

Provider 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 Provider: __Beth__ Coach/Observer: __Sue__

GUIDE	Strength= 1 Opportunity= 0		Comments
OPENING: Establish/ Re-establish the Partnership (1/1 = Strength)	1x	0	Weather – lots of snow, no school days, all the kids are home
<i>X Engage in mutual social talk</i>			
OPENING: Discuss Family-Child Strengths/ Concerns/ Observations (3/4 = Strength)	1x	0	Snowman book, Cassie (child) wants to listen to it over and over. No new concerns. At home with siblings on no school days, follows older sister around, wants to be with her, but sister closes her door. Cassie waits by door and then goes off on her own to play with her doll. Did not ask about family dev.
<i>X Discuss child strengths, new skills, new interests, observations since previous visit</i>			
<input type="checkbox"/> Discuss family developments since previous visit			
<i>X Discuss any concerns and what has been tried</i>			
<i>X Discuss about observations since the last visit (new and previously targeted child skills)</i>			
OPENING: Co-establish Purpose for Today's Visit (1*/2 = Strength) *required*	1x	0	Thinking about today, anything you'd like to focus on? No new concerns. Mom: we talked about giving choices, been giving them, Cassie just says yes. We did talk about doing that, would that work today? M: yes
<i>x*Co-establish parent's and professional's priorities for the visit, including ideas from previous visit*</i>			
<input type="checkbox"/> Explore/explain importance of parent and professional roles for the visit			
MAIN AGENDA – Strategy, Routine, Skill Selection/Revision (2/3 = Strength)	1x	0	When Mom gives Cassie choices at lunchtime, Cassie mostly just says yes to everything. Other day, offered cheese sand or pbutter/jelly (named them), Mom waited, Cassie looked at both, pointed to cheese sandwich. Offer 2 things works, 3 does not. HV plan was - try to say word for food at lunch 4 days/week when Mom gives 2 choices; only says yes, not trying to say other words, did point once. Did not ID outcome.
<i>X Review child progress since the last visit specific to previous HV plan, or recap if already discussed (routines/skills)</i>			
<i>X Review what strategies worked/what did not specific to previous HV plan</i>			
<i>X Review current data compared to measurement of previous HV plan or selected outcome</i>			
<input type="checkbox"/> Consider IFSP outcome(s) to be addressed at this visit – same outcome OR select another outcome			

THE OBSERVATION TOOL IS NOT A SUBSTITUTE FOR A CHECKLIST. APPROVAL/FIDELITY IS DOCUMENTED VIA THE RBI OR GR CHECKLIST ONLY.

MAIN AGENDA – Let’s Practice Support Parent-Child Interaction (2/3 strength)	1	0	Strawberries and blueberries as a snack. Asked if Mom would Beth how she offers. Mom will offer as a choice by saying word and waiting. Beth did not ask where snack happens or how fruit is given. Mom got out bowls. Mom showed/words, Cassie looked at Mom, pointed to strawberries. Beth asked Mom to try waiting longer, Cassie pointed and got restless. Beth: probably needs more practice.
<input type="checkbox"/> <i>Let’s Practice – Confirm details of opportunity (skill or strategy, location, materials, routine, roles) – what, when, where, who and how</i>			
<i>X Let’s Practice – Enjoy the Interaction</i>			
<input type="checkbox"/> <i>Let’s Practice – Reflect on/discuss opportunity</i>			
MAIN AGENDA – Develop New Home Visit Plan for Between Now and Next Visit (3/5 = Strength)	1	0	Make choice between 2 foods at snack time using a “word” even if it doesn’t sound like the word; Mom to show and say the words, wait, if Cassie points, Mom will say word and wait. If Cassie still points, Mom will give (not to frustrate), if Cassie tries to say anything, Mom will give food and reinforce! Hope Cassie will try to say word 3 times. Beth will email Mom in a week to check in and brainstorm with Mom if Cassie hasn’t tried yet.
<i>X Co-determine child skill/behavior (what child will do) demonstrated by next visit</i>			
<i>X Consider and determine routines (when) to practice the selected child skill</i>			
<i>X Consider and determine strategies (how) to support child progress toward selected skill</i>			
<i>X Discuss how communication will occur between visits</i>			
<input type="checkbox"/> <i>Discuss parent and professional roles to implement the HV plan as needed; check on progress for other IFSP outcomes as needed</i>			
CLOSING: Reflection (1/2 = Strength)	1x	0	Mom – school is back in session! Anxious to try choices at a different time. Beth – didn’t say Asked if any other questions, not concerns (coach about this)
<input type="checkbox"/> <i>Ask: What are we each feeling good about?</i>			
<i>xAsk: Any remaining parent concerns or questions?</i>			
CLOSING: Discuss Possible Ideas for Next Visit (1/1 = Strength)	1x	0	Maybe try choices with books?
CLOSING: Review and Finalize Plan (1/2 = Strength)	1x	0	Did not review HV plan Will email HV note
<input type="checkbox"/> <i>Briefly summarize key components of the HV Plan</i>			
<i>X Provide a copy of the HV Plan</i>			

GETTING READY STRATEGIES	Strength= 1 Opportunity= 0	<i>Comments</i>
Communicate Openly and Clearly	1x	0 When do you want to try working on choices between now and next time I come?
Affirm Parent Competencies	1x	0 I agree, Cassie needs to hear the words even though she knows what they are, just like you did it with the fruit. That worked well.
Encourage Parent-Child Interactions	1x	0 If you don't mind showing me how it works, I think Cassie is used to you offering the food to her.
Make Mutual/Joint Decisions	1x	0 Agreement - yes
Focus Parent's Attention on Child's Strengths	1x	0 She does point right away, doesn't she. I don't remember that she was doing it so fast. When we tried this last time, she just looked at you at first.
Share Developmental Information and Resources	1	0
Use Observations and Data from Parents and Professionals	1x	0 Mom described the choice of sandwiches and how Cassie responded.
Model and/or Suggest	1	0