

## TRIAD Coaching Structure Fidelity

Participant ID: \_\_\_\_\_ Date: \_\_\_\_\_

Consultant Name: \_\_\_\_\_ EI: \_\_\_\_\_

Curriculum: \_\_\_\_\_ Session Number: \_\_\_\_\_

| Did the consultant do these things today?   | Y | N | N/A |   |
|---|---|---|-----|---|
| 1. Review previous concerns/goals related to curriculum   |   |   |     |   |
| 2. Discuss plan for the session and incorporate activity ideas or priorities of family  |   |   |     |   |
| 3. Ensure goals are addressed during an established routine that is predictable for the child.  |   |   |     |   |
| 4. Model intervention strategies for caregiver ( <i>N/A if not needed because caregiver learned strategy in previous session</i> )  |   |   |     |   |
| 5. Provide caregiver with opportunity to ask questions about intervention strategies and answer questions until caregiver clearly understands recommendations   |   |   |     |   |
| 6. Provide caregivers with materials to support use of intervention strategy (e.g., pictures to aid in creating communication system) ( <i>N/A if materials not needed or already provided in previous session</i> )  |   |   |     |   |
| 7. Engage caregiver in a reflective discussion about intervention practice and what worked well or needs to be changed.   |   |   |     |   |
| 8. Encourage caregiver to reflect on child participation  |   |   |     |   |
| 9. Create a plan for family practice that supports caregiver priorities/decisions and provides 1-3 clear action steps for caregiver   |   |   |     |   |
| 10. If corrective feedback was needed, it was delivered clearly and additional support was provided to aid the caregiver in completing the necessary steps correctly. ( <i>N/A if no corrective feedback needed</i> ) |   |   |     |   |
| <b>Rate the following areas on a scale of 1 (not at all) to 4 (consistently throughout session):</b>  |   |   |     |   |
| 11. Engage in conversation/activity that served to build rapport with the caregiver   | 1 | 2 | 3   | 4 |
| 12. Use family friendly communication (non-judgmental/non-technical language)   | 1 | 2 | 3   | 4 |
| 13. Coach caregiver to support child's developmental needs ( <i>ex: use simple language, fewer instructions, visual supports, verbal and nonverbal models, etc.</i> )   | 1 | 2 | 3   | 4 |
| 14. Coach caregiver to practice intervention strategy(ies) and provide supportive feedback (via gestural support, verbal support, positive praise, or additional coaching)  | 1 | 2 | 3   | 4 |
| 15. Provide positive feedback on child and caregiver behavior   | 1 | 2 | 3   | 4 |

List 2 things you really liked about this session:

List 1 idea for consideration in future session(s):