

Intervention Delivery Checklist Instructions

The *PC TALK Intervention Delivery Checklist (IDC)* is used to document implementation of the PC-TALK intervention with families and teachers in early childhood education settings. The IDC is a tool for documenting the strategies coaches use in supporting teachers or service providers who then support families in implementing PC TALK with young children. Home visitors, early intervention providers, and classroom coaches can use the IDC to record details about intervention or coaching sessions, in which teachers and families are supported in using PC TALK.

The IDC can be used to determine if the PC TALK intervention is delivered with fidelity, as well as to monitor the elements of PC TALK delivered with teachers and families over time. The data that the IDC provides can be used by coaches and teachers together or by home visitors and early interventionists to reflect on the components of PC TALK that have been delivered, the strategies and routines that have been addressed, the teaching strategies used during intervention implementation, and to plan for how to sustain PC TALK intervention implementation.

The IDC is accessed on the [PC TALK dashboard](https://pcobs.ku.edu/) (https://pcobs.ku.edu/). Home visitors and early intervention providers log in to the secure dashboard and enter self-report data on implementation of PC TALK with adult careproviders. Coaches log in and enter data on coaching activities to support teachers in implementing PC TALK in classroom settings.

Instructions for Completing the PC TALK Intervention Delivery Checklist

Log in: Log in to the PC TALK dashboard, and then click “Create Intervention Checklist”

Identify who was involved in the intervention session and the setting in the following fields:

Project: Select the project for which this session is associated.

Observation Date: Enter the date of the session (e.g., the home visit or coaching session) in the format MM/DD/YYYY.

Provider: Select the name of the Provider who conducted the session from the drop-down menu (e.g., home visitor, coach).

Caregiver: Select the name of the caregiver who received intervention during the session (e.g., parent, teacher).

Observation Type: Select whether the observation was Primary (I am the provider conducting the session) or Reliability (I filled this out based on my observation of a provider).

Meeting Location: Select the meeting location of the session from the options in the drop-down menu: Home, Center/School, Remote (e.g., teleconference, phone), or Other.

Meeting Type: Select if the Meeting Type was with an Individual, a team or group, or Other.

Did you conduct a PC-Obs observation during or in preparation for this session?

Check “Yes” if you conducted PC-Obs during or in preparation for this session

Check “No” if you did not conduct PC-Obs during or in preparation for this session.

Was PC TALK addressed during this session?

Check “Yes” if PC TALK was addressed in any way during this session. This includes talking about PC TALK generally, talking about or practicing specific strategies, or talking about or using the related PC TALK tools, such as the Activity Cards or Manual. It may include introducing new strategies or resources, or simply checking in on strategies that were already introduced.

Check “No” if PC TALK was not addressed at all during this session, such as if you focused on other family goals or activities that did not pertain to child language development or interaction.

What Communication Strategies were addressed in this session?

Check the strategies that were addressed during this session. For instance, check the strategy if you talked about it with the caregivers, modeled it, or discussed how it might be used, or provided feedback to the caregivers about their use of the strategy. Check all that apply.

- Arrange the Environment
- Follow the Child’s Lead
- Comment & Label
- Imitate & Expand
- Ask Open-ended Question
- Give Praise and Positive Attention
- Provide Choices
- Fill in the Blank
- Other

What activities for PC TALK intervention delivery were addressed during this session?

Check the daily activities or routines that were addressed during this session. For instance, check the routine if you talked about it with the caregivers, planned how strategies could be used during that routine, or provided feedback to the caregivers about their use of strategies during these routines. Check all that apply.

- Play
- Structured Activity
- Reading
- Routine Care
- Meals & Snacks
- Outdoor & Community
- None
- Other (fill in)

What PC TALK Tools were provided or used?

Check the PC TALK Tools that were provided, discussed, used during this session. For instance, check the resource if you talked about it with the caregivers, demonstrated how it might be used, planned for its use in the coming week, or provided feedback to the caregivers about their use of the resource. Check all that apply.

- Manual / Handouts
- Poster
- Activity Cards
- Self-Check
- Videos

- Text messaging
- Talk Around Town

Intervention Approaches: Please check the box for the strategies or practices used during this visit to share PC TALK strategies and support their use by adult caregivers.

Check the box or boxes for the intervention approach(es) used during this visit or coaching session. Please note that providers are not expected to use every teaching strategy during every home visit or coaching session. The checklist is intended to be used as a menu for providers to choose which tools and topics they will use in a session. Each strategy outlined below is an appropriate delivery method of the PC TALK intervention; use as few or as many as is appropriate for each session that includes the PC TALK intervention. When completing the IDC, consider each intervention approach and whether it was used during the session. Check “yes” if the intervention approach was used or “no” if the intervention approach was not used.

Discussed background and rationale for PC strategies: Check “yes” if the provider discussed the importance of the caregiver role in fostering communication development in children. Potential topics include the path of typical language development from infancy to early childhood, and how each child progresses in their own way; caregiver involvement in supporting language development through everyday interactions; and giving reasons why it is important for caregivers to provide opportunities for children to communicate. For instance, the provider might explain that adults encourage infants to communicate by making eye contact, smiling, and imitating the sounds that babies make.

Introduced and/or reviewed PC TALK strategy: This intervention approach includes discussing with caregivers one or more of the PC TALK strategies: Arranging the Environment, Following the Child’s Lead, Comment & Label, Imitate & Expand, Ask Open-Ended Questions, Positive Attention, Provide Choices, and Fill in the Blank. To check “yes” for this intervention approach, the provider might label and describe the strategy, explain why the strategy is important, give an example of how the strategy can be used, or prompt the caregiver to reflect on the use of specific PC TALK strategies. The provider might say “When providing choices, give two or more clear options for the child to choose from at the same time. You might ask the child if they’d rather play on the swings or the teeter totter at the park or hold in front of them two cups and ask if the child would rather have the blue or the red cup. Providing choices is important for promoting child communication because it allows the child to decide how they interact with the world.”

Developed a plan together for using PC strategies in specific routines/activities: After the provider has introduced or reviewed a PC TALK strategy, a next step could be identifying a routine in which the caregiver can use the strategy and developing a plan with the caregiver. The coach might say “Now that we’ve talked about Labeling and Commenting, let’s think about a routine you can start to use it in. This Activity Card gives you some ideas about how to use Commenting and Labeling during Play.” The coach might also provide the caregiver with a Self-Check form to help the caregiver plan, which prompts caregivers to reflect on strategy use during daily routines. To score yes, you must have discussed the use of the PC TALK strategies in specific daily routines.

Individualized PC strategy use to family/class/child needs: For this approach, coaches talk to the caregiver about the individual needs of the child to customize intervention delivery. Topics for discussion with the caregiver could include how to adjust strategy use and PC TALK tool use to fit best with the child’s developmental stage and/or needs. Some factors that might be considered include

whether the child is using words or gestures or multi-word utterances; adaptations for children with disabilities or delays; or resources or strategies for dual language learners. For example, the coach and caregiver could review the Strategy Handout for Imitating & Expanding with children who use Gestures and Sounds, focusing specifically on children who are not using word yet.

Demonstrated use of PC strategies: Check “yes” if the coach or home visitor modeled or demonstrated how to use a PC TALK strategy with a child or children so the caregiver could observe. For example, the coach demonstrates Asking Open-ended Questions with the child as they read a book together, or a home visitor might show the caregivers how to Provide Choices during book reading.

Encouraged caregiver reflection on PC strategy use since last meeting (Self-Check or general reflection): Check “yes” if the coach asked the caregiver open-ended questions about the caregiver’s use of PC TALK strategies. Coaches or providers might ask “How did your use of the PC TALK strategies go last week?” “What happened when you tried the PC strategies during bedtime?” or “What did you observe about the child’s communication?” A home visitor might prompt a caregiver to reflect on their responses on the self-check.

Discussed caregiver’s Self-Check responses: If the coach or provider has previously given the caregiver a Self-Check handout, the coach may review the caregiver’s responses with them as a starting point for discussion, feedback, and planning. The provider and caregiver might review the Self-Check and discuss, for example, how frequently the caregiver used Fill in the Blank during Outings in the previous week. Then, the provider might help the caregiver plan to use this same strategy during Meals and Snacks in the coming week.

Shared and discussed PC-Obs graph: After an observation of parent communication strategy usage and child communication using the PC-Obs data collection tool, the coach might share PC-Obs graphs from the PC-Obs dashboard with caregivers. Score “yes” if the coach or home visitor shared a graph with the caregiver and facilitated a discussion about the data. This might include explaining the graph, encouraging caregiver efforts (e.g., “You are really using a lot of good Commenting and Labeling during meal times, and look how much more your child is communicating!”), or responding to caregiver questions about the data. The graph may also be referenced when planning strategy use in the coming week.

Provided positive & constructive feedback on the use of PC TALK strategies: The coach or home visitor provides feedback to the caregiver on the use of the PC TALK strategies. Feedback should include both positive and constructive feedback. Positive feedback includes praise, encouragement, or positive descriptions of strategy use, or the effect of the caregiver’s strategy use on child communication. Positive feedback should be specific in referencing PC TALK strategy use. Constructive feedback includes feedback that supports or aims to improve the use of the PC TALK strategies. Constructive feedback should also be explicit in supporting the fidelity of strategy use.

Problem-solved with caregiver to address challenges: An important part of supporting caregiver strategy use is helping them overcome challenges and barriers. The coach can begin this conversation by asking (e.g., “What have you found challenging in using the Fill in the Blank since our last visit?”), observing (e.g., “Meal times seem to be a difficult routine to incorporate positive attention. How do you think it’s going?”), or providing opportunities for caregivers to share their experience (e.g., “How has it been going with putting Asking Questions into practice?”). Score “yes” if the coach or home

visitor engages in a process of identifying challenges and discussing possible solutions with the caregiver.

Plan how to share PC strategies with other caregivers: Providers propose or discuss ways the caregiver might share PC TALK strategies and information with other important people in the child’s life, such as other family members or teachers. Providers can help identify people (e.g., “Who interacts with the child regularly that we could share some strategies with?”) and offer materials to share (e.g., “Here are some activity cards to share with grandparents so they can learn about Commenting and Labeling”), or discuss ways to share the strategies and support use of the strategies by these other caregivers.

Discussed PC TALK text messaging (planned for use, checked in): Providers introduce text messaging as a strategy for supporting caregiver strategy use, discusses how text messaging can support PC TALK strategy use, or checks in about the logistics of ongoing text messaging (e.g., were text messages received, was the content helpful).

Discussed Talk Around Town mobile app (planned for use, checked in): Providers introduce Talk Around Town as a tool for supporting caregiver strategy use in the community, discusses how it can support PC TALK strategy use, or checks in about the ongoing use of the Talk Around Town mobile app.

Intervention Checklist Report

The Intervention Checklist Report provides frequency counts of the practices and intervention approaches described on the Intervention Delivery Checklist. For each caregiver, coaches or home visitors may generate a report that provides the cumulative counts of PC TALK strategy use, routines addressed during visits or sessions, and the intervention approaches used by coaches or home visitors to support caregiver strategy use.

The Intervention Checklist Report is tool to monitor the fidelity which coaches or home visitors implement PC TALK. By providing cumulative counts, coaches and home visitors can identify opportunities for supporting strategy use. These reports are generated regularly and incorporated into PC TALK coaching sessions as a feedback and progress monitoring tool.