



PIPE Fidelity Tool

The purpose of this tool is to support parenting educators' professional growth in using PIPE. Parenting educators often work in environments that have many variables that can change quickly. Not having an ideal setting and/or a perfect PIPE session does not mean that the parenting educator or PIPE is not being effective. Please do not let perfection impede your use of PIPE or this tool. If you feel like you need more support in using PIPE or this tool please contact us.

Preparation

- I filled out a planning worksheet/wrote a script
- My materials were ready
- The area was prepared as much as possible
 - On the floor with a blanket if needed
 - Quietest area available was used
 - TV was off/turned down
 - Phone was muted
- Parent was prepared
 - Able to focus on session
 - Phone was off or muted

Step 1 Presentation of Concepts

- The instructional strategies were fun, fast & focused
- I "hooked" the parent's interest
- "Less is More" was practiced
- I engaged the parent in conversation
 - Explored what the parent already knows
 - Began with the parent's personal experience and tied that to the concept
- I used the topic's instructional strategy to support the concept(s) shared
- The concept was shared in language the parent could understand
- The child's needs, cues or responses were used to teach

Step 2 Demonstration

- I transitioned into the activity
- I tied the parent-child activity to the concept
- I did a doll, stuffed animal or child demo
 - I described what I wanted to see the parent do
 - I showed the parent how to do the activity
 - I explained why the activity was important
 - I followed "Ready, Set, Go" in my demonstration
 - I demonstrated reading the child's cues and meeting their needs. (using the child as the teacher)
 - I did the demonstration on the floor
 - I demonstrated how to end the parent-child interaction
 - I transitioned out of the demonstration

Step 3 Supervised (Supported) Parent Child- Interaction

- I set the stage for a successful parent-child interaction
- The parent-child activity was appropriate
 - The activity supported the concept
 - The activity was developmentally appropriate
 - The activity encouraged shared positive emotions
 - The activity prompted the parent to read the child's cues (using the child as the teacher)
 - The activity encouraged the parent to follow the child's lead (using the child as the teacher)
- I positioned myself out of the child's direct line of sight
- I observed and was non-intrusive
- I was able to
 - Read the parent's cues
 - Read the child's cues
 - Know what the baby was saying
 - Recognize the parent-child connection
 - Recognize when the parent made adjustments
- I was able to stay quiet
- I intervened if necessary
 - I used simple, quiet scaffolding techniques

Step 4 Evaluation (Reflection and Feedback)

- I asked open-ended questions
- I paused and allowed the parent time to reflect
 - Parent was encouraged to evaluate the baby's reaction (using the baby as the teacher)
 - Parent was encouraged to evaluate their own reaction
- I practiced active listening:
 - Paraphrased
 - Encouraged elaboration
 - Expressed empathy
 - Used body language
 - Avoided judgment
 - Avoided giving advice
 - Was able to be quiet
- I supported the parent with feedback:
 - Encouraged; was a cheerleader
 - Pointed out parent & child's strengths
 - Interpreted the child's behavior (using the baby as the teacher)
 - Pointed out how they applied the concept
 - Pointed out the child's positive responses (using the baby as the teacher)
 - Expanded on the concept
- I closed/transitioned out of the PIPE session

We welcome and encourage any feedback that you would be willing to share with us on the use of this tool.

