



Feedback Form: FC-NE Consultation with Adult Learners

Key Terms	Description	Observation/Comments
Environment	<p>Did caregivers identify the place and activities for session? Are caregivers seated comfortably with easy access to child and materials? Is the atmosphere friendly among participants? Is the typical environment for the routine utilized? Is the environment arranged to support caregiver-child interaction and the intervention sequence?</p>	
Values and Culture	<p>Are the family's concerns and priorities' addressed throughout the session? Are all family members who care for the child included? Are caregivers beliefs on child development and discipline respected within the session? Are unique routines or family rituals utilized?</p>	
Communication	<p>Was information gathered from the caregiver throughout the session? Was the family's observations/information sought? Did caregivers have opportunities to ask questions or seek clarification? Was information presented in formats specific to the family members learning style? Was jargon either eliminated or explained? Was communication respectful to the family as team members?</p>	
Responsiveness to Unique Qualities	<p>Are a variety of print, video, visuals, technology or conversations used to support involvement? Is time allowed for answering questions, making comments, and summarizing about teaching and learning for their child? Are the strategies already used by family members identified and incorporated into the routine?</p>	



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Learner's Priorities	Are family priorities the basis for the discussions and the plan? Does caregiver have choices or options for embedding in varying routines? Are caregiver recommendations incorporated as strategies? Are family members assured that plans are flexible and can be modified as the need arises? Does the caregiver make the final choice of where, when, and how often to intervene?	
Collaborative Problem-Solving	Do caregivers have the opportunity to "brainstorm" concerns and issues? Is information available and offered to families to assist them in generating ideas? Are they encouraged to discuss alternatives before deciding on the best solution? Do they have opportunities to develop action plans? Are backup plans developed incase the original plan doesn't work?	
Relevance to Learner's Routines	Are intervention routines functional and meaningful for child and caregiver? Do they occur frequently? Are they positive? Are materials readily available and easy to use? Does intervention adopt or modify the routine as little as possible? Did the family members offer and receive feedback on the ease of intervention in routine?	
Recognition of Family Commitments	Are caregivers given options for involvement? Are multiple family members or caregivers identified based on the schedules? Are upcoming events or schedule alterations identified and negotiated during planning? Do family members have the opportunity to make final decisions in determining frequency and amount of participation? Are informal supports incorporated?	