

Key Principles of Fidelity Assessment

Looks Like/Doesn't Look Like

Developed by the E. I. Leadership Group of Northern Virginia

JOINT PLAN	
Key Concepts	<ul style="list-style-type: none"> ➤ Makes a reference to the last session and uses it to check in/begin. ➤ Asks the caregiver what they would like to work on today.
The principle DOES look like this:	The principle DOES NOT look like this:
<p>Definition</p> <ul style="list-style-type: none"> ✓ Intentionally reviewing the joint plan discussed at the prior session, regardless of who initiates the conversation. <p>Example</p> <ul style="list-style-type: none"> • “Last time I was here you told me that you’d like to practice holding him on your right hand side while you walk around the house just before nap time. How did that go?” 	<p>Definition</p> <ul style="list-style-type: none"> ✗ Beginning a session with your own ideas for the session or leading with your own agenda rather than the family's priority. <p>Example</p> <ul style="list-style-type: none"> • “HI!! It’s Halloween this week so I thought we could carve pumpkins to work on his fine motor skills! Do you have pumpkins? If not, I have a few extras in my car.”
Key Concept	➤ Asks the caregiver what they want to work on during THIS visit.
<p>Definition</p> <ul style="list-style-type: none"> ✓ Building on or adjusting information from the previous joint plan to confirm it is still the family's priority. <p>Example</p> <ul style="list-style-type: none"> • “Sounds like your experience since last session was _____. Last time you said you wanted to practice helping him be more comfortable in the stroller today. Is that something you still want to work on?” 	<p>Definition</p> <ul style="list-style-type: none"> ✗ Moving forward without reviewing plans made for this visit. <p>Example</p> <ul style="list-style-type: none"> • “I would like to focus on_____.” • "I know you're concerned about his feeding but we should really focus on his walking."
OBSERVATION	
Key Concepts	<ul style="list-style-type: none"> ➤ Asks the caregiver what has been tried before showing a strategy. ➤ Gives caregiver an opportunity to demonstrate what they've tried before showing a strategy.
The principle DOES look like this:	The principle DOES NOT look like this:
<ul style="list-style-type: none"> ✓ Watching quietly and attentively as the family and child interact in a routine that has been identified by the caregiver. ✓ Before modeling any activity, asking what they have tried and asking to see it, describe it, or watch a video. ✓ Using words like "show me___," or “What does it look like when you ___?” 	<ul style="list-style-type: none"> ✗ Talking and giving pointers while the family is demonstrating. ✗ Rushing a family through the demonstration. ✗ Caregiver observing provider interacting with the child the majority of the visit.

ACTION/PRACTICE	
Key Concepts	<ul style="list-style-type: none"> ➤ Intentionally models/coaches strategy after observing/learning what caregiver has already tried. ➤ Gives caregiver the opportunity to practice the intentionally modeled/coached strategy.
The principle DOES look like this:	The principle DOES NOT look like this:
<p>✓ Describing what the provider is going to demonstrate/model while the caregiver is actively observing.</p> <p>Examples</p> <ul style="list-style-type: none"> • "Watch what I do when..., and then you can try." • "Would you like to try?" • I will explain this (technique, strategy) and why it will support (behavior, skill). 	<ul style="list-style-type: none"> ✗ Modeling a strategy that is not part of the family's routines. ✗ Caregiver is not present or observing. ✗ Provider only demonstrates and caregiver is not given opportunities to practice. ✗ Provider doesn't model or interact with the child. ✗ Provider doesn't explain what will be done and why.
REFLECTION	
Key Concepts	<ul style="list-style-type: none"> ➤ Uses open ended questions to help the family reflect on past and/or new strategies. ➤ Asks caregiver what differences they noted (previous practice vs. current practice). ➤ Asks caregiver how they felt implementing the strategy.
The principle DOES look like this:	The principle DOES NOT look like this:
<p>✓ Allowing families the time to think and respond.</p> <ul style="list-style-type: none"> • "What do you know about ___?" • "How does this compare with what you expected to happen?" • "What do you think would make this better next time?" • "Where and when will you do this in your daily routines?" • "How comfortable do you feel practicing this in ___ routine?" 	<ul style="list-style-type: none"> ✗ Drilling families with irrelevant questions. ✗ Using only yes/no questions. ✗ Using leading questions about how the family should feel or what they should work on.

FEEDBACK

Key Concepts	<ul style="list-style-type: none"> ➤ Verbally coaches the caregiver while practicing, by providing feedback. ➤ Provides feedback that affirms the family's strengths and capacity to support their child's learning and development.
The principle DOES look like this:	The principle DOES NOT look like this:
<ul style="list-style-type: none"> ✓ Affirmative feedback <ul style="list-style-type: none"> • Demonstrating understanding of what caregiver is saying/doing based on active listening/observation. <ul style="list-style-type: none"> ○ "I like how you offered choices to him." ○ "You demonstrated some really nice wait time." • Being specific <ul style="list-style-type: none"> ○ Feedback is tied to an activity being observed or in response to a question. • Respecting caregiver's current level of knowledge. ✓ Informative feedback <ul style="list-style-type: none"> • Providing information (with permission) based on research, expertise, experience, family and cultural values (non-judgmental). • Expressing empathy; validating their strengths and capacity. <ul style="list-style-type: none"> ○ "I see, I understand, I hear what you're saying." "You seem happy about the progress." ○ "I noticed you weren't as comfortable that time." 	<ul style="list-style-type: none"> ✗ Telling caregiver what to do. ✗ Giving vague or unsolicited feedback. ✗ Providing feedback unrelated to family priorities and values. ✗ Being judgmental, negative, making assumptions. ✗ Using directive feedback such as: <ul style="list-style-type: none"> • "Put that away." • "Turn the TV off. It's distracting to your child." • "It would be better if you__."

JOINT PLAN

Key Concepts	<ul style="list-style-type: none"> ➤ Identifies practice opportunities between visits ➤ Identifies family's focus for next visit
The principle DOES look like this:	The principle DOES NOT look like this:
<ul style="list-style-type: none"> ✓ Supporting the family in making a plan for what they will focus on between visits. ✓ Helping the family identify where and when they will practice in their daily routines. ✓ Asking what the family wants to focus on at the next visit. <p>Examples</p> <ul style="list-style-type: none"> • "What did you find helpful today?" • "When will you practice?" "What routines would support you in practicing this strategy?" • "What would you like to focus on when I visit again?" 	<ul style="list-style-type: none"> ✗ Telling the caregiver what to practice, when, and how frequently. ✗ Assigning "homework" activities. ✗ Reviewing only this visit; not asking about a plan for the next visit. <p>Examples</p> <ul style="list-style-type: none"> • "Okay. Things went well today. See you next time!" • "I hope you learned some new things today. I'll ask you how it went when I visit again."