

**PIWI Guidelines Implementation Checklist: What We See to Support Rating**

<b>Philosophy Related to Families</b>	<b>Rating 1-5</b>	<b>What We See</b>
1. Parents and facilitators collaborate in assessment and goal development.		
3. Parents help to determine the focus and process of PIWI sessions.		
4. Developmental observation topics and parent-child activities are relevant and meaningful to parents in everyday settings and routines.		
5. Facilitators thoughtfully select and use specific interaction strategies to support and promote parent competence and confidence in interacting with their child.		
6. Parents identify their own strengths and goals in relation to supporting their children's development through interaction and play.		
7. Parents gain information and participate in experiences that support their roles in facilitating their children's development.		
8. Parents evaluate PIWI sessions in relation to their own goals and expectations.		

<b>Philosophy Related to Children</b>	<b>1-5</b>	<b>What We See</b>
1. Interactions and environments are designed to foster each child's initiative, exploration, and learning and to facilitate and expand upon each children's developmental abilities.		
2. Planned activities and environments reflect developmental abilities and natural interests of children.		
3. Environments and activities are relevant to children's everyday environments and social encounters.		
4. Parents and facilitators use interaction strategies that support and expand children's development.		
5. Modifications in materials, positioning, and interaction approach are used to facilitate children's interactions with object and social environments.		

<b>Philosophy Related to PIWI Facilitators</b>	<b>1-5</b>	<b>What We See</b>
1. PIWI sessions are planned, implemented, and evaluated using a team process.		
2. Parent's goals, preferences, and ideas are integrated into the PIWI team process.		
3. Team roles during planning, implementation, and/or evaluation are shared equally and actively among team members.		
4. Each PIWI facilitator shares the expertise of her/his discipline with other team members.		
5. The PIWI team plans and uses systematic approaches to decision making, problem solving, and conflict resolution.		
6. The PIWI Philosophy is used as a basis for reflecting on session implementation and outcomes.		
7. PIWI facilitators develop and evaluate strategies to expand their own competencies and learning in relation to PIWI Program Components.		

<b>Philosophy Related to PIWI Setting</b>	<b>1-5</b>	<b>What We See</b>
1. Administrators advocate for the value of family-centered, team-based, developmentally grounded early intervention.		
2. Resources (e. g. time, space, people) are designed for building a program framework necessary to support the PIWI approach.		
3. Ongoing professional development by teams and by individuals is expected and is an important part of the system of supports for PIWI.		
4. The supervisory structure facilitates team and individual development, and supports PIWI facilitators in giving explicit attention to the multiple relationships that are part of the PIWI approach.		
5. Supervisory relationships model the kinds of interpersonal interactions that characterize other PIWI relationships.		

**PIWI Implementation Guidelines: How We Are Doing?**

<b>Philosophy Related to Families</b>	√	<b>What We Do</b>
1. Parents and facilitators collaborate in assessment and goal development.		
3. Parents help to determine the focus and process of PIWI sessions.		
4. Developmental observation topics and parent-child activities are relevant and meaningful to parents in everyday settings and routines.		
5. Facilitators thoughtfully select and use specific interaction strategies to support and promote parent competence and confidence in interacting with their child.		
6. Parents identify their own strengths and goals in relation to supporting their children's development through interaction and play.		
7. Parents gain information and participate in experiences that support their roles in facilitating their children's development.		
8. Parents evaluate PIWI sessions in relation to their own goals and expectations.		

Philosophy Related to Children	√	What We Do
1. Interactions and environments are designed to foster each child's initiative, exploration, and learning and to facilitate and expand upon each children's developmental abilities.		
2. Planned activities and environments reflect developmental abilities and natural interests of children.		
3. Environments and activities are relevant to children's everyday environments and social encounters.		
4. Parents and facilitators use interaction strategies that support and expand children's development.		
5. Modifications in materials, positioning, and interaction approach are used to facilitate children's interactions with object and social environments.		

Philosophy Related to PIWI Facilitators	√	What We Do
1. PIWI sessions are planned, implemented, and evaluated using a team process.		
2. Parent's goals, preferences, and ideas are integrated into the PIWI team process.		
3. Team roles during planning, implementation, and/or evaluation are shared equally and actively among team members.		
4. Each PIWI facilitator shares the expertise of her/his discipline with other team members.		
5. The PIWI team plans and uses systematic approaches to decision making, problem solving, and conflict resolution.		
6. The PIWI Philosophy is used as a basis for reflecting on session implementation and outcomes.		
7. PIWI facilitators develop and evaluate strategies to expand their own competencies and learning in relation to PIWI Program Components.		

Philosophy Related to PIWI Setting	√	What We Do
1. Administrators advocate for the value of family-centered, team-based, developmentally grounded early intervention.		
2. Resources (e. g. time, space, people) are designed for building a program framework necessary to support the PIWI approach.		
3. Ongoing professional development by teams and by individuals is expected and is an important part of the system of supports for PIWI.		
4. The supervisory structure facilitates team and individual development, and supports PIWI facilitators in giving explicit attention to the multiple relationships that are part of the PIWI approach.		
5. Supervisory relationships model the kinds of interpersonal interactions that characterize other PIWI relationships.		