



## FGRBI and SS-OO-PP-RR Key Indicator Checklist

<b>Setting the Stage</b>	<b>Yes</b>	<b>Partial</b>	<b>Not Observed</b>
1. Gathers updates on child and family - listens and encourages caregiver reflection			
2. Asks caregiver to update intervention implementation since last visit- listens, encourages caregiver reflection and sets up problem solving as needed			
3. Shares information related to development and family interests - connects learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources			
4. Clarifies session targets, strategies, and routines jointly - facilitates caregiver participation and decision making in the discussion			
<b>Observation and Opportunities to Embed</b>	<b>Yes</b>	<b>Partial</b>	<b>Not Observed</b>
5. Observes caregiver child interaction in routines - provides feedback and builds on dyad strengths			
6. Uses coaching strategies, matched to caregiver and child behaviors as caregiver embeds intervention in routine - scaffolds and repeats to build competence and confidence ( <i>This indicator is repeated multiple times in 2 or more different routine categories</i> )			
7. Provides general and specific feedback on caregiver and child behaviors and interactions- teaches and encourages caregiver to participate ( <i>This indicator is repeated multiple times throughout the session using both general and specific feedback for child and caregiver.</i> )			
<b>Problem Solving and Planning</b>	<b>Yes</b>	<b>Partial</b>	<b>Not Observed</b>
8. Problem solves with the caregiver about appropriate intervention strategies to embed - coaches caregiver on evidence based interventions for identified targets and routines			
9. Supports caregiver to identify opportunities for practice in additional contexts/routines - plans when, where, how to embed			
<b>Reflection and Review</b>	<b>Yes</b>	<b>Partial</b>	<b>Not Observed</b>
10. Asks questions, comments to promote caregiver reflection and review of a routine or the session - identifies what works for caregiver and child			
11. Engages caregiver to lead development of a “best plan of action” for embedding intervention in multiple routines and activities throughout the day - facilitates caregiver leadership and decision making			
12. Engages caregiver to lead development of a “best plan of action” for embedding intervention in multiple routines and activities throughout the day- specifies measurable targets, strategies, and routines for the plan			

<b>Provider Reflection</b>
<p>What specific strategies did you use to build the caregiver’s confidence and competence?</p> <p>How did you support the caregiver’s decision-making and leadership in identifying routines and activities for embedding learning?</p> <p>How did you support the caregiver to embed intervention strategies on identified learning targets?</p> <p>How did you ensure the caregiver and child had sufficient time to practice and prepare to embed intervention (e.g. strategies, routines, targets) between visits?</p>