PC TALK Intervention Delivery Checklist (IDC) Instructions for Coaches, Home Visitors, or Providers

What is the PC TALK Intervention Delivery Checklist (IDC) ? The *PC TALK Intervention Delivery Checklist (PC TALK-IDC) i*s used to document how implementation of the PC-TALK intervention. Specifically, coaches or mentor teachers use it to record how they share PC TALK with teachers in early childhood education settings. Home visitors or early intervention providers use it to record how they share PC TALK with families.

How is the PC TALK IDC used? It is used to record how PC TALK is implemented, and if PC TALK is delivered with fidelity (meaning, as it was designed to be implemented).

How are IDC data used? The data collected from the PC TALK-IDC can be used by coaches, home visitors, or providers to review and reflect on how they are sharing PC TALK with teachers or families. Reviewing IDC data can help coaches, home visitors or providers continue to support teachers and families in promoting child language and communication development.

The PC TALK-IDC is accessed on the PC TALK dashboard (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. In center-based settings, coaches log in and enter data on coaching activities to support teachers or home caregivers 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 Delivery Checklist"

> **Project:** Select the project for which you are entering data.
> **Caregiver**: Select the name of the caregiver who received intervention during the session (e.g., parent, teacher). Press "Shift" to select multiple caregivers for this observation (e.g., the classroom teaching team).
> **Provider**: Select the name of the Provider (i.e., coach, mentor teacher, home visitor, provider) who conducted the session from the drop-down menu.
> **Observation Date:** Enter the date of the session (e.g., the home visit or coaching session) in the format MM/DD/YYYY.
> **Observation Type**: Select whether the observation was Primary (I am the coach, home visitor, or provider conducting the session) or Reliability (I filled this out based on my observation of another coach, home visitor, 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 receive a PC-Obs graph report in preparation for this session?

Check "Yes" if you conducted PC-Obs during or in preparation for this session, or you received a graph report 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 in general, 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 PC TALK Communication Strategies were addressed/taught 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 the 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, discussed, 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

<u>Intervention Approaches:</u> Please check "yes" or "no" to indicate whether the approach was used during this coaching session or visit. Please note that you are not expected to use every teaching strategy listed here during every home visit or coaching session. The checklist is intended to be used as a menu from which to choose.

Discussed background and rationale for using PC TALK: 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, discussed, or reviewed one or more PC TALK strategy: This intervention approach includes discussing with caregivers one or more of the PC TALK strategies. To check "yes", 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."

Demonstrated or prompted caregiver to practice PC TALK strategy during visit and/or after this visit. 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.

Individualized PC strategy use to family/child/classroom 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.

Reviewed or engaged in a discussion about the caregiver's use of one or more PC TALK strategies in specific routines/activities: Check "yes" if the coach reviews, asks about, or engages in a discussion reviewing PC TALK strategy use in routines/activities. This might include talking about use of strategies from a past visit, or caregivers' use of at least one PC TALK strategy in specific routines. For example, a home visitor might facilitate a discussion about strategy use during meal times, or a mentor teacher might ask about how a teaching team provided choices during book activities. The key is to talk or ask about PC TALK strategy use within specific routines or activities.

Encouraged caregiver reflection on PC strategy use: 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 report: 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 feedback on the use of PC TALK strategies: The coach or home visitor provides positive feedback to the caregiver on the use of the PC TALK strategies. Positive feedback might include praise, encouragement, or positive descriptions of strategy use, or the effect of the caregiver's strategy use on child communication. Positive feedback should reference PC TALK strategy use.

Provided constructive feedback on the use of PC TALK strategies. Constructive feedback should include feedback that supports or aims to improve the use of the PC TALK strategies. Constructive feedback should be focused on improving or expanding on how the caregiver uses the strategies, or on increasing the frequency with which strategies are used.

Inquired or engaged in a discussion about challenges experienced in using PC TALK strategies, and/or ways the caregiver might 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., "Have there been challenges in using the Fill in the Blank?"), observing (e.g., "Meal times can 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?"). Check "yes" if the coach or home visitor engages in a process of inquiring about or identifying challenges and exploring possible solutions with the caregiver.

Developed a plan together with the caregiver for using one or more PC strategies in specific routines/activities after this visit: After introducing or reviewing 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 Commenting and Labeling, 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 after this visit.

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). Check "N/A" if you are not using text messaging to support PC TALK strategy use.

For center-based care only: Discussed or planned how teachers can share PC TALK strategies with families: Providers propose or discuss ways the caregiver might share PC TALK strategies or tools, with other important people in the child's life at home, such as parents, grandparents. 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.

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 for each item on the IDC: PC TALK strategy discussion, routines addressed during visits or sessions, and the intervention approaches used by coaches or home visitors to support caregiver strategy use.

7/9/24