

ROUTINES-BASED TELEPRACTICE VISIT CHECKLIST

Visitor's Name: _____ Date: _____

Observer's Name: _____

Fidelity. When training professionals to use Routines-Based Telepractice Visits with fidelity, we recommend 80% of all scored items correct. Words in italics are example statements.

<p><i>The Routines-Based Model has been well poised to support families via telepractice, owing to its emphasis on building caregiver capacity rather than working directly with children. This checklist, therefore, is not that different from the Routines-Based Home Visit Checklist. Families and professionals should be assured that early intervention can be successfully provided through telepractice, using this model.</i></p> <p><i>Prerequisites: Sixⁱ-twelve functional child goals and family goals, derived from an in-depth assessment of needs in everyday routines, such as the Routines-Based Interview, and an ecomap.</i></p>		
Did the early interventionist	✓ ± -	Comments
Connection		
1. Schedule the meeting, specifying the connection method (Zoom, Skype, FaceTime, phone call, etc.)		
2. Ensure the home visitor was well lit with minimal distractions in the background?		
3. Make suggestions for camera positioning to the family, to capture the caregiver's face, and, when necessary, to capture the child and caregiver?		

4. Make suggestions for optimal audio, such as turning down electronic distractions such as the TV.		
Greeting		
5. Make brief small talk (i.e., off task)?		
6. Demonstrate sensitivity to stress of pandemic, lockdown, early intervention delivered through telepractice, working from home, etc., by listening patiently, with empathy, and asking follow-up questions?		
Child Goals		
7. If parent brings up an issue to discuss, continue this conversation thread?		
8. Follow up on the parent's topic, including finding out whether the caregiver was looking for a solution?		
9. If parent does not bring up an issue, prompt one more time by asking if anything new has come up since the last visit?		
10. Consult to remind Next-Steps Form to see what parent wanted this visit to concentrate on?		
11. Ask the parent how the strategy the parent was going to be implemented between calls went (i.e., the right side of the Next Steps Form)?		
12. Refer to the matrix to place discussion of a skill in the context of a routine?		

Strategy Development		
13. Always discuss skills in the context of routines? (e.g., “At what time of day do you see this?” “At what time of day, would you like him to do this?”)		
14. Use open-ended questions, initially, to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)?		
15. Ask at least four questions before making a suggestion?		
16. Make a suggestion (e.g., “Have you ever tried _____?”)		
17. Discuss strategies the caregiver can use during everyday routines, between visits?		
18. Discuss only evidence-based practices (i.e., avoid suggestions of practices determined by authorities to have little evidence and little likelihood of effectiveness such as oral-motor stimulation, play therapy, sensory integration, and other noncontingent approaches)?		
19. If the parent seemed interested in an intervention (i.e., a solution), get confirmation (e.g., “Is this something you might want to do?”)?		
20. Once a strategy has been discussed, check on the likelihood the intervention will work (e.g., “Do you think this will work?”)?		
21. Check on the feasibility of the parent’s being able to carry out the intervention (e.g., “With		

everything else you do at this time of the day, do you think you'll be able to do this?" or "I'm not sure I've described this very well. Do you feel you can do this?")?		
22. If answer to either of these questions was no, recommend next step for finding another solution? <i>Should we keep thinking of something else?</i>		
23. Write intervention on the Next-Steps Form as something the family will work on?		
24. When a child issue had been brought up, if appropriate, ask the parent if the parent would like to show the provider what the child does or what the parent does?		
Demonstration (Steps of Modeling)		
25. Offer to describe the suggested strategy in detail or to demonstrate, if appropriate? <i>Would you like me to describe or show you what I'm talking about?</i>		
26. If demonstrating with a prop, tell the parent what the consultant was going to do with the prop, before demonstration? <i>First, I'm going to sit behind him....</i> If no, skip to #34.		
27. Demonstrate the strategy or describe the strategy in detail? <i>Stand or sit behind him, now... or Do you see how I'm helping him from behind?</i>		
28. Ask the parent if trying the strategy at that moment is of interest? <i>Would you like to try?</i>		

<p>29. If the parent said yes, discuss the position of the camera or, if a phone call, ask the parent to provide a running commentary with the speaker on?</p>		
<p>30. If the parent said trying the strategy was of interest, observe the parent or listen to the running commentary?</p>		
<p>31. If the parent said trying the strategy right then was not of interest, not insist on it?</p>		
<p>32. If the parent said yes, give behavior-specific praise and a limited amount of constructive feedback?</p>		
<p>33. Work with the caregiver to practice the strategy including feedback (guided practices with feedback).</p>		
<p>34. Once the work on an intervention had ended, ask the parent, using the matrix (via shared screen if that would be helpful), whether the parent would like to discuss other skills in that routine or other times of day when that skill is needed?</p>		
<p>31. If same routine, but different skills, ask the parent what should be different about this time of the day, whether that's about goals already established for this time of day or other concerns beyond the child's performing the skill just discussed?</p>		
<p>32. Ask the parent if talking about one of these goals (i.e., focus on a goal) is desired?</p>		
<p>33. If same skill, different routines, ask the parent how it's going with the skill just discussed at</p>		

other times of the day, especially those targeted on the plan and therefore on the matrix?		
34. Ask the parent which other time of the day should be discussed (i.e., focus on a new context)?		
Family Goals		
35. Consult (“whip out”) the ecomap for potential solutions?		
36. Ask at least four questions before making a suggestion		
37. Make a suggestion (e.g., “Have you ever tried _____?”)		
38. Ask if there’s anything the home visitor could do to help?		
39. If appropriate, tell parent how the home visitor can get help, rather than giving the parent direct help?		
Style		
40. Use active listening (rephrasing, clarifying, summarizing)?		
41. Maintain focus on the conversation in the face of distraction?		
42. Maintain focus on the adult more than the child?		
43. Demonstrate sensitivity to stress of pandemic, lockdown, early intervention delivered through telepractice, etc.		

Wrap Up		
44. Review the three main parts of the Next-Steps Form with the parent?		
a. What we did today		
b. What we will do between now and the next visit		
c. What we will focus on during the next visit		
45. Keep the call to no longer than the scheduled length?		
46. Offer to end the call early, if the parent indicated in some manner that the call was going on too long?		
47. Disconnect only after an appropriate farewell?		
48. Send a copy of the completed Next Steps Form by the end of the day?		
Throughout the Visit, as Appropriate (every item might not be appropriate at every visit). Score – or +/- if it was appropriate to discuss but was not discussed (sufficiently). Score NA if the topic did not arise.		
Emotional Support		
49. Make overtly positive statements about the child <i>and the parent</i> ?		
50. Respond to family concerns (i.e., paid attention to parent’s comments)?		
51. Orient to the whole family, including extended family—especially the well-being of the primary caregiver (i.e., expressly ask how he or she is doing)?		
52. Interact in a friendly, not formal, way?		

53. Demonstrate sensitivity, walking in the family's shoes?		
Material Support		
54. Ensure the family had access to health care, if someone in the family had Covid-19 symptoms?		
55. Ensure basic needs (e.g., shelter, food, clothing) were available?		
56. Ensure equipment to promote the child's functioning, including adaptive equipment and especially communication devices, were available?		
Informational Support		
57. Ensure the family had access to information about the child's disability?		
58. Ensure the family had access to information about child development?		
59. Ensure the family had access to information about resources including services?		
60. Ensure the family had access to information about interventions (i.e., what they can do with the child)?		
Parenting		
61. Encourage the family to talk often and positively to the child?		
62. Encourage the family to read often and in a shared way with the child?		
63. Encourage the family to play often, responsively, and in a silly way with the child?		

64. Encourage the family to teach the child, using incidental teaching, prompting strategies, and reinforcement principles?		
TOTAL ✓s		
TOTAL ITEMS CHECKED		
% CORRECT		



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ⁱ The minimum number of goals has been attenuated from the home visit checklist to account for shorter Routines-Based Interviews when conducted via technology.