

TELEPRACTICE COLLABORATIVE CONSULTATION TO CHILDREN'S CLASSROOMS (CC2CC) CHECKLIST

Professional _____ Date _____

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

Fidelity. When training professionals to use Routines-Based Telepractice Visits with fidelity, we recommend 80% of all scored items correct. Words in italics are example statements.

The Routines-Based Model has been well poised to support teachers via telepractice, owing to its emphasis on building caregiver capacity rather than working directly with children. This checklist, therefore, is not that different from the Routines-Based Collaborative Consultation to Children's Classrooms Checklist. Teachers, families and professionals should be assured that early intervention can be successfully provided through telepractice, using this model.

Prerequisites: Sixⁱ-twelve functional child goals and family goals, derived from an in-depth assessment of needs in everyday routines, such as the Routines-Based Interview, and an ecomap.

Did the early interventionist	✓ ± -	Comments	
Connection			
1. Schedule the meeting, specifying the connection method (Zoom, Skype, FaceTime, phone call, etc.)	<input type="checkbox"/>		
2. Ensure the teacher is free from need or the time is still convenient	<input type="checkbox"/>		
3. If appropriate, make suggestions for camera positioning to the teacher, to capture the teacher's face, and, when necessary, to capture the child and teacher?	<input type="checkbox"/>		
Greeting			
4. Make brief small talk (i.e., off task)?	<input type="checkbox"/>		
5. Demonstrate sensitivity to stress of pandemic, lockdown, early intervention delivered through telepractice, providing emergency child care, etc.	<input type="checkbox"/>		

Listen patiently, with empathy, and asking follow-up questions?		
Collaborative Consultation		
6. If teacher brings up an issue to discuss, continue this conversation thread?		
7. Follow up on the teacher's topic, including finding out whether the teacher was looking for a solution?		
8. If teacher does not bring up an issue, prompt one more time by asking if anything new has come up since the last visit?		
9. Consult to remind Next-Steps Form to see what teacher wanted this visit to concentrate on?		
10. Ask the teacher how the strategy the teacher was going to be implemented between calls went (i.e., the right side of the Next Steps Form)?		
11. Refer to the matrix to place discussion of a skill in the context of a routine?		
Strategy Development		
12. Always discuss skills in the context of routines? (e.g., "At what time of day do you see this?" "At what time of day, would you like him to do this?")		
13. Use open-ended questions, initially, to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)?		
14. Ask at least four questions before making a suggestion?		
15. Make a suggestion (e.g., "Have you ever tried _____?")		
16. Discuss strategies the caregiver can use during everyday routines, between visits?		
17. Discuss only evidence-based practices (i.e., avoid suggestions of practices determined by authorities to have little evidence and little likelihood of effectiveness)		

such as oral-motor stimulation, play therapy, sensory integration, and other noncontingent approaches)?	
18. If the teacher seemed interested in an intervention (i.e., a solution), get confirmation (e.g., "Is this something you might want to do?")?	
19. Once a strategy has been discussed, check on the likelihood the intervention will work (e.g., "Do you think this will work?")?	
20. Check on the feasibility of the teacher's being able to carry out the intervention (e.g., "With everything else you do at this time of the day, do you think you'll be able to do this?" or "I'm not sure I've described this very well. Do you feel you can do this?")?	
21. Write intervention on the Next-Steps Form as something the teacher will work on?	
22. When a child issue had been brought up, if appropriate, ask the teacher if the teacher would like to show the provider what the child does or what the teacher does?	
Demonstration (Steps of Modeling)	
23. Offer to describe the suggested strategy in detail or to demonstrate, if appropriate? <i>Would you like me to describe or show you what I'm talking about?</i>	
24. If demonstrating with a prop, tell the teacher what the consultant was going to do with the prop, before demonstration? <i>First, I'm going to sit behind him....</i>	
25. Demonstrate the strategy or describe the strategy in detail? <i>Stand or sit behind him, now... or Do you see how I'm helping him from behind?</i>	
26. Ask the teacher if trying the strategy at that moment is of interest? <i>Would you like to try?</i>	
27. If the teacher said yes, discuss the position of the camera or, if a phone call, ask the teacher to provide a running commentary with the speaker on?	
28. If the teacher said trying the strategy was of interest, observe the teacher or listen to the running commentary?	

29. If the teacher said trying the strategy right then was not of interest, not insist on it?	
30. Offer appropriate amount of "coaching" (i.e., feedback), if the teacher wanted to try the strategy? <i>You might find it works better if you have him sitting between your legs.</i>	
Classroom-Wide Consultation	
31. Address any of the following classroom-wide issues in strategy development?	
Room arrangement (e.g., zones)	
Adult deployment (e.g., 2- or 3- person schedule)	
Transitions (e.g., set-up role)	
Use of typical materials, from inside or outside the classroom, during activities (vs. artificial items in kits)	
Engagement of all children	
Aesthetics to promote engagement (light, natural materials, plants, decorations, and other Reggio Emilia inspirations)	
At Any Time During the Call	
32. Discussed only evidence-based and developmentally appropriate practices?	
33. Focus on child's engagement, independence, and social relationships? <i>What do you think will help him have fun in that zone?</i>	
34. Incorporate incidental teaching into suggestions? <i>If we follow his lead and then try to get him to do more, he will probably stay engaged.</i>	
Wrap Up	
35. Review the three main parts of the Next-Steps Form with the teacher?	
36. What we did today?	
37. What we will do between now and the next visit?	
38. Keep the call to no longer than the scheduled length?	

39. Offer to end the call early, if the teacher indicated in some manner that the call was going on too long?	
40. Disconnect only after an appropriate farewell?	
41. Send a copy of the completed Next Steps Form by the end of the day?	
Use of Tools	
42. Refer to tools from the Routines-Based Model, as appropriate?	
Classroom Measure of Engagement, Independence, and Social Relationships (ClAMEISR)	
Next-Steps Form	
Goals x Routines Matrix	

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ⁱ The minimum number of goals has been attenuated from the home visit checklist to account for shorter Routines-Based Interviews when conducted via technology.