

Routines-Based Interview Fidelity Coach RBI-FC



Tools

- ✓ Introduction
- ✓ Practice Check
- ✓ Practice Descriptions & Conversation Starters

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Routines-Based Interview - Fidelity Coach

RBI-FC

Introduction

Purpose

The Routines-Based Interview-Fidelity Coach (RBI-FC) is designed to offer providers, teams, and programs tools to define, observe, and assess accurate and consistent implementation of the RBI (McWilliam, 2005). The RBI-FC is best used after initial training on the RBI.

Background

Implementation of the RBI is growing worldwide. It is being used in numerous states and abroad, in countries such as New Zealand, Singapore, Spain, Portugal, and Taiwan. In practice, the RBI bridges the philosophy-to-practice gap (Boavida, Aguiar, & McWilliam, 2014). It employs family-centered practices by giving families the opportunity to choose the priorities for their child and family they want to address. It provides a functional means to capitalize on children's learning by understanding the natural learning opportunities and challenges that occur in the context of their daily routines and activities. The RBI also facilitates positive program-family relationships essential for achieving optimal child and family outcomes. Maintaining RBI model fidelity, however, is essential for effective implementation (McWilliam, 2010).

The RBI-FC emerged from a review of current RBI implementation practices in a variety of early intervention programs within one state system. This review revealed that recurrent training and ongoing review opportunities were essential to maintain implementation of the RBI with model fidelity. The validated RBI Implementation Checklist (Rasmussen & McWilliam, 2010) was instrumental in defining the RBI elemental practices included in the RBI-FC. The checklist steps were reorganized and expanded upon, with permission.

The RBI elements in the RBI-FC are organized around six sections of the RBI process:

- (I) Introducing the RBI**
- (II) Getting Started**
- (III) Learning About Routines**
- (IV) Asking The Time, Worry, and Change Questions**
- (V) Recapping The RBI**
- (VI) Inviting The Family to Identify Their Priorities**

These critical sections of the RBI process are highlighted to facilitate segmented and cumulative honing of skills necessary for optimal RBI implementation. The associated video clips are live excerpts of actual RBIs. These clips highlight both quality practices as well as missed opportunities. They stimulate thought and discussion around implementation of the RBI.

Uses

Recognizing and respecting principles of adult learning and effective coaching practices (Flaherty, 2010), the RBI-FC (a) start where learners are, with their own understanding and implementation of the RBI; (b) promote self-reflection and refinement of one's current practices; and (c) build upon existing abilities, while honing new skills to achieve confident and competent RBI implementation. The RBI-FC resources encourage active involvement, real-life RBI experiences, and practice-centered opportunities (Raab, Dunst, & Trivette, 2010).

Contents

The RBI-FC is made up of three tools: the Practice Check, the Practice Descriptions and Conversation Starters, and the associated video clips. They have many uses. For example, they can be used for self-reflection, team reflection, observation and feedback, collaborative review to identify current practices and opportunities for improvement, measuring process change, determining staff understanding and application of the RBI, and so on.

- Practice Check

The Practice Check includes essential elements of the RBI and associated quality interviewing skills. It is organized around the six sections of the RBI and includes an evidence-of-practice rating scale as well as space for notes.

- Practice Descriptors & Conversation Starters

The Practice Descriptors and Conversation Starters define each of the RBI process elements included on the Practice Check. This tool also includes sample conversation starters that are examples of ways to introduce or discuss the related RBI elements. The conversations are not scripts to be memorized and repeated. Rather, they are examples of ways to introduce or discuss different RBI elements. They can also be useful in training, by inviting participants to reflect on the examples and explore other ways to have discussions with families.

- Video Clips

The video clips provide specific teaching and learning points. Each clip illustrates different parts of the RBI aligned with the following six sections:

- (I) Introducing the RBI**
- (II) Getting Started**
- (III) Learning About Routines**
- (IV) Asking The Time, Worry and Change Questions**
- (V) Recapping The RBI**
- (VI) Inviting The Family to Identify Their Priorities**

Each clip is intended for review of staff practices only. They are not to be used to assess family participation.

The completed Practice Check that accompanies each clip is provided to highlight specific teaching and learning points to assist viewers as they review the video clips. These can also be used as a guide for technical assistance providers to facilitate discussion and reflection during training activities.

Suggested citation

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Routines-Based Interview - Fidelity Coach

RBI-FC

Practice Check

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

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 statements or 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).			
<u>Notes</u>				e. Match body language of the family (e.g., lean in/out as appropriate).			

III. Learning About Routines							
<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. Inquire about what the child is doing .				a. Ask open-ended questions to start.			
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?"							
<u>Notes</u>							

IV. Asking The Time, Worry, and Change Questions							
<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. 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?"							
<u>Notes</u>							

V. Recapping 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. 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

<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. 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.							

Notes

Routines-Based Interview (RBI)

RBI-FC

Practice Descriptions & Conversation Starters

I. Introducing The RBI

1. Review the **purpose & process** of the RBI.

It is important to review the purpose and process of the RBI before the actual RBI so the family can be fully informed and prepared. It is also important to briefly share this information at the start of the RBI to make sure they understand the goal of the RBI.

Conversation Starter: “What questions do you have about the RBI we will be doing?” “What else would be helpful for you to know before we come back together to do the RBI?”

Conversation Starter: “Today we are going to have a discussion about what a typical day is like for your family. We call this the Routines-Based Interview or RBI. As we discussed earlier, the purpose of this conversation is to understand the good and challenging times in your day so that together we can identify what **you would** like to work on with early intervention to help your child and family.”

2. Inquire about the family’s **main concerns**.

Starting with a review of the family’s main concerns ensures that they can be understood and discussed within the context of the RBI, as applicable. Even if you have discussed the family’s concerns at earlier visits, it’s a good idea to refresh understanding. This can be done optimally by asking the family to say what their main concerns are. However, it can also be done by recapping what the family has said earlier, then checking to see if that is still accurate.

Conversation Starter: “As we get started talking about a typical day for your family remind me again about what brought you to early intervention. What are your main concerns?”

Conversation Starter: “Before we start, I just want to confirm my understanding of your main concerns. You mentioned that your main concern was that Abbra is not talking and that he mainly brings you to things she wants, without using words, as you would expect for a child 2 years and 3 months old. Please let me know if I have that right and if you have any other main concerns.”

3. Ask **who is in the family**.

Asking about who is in the family is necessary because you will be asking the family about what family members are doing in the context of the day. Starting the RBI with an ecomap is an effective way to learn about the family, as well as the external supports and resources they have access to. Knowing who is in the family is important for understanding the actions and interaction that happen in the family’s day. Here, we are not providing guidance on ecomap development. This guide assumes the interviewer has not done or seen an ecomap with or for this family.

Conversation Starter: “As we talk about your day I’m going to ask about other family members as well. I do this to understand the actions and interactions and what’s working and what might be challenging. Let’s take a moment to complete this activity we call an ecomap.”

Conversation Starter: “I’ve had the pleasure of meeting with you and your family a couple of times. I understand it’s just you and Benjamin here at home, but you also have a friend who watches Benji when you have to work at night. Is there anyone else who is part of your family’s daily life? I’m asking because as we learn about your typical days, I don’t want to miss anyone you want to include.”

4. Explain the purpose for taking notes .	Whether the interviewer is taking notes or someone else is, it's important to let the family know what type of notes are being taken. Let the family also know that the notes will be shown to them. This ensures the family knows the process is open.
<i>Conversation Starter: "During our conversation I'll be taking notes of the things you say that sound like things you might want to work on. As we wrap up our conversation I'll show you the notes and ask you about the priorities you have for your family and Carmen."</i>	
5. Remind the family to say what they want to say and leave out what they don't want to say.	Inviting the family to say what they like and not to say what they don't want to say provides a friendly reminder you don't intend to pry. Sometimes, a family might give information you regard as personal. This can happen when the family feels comfortable and has a truly active listener.
<i>Conversation Starter: "As we get started I want to remind you to please say what you want to say and leave out what you don't want to say."</i>	
6. Remind everyone that the RBI takes about 2 hours and ensure that still works for all.	To conduct a thorough interview that yields a list of the priorities a family wants to work on with early intervention takes about 2 hours. Roughly 90 minutes is spent learning about family routines and 30 minutes is spent facilitating the family's identification of their outcomes. In the end, the team should have a full understanding of the family's functional routines-based and family priorities so that IFSP outcomes can be written.
<i>Conversation Starter: "Our meeting to do the RBI was scheduled for 2 hours. I'm going to make note of the time we're starting so that we stay on schedule. Is this still going to work for you?"</i>	

Interviewing Skills

a. Be natural and appropriately informal.	<i>Beyond using essential RBI introductory content it is important to use effective interviewing skills. These skills and considerations are particularly important to ensure the interview starts off effectively. Ensure the set-up is comfortable and that people are sitting in a manner and direction that is conducive to a conversation. Be sure to give information in an understandable manner, actively engaging family members, ensuring appropriate wait time for processing and understanding of information, and inviting their input. Remember the RBI is a conversation, so it should have a natural conversational flow.</i>
b. Use a conversational approach rather than a set of questions.	
c. Encourage a set-up that eases the conversation (e.g., sits beside the parent/s).	
d. Sit in a relaxed but not sloppy position.	
e. Be responsive illustrating active listening.	

II. Getting Started

1. Begin by asking the family how their day starts , showing the interview is about the whole family.	Begin by asking the family how their day starts versus how their child's day starts. The focus of the RBI is on the family, not just the child. Be open too for the possibility that some families' days do not start with waking up. For example, the start of a family's day may be when the parent goes to work at a night shift. Be open to a myriad of possibilities by starting the interview in this way.
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Conversation Starter: "How does your day start?"

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.	As the interview gets started, you will help the family understand the kind of detail you would like them to use so you can get a good sense of how different times of day go for the family. Families commonly start off by telling about many routines at once. For example, "We get up early, have breakfast, get dressed, and then it's time to drop the older kids off at the bus stop." When this happens, you back the family up so you can understand more about each of the activities. You want to know what wake-up time is like, what mood the children are in, what kind of time the parent/s have to get ready, whether the children wake up on their own, what kind of help the children need, and so on. By having the family discuss the details, they are better able to think about what they want their child and other family members to be doing in 6 months.
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Conversation Starter: "It sounds like your morning is quite busy. Could you back up to the waking up time you mentioned and help me know more detail of what that looks like? I'm asking because, by understanding the details, we can all really see how it's going and identify things that could possibly be tweaked or changed to make it better."

3. Keep the focus on routines , not what time things happen.	It is important not to get hung up on the actual clock time that something happens. Rather, you want to understand the flow of the day from the family's perspective. If the family mentions the time something occurs that is fine, but don't dwell on it, and if the family raises it as a concern then be sure to mark it down in the notes. Asking about the time things happen can come across as judgmental. For example, consider the question "What time does Darwin wake up?" Depending upon the way it is asked and the context in which it is asked, the family might feel compelled to answer in the way they anticipate it <i>should</i> be answered. However, if you say, "Tell me about wake up time for Darwin," you do not have emphasis on the actual time and the family is invited to share what they like, which might or might not include the actual clock time. Remember "routines are naturally occurring activities happening with some regularity" (McWilliam, 2009, p. 69).
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Conversation Starter: "Tell me more about getting Dwayne dressed." "You mentioned that Dwayne sits in the high chair to eat. How does he get into the high chair?" "How does he do, once he is in the high chair?"

Interviewing Skills

a. Let the family finish what they are saying before replying or encouraging them to back up to provide detail.	<i>The RBI is a semi-structured interview with distinct steps and elements conducted with active listening and quality interviewing skills. As the interview gets started, you are not only ensuring inclusion of required elements, you are also helping the family to understand the semi-structure and detail of the interview by slowing them down, capturing rich detail. This requires active attention to all participants, use of effective eye contact, good affect, and body language that illustrates your interest and engagement in the conversation.</i>
b. Actively include and attend to all parents/people being interviewed.	
c. Make eye-contact appropriately.	
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).	

III. Learning About Routines

1. Inquire about what the child is doing.	Because intervention includes the child, it is important to understand what the child is doing in the different things happening during a typical day for the family. Within the discussion of each routine, inquire about what the child is doing.
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Conversation Starter: "During that dinner prep time, what is Eva doing?"

2. Capture good, rich, detailed information about the child's functioning related to: engagement, independence, and social relationships.	As you inquire about what the child is doing in each routine, it is important to understand how the child participates in the routine, how much the child does for him or herself, and how the child is interacting socially. By asking for details about the child's engagement, independence, and social relationships, you and the family understand the child's functioning. Engagement, independence, and social-relationship abilities cut across the five domains of development and present a functional understanding of a child's abilities in meaningful contexts. It is this rich detail that helps the team contextually understand what is working and what might be challenging for the child and family.
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Conversation Starter: "Tell me more about how Feka participates on the grocery shopping outings." "What is he doing and looking at?" "Are there things that seem to capture his attention more than others?" "What does he do to entertain himself while riding in the cart?" (Engagement) "How does he get into and move around the store?" "How does he do, riding in the cart?" "What does that look like, when he helps to put things in the cart?" (Independence) "How is he interacting with you?" "What about with others? How does he interact?" "What is he saying?" "What about at the cash register? How does he respond to the cashier?" (Social Relationships)

3. Inquire about what everyone else is doing.	Early intervention is about the entire family, not just the infant or toddler with a delay or disability. The infant/toddler grows and learns in the context of family, and family members influence and are influenced by him or her. Family members are part of the fabric of routines, so to understand the dynamics of those routines, it is important to understand what other family members are doing. Remember too, that family members might include family, friends, or other regular caregivers as well.
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Conversation Starter: "When you are busy getting Gina dressed, what's everyone else doing?"

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>).	At the end of each discussion about different routines, you ask the family to rate their satisfaction with that time of day. Use a scale of 1-5, and be certain to review the scale with the family. For example, 1 means horrible and 5 is wonderful. The rating provides further insight into the family's feeling about that time of day. It also helps to wrap up the discussion about that routine. In essence, you close the loop on one routine and then move on to what happens next for the family. It is important not to question the family's rating. On occasion, you might inquire further about the rating if it seems you have missed something. For example, "You rated meal time prep as a 2. What would make it a higher rating?" However, be careful that you don't get stuck into a pattern of asking this for every rating. The rating helps you understand the family's satisfaction with the routine and helps move the interview along. Also, be mindful to capture the rating after the discussion of one routine (e.g., having breakfast) rather than after a discussion about several routines (e.g., getting up, having breakfast, getting dressed).
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Conversation Starter: "When you think about that time, from waking Hector up from a nap and changing his diaper, how is that going, on a scale of 1-5, with 1 being horrible and 5 being great?"

5. Move on to the next routine by asking, “ What happens next? ”	Move the interview along to the next activity the family typically does by asking, “What happens next?” Doing so allows the family to share what they typically do next. Consider the difference between asking “What happens next?” and “Let’s talk about getting Inga dressed: how does that go?” If you are using a tool to assist with the RBI (i.e., SAFER, MEISR) you have to be extra careful not to influence the order in which routines are discussed. Be sure to let the family tell you what happens next in their family. This will help you understand more about the flow of their day rather than addressing routines distinctly and potentially out of the family’s sequence.
<u>Conversation Starter:</u> “What happens next, after your dinner is over?”	

Interviewing Skills

a. Begin with open-ended questions.	<p><i>During the course of the RBI, it is important to use good active listening. As you inquire about routines, it is best to start with open-ended questions. This allows the family to say whatever they like and helps you understand things from the family’s perspective. Depending upon the details the family provides, you will likely need to ask follow-up questions. It is important that these are developmentally appropriate and relevant to understanding family functioning. Paraphrasing and summarizing are valuable techniques to check understanding and continue the interview. Sometimes, distractions will happen. Be certain the family feels comfortable addressing the distractions as needed but also find a way to reconvene the interview afterwards. Because notes are being written down, it is a good idea to place the notes where the family can see them. It is also a good idea to mention periodically, or at least early on, what is being written down. For example, “It sounds like diaper changing is a real challenge since Jonas squirms when you lie him on his back; let me be sure to add this to these notes.”</i></p>
b. Ask good follow up questions to collect rich detail.	
c. Paraphrase and summarize to check understanding.	
d. Use responsive body language (e.g., affirming behaviors - nodding, gestures).	
e. Keep a conversational flow to the interview.	
f. Listen more than talk.	
g. Maintain interview focus without unnecessarily attending to distractions.	

IV. Asking the Time, Worry, and Change Questions

1. Ask, “Do you have enough time for yourself or for yourself with another person?” [If it hasn’t come up before.]	If this question has not come up earlier in the RBI, ask it following the last routine of the day. This is a new element in the RBI and is included because it is often a need and does not always come up in discussing daily routines. It helps to ensure at least one family goal is chosen. Being a parent can be difficult and, if one does not have time to recharge, it is even more difficult to meet the needs of one’s child and family. Remember too, the amount of time one needs is as unique as the individual. If the response could evolve into an outcome, ask any necessary follow-up questions (e.g., how much time the parent would like for herself; if she had the time what would that look like).
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Conversation Starter: “Thank you for letting us get to know what a typical day is like for you and your family. It sounds like things stay pretty busy around here. I’m curious if you feel that you have enough time for yourself or for yourself and another person.”

2. Ask “When you lie awake at night, worrying, what is it you worry about?”	The worry question is a standard part of the RBI. It is asked just as it is stated here. The purpose of this question is to gain a deeper understanding of the family’s concerns or stressors from a bigger picture perspective. Sometimes a family may respond that they are so tired they don’t lie awake at night. When this happens you can simply ask what they worry about. Sometimes the question can evoke an emotional response. When this happens, they are displaying trust in you and are sharing what they choose to share. On occasion what is shared might be noted as a possible concern to address with early intervention (e.g., concerns with child care, housing, having more time). Yet, on other occasions the interviewers’ response is best just listening and responding empathetically. For example, in response to a family’s saying, “I worry about what the future will be like for Kiko; will he be able to live on his own?” The interviewer might respond by acknowledging the parent’s feeling: “It’s hard to think into the future and wonder how things will be.” It is always important to acknowledge feelings first. It’s also helpful to know that you do not and should not have the answer for everything. Sometimes there is not an answer or quick fix.
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Conversation Starter: “When you lie awake at night worrying, what is it you worry about.”

3. Ask “If there’s anything you could change in your life, what would it be?”	Similarly, this questions provides a different type of overarching insight into the family’s hopes and dreams. This question is asked just as it is stated. Be sure that you ask about their life and not life in general. You want to understand life from their perspective.
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Conversation Starter: “If there’s anything you could change in your life, what would it be?”

Interviewing Skills

a. Listen empathetically.	<i>Empathetic listening and responding to feelings are critically important when asking the time, worry, and change questions. Be aware of your body language, too, as you listen and respond. Use affirming behaviors as appropriate to the circumstances.</i>
b. Respond to emotions.	
c. Use responsive body language (e.g., affirming behaviors, nodding, gestures).	

V. Recapping The RBI

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| <p>1. Introduce the recap stating what it is and how the information is used.</p> | <p>At this point in the RBI the interview shifts to the interviewer, (if s/he were taking notes) or the note taker, (if a note taker was used), recapping what they heard the family say. To facilitate this transition a brief introduction of the recap is important to inform the family.</p> |
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Conversation Starter: “Thank you for sharing all the things that happen in your family’s day. I’m going to go through my notes and remind you of the concerns you mentioned. After this, I’ll ask you, ‘Of these concerns or anything else, what would you like to work on?’. We’ll probably come up with a list of 10 or so things.”

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| <p>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.</p> | <p>During the RBI the note taker, (who may be either a separate note taker or the interviewer), would have written down all of the things that sounded like the family might want to work on with early intervention. At recap time, the note taker summarizes these family concerns by recounting them in the context of routines rather than by isolated skills or behaviors or grouped into developmental domains. This summary comes only from the information in the interview and might consist of the child’s needs: (e.g., sit independently at meal times, stay by parent’s side during shopping outings, learn to brush teeth with less help), child-related family needs: (e.g., find more reliable day care, learn more about the child’s diagnosis, learn about how to best potty train the child), or family-level needs: (e.g., to have more time with spouse, go back to school, find preschool for the 4-year-old).</p> |
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Conversation Starter: “Your day starts with Roman crying and you would like him to sleep for longer periods of time, or better yet, through the night. Once he’s awake you feed him and he has difficulty taking the full bottle which is worrisome for you. After his first feeding, he sometimes calms down and goes back to sleep – those are the good times. Yet other times, you said about 50% of the time, he cries and spits up some of his bottle. On the spit up mornings you proceed to the bath with Roman; he likes the bath, but when his eczema is flared up bath time is difficult. Dressing goes good, but he only wears onesies because of the eczema. Then we talked about”

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| <p>3. Keep the recap short (no more than 5 minutes).</p> | <p>The recap should last 5 minutes or less. You don’t want to rehash the interview or have further discussion, unless the family raises a question or concern. Go quickly and speak clearly and concisely.</p> |
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Conversation Starter: “During diapering you mentioned that it is hard to keep Lara still to change her. Then we talked about meal time and that Lara is a messy eater and mostly uses her fingers. Several times, like meals, playing, and outings¹, you talked about not understanding what Lara wants – you’d like her to use words. When the other kids are at school that time goes well, but it might be better if Lara could entertain herself with toys longer or even pretend with toys. When you are out, Lara likes that but gets upset if the stroller is not moving. Leaving the park is difficult. Dinner goes well, but Lara does not stay at the table...”

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| <p>4. Recap without inviting further discussion, but respond to input from the family.</p> | <p>During the recap do not invite further discussion. Do this by speaking clearly, concisely, and quickly yet understandably. Also, let the family know that this is a summary of the things talked about and, afterwards, they will be asked to identify the things they want to work on. If the family asks a question or comments, respond but get back to the recap as quickly as possible.</p> |
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¹ It is acceptable to mention a need when discussing the first routine when it was mentioned and then to say, in a later routine, “Again, sitting up by himself would be helpful.”

Conversation Starter: "Thank you for that clarification. I've made note of that here; that Mason can drink from the open cup but only when it's something he wants like juice. Then, after meal time, we talked about clean up and that Mason does not like his face wiped. Next was play hanging-out time and..."

5. Let the **family see the notes** you are reading from, especially so they can see the starred concerns.

The entire RBI is open and honest. Accordingly, it is important that the family see the notes. Even if you think they are hard to read, share them anyway. Let the family know what notes were taken.

Conversation Starter: "As I go through the recap, I'm going to be mentioning the things that sounded like concerns. These are the things I've highlighted. I'll point these out as we go along, and then give you the notes to look at more closely."

Interviewing Skills

a. Speak clearly.

b. Attend to body language and responses to ensure understanding.

c. Use understandable language (no jargon).

During the recap, it is essential to continue good active listening. It is also necessary to move the interview along. So be certain to speak clearly and use language that all understand. Listen and watch for body language responses as a check to know if you are moving along too quickly or perhaps too slowly.

VI. Inviting The Family to Identify Their Priorities

1. Ask the family, “Of these things, (from the recap and notes), or anything else what would you like to work on? ”	Following the five-minute recap, ask the family to identify the things they want to work on. First, use a blank sheet of paper. Second, when it seems as though the family cannot think of anything else, give them the notes with the starred or highlighted items to remind them what was said during the recap. After they have looked through the notes and probably added some outcomes, look at the notes with the parent, asking about concerns that seemed especially important. This will probably add a few more. Keep track of the number of outcomes so as not to exceed 12, if possible.
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***Conversation Starter:** “Of the things just mentioned, or anything else, please tell me what you’d like to work on with early intervention.”*

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.	Following the recap and asking the family what they want to work on then take out the new sheet of paper or form that is embedded in your IFSP. It is important that the starred or highlighted items from the notes are not regarded as a list of options the family can choose from. This is only a summary of what the note taker heard during the interview. When writing down the family’s priorities, be certain to capture enough detail so that the outcomes can be written without wondering what the family wanted to work on. When there are questions ask the family to be certain everyone has a clear understanding.
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***Conversation Starter:** “As you’re identifying what you want to work on I’m going to write it down.”*

***Conversation Starter:** “When you say wanting her to talk, let’s think about when that came up in our discussion about your day. It’s helpful to have this kind of detail so that we know exactly what you’d like to see happen. I recall talking came up at breakfast time when you said it was a guessing game trying to figure out what she wanted to eat. Were there other times that it is difficult to know what she wants?”*

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’ll have 10-12).	As needed, you may prompt the family or remind them of things that came up during the discussion about their day. You can refer back to the starred items on the notes. But remember in the end the family chooses what it is they want on the list. Generally, you will have 10-12 outcomes, but minimally there should be 6 and maximally 12 outcomes.
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***Conversation Starter:** “It also came up a few times in the interview that car rides were challenging because Nina tries to unbuckle the seatbelt. Is that something you’d like to add to the list?” “I also wonder about Nina’s pretend play. It sounded like you’d like her to do more pretend play, like pretending to cook or feed her babies when playing with her toy kitchen. What about that one?”*

4. Once the family has chosen their outcomes, ask them to put the outcomes in their priority order.	By asking the family to prioritize their list they can identify the items of greatest interest right now. Assure the family that all of the items will be addressed through early intervention, but it is helpful to understand their priorities so we can start there.
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***Conversation Starter:** “Together we’re going to address all of these items, but, if we could work on only one, which one would it be? Then what would be next? And next?”*

5. Write down routines where the skill/behavior was needed.	Review the prioritized list with the family; if there are questions, or the context is not included, fill that in. This is important because this is the list that will be used to write the family’s IFSP outcomes. If an item is not clear, it is important to clarify that at this time rather than trying to anticipate its meaning later.
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Conversation Starter: “This is a great list of things to work on, and I’m excited to get started. As I review this list I wonder about this one; (e.g., make shopping easier). We talked about a few things. What exactly is it that will make shopping easier?”

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| 6. Explain that the next step is to write these as IFSP outcomes that will guide ongoing intervention visits. | Explain how the great list of priorities they identified will be written into IFSP outcomes with criteria to determine when each outcome is met. This will help everyone know exactly what you want to happen and how we all know when it is achieved. |
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Conversation Starter: “Now, the next step will be to take your great list and write each of the items into your IFSP outcomes. We’ll also add criteria to know when each outcome is achieved. We can do that back in the office and then review that with you at our next visit. Please know that this is your plan, so we want to be certain that you review it and let us know what if anything needs to be changed.

Interviewing Skills

a. Listen objectively, without judging.	<p><i>As the family identifies their priorities, take care to listen actively and to write down the concerns they identify. Remember the IFSP should include a list of the family’s priorities, not what providers think should be the family’s priorities. You will give information, but the family chooses their priorities. Be certain too that all team members understand the list of priorities and, if you are uncertain, ask clarifying questions. Summarize to ensure full understanding.</i></p>
b. Keep the interview moving along.	
c. Ask follow-up questions to ensure understanding of the specific details of the family’s priorities.	
d. Keep to the proposed time (2 hours).	
e. Paraphrase and summarize to ensure understanding.	

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							
<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. 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? "							
Notes <div></div>							

ROUTINE:							
III. Learning About Routines							
<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. 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? "							
Notes <div></div>							

ROUTINE:							
III. Learning About Routines							
<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. 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? "							
Notes <div></div>							

ROUTINE:							
III. Learning About Routines							
<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. 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? "							
Notes <div></div>							

ROUTINE:							
III. Learning About Routines							
<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. 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? "							
Notes <div></div>							

ROUTINE:							
III. Learning About Routines							
<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. 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? "							
Notes <div></div>							

IV. Asking The Time, Worry, and Change Questions

<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. 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

<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. 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							
<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. 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
