

RBI Implementation Checklist – NE Rules for Scoring Reliability

Interviewer _____ Date _____

Observer _____ Items Correct: _____ Scored: _____ %: _____

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

| Did the interviewer: | + | +/- | - | Comments |
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| Beginning | | | | |
| 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. MUST include “family” reference, if not, score +/- or - |
| Routines | | | | |
| 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 initially to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)? | | | | During MOST of the routines, i.e. Ask “tell me about” or “paint me a picture” as alternative. Most of the time #4 means using MORE 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, not a question of simply “where” but rather paints a picture of what everyone in the family is doing . |
| 6. Ask follow-up questions related to engagement? | | | | During MOST of the routines, do you have a picture of the child? Cannot simply ask using the word “engagement”. May be helpful to tally how many times engagement questions are asked compared to other EISR questions. This is an entry level skill. Score a + if questions are asked, with enough frequency, to gain information about the child’s engagement within routines. Questions in EISR may also count as #9 and 10 (see below). Should include questions addressing family main concerns as appropriate. |
| 7. Ask follow-up questions related to independence? | | | | Same as above. Cannot simply ask using the word “independence”. Tally marks can be helpful. This is an entry level skill. Score a + if questions to gain information about how independent the child is within routines are asked with enough frequency. Should include questions addressing family main concerns as appropriate. |
| 8. Ask follow-up questions related to social relationships? | | | | Same as above. Cannot simply ask using the word “social relationships” or “how does child interact?” Tally marks can be helpful. Should include questions about the parent-child interaction e.g., “what do you do when he does ___?” This is an entry level skill. Score a + if questions to gain information about the child’s communication and social relationships within routines are asked with enough frequency. |
| 9. Ask follow-up questions to gain an understanding of functioning? | | | | During MOST routines and using: “Does that work for YOU , where does he sit, how does that look, what have you tried that works for your family?” Think: How does the family “ function ?” Ask especially for questions about behaviors i.e., fighting, fits, attention, etc. Function questions are higher-level skill and give deeper information (they build on EISR items 6-8). These questions are used to find out how the child’s behavior impacts family function . Score a minus if there isn’t a clear picture of child/family functioning within most routines with special attention to main concerns |
| 10. Ask developmentally appropriate follow-up questions? | | | | During most routines, consider child’s chronological age as well as developmental level. The latter becomes crucial to determine if the child is delayed. |

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| 11. Avoid unnecessary questions, such as the specific time something occurs? | | | If this happens 1 or 2 times, do not count against interviewer but should not be frequent or interfere with the structure of the questions within routines. |
| 12. Attempt to get the parent's perspective about why he/she thinks the child does what he/she does? | | | Should ask at least once when any type of developmental behavior is discussed. "Behaviors" can represent a broad array of things the child does, not just things like throwing or hitting. I.e., Ask why the caregiver thinks the child is doing what they are doing, at least once during the interview. E.g., "Why do you think he throws his plate or why do you think he grabs the side of his crib when he sees you?" |
| 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 the stars. Be sure to include the main concern raised in question 2, worry and change questions, ecomap, and time to self. Must hear at least 80% of stars from interview during recap (item 32) so listen to the recap before scoring this item. |
| 14. If and only if there are no concerns identified in the routine, ask what the parent would like to see happen next. | | | Should NOT be used when stars have already been identified. Should be asked BEFORE the rating. If the interviewer misses a few opportunities to ask, or if they ask <u>after</u> the rating a few times, can still score a + IF the interviewer corrects it later . They must use the word " next ", NOT the words "different" or "changed" as this item is meant to capture next steps. Best practice would be to ask the secondary if they have questions, and secondary to let primary know if no stars had been identified in the routine before rating, but not necessary for a +. |
| 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, did the interviewer identify and rate at natural breaks within time period? Chunking routines (e.g., wake up, change diaper, breakfast before asking for a rating) is avoided. When end of routine is not clear, consider whether there has been a change in people, location, activity? If so, that's an indication that a rating should be obtained. |
| 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. Avoid "leading" the family, e.g., the caregiver has described dinner prep, do not assume that eating dinner comes next. |
| 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 ok. |
| Style | | | Do not score until at least halfway through the interview. Style items may begin as awkward but if interviewer corrects self and improves as interview proceeds can score +. |
| 18. Use positive and appropriate affect (e.g. facial expressions, tone of voice). Matches responsiveness to what parent says, eye contact, body positioning. | | | Appropriate for most of the interview; does not use non-professional references. Can be verbal or non-verbal with focus being on an appropriate match to what parent is doing or saying. E.g., "that's a great idea" is matching but "your ecomap looks good" without asking the parent what they think is not appropriate. |
| 19. Has a good flow (conversational , not a lot of time spent writing)? Listens and responds to what is being shared. | | | Most of the interview. Listens and responds (as appropriate) to what is said rather than "firing" questions one after another without building on information gained. |
| 20. Maintain focus throughout the session? | | | Most of the time stays focused on the protocol during the interview. Uses effective time management strategies to ensure enough time is spent on areas of concern identified by parent initially. If the interviewer causes frequent distractions (e.g., "where did you get those curtains") or consistently follows parent on tangents, score a -. |
| 21. Use affirming behaviors (nodding, positive comments, or gestures)? | | | Most of the time uses active listening <u>behaviors</u> that are appropriate to the situation. If interviewer uses affirming behaviors too quickly or interrupts parent, score a +/- . Can include non-verbal behaviors such as "ah", "yes", "mm hmm" and/or positive comments such as "It sounds like your weekly game night is really fun" |

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| 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". Interviewer must not change family words to professional jargon e.g., "talk more" to "communicate". |
| 23. Avoid giving advice? | | | | Interviewer should not give any suggestions, advice, or strategies; should try to redirect. These will come later (at the IFSP meeting). If parent persists with wanting suggestions, can give resources to get them started but best practice is to wait for IFSP. |
| 24. Act in a nonjudgmental way? | | | | Regardless of differences in parent's perspective from the interviewers. Be aware judgement can be communicated verbally or non-verbally. Even positive comments can be perceived as a "judgement" i.e., agreeing to negative comments about a parent not present or imitating a parent with an accent e.g. "The "things" you are talking about are important". Must not display or use any judgmental reactions. |
| 25. Return easily to the interview after an interruption? | | | | Most of the interview; comes back to the RBI without encouraging attention to things other than the interview. Can respond to child or parent but comes back as quickly as appropriate. Be respectful of the parent's needs. Allow time for the parent to re-engage 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)? | | | | Most of the interview, does not lead/suggest to family things that should come next or make assumptions without asking parent for perspective. At times, clarifying questions can appear leading. |
| Family Issues | | | | |
| 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 +. Use the script as a guide. Does not need to be verbatim. Best practice would include asking both-enough time for self AND enough time for self and another person (spouse, significant others, or friends). |
| 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 +. |
| Recap/Outcome/Goal Selection | | | | |
| 30. Ask the person taking notes to summarize the starred concerns during the recap? | | | | Let the parent know – use the script as a guide – now we are going to review the concerns or things you talked about. Score a + if asked; score a – if not asked. |
| 31. Complete the recap in 5 minutes or less? | | | | Summarize only, no elaboration or asking the parent additional questions. Shows or gives parent access to notes if necessary. |
| 32. Ask the family, after the note-taker has summarized the concerns, if anything should be added? | | | | E.g., "Should anything be added?" or "Is there anything we missed that should be on the list?". Use script as a guide, does not need to be verbatim. |
| 33. Make it clear to the family that the concerns (i.e., starred items) were not outcomes/goals? | | | | Should NOT say, "your goals" or "from your list/notes". Instead use script as guide (see item 34). |
| 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 or Family Priorities Form</i> ? | | | | Must use CLEAN sheet of paper or Family Priorities Form "what would you like to work on" or something similar. Shares the notes or reviews recap if needed, but 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 pencil to do themselves. Prefer this to be a conversation but can let parent review themselves and rank. |
| 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 meeting next, share with the team next, etc. Should fit the situation – training might be to share with team; real situation may be IFSP, etc. |