The Activity-Based Teaming Fidelity Checklist is designed to serve as a valuable tool to assist Birth to Three providers:

1. in reflecting upon their effectiveness as early interventionists using Activity-Based Teaming.  It consists of measures that are consistent with Natural Learning Environment practices, Coaching as a style of interaction, and Primary Service Provider approach to teaming.
2. to understand the practices and become familiar with the terminology. There are links within the document that take you to more information on that topic. There is quite a bit of information on the Birth to Three website for those that would like to learn more. Click here to begin delving deeper! <http://www.birth23.org/aboutb23/lookslike/>

The purpose of the checklist is for Birth to Three providers to gauge fidelity with activity based teaming practices. The indicators found on this checklist are similar to those that will eventually make up the program self-assessment. We are releasing them now so that programs and providers can get a head start on understanding the practices. This checklist is for the programs to use in whatever way it can be helpful. Feel free to complete sections at a staff meeting together, have each staff member complete their own and discuss, use it as service rating guide…

The scores do not have to be forwarded to central office. If you have feedback on the tool, we are happy to hear it.

**Directions:** Read each question and indicate the number that best fits how you feel each statement represents your work.  There are no right or wrong answers, so don't take too much time to mark your responses. As you complete the checklist, keep in mind a typical home visit. At the end of the checklist total your responses for a final score. The scores in the various sections will help you determine how to seek additional support information or support. The scoring is not weighted and is intended only to give a ball park figure on where people are in getting to fidelity.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Measure**  **The Early Interventionist…** | **Not Aware (0)**  I am not aware of this and do not apply it during my interactions**.** | **Knowledge (1)**  I am aware of this but am not yet applying in my interactions. | **Awareness (2)**  I understand it, and sometimes apply it in my interactions. | **Application (3)**  I understand this and apply it consistently in my interactions. | **Mastery (4)**  I understand and apply this well enough to teach or mentor others. |
| **EVALUATION/ASSESSMENT** | | | | | |
| **1.** Understands the [National Part C Early Intervention Mission and Key Principles,](http://www.ectacenter.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf) and uses them to assist the family’s understanding of how Birth to Three’s supports help them achieve their priorities |  |  |  |  |  |
| **2**. Facilitates a conversation with the family about [everyday routines and activities](http://www.ectacenter.org/~pdfs/topics/families/questions_familiy_interests.pdf), child interests and the family’s priorities. |  |  |  |  |  |
| **3.** Uses observation to collect information about family/child during naturally occurring family activities |  |  |  |  |  |
| **4.** Encourages the parent to be an active participant |  |  |  |  |  |
| **5.** Uses appropriate [reflective, open-ended questions](http://www.birth23.org/files/Fidelity/Reflective-Questions-At-a-Glance.pdf) to capture information from the caregiver |  |  |  |  |  |
| **6**. Shares information that is jargon-free, clear and simply stated so that the family can understand and participate |  |  |  |  |  |
| **7.** Gathering information from the family on previously used strategies that increase their child’s participation in everyday activities |  |  |  |  |  |
| **EVALUATION/ASSESSMENT SUB – TOTAL =** | | | | | |
| **INDIVIDUALIZED FAMILY SERVICE PLAN** | | | | | |
| **8**. Understands the importance of scheduling the IFSP meeting at a time and place that allows participation of parents, caregivers and others as appropriate |  |  |  |  |  |
| **9.** Involves the family in discussion of their [priorities](http://www.ifspweb.org/concerns.html) AND the everyday activities that might help them address those priorities |  |  |  |  |  |
| 10. Assists the family in developing outcomes that reflect the family resources, priorities and concerns within the context of an [everyday activity or routine](http://www.birth23.org/files/Fidelity/NLE-Activities.jpg). |  |  |  |  |  |
| 11. Assists the family in developing [outcomes](http://www.birth23.org/files/Fidelity/outcomes-2.jpg) on the IFSP that are functional, measurable, activity-based and address a variety domains |  |  |  |  |  |
| 12. Assists the family to develop family outcomes as appropriate to support the family in identifying and accessing resources including those in the community and identified on the [Eco-Map](https://www.youtube.com/watch?v=4Z6zxBZK3x8) |  |  |  |  |  |
| **Measure**  **The Early Interventionist…** | **Not Aware (0)**  I am not aware of this and do not apply it to my interactions**.** | **Knowledge (1)**  I am aware of this but am not yet applying in my interactions. | **Awareness (2)**  I understand it, and sometimes apply it in my interactions. | **Application (3)**  I understand this and apply it consistently in my interactions. | **Mastery (4)**  I understand and apply this well enough to teach or mentor others. |
| **13.** Encourages the family to describe the supports they need to be able help their child learn and develop |  |  |  |  |  |
| **14.** Assists the family in identifying the resources and supports that may be helpful during the various transitions in their lives |  |  |  |  |  |
| **IFSP SUB-TOTAL =** | | | | | |
| **EARLY INTERVENTION VISITS** | | | | | |
|  | | | | | |
| 15. Visits at the time and place where activities typically occur, with the people who typically participate ,and uses only the family’s materials |  |  |  |  |  |
| 16. Helps the family identify child interests, abilities and challenges in [everyday family activities and daily routines](http://www.birth23.org/files/Fidelity/NLE-Activities.jpg) |  |  |  |  |  |
| 17. Asks [reflective questions](http://www.birth23.org/files/Fidelity/Framework-Reflective-Question.pdf) that support the parent or caregiver in analyzing what strategies did and did not work and adjusting those strategies to support their child’s learning |  |  |  |  |  |
| 18. Understands and discusses with the family the various learning opportunities within an everyday activity rather than focusing on only one specific skill or behavior |  |  |  |  |  |
| 19. Provides [affirmative feedback](http://www.birth23.org/files/Fidelity/feedback.pdf) as the family describes or demonstrates strategies or ideas for supporting their child |  |  |  |  |  |
| 20. After first ascertaining what the family knows or has tried the early interventionist shares [informative feedback](http://www.birth23.org/files/Fidelity/feedback.pdf) as needed |  |  |  |  |  |
| 21. Uses the [seven steps of intentional modeling](http://www.birth23.org/files/Fidelity/7-steps-intentional-modeling.pdf) , to ensure parent understanding |  |  |  |  |  |
| 22. Supports the family in developing strategies to use in their everyday activities to help their child learn and develop |  |  |  |  |  |
| 23. Observes the family using strategies during an everyday activity |  |  |  |  |  |
| 24. Develops a [joint plan](http://www.birth23.org/files/Fidelity/factSheetJointPlan2-.pdf) with the caregiver at the end of the visit which includes a “between visit plan” and “next visit plan” |  |  |  |  |  |
| 25. Starts every visit with a review of the two part joint plan including how strategies worked or did not work |  |  |  |  |  |
| **Measure**  **The Early Interventionist…** | **Not Aware (0)**  I am not aware of this and do not apply it to my interactions**.** | **Knowledge (1)**  I am aware of this but am not yet applying in my interactions. | **Awareness (2)**  I understand it, and sometimes apply it in my interactions. | **Application (3)**  I understand this and apply it consistently in my interactions. | **Mastery (4)**  I understand and apply this well enough to teach or mentor others. |
| 26. Ensures that all joint plans focus on a variety of learning opportunities during the child’s participation in an everyday family or community activity |  |  |  |  |  |
| 27. Uses adult learning principles when interacting with caregivers and teammates |  |  |  |  |  |
| **EARLY INTERVENTION VISITS SUB–TOTAL =** | | | | | |
| **TEAMING** | | | | | |
| 26. Is knowledgeable in their own area of expertise, and in overall child development and general parenting information |  |  |  |  |  |
| 27. Is a member of a full team that support and coach each other to enrich their learning and improve provision of services to children and families |  |  |  |  |  |
| 28. Assures that the whole team including the family has input into the selection of the most appropriate [primary service provider](http://fipp.org/static/media/uploads/casetools/casetool_vol6_no3.pdf) |  |  |  |  |  |
| 29. Regularly participates in [team meetings](http://fipp.org/static/media/uploads/casetools/casetool_vol4_no2.pdf) to ensure that each child is reviewed at least quarterly by the full team |  |  |  |  |  |
| 30. Brings questions and requests for information to the team meeting as necessary to fully support their families |  |  |  |  |  |
| 31. When necessary requests a [joint visit](http://fipp.org/static/media/uploads/casetools/casetool_vol6_no2.pdf) to receive coaching and consultation from another team member |  |  |  |  |  |
| 32. Confers with joint visitor prior to the visit to define their roles for the joint visit based on what needs to be accomplished, identifying who will take the lead, and the specific actions based on the planned activity for the visit |  |  |  |  |  |
| **TEAMING SUB – TOTAL =** | | | | | |
| **TOTAL ALL AREAS =** | | | | | |

**Scoring**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Area of Significant Strength** | **Area of Moderate Strength** | **Making Progress Toward Fidelity** | **Opportunity for Improvement** |
| Evaluation/Assessment | 24 – 28 | 18 - 23 | 10 - 17 | < 10 |
| IFSP | 24 - 28 | 18 - 23 | 10 - 17 | < 10 |
| Early Intervention Visit | 40 – 48 | 30 – 39 | 20 – 29 | < 29 |
| Teaming | 24 – 28 | 18 – 23 | 10 – 17 | < 10 |
| Total Score | 112 - 132 | 84 - 108 | 50 - 80 | < 59 |

Suggested methods for improvement or further study:

For staff scoring in the Area of Significant Strength: Consider mentoring a colleague

For all staff, especially those scoring in other areas:

* Follow links in this document for more information
* Find information on the [Birth to Three Website](http://www.birth23.org/aboutb23/lookslike/)
* request Technical Assistance from Provider Support Team
* Attend [Training](http://www.birth23.org/calendar/)
* Request a mentor