

FITT Caregiver Coaching Questions & Principles

Credit to the National Professional Development Center in ASD Toddler Initiative and the Autism program Environment Rating Scale Infants & Toddlers Version for coaching content

Our goal is for our interventionists to listen, asks questions, answers questions, and offer comments in a way that fosters engagement, collaboration, and self- reflection from the caregiver (e.g., open-ended questions, focus on interests, non-judgmental questions, active listening).

Some example questions for interventionists:



Review Homework/General Questions:

- To what do you attribute the change?
- Tell me more.
- What is getting in the way?
- What was it like?
- How did that feel?
- What worked for you this week? What didn't?
- How will you know it's working?
- What can I/we do to help you get it done?
- What happened?



During Play & Table Sessions:

- Did you notice...
- How does that feel different?
- What changes do you want to make for next time?
- Did you notice when you...?
- What feels easiest? Hardest?
- What's working now?
- How can we expand?
- What do you think makes it difficult for him/her?



When Going Over Homework for the Week:

- Let's make a plan...
- What do you feel comfortable doing at the table this week?
- Which of these do you see yourself doing this week?
- How can you try that during your day?
- What activity would you most enjoy doing with your child this week?
- When can that fit into your routine?
- What feels reasonable/realistic for your schedule/lifestyle right now?
- What goal would like to choose for this week?
- How can you get other family members involved?
- What would be most helpful?

FITT Coaching Principles

- Co-plans with caregiver, the organization, goal setting, and content at start of session.
- Recognizes and reinforces caregiver attempts to choose activities and objectives without forfeiting child goals and developmental objectives.
- Implements activities as discussed with caregiver at the beginning of the visit
- Provides specific comments on caregiver strategies
- Points out effective elements of the strategies (e.g., "since you are reinforcing him immediately he's making a stronger connection"; "let's try offering him two very different toys. I think the ones you chose may be too similar and he may not understand that there's a choice to be made")
- Provides clear instructions and teaching examples to caregiver during established times of reflection during the session.
- Models with child in caregiver's presence
- Plans reason for modeling ahead of the interaction, comments during or at the end of the interaction, and seeks caregiver observations, then coaches caregiver to carry out the activity
- Asks caregiver for general, as well as specific observations and assessments of what is occurring during a visit or intervention (e.g., "how do you feel things are going?", "what do you think of that activity?") as well as specific aspects of intervention (e.g., "how well do you feel you could use the transition strategies during the day?", "what aspects of this strategy are you finding challenging?").
- Invites caregiver to reflect on the session with open-ended questions, supports caregiver reflections,