

RBI Observation Tool

The items on the Obs. Tools are very similar/same as those on the RBI and GR checklists, and this is purposeful. The small boxes on the left side are checked if the item is present. The boxes are NOT intended for scoring. Use the 1 or 0 to indicate a strength or an opportunity for growth. In some instances, a group of items m(s) may be a strength even if the overall matching checklist item is not a plus.

EI SC/Provider: _____ Coach/Observer: _____

RBI- CHILD/FAMILY ROUTINES DESCRIPTION (WHAT CHILD IS DOING, WHEN, AND HOW)	Strength= 1 Opportunity= 0		<i>Comments</i>
Beginning: (1/2=Strength)	1	0	
<input type="checkbox"/> Greet the family and review the purpose for the meeting (get to know family, how best to provide support for child and family).			
<input type="checkbox"/> Ask the parents their main concerns for the child and family.			
Routines: (10/15=Strength)	1	0	
<input type="checkbox"/> Stay focused on routines rather than developmental domains?			
<input type="checkbox"/> Ask open-ended questions initially to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)			
<input type="checkbox"/> Find out what people in the family other than the child are doing in <u>each</u> routine			
<input type="checkbox"/> Ask follow-up questions related to engagement			
<input type="checkbox"/> Ask follow-up questions related to independence			
<input type="checkbox"/> Ask follow-up questions related to social relationships			
<input type="checkbox"/> Ask developmentally appropriate follow-up questions.			
<input type="checkbox"/> Avoid unnecessary questions, such as specific time something occurs.			
<input type="checkbox"/> Attempt to get the parent's perspective about why he/she thinks the child does what he/she does.			
<input type="checkbox"/> Put a star next to notes where family has indicated a desire for change in routine, has said something they want for child/family to do, or that has raised a red flag for the interviewer.			
<input type="checkbox"/> If no problems (stars) in routine, ask family what they want to see NEXT .			
<input type="checkbox"/> Ask for a rating at end of the parent's description of <i>each</i> routine.			
<input type="checkbox"/> Ask "what happens next" (or something similar) to transition between routines.			
<input type="checkbox"/> Use "time of day" instead of "routine".			

RBI- CHILD/FAMILY ROUTINES DESCRIPTION (WHAT CHILD IS DOING, WHEN, AND HOW)	Strength= 1 Opportunity= 0		Comments
Style: (5/9=Strength)	1	0	
<input type="checkbox"/> Use positive and appropriate affect (expressions, tone). Matches responsiveness to what parent says, eye contact, body position.			
<input type="checkbox"/> Has a good flow (conversational , not writing a lot), listens and responds to what is being shared.			
<input type="checkbox"/> Maintain focus throughout interview.			
<input type="checkbox"/> Use affirming behaviors (nodding, positive comments, gestures).			
<input type="checkbox"/> Use active listening (rephrasing, clarifying, summarizing).			
<input type="checkbox"/> Avoid giving advice.			
<input type="checkbox"/> Act in a nonjudgmental way.			
<input type="checkbox"/> Return easily to interview after an interruption.			
<input type="checkbox"/> Allow family to state their own opinions, concerns, etc. (not leading toward what interviewer sees as important).			
Family Issues: (3/3=Strength)	1	0	
<input type="checkbox"/> Ask the family if they have enough time for themselves or with another person (if not already shared).			
<input type="checkbox"/> Ask family “when you lie awake at night worrying, what is it you worry about?”			
<input type="checkbox"/> Ask family “if you could change anything about your life, what would it be?”			
Recap/Outcome Selection: (4/7=Strength)	1	0	
<input type="checkbox"/> Ask the person taking notes to summarize the starred concerns during the recap.			
<input type="checkbox"/> Complete the recap in 5-7 minutes or less.			
<input type="checkbox"/> Ask the family, after the note-taker has summarized the concerns, if anything should be added.			
<input type="checkbox"/> Make it clear to the family that the concerns (i.e., starred items) are not outcomes/goals.			
<input type="checkbox"/> Following the recap, ask the family what they would like to work on (i.e. list of outcomes) and record their responses, <i>on a clean sheet of paper or Family Priorities Form</i> .			
<input type="checkbox"/> Ask the family, to prioritize the outcomes in order of importance.			
<input type="checkbox"/> Say what will happen next with this information (e.g. outcomes/goals written; services decided upon, etc.)			

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