

ROUTINES-BASED INTERVIEW CHECKLIST (WITH ECOMAP)

Interviewer(s): _____ Date: _____

Observer: _____ Items Correct: _____ Scored: _____ %: _____

Note taker: _____ Bold Items Correct: _____ Scored: _____ %: _____

Met Criteria for Fidelity: YES NO EISR Items Correct: _____ %: _____

Fidelity. When training professionals to use the RBI with fidelity, we now recommend (a) 80% of all scored items correct, (b) 80 % of the bold items, and (c) at least 6 of the engagement, independence, and social relationships items.

Exact wording. In a few places, the exact wording must be used. We have *italicized* those scripted statements or questions.

Bold items. Points of emphasis are in **bold**. Trainers should focus on these items when giving feedback. They can also not approve a person's fidelity achievement, if that person missed too many bold items. In the RBI Certification Institute, we no longer fail someone on the basis of missing one bold item.

Scoring	+	+/-	-
	Observed as described	Partially observed	Not observed or observed to be incorrect

Did the interviewers...	Score	Comments
Ecomap		
1. Greet the family and make introductions, including what each person was going to do (e.g., take notes)?		
2. Tell the family the purpose of the ecomap: to get a picture of who the family has as resources, including friends and family, and to help meet needs?		

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3. Tell the family they don't have to say anything they don't want to say?	
4. Ask the family who lived in the home with the child and draw a box in the middle of the paper to show these people? Can include pets.	
5. Ask about which child is receiving specialized services and why?	
6. Ask other children's ages?	
7. Draw informal supports above the nuclear-family box?	
8. For each informal support, ask follow-up question to estimate level of support (e.g., how often respondent talks to or sees the support person)?	
9. For each support, draw support-level lines (i.e., strong, moderate, just present, stressful)?	
10. Ask about the extended family on the side of the person providing information?	
11. Ask about the extended family on the side of an adult partner (e.g., spouse)?	
12. Ask about friends, including the BFF of the person providing information?	
13. Ask about neighbors?	

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14. Ask about spiritual supports (e.g., church, synagogue, mosque)?	
15. Ask about work, including how much the adults like their work and how well it pays such as, 'Does it pay big bucks?'	
16. Ask about any recreational activities family members do?	
17. Ask about services anyone in the family receives, especially the child in early intervention/early childhood special education (EI/ECSE)?	
18. For each formal support, ask follow-up question to estimate level of support (e.g., how much the respondent liked the support provider)?	
19. Ask about child care, preschool, school, or other care the children in the house attend?	
20. Ask about medical professionals involved with the child?	
21. Ask about financial supports (i.e., agencies paying for things)? Include insurance.	
22. Once the family said no more supports were present, ask them what they thought of the picture?	
23. Repeat that this information will be used to help meet the goals the family will decide on at the end of the RBI?	
24. Tell the family what would happen with the ecomap (e.g., copy made for the family, put in file)?	

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25. If continuing onto the RBI, tell the family that, next, they would be asked about their day-to-day life, to help them decide on early intervention priorities?	
Beginning of RBI	
26. Arrange seating so lead interviewer is next to parent and note taker, if there is one, is next to the lead?	
27. If no ecomap preceded the RBI, include the purpose of the RBI (i.e., to get to know the family and help them decide what they want to get out of EI/ECSE)?	
28. Ask the parents their main concerns for their child or family?	
Routines	
29. Ask parent how <i>his or her</i> day begins?	
30. Stay focused on routines rather than developmental domains?	
31. Use "time of day" instead of "routine"?	
32. Use open-ended questions, initially, to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)?	
EISR (Items 34-43)	
33. For each routine, find out what people in the family or classroom other than the child are doing?	

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34. Ask questions about how the child participates in each routine (<u>engagement</u>)?	
35. Ask questions about whether the child is engaged with adults, other children, or objects?	
36. Ask questions about the sophistication of the child's engagement (e.g., repetitive, differentiated, problem solving, constructive)?	
37. Ask questions related to <u>independence</u> in each routine?	
38. Ask questions about the child's asking for and receiving help?	
39. Ask questions about how independent the caregiver wants the child to be during this routine?	
40. Ask questions related to the child's interacting with others during this routine (social relationships)?	
41. Ask questions related to the child's receptive communication in each routine (<u>social relationships</u>)?	
42. Ask questions about the child's expressive communication (words, signs, pictures/symbols, augmentative communication)?	
43. Ask questions about the child's getting along with others?	
44. Ask developmentally appropriate questions?	

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45. Ask for the interviewee's perspective on behaviors (why he or she thinks the child does what he or she does)?	
46. Ask what the interviewee would like to see happen 6 months hence, if and only if there were no problems in the routine?	
47. At the end of the interviewee's description of each routine, ask for a 1-5 rating of the parent's satisfaction or of the teacher's perception of the goodness of fit? To parent: " <i>On a scale of 1-5, with 1 being terrible and 5 being great, how would you rate this time of day?</i> " To teacher: " <i>...how well does this time of day work for [the child]?</i> " (With both, use exact words "terrible" and "great")	
48. Include routines apart from the home where the child spends > 15 hours a week (e.g., child care, preschool)? This can be with those caregivers present or by report from a previous RBI with them.	
49. To transition between routines, ask, <i>What happens next?</i>	
Family Issues	
50. Ask the family, <i>Do you have enough time for yourself or yourself and another person?</i> (ask only if this information was not obtained previously)?	
51. Ask the family, <i>When you lie awake at night worrying, what do you worry about?</i>	
52. Ask the family, <i>If you could change anything about your life, what would it be?</i>	

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53. Explain the next step in the process: the recap?	
Style	
54. Use good affect (e.g. facial expressions, tone of voice, responsiveness)?	
55. Maintain a good flow (conversational, not a lot of time spent writing, no dead time)?	
56. Maintain focus throughout the session? Attention should be on the interview-not the child or others; eye contact.	
57. Affirm what the interviewee reported doing (nodding, positive comments)?	
58. Use active listening (rephrasing, clarifying, summarizing)?	
59. Avoid giving advice?	
60. Maintain a nonjudgmental stance?	
61. Return easily to the interview after an interruption?	
62. Allow the family to state their own opinions, concerns, etc. (i.e., avoid leading the family towards what the interviewer thinks is important, or guiding the family on goals or things to work on before outcome selection)?	

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63. Acknowledge feelings before facts, especially with sensitive information such as the time, worry, and change questions?	
Note Taking (scored separately if note taker was used)	
64. If a dedicated note taker is used, discuss how much the lead interviewer wants help with questions?	
65. Organize notes by routine, with a clear heading for each?	
66. Write down concerns and other significant information (not details)?	
67. Aim for about 3 stars for most routines?	
68. Place the stars in the left-hand margin?	
69. Check with the dedicated note taker, if being used, to ensure he or she has noted concerns?	
70. Dedicated note taker: Ask clarifying questions, for repetition, or additional information?	
71. Include the 1-5 rating for each routine?	
72. Dedicated note taker: Prompt the lead to ask for the rating, if necessary?	

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73. Dedicated note taker: Help the lead if any difficulties arise (e.g., dead time, family doesn't understand the question, lead doesn't understand the answer), but staying within the agreed-upon role?	
74. Dedicated note taker: Move next to a parent (recap occurs only with families, not teachers) and recap (i.e., summarize) the starred concerns?	
75. Recap in 5-7 minutes, mentioning all concerns and organized by routines	
76. During the recap, check the parent's understanding, from time to time, but not elicit or reinforce additional discussion, unless necessary for clarification?	
Outcome/Goal Decisions	
77. If necessary, lead interviewer resume place next to parent?	
78. Take out clean sheet of paper and ask the family what they wanted to work on (i.e., a new list)?	
79. Give the family plenty of time to think about what they might want?	
80. If the family decides on < 10 outcomes/goals, hand them the notes?	
81. If the family still hasn't decided on 10 outcomes/goals, look at the notes together with the family?	

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82. Stop encouraging when 12 outcomes/goals have been decided upon?	
83. Clarify any child outcomes/goals the family mentions that are not functional (i.e., not relevant to the child's routines)?	
84. Write down relevant routines for every child outcome/goal?	
85. Ensure at least 1 family goal is included, by prompting the family, if necessary?	
86. Ask the family to put the outcomes/goals into the order of importance to them (i.e., prioritize)?	
87. Tell the family what will happen next with this information (e.g., outcomes/goals written in behavioral, measurable terms; services decided upon) (e.g., the outcomes/goals will be written on the individualized plan and services to address them will be decided, with the family)?	
Optional: Writing Participation-Based and Family Outcomes/Goals With Family	
88. Ask the family if they'd like to take a break before the goal-writing portion starts?	
89. Proceed through the outcomes/goals in the family's priority order?	
90. For child outcomes/goals, write [child's name] will participate in?	

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91. Write the routines in which the skill is desired? (If only one routine, ask if the skill would be helpful at any other time of the day.)	
92. Write by and the present participle of the verb with any qualifier (e.g., eating with a spoon, sitting with minimal support, completing puzzles, using two-word combinations, playing nicely with another child)?	
93. Discuss with the family how we will know the child can do this (i.e., acquisition criterion), if necessary, giving them suggestions of types of criteria (e.g., "For example, you could aim for him eating a certain number of spoonfuls in a meal")? Usually frequency, duration, distance, or volume.	
94. Discuss with the family during how many of the target routines the skill should be displayed (only one, all, two of three, etc.) in 1 day?	
95. Discuss with the family over what amount of time the skill should be displayed (3 consecutive days, a full week, 4 days in 1 week, etc.)?	
96. For family outcomes/goals, discuss with the family one criterion, which can be a target date (e.g., by August 1), or more, as appropriate.	

ADD ALL **+**S, AND PUT TOTAL ON FRONT PAGE. ADD ALL ITEMS SCORED, IGNORING **=**S OR BLANKS, AND PUT THIS NUMBER ON FRONT PAGE. DIVIDE THE FIRST NUMBER (I.E., ALL **+**S) BY SECOND NUMBER (I.E., ALL ITEMS SCORED) AND MULTIPLY BY 100 TO OBTAIN THE PERCENTAGE STEPS CORRECT. PUT THIS NUMBER ON THE FRONT PAGE. DO THE SAME FOR BOLD ITEMS AND FOR EISR ITEMS.



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