

Practitioner Name \_\_\_\_\_ Date of Observation \_\_\_\_\_  
 Observer \_\_\_\_\_ Date of Conference \_\_\_\_\_

**Environmental Circumstances**

- Home
- Community
- Other \_\_\_\_\_

**Child Characteristics**

- Infant
- Toddler
- Medical/Assistive Technology Need
- Other \_\_\_\_\_

**Family Situations**

- Father
- Foster/Kinship
- Non-English Speaking
- Other: \_\_\_\_\_

**Coaching Practices Checklist**

Directions: Use this checklist during early intervention visits to observe the use of a coaching interaction style. Coaching checklist should be used on observed visits that promote child learning during home and community activities and visits that focus on increasing family supports and resources. Avoid using during evaluation or screening activities or during IFSP meetings. Refer to the *Terms Used in the FIP-EI* for clarification of terms used below (p. 4).

		Observed	Not Observed	Examples/Notes:	
<b>1</b>	Practitioner engages the parent in a discussion of the <b>previous between visit plan</b> .				
<b>2</b>	Practitioner discovers evidence that the <b>parent acted</b> on a plan between visits.				
<b>3</b>	Practitioner engages the parent in a discussion of the previously developed <b>plan for the current visit</b> .				
<b>4</b>	Practitioner creates/encourages opportunities for the parent to be observed <b>practicing desired strategies</b> and outcomes within the context of an everyday activity or family support activity.				
<b>5</b>	Practitioner <b>intentionally models</b> an evidence-based strategy/technique to promote a) the child's participation in an everyday learning activity or b) parent's action toward a goal.				
<b>6</b>	Practitioner promotes the parent's <b>reflection</b> on the knowledge, abilities, and actions related to the skills or outcomes desired and evidence-based practice standards.				
<b>Reflective Questions</b>					
Tally the number of each type of yes/no question used. Calculate the % of questions.					
<b>Awareness</b>	<b>Closed Y/N tally</b>	<b>Closed Y/N tally</b>	<b>Closed Y/N tally</b>	<b>Closed Y/N tally</b>	Y/N Permission or Avoiding Assumption  Closed Total Y/N ÷ Total of all questions =
	<b>Open-Ended tally</b>	<b>Open-Ended tally</b>	<b>Open-Ended tally</b>	<b>Open-Ended tally</b>	
	%=# of awar./total	%=# of anal./total	%=# of alt./total	%=# of act./total	
<b>7</b>	Practitioner provides information and <b>feedback</b> to the parent that is accurate and shared in a way that builds parent's knowledge and understanding.				
<b>Feedback</b> (tally the number of each type of feedback used).					
Affirmative:		Directive:	Evaluative:	Informative:	
<b>8</b>	Practitioner engages the parent in developing a two-part plan that includes a <b>new between visit plan</b> .				
<b>9</b>	Practitioner engages the parent in developing a two-part plan that includes a <b>next visit plan</b> identifying what will happen and scheduling the next visit at a time when that activity would naturally occur.				
<b>10</b>	Practitioner develops and maintains strong professional, positive relationship with the parent.				

Adapted from: Rush D. & Shelden, M. (2006). Coaching practices rating scale for assessing adherence to evidence-based early childhood intervention practices. CASEtools 2(2), 1-7. Available at [http://fipp.org/static/media/uploads/casetools/casetools\\_vol2\\_no2.pdf](http://fipp.org/static/media/uploads/casetools/casetools_vol2_no2.pdf).

## Notes

## Practice Improvement Plan (PIP)

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**Natural Learning Environment Practices Checklist**

Directions: Use this checklist to observe aspects of the home visit that focus on child learning and development. This also includes child-interest-based activities and supports to parents that address parents' priorities about child participation that are not child-interest-based. These topics might include activities the child does not like to do, but need to happen, and are different for each child and family. Examples include getting a haircut, trimming nails, going to the doctor, getting a bath, etc. Refer to the *Terms Used in the FIP-EI* for clarification of terms used below (p. 4).

		Observed	Not Observed	Examples/Notes:
<b>1</b>	Practitioner works in partnership with the parent to identify and address <b>parent-identified desires</b> for child learning.			
<b>2</b>	Practitioner uses toys and materials found in the home or community settings.			
<b>3</b>	Practitioner engages the parent in formal or informal methods to <b>identify</b> a range of <b>child interests</b> .			
<b>4</b>	Practitioner engages the parent in understanding the <b>benefits</b> of using <b>child interests</b> to promote participation during everyday activities.			
<b>5</b>	Practitioner engages the parent in formal or informal methods to <b>identify</b> naturally-occurring <b>activity settings</b> and routines as contexts for child learning.			
<b>6</b>	Practitioner supports the parent in using the child's interest-based <b>activity as the context</b> for promoting child learning.			
<b>7</b>	Practitioner engages the parent in <b>increasing</b> the <b>breadth</b> or <b>depth</b> of child interest-based everyday learning opportunities.			
<b>8</b>	Practitioner assists the parent in identifying <b>existing responsive strategies</b> currently used, understanding the benefits, and promoting continued use.			
<b>9</b>	Practitioner supports the parent in learning <b>new responsive strategies</b> during everyday activities and routines.			
<b>10</b>	Practitioner promotes the parent's <b>self-attribution</b> for promoting child learning.			

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## Resource-Based Intervention Practices Checklist

Directions: Use this checklist to observe resource-based conversations with topics outside child learning. This includes topics such as locating places to find books; getting financial needs met; assisting parents in returning to school or getting a GED; crisis assistance for housing, transportation, food; etc. Refer to the *Terms Used in the FIP-EI* for clarification of terms used below (p. 4).

		Observed	Not Observed	<b>Examples/Notes:</b>
<b>1</b>	Practitioner assists the family with <b>identifying and prioritizing</b> needs.			
<b>2</b>	Practitioner assists the family in <b>identifying existing</b> resources, strategies, or sources of information for accomplishing the family's desired outcomes.			
<b>3</b>	Practitioner assists the family in <b>identifying potential informal</b> resources, strategies, and sources of information for accomplishing the family's desired outcomes.			
<b>4</b>	Practitioner assists the family in <b>identifying potential formal</b> resources, strategies, and sources of information for accomplishing the family's desired outcomes.			
<b>5</b>	Practitioner supports the family in <b>analyzing</b> the advantages and disadvantages (e.g., financial and emotional costs, accessibility, schedule, etc.) of using available information, strategies, or resources.			
<b>6</b>	Practitioner supports the family with <b>selecting</b> the resources, strategies, and sources of information that match the family's preferences and values.			
<b>7</b>	Practitioner promotes the use of <b>existing family abilities</b> for <b>mobilizing</b> resources, strategies, and sources of information to address identified priorities.			
<b>8</b>	Practitioner supports the family to develop <b>new skills and abilities</b> needed for <b>mobilizing</b> resources, strategies, and sources of information to address identified priorities.			
<b>9</b>	Practitioner engages the family in <b>evaluating</b> the resources, strategies, or sources of information used to address the priorities.			
<b>10</b>	Practitioner prompts parent's positive <b>self-attribution</b> for achieving desired priorities.			

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