

# RBI Report Form

Routines-Based Interview

R. A. McWilliam  
2003

Including the RBI-  
SAFER Combo

Revised January 2006

Vanderbilt Center for Child Development

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**Directions:**

This form is designed to be used to report the findings from the McWilliam model of conducting a routines-based interview. A second person (e.g., someone assisting the lead interviewer) can use the form to summarize the discussion during the interview, or it can be filled out at the end of the interview. Two versions of the routines pages exist: (1) an “open” form that does not specify the routine being discussed is written nor specific questions to ask about; and (2) a “structured” form, on which home routines and specific questions are specified. This structured form is a combination of the Scale for Assessment of Family Enjoyment within Routines (SAFER; Scott & McWilliam, 2000).

1. Complete the information below.
2. For each routine, write a short phrase defining the routine (e.g., *waking up, breakfast, hanging out, circle, snack, centers*).
3. Write brief descriptions about the child’s engagement in the Engagement box (e.g., *Participates with breakfast routine, banging spoon on the high chair or Pays attention to the teacher; names songs when asked; often leaves circle before it has ended*).
4. If the interview revealed no information about one of the three domains, circle *No information* in that domain for that routine..
5. Write brief descriptions about the child’s independence in the Independence box (e.g., *Feeds herself with a spoon; drinks from a cup but spills a lot or Sings all the songs with the group, but needs prompting to speak loudly enough*).
6. Write brief descriptions about the child’s communication and social competence in the Social Relationships box (e.g., *Looks parent in the eye when pointing to things in the kitchen or Pays attention to the teacher at circle but can’t stand touching other children*).

<b>Child’s Name</b>	
<b>Date of birth</b>	
<b>Who is being interviewed</b>	
<b>Interviewer</b>	
<b>Date of interview</b>	
<b>“What are your main concerns?”</b>	

**Make extra copies of page 2!**

Star ★ concerns and likely intervention targets

<b>Routine</b>				
<b>Engagement</b>	No information			
<b>Independence</b>	No information			
<b>Social Relationships</b>	No information			
<b>Home:</b> Satisfaction with routine (CIRCLE ONE)		<b>Classroom:</b> Fit of routine and child (CIRCLE ONE)		
1. Not at all satisfied		1. Poor goodness of fit		
2.		2.		
3. Satisfied		3. Average goodness of fit		
4.		4.		
5. Very satisfied		5. Excellent goodness of fit		
<b>Domains addressed</b> (CIRCLE ALL THAT APPLY):				
Physical      Cognitive      Communication      Social or emotional      Adaptive				
<b>Routine</b>				
<b>Engagement</b>	No information			
<b>Independence</b>	No information			
<b>Social Relationships</b>	No information			
<b>Home:</b> Satisfaction with routine (CIRCLE ONE)		<b>Classroom:</b> Fit of routine and child (CIRCLE ONE)		
1. Not at all satisfied		1. Poor goodness of fit		
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3. Satisfied		3. Average goodness of fit		
4.		4.		
5. Very satisfied		5. Excellent goodness of fit		
<b>Domains addressed</b> (CIRCLE ALL THAT APPLY):				
Physical      Cognitive      Communication      Social or emotional      Adaptive				

### **Outcomes**

Before asking the family to select “things to work on,” review the concerns identified (i.e., starred) on the previous pages.

<b>Outcome (short, informal version)</b>	<b>Priority Number</b>

# RBI-SAFER Combo

Combination of the Routines-Based Interview Report Form (McWilliam, 2003) and the Scale for Assessment of Family Enjoyment within Routines (Scott & McWilliam, 2000)  
R. A. McWilliam (2006)

<b>Routine:</b>	<b>Waking up</b>	
<ul style="list-style-type: none"> <li>• Could you describe what wake up time is like?</li> <li>• Who usually wakes up first?</li> <li>• Where does your child sleep?</li> <li>• How does your child let you know she is awake?</li> <li>• Does she want to be picked up right away? If so, is she happy when picked up?</li> <li>• Or is she content by herself for a few minutes? What does she do?</li> <li>• What is the rest of the family doing at this time?</li> <li>• Is this a good time of day? If not, what would you like to be different?</li> </ul>		
<b>Notes</b>		
<b>Engagement</b>	No information	
<b>Independence</b>	No information	
<b>Social Relationships</b>	No information	
<p><b>Home:</b> Satisfaction with routine (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	<p><b>Classroom:</b> Fit of routine and child (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	
<p><b>Domains addressed</b> (CIRCLE ALL THAT APPLY):</p> <p style="text-align: center;">Physical      Cognitive      Communication      Social or emotional      Adaptive</p>		

Star ★ concerns and likely intervention targets

<b>Routine:</b>	<b>Diapering/Dressing</b>	
<ul style="list-style-type: none"> <li>• What about dressing? How does that go?</li> <li>• Who helps your child dress?</li> <li>• Does he help with dressing? How? What can he do on his own?</li> <li>• What is his mood like?</li> <li>• What is communication like?</li> <li>• Does your child wear diapers?</li> <li>• Are there any problems with diapering?</li> <li>• What does your child do while you are changing him?</li> <li>• Does your child use the toilet? How independently?</li> <li>• How does he let you know when he needs to use the toilet?</li> <li>• How satisfied are you with this routine? Is there anything you would like to be different?</li> </ul>		
<b>Notes</b>		
<b>Engagement</b>	No information	
<b>Independence</b>	No information	
<b>Social Relationships</b>	No information	
<p><b>Home:</b> Satisfaction with routine (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	<p><b>Classroom:</b> Fit of routine and child (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	
<p><b>Domains addressed</b> (CIRCLE ALL THAT APPLY):</p> <p style="text-align: center;">Physical      Cognitive      Communication      Social or emotional      Adaptive</p>		

Star ★ concerns and likely intervention targets

<b>Routine:</b>	<b>Feeding/Meals</b>						
<ul style="list-style-type: none"> <li>• What are feedings/mealtimes like?</li> <li>• Does anyone help feed your child? Who?</li> <li>• How often does she eat?</li> <li>• How much can she do on her own?</li> <li>• How involved is she with meals?</li> <li>• Where does your child usually eat?</li> <li>• What are other family members doing at this time?</li> <li>• How does your child let you know what she wants or whether she is finished?</li> <li>• Does she like mealtimes? How do you know?</li> <li>• What would make mealtimes more enjoyable for you?</li> <li>• What are mealtimes like for your child when under the care of others?</li> </ul>							
<b>Notes</b>							
<b>Engagement</b>	No information						
<b>Independence</b>	No information						
<b>Social Relationships</b>	No information						
<b>Home:</b> Satisfaction with routine (CIRCLE ONE) <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	<b>Classroom:</b> Fit of routine and child (CIRCLE ONE) <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>						
<b>Domains addressed</b> (CIRCLE ALL THAT APPLY): <table style="width: 100%; text-align: center; border: none;"> <tr> <td style="padding: 0 20px;">Physical</td> <td style="padding: 0 20px;">Cognitive</td> <td style="padding: 0 20px;">Communication</td> <td style="padding: 0 20px;">Social or emotional</td> <td style="padding: 0 20px;">Adaptive</td> </tr> </table>			Physical	Cognitive	Communication	Social or emotional	Adaptive
Physical	Cognitive	Communication	Social or emotional	Adaptive			

Star ★ concerns and likely intervention targets

<b>Routine:</b>	<b>Getting ready to go/Traveling</b>	
<ul style="list-style-type: none"> <li>• How do things go when you are getting ready to go somewhere with your child?</li> <li>• Who usually helps your child get ready?</li> <li>• How much can he do on his own?</li> <li>• How involved is he in the whole process of getting ready to go?</li> <li>• What is communication like at this time?</li> <li>• Does your child like outings? How do you know?</li> <li>• Is this a stressful activity? What would make this time easier for you?</li> <li>• What are drop-off and pick-up times like for your child? Do you or other caregivers have any concerns?</li> </ul>		
<b>Notes</b>		
<b>Engagement</b>	No information	
<b>Independence</b>	No information	
<b>Social Relationships</b>	No information	
<b>Home:</b> Satisfaction with routine (CIRCLE ONE) <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	<b>Classroom:</b> Fit of routine and child (CIRCLE ONE) <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	
<b>Domains addressed</b> (CIRCLE ALL THAT APPLY): <div style="display: flex; justify-content: space-around; padding: 5px;"> <span>Physical</span> <span>Cognitive</span> <span>Communication</span> <span>Social or emotional</span> <span>Adaptive</span> </div>		

Star ★ concerns and likely intervention targets

<b>Routine:</b>	<b>Hanging out/Watching TV</b>	
<ul style="list-style-type: none"> <li>• What does your family do when relaxing at home?</li> <li>• How is your child involved in this activity?</li> <li>• How does your child interact with other family members?</li> <li>• Does your family watch V? Will your child watch TV?</li> <li>• What does he like to watch? How long will he watch TV?</li> <li>• Do you have a favorite show?</li> <li>• Is there anything you would like to do in the evening but can't?</li> </ul>		
<b>Notes</b>		
<b>Engagement</b>	No information	
<b>Independence</b>	No information	
<b>Social Relationships</b>	No information	
<p><b>Home:</b> Satisfaction with routine (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	<p><b>Classroom:</b> Fit of routine and child (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	
<p><b>Domains addressed</b> (CIRCLE ALL THAT APPLY):</p>		
Physical	Cognitive	Communication
Social or emotional		Adaptive



Star ★ concerns and likely intervention targets

<b>Routine:</b>	<b>Bath time</b>	
<ul style="list-style-type: none"> <li>• What is bath time like?</li> <li>• Who usually helps your child bathe?</li> <li>• How is she positioned in the bathtub?</li> <li>• Does she like the water? How do you know?</li> <li>• How involved is your child in bathing herself or playing in the water?</li> <li>• Does she kick or splash in the water?</li> <li>• What toys does she like to play with in the tub?</li> <li>• How does she communicate with you? What do you talk about?</li> <li>• Is bath time usually a good time? If not, what would make it better?</li> </ul>		
<b>Notes</b>		
<b>Engagement</b>	No information	
<b>Independence</b>	No information	
<b>Social Relationships</b>	No information	
<p><b>Home:</b> Satisfaction with routine (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	<p><b>Classroom:</b> Fit of routine and child (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	
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Star ★ concerns and likely intervention targets

<b>Routine:</b>	<b>Nap/Bed time</b>	
<ul style="list-style-type: none"> <li>• How does bed time go?</li> <li>• Who usually puts your child to bed?</li> <li>• Do you read books or have some type of ritual at this time?</li> <li>• How does he fall asleep?</li> <li>• How does your child calm himself?</li> <li>• Does he sleep through the night? What happens if he wakes up? Who gets up with him?</li> <li>• Is bedtime an easy or stressful time for your family?</li> <li>• Does he take naps for other caregivers? How does that go?</li> </ul>		
<b>Notes</b>		
<b>Engagement</b>	No information	
<b>Independence</b>	No information	
<b>Social Relationships</b>	No information	
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<b>Domains addressed</b> (CIRCLE ALL THAT APPLY):		
Physical	Cognitive	Communication
Social or emotional		Adaptive

Star ★ concerns and likely intervention targets

<b>Routine:</b>	<b>Grocery Store</b>	
<ul style="list-style-type: none"> <li>• How are trips to the grocery? Do you bring your child with you?</li> <li>• Does she sit in a shopping cart?</li> <li>• Does she like being at the store?</li> <li>• How is she involved in shopping? Do you have to occupy her or is she pretty content?</li> <li>• How does she react to other people in the store?</li> <li>• How is she involved in shopping? Do you have to occupy her or is she pretty content?</li> <li>• How does she react to other people in the store?</li> <li>• How does she communicate with you and others at this time?</li> <li>• Is there anything that would make shopping with your child easier?</li> </ul>		
<b>Notes</b>		
<b>Engagement</b>	No information	
<b>Independence</b>	No information	
<b>Social Relationships</b>	No information	
<p><b>Home:</b> Satisfaction with routine (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	<p><b>Classroom:</b> Fit of routine and child (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	
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Star ★ concerns and likely intervention targets

<b>Routine:</b>	<b>Outdoors</b>	
<ul style="list-style-type: none"> <li>• Does your family spend much time outdoors? What do you do?</li> <li>• What does your child do?</li> <li>• Does your child like (the activity)?</li> <li>• How does he get around?</li> <li>• How does he interact with others?</li> <li>• Are there any toys or games he engages with/in?</li> <li>• How does your child let you know when he wants to do something different?</li> <li>• What things does your child like or notice outside?</li> <li>• Is this usually an enjoyable time? Would anything help make this time easier?</li> <li>• What kinds of outdoor activities does she participate in? How much assistance does he need? How does he interact with his peers?</li> </ul>		
<b>Notes</b>		
<b>Engagement</b>	No information	
<b>Independence</b>	No information	
<b>Social Relationships</b>	No information	
<p><b>Home:</b> Satisfaction with routine (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	<p><b>Classroom:</b> Fit of routine and child (CIRCLE ONE)</p> <ol style="list-style-type: none"> <li>1. Poor goodness of fit</li> <li>2.</li> <li>3. Average goodness of fit</li> <li>4.</li> <li>5. Excellent goodness of fit</li> </ol>	
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