

Routines-Based Interview - Fidelity Coach
RBI-FC
Practice Check

Extended Version

The following version includes space for documenting the interviewers and date as well as additional pages of section *III. Learning About Routines* to allow for documentation of observations/reflections from six routines.

Routines-Based Interview - Fidelity Coach

RBI-FC

Practice Check

Younggren, N., Kastanis, M., & McWilliam, R. A. (2016)

Interviewers:

Date:

I. Introducing The RBI

<i>RBI Elements</i>	<i>Not</i>	<i>Partly</i>	<i>Fully</i>	<i>Interview Skills</i>	<i>Not</i>	<i>Partly</i>	<i>Fully</i>
1. Review the purpose and process of the RBI.				a. Be natural and appropriately informal.			
2. Inquire about the family's main concerns .				b. Use a conversational approach rather than a set of questions.			
3. Ask who is in the family .				c. Sit in a relaxed but not sloppy position.			
4. Explain the purpose for taking notes .				d. Encourage a set-up that eases the conversation (e.g., sit beside the parent/s).			
5. Remind the family to say what they want to say and leave out what they don't want to say.				e. Be responsive illustrating active listening.			
6. Remind everyone that the RBI takes about 2 hours and ensure that still works for all.							

Notes

II. Getting Started

<i>RBI Elements</i>	<i>Not</i>	<i>Partly</i>	<i>Fully</i>	<i>Interview Skills</i>	<i>Not</i>	<i>Partly</i>	<i>Fully</i>
1. Begin by asking the family how their day starts , showing the interview is about the whole family.				a. Let the family finish what they're saying before replying or encouraging them to back up to provide detail.			
2. Ask about the details at the start of their day – back up and re-start if they talk about big chunks of time rather than detail.				b. Actively include and attend to all parents/people being interviewed.			
				c. Make eye-contact appropriately.			
3. Keep the focus on routines not what time things happen.				d. Use good affect (e.g., facial expressions, tone of voice, responsiveness).			
				e. Match body language of the family (e.g., lean in/out as appropriate).			

Notes

ROUTINE:							
III. Learning About Routines							
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1. Inquire about what the child is doing .				a. Begin with open-ended questions.			
2. Capture good, rich, detailed information about the child's functioning related to:				b. Ask good follow up questions to collect rich detail.			
<input type="checkbox"/> Engagement				c. Paraphrase and summarize to check understanding.			
<input type="checkbox"/> Independence				d. Use responsive body language (e.g., affirming behaviors - nodding, gestures).			
<input type="checkbox"/> Social relationships				e. Keep a conversational flow to the interview.			
3. Inquire about what everyone else is doing .				f. Listen more than talk.			
4. Ask the family to rate the routine (1-5: <i>define the scale the first time it is used and as needed thereafter</i>).				g. Maintain interview focus without unnecessarily attending to distractions.			
5. Move onto the next routine by asking " What happens next? "							
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IV. Asking The Time, Worry, and Change Questions

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1. Ask, “ Do you have enough time for yourself or for yourself with another person? ” [If it hasn’t come up before.]				a. Listen empathetically.			
				b. Respond to emotions.			
2. Ask, “ When you lie awake at night, worrying, what is it you worry about? ”				c. Use responsive body language (e.g., affirming behaviors, nodding, gestures).			
3. Ask, “ If there’s anything you could change in your life, what would it be? ”							

Notes

V. Recapping The RBI

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1. Introduce the recap stating what it is and how the information is used.				a. Speak clearly.			
2. Summarize the discoveries , (things that sound like the family might want to work on), from the interview by routines versus isolated skills or domains.				b. Attend to body language and responses to ensure understanding.			
3. Keep the recap short (no more than 5 minutes).				c. Use understandable language (no jargon).			
4. Recap without inviting further discussion , but respond to input from the family.							
5. Let the family see the notes you are reading from, especially so they can see the starred concerns.							

Notes

VI. Inviting The Family to Identify Their Priorities							
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1. Ask the family, “Of these things, (from the recap and notes), or anything else what would you like to work on?”				a. Listen objectively without judging.			
				b. Keep the interview moving along.			
2. Write down, on a new sheet of paper , the things the family identifies, asking for clarification as needed. Ensure you have enough detail to write the outcome.				c. Ask follow up questions to ensure understanding of the specific details of the family’s priorities.			
3. Prompt the family about other concerns as needed, but be sure to let them decide if they want to work on it (generally you will have 10-12).				d. Keep to the proposed time (2 hours).			
4. Once the family has chosen their outcomes, ask them to put the outcomes in their priority order .				e. Paraphrase and summarize to ensure understanding.			
5. Write down routines where the skill/behavior was needed.							
6. Explain that the next step is to write these as IFSP outcomes that will guide ongoing intervention visits.							
<u>Notes</u>							

Notes
