

## Services Coordinator (SC) Getting Ready 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: Trish Coach/Observer: Mandy

GUIDE	Strength= 1 Opportunity= 0		Comments
<b>OPENING: Establish/ Re-establish the Partnership (1/1 = Strength)</b>	x1	0	
<i>X Engage in mutual social talk</i>			
<b>OPENING: Discuss Family-Child Strengths/ Concerns/Observations (3/4 = Strength)</b>	x1	0	Sleeping in own bed; more words; working on stairs; family has moved and did get internet.
<i>X Discuss child strengths, new skills, new interests, steps that were to be taken (if any) since previous contact</i>			Asked about new concerns in main agenda – has had a few more accidents after the move; last contact was IFSP
<i>X Discuss family developments since previous contact</i>			
<input type="checkbox"/> <i>Discuss any concerns and what has been tried</i>			
<i>X Review steps that were to be taken since most recent contact with family</i>			
<b>OPENING: Co-establish Purpose for Today's Visit (1*/2 = Strength) *required*</b>	1	x0	Covered some of the goals in the opening, which is fine, however this seemed to lead into reviewing the goals without a clear agreement or asking parent what she might like to cover.
<input type="checkbox"/> <i>*Co-establish parent's and professional's priorities for the visit, including ideas from previous visit* If no new ideas/concerns, explore action steps toward applicable family outcomes as focus for this visit</i>			
<input type="checkbox"/> <i>If necessary, identify immediate concern which may preempt other main agenda topics for the contact</i>			
<b>MAIN AGENDA – Review Progress Toward Child/Family IFSP Outcomes (2/3 = Strength)</b>	x1	0	Trying to put clothes on by self; use 1 or 2 words spontaneously when offered choices; potty training has gone backwards a bit, want to discuss with Ashley; still not eating very much, trying first then after Ashley's visit; working on throwing/catching ball; up/down stairs; Ashley 2x/month; feel comfortable in what parent works on in between visits and also with communication via text
<i>X Discuss progress, child/family strengths, resources and any resulting plans for EACH outcome</i>			
<i>X Discuss EI services relative to who is providing, frequency, location, and satisfaction with what is happening to address outcomes</i>			
<i>X Discuss satisfaction with other resources and supports including waiver and needed new resources as appropriate</i>			



<b>MAIN AGENDA – Review Family Rights and Safeguards; Progress on Transition Plan as Appropriate</b> <i>(1/2 strength if addressed)</i>	x1	0	<p>Wants to explore Cassie's development before preschool starts, is there a checklist? Wants to talk with husband about where – 2 choices in town.</p> <p>Trish suggested she ask the team about the checklist but also assured Mom that 3 year olds begin preschool with variety of skills.</p>
<input type="checkbox"/> <i>Discuss family rights at least annually; what questions does the family have re: EI process and what happens at any given point and what happens next</i> NA			
<i>X Discuss progress toward IFSP transition steps including what has been tried, supports needed, joint planning, timelines</i>			
<b>MAIN AGENDA – Develop New Home Visit Plan for Between Now and Next Contact</b> <i>(1/2 = Strength)</i>	x1	0	<p>Mom wants to practice stairs and ball skills; Trish did not talk about when she will talk with the team about the checklist or when she could get back to Mom. Did say Mom could text anytime.</p>
<input type="checkbox"/> <i>Summarize plans and jointly determine steps to be taken relative to IFSP goals, services and/or transition plan</i>			
<i>X Discuss communication between SC and family between contacts</i>			
<b>CLOSING: Reflection</b> <i>(1/2 = Strength)</i>	x1	0	<p>Mom – move going well, has chance to practice stairs now; T – stairs and that Grandpa made them.</p> <p>Trish asked – anything else?</p>
<i>X Ask: What are we each feeling good about?</i>			
<i>X Ask: Any remaining parent concerns or questions?</i>			
<b>Discuss/Review Possible Ideas for Next Visit</b>			
<b>CLOSING: Review and Finalize Plan</b> <i>(1/2 = Strength)</i>	x1	0	<p>Reviewed working on stairs and balls – wants to show Trish next time, Trish suggested having Ashley review as well. Gave copy to parent of HV note.</p>
<i>X Briefly summarize key components of the HV Plan</i>			
<input type="checkbox"/> <i>If addressing an immediate concern took up allotted time, make specific plan for a follow-up contact to review IFSP outcomes</i> NA			
<i>X Provide a copy of the HV Plan</i>			



GETTING READY STRATEGIES	Strength= 1 Opportunity= 0		<i>Comments</i>
<b>Communicate Openly and Clearly</b>	x1	0	What are you doing with the stairs?
<b>Affirm Parent Competencies</b>	x1	0	Perfect time to get Grandpa involved (stairs).
<b>Make Mutual/Joint Decisions</b>	1	0	
<b>Focus Parent's Attention on Child's Strengths</b>	x1	0	Listen to her putting two words together – I color!
<b>Share Developmental Information and Resources</b>	1	0	
<b>Use Observations and Data from Parents and Professionals</b>	x1	0	Mom described potty training – is using big toilet now, step stool for washing.
<b>Model and/or Suggest</b>	1	0	You could have Ashley watch the stairs and also ideas for ball skills.

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