

# Teach-back Observation Tool 2.0

## SCORING GUIDANCE



Health Team Member: \_\_\_\_\_ Date: \_\_\_\_\_ Setting: \_\_\_\_\_

Observer: \_\_\_\_\_ Time: \_\_\_\_\_

	Did the health team member...	Yes	Partly	No	N/A	Comments	Scoring Guidance: Yes=
1.	Convey caring, respectful attitude (speaking tone & pace; comforting body language; appropriate eye contact) & include caregiver(s) as appropriate?						Demonstrates <b>≥2</b> elements of caring respectful attitude. <b>- AND -</b> Includes caregiver(s) if present & appropriate.
2.	Address cultural & communication needs with respect & humility (non-authoritarian style; ask about health preferences, beliefs, practices; address hearing aid, glasses, neurosensory), & use language access services?						Demonstrates <b>≥1</b> element of respect & humility. <b>- AND -</b> Uses qualified interpreter with people who prefer a language other than English.
3.	Use plain language &/or demonstrations (living room language; analogies; simple words; explain technical terms)?						Uses <b>&lt;5</b> unexplained jargon or technical terms.
4.	Use words that show they are taking responsibility for being clear (does not make it seem like the person is being tested)?						Expresses request as assessment of how well they explained information <b>at least once</b> . <b>- OR -</b> Indicates desire to be sure they are clear <b>at least once</b> .
5.	Ask the person, in a caring way, to explain or show back using their own words?						Uses the following or similar wording at least once: – “...so could you tell me ____ in your own words?” – “...what will you tell ____ (someone else)?” – “...could you please show me how you are going to ____?” <b>- AND -</b> Does <b>not</b> ask the person to “repeat back.”

See [Teach-back Observation Tool 2.0 – Considerations for Use](#).

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Observer: \_\_\_\_\_ Time: \_\_\_\_\_

	Did the health team member...	Yes	Partly	No	N/A	Comments	Scoring Guidance: Yes=
6.	Ask the person to explain or show back in their own words need-to-know or need-to-do information after each key topic (Chunk & Check)?						Content is essential. - <b>AND</b> - If >2 topics, checks for understanding after each topic, not all at one time.
7.	Re-explain differently & check understanding again if the person did not teach back correctly?						If person does not teach back correctly, <b>must</b> re-explain using different words. - <b>AND</b> - Ask for teach-back again. If person is able to teach back initially, N/A.
8.	Use non-shaming, open-ended questions that cannot be answered with a yes or no?						Does <b>not</b> ask "Do you understand?" - <b>AND</b> - Does <b>not</b> quiz person about specific information, like "Are you going to take 1 pill at night?" - <b>AND</b> - Asks "What questions do you have?" <b>at least once</b> ; <b>not</b> "Do you have any questions?"
9.	Use easy-to-understand materials to support learning?						Offers & points out/marks up relevant hand-out, document, appointment card, resource, etc.
10.	Document use of and person's response to teach-back?						Documents or says they will do so.

See [Teach-back Observation Tool 2.0 – Considerations for Use](#).

### Observations

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