

FGRBI Key Indicators Checklist

Scoring Rubric

Setting the Stage	Yes	Partial	Not Observed
1. Gathers updates on child and family - <i>listens and encourages caregiver reflection</i>	Score yes if the provider asks about the child & family, and the caregiver responds or initiates and moves into intervention updates.	Score partial if the provider asks about the child & family, does not get a response, and does not follow up.	Score no if there is not a clear request for updates.
2. Asks caregiver to update intervention implementation since last visit - <i>listens, encourages caregiver reflection and sets up problem solving as needed</i>	Score yes if the provider asks or makes comments AND the caregiver responds with updates on targets, routines, or strategies or if the caregiver initiates the update and the provider responds.	Score partial if the provider asks and follows up with another prompt but still does not get a response OR if the caregiver's response is not specific and the provider does not follow-up.	Score no if there is not a clear request for updates related to intervention implementation.
3. Shares information related to development and family interests - <i>connects learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources</i>	Score yes if the provider shares developmental information or rationale connected to a target, strategy or routine, or family priorities and roles and how this information connects to the IFSP outcomes.	Score partial if the provider refers to the IFSP and family priorities but does not explicitly add developmental information or rationale for the targets, routines, or strategies OR if the provider provides developmental information not linked to IFSP or family priorities/session targets.	Score no if IFSP, functional outcomes, or long-term goals are not discussed and related to current targets, routines, strategies.
4. Clarifies session targets, strategies, and routines jointly - <i>facilitates caregiver participation and decision making in the discussion</i>	Score yes if the caregiver and provider discuss specific "what", "when", and "how" to embed intervention (must have at least target and routines to count) for at least one routine.	Score partial if the provider leads the discussion of specific "what", "when/where", and "how" OR only one of the specific "what", "when/where", and "how" is discussed by the caregiver and provider.	Score no if it does not occur OR if the provider makes general statements without the caregiver's input.

Observation and Opportunities to Embed	Yes	Partial	Not Observed
5. Observes caregiver child interaction in routines - <i>provides feedback and builds on dyad strengths</i>	Score yes if the provider intentionally observes targeted routine(s) for 20 seconds AND provides strengths-based feedback connecting the caregivers' actions to the child's participation.	Score partial if the provider observes but does not provide strengths-based feedback OR observes only non-targeted routines OR observes for less than 20 seconds.	Score no if intentional observation with feedback is not observed for at least 20 seconds.
6. Uses coaching strategies, matched to caregiver and child behaviors as caregiver embeds intervention in routine - <i>scaffolds and repeats to build competence and confidence</i> <u>This indicator is repeated multiple times in two or more different routine categories</u>	Score yes if the provider matches coaching strategies to the caregiver (using the teaching and learning cycle) AND decreases support to promote the caregiver's independence in the routine AND uses different coaching strategies at least twice during each of two routine categories.	Score partial if coaching on specific child or family targets occurs in the family identified routine(s) with the caregiver participating but does not use multiple types of coaching strategies matched to the caregiver's learning OR if varied coaching strategies occur multiple times but only in one routine.	Score no if coaching on specific child or family targets does not occur in the context of the family identified routine(s) with the caregiver participating.

7. Provides general and specific feedback on caregiver and child behaviors and interactions - teaches and encourages caregiver to participate <u>This indicator is repeated multiple times throughout session using both general and specific feedback for child and caregiver</u>	Score yes if at least six examples of feedback related to the child or family targets, routines, or strategies are provided AND at least four of those examples are specific feedback.	Score partial if fewer than six examples of feedback related to the child or family targets, routines, or strategies are provided OR fewer than four examples are specific feedback.	Score no if general or specific feedback related to the child or family targets, routines, or strategies is not given.
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Problem Solving and Planning	Yes	Partial	Not Observed
8. Problem solves with the caregiver about appropriate intervention strategies to embed - coaches caregiver on evidence-based interventions for identified targets and routines	Score yes if there are at least two different questions or comments that result in problem solving exchanges (two exchanges of two turns or more) on an intervention strategy used in the visit. Exchanges can occur anytime during the session but must be related to the intervention strategies within the visit.	Score partial if there are one to three comments or questions that prompt or support problem solving with the caregiver on the intervention strategies for targets or what worked or didn't in the session OR if exchanges did not last a minimum of two turns for the caregiver and two turns for the provider.	Score no if the provider does not ask questions/make comments to engage the caregiver in brainstorming or exchanging information about intervention strategies for targets or routines.
9. Supports caregiver to identify opportunities for embedding in additional contexts/routines – plans when, where, how to embed	Score yes if the provider prompts or supports the caregiver multiple times (three or more) in the session to identify new opportunities, routines, locations, or partners for planning or practice.	Score partial if there are one to two comments or questions that prompt or support identification and discussion of new or different routines, locations, or partners for practice OR if the provider tries and the caregiver does not respond.	Score no if a discussion does not occur OR if the provider gives the parent a list of other routines and times to embed.

Reflection and Review	Yes	Partial	Not Observed
10. Asks questions, comments to promote caregiver reflection and review of a routine or the session - identifies what works for caregiver and child	Score yes if there are three or more comments or questions that prompt or support reflection from the caregiver on the target, strategies, or routines AND at least one comment/question that reviews what occurred during the current session.	Score partial if there are one to two comments or questions that prompt or support reflection from the caregiver or if there are multiple reflection questions, but none are related to current session targets, strategies, or routines.	Score no if there are no comments or questions to prompt reflection from the caregiver on strategies, specific routines, or what worked in the session.
11. Encourages the caregiver to describe what it will look like when the intervention is working - specifies measurable targets, strategies, and routines for the plan	Score yes if the provider comments/asks questions that promote the caregiver to describe what the functional measures of the target will be in their routines.	Score partial if the provider takes the lead, suggesting what the functional measures of the target will be in their routines with minimal parent problem solving or reflection.	Score no if a discussion does not occur OR if the provider describes how to measure without parent input.
12. Engages caregiver to lead development of a “best plan of action” for embedding intervention in multiple routines and activities throughout the day - facilitates caregiver leadership and decision-making	Score yes if the provider supports the caregiver to take the lead to identify strategies (how), specific routines (where/who), and targets (what) for embedding (when) throughout the day AND the caregiver makes the decisions based on what was practiced in the session.	Score partial if the provider takes the lead suggesting the Family 5Q Action Plan to embed targets based on what was practiced in the session with minimal caregiver problem solving or reflection.	Score no if there is not a specific action plan with action steps with the caregiver's input.