

## RBI-WITH-ECOMAP CHECKLIST

Interviewer(s) \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Items Correct: \_\_\_\_\_ Scored: \_\_\_\_\_ %: \_\_\_\_\_

**SCORING.** + OBSERVED AS DESCRIBED. +/- PARTIALLY OBSERVED. – NOT OBSERVED OR OBSERVED TO BE INCORRECT

Did the interviewers	Score	Comments
<b>Ecomap</b>		
1. Greet the family and make introductions, including what each person was going to do (e.g., take notes)		
<b>2. Tell the family the purpose of the ecomap (e.g., to literally get a picture of who the family had as resources, including friends and family)?</b>		
3. Tell the family they don't have to say anything they don't want to say?		
4. Ask the family who lived in the home with the child and draw a box in the middle of the paper to show these people?		
5. Ask other children's ages?		
6. Ask about the extended family on the side of the person providing information?		
7. Draw informal supports above the nuclear-family box?		
<b>8. For each informal support, ask follow-up question to estimate level of support (e.g., how often respondent talks to or sees the support person)?</b>		
<b>9. For each support, draw support-level lines (i.e., strong, moderate, just present, stressful)?</b>		
10. Ask about the extended family on the side of an adult partner (e.g., spouse)?		
11. Ask about friends, including the BFF of the person providing information?		
12. Ask about neighbors?		
13. Ask about spiritual supports (e.g., church, synagogue, mosque)?		
14. Ask about work, including both how well it pays and how much the adults like their work?		
15. Ask about any recreational activities family members do?		
<b>16. Ask about services anyone in the family receives, especially the child in early intervention/early childhood special education (EI/ECSE)?</b>		
<b>17. For each formal support, ask follow-up question to estimate level of support (e.g., how much the respondent liked the support provider)?</b>		
18. Ask about medical professionals involved with the child?		
19. Ask about financial supports (i.e., agencies paying for things)?		

20. Once the family said no more supports were present, ask them what they thought of the picture?	
<b>21. Repeat that this information will be used to help meet the goals the family was going to decide on next?</b>	
22. Tell the family what would happen with the ecomap (e.g., copy made for the family, put in file)?	
23. Tell the family that, next, they would be asked about their day-to-day life, to help them decide on early intervention priorities?	
<b>Beginning of RBI</b>	
24. Arrange seating so lead interviewer is next to parent and note taker, if there is one, is next to the lead?	
<b>25. State the purpose of the RBI (i.e., to get to know the family and help them decide what they want to get out of EI/ECSE)?</b>	
26. Ask the parents their main concerns for their child or family?	
<b>Routines</b>	
27. Stay focused on routines rather than developmental domains?	
28. Use “time of day” instead of “routine”?	
29. Use open-ended questions, initially, to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)?	
<b>30. For each routine, find out what people in the family or classroom other than the child are doing?</b>	
<b>31. Ask follow-up questions related to engagement, including the child’s participation and functioning?</b>	
<b>32. Ask follow-up questions related to independence?</b>	
<b>33. Ask follow-up questions related to social relationships?</b>	
34. Ask developmentally appropriate questions?	
35. Ask for the interviewee’s perspective on behaviors (why he or she thinks the child does what he or she does)?	
<b>36. If there were no problems in the routine, ask what the interviewee would like to see happen 6 months hence?</b>	
<b>37. At the end of the interviewee’s description of each routine, ask for a 1-5 rating of the parent’s satisfaction or of the teacher’s perception of the goodness of fit?</b>	
38. Include routines apart from the home where the child spends > 15 hours a week (e.g., child care, preschool)? This can be with those caregivers present or by report from a previous RBI with them.	

<sup>1</sup> “Interviewee” refers to a parent, usually, for RBIs about home routines and to a teacher, usually, for RBIs about classroom routines.

<b>39. To transition between routines, ask, “What happens next?”</b>	a
<b>Style</b>	
40. Use good affect (e.g. facial expressions, tone of voice, responsiveness)?	
<b>41. Maintain a good flow (conversational, not a lot of time spent writing, no dead time)?</b>	
42. Maintain focus throughout the session?	
43. Affirm what the interviewee reported doing (nodding, positive comments)?	
<b>44. Use active listening (rephrasing, clarifying, summarizing)?</b>	
45. Avoid giving advice?	
46. Maintain a nonjudgmental stance?	
47. Return easily to the interview after an interruption?	
<b>48. Allow the family to state their own opinions, concerns, etc. (i.e., avoid leading the family towards what the interviewer thinks is important)?</b>	
49. Acknowledge feelings before facts, especially with sensitive information such as the time, worry, and change questions?	
<b>Family Issues</b>	
<b>50. Ask the family, “Do you have enough time for yourself or with another person?” (ask only if this information was not obtained previously)?</b>	
<b>51. Ask the family, “When you lie awake at night worrying, what is it you worry about?”</b>	
<b>52. Ask the family, “If you could change anything about your life, what would it be?”</b>	
53. Explain the next step in the process: the recap?	
<b>Note Taking</b>	
54. If a dedicated notetaker is used, discuss how much the lead interviewer wants help with questions?	
55. Organize notes by routine, with a clear heading for each?	
56. Write down concerns and other significant information (not details)?	
57. Aim for about 3 stars for most routines?	
58. Check with the dedicated note taker, if being used, to ensure he or she has noted concerns?	
59. Dedicated note taker: Ask clarifying questions, for repetition, or additional information?	
60. Include the 1-5 rating for each routine?	
61. Dedicated note taker: Prompt the lead to ask for the rating, if necessary?	
62. Dedicated note taker: Help the lead if any difficulties arise (e.g., dead time, family doesn’t understand the question, lead doesn’t understand the answer), but staying within the agreed-upon role?	

63. Dedicated note taker: Move next to a parent (recap occurs only with families, not teachers) and recap (i.e., summarize) the starred concerns?	
<b>64. Keep the recap to under 5 minutes, mentioning something positive for each routine and any concerns?</b>	
65. During the recap, check the parent's understanding, from time to time, but not elicit or reinforce additional discussion, unless necessary for clarification?	
<b>Outcome/Goal Selection</b>	
66. If necessary, lead interviewer resume place next to parent?	
<b>67. Take out clean sheet of paper and ask the family what they wanted to work on (i.e., a new list)?</b>	
68. Give the family plenty of time to think about what they might want?	
69. If the family chooses < 10 outcomes/goals, hand them the notes?	
70. If the family still hasn't chosen 10 outcomes/goals, look at the notes together with the family?	
71. Stop encouraging > 12 outcomes/goals?	
72. Clarify any child outcomes/goals the family suggests that are not functional (i.e., not relevant to the child's routines)?	
73. Write down relevant routines for every child outcome/goal?	
<b>74. Ask the family to put the outcomes/goals into a priority the order of importance to them?</b>	
75. Tell the family what will happen next with this information (e.g., outcomes/goals written in behavioral, measurable terms; services decided upon) (e.g., the outcomes/goals will be written on the individualized plan and services to address them will be decided, with the family)?	
<b>Optional: Writing Participation-Based and Family Outcomes/Goals With Family</b>	
76. Ask the family if they'd like to take a break before the goal-writing portion starts?	
77. Proceed through the outcomes/goals in the family's priority order?	
78. For child outcomes/goals, write [child's name] will participate in?	
79. Write the routines in which the skill is desired?	
80. Write by and the gerund of the verb with any qualifier (e.g., eating with a spoon, sitting with minimal support, completing puzzles, using two-word combinations, playing nicely with another child)?	

81. Discuss with the family how we will know the child can do this (i.e., acquisition criterion), if necessary, giving them suggestions of types of criteria (e.g., “For example, you could aim for him eating a certain number of spoonfuls in a meal”)? Usually frequency, duration, distance, or volume.	
82. Discuss with the family during how many of the target routines the skill should be displayed (only one, all, two of three, etc.) in 1 day?	
83. Discuss with the family over what amount of time the skill should be displayed (3 consecutive days, a full week, 4 days in 1 week, etc.)?	
84. For family outcomes/goals, discuss with the family one criterion, which can be target date (e.g., by August 1), or more, as appropriate.	

ADD ALL +S, AND PUT TOTAL ON FRONT PAGE. ADD ALL ITEMS SCORED, IGNORING NAs 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.