platte) Participation Surveys

Session Date: January 18-19, 2015

Total Respondents: 5

### Detailed Summary:

Question 1: *Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?*

**Yes: 5;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All five (5) respondents were confident that they can successfully complete an RBI after attending the training.

### Highlights of quotes:

- **Yes** responses:
  - Yes, I believe I will become more confident as I do more RBI's.
  - I feel I can complete a RBI. (2 similar responses)
  - I am confident that I can complete an RBI, although I know my first ones will not be perfect, and I will need practice and input from others to help me improve my skills.

Question 2: *Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?*

**Yes: 4;**

**Tentative Yes: 1;**

**No: 0.**

*Summary of responses:* Four (4) respondents were confident that they can successfully complete an ecomap after attending the training. One (1) respondent was slightly less confident, but also felt that they could complete an ecomap, albeit with more practice.

### Highlights of quotes:

- **Yes** responses:
  - Yes. (2 similar responses)
  - I feel I can complete an ecomap.
- **Tentative yes** response:
  - Again, I mentally know how to do it, but will need practice and input from others to help improve my skills.

*Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?*

**Yes: 5;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All five (5) respondents were confident that they could write functional and measurable child and family outcomes after attending the training.

Highlights of quotes:

- **Yes** responses:
  - I believe I can always use more practice with goal writing, but this will improve with practice.
  - I feel the RBI will make writing functional outcomes easier.
  - Once the RBI is complete, and we have the list of the family's priorities, I feel fairly confident that I can write functional and measurable goals (maybe with a little help from others on the team).
  - Yes.
  - Yes, I think this really makes functional goal writing more understandable and therefore successful!

*Question 4: The RBI Boot Camp includes seven training components (Watch DVD, RBI Overview PPT, Practice Vignettes, Participation in 3 RBI's with families, Functional Outcome PPT, Submission of Video RBI, and annual fidelity checks). How satisfied were you with the boot camp? Be specific about what worked and what didn't in terms of the training components and your overall experience.*

*Summary of responses:*

All five (5) of the responses had a positive opinion of the experience – with four (4) of the respondents stating a preference for “live” presentations versus video and/or webinars to facilitate the training.

Highlights of quotes:

- **Positive** responses:
  - I think the RBI Boot Camp is a great experience. The functional goal PowerPoint should be done live with the group and not as a video presentation.
  - I feel the boot camp offered adequate training. I would have liked to complete a second RBI.
  - I thought the training was very good, especially practicing RBIs with real families. I did not like watching the videos of the previous training during the RBI Overview PPT and Functional Outcome PPT. I feel that it would be better if the presentation was live so questions could be asked and answered on the spot. Since I haven't submitted my RBI video or done any annual fidelity checks, I can't say how satisfied I am in those areas.

- Satisfied. I would like to have been able to be the lead in two RBI's rather than just one. I prefer live presentation of materials instead of the webinar (we corrected this mid-afternoon) so it became easier to follow and attend. I think that 2 days was not enough time. By Tuesday afternoon, everyone was too exhausted to really focus on the functional goal portion. This part is critical in the process so it's important for everyone to be fresh and in a positive mind set. Unfortunately, due to time and expense I understand the realities of a 2-day training.
- I really thought it was helpful! I didn't like watching a video of the summer session – even though there was a leader. The audio was poor, and you could not always see the screen. The discussion would be more helpful if we actually discussed a family we had seen or knew rather than watching someone else's discussion.

Question 5: *Would you recommend the boot camp to others? Why or why not?*

**Yes: 3;**

**Tentative Yes: 0;**

**No: 0;**

**Missing: 2.**

*Summary of responses:* Three (3) respondents would recommend all or part of the boot camp to others after attending the training. Two (2) respondents did not provide a response to this question.

Highlights of quotes:

- **Yes** responses:
  - Yes, it is good to do it with the team you will be working with.
  - Yes, I would definitely recommend the boot camp to others. It was very helpful in learning the RBI process; especially practicing RBIs with real families with a coach right there to provide immediate feedback.
  - Yes! The "hands on" experience was the most helpful. Receiving feedback from a coach immediately also was very valuable. The question/answer sessions were also good. If we just read about, the outcome will be different. Thanks for helping us.



## PRT1 (Wakefield) Participation Surveys

Session Date: January 29-30, 2015

Total Respondents: 7

### Detailed Summary:

Question 1: Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?

**Yes: 5;**

**Tentative Yes: 0;**

**No: 2.**

*Summary of responses:* Five (5) respondents were confident that they can successfully complete an RBI after attending the training. Two (2) respondents were NOT confident that they could complete an RBI after attending training, but will practice more and perform additional observations.

### Highlights of quotes:

- **Yes** responses included:
  - I know that with more practice I will successfully complete an RBI. (4 similar responses)
- **No** responses included:
  - No, I do not feel like I could complete an RBI. I will need lots more practice and observation.
  - Not confident I will pass it the first time, practice.

Question 2: Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?

**Yes: 7;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All seven (7) respondents were confident that they can successfully complete an ecomap after attending the training.

### Highlights of quotes:

- **Yes** responses included:
  - Yes. (2 similar responses)
  - I am confident that I can successfully complete an ecomap.
  - Yes – although, I know that I will get better with experience, I feel like I will be able to do an ecomap that will provide good information and help build rapport and start to help families realize their supports. I just need more practice and someplace to ask questions as I go through this process.
  - Each time I do an RBI I will change my plan until I find one that works.



- I can do it; I am just going to make notes so that I don't forget to ask about all the people in the child's life.

*Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?*

**Yes: 7;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All seven (7) respondents were confident that they could write functional and measurable child and family outcomes after attending the training.

Highlights of quotes:

- **Yes** responses included:
  - I am confident with practice that I will be able to write functional and measurable outcomes for both family and child.
  - Yep – again – will take practice!
  - The samples in the binder are helpful. My coach did a nice job helping me.
  - Yes, but will also need more practice.
  - Yes. (2 responses)
  - Yes. Our team has been practicing this for the last 2 school years.

*Question 4: The RBI Boot Camp includes 7 training components (Watch DVD, RBI Overview PPT, Practice Vignettes, Participation in 3 RBI's with families, Functional Outcome PPT, Submission of Video RBI, and annual fidelity checks). How satisfied were you with the boot camp? Be specific about what worked and what didn't in terms of the training components and your overall experience.*

*Summary of responses:*

Six (6) of the responses had a positive opinion of the experience – with two (2) respondents saying that more basic training/materials before the interview would have helped, and one respondent saying he/she would have preferred to have had families with verified children so they could have experienced the process as it should really go.

One (1) respondent had a negative opinion of the experience – specifically that the DVD was too long, that it would have been better in person as well as he/she was not looking forward to the video submission as he/she will have little opportunity to practice, and it seems to be a lot of work.

Highlights of quotes:

- **Positive** responses:
  - The DVD was difficult to watch, but after participating in the RBI's I understand the need for watching it. Overall, I was pleased with the training.
  - I haven't done my video submission yet or annual checks. The process seemed to work in teaching me the process of completing the RBI and ecomap. I learned from the

process. I definitely was grateful to have the opportunity to practice three times with the help of a coach! I do wish that I had an outline or some basic information about an RBI and ecomap before coming to the boot camp – even before watching the DVD of Robin McWilliam. I think I would have been more prepared to practice the RBI/ecomap and second interviewer and evaluator roles.

- I wished we could have had families with verified children so we could have experienced the process as it should really go.
- I was satisfied. I would have liked to have the interviewer checklist while seeing the online video before the training.
- Very satisfied. I like the small group so that it was very comfortable to ask questions. Presenters were very personable and had terrific feedback. I like that it was low key and they kept it comfortable with humor.
- I would have liked to receive more basic training facts before the initial interview. I was the first person to interview and found I made several mistakes that could have been easily fixed with some simple directives given before we started. I know all of it is in the book, but it has been over a year since I read it cover to cover.
- **Negative** responses:
  - I think the boot camp should have been a day longer to go over all the information. I did not like how we jumped right into the RBIs the first day. I did not care for watching the DVD. It was long, and it would have been better to watch one done in person. It was all overwhelming. I am not looking forward to the video submission as I will have little opportunity to practice, and it seems to be a lot of work considering I will be part of about five RBIs per year.

Question 5: Would you recommend the boot camp to others? Why or why not?

**Yes: 7;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All seven (7) respondents would recommend all or part of the boot camp to others after attending the training.

Highlights of quotes:

- **Yes** responses:
  - I would recommend parts of the boot camp. I believe the information that was acquired from the RBI would be beneficial for all Special Education Staff when writing functional goals. Or at least realizing that the child may be coming from a home that is not as "functional" as their own.
  - Yes – It was a positive experience!

- The boot camp was good. I think it would have been better to be assigned to our team members so we would get a feel about how we work together as a team. More than likely I will not work with the other members in our group as they are assigned new locations.
- Yes, because it is required.
- Yes. I feel like it was a good overview of RBI. It is a good way to introduce the components and give practice before doing one with a family we may work with.
- Yes. I was afraid to start an RBI without knowing more but the presenters assured me this was the best way to learn. They were correct. It wasn't as stressful as I thought it would be, and I got excellent feedback on what I did right and what I could improve.
- Yes, but would be nice to have basic training beforehand. I feel like the way it is set up now is putting the cart before the horse. Do the interview, then be told all the mistakes, then discuss as a group. Why not train, perform, provide feedback?

**PRT22 (Westside) Participation Surveys**  
**Session Date: February 16, 19, 23, 2015**  
**Total Respondents: 3**

Detailed Summary:

Question 1: *Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?*

**Yes: 3;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All three (3) respondents were confident that they can successfully complete an RBI after attending the training.

Highlights of quotes:

- **Yes responses:**
  - Yes I am confident; however, I am planning to participate as a note taker a few times before conducting the interview myself.
  - I am confident I can complete the RBI successfully, but know that I will get better with practice.
  - I do believe that I can, but it will be good to be part of and observe them on a more frequent basis in the beginning so the information is better embedded.

Question 2: *Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?*

**Yes: 3;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All three (3) respondents were confident that they can successfully complete an ecomap after attending the training.

Highlights of quotes:

- **Yes responses:**
  - I am confident of this as well.
  - I am confident I can complete an ecomap, but know that I will get better with practice.
  - Yes.

*Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?*

**Yes: 1;**

**Tentative Yes: 1;**

**No: 1.**

*Summary of responses:* One (1) respondent was confident that he/she could write functional and measurable child and family outcomes after attending the training. One (1) respondent was not quite confident that he/she could write functional and measurable child and family outcomes after attending the training. One (1) respondent was NOT confident that he/she could write functional and measurable child and family outcomes after attending the training.

Highlights of quotes:

- **Yes** responses:
  - I feel confident in doing this as long as I have the written information in front of me that I received at the training.
- **Tentative Yes** response:
  - I have not had much practice with this portion of the process so will appreciate coaching when this opportunity arises.
- **No** response:
  - Not yet, I will consult with my RBI team coach.

*Question 4: The RBI Boot Camp includes 7 training components (Watch DVD, RBI Overview PPT, Practice Vignettes, Participation in 3 RBI's with families, Functional Outcome PPT, Submission of Video RBI, and annual fidelity checks). How satisfied were you with the boot camp? Be specific about what worked and what didn't in terms of the training components and your overall experience.*

*Summary of responses:*

All three (3) of the responses had a positive opinion of the experience – although two (2) of the respondents stated that the vignettes were not that helpful.

Highlights of quotes:

- **Positive** responses:
  - I was very satisfied with the prep day and day-long boot camp process. Watching and discussing the DVD and the overview PowerPoint were helpful so the prep and participation already felt familiar. The vignettes were not helpful – too artificial to engage with well. I have not yet tried writing outcomes beyond those from the boot camp day/PowerPoint session, so it is good to know support from coaches is available to me. I cannot give feedback regarding submitting a video or the fidelity checks. I do not have any knowledge of what is entailed with the annual checks.

- My overall experience was good. I feel like I learned what I needed to learn. I definitely like having two coaches on my team. I use them as resources often.
- The DVD was good, but I wish we could have had the boot camp closer to the time we watched it. The practice vignettes were not that helpful because it's hard to make up information about a family – and keeping it straight – when we are still learning the process. The PowerPoint presentations were ok but had a lot of the same information as was in the binder so somewhat redundant. Finally, I wish we could have videotaped at the boot camp in case they were good enough to pass – then that would eliminate the hassle of taking video equipment to a home and setting it up to use.

Question 5: Would you recommend the boot camp to others? Why or why not?

**Yes: 2;**

**Tentative Yes: 0;**

**No: 0;**

**Missing: 1.**

*Summary of responses:* Two (2) respondents would recommend all or part of the boot camp to others after attending the training. One (1) respondent did not provide a response to this question.

Highlights of quotes:

- **Yes** responses:
  - Yes – participating in the RBI process in the structured situation and fulfilling multiple roles back to back was a good way to immerse myself in the process and feel confident in "owning" it.
  - I suppose I would. Families have remarked on how things came to mind while they were talking that they had changed in their home even before we made the next visit. I also believe many of these parents (moms especially) don't have a chance to talk to someone else very much, and it felt good for them to be heard.



## Summer 2015 Participation Surveys

Session Date: July 20-21, 2015

Total Respondents: 20

### Detailed Summary:

Question 1: *Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?*

**Yes: 18;**

**Tentative Yes: 2;**

**No: 0.**

*Summary of responses:* Eighteen (18) respondents were confident that they can successfully complete an RBI after attending the training. Two (2) respondents were slightly less confident, but also felt that they could complete an RBI, albeit with much more practice and coaching.

### Highlights of quotes:

- **Yes** responses included:
  - Confident] with some more practice. (8 similar responses)
  - It may be more helpful to see a more difficult family to interview and see how the interviewer comes up with new strategies to conduct a good interview. Discuss as a group what was done, what could have been done, etc.
  - I do feel that I am able to perform an RBI, but definitely need more practice in asking more open ended, in-depth questions.
  - [I would suggest that we] role play parts of the RBI with the interviewer; breaking out to explain thoughts process(es).
- **Tentative Yes** response:
  - Not quite. I need to practice and seek feedback.
  - It would be nice to know a little more about the history of the child/family we interview. Lots more practice.

Question 2: *Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?*

**Yes: 17;**

**Tentative Yes: 3;**

**No: 0.**

*Summary of responses:* Seventeen (17) respondents were confident that they can successfully complete an ecomap after attending the training. Three (3) respondents were slightly less confident, but also felt that they could complete an ecomap, albeit with more practice.



Highlights of quotes:

- **Yes** responses included:
  - [Need to] practice. (5 similar responses)
  - It would have been nice to see someone complete an ecomap prior to doing one myself. It ended up being a lot more difficult than I had anticipated.
  - I was very nervous about this, but after practice with my group and then doing it with a family, I feel much more confident about it.
  - I can do an ecomap.
  - I feel much better about conducting an ecomap.
- **Tentative Yes** responses:
  - It would have been nice to see someone complete an ecomap prior to doing one myself. It ended up being a lot more difficult than I had anticipated.
  - Work in progress, I feel this is more difficult than an actual RBI.

*Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?*

**Yes: 17;**

**Tentative Yes: 2;**

**No: 1.**

*Summary of responses:* Seventeen (17) respondents were confident that they could write functional and measurable child and family outcomes after attending the training. Two (2) respondents were slightly less confident, but also felt that they could write functional and measurable child and family outcomes, albeit with more practice. One (1) respondent was not confident that he/she could write functional and measurable child and family outcomes after attending the training.

Highlights of quotes:

- **Yes** responses included:
  - This may take/will need extra practice. (9 similar responses)
  - I can write outcomes based on family needs.
  - I had good guidance from my Service Coordinator prior to this training, so this was not new.
  - I just need to make sure I gather enough information to write the outcomes that are measurable by the family.
  - I'm most concerned about inconsistent opinions.
  - I felt confident about this and goals. I really enjoy the training especially because it helps us help parents with their concerns.
- **Tentative Yes** responses:
  - Yes, but a little less confident as I don't write as many. But I will access team members that are already certified [for assistance].
  - Slightly uncomfortable – but with more practice I will get there.

- **No response:**
  - Not quite. I need to practice and seek feedback. I fortunately work closely with others, so we can support each other.

Question 4: Would you recommend the boot camp to others? Why or why not?

**Yes: 20;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All twenty (20) respondents would recommend the boot camp to others after attending the training.

Highlights of quotes:

- **Yes responses:**
  - It [Boot Camp] was very helpful and really helped clarify the purpose of EI services. The debriefs were too long. We are too busy to have that much in-between time.
  - I think there is great and useful information. I think there continues to be some resistance towards shifting to more family friendly outcomes amongst some providers, so it will be good to get everyone on the same page. I do feel like the training was a bit long – could it be 1.5 days instead? I also felt like it was a bit gender biased towards moms over dads. Watching the intro on video didn't feel great. Half the time, you could only see the backs of their heads.
  - Especially because RBI is mandated. However, I was impressed with the process and how much information it obtained.
  - Very informative and helpful. Support and coaches were wonderful!
  - This was so helpful. I was so nervous and actually dreading it. But now, I am ready to do it and am really excited about it!
  - It was helpful to "learn by doing" and took the mystery out of the process.



**PRT 19 (Omaha) Participation Surveys**  
**Session Dates: October 5-6 & 13-14, 2015**  
**Total Respondents: 33**

Detailed Summary:

Question 1: *Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?*

**Yes: 32;**

**Tentative Yes: 1;**

**No: 0.**

*Summary of responses:* Thirty-two (32) respondents were confident that they can successfully complete an RBI after attending the training. One (1) respondent was slightly less confident due to logistics and scheduling issues.

Highlights of quotes:

- **Yes** responses:
  - Yes. (12 similar responses)
  - Yes, with more practice. (10 similar responses)
  - Yes, and I know my coach is only a phone call away. (2 similar responses)
  - Having a second interviewer will help in catching missed questions.
  - I feel like I was exposed to plenty of feedback and practice in the various roles. (1 similar response)
- **Tentative Yes** responses:
  - Yes, [but] I'm most concerned about the logistics of scheduling practices.

Question 2: *Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?*

**Yes: 31;**

**Tentative Yes: 2;**

**No: 0.**

*Summary of responses:* Thirty-one (31) respondents were confident that they can successfully complete an ecomap after attending the training. Two (2) respondents were slightly less confident, but also felt that they could complete an ecomap.

Highlights of quotes:

- **Yes** responses:
  - Yup. A framework sheet/template/Cheat-sheet/outline when starting would have been helpful. (3 similar responses)
  - Yes, I'm confident. (23 similar responses)
  - Yes, maybe practice a few more times and look at examples. (2 similar responses)
- **Tentative Yes** responses:
  - I know the concept, but will not be able to do it effectively due to hearing loss – would rely on partner for that.
  - I missed the first day, I was out ill. No and yes – I have done them, but it's been a long time.

*Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?*

**Yes: 28;**

**Tentative Yes: 5;**

**No: 0.**

*Summary of responses:* Twenty-eight (28) respondents were confident that they could write functional and measurable child and family outcomes after attending the training. Five (5) respondents were slightly less confident, but also felt that they could write functional and measurable child and family outcomes, albeit with more practice and feedback.

Highlights of quotes:

- **Yes** responses:
  - Yes. (23 similar responses)
  - Yes. Thanks for the examples page.
  - I felt confident about this and goals. I really enjoy[ed] the training – especially because it helps us help parents with their concerns.
  - Yes – still aware of the modifications, though!
- **Tentative Yes** responses:
  - Slightly uncomfortable – but with more practice, I will get there. (2 similar responses)
  - Yes – [although] I'm concerned about inconsistent opinions.
  - Yes – may need more feedback about strategies and how to break it down.

Question 4: Would you recommend the boot camp to others? Why or why not?

**Yes: 31;**

**Tentative Yes: 0;**

**No: 1;**

**Missing: 1.**

*Summary of responses:* Thirty-one (31) respondents would recommend the boot camp to others after attending the training. One (1) respondent would not recommend the boot camp to others. One (1) respondent did not provide a response to this question. Seven (7) respondents provided recommendations for future boot camps, while three (3) respondents provided comments on the length of the training.

Highlights of quotes:

- **Yes responses:**
  - Yes. (12 similar responses)
  - Yes, it was very helpful and really helped clarify the purpose of EI services. (4 similar responses)
  - It is required for EI providers, so yes, and this is a good way to be immersed in the process and learn to do the various roles of interview process. (1 similar response)
  - Yes – explained process and having a coach for each team was very helpful. (3 similar responses)
  - Yes – I think there is great and useful information. *I think there continues to be some resistance towards shifting to more family friendly outcomes amongst some providers, so it will be good to get everyone on the same page.*
  - Yes. This was so helpful. I was so nervous and actually dreading it. But now, I am ready to do it, and am really excited about it!
  - Yes – as a new EDN service provider, I really appreciated a better understanding of everyone’s roles. (1 similar response)
  - Yes, I feel it was a good way of getting to know families and that families felt good coming out of the interview.
  - **Recommendations** for future boot camps
    - Please add ecomap “script” into PROTOCOL for the ROUTINE-BASED INTERVIEW packet.
    - I do think it would be helpful if the coach differed from wording from the script. (concerns vs. possible priorities) should be discussed outside of a training with new professionals learning the RBI.
    - I also felt like it was a bit gender biased towards Moms over Dads.
    - Watching the intro on the video didn’t feel great. Half the time, you could only see the backs of their heads.
    - I need another workshop, it would be beneficial.
    - The debriefs were too long. We are too busy to have that much in-between time.

- For the next training – [Need] highlighters, tissues, a 3-hole punch, and Post-its.
- **Length of training issues:**
  - Too long.
  - I do feel the training was a bit long – could it be 1 ½ days instead?
  - Day 2 dragged on a bit too long – seemed like the afternoon was dragged/drawn out.
- **No responses:**
  - No. It's too much to do the interviews in 2 days without having logistic info.





## PRT 21 (Millard) Participation Surveys

Session Date: January 19-20, 2016

Total Respondents: 20

### Detailed Summary:

Question 1: Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?

**Yes: 15;**

**Tentative Yes: 2;**

**No: 3.**

*Summary of responses:* Fifteen (15) respondents were confident that they can successfully complete an RBI after attending the training. Two (2) respondents were slightly less confident, but also felt that they could complete an RBI, albeit with much more practice, study, and feedback. Three (3) respondents were NOT confident that they can successfully complete an RBI after attending the training.

### Highlights of quotes:

- **Yes** responses included:
  - Yes, I feel confident now that I have a good start. I also know who my resources are for next steps.
  - Yes – with practice. (10 similar responses)
  - Yes – I feel I have all the tools I need to be successful.
  - I feel extremely confident. Peg really put us all at ease & made me feel very confident! It was great!
  - Yes, will utilize handbook and coach.
- **Tentative Yes** response:
  - Unsure, I just need to go out & practice & get feedback.
  - Somewhat – I will make plans to practice RBIs and study over the materials as well as watch videos that were recommended;
- **No** response:
  - I am not confident yet – I plan to practice, follow the checklist and tips from my coach.
  - No–practice.
  - No. Need to practice more, become more familiar w/EISR?s.

Question 2: Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?

**Yes: 18;**

**Tentative Yes: 2;**

**No: 0.**

*Summary of responses:* Eighteen (18) respondents were confident that they can successfully complete an ecomap after attending the training. Two (2) respondents were slightly less confident, but also felt that they could complete an ecomap, albeit with more practice.

Highlights of quotes:

- **Yes** responses included:
  - Yes – I feel confident. (15 similar responses)
  - I feel very confident completing the ecomap!
  - Yes, will utilize handouts as needed.
- **Tentative Yes** responses:
  - Kinda, I will practice.
  - Unsure, just need to practice & share with peers.

Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?

**Yes: 18;**

**Tentative Yes: 0;**

**No: 2.**

*Summary of responses:* Eighteen (18) respondents were confident that they could write functional and measurable child and family outcomes after attending the training. Two (2) respondents were not confident that they could write functional and measurable child and family outcomes after attending the training.

Highlights of quotes:

- **Yes** responses included:
  - Yes, but this will take practice & work with my team. (11 similar responses)
  - Find family goal a little challenging. Will work with my team and get more info. from family to write the goals.
  - I need to make sure I avoid professional jargon!
  - I feel pretty good about writing outcomes as long as I can write out the “Priorities Page.”
  - I felt most comfortable with this part. The templates are very helpful.
  - This is more tricky, but with practice I think this will be very easy! Getting good takes time.
  - This is more challenging – will continue to practice.

- **No response:**
  - No – ask for help, feedback from team/coaches.
  - I am not confident on how to write the outcomes yet. However, I plan to use my notebook of information on Functional Outcomes and work with my team.

Question 4: *Would you recommend the boot camp to others? Why or why not?*

**Yes: 19;**

**Tentative Yes: 0;**

**No: 0;**

**Missing: 1.**

*Summary of responses:* Nineteen (19) respondents would recommend the boot camp to others after attending the training. One (1) respondent did not provide a response to this question.

Highlights of quotes:

- **Yes responses:**
  - Yes, it makes practice much more family-centered. (11 similar responses)
  - Definitely! I really learned a lot & it certainly has changed my perspective! Thanks! Great job, Cindy!
  - Yes, it is the best way to learn something like this. However, it would have been nice to have the binder/script beforehand.
  - Yes – it is the only way to learn the practice. It is helpful to work as a team and with real families.
  - Have a follow-up day after doing RBI for a while;
  - Yes – it was very informative and helped address my reservations of the RBI process.



## PRT18 (Lincoln PS) Participation Surveys

Session Date: March 14-15, 2016

Total Respondents: 18

### Detailed Summary:

Question 1: Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?

**Yes: 17;**

**Tentative Yes: 1;**

**No: 0.**

*Summary of responses:* Seventeen (17) respondents were confident that they can successfully complete an RBI after attending the training. One (1) respondent was slightly less confident, but also felt that he/she could complete an RBI, albeit with much more practice and coaching.

### Highlights of quotes:

- **Yes** responses included:
  - I feel better about this!
  - I am confident.
  - I think the most helpful part was hearing others complete their RBI.
  - I feel confident in completing an RBI. I was able to get tips and suggestions from my group.
  - I feel that I will be able to complete an RBI.
  - Support needed coming up with more functional questions for the family.
  - Just need more practice.
- **Tentative Yes** response:
  - Plan to contact my coach.

Question 2: Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?

**Yes: 15;**

**Tentative Yes: 1;**

**No: 0;**

**Missing: 2.**

*Summary of responses:* Fifteen (15) respondents were confident that they can successfully complete an ecomap after attending the training. One (1) respondent was slightly less confident, but also felt that he/she could complete an ecomap, albeit with more practice. Two (2) respondents did not provide a response to this question.

Highlights of quotes:

- **Yes** responses included:
  - We have been doing this for some time as part of the intake process.
  - I'd like to make a carbon-copy page to do the ecomap on.
  - Ecomaps are still new to me but after completing one during training I feel better.
  - I'm comfortable doing this.
- **Tentative Yes** responses:
  - With a few more practice.

*Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?*

**Yes: 14;**

**Tentative Yes: 1;**

**No: 0;**

**Missing: 3.**

*Summary of responses:* Fourteen (14) respondents were confident that they could write functional and measurable child and family outcomes after attending the training. One (1) respondent was slightly less confident, but also felt that he/she could write functional and measurable child and family outcomes, albeit with more practice. Three (3) respondents did not provide a response to this question.

Highlights of quotes:

- **Yes** responses included:
  - I reviewed the sample of functional goals [on sites such as] [www.vandabiltchildrens](http://www.vandabiltchildrens) [not sure what site is being referred to].
  - I am confident.
  - With more practice I will be more successful.
  - Using guidelines to write functional goals, using effective questioning strategies to write goals.
  - With assistance from providers on warding, I am confident I can write a functional and measurable goal.
  - Love the samples and format.
- **Tentative Yes** responses:
  - Ish...More practice.

Question 4: Would you recommend the boot camp to others? Why or why not?

**Yes: 15;**

**Tentative Yes: 0;**

**No: 0;**

**Missing: 3.**

*Summary of responses:* Fifteen (15) respondents would recommend the boot camp to others after attending the training. Three (3) respondents did not provide a response to this question.

Highlights of quotes:

- **Yes responses:**
  - Although anxious to attend with a district I am not in, it was almost better this way. It was evident that this group has practiced RBI's prior to training, but this was still helpful and their feedback was positive.
  - Like the smaller setting.
  - Good info to grow my skills.
  - Very useful information.
  - It gives you the tools and practice needed to complete a successful RBI.
  - I feel more comfortable after taking the boot camp. I will have more confidence in administering the RBI.
  - I found it very helpful even though I've done RBI's before. The chance to practice with immediate feedback was great. I understand the purpose and process much better.
  - It's good to be on the same page.
  - I feel much more confident now and that I can ask those deeper questions.
  - I like being in all three positions.
  - Very helpful to practice and to get feedback. Also, completing checklist on someone else helped me gain skills.
- **Length of training issues:**
  - Maybe shorten up summaries.
  - Too long.





## PRT 4 (Auburn) Participation Surveys

Session date: Apr 11-12, 2016

Total Respondents: 12

### Detailed Summary:

Question 1: Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?

**Yes: 8;**

**Tentative Yes: 4;**

**No: 0.**

*Summary of responses:* Eight (8) respondents were confident that they can successfully complete an RBI after attending the training. Four (4) respondents were slightly less confident, but also felt that they could complete an RBI, albeit with much more practice, study, and feedback.

### Highlights of quotes:

- **Yes** responses included:
  - I feel confident that I will be able to successfully complete an RBI with continued practice. I will also review the implementation checklist. (3 similar responses)
  - I am more confident after the second day. Knowing I will have a secondary interviewer is helpful as well. (1 similar response)
  - Yes – the training was very in-depth, and forcing the actual practice with “real life” families was necessary in my opinion.
  - Yes, I feel that I can complete an RBI and get good info although it may not look great. I plan to work with services coordinator(s) to practice more.
- **Tentative Yes** response:
  - I think so with lots of practice. (1 similar response)
  - I hope so, but I feel like I can contact my coach.
  - The practice of the RBI really helped to gain confidence in completing it. It will still be nerve racking completing this.
  - The practice and video assignment will help me gain confidence. I plan to talk it over with my PT/mentor.

Question 2: Are you confident that you can successfully complete an ecomap? If not, what steps will you take or what supports do you need?

**Yes: 12;**

**Tentative Yes: 0;**

**No: 0.**

*Summary of responses:* All twelve (12) respondents were confident that they can successfully complete an ecomap after attending the training.

Highlights of quotes:

- **Yes** responses included:
  - I feel more confident, but need more practice. (9 similar responses)
  - For the most part, I think this is the easiest part but both practice RBI's ended up revealing other significant people that were not initially mentioned.
  - Yes, I can complete one but will get feedback on my ecomap from teammates and services coordinators.

Question 3: Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?

**Yes: 10;**

**Tentative Yes: 0;**

**No: 2.**

*Summary of responses:* Ten (10) respondents were confident that they could write functional and measurable child and family outcomes after attending the training. Two (2) respondents were not confident that they could write functional and measurable child and family outcomes after attending the training.

Highlights of quotes:

- **Yes** responses included:
  - Yes. Again, I could use more practice but I can complete it. (6 similar responses)
  - I believe I can confidently write a functional & measurable child and family outcome.
  - Continued practice and referring to checklist will help. It helps to remember that I am not responsible for these solely. It is a challenge for me to use family words.
  - Yes, though sometimes they might need to be tweaked depending on your style.
- **No** response:
  - Practice – do not feel good at it.
  - Getting there – get feedback from others & Boot Camp &/or coach.

Question 4: Would you recommend the boot camp to others? Why or why not?

**Yes: 12;**

**Tentative Yes: 0;**

**No: 0;**

**Missing : 0.**

*Summary of responses:* Nineteen (19) respondents would recommend the boot camp to others after attending the training. One (1) respondent did not provide a response to this question.

Highlights of quotes:

- **Yes responses:**
  - Yes, very helpful to learn the process and appreciate the process. It is a great way to know more about families and hopefully empower them (make them feel empowered).
  - Yes – it really is the only way you will sell this extremely time-consuming process to EI team. Need to make sure the sped directors are sold on this as well or we as providers can take it nowhere.
  - Yes! I'd also recommend setting up a mock 10-minute RBI and just focus on one part of the day so we can see an example of how the questions should flow.
  - This was a great process in which I gained more information about early intervention.
  - Yes. It opened my eyes to how the process works. (7 similar responses)

## **Appendix E: Analysis of Boot Camp Evaluations**

## Analysis of Boot Camp Evaluations:

### Routine-Based Interviews

Westat was asked to summarize the evaluations from nine families that participated in the Routine-Based Interview (RBI). The evaluation consisted of three multi-part questions designed to gain insight on their experiences with the interview.

#### Procedures Used

Westat used the following procedures to analyze the family evaluations of the RBI.

- Reviewed the RBI;
- Read the interview questions and subsequent responses multiple times;
- Coded the responses alphabetically;
- Created Excel spreadsheets for each question (see attachment);
- Highlighted key information from the responses in yellow (see attachment);
- Coded the information;
- Wrote and presented the results in this report; and
- Provided recommendations based on the analyses.

#### Results

Results for each of the three questions asked to each of the nine respondents are included in this section. Attachment 1 contains the full response that has been highlighted. Attachment 2 contains the coded responses.

#### **Question 1: “The purpose of the Routine Based Interview (RBI) is to help families identify priorities for their IFSP or IEP. Do you feel this experience helped you do this? Why or why not?”**

All nine respondents stated that the RBI helped them. However, one respondent qualified her response by stating, “I found, however, that the priorities that were brought out during our IFSP were ones that have been previously identified. As a parent of a special needs child, I was already aware of things that need to be worked on to help him succeed in life.”

When asked how the RBI helped them, the respondents offered seven different ways that the RBI was helpful to them. Specifically the RBI helped them:

- Prioritize their thoughts, struggles, or issues (6 respondents);
- Collect their thoughts (3 respondents);
- Find solutions (3 respondents);
- Obtain a second opinion (1 respondent);
- Learn about family services (1 respondent); and
- Allow providers to learn more about their child (1 respondent).

#### **Question 2: “We often hear concerns from special education providers and services coordinators that the RBI is too long and/or too personal. What are your thoughts about this?”**

Seven of the nine respondents stated that the RBI was not too long. One respondent said it was “not too bad” and qualified her response by saying that some of the questions were unnecessary but understood that some questions would be relevant to some families and not to other families. The recorded response from the remaining respondent is unclear (I never heard anything about you guys—that it was too long). No further explanation from that respondent was recorded. The remaining respondents reported that it was not too long for the following reasons:

- It takes that long to delve into a day (2 respondents).
- It was very professional (2 respondents).
- 1 hour is not too long (1 respondent).
- Enjoyed having an hour dedicated to talking about her child (1 respondent).
- No explanation (1 respondent).

When asked if the RBI was too personal, none of the respondents expressed that it was too personal. Some of the respondents added the following thoughts:

- It was very professional (3 respondents).
- I felt that I was heard (1 respondent).
- I was told that I didn’t have to answer any questions that I didn’t want to answer (1 respondent).
- The process is needed (1 respondent).

### **Question 3: Is there anything we could have done to make this a better experience for you? Would you recommend it to other families?**

Two respondents gave suggestions for improving the RBI experience. One respondent stated that it would have been helpful to know the goals of the RBI before starting it. The second respondent stated that the RBI is more helpful for parents who are completing their first IFSP or IEP.

In response to the second question, “Would you recommend it to other families?” all of the respondents said yes. Their comments to this question were:

- It went perfectly, can’t think of any improvements (4 respondents).
- It was a good way to organize my thoughts (2 respondents).
- It was a good way to learn about resources (1 respondent).
- We are helped most when you know more about our children (1 respondent).

### **Final Thoughts**

The families found the RBI to be a positive experience. The questions were clear and provided informative feedback. It would be helpful to separate the questions and ask one question at a time and record that response. It is unclear whether some respondents did not have an answer to particular questions or after answering one of multiple questions, did not answer the other question asked because they had forgotten it.

## Second Set of RBI 2015 Family Surveys and a Comparison between the First and Second Sets

1. The Intended purpose of the RBI is to help families identify the priorities for their IFSP or IEP. Do you think the interview helped you do this?

Yes: 15 No: 1

### Summary of Responses: Question 1

Fifteen parents interviewed felt the interview met its intended purpose of helping families identify the priorities for their IFSP or IEP. One felt that there were too many detailed questions.

Eight parents (53%) said the process helped them either prioritize their needs throughout the day or see areas that need improvement and/or their strengths. An additional 3 parents liked the fact that they had “Mom time” to talk about their daily routines/activities. Two parents mentioned the therapists. One now better understands why she meets with the therapist and one felt that the therapist now had a better understanding of her child.

### Highlights of Quotes:

- The process helped me prioritize (4 responses). It is hard to go through the entire day – but is allows you think about what you need to work on
- Help me reflect and learn about myself and my family
- Helped me see where we need to fix things/ areas of improvement (4 responses) and show our strengths
- Given a handout with priorities that we could discuss with our team
- Allowed “Mom Time” to talk out daily routines/daily activities (3 responses)
- The questions were spot on in probing for problem areas that need attention
- Gave me an idea of why we meet with the child’s therapist
- Helped the therapist understand my child better
- Good to clarify goals and challenges.
- Asked too many detailed questions

2. We often hear concerns from early intervention providers and services coordinators that the RBI is too long. How did it feel for you?

Not too long: 13 A little long: 2 Way too long: 1

### Summary of Responses: Question 2

Only 2 parents thought it was a little long but worth it and not terrible and one parent said it was way too long. The majority (8 parents) found that it took the amount of time they expected it to take and three thought it might be longer. Seven parents at least partially attributed it to the fact that the team was easy to talk to, 3 parents said they were “natural talkers” and at least 2 indicated that knowing how long it would take was an important part of the process.

Take away message: the parents do not find it too long, appreciate knowing what to expect in terms of time and find the team easy to talk to.

Highlights of Quotes:

- It took the expected amount of time (8 responses) you need that time to get proper info. The length and depth was necessary. I talked their ears off (3 responses) It was perfect. Easy group to talk to (5 responses)
  - It was long but not sure that it was longer than other interviews we did
  - Thought it might be longer (2 responses)
  - A little long -but not terrible (2 responses) but if it helps families it is worth it
  - It flew by- I had been informed of the process so I expected the time/ it is important to let families know ahead of time how long it will take
  - I like to talk (2 responses) – I ran out of time
  - Good conversation (2 responses)
3. Some providers and services coordinators feel that the interview questions are too personal. Tell us about your experience.

Too Personal: 1 Not too personal: 15

Summary of Responses: Question 3

The families acknowledged that the question were of a personal nature. Two acknowledged that they had the option to not answer any question they were not comfortable answering and one parent stated that she exercised that option on certain questions. One felt that the interviewer was trying to know a “Little too much.” However, the majority (67%) felt that they were not at all too personal. Eight parents (53%) felt that it was important to ask questions at that level so the needed information was gained.

Highlights of Quotes:

- Some questions are personal
- We are told that we don't have to answer questions that we don't feel comfortable not answering (2 responses)- I didn't answer some of them (1 response)
- I don't think they were too personal (10 responses)
- I feel that the more open and honest I could be, the more helpful it is and more able to serve my child (5 responses)
- This is my family and life we are discussing. It is not a business, helped get to the root of the family issue (2 responses)
- All of the questions pertaining to children seemed fine. Questions pertaining to myself/marriage did feel personal but helped get to underlying issues



4. Would you recommend the routines-based interview to other families Yes/No Why/Why not?

Would Recommend: 15    Would not Recommend: 1

Summary of Responses: Question 4

The majority of parents (15) said they would recommend the RBI. One parent felt that she was asked too many questions. The reasons for recommending it to other families varied but included examples of how the RBI was helpful to them, how it will help other parents who will do this in the future, how it was helpful within their team, and how it was helpful to the state. The quote that could be put as endorsement statement on an RBI book was, "Sometimes you don't even know your life could be better. It is unusual for people to think about their daily lives. A must for all parents!"

Highlights of Quotes:

- It gave me more confidence going into the IFSP/IEP meeting
- Helped raised points to her team that she would have not thought of
- Took away great information and helped put thoughts into writing
- Good opportunity to set family goals (2 responses)
- Gives you and your team better insight into your day (4 responses)
- Makes parent more aware of things to work on and learn from (3 responses)
- Sometimes you don't even know your life could be better. It is unusual for people to think about their daily lives. A must for all parents!
- Exposes parents to parenting information
- It is an easy way for someone to learn the process
- It can help the state make improvements regarding the interviews, helping kids, and how to help others.
- Asked too many questions

5. Is there anything we can do to make the interview experience better?

Specific Recommendations: 5    No Recommendations: 12

Summary of Responses: Question 5

Eight (53%) gave it very positive reviews. Three parents left the question blank so it is not possible to determine their responses. The four constructive criticism comments; most may be easily changeable and should be considered. They were: (1) Explain the need for the family/support map and use it during the interview, (2) make the setting more informal by having chairs next to one another and not across with a table in between, (3) it felt like a job interview, (4) too many people in the room and, (5) Prior to the interview and again at the beginning review with the families what they should expect to occur during the meeting.

## Highlights of Quotes:

### Positive thoughts

- Thought it went well/ great resource (7 response)
- The workers were personable and caring

### Constructive criticism

- Don't understand the point of the family/support map at the beginning of the interview. We never came back to it
- Felt more like a job interview with me on one side of the table and the interviewer on the other side. Maybe move it outside, have couches or chairs next to each other
- Give a bit more information on what to expect
- Felt like a job interview (no explanation why was given)
- Too many people in the room

## **Comparison Between First and Second Sets of RBI Analyses**

The original set of Analyses was three questions and the second set was 5 questions. But, that was more a function of separating out multiple questions from the first set into separate questions. The second set of questions was clearer and easier to analyze.

	Analysis 1	Analysis 2	Overall Response
Was the RBI Helpful?	9/9 yes (100%)	15/16 yes (94%)	Helped prioritize thoughts, good reflection, clarify goals
Was it too long?	7/9 No (78%)	15/16 No (94%)	Long but valuable
Was it too personal?	9/9 No (100%)	15/16 No (94%)	No, have the option to not answer, information gathered was important
Would you recommend this to other families?	9/9 Yes (100%)	15/16 Yes (94%)	Good way to organize thoughts, gives you and your team better insights
Are there ways to improve the process?	2/9 (22%) suggested improvements	4/16 (25%) Individuals suggested improvements	Having more information before starting would be helpful Make it feel less like a job interview

## **Appendix F: Participant Evaluation: RBI Boot Camp**

## Participant Evaluation: RBI Boot Camp

1. Are you confident that you can successfully complete an RBI? If not, what steps will you take or what supports do you need?
2. Are you confident that you can successfully complete an eco-map? If not, what steps will you take or what supports do you need?
3. Are you confident that you can successfully write functional and measurable child and family outcomes? If not, what steps will you take or what supports do you need?
4. Would you recommend the boot camp to others? Why or why not?

**Appendix G: RBI Boot Camp Family Survey Evaluation**

## **Routines-Based Interview (RBI) Boot Camp**

### **Family Survey Evaluation**

We would like to get your reactions to being part of this training so that we can provide the best experience for families and providers in the future. Please answer the following questions as best you can:

- 1. The intended purpose of the Routine Based Interview (RBI) is to help families identify priorities for their IFSP or IEP. Do you think the interview helped you to do this? Yes/No**

**Why/Why not?**

- 2. We often hear concerns from early intervention providers and services coordinators that the RBI is too long. How did it feel for you?**
- 3. Some providers and services coordinators feel that the interview questions are too personal. Tell us about your experience.**
- 4. Would you recommend the routines-based interview to other families? Yes/No**

**Why/Why not?**

- 5. Is there anything we can do to make the interview experience better?**

**Appendix H: Nebraska RBI Approval Requirements  
May 2016**



## Requirements for Nebraska RBI Approval

### During the Boot Camp

- \_\_\_\_\_ Lead an RBI as the Primary interviewer—receive feedback from feedback giver and coach
- \_\_\_\_\_ Assist with an RBI as the Secondary interviewer
- \_\_\_\_\_ Observe an RBI as the Feedback Giver- use the implementation checklist and provide feedback
- \_\_\_\_\_ Complete functional goal writing homework assignment and receive feedback from your coach
- \_\_\_\_\_ Participate in workshop discussions and RBI debriefings

### After the Boot Camp

Practice RBI's with families. When ready, or no later than \_\_\_\_\_, send your coach a:

- \_\_\_\_\_ Signed consent to videotape
- \_\_\_\_\_ Copy of the Ecomap
- \_\_\_\_\_ Videotaped RBI with YOU as the primary interviewer. The tape must include the ecomap. The interview itself should be AT LEAST 1 hour in length, excluding the eco-map. You may have a secondary interviewer assist you.
- \_\_\_\_\_ Copy of the family's priorities from the interview
- \_\_\_\_\_ A participation-based outcome developed for each of the family's priorities (must include at least one family outcome). Aim for 6-10 total outcomes.

**NOTE: The child and family outcomes submitted must come from the family priorities expressed during your taped RBI. Use the "7 Steps to Writing Functional Outcomes", the templates and the examples provided in your Boot Camp binder as a guide.**

Following receipt of the videotape and the accompanying materials, the coach will...

- \_\_\_\_\_ complete an RBI implementation Checklist and provide you with a copy
- \_\_\_\_\_ provide verbal feedback via a phone call or F2F meeting
- \_\_\_\_\_ provide written feedback on the Ecomap and RBI
- \_\_\_\_\_ provide written feedback on the outcomes using the Quality Outcomes Checklist as a guide.
- \_\_\_\_\_ send you these results by \_\_\_\_\_.

**NOTE: You must have a score of 85% or better on the RBI Implementation Checklist for RBI approval.**

Many participants need the feedback they receive on their first video submission in order to reach 85% accuracy on a second submission. If a score of 85% is not reached on the first video, follow the feedback you received in your practice and resubmit the required documents listed above by \_\_\_\_\_. Your coach will complete an implementation checklist and provide feedback by \_\_\_\_\_.

\*Participants and coaches are asked to adhere to the submission timelines as directed in the boot camp agreement. An extension may be granted if absolutely necessary but MUST be made in conjunction with the assigned coach. Please copy all emails between coaches and participants to the Boot Camp facilitator and participant supervisor/PRT designee.





## Tips for getting approved:

- Folks consistently get higher scores on an implementation checklist when they interview a family they DON'T know and when they give themselves LOTS of practice!
- You can practice the RBI with any family or even with one another! Remember that much of what you are practicing is the "script"-- how to introduce the RBI, the sequence of questions, remembering to rate the routines, how to ask the worry/change questions, when to take out a clean sheet of paper etc. You can do this with anyone.
- You CAN also submit a videotape of an RBI you have done with any family (not each other). The family does NOT have to be an "initial" referral or even a family receiving EI services. People who have gone through the approval process, say it is helpful if the person being interviewed has a child between the ages of Birth-5. They also say It is easier to ask in-depth questions and elicit priorities if the family has a child with a disability but this is not necessary.
- There are a few other things to consider when selecting a family to interview....some families are more difficult to interview than others. For example, it is difficult to demonstrate your skill at asking in-depth EISR questions when interviewing a family with a very young infant. There simply aren't as many questions to ask. Interviewing a family who is non-English speaking also adds a layer of difficulty. Completing an interview with an interpreter is a skill you will need to learn but you may not wish to add this "stressor" when submitting a videotaped interview.
- Maximal learning comes from getting good feedback. Asking someone to give you feedback every time you do an interview is a GREAT idea. We are recommending that teams have the secondary interviewer routinely complete an implementation checklist after each interview (when you've left the family's home). This helps you to debrief and prepare for the next interview opportunity.
- Poorly written outcomes will not prevent you from becoming RBI approved. However, your coach will provide you with feedback on your outcomes and may request that you re-submit if necessary.
- **We recommend you use a secondary interviewer. However, please note that your secondary interviewer will be scored as part of your overall RBI implementation checklist and this is factored into YOUR overall score. So, make sure they feel ready for their job!**
- If you are going to have difficulty with the due dates, please contact your coach.
- Remember, the ultimate goal is for ALL team members to become RBI approved. Interviewing is a "skill"; it develops over time with practice and feedback.

## **Appendix I: Nebraska Fidelity Process October 2016**



## Nebraska's RBI Fidelity Process



Trainer Description	Training	Fidelity Check
Certified Trainers	Certified at the Siskin Institute in Chattanooga, TN.	Every 2 Years NDE facilitates process
Approved PRT Trainer/Coach	Approved at an RBI Boot Camp; designated as a PRT RBI Coach; attended an RBI Scoring Reliability Training	Annual Observation by an approved RBI interviewer. Achieves 85% or better on RBI Implementation Checklist.
Approved Interviewers	Approved at an RBI Boot Camp or approved through an Individual Mentoring Process following the Nebraska 7 steps for RBI Training found at:  <a href="http://edn.ne.gov/cms/sites/default/files/pdf/Nebraska-Rec-Training-Practices.pdf">http://edn.ne.gov/cms/sites/default/files/pdf/Nebraska-Rec-Training-Practices.pdf</a>	Annual Observation by an approved RBI interviewer. Achieves 85% or better on RBI Implementation Checklist.

***\*Initial and annual RBI implementation checklists for providers and services coordinators should be kept on record by the PRT Leadership Team. Status of RBI training in the PRT will be a part of the annual PRT grant application/TIP evaluation process.***

**Appendix J: RBI Implementation Checklist Rules  
July 2016**

## RBI Implementation Checklist – NE rules for scoring reliability

**SCORING:** + OBSERVED AS DESCRIBED. +/- EMERGING OR PARTIALLY OBSERVED.

– NOT OBSERVED OR OBSERVED TO BE INCORRECT

<b>Did the interviewer:</b>	+	+/-	-	Comments
<b>Beginning</b>				
1. Greet the family and review the purpose for the meeting (i.e., to get to know the family and to determine how best to provide support to their child and family)?				Must include the content from the script but does not need to be word for word.
2. Ask the parents their main concerns for their child and family?				Should be short and sweet, not encouraging elaboration; <b>MUST</b> include “family” reference, if not, score +/- or -
<b>Routines</b>				
3. Stay focused on routines rather than developmental domains?				Most of the time; asks about development as described within the context of routines (should NOT sound like a checklist).
4. Ask open-ended questions <b>initially</b> to gain an understanding of the routine and functioning (followed by closed-ended questions <b>if necessary</b> )?				During <b>MOST</b> of the routines; can also use “tell me about” and “paint me a picture” as alternative. Most of the time for #4 means <b>MORE</b> open-ended questions than close ended with the focus being on “initially”
5. Find out what people in the family other than the child are doing in each routine?				During most of the routines.
6. Ask follow-up questions related to engagement?				During <b>MOST</b> of the routines, also consider, do you have a picture of the child in most routines. Cannot simply ask using the word “engagement”. Questions in EISR may also count as #9 and 10 (see below).
7. Ask follow-up questions related to independence?				Same as above. Cannot simply ask using the word “independence”.
8. Ask follow-up questions related to social relationships?				Same as above. Cannot simply ask using the word “social relationships”.
9. Ask follow-up questions to gain an understanding of functioning?				During <b>MOST</b> routines and using: How does that work for you, where does he sit, how does that look – think: how does a family “function”. ? Particularly for questions about behavior, fighting, fits, attention, etc.
10. Ask developmentally appropriate follow-up questions?				During most routines. Consider child’s age and developmental level.
11. Avoid unnecessary questions, such as the specific time something occurs?				If this happens 1 or 2 times, would not count against participant; should not be frequent. Should not interfere with the structure of the questions within routines.
12. Attempt to get the parent’s perspective on behaviors (why he/she thinks the child does what he/she does)?				Should ask at least once, more if behaviors are discussed.
13. Put a star next to notes where the family has indicated a desire for change in routine, has said something they would like for their child or family to be able to do, or raised a red flag for the interviewer?				Should get most of them, be sure to include the concern raised in question 2; worry and change questions, ecomap, and time to self..
14. If there are no problems (stars) in the routine, ask the family what they would like to see next?				Would <b>NOT</b> be used when concerns were already described; should be asked <b>BEFORE</b> the rating; if the interviewer misses a few chances to use, or if they ask <b>after</b> the rating a few times, do not score as - <b>as long as they correct it later</b> (try to use the word “next” and not “different” or “changed” as this is meant to capture next steps).
15. Ask for a rating at the end of the parent’s description of <i>each</i> routine?				Most of the time; if “routines” are not clear, look for interviewer identifying and rating at natural breaks within a period of time.
16. Ask “ <i>What happens next</i> ” (or something similar) to transition between routines?				Most of the time; if they miss a few, it’s okay.

<b>Did the interviewer:</b>	+	+/-	-	Comments
17. Use “time of day” instead of “routine”?				Most of the time, if they use the word routine a few times (2-3) it’s okay to give a +; if parent uses the word and interviewer then uses it back to them, it’s okay;
<b>Style</b>				Do not score until at least half way through the interview. Style items may begin as awkward but as long as interviewer corrects self and improves as interview proceeds can score +.
18. Use good affect (e.g. facial expressions, tone of voice, responsiveness)?				Appropriate most of the interview; does not use non-professional references.
19. Have a good flow (conversational, not a lot of time spent writing)?				Most of the interview; some writing is okay but would be scored as +/- or – if the parent having to wait while interviewer writes a lot of the time.
20. Maintain focus throughout the session?				Most of the time stays focused on the structure of the interview.
21. Use affirming behaviors (nodding, positive comments or gestures)?				Appropriate to the situation; if affirming behaviors too fast or interrupts parent, score +/- or -. e.g. not at times that take the interview off track.
22. Use active listening techniques (rephrasing, clarifying, summarizing)?				Acknowledges, repeats/rephrases as needed to check for understanding, “I heard you say...”, “is this what you mean”, “so you said you get him dressed and then....”
23. Avoid giving advice?				Should not see suggestions at all; should try to redirect (“that will come later”), if parent persists with a topic can give information.
24. Act in a nonjudgmental way?				Most of the interview, regardless of differences in parent’s perspective from the interviewer’s.
25. Return easily to the interview after an interruption?				Most of the interview; comes back to the RBI without following side conversations or encouraging attention to things other than the interview’ can respond to child or parent but comes back quickly.
26. Allow the family to state their own opinions, concerns, etc. (not leading the family towards what the interviewer thinks is important)?				Most of the interview, does not lead/suggest to families to things that should come next or in making assumptions without asking parent for perspective. At times, clarifying questions appear leading (see #22).
<b>Family Issues</b>				
27. Ask the family if they have enough time for themselves or with another person (if this information was not shared previously)?				Must find out from parent at any time during the interview; if both parents are present, asking both is preferable, if only asks one parent, make a note but still give +.
28. Ask the family “When you lie awake at night worrying, what is it you worry about”?				Must use as written in script; asking both parents if both present is preferable, if only asks one parent, make note but still give +.
29. Ask the family “If you could change anything about your life, what would it be”?				Must use as written in script; asking both parents if both present is preferable, if only asks one parent, make note but still give +.
<b>Recap/Outcome/Goal Selection</b>				
30. Ask the person taking notes to summarize the starred concerns during the recap?				Let the parent know – use the script – now we are going to review the concerns or things you talked about. Did they ask or not, + or -.
31. Complete the recap in 5 minutes or less?				Summarize only, no elaboration or asking the parent additional questions. Show or give access to parent the notes.
32. Ask the family, after the note-taker has summarized the concerns, if anything should be added?				Should anything be added?
33. Make it clear to the family that the concerns (i.e., starred items) were not outcomes/goals?				Use script to describe as concerns or priorities, should NOT say, “your goals” or “from your list/notes”.
34. Following the recap, ask the family what they would like to work on (i.e. a list of outcomes) and record their responses <i>on a clean sheet of paper</i> ?				Must start using CLEAN sheet of paper – “what would you like to work on” or something similar. Shares the notes or reviews recap if needed, but the point is for the parent to list ANYTHING. This is NOT a list the interviewer has made, nor is it the list of starred items.
35. Ask the family to prioritize the outcomes in order of importance?				Asks family to prioritize, or gives family the pencil to do themselves. Prefer this to be a conversation but can let parent review themselves and rank.

<b>Did the interviewer:</b>	+	+/-	-	Comments
36. Say what will happen next with this information (e.g., outcomes/goals written in behavioral, measurable terms; services decided upon)?				Next step – does not have to be long, can be IFSP, share with the team, etc. should fit the situation – training might be to share with team; real situation would be IFSP, etc.

## **Appendix K: Guidelines for Video Review & Feedback**



## Feedback Guidelines When Reviewing RBI Videotapes

Feedback is provided in 3 formats- (1) using implementation checklists, (2) verbally via a phone call or F2F meeting, and (3) in writing.

- First set up *phone call/F2F meeting* to provide verbal feedback; follow up with checklists and written feedback after the phone call.
- *Verbal feedback* should mimic the SOAP format described in detail below and including – *Subjective* observations of overall strengths, *Objective* data including the score and approval status, a description of the *Assessment* including positive observations and 2-3 main things to work on, and finally the *Plan* for next steps. Give the participant the opportunity to ask questions, make comments and give feedback.
- *Written feedback* should be 1-3 typed pages in length. Typically 3 pages are for participants who did not get approved because more in-depth information is usually needed. EVERYONE, regardless of approval, should get specifics as to strengths and areas of growth for the ecomap, the RBI and functional outcomes. Include the RBI Implementation checklist (scanned copy) in your feedback.
- Use SOAP format for both the phone call and the written feedback, which includes:
  - 1) “Subjective” or general and overall strengths (E.g. Your interview had a great flow, the parent was opening up so well at the end, you did great at remembering to ask what everyone else is doing, a sure sign this was a good RBI was when Abby started to reflect herself and see why some things don’t go as well when they are away from home, ...)
  - 2) “Objective”, which states the data: i.e. percentage from the checklist, specific items you want to highlight that the participant needs to focus on, and the pass/no pass decision, e.g. “I’m so glad you used the protocol; that helped you structure the interview but unfortunately, I cannot pass you because I did not hear enough questions about engagement, social relationships and independence; and you forgot to have the parent rate their routines until the very end. More information will follow.”
  - 3) “Assessment”: the bulk of the feedback is in this section and typically is chunked into headings or sections such as “open-ended questions”, “recap”, “stars”, etc. Start with positive observations, particularly if the participant DID demonstrate one or two examples that can be developed, e.g. “if you explore all routines like you did play time, you will be able to gather more specifics for the recap”. If it is difficult to find good examples, provide a narrative of what the participant should use so that they have something to compare to. Include the chunks of “areas for growth”, however be strategic in which items you elaborate upon. It is

not necessary to include an example and feedback about every single item. The participant will have the checklist and can come back for clarification if they have questions about an item not covered.

- 4) “Plan” for next steps: choose wisely, what 2-3 important things (or less) does the participant need to focus their practice on so that they can pass, or if they DID pass, what else can they work on (every RBI can be improved upon); you do not need to list everything. What resources might you suggest? Be encouraging. E.g. “Work on the timing of when to ask what the parent would like to see next, remember it comes BEFORE the rating”. Or, “be sure to use the protocol for items 27-29 so that you get the correct wording.” Or “continue to work on the EISR questions – there are some sample clips on the EDN website that you can watch. I think you will find that interviewing parents of children you don’t already know will help you to be more thorough as well.” And, “this was a much better interview! Congratulations on passing! Continue to work on the recap.”
- Ecomap: does not influence approval, but use the Ecomap checklist for providing feedback and include at least 1 positive and if needed, include 1 next step, in your verbal and written feedback. Include a scanned copy of the ecomap checklist.
  - Outcomes: Participants should have developed an outcome for each of the family’s priorities. Use the Quality Outcome checklist to guide your feedback but it is NOT necessary to actually score the checklist. Make suggestions as needed in your verbal and written feedback if they missed key information from the RBI itself that you noticed while watching it. Try to highlight any outcomes that meet the criteria or mostly meet the criteria as a way to compare to others that might need work. Make sure you refer the participant to the samples in the notebook or the outcome templates if they did not provide any well written outcomes. Even though the outcomes themselves do not influence approval, ask them to resubmit poorly written outcomes, even if they passed the RBI. It is not necessary to re-write all of them when asking for resubmissions. Instead, choose a few representative samples (both child and family if needed) that would allow the participant to practice adequately. *Participants do not have to use the EXACT wording provided in the templates. Their outcomes DO need to include the information listed in each of the items on the checklist.*

**Things to keep in mind:**

- Regarding the RBI time length - Participants are reminded both verbally and in the written approval requirements that RBIs less than an hour in length (excluding the ecomap) will not be approved. This requirement is based on experience with many RBIs

and the level of detail that tends to be missing when it does not last at least an hour. However, the coach should STILL accept the submission and provide feedback to the participant. When explaining this to a participant, highlight the data about short interviews rather than simply stating the time limit, the latter of which, on its own, can be frustrating for the participant.

- Protocol- Participants are encouraged to read the bolded sections of the protocol. However, they don't have to read verbatim as long as their orations include the pertinent information in each section.
- Checklists – score the checklists using the (+), (-), and (+/-) columns. Remember that a (+/-) is considered an “emerging skill” but is scored a (-) when computing the RBI percentage. Jot down notes and/or helpful examples on both checklists that the participant can use when resubmitting.
- Outcomes – Remember that the participant's list of outcomes needs to include at least one family outcome and one child outcome.

**Appendix L: IFSP Outcome Quality Checklist**  
**March 2015**

# IFSP Outcome Quality Checklist

Outcome #: \_\_\_\_\_

Child NSSRS: \_\_\_\_\_ Connect #: \_\_\_\_\_ IFSP Date: \_\_\_\_\_ PRT #: \_\_\_\_\_ Rater: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Child Outcomes – Does the Outcome:	Yes (+)	No (-)	Comments
1. Emphasize child participation in a <b>routine(s)</b> ? (Child will participate in <i>outside time</i> by.... <i>NOT</i> child will participate in <i>running</i> ; or child will participate in <i>breakfast and snack time</i> by.... <i>NOT</i> during <i>eating and drinking times</i> ).			
2. Include an <b>observable indicator</b> of what the child will do that is necessary, clearly connected, and/or useful in participating in the <b>above routine(s)? (Routine(s) must be identified in #1 to score a +)</b> . (Child will <i>hold spoon for 4 bites</i> during.... <i>NOT grasps spoon</i> ; or child will <i>use word or sign to let family know</i> during.... <i>NOT</i> child will <i>not scream</i> ; or child will <i>play with a car by rolling it on the floor at playtime</i> ... <i>NOT</i> child will <i>sit up and hold bottle at</i> ....)			
3. Include a reasonable time frame for completion, with criteria that are clearly linked to the outcome? (Child will hold spoon for 4 bites at lunch <i>each day for 2 weeks</i> ... <i>NOT 3 of 4 trials</i> ; or child will use 2 words together at playtime <i>on the weekends for 2 weeks</i> .... <i>NOT 1 day across 3 observed days/sessions</i> )			
4. Describe priorities in words the family would use (i.e. jargon-free)?			
5. Link to the family priorities as listed on page 2 of the IFSP?			
Family Outcomes – Does the Outcome:	Yes (+)	No (-)	Comments
1. State specifically what the family will do (i.e. the family is the actor) based on a family priority as listed on page 2 of the IFSP, i.e. reflecting a family need or interest? (Sally will <i>get information about child care or respite</i> .... <i>NOT</i> have <i>knowledge of medical, financial, and developmental services</i> ; or Russ will <i>feel satisfied or comfortable that he knows how to play with Ronnie</i> .... <i>NOT</i> family will <i>play appropriately with their child</i> )			
2. Include an indicator of when or how the family will know the goal is met? (find child care <i>by June 15 or by the end of the month</i> )			
3. Written in words the family would use? (I.e. jargon-free.... <i>NOT</i> family will <i>utilize resources in their community</i> . <b>(If it is difficult to determine whether the outcome is written in the “family’s words”, score as a “yes”)</b> ).			

Please check one: \_\_\_\_\_ Child Outcome \_\_\_\_\_ Family Outcome      Raw Score for this outcome (# correct items/total # of items) \_\_\_\_\_

**Instructions for completion:** Rate each IFSP outcome using a separate page. Begin by categorizing the outcome as either a **family** outcome in which the parent's name is specified as the focus; or as a **child** outcome in which the child's name designates the focus. Using the appropriate section, rate the outcome on each of the criteria listed. A (+) indicates the criterion is present, a (-) indicates it is missing. Use the comments section for feedback or next steps. Record the raw score for this item in the space provided. When all outcomes on the IFSP have been scored, complete a summary sheet. (Adapted with permission from RA McWilliam Goal Functionality Scale III 2009)

**Appendix M: Outcome Quality Checklist Rules**  
**October 2016**

## IFSP Outcome Quality Checklist: Notes for Scoring-August 2016

Outcomes must be functional and meaningful; aimed at improving the everyday lives of children and adults. They must also be measurable; with logical and practical criteria spanning time. The purpose of this IFSP outcome checklist is to help “pull apart” outcomes in order to identify the “individual components” that make each outcome functional, meaningful and measurable. It is not necessary to write outcomes using the McWilliam template in order to use this checklist. As long as each of the items on the checklist are present in an outcome (regardless of order or exact wording), feedback on quality can be provided.

**Child NSSRS:** \_\_\_\_\_ **Connect #:** \_\_\_\_\_ **IFSP Date:** \_\_\_\_\_ **PRT #:** \_\_\_\_\_ **Rater:** \_\_\_\_\_ **Date Completed:** \_\_\_\_\_

Child Outcomes – Does the Outcome:	Yes (+)	No (-)	Comments
1. Emphasize child participation in a <b>routine(s)</b> ? (Child will participate in <i>outside time</i> by.... <i>NOT</i> child will participate in <i>running</i> ; or child will participate in <i>breakfast and snack time</i> by.... <i>NOT</i> during <i>eating and drinking times</i> ).			Must be a routine(s); not a general reference to “daily routines” or other generic terms. May be “feedings” or “diapering’s” for an infant; family games or evening walk. No more than 3 routines.
2. Include an <b>observable indicator</b> of what the child will do that is necessary, clearly connected, and/or useful in participating in the <b>above routine(s)? (Routine(s) must be identified in #1 to score a +)</b> . (Child will <i>hold spoon for 4 bites</i> during .... <i>NOT</i> grasps spoon; or child will <i>use word or sign to let family know</i> during.... <i>NOT</i> child will <i>not scream</i> ; or child will <i>play with a car by rolling it on the floor</i> at playtime.... <i>NOT</i> child will <i>sit up and hold bottle</i> at....)			Indicator or “skill” must be clearly connected to the routine(s) in item 1 and be stated as an “action” i.e. without it the child would not function as well in the routine. Identifying more than 1 skill in 1 outcome is usually scored as a minus (note the word “an”). Words like “communicate”, “interact”, “independent”, “express”, etc. can be used as long as they are described, i.e. “roll independently”, “communicate in 2 word phrases”, “interact by smiling”, “express using signs”, etc.
3. Include a reasonable time frame for completion, with criteria that are clearly linked to the outcome? (Child will hold spoon for 4 bites at lunch <i>each day for 2 weeks... NOT 3 of 4 trials</i> ; or child will use 2 words together at playtime <i>on the weekends for 2 weeks.... NOT 1 day across 3 observed days/sessions</i> )			Be practical. A helpful way to check is to “play out” the measurement—is the measurement “functional” and “doable” for the family, i.e. could they collect data about it? If more than one routine is listed, then the indicator or skill must occur in all routines indicated: Measurement can’t be just a one- time occurrence; must include a “generalize” component, e.g. “4 bites at each meal for a week”.
4. Describe priorities in words the family would use (i.e. jargon-free)?			1 or 2 jargon-y words are okay as long as they don’t overshadow the rest of the outcome. If in doubt, score as a plus.
5. Link to the family priorities as listed on page 2 of the IFSP?			<b>Link</b> , not match word for word.
Family Outcomes – Does the Outcome:	Yes (+)	No (-)	Comments
1. State specifically what the family will do (i.e. the family is the actor) based on a family priority as listed on page 2 of the IFSP, i.e. reflecting a family need or interest? (Sally will <i>get information about child care or respite.... NOT have knowledge of medical, financial, and developmental services</i> ; or Russ will <i>feel satisfied or comfortable that he knows how to play with Ronnie.... NOT</i> family will <i>play appropriately with their child</i> )			First, does the outcome identify the family as the “actor”? Next, is there a priority that <b>links</b> to the outcome? The goal of EI is to move families to an “action” i.e. “will seek information”, “will ask the clinic about the diagnosis”. However, “ will get” or “will have” information” might be appropriate as a starting point such as “getting or having information about seizure control” as long as the outcome links back to the family’s priority and not a generic receipt of “resources and services”.

2. Include an indicator of when or how the family will know the goal is met? (find child care <i>by June 15 or by the end of the month</i> )			Time frame might be a date, a period of time or a point in time (end of month, in 3 months, by the next IFSIP)
3. Written in words the family would use? (I.e. jargon-free.... NOT <i>family will utilize resources in their community</i> . <b>(If it is difficult to determine whether the outcome is written in the “family’s words”, score as a “yes”)</b> ).			Same as above definition in #4.

**Please check one:** \_\_\_\_\_ Child Outcome \_\_\_\_\_ Family Outcome      **Raw Score for this outcome** (# correct items/total # of items) \_\_\_\_\_

**Instructions for completion:** Rate each IFSP outcome using a separate page. Begin by categorizing the outcome as either a **family** outcome in which the parent's name is specified as the focus; or as a **child** outcome in which the child's name designates the focus. Using the appropriate section, rate the outcome on each of the criteria listed. A (+) indicates the criterion is present, a (-) indicates it is missing. Use the comments section for feedback or next steps. Record the raw score for this item in the space provided. When all outcomes on the IFSP have been scored, complete a summary sheet. *(Adapted with permission from RA McWilliam Goal Functionality Scale III 2009)*



## **Appendix N: IFSP Outcome Summary Sheet**

# NEBRASKA IFSP Child & Family Outcome Quality Summary Sheet

Child NSSRS:

Connect #:

IFSP Date:

PRT#:

Rater Initials:

Date Completed:

Total # of Child Outcomes on the IFSP:

Total # of Family Outcomes on the IFSP:

Total # of Child and Family Outcomes on the IFSP:

Raw Score for Child Outcomes (# correct/total # of child items scored):

% Correct for Child Outcomes (# correct x100/total # of child items scored):

Raw Score for Family Outcomes (# correct/total # of family items scored):

% Correct for Family Outcomes (# correct x100/total # of family items scored):