

FGRBI Key Indicators Checklist

Scoring Rubric

| Setting the Stage | Yes | Partial | Not Observed |
|--|---|--|--|
| KI-1. Gathers updates on the caregiver and family - <i>listens and encourages caregiver reflection</i> | Score Yes if the provider asks or comments about the family's well-being and the caregiver responds with family updates OR if the provider asks and follows up with another prompt if the family does not respond or only child updates are given. | Score Partial if the provider asks or makes comments about the family's well-being AND does not follow up when only child updates or no response is given. | Score N/O if there is no clear request for family/caregiver updates. |
| KI-2. Asks the caregiver to update intervention implementation since the 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 intervention updates on the targets, routines, or strategies on the plan OR if the caregiver initiates the update and the provider responds. | Score Partial if the provider asks and follows up with another prompt but does not get an intervention update related to the plan OR if the caregiver's response is not specific and the provider does not follow up. | Score N/O if there is no clear request for updates related to intervention implementation and the caregiver does not share updates. |
| KI-3. Shares information about child 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 3 or more examples of developmental information or rationale connected to a target, routine, strategy, or family priority, with at least 1 example linked to an IFSP outcome. | 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 relevant information but does not link to the IFSP OR if there are fewer than three examples with one linked to the IFSP given. | Score N/O if the IFSP outcomes are not discussed and no developmental information or rationale related to the current targets, routines, or strategies are offered. |
| KI-4. Jointly identifies or clarifies the targets, routines, and strategies for the session - <i>facilitates caregiver participation and decision-making in the discussion</i> | Score Yes if the caregiver and provider discuss specific targets to embed in at least one routine, with the caregiver leading the decision-making process for at least 1 target AND 1 routine. Strategies are included if they have been identified | Score Partial if the provider leads the discussion and identification of specific targets, routines, and strategies OR only a specific target or a routine is identified for the plan. | Score N/O if joint discussion on the session plan does not occur OR if only general statements about the session plan are made without the caregiver's input. |



| Observation & Opportunities to Embed | Yes | Partial | Not Observed |
|---|--|--|---|
| KI-5. Observes the caregiver/child interaction in routines - <i>provides strengths-based feedback and builds on dyad interaction</i> | Score Yes if the provider intentionally observes caregiver-identified routine(s) for at least 20 seconds AND provides strengths-based feedback connecting the caregiver's actions to the child's participation. | Score Partial if the provider observes caregiver-identified routine(s) for at least 20 seconds but does not provide strengths-based feedback OR observes only routines not identified by the caregiver OR observes for less than 20 seconds but does provide feedback. | Score N/O if intentional observation with feedback is not observed for at least 20 seconds. |
| KI-6. Uses multiple coaching strategies matched to caregiver and child behaviors in multiple caregiver-identified routines - <i>scaffolds and repeats to build competence and confidence</i> | Score Yes if the provider uses at least 3 specific coaching strategies matched to the caregiver's participation in each of at least 3 caregiver-identified routines from 2-3 different routine categories. | Score Partial if the provider uses 1-2 specific coaching strategies matched to the caregiver's participation in caregiver-identified routines OR if the specific coaching strategies do not match the caregiver's learning needs OR if coaching occurs in fewer than 2 different routine categories. | Score N/O if the coaching strategies observed are not different OR not matched to the caregiver's participation AND do not occur in the context of caregiver-identified routine(s). |
| KI-7. Provides general and specific strengths-based feedback on caregiver and child behaviors and interactions - <i>encourages caregiver and child engagement</i> | Score Yes if at least 6 examples of strengths-based feedback related to the child or family targets, routines, or strategies are provided AND at least 4 of those examples are specific feedback to the caregiver. | Score Partial if fewer than 6 examples of strengths-based feedback related to the child or family targets, routines, or strategies are provided OR fewer than 4 examples are specific feedback to the caregiver. | Score N/O if general or specific feedback related to the child or family targets, routines, or strategies is not given. |

| Problem Solving & Planning | Yes | Partial | Not Observed |
|---|--|--|--|
| KI-8. Problem solves with the caregiver about evidence-based instructional strategies to embed - <i>discusses and decides which interventions are best for the child and family</i> | Score Yes if there are at least 2 distinct problem solving exchanges of 4 turns (2 caregiver-2 provider) related to instructional strategies relevant to the session that result in new or different ideas, strategies, materials, or adaptations being identified and agreed upon to use. | Score Partial if only 1 example of problem solving with 4 turns related to instructional strategies occurs OR if 2 examples of problem solving with 2-3 turns/exchanges on strategies to use occur OR if exchanges do not result in a new or different idea, strategy, materials, or adaptations to use. | Score N/O if the provider does not ask questions or make comments to engage the caregiver in brainstorming or problems solving about instructional strategies for targets or routines during the session. |
| KI-9. Supports the caregiver to identify new or expand current opportunities multiple times across routine categories and describes strategies to embed - <i>plans to increase opportunities and generalize use in everyday contexts</i> | Score Yes if the provider supports caregiver to identify new or expand current routines 3 or more times across at least 2 routine categories during the session AND discusses a plan to embed the target for each routine. | Score Partial if the provider asks about additional or different routines across categories fewer than 3 times during the session OR if the caregiver and provider identify but do not describe a plan to embed the target for each routine. | Score N/O if questions or comments between the provider and caregiver about expanding routines and describing how to embed do not occur OR if the provider directs the caregiver or offers a list of other routines, times, and plan to embed. |



| Reflection and Review | Yes | Partial | Not Observed |
|--|--|--|---|
| <p>KI-10. Asks questions and makes comments that promote caregiver reflection and review - <i>identifies what works for the caregiver and child</i></p> | <p>Score Yes if there are 4 or more examples of reflection by the caregiver on the targets, routines, or strategies in response to provider prompts AND at least 1 example of review of a specific routine or the current session that identifies what worked and can be used in their next plan.</p> | <p>Score Partial if there are 1-3 comments or questions that prompt or support reflection from the caregiver on the targets, routines, or strategies, including a review OR if there are 4 reflection questions related to current session targets, routines, or strategies without any review.</p> | <p>Score N/O if there are no comments or questions to prompt reflection from the caregiver on strategies, specific routines, or what worked in the session.</p> |
| <p>KI-11. Encourages the caregiver to describe what it will look like when the intervention is working - <i>specifies a functional measure of the target within routines</i></p> | <p>Score Yes if the provider makes comments/asks questions that promote the caregiver to describe functional measures of the target that are specific and observable in the identified routines.</p> | <p>Score Partial if the provider takes the lead, suggesting what the functional measures of the target will be in their routines with minimal caregiver problem solving or reflection OR if the measure is not specific, observable, or account for incremental gains.</p> | <p>Score N/O if a discussion does not occur OR if the provider describes how to measure without caregiver input OR if the description is general in nature without an observable, functional measure of the target in routines.</p> |
| <p>KI-12. Engages the caregiver to lead the development of an action plan for embedding intervention in multiple routines and activities throughout the day - <i>facilitates caregiver leadership and decision-making</i></p> | <p>Score Yes if the provider supports the caregiver to take the lead to identify strategies (<i>How</i>), specific routines (<i>When/Where</i>), targets (<i>What</i>) for embedding throughout the day, and a description of how they will know it is working AND the caregiver makes the decisions based on what was practiced in the session on and why it is important.</p> | <p>Score Partial if the provider takes the lead with minimal caregiver input and decision-making on the action plan OR if all components are not included OR if it is not related to what was practiced in the session.</p> | <p>Score N/O if there is not a specific action plan with action steps with the caregiver's input.</p> |