

ROUTINES-BASED INTERVIEW WITH CLASSROOM TEACHER CHECKLIST

Interviewer(s): _____ Date: _____

Observer: _____ Items Correct: _____ Scored: _____ %: _____

Bold Items Correct: _____ Scored: _____ %: _____

Met Criteria for Fidelity: YES NO EISR Items Correct: _____ %: _____

Fidelity. Eighty percent of the items correct indicate the RBI With Classroom Teacher was conducted to fidelity with the RBM.

Exact wording. In a few places, the exact wording must be used. We have *italicized* those scripted statements or questions.

Bold items. Points of emphasis are in **bold**. Trainers should focus on these items when giving feedback. They can also not approve a person's fidelity achievement, if that person missed too many bold items. In the RBI Certification Institute, we no longer fail someone on the basis of missing one bold item.

Prerequisites: Permission to talk with classroom teacher received beforehand from parent, child has been in the classroom for at least 2 weeks, and interviewee can speak about the child's engagement in classroom routines.

If time is limited, ask about a teacher-led routine, a meal routine, a free-play/choice/centers routine, and an outside routine.

<i>Scoring</i>	+	+/-	-
	Observed as described	Partially observed	Not observed or observed to be incorrect

Did the interviewers...	Score	Comments
Beginning of RBI		
Routines		

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1. Stay focused on routines rather than developmental domains?	
2. Use open-ended questions, initially, to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)?	
EISR (Items 32-42)	
3. For each routine, find out what children in the classroom other than the child are doing?	
4. Ask questions about how the child participates in each routine (<u>engagement</u>)?	
5. Ask questions about whether the child is engaged with adults, other children, or objects?	
6. Ask questions about the sophistication of the child's engagement (e.g., repetitive, differentiated, problem solving, constructive)?	
7. Ask questions related to <u>independence</u> in each routine?	
8. Ask questions about the child's asking for and receiving help?	
9. Ask questions about how independent the teacher wants the child to be during this routine?	
10. Ask questions related to the child's receptive communication in each routine (<u>social relationships</u>)?	

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11. Ask questions about the child's expressive communication (words, signs, pictures/symbols, augmentative communication)?	
12. Ask questions about the child's getting along with others?	
13. Ask developmentally appropriate questions?	
14. Ask for the interviewee's perspective on behaviors (why he or she thinks the child does what he or she does)?	
15. Ask what the interviewee would like to see happen 6 months hence, if and only if there were no problems in the routine?	
16. At the end of the interviewee's description of each routine, ask for a 1-5 rating of the teacher's perception of the goodness of fit? To teacher: "On a scale of 1 to 5, with 1 being terrible and 5 being great, how well does this time of day work for [the child]?" (Use exact words "terrible" and "great")	
17. To transition between routines, ask, <i>What happens next?</i> Or what do you want to talk about next?	
Style	
18. Use good affect (e.g. facial expressions, tone of voice, responsiveness)?	
19. Maintain a good flow (conversational, not a lot of time spent writing, no dead time)?	

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20. Maintain focus throughout the session? Attention should be on the interviewee, not on other things happening in the room.	
21. Affirm what the interviewee reported doing (nodding, positive comments)?	
22. Use active listening (rephrasing, clarifying, summarizing)?	
23. Avoid giving advice?	
24. Maintain a nonjudgmental stance?	
25. Return easily to the interview after an interruption?	
26. Allow the teacher to state his or her own opinions, concerns, etc. (i.e., avoid leading the teacher towards what the interviewer thinks is important)	
Outcome Review	
27. Review teacher interview with parent?	
28. Encourage the family to change or add goals to previously developed list (developed from RBI).	
29. Give the family plenty of time to think about what they might want?	

30. If the family decides on adding goals, clarify any that are not functional?	
31. Write down relevant routine for every child outcome/goal added?	
32. Tell the family what will happen next with this information (e.g., outcomes/goals written in behavioral, measurable terms; they will be written on the individualized plan; and services to address them will be decided, with the family)?	
Follow up	
33. Bring decided-upon goals back to the teacher and review?	
34. Place goals on a matrix and give it to the teacher?	

4/9/19

ADD ALL +S, AND PUT TOTAL ON FRONT PAGE. ADD ALL ITEMS SCORED, IGNORING -S OR BLANKS, AND PUT THIS NUMBER ON FRONT PAGE. DIVIDE THE FIRST NUMBER (I.E., ALL +S) BY SECOND NUMBER (I.E., ALL ITEMS SCORED) AND MULTIPLY BY 100 TO OBTAIN THE PERCENTAGE STEPS CORRECT. PUT THIS NUMBER ON THE FRONT PAGE. DO THE SAME FOR BOLD ITEMS AND FOR EISR ITEMS.



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