

Score	Participation-Based Rating Scale (PBRs, Part 3): (Score each row)		
	Family's or child care center's <i>typical routine/activity</i> is the context for the child's learning or participation (Yes = 1, No = 0). Mark the routine(s)/activity (ies): Dressing, diapering, toileting, mealtime, play, bathing, nap/bedtime, community outings/activities (e.g.: trip to zoo; grocery shopping; visit with relatives), outdoor play, using transportation, songs, books, socializing with others, pre-academic learning, transition between activities. Other:		
	The routine/activity in clip <i>naturally occurs</i> in this family/child care center. It is not designed/led by the interventionist, but rather something that would typically occur when interventionist is not there. Note: interventionist reading book to the child while caregiver watches is NOT a natural activity. Typically, when the interventionist is not there, the caregiver reads the book to the child (Yes = 1, No = 0. Note: score 0 if provider used toys/supplies/materials brought into home or other intervention setting).		
	The <b>predominant role of the caregiver</b> in the clip is directly engaging in the routine/activity with the child, practicing strategies, or learning from the interventionist, then practicing with the child (1)	The caregiver is predominantly observing the interventionist and child as they interact, or is interacting with their child, yet not practicing strategies taught by the interventionist (0)	The caregiver is not present, or predominantly, is present at a distance from the interventionist/child and is not observing the session (0)
	The <b>predominant role of the interventionist</b> in the clip is teaching the caregiver and allowing caregiver to practice the strategy, with explicit feedback to the caregiver about their efforts/actions (1)	The interventionist is predominantly observing the caregiver and child as they interact with each other, however, they are not practicing something the interventionist taught (0)	The interventionist is predominantly teaching/interacting with the child or teaching the caregiver with no opportunity for caregiver practice (0)
Total	Participation-based session = 4 Traditional/non-participation-based session = 3 or less		

(Revised January 2020)

### Teaching Approaches

- Guided Practice with Feedback:** Provider and caregiver work as partners with the child and exchange roles in practicing intervention strategies. The caregiver has a turn (or multiple turns) to practice using the strategy with the child as the provider makes suggestions during the interaction and offers feedback following the routine.
- Caregiver Practice with Feedback:** Caregiver takes the lead in interaction with the child while the interventionist observes and supports the interaction. Support must include provider giving specific, explicit verbal or non-verbal feedback to the caregiver about their efforts/actions and may include a reference to the child's behavior or response.
- Demonstration with Narrative:** Interventionist takes the lead, demonstrating a strategy, telling the caregiver what he/she is going to do, explaining how to implement the strategy and/or why this is beneficial while the caregiver observes.
- Direct Teaching and Information Sharing:** Interventionist shares information about a specific strategy or routine with the intent for the caregiver to learn how to use this and/or understand the value. A handout or video clip may be used for support.
- Problem Solving:** The caregiver and interventionist consider and discuss strategies to improve routines/outcomes and develop an action plan.
- Reflection:** Interventionist and caregiver discuss an activity or routine that is completed (it occurred either during the visit or prior to the visit) and reflect on success, areas for improvement.

If the score is 3 or lower, describe the factors/barriers that limited a participation-based segment (may include parent, intervention or environmental factors, interpersonal/cultural dynamics, for example, parent is passive and difficult to engage so provider interacts primarily with the child). What can be done to move to participation-based visit?

1/2020