	Practitioner Name	Date of Observa Date of Conferer	
Practice	Environmental Circumstances	Child Characteristics	Family Situations
Tor Tor	☐ Home☐ Community	☐ Infant ☐ Toddler	☐ Father☐ Foster/Kinship
Intervention	☐ Other	☐ Medical/Assistive Technology Need	☐ Non-English Speaking
2020 Edition		☐ Other	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).

	ts and resources. Avoid using during evalua larification of terms used below (p. 4).	tion or screenin	g activitie	es or durin	g IFSP meetings. Refer to the Terms Used in the Fi
	W T		Observed	Not Observed	Examples/Notes:
1	Practitioner engages the parent in a discu previous between visit plan.	ussion of the			
2	Practitioner discovers evidence that the p a plan between visits.	arent acted on			
3	Practitioner engages the parent in a discu previously developed plan for the curre n				
4	Practitioner creates/encourages opportur parent to be observed practicing desired and outcomes within the context of an ever activity or family support activity.	d strategies			
5	Practitioner intentionally models an evid strategy/technique to promote a) the chil participation in an everyday learning act parent's action toward a goal.	d's			
6	Practitioner promotes the parent's reflect i knowledge, abilities, and actions related or outcomes desired and evidence-based standards.	to the skills			
	Reflective Questio Tally the number of each type of yes/no question use		of question	ne .	
C	Closed Closed Y/N tally Y/N tally	Closed Y/N tally	Y/N Permis Avoiding Assumptio	ssion or	
Aware	pended tally Semination of the pended tally Semination of th	Open-Ended tally		otal Y/N of all ions=	
7	Practitioner provides information and fee parent that is accurate and shared in a w parent's knowledge and understanding.				
	Feedback (tally the number of each type of fe	adback usad)			
Affirmo			native:		
8	Practitioner engages the parent in developart plan that includes a new between v				
9	Practitioner engages the parent in developart plan that includes a next visit plan in what will happen and scheduling the next time when that activity would naturally on	identifying t visit at a			
10	Practitioner develops and maintains stron professional, positive relationship with the				

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.

Notes
Practice Improvement Plan (PIP)

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Practitioner Name Observer			Date of Observation Date of Conference				
e Ea	actice Environmental Circumstances I Home Community Community Other 2020 Edition		Other	sistive Technology Need	Family Situations ☐ Father ☐ Foster/Kinship ☐ Non-English Speaking ☐ Other:		
Directi	Natural Learning				ment. This also includes child-		
interes based family	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 <i>Terms Used in the FIP-EI</i> for clarification of terms used below (p. 4).						
		Observed	Not Observed	Exam	ples/Notes:		
1	Practitioner works in partnership with the parent to identify and address parent-identified desires for child learning.						
2	Practitioner uses toys and materials found in the home or community settings.						
3	Practitioner engages the parent in formal or informal methods to identify a range of child interests .						
4	Practitioner engages the parent in understanding the benefits of using child interests to promote participation during everyday activities.						
5	Practitioner engages the parent in formal or informal methods to identify naturally-occurring activity settings and routines as contexts for child learning.						
6	Practitioner supports the parent in using the child's interest-based activity as the context for promoting child learning.						
7	Practitioner engages the parent in increasing the breadth or depth of child interest-based everyday learning opportunities.						
8	Practitioner assists the parent in identifying existing responsive strategies currently used, understanding the benefits, and promoting continued use.						
9	Practitioner supports the parent in learning new responsive strategies during everyday activities and routines.						
10	Practitioner promotes the parent's self-attribution for promoting child learning.						

Notes				
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	ctitioner Nameserver	Data of Conformes			
Practice for Early Intervention 2020 Edition	Environmental Circumstances Home Community Other	Child Characteristics Infant Toddler Medical/Assistive Technology Need Other	Family Situations ☐ Father ☐ Foster/Kinship ☐ Non-English Speaking ☐ Other:		

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).

101 1100311	ng, iransportation, rood; etc. kerer to the ref	ilis Osea ili	ine in -Li i
		Observed	Not Observed
1	Practitioner assists the family with identifying and prioritizing needs.		
2	Practitioner assists the family in identifying existing resources, strategies, or sources of information for accomplishing the family's desired outcomes.		
3	Practitioner assists the family in identifying potential informal resources, strategies, and sources of information for accomplishing the family's desired outcomes.		
4	Practitioner assists the family in identifying potential formal resources, strategies, and sources of information for accomplishing the family's desired outcomes.		
5	Practitioner supports the family in analyzing the advantages and disadvantages (e.g., financial and emotional costs, accessibility, schedule, etc.) of using available information, strategies, or resources.		
6	Practitioner supports the family with selecting the resources, strategies, and sources of information that match the family's preferences and values.		
7	Practitioner promotes the use of existing family abilities for mobilizing resources, strategies, and sources of information to address identified priorities.		
8	Practitioner supports the family to develop new skills and abilities needed for mobilizing resources, strategies, and sources of information to address identified priorities.		
9	Practitioner engages the family in evaluating the resources, strategies, or sources of information used to address the priorities.		
10	Practitioner prompts parent's positive self-attribution for achieving desired priorities.		

Examples/Notes:

Notes				
Practice Improvement Plan				

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