

RBI REVIEW CHECKLIST

This checklist describes how to conduct a **second or subsequent Routines-Based Interview (RBI)**, such as at a 6-month review or annual revision of the intervention plan, when the interviewer has been providing **ongoing home-based services**, as the primary or comprehensive service provider, since the previous RBI. It is not to be used as a short cut for the RBI Checklist.

Has a previous RBI been conducted with this family? Yes No (CIRCLE ONE)

Has the family been receiving ongoing home visits? Yes No (CIRCLE ONE)

If the answer to both questions is yes, continue with a mini-RBI and this checklist. If the answer to either question is no (i.e., this is the family’s first RBI or visits were to sites, rather than to homes), **conduct a full RBI**. The Routines-Based Interview Checklist would be the correct checklist to use.

Interviewer(s) _____ Date _____

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

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

| Did the interviewer | Score | Comments |
|---|-------|----------|
| Ecomap | | |
| 1. Show the family the previously developed ecomap and asked what changes had occurred? | | |
| 2. Add or delete any sources of support or stress? | | |
| 3. Ask whether the family talked less or more to the informal supports? | | |
| 4. Change line thicknesses for informal supports? | | |
| 5. Ask whether the family had changed their opinion of the professionals? | | |
| 6. Change line thicknesses for formal supports? | | |
| 7. Once the family said no more supports were present, ask them what they thought of the picture? | | |
| 8. Tell the family that, next, they would review their day-to-day life, to help them decide on early intervention priorities? | | |

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| Beginning of RBI | |
| 9. Arrange seating so lead interviewer is next to parent and note taker, if there is one, is next to the lead? | |
| 10. Remind the family about the purpose of the RBI (see script, if necessary)? | |
| 11. Ask the parents their main concerns for their child or family? | |
| Routines | |
| 12. Show the matrix to the caregiver? | |
| 13. Ask the family about anything related to that routine the family has mentioned in visits before? | |
| 14. Mention the child’s accomplishments, strengths, and interests? | |
| 15. Mention skills the child hasn’t yet accomplished, such as those listed in the MEISR? | |
| 16. Direct the conversation to outcomes/goals on the plan to be addressed in that routine, reviewing progress (versus ignoring other outcomes/goals targeted for that routine)? | |
| 17. Consult goal attainment scaling or TGIF (Therapy Goals Information Form) or other data available (e.g., MEISR, NSF) on existing outcomes/goals? | |
| 18. After consulting data and discussing progress, ask family whether to continue, change, or abandon existing outcomes/goals? | |
| 19. After all routines on the matrix have been reviewed, ask about other routines? | |
| 20. Schedule a time to review the MEISR with the family, to prepare for the IFSP update/review, when new outcomes/goals will potentially be determined? | |
| Classroom Routines | |
| 21. Schedule a time to review the ClAMEISR with the teacher? | |

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| 22. Report ClAMEISR information to the family? | |
| End of Interview | |
| 23. Ask the time, worry, and change questions? | |
| 24. Take notes through the matrix-based conversation, like notes in the regular, full RBI, with starred concerns, headings for routines, and limited other information? | |
| 25. Take notes during the MEISR/ClAMEISR conversations? | |
| 26. Review ideas the family or teachers had about things to address in the next 6 months (i.e., recap)? | |
| Outcome/Goal Decision Making | |
| 27. Ask the family what they would like the team (including them) to work on? | |
| 28. Keep prompting the family for outcomes/goals until they have chosen 10-12? | |
| 29. Ask the family to put the outcomes/goals into order of importance? | |
| 30. Write down exactly what the family wants? | |
| 31. For child skills, include the routines in which they are needed or would be beneficial? | |
| Participation-Based Goal Writing | |
| 32. Write child goals in terms of what routines the child will participate in, by performing this skill? | |
| 33. Write the skill the family wants the child to perform? | |
| 34. Ensure the skill is functional for engagement in the identified routines? | |
| 35. Write the acquisition criterion—what measurement we will use to know the child can perform the skill? | |

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| 36. Ensure the acquisition criterion was meaningful (i.e., not a percentage of the time or X number of trials out of Y; instead, duration, frequency, volume/amount, distance)? | |
| 37. Write a generalization criterion in terms of the different routines in which the child will perform the skill (NA if the skill is for only one routine)? | |
| 38. Write a maintenance criterion for the length of time (e.g., consecutive days) the child will meet the above criteria? | |
| Family Outcomes/Goals | |
| 39. Ensure at least one family outcome/goal was on the list? | |
| 40. Write the family goal so progress could be monitored (e.g., deadline for meeting the goal)? | |
| 41. Review each existing outcome/goal and ask the family whether they want to continue with it or stop working on it? | |

Directions for writing participation-based goals are on the RBI With Ecomap Checklist

ADD ALL +S, AND PUT TOTAL ON FRONT PAGE. ADD ALL ITEMS SCORED, IGNORING NAs 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.

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