



# Service Coordination & Family Assessment: Setting the Stage for Functional IFSP Development

## DAY 3

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MEISR	Separate
RBI Protocol	Separate
PPT Slides	Separate
Assignment Packet	Separate

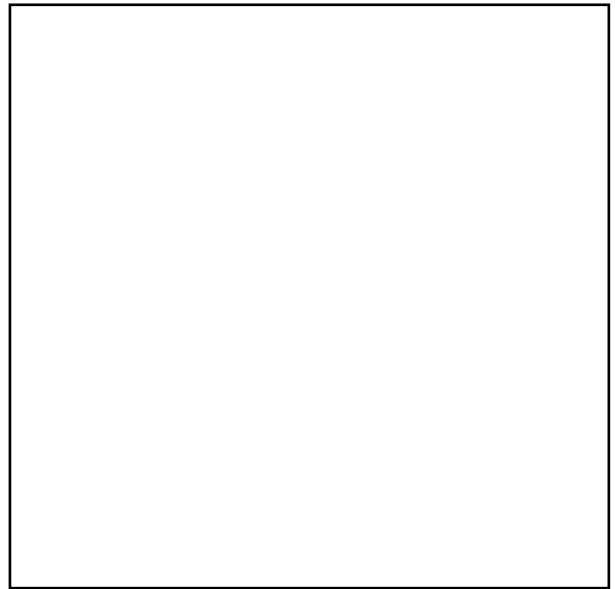
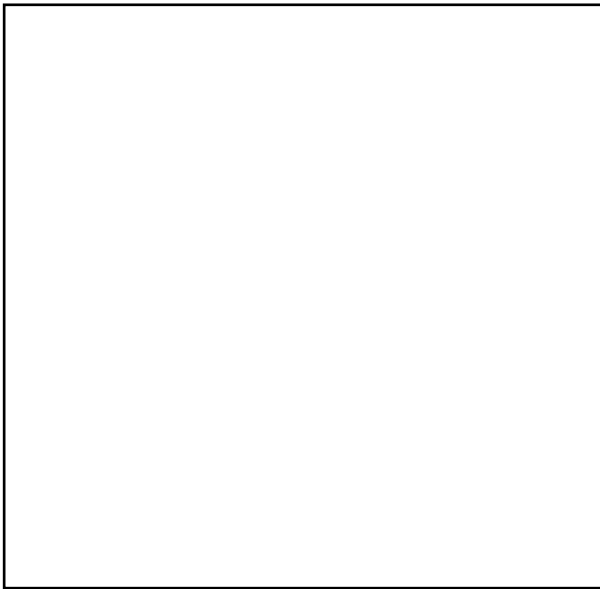
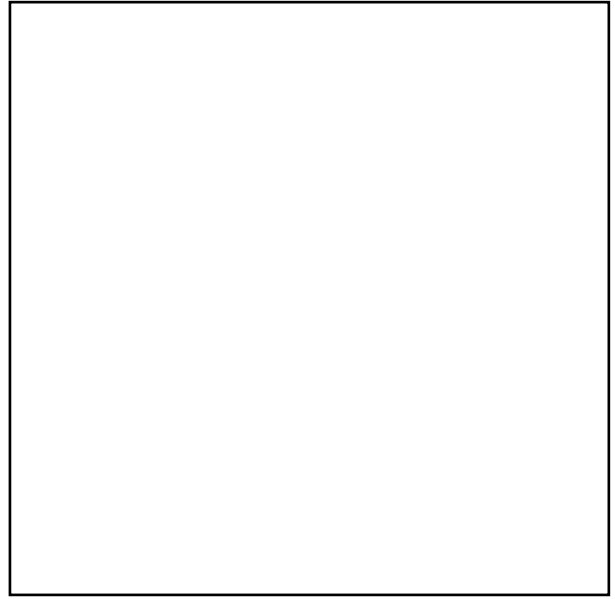
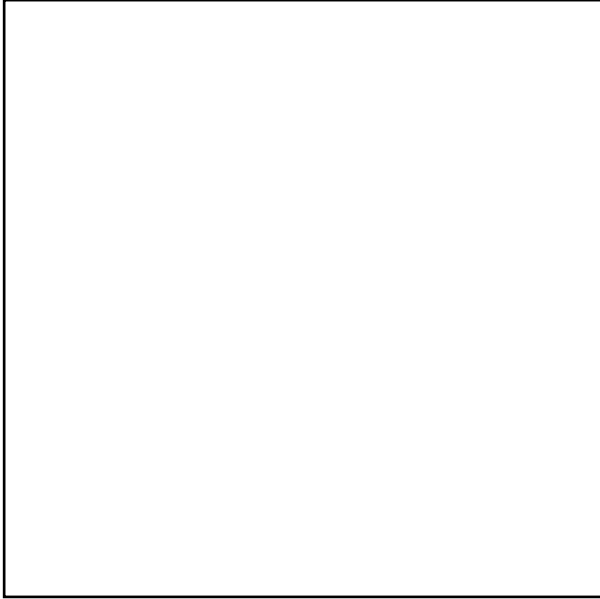
## Let's Keep in Touch!

**Send mail:** EITP at the University of Illinois, 51 Gerty Drive, Room 105, Champaign, IL 61820

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# Walk-a-bout





# **My Notes & Next Steps**

# EISR

## Engagement

- How does the child participate in this routine?
- How does the child spend most of his or her time?
- How sophisticated is the child's engagement?
  - Non-engaged?
  - Passive attention?
  - Repetitive behavior?
  - Differentiated behavior?
  - Solving problems?
  - Following the conventions of the routine?

## Independence

- What does the child do by him- or herself?
- What does he or she need help with?
- Can the child be left to participate in this routine without assistance?
- How does the child indicate a need for help?
- How does the child respond when help is given?

## Social Relationships

- How does the child communicate during this routine?
- How does he or she respond to communication from others?
- How does he or she express him- or herself?
- How sophisticated is the child's communication?
- What communicative mode does the child use?
- How easy is it for the child to be understood?
- How does the child get along with others during this routine?
- How cooperative is he or she?
- How much does he or she initiate interactions?
- How interested is he or she in others?
- How does he or she respond to correction from adults?
- What kind of correction do adults provide?

# RBI Implementation Checklist

Interviewer \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Items Correct: \_\_\_\_\_ Scored: \_\_\_\_\_ %: \_\_\_\_\_

SCORING. + OBSERVED AS DESCRIBED. +/- PARTIALLY OBSERVED. – NOT OBSERVED OR OBSERVED TO BE INCORRECT

Goal: 90% items scored as +

	+	+/-	-	Comments
<b>Beginning</b>				
1. Did the interviewer prepare the family, at least the day before the interview, by telling them (a) that they will be asked to describe their daily routines, (b) they can choose a location, and (c) they can choose who participates (including whether it's one or both parents)?				
2. Did the interviewer greet the family then review the purpose for the meeting (e.g., to get to know the family and to determine how best to provide support to their child and family)?				
3. Did the interviewer ask the parents if they have any major questions or concerns before starting the interview?				
<b>Routines</b>				
4. Did the interview stay focused on routines rather than developmental domains?				
5. Were open-ended questions used initially to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)?				
6. Did the interviewer find out what people in the family other than the child are doing in each routine?				
7. Were there follow-up questions related to engagement?				
8. Were there follow-up questions related to independence?				
9. Were there follow-up questions related to social relationships?				
10. Did the interviewer ask follow-up questions to gain an understanding of functioning?				
11. Were follow-up questions developmentally appropriate?				
12. Did the interviewer ask for a rating of each routine?				
13. To transition between routines, was the question <i>What happens next?</i> or something similar used?				
14. Did the interviewer attempt to get the parent's perspective on behaviors (why he/she thinks the child does what he/she does)?				
15. If there were no problems in the routine, did the interviewer ask what the parent would like to see next?				

16. Did the interviewer avoid unnecessary questions, such as the specific time something occurs?				
17. Did the interviewer use “time of day” instead of “routine”?				
18. Did the interviewer put a star next to the notes where a family has indicated a desire for change in routine or has said something they would like for their child or family to be able to do?				
<b>Style</b>				
19. Did the interviewer use good affect (e.g. facial expressions, tone of voice, responsiveness)?				
<b>20. Did the interview have a good flow (conversational, not a lot of time spent writing)?</b>				
21. Did the interviewer maintain focus without attending too much to distractions?				
22. Did the interviewer use affirming behaviors (nodding, positive comments or gestures)?				
<b>23. Did the interviewer use active listening techniques (rephrasing, clarifying, summarizing)?</b>				
24. Did the interviewer avoid giving advice?				
25. Did the interviewer act in a nonjudgmental way?				
26. Did the interviewer return easily to the interview after an interruption?				
<b>27. Did the interviewer allow the family to state their own opinions, concerns, etc. (not leading the family towards what the interviewer thinks is important)?</b>				
<b>Family Issues</b>				
28. Did the interviewer get information on the parent’s down time (any time for him/herself)?				
<b>29. Ask the family, “When you lie awake at night worrying, what is it you worry about?”</b>				
<b>30. Ask the family, “If you could change anything about your life, what would it be?”</b>				
<b>Outcome/Goal Selection</b>				
31. Did the person taking notes recap (i.e., summarize) the starred concerns?				
<b>32. Did the recap take no more than 5 minutes?</b>				
33. Was it clear that these concerns (i.e., starred items) were not outcomes/goals?				
34. After the interviewer has summarized concerns, was the family asked if anything should be added?				
<b>35. After summarizing concerns (starred items) did the interviewer take out a clean sheet of paper and ask the family what they wanted to work on (a new list)?</b>				
<b>36. Did the interviewer ask the family to put the outcomes into a priority order of importance?</b>				
37. Did the interviewer say what will happen next with this information (e.g., outcomes/goals written in behavioral, measurable terms; services decided upon)?				

## VI. BIRTH AND PREGNANCY INFORMATION

Please complete the EI20 and PA11 in Cornerstone

## VII. RESULTS OF ROUTINE BASED INTERVIEW AND ASQ:SE

**STRENGTHS:** Objective Observations, Parent Statements About Support Systems, Use of Other Resources, Parent/Child Interaction, Knowledge/Understanding of Child's Needs, etc.


**SUPPORTS AND RESOURCES:** (List all supports and resources available to the family including childcare (Home, Center or Relative), Extended Family, Church, Community Playgroups, WIC, All Kids/Medicaid, Respite Care, Health Department, etc.)


**FAMILY ROUTINES:** List Important Family Routines Including Satisfaction and Struggles with those Routines: (NOTE: This should be a Summary of Routines that are most important and have the highest priorities For Each Family. Same routines such as bed or bath time will differ in importance and priority across families).


**DEVELOPMENTAL CONCERNS, ISSUES and PRIORITIES:** Parental Concerns/Issues identified through conversation/ ASQ:SE/RBI, Objective Statements of SC Observations, Family Priorities as Related to Their Child's Development, etc.


ASQ-SE		Concerns: <input type="checkbox"/> Yes <input type="checkbox"/> No
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Evaluations Needed:	<input type="checkbox"/> DT	<input type="checkbox"/> ST	<input type="checkbox"/> PT	<input type="checkbox"/> OT	<input type="checkbox"/> SW	<input type="checkbox"/> Psych
Other:						

# **One Minute Write Up – The Routines Based Interview is....**

Please share the words you use to describe the RBI to ensure families understand the intent & process prior to giving consent.

