

Name:

Date:

ROUTINES-BASED MODEL COMPETENCY SELF-EVALUATION (RBM CoSeE)

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Rate how well you know how to do each competency (i.e., practice) in the Routines-Based Model. Developing fidelity to the model is a process, so don't worry if your level of knowledge is 1 (don't know how to do this) or 2 (have a vague idea...). If you don't know, it's because you haven't been trained yet. We use the RBM CoSeE (pronounced "cozy") to track whom we've trained on what.

Please insert your name and the date you complete this form. Until we create a fillable PDF or a Qualtrics version, please open Fill & Sign in Adobe Acrobat, using the sign icon (the pen nib) or Fill & Sign in the right-hand panel. In the Fill & Sign bar that will then appear at the top of the document, click on the circle to circle your rating for each item. Save your completed form and send it as an attachment.

Routines-Based Model Competencies	I don't know how to do this	I have a vague idea about how to do this	I know how to do this	I am experienced at doing this to fidelity
1 ECOMAP				
1.1 Determine with families their informal, formal, and intermediate supports	1	2	3	4
1.2 Ask appropriate questions to produce an ecomap	1	2	3	4
1.3 Correctly draw an ecomap	1	2	3	4
2 RBI				
2.1 Follow the structure of the RBI	1	2	3	4

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2.2 Ask detailed question about children's EISR, in routines	1	2	3	4
2.3 Use positive, listening, family-friendly interactions with families	1	2	3	4
2.4 Take notes for the recap and do the recap	1	2	3	4
2.5 Alternatively, work in partnership with the note taker	1	2	3	4
2.6 Elicit 10-12 goals based on the interview and the notes, including at least one family goal	1	2	3	4
3 PARTICIPATION-BASED CHILD GOALS + FAMILY GOALS				
3.1 Write child goals following the participation-based structure	1	2	3	4
3.2 Write goals for child skills that contribute to the child's meaningful participation in routines	1	2	3	4

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3.3 Write goals for the family pertaining to the child or pertaining to their own needs	1	2	3	4
3.4 Discuss criteria for attainment, generalization across routines (if appropriate), and maintenance with the family	1	2	3	4
4 PSP OR CSP				
4.1 Address all areas of child and family functioning	1	2	3	4
4.2 Secure the help of other professionals (team members) as necessary	1	2	3	4
4.3 Serve as secondary team member to other PSPs	1	2	3	4
5 ENGAGEMENT CLASSROOM MODEL				
5.1 RBI (see 2. above)	1	2	3	4
5.2 Integrated therapy	1	2	3	4
5.3 Incidental teaching	1	2	3	4
5.4 Zone defense schedule	1	2	3	4
5.5 Sit & watch	1	2	3	4
5.6 Reggio Emilia inspirations	1	2	3	4
6 ROUTINES-BASED VISITS				

Routines-Based Model Competencies	I don't know how to do this	I have a vague idea about how to do this	I know how to do this	I am experienced at doing this to fidelity
6.1 Collaborative consultation <i>in all settings</i>				
6.1.1 Identify needs with caregiver (e.g., family, teacher)	1	2	3	4
6.1.2 Ask questions for context before making suggestion	1	2	3	4
6.1.3 Build the capacity of the caregiver for intervention to occur between visits	1	2	3	4
6.1.4 Demonstrate with discussion about demonstration ("Eight Steps of Modeling")	1	2	3	4
6.1.5 Provide appropriate feedback to caregivers	1	2	3	4
6.1.6 Maintain focus on routines, using the matrix	1	2	3	4

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6.1.7 Refer to previous decision about the visit and plan for the time between visits and the next visit, with the Next-Steps Form	1	2	3	4
6.1.8 Engage in relationship-building behaviors with caregiver	1	2	3	4
6.1.9 Use positive, listening, family-friendly interactions with families	1	2	3	4
6.2 Home				
6.2.1 Use materials and places familiar to the child and family	1	2	3	4
6.2.2 Pay attention to the adults for most of the visit	1	2	3	4
6.3 Classroom				
6.3.1 Minimize disruption to the routine	1	2	3	4
6.3.2 Weave intervention into the routine, by joining child in what he or she is engaged with	1	2	3	4
6.3.3 Talk frequently to teaching staff	1	2	3	4
6.4 Clinic				

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6.4.1 Maintain focus on child functioning in natural routines and on family needs	1	2	3	4
6.4.2 Ensure child can be entertained while adult discussion is going on	1	2	3	4
7 DATA				
Collect these data on schedule established by the program				
7.1 Family confidence in helping with child functioning in routines and with family functioning (Fam-Con; parents complete rating scale on their confidence in meeting their child's needs and their own needs)	1	2	3	4
7.2 Families in early intervention quality of life scale (FEIQoL; family quality of life)	1	2	3	4

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7.3 Goal attainment (complete one of these two)	1	2	3	4
7.3.1 GAS (Goal Attainment Scaling)	1	2	3	4
7.3.2 TGIF (Therapy Goals Information Form)	1	2	3	4
7.4 MEISR or CLAMEISR (Measure of Engagement, Independence, and Social Relationships; Classroom Measure...)	1	2	3	4
8 COACHING AND SUPERVISION				

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8.1 Make expectations clear through performance-based checklists	1	2	3	4
8.2 Observe performance live or via video, obtain learner's reflection, and provide checklist-based feedback	1	2	3	4
8.3 Enter data on individuals' checklist scores and use these data to make decisions about professional development	1	2	3	4
8.4 Establish schedule for observations during intensive training and maintenance	1	2	3	4

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