Early Intervention Implementation Checklist

Responsive Relationships

Building Partnerships with Families

Preparing for the Visit

☐ Schedule visits in the home and community during times that are convenient for the family based on the routines, activities, or strategies the family would like to address.

☐ Provide caregiver with community resources (e.g., parenting groups, events, brochures, websites, flyers, handouts, videos) based on caregiver's priorities or concerns.

During the Visit

☐ Greet caregivers and children by name.

☐ Call caregiver and child by name throughout the visit.

☐ Use materials found in the natural environment.

☐ Observe and ask the caregiver about priorities, beliefs, family activities, and routines.

☐ Invite caregiver to share their thoughts, ideas, perspectives, and/or preferences on what they consider to be priorities during each visit (e.g., strategies to implement, goals to address, routines, and materials/activities used).

☐ Explain philosophy of early intervention services, describe how early intervention visits might look, and asks caregivers to share their ideas on how they would like visits to look.

▶ This typically occurs during the initial visit.

▶ With some families, practitioners may have to revisit this conversation.

After the Visit:

☐ Connect with others to discuss their biases and how they might impact their connections with families.

Notes, thoughts or ideas: _____

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Supportive Conversations

☐ Use a calm, positive and supportive tone of voice.

☐ Limit jargon, and uses language caregivers understand.

☐ Check for understanding and explains technical terms to caregivers.

☐ Speak to caregivers and children who are multilingual using key words from their language.

☐ Use a variety of strategies to communicate using the caregiver's preferred language (e.g., observes or affirms cultural mores related to communication style, use of a translator, or providing resources/notes in the preferred language).

☐ Ask caregivers their preferred method of communication (e.g., text, email, phone).

☐ Use a variety of active listening skills (e.g., attention to speaker, allowing speaker to talk without interruption, attend to nonverbal communication, open posture, nodding/smiling, asking questions to clarify what was said, summarizing what was said, reflection or paraphrasing).

Notes, thoughts or ideas: _____

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Dyadic Relationships

☐ Primarily focus support on the caregiver and the caregiver's interactions with their child.

☐ Provide supportive and descriptive feedback to the caregiver during caregiver-child interactions in the following ways:

  ▶ Caregiver implementation of a practice or strategy

  ▶ Caregiver's contingent response to their child's cues/communicative attempts

  ▶ Caregiver's present strengths (e.g., predictable routines, supporting child's social emotional development, supporting child's communication attempts, preventing or responding to challenging behavior)

  ▶ Caregiver's support of peer interactions

  ▶ During games and activities

☐ Direct caregiver's focus towards child initiations, responses, cues, and/or expressions.

☐ Collaborate with caregiver to identify predictable routines.

☐ Ask caregiver preferences in how they would like their child to participate in routines and activities.

☐ Provide opportunities during the visit for caregivers to practice new skills to:

  ▶ Support child's communication attempts

  ▶ Support child's participation during predictable routines

  ▶ Support child's social emotional development

☐ Assist caregiver in identifying and engaging in social sensory or turn-taking games with their child.

☐ Use a variety of strategies (e.g., modeling, specific feedback, commenting) to support caregiver in following child's lead during interactions (e.g., labeling objects the child points to, imitating child's actions, sounds, or words, following a play idea).

☐ Model or provide caregivers choices of strategies to use to expand on children's communication attempts.

☐ Share information about caregiver strategies to support the attachment relationship.

☐ Engage caregivers in conversations about ways they currently or would like to participate in responsive interactions with their child (e.g., uses calm positive tone, displays of affection, hi fives, responds to child in distress).

☐ Use a variety of strategies (e.g. discussion, asking questions, modeling, commenting on child actions or responses, positive feedback) to coach the caregiver in providing positive attention (e.g., commenting frequently on appropriate behavior, smile, hi five, commenting, play) to their child during interactions.

☐ Ask caregiver open-ended questions about their child's emotional responses, communicative attempts, behaviors, or cues.

☐ Coach caregiver in responding to challenging behavior by ignoring or redirection.

Notes, thoughts or ideas: _____

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Family Coaching

Family-Centered Coaching

- ☐ Provide information about supports and strategies in caregivers' preferred language.
- ☐ Frequently comment on caregiver strengths.
- ☐ Ask caregivers their preferred learning style.
- ☐ Actively listen to caregiver's ideas, and offers additional suggestions when appropriate.
- ☐ Ask open-ended questions in response to caregiver comments, questions, or concerns.
- ☐ Ask reflective or guiding questions to help caregivers make connections.
- ☐ Provide multiple forms of specific, performance-based feedback after observing caregiver-child interactions (e.g., supportive, constructive, video).
- ☐ Use modeling with caregiver permission (e.g., live, video) and reflective discussion to facilitate caregiver's support of their child's social emotional competence.
- ☐ Provide caregivers opportunities to practice new skills during visits.
- ☐ Assist caregivers in identifying opportunities to practice new skills during family routines or activities in between visits.
- ☐ Use data to inform coaching decisions, and family and child outcomes.

Notes, thoughts or ideas: _____

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Teaching Social and Emotional Skills

Social Emotional Development

- ☐ Observe and asks caregiver questions to identify child's social and emotional abilities.
- ☐ Collaborate with caregivers to write specific, measurable child outcomes using family-friendly language.
- ☐ Observe and asks caregiver questions to learn about their knowledge and perspectives around caregiving and social and emotional development.
- ☐ Observe and asks caregivers questions about their confidence and competence in implementing strategies to support their child's social and emotional development.
- ☐ Comment on observed caregiver behaviors and skills that result in positive social and emotional outcomes for their child.
- ☐ Provide specific feedback to caregivers when practicing the use of responsive strategies during dyadic interactions.
- ☐ Support caregivers in scaffolding or expanding on their child's expressions, interactions, play, communication, and autonomy.
- ☐ Provide caregivers with developmental information regarding their child's social emotional competence (e.g., sharing assessment results, electronic, or printed resources).

Notes, thoughts or ideas: _____

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Social Emotional Assessment

☐ Collaborate with caregivers and other team members when administering social emotional screenings and curriculum-based assessments.

☐ Describe the purpose of screening tools.

☐ Offer caregivers the opportunity to ask questions regarding the tool or the assessment process before, during, and after the screening.

☐ Identify caregiver preferences for the assessment process (e.g., preferred language, time of day, location, individuals present).

☐ Use assessment results to inform follow-up actions (e.g., creation of social emotional goals, referrals, sharing or providing access to community resources, progress monitoring).

☐ Use positive language (e.g., avoiding terms such as pass/fail) to ensure the caregiver can understand when sharing results.

☐ Work collaboratively with caregivers to create social emotional goals that are responsive to the family's preferences, priorities, and needs.

Notes, thoughts or ideas: _____

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Children with Challenging behavior

☐ Ask questions to help the caregiver describe, identify, and define the challenging behavior.

☐ Ask caregiver questions about what routines, activities, environments, or with what people the behavior is most likely to occur.

☐ Work with the caregiver, a behavior support specialist, and other team members to conduct a functional behavior assessment.

☐ Ask caregiver questions to identify family priorities and preferences when creating a behavior support plan.

☐ Collaborate with caregivers, behavior support specialist, and other team members to create a behavior support plan that includes routines and strategies that are meaningful to the family and child.

☐ New skills and strategies identified in the behavior support plan are developmentally appropriate and easy for the caregiver and child to implement.

☐ Provide the caregiver opportunities to practice new skills and strategies with feedback.

☐ Provide positive and descriptive feedback to build the caregiver's confidence and competence when implementing the plan.

☐ Engage caregiver in reflective discussions regarding implementation of the behavior support plan.

☐ Collaborate with caregiver to identify easy mechanisms to document challenging behavior and new skills.

☐ Review data using family-friendly language with caregivers on an on-going basis.

☐ Ask questions to check for caregiver understanding of data or progress, and makes changes to the plan as needed.

Notes, thoughts or ideas: _____

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