

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: _Kimberly (fidelity check)_ Coach/Observer: __Sue_____

RBI- CHILD/FAMILY ROUTINES DESCRIPTION (WHAT CHILD IS DOING, WHEN, AND HOW)	Strength= 1 Opportunity= 0		Comments
Beginning: (1/2=Strength)	x1	0	Have screening of words from WIC. Mom has been googling for ideas.
X Greet the family and review the purpose for the meeting (get to know family, how best to provide support for child and family).			
X Ask the parents their main concerns for the child and family.			
Routines: (10/15=Strength)	x1	0	Almost all questions were open ended! Nice EISR questions as well.
X Stay focused on routines rather than developmental domains?			
X Ask open-ended questions initially to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)			
X Find out what people in the family other than the child are doing in <u>each</u> routine			
X Ask follow-up questions related to engagement			
X Ask follow-up questions related to independence			
X Ask follow-up questions related to social relationships			
X Ask developmentally appropriate follow-up questions.			
X Avoid unnecessary questions, such as specific time something occurs.			
X 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.			Several of these. 2 nd missed stars at mealtime and 3 different questions plus a few others.
X If no problems (stars) in routine, ask family what they want to see NEXT .			
X 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.			
X Use "time of day" instead of "routine".			Got off track of following sequence of family's day, started asking about various routines.

RBI- CHILD/FAMILY ROUTINES DESCRIPTION (WHAT CHILD IS DOING, WHEN, AND HOW)	Strength= 1 Opportunity= 0		Comments
Style: (5/9=Strength)	x1	0	Off protocol midway through. Mom handled some situations differently but you maintained positive affect and non judgmental.
X Use positive and appropriate affect (expressions, tone). Matches responsiveness to what parent says, eye contact, body position.			
X Has a good flow (conversational , not writing a lot), listens and responds to what is being shared.			
<input type="checkbox"/> Maintain focus throughout interview.			
X Use affirming behaviors (nodding, positive comments, gestures).			
X Use active listening (rephrasing, clarifying, summarizing).			
X Avoid giving advice.			
X Act in a nonjudgmental way.			
X Return easily to interview after an interruption.			
X Allow family to state their own opinions, concerns, etc. (not leading toward what interviewer sees as important).			
Family Issues: (3/3=Strength)	x1	0	Think this might have been forgotten. When Mom comes up with only few outcomes, offer to share notes, then use the notes to remind; add routine with priorities.
X Ask the family if they have enough time for themselves or with another person (if not already shared).			
X Ask family “when you lie awake at night worrying, what is it you worry about?”			
X Ask family “if you could change anything about your life, what would it be?”			
Recap/Outcome Selection: (4/7=Strength)	X 1	0	
X Ask the person taking notes to summarize the starred concerns during the recap.			
X 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.			
X 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> .			
X Ask the family, to prioritize the outcomes in order of importance.			
X Say what will happen next with this information (e.g. outcomes/goals written; services decided upon, etc.)			

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