



FGRBI Key Indicators Checklist

Setting the Stage	Yes	Partial	Not Observed
1. Gathers updates on child and family - <i>listens and encourages caregiver reflection</i>			
2. Asks caregiver to update intervention implementation since last visit - <i>listens, encourages caregiver reflection and sets up problem solving as needed</i>			
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>			
4. Clarifies session targets, strategies, and routines jointly - <i>facilitates caregiver participation and decision making in the discussion</i>			
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>			
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>			
Routine Category 1: _____ Strategies Used: <input type="checkbox"/> DT <input type="checkbox"/> DN <input type="checkbox"/> GP <input type="checkbox"/> CP <input type="checkbox"/> F <input type="checkbox"/> PS <input type="checkbox"/> R			
Routine Category 2: _____ Strategies Used: <input type="checkbox"/> DT <input type="checkbox"/> DN <input type="checkbox"/> GP <input type="checkbox"/> CP <input type="checkbox"/> F <input type="checkbox"/> PS <input type="checkbox"/> R			
7. Provides general and specific feedback on caregiver and child behaviors and interactions - <i>teaches and encourages caregiver to participate</i> <u>This indicator is repeated multiple times throughout session using both general and specific feedback for child and caregiver</u>			
Problem Solving and Planning	Yes	Partial	Not Observed
8. Problem solves with the caregiver about appropriate intervention strategies to embed - <i>coaches caregiver on evidence-based interventions for identified targets and routines</i>			
9. Supports caregiver to identify opportunities for embedding in additional contexts/routines - <i>plans when, where, how to embed</i>			
Reflection and Review	Yes	Partial	Not Observed
10. Asks questions, comments to promote caregiver reflection and review of a routine or the session - <i>identifies what works for caregiver and child</i>			
11. Encourages the caregiver to describe what it will look like when the intervention is working - <i>specifies measurable targets, strategies, and routines for the plan</i>			
12. Engages caregiver to lead development of a "best plan of action" for embedding intervention in multiple routines and activities throughout the day - <i>facilitates caregiver leadership and decision-making</i>			

Provider Reflection

What specific coaching strategies did you use to build the caregivers confidence and competence?
 How did you support the caregiver's decision-making and leadership in identifying routines and activities for embedding learning?
 How did you support the caregiver to embed intervention strategies on identified learning targets?
 How did you ensure the caregiver and child had sufficient time to practice and prepare to embed intervention (e.g., strategies, routines, targets) between visits?
 After watching your video, what are two priorities on which you would like feedback from your coach?

DT = direct teaching; DN = demonstration with narration; GP = guided practice; CP = caregiver practice; F = feedback; PS = problem solving; R = reflection