

**Individual/Home Visitation Observation Tool V.9**

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| **Observer Name** | | |  | | | | **Date of Observation** | | |  | | **Site Name** | |  | | | |
| **Facilitator Name** | | |  | | | | | | | | | | | | | | |
| **Expected Start Time of**  **Session** | | | |  | | **Expected End Time of Session** | | |  | | **Expected Length of Session** | | | | |  | |
| **Actual Start Time of**  **Session** | | | |  | | **Actual End Time of Session** | | |  | | **Actual Length of Session** | | | | |  | |
| **Please list the people involved in the session (e.g. grandmother, mother, father, babysitter, child etc.)** | | | | | | |  | | | | | | | | **Age of target child** | |  |
| **Name of Curriculum** | | | | |  | | | | | | | | | | | | |
| **Session #** | |  | | | **Topic to be covered** | |  | | | | | | | | | | |
| **1** | **In what language was the session conducted?** | | | |  | | | **Was the language spoken by the facilitator spoken by the parent?** | | | | | | | **Yes** | | **No** |
| **List of recommended materials to be included** | | | | | | |  | | | | | | | | | | |
| **2** | **Appropriate materials were provided to adequately conduct the session. If No, please explain:** | | | | | | | | | | | | **N/A** | | **Yes** | | **No** |

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| **CONTENT COVERAGE** | | | | | | | |
| **How well did the facilitator cover each topic?** | | | | | | | |
| **3** | List Main Points of the session: | | **Did not Cover**  **Makes no mention of the topic** | **Minimally Covered**  **Has a limited discussion of topic but does not elaborate with examples** | | **Somewhat**  **Covered**  **Discusses topic fairly well and provides a few examples** | **Fully Covered**  **Provides in-depth coverage of topic with several examples and opportunities for discussion** |
| 1. | | | 1 | 2 | | 3 | 4 |
| 2. | | | 1 | 2 | | 3 | 4 |
| 3. | | | 1 | 2 | | 3 | 4 |
| 4. | | | 1 | 2 | | 3 | 4 |
| **How well did the facilitator conduct role-plays or video discussions?** | | | | | | | |
| **4** | Consult the manual/program guide to list any role-play or video discussions that are required. | | **Did not do Activity**  **Does not attempt activity** | **Needs Support**  **Attempts activity, but not thoroughly, or does not include discussion** | **Somewhat**  **Effective**  **Completes activity, but with limited discussion** | | **Effective**  **Completes activity with discussion, & opportunities to provide feedback** |
| 1. | | | 1 | 2 | 3 | | 4 |
| 2. | | | 1 | 2 | 3 | | 4 |
| 3. | | | 1 | 2 | 3 | | 4 |
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| **Homework or Practice Activities** | | | **Did not Discuss** | **Minimally Covered** | **Somewhat Covered** | | **Fully Covered** |
| **5** | How well did the facilitator discuss home activities/skills to be practiced/homework from the prior session? | N/A | 1  Does not acknowledge that skills should have been practiced at home | 2  Simply acknowledges that skills were practiced at home but no further discussion | 3  Discusses the skills practiced at home but has a limited discussion with little praise and troubleshooting | | 4  Discusses the skills practiced at home and allows questions, troubleshooting and offers praise |
| **6** | How well did the facilitator discuss homework or home activities to complete for the next session? | N/A | 1  Makes no mention of practicing skills at home | 2  Just reminds parent to practice skills at home with no other elaboration | 3  Specifies skills to practice at home but does not offer additional discussion or allow parent to ask questions | | 4  Specifies skills to practice at home, allows additional discussion, and allows parent to ask questions |

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| **PARENT ENGAGEMENT** | | | | | | |
| **7** | How would you rate the quality of the relationship between the facilitator and parent? | 1  Negative/  Distant | 2  Somewhat Negative | 3  Neutral | 4  Somewhat Positive | 5  Positive/ Warm |
| **8\*** | How actively did the parent participatein the discussions and/or exercises throughout the session? | 1  Does not participate in activities; is distracted or involved in another activity. | 2  Rarely participates in activities or discussions | 3  Sometimes participates in activities or discussions | 4  Often participates in activities or discussions | 5  Actively participates in all activities or discussions |
| **9\*** | How respectful was the home visitor? | 1  Does not show respect or acceptance of family system. | 2  Appears to be accepting of the family system. | 3  Shows respect and acceptance of the family system | 4  Shows respect, acceptance, **and** talks about family’s strengths. | N/A  Not a home visit |

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| **CHILD ENGAGEMENT** | | | | | | | | | | | |
| **10** | Is the target child younger than 1 year old? If the child is younger than 1 year old, please skip this section. | | | | | | | | Yes | | No |
| **11** | Is the child expected to participate in the session as per the EBP manual? If “No,” please skip this section. | | | | | | | | Yes | | No |
| **12** | Were the *activities* that the facilitator conducted developmentally appropriate for the child? | | | | | | | | Yes | | No |
| **13** | Were the child *materials* developmentally appropriate for the child? | | | | | | | | Yes | | No |
| **14** | How would you rate the quality of the relationship between the facilitator and the child? | | | 1  Negative/  Distant | 2  Somewhat Negative | | 3  Neutral | | 4  Somewhat Positive | | 5  Positive/ Warm |
| **15\*** | How actively did the child participatein the discussions and exercises throughout the session? | 1  Does not appear interested in the activities (for example, through gaze or body language). | 2  Rarely indicates interest in the activities (for example, through gaze or body language). | | | 3  Indicates occasional interest in the activities (for example, through gaze or body language). | | 4  Frequently shows interest in the activities (for example, through gaze or body language). | | 5  Consistently shows interest in activities andshows enthusiasm when doing activities. | |

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| **PARENT-CHILD INTERACTIONS**  If there is more than one parent-child interaction, please think about all the interactions when rating this section**.** | | | | | | | | | |
| **16** | Did the facilitator complete any parent-child interactions during the visit? If “No,” please skip this section and provide an explanation. | | | | | | Yes | | No |
| **17** | Does the EBP require a parent-child interaction as part of the session? If “No,” please skip this section. | | | | | | Yes | | No |
| **18** | Did the facilitator attempt to use materials already present in the family’s home or in the family’s routine to facilitate the parent-child interaction? | | | | N/A | | Yes | | No |
| **19\*** | How responsive is the facilitator to the family’s needs? | 1  Persists with activity that does not meet parent or child’s interests or needs | 2  Rarely follows parent and child lead in activities, or attempts to do so ineffectively | 3  Occasionally follows parent and child lead in activities, and is sometimes able to recognize the family’s needs or interests | | 4  Frequently follows parent and child lead in activities, changing pace or activities to meet family interests or needs | | 5  Follows parent and child lead in activities, **and** acknowledges parent or child interests or needs | |
| **20\*** | How well did the facilitator support the parent during the parent-child interaction? | 1  Does not address the parent’s interaction with the child | 2  Rarely addresses parent’s interaction with the child | 3  Supports parent’s interactions with child by commenting on observed parent-child interactions | | 4  Encourages parent’s interaction with child by discussing how observed interactions support child’s development or positive behaviors | | 5  Promotes parent-child interaction by describing and linking to child’s development, positive behaviors, **and** expanding to other ways and places to do something similar | |

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| **FACILITATOR SKILLS AND ATTRIBUTES** | | | | | | | |
| Rate the facilitator on the following: | | | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** |
| **21** | Demonstrated knowledge about the topics presented | | 1 | 2 | 3 | 4 | 5 |
| **22** | Demonstrated ability to integrate own or parent’s prior experiences in session content | | 1 | 2 | 3 | 4 | 5 |
| **23** | Praised parent throughout the session | | 1 | 2 | 3 | 4 | 5 |
| **24** | Was able to handle parent’s questions | N/A | 1 | 2 | 3 | 4 | 5 |
| **25** | Asked open-ended questions | N/A | 1 | 2 | 3 | 4 | 5 |

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| **OVERALL RATINGS** | | | | | | | |
|  | | **Additional support required** | **Some Ability** | **Average Ability** | **Good Ability** | **Excellent Ability** |  |
| **26** | Overall, please rate the facilitator’s ability to present the curriculum content. | 1 | 2 | 3 | 4 | 5 | N/A |
| **27** | Overall, please rate the facilitator’s ability to engage the parent. | 1 | 2 | 3 | 4 | 5 |  |
| **28** | Overall, please rate the facilitator’s ability to engage the child. | 1 | 2 | 3 | 4 | 5 | N/A |
| **29** | Overall, please rate the facilitator’s ability to facilitate parent-child interactions. | 1 | 2 | 3 | 4 | 5 | N/A |
| **30** | Overall, please rate the facilitator’s skills and attributes. | 1 | 2 | 3 | 4 | 5 |  |

**Summary Comments: Please make note of any exceptions that should be considered, anything that stands out as needing improvement, particularly praiseworthy, or anything unusual.**

\*Asterisked items were adapted from

Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V. K., Christiansen, K., Boyce, L. K., Aikens, N., Boller, K., Paulsell, D., & Hallgren, K. (2010). *Home Visit Rating Scales—Adapted and Extended (HOVRS-A+)*. Unpublished Measure.

**Guide to Conducting Observations: Individual/Home visiting V.6**

**Purpose of Observations**: The purpose of conducting observations is to support the provider in continuous quality improvement by providing specific feedback after observations. The Individual/Home Visit tool applies to parenting programs that meet with parents individually rather than in a group setting.

**Scheduling a home visit:** Individual observations should only be scheduled for a typical session. Therefore, do not schedule an observation during a session that is mostly assessment. There are two reasons that you may need to reschedule for the purposes of an official observation:

1) When the child is required as per the EBP to be part of the session but the child is not available to participate.

2) When the family is in crisis and the home-visitor/facilitator decides to address the crisis during the scheduled session.

**How to prepare for an observation in advance**: In order to rate the facilitator fairly, it is important to familiarize yourself with the topics to be covered by reviewing the session outline in the relevant parenting manual if you are not already familiar with the curriculum. Try to gather the following information before the start of the observation. Note that on the observation tool, all of the items that can be completed in advance are in shaded boxes:

* Observer Name
* Date of Observation
* Site Name- For home visits, just list the provider/agency name.
* Facilitator’s Name
* Expected Start Time of Session (N/A for Healthy Steps)
* Expected End Time of Session (N/A for Healthy Steps)
* Expected Length of Session
* Name of Curriculum
* Session/Home Visit # (N/A for Healthy Steps and FSU Minding the Baby)
* Topic to be covered: If you are not able to get the information in advance by consulting the curriculum or asking the provider, do your best to obtain the information during the visit. This information can also be verified later.

Examples of Session # and Topics:

* HIPPY: Year 1 Week 4
* Baby and Me curriculum: Session Two, Soothing a Crying Infant and Calming Yourself
* Parents as Teachers Personal Visit Plan 2: Child Development
* Healthy Steps: 9 month visit
* Note that for FSU Minding the Baby, this item is N/A
* List of recommended materials to be included- this may be found in the manual/ curriculum guide (more about this in detail below)
* Main points of the session as stated in the manual/guide (more about this below)
* Session activities as required by the manual/program guide/curriculum outline (more about this below).

**Exceptions to the items for specific EBPs are noted at the end of this manual.**

1. -In what language was the session conducted: Note down the language or languages the facilitator spoke during the session. Also note whether the language spoken by the facilitator was spoken by the parent.
2. Appropriate materials were provided to adequately conduct the session: Consult with the curriculum to find out if specific materials are listed (e.g. worksheets, handouts, toys, materials to make charts, etc...). Compare the list of recommended materials to be included, as you noted in the first box, with the materials that were observed to be used in the session and circle “yes” or “no” as indicated. A “No” rating on this question is not necessarily a deficiency on the facilitator’s part. There may be some extenuating circumstances that require that facilitator to deviate from the curriculum, such as difficulty with literacy or cultural appropriateness of certain materials. Therefore, it is important to confer any discrepancies with the facilitator in order to provide accurate notes.

**Content Coverage**

1. List Main Points of the session as explicitly stated in the manual or Goals of the session: This information can typically be obtained from the evidence-based curriculum manual that the facilitator is using. Sometimes the main points for the session are listed as take-away points for the parents (e.g. Nurturing Parenting Programs). If the key concepts, or main points are written out as lengthy sentences, it is fine to shorten the sentence as long as it is still understandable. For home visits, some manuals may not have main points or goals explicitly stated; in that case, the observer can simply ask the facilitator for the goals/topics that he/she intends to cover in the session. For example, in Parents as Teachers, in the Personal Visit Planning Guide, the facilitator is expected to write an intention for the visit. For home visits, the goals can be something that the parent and facilitator have set together. To the best of your ability rate how well the facilitator/facilitator covered each topic. If you are unable to rate for some reason, please write N/A and a brief explanation as to why you could not make the ratings (e.g. facilitator did not have explicit goals for the session, facilitator feels that he/she does not have the expertise to rate this particular session).

Examples:

* Baby and Me Session 2:

1) Soothing a crying infant and calming yourself

* Parents as Teachers Personal Visit Plan 2:

1. Introduce areas of child development relevant to the family
2. Discuss safety resources
3. Discuss family’s protective factors

* Healthy Steps (same for every visit):

1. Parent/Child Interactions
2. Parenting Skills/Discipline/Response
3. Familial Stress
4. Fostering Child Development
5. Consult the manual/program guide to list any role-play or video discussions that are required: It would be beneficial to obtain this information in advance by checking the manual to find out if the EBP requires any role-plays or videos. Note that you will only rate role-plays or video discussions and that parent-child activities are rated in a separate section. If you are not able to get this information in advance, you can still rate the role-plays or video discussions as you observe them. You should go back to the manual after the observation to compare the activities that were conducted during session with the activities that were recommended from the manual in order to provide feedback to the facilitator if they skipped any of the activities. If there are no role-plays or video discussions required by the curriculum please write N/A and explain.
6. How well did the facilitator discuss home activities/skills to be practiced/homework to be completed from the prior session: Please rate this question as N/A if there is no expectation of parents to practice skills at home for the observed session. Most evidence-based curriculums have an expectation that parents/families will be trying out the strategies taught in session at home. Therefore, there is typically an expectation that the facilitator will at least inquire about how parents are doing with implementing the strategy. The facilitator does not have to mention “homework” specifically in order to count in this category. For example, in the Parents as Teachers manual, it explicitly states that the parent educator should help the parent to incorporate the continued learning activity into their family routine. Any mention of implementing or trying out the skills at home counts for a rating. Keep in mind that the facilitator may mention home activities/skills at any point during the session. The quality of the facilitator’s discussion will influence the rating.

Examples:

* 1 rating-If the facilitator does not mention anything about trying out a skill or does not acknowledge that the parent may be trying out the skill at home, rate a score of “1.”
* 2 rating- The facilitator simply acknowledges that skills may be tried at home, but does not discuss any further.
  1. “So, I’m guessing you did not have time to complete the homework from last week”
  2. “I hope you were able to try to use the ignoring strategy that we discussed last session” (no further discussion or opportunity for parent/s to respond).
  3. “Last week we discussed coming up with house rules, were you able to do this with your children?” (facilitator just looks for a yes/no, but does not discuss any further)
  4. “So last week we talked about how reading to your child could help her develop her language skills, have you had time to do that this week?” (Parent nods head, facilitator just says okay and moves on).
* 3 rating- The facilitator discusses the home activities, but has a limited discussion that does not include much trouble shooting or praise.
  1. “So, were you able to do special time with your child this week?” (Waits for parent to indicate if he/she has completed it). “So how did it go?” (Allows parent to respond) “Ok, great, let’s discuss what we’re going to do this week.”
  2. “Did you have time to try the reading activity that we discussed last time?” (Parent indicates that she has). “That’s great, I hope you found it valuable.” (no further mention of the activity).
  3. “I hope that some of you were able to try to use the ignoring strategy that we discussed last session” (parents indicate yes). “Are you willing to share with me how the strategy did or didn’t work for your child?” (Allows a response, but no further discussion).
* 4 rating- The facilitator discusses the home activities, allows parents to ask questions about refining the skill, responds to parents about troubleshooting or allows parents to respond to each other. Offers specific praise for trying out the skills, acknowledges and offers support for parents who had difficulty with the skill or were not able to complete the activity.
  1. So, were you able to spend “special time” with your child this week?” (Parent says “yes”). “So how did it go?” (Parent responds) “First of all, I want to say that it’s really great that you tried the activity, I’m sure that your child really appreciated your time. It sounds like you had some difficulty finding time on a daily basis to do special time, is that so?” (Parent says “yes”). “Well, I have good news, in order for special time to be effective, it does not have to be exactly 15 minutes or take place at the exact same place every time. So let’s see if we can think of creative ways to incorporate special time into your busy routine.” (Parent and facilitator spend time brainstorming).
  2. “Did you have time to try the reading activity with Michael that we discussed last time?” (Parent indicates that she has). “That’s great, how did Michael respond to you when you read to him?” (Parent indicates that child seemed to like the activity) “What do you think it meant for Michael that he had some of your undivided attention?” (Parent states that child probably found it special to have her all to himself and it may have encouraged his interest in reading).
  3. “I hope that you were able to try to use the ignoring strategy that we discussed last session” (two parents in attendance, both indicate that they used the strategy). “So, how did Jenny respond when you ignored her whining?” (One parent indicated difficulty using this strategy in public) “Sure, it can be challenging to ignore your child’s tantrums in public, especially if other people are giving your child attention! I’m confident that the two of you can think of some ideas on how to deal with Jenny’s whining in public places, why don’t you take a few minutes to brainstorm together?” (Allows parents to troubleshoot together).

1. How well did the facilitator discuss homework or home activities to complete for the next session: The facilitator does not have to mention “homework” specifically in order to count in this category. Any mention of implementing or trying out the skills at home counts for a rating. Keep in mind that the facilitator may mention home activities/skills at any point during the session. For example, in the Baby and Me guide, it explicitly states that the facilitator should “encourage parents to practice learned skills at home” and in the Parents as Teachers manual, it asks the parent educator to “encourage parents to repeat the parent-child activity.” The quality of the facilitator’s discussion will influence the rating.

Examples:

* 1 rating- Facilitator forgets or does not mention that the skills discussed should be practiced at home or at least tried at home.
* 2 rating- Facilitator just mentions a reminder to complete the home skills/try out skills at home
  + “Remember, try it out at home”
  + “Let me know how it goes next week with the ignoring strategy”
  + “Don’t forget to try the homework”
* 3 rating- Facilitator elaborates on what parents will try next week but does not offer additional discussion or allow parents to ask questions.
  + “Remember try doing special time at home with your child. It is suggested to do special time for 15 minutes, but if it’s hard to find 15 minutes, do your best with the time that you have. If you can’t do it every day, that’s fine, just give it a try and let me know how it goes next week.”
  + “So, next week, pick one or two behaviors that you want to reduce in your child, as we discussed earlier in the session. Use the ignoring strategy to reduce these problem behaviors during the week. With ignoring, it is important to stay consistent, so it may be easier to just start with one mild behavior issue. As adults, it can be hard to stay calm while using this strategy, so remember to take a look at the ‘strategies to stay calm’ worksheet that we completed.”
* 4 rating- Facilitator specifies the skills that parents should try next week, allows parents to ask questions, and allows additional discussion, such as anticipating the child’s reactions.
  + “Remember, try doing special time at home with your child. It is suggested to do special time for 15 minutes, but if it’s hard to find 15 minutes, do your best with the time that you have. If you can’t do it every day, that’s fine, just give it a try and let me know how it goes next week.” (Parent asks what to do if child misbehaves during special time). “That’s a good question; it can definitely happen that children will misbehave during special time. Maybe you can try some of the other strategies that we’ve discussed before, such as setting ground rules for special time or ignoring the child during misbehavior and paying attention again when she is behaving well.”
  + “So, next week, pick one or two behaviors that you want to reduce in your child, as we discussed earlier in the session. Do you have any behaviors in mind already?” (Allows parent to offer input). “Yes, those are good behaviors to start with. Use the ignoring strategy to reduce these problem behaviors during the week. With ignoring, it is important to stay consistent, so it may be easier to just start with one mild behavior issue. As adults, it can be hard to stay calm while using this strategy. Do you remember the suggestions as to what to do if you start losing your cool?” (Allows parent to offer input). “Great, it looks like you are prepared to try this out during the week.”

**Parent Engagement**

1. How would you rate the quality of the relationship between the facilitator and the parent: For this question try to get a sense of the relationship between the facilitator and parent/s. Examples of things to look for are whether the parent seem to be happy to see the facilitator, is there mutual laughing or smiling, whether the home-visitor seems to know some details about the parent’s life, whether the parent responds comfortably to the facilitator’s questions, and if the facilitator seems welcome in the home.
2. How actively did the parent participatein the discussions and exercises: For this question try to get a sense of whether the parent seemed engaged with the facilitator.

Examples:

* Parent asks questions and makes comments
* Parent actually complete an activity rather than having side conversations on their phone or with someone else
* Parent elaborates on his/her responses
* Parent is not distracted by TV/telephone/computer

1. How respectful was the facilitator: Rate N/A if it is not a home visit. Try to get a sense of whether the facilitator respects the customs of the family (e.g. takes off shoes if requested, asks permission from parent to do something, asks politely if any materials are needed). In addition, get a sense of whether the home-visitor knows the strengths of the family or elicits/prompts the parent to think about family strengths (e.g. home visitor notices family’s coping ability, communication skills, organization, cohesiveness, etc…).

Family Strength examples:

* “I know that you’re experiencing some financial difficulties right now, but it seems like you’re all doing your best to pitch in”
* “You mentioned that your wife is having some issues with depression, but from what you’ve been saying it seems like she enjoys spending time with the children, and I think it’s wonderful that you are finding ways to enjoy time together as a family as you go through this tough time…”
* In times of stress, what are some ways your family has supported each other?

**Child Engagement**

1. Is the target child younger than 1 year old: The questions in the Child Engagement section only pertain to target children who are 1 or older. If the child is younger than 1, please skip this section.
2. Is the child expected to participate in the session as per the EBP manual: If the child is not expected to participate (such as in HIPPY) then please skip this section.
3. & 13. Were the activities that the home-visitor conducted developmentally appropriate for the child and Were the child materials developmentally appropriate for the child: For these questions, it is helpful to know about any special developmental concerns in addition to the child’s chronological age. For example, it may be the case that a child is chronologically a certain age, but due to developmental delays, is working at a lower age level for certain tasks.
4. How would you rate the quality of the relationship between the facilitator and the child: For this question keep in mind whether the child appears to be happy or excited to see the facilitator and whether the facilitator seems to know some personal details about the child’s life (e.g. favorite color, favorite toys, etc.).
5. How actively did the child participatein the discussions and exercises: For this question try to get a sense of whether the child seemed engaged with the facilitator. Note that this question is not necessarily a reflection of the facilitator’s ability, but more about the child’s behaviors. It could be the case that the facilitator appears to be trying their best to engage the child, but the child does not appear to be interested in participating in session, in that case, this question would still receive a low rating.

Examples:

* The child is asking questions, making comments, and responding to questions
* The child seems interested in completing the activity rather than doing something else
* The child is not distracted with electronics during an activity

**Parent-Child Interactions**

A parent-child interaction is any activity in which the parent AND child are participating in an activity together.

1. Did the facilitator complete any parent-child interactions during the visit: If “No,” please skip this section and provide an explanation. If there is more than one parent-child interaction, please think about all the interactions when rating this section.
2. Does the EBP require a parent-child interaction as part of the session: If No, skip this section. For example, the HIPPY curriculum does not require parent-child interactions, but if the child is present the home-visitor may choose to complete a parent-child activity. In the case that parent-child interactions are not required, do not rate this section.
3. Did the facilitator attempt to use materials already present in the family’s home or in the family’s routine to facilitate the parent-child interaction: The home-visitor may ask the parent to use materials within the family’s home or bring materials that are typically found in the parent’s home. For example, the home-visitor may bring a few bowls and a box of cereal to demonstrate a counting game. After the activity, the home-visitor should ask the parent what similar materials he/she has in the home to conduct the same activity.
4. How responsive is the facilitator to the family’s needs: For this question, think about whether the home-visitor was able to tailor the activities in session to the parent’s and child’s interests and needs. In addition, think about whether the home-visitor was able to appropriately follow the parent’s and child’s cues during the activities (e.g. if the child is clearly bored, the home-visitor is able to suggest another activity or prompts the parent to choose a different activity, or the home-visitor frequently checks in with the parent to make sure that the parent understands the material).
5. How well did the facilitator support the parent during the parent-child interaction: For this question, think about how well the facilitator was able to build upon the significance of the parent-child interaction by explaining the developmental significance of activities and offering helpful suggestions to promote continuation of activities. Supporting the parent-child interaction includes the home-visitor praising both the parent and child about the activity and pointing out their strengths during the activity.

**Facilitator Skills and Attributes**

1. Demonstrated knowledge about the topics presented - Rate the degree to which facilitator demonstrated knowledge about the topics. For example, some facilitators are so comfortable with the material that they are able to provide examples that are relevant to the parent rather than only sticking with examples provided in a manual. A facilitator that is really knowledgeable will also be able to explain or present topics in different ways to ensure that parents are able to understand the material (e.g. in addition to verbally presenting the material, the facilitator may draw a diagram or picture to illustrate a concept).
2. Demonstrated ability to integrate own or parents’ prior experiences in session content - Rate the degree to which facilitator is able to make the session content relevant and personal by referring to his/her own experiences or the parent’s experiences.

Examples:

* When discussing the ignoring strategy, the facilitator discusses how her own child escalated his tantrum the first time she used ignoring, but after subsequent days, the child realized that the tantrum was not effective in getting attention.
* The current topic is about promoting literacy and the facilitator praises the parent about already having a nightly routine that incorporates reading time and discusses how the routine is helping build the child’s literacy skills. The facilitator also brings in books that are relevant to the family’s culture.

1. Praised parent throughout the session: Consider the quality and frequency of praise when rating this question. High quality praise consists of specific, genuine, praise delivered in an appropriate tone of voice. The highest level rating should be reserved for people who praise a in a variety of ways, continuously throughout the session, with high quality praise.
2. Was able to handle parents’ questions - Rate the degree to which the facilitator is able to answer parent’s questions thoroughly. In your rating, also think about the facilitator’s style in answering questions such as a non-defensive style that allows parents to feel comfortable when asking questions. Rate N/A if the parent did not ask any questions.
3. Asked open-ended questions: Open ended questions are statements made by the facilitator that encourage parents to respond with more than a one-word response. Open-ended questions are opposed to close-ended questions, which can be answered with one word (e.g. Does anyone use corporal punishment? How many times have you checked your child’s homework this year?). Here are some examples of open-ended questions:

* “*What are different punishment strategies that you use with your children*”
* “*Tell me what you would do in a similar situation*”
* *“What was it like the first time your child was called into the principal’s office?” “How can we show our children that we appreciate them?”*

**Overall Ratings:**

1. - 30. Consider the session as a whole when you rate the home-visitor on this section. If the home-visitor does not receive the highest rating, please indicate your suggestions and feedback in narrative section.

**Summary Comments**

This section is a place for you to elaborate on anything positive, negative, or unusual about the observed session.

When writing comments at the end of each section, please keep in mind the following tips:

* Avoid repeating the item in your comment.
* Justify your ratings by writing your “evidence.” Evidence is something that you either saw or heard during the observation that you took into account for your rating.

|  |  |
| --- | --- |
| Avoid: | Do: |
| Facilitator was very knowledgeable | Facilitator presented information in a variety of ways, and accurately represented concepts using easy-to-understand language. |
| Parent engagement was excellent. The parent and facilitator clearly had a good relationship. | It was obvious that the parent and facilitator had a good relationship because the parent looked happy to see her and immediately welcomed her in with a hug. |

* As much as possible, make sure your written comments pertain only to the specific section that you are writing about.

Example of a comment written in the Parent-Child Interaction Section:

Facilitator did an excellent job of weaving in relevant developmental information in an easy-to-understand format. In addition, she frequently linked the mother’s positive parenting behaviors with the child’s positive reactions. However, the facilitator did not adequately discuss the home work activities to be completed for the next week. The facilitator just mentioned the home activities sheet but did not allow for questions or discussion.

The last 2 highlighted sentences fit better in the “Content Coverage” commentary section.

Notes for Specific Curricula

Healthy Steps:

* The expected start and end times are N/A for Healthy Steps.
* You would fill out Y/N for the expected length of the session, however, you would not penalize the Healthy Steps Specialist for a shorter than expected session without discussing it with them first. You would want to find out if the specialists are constrained for time due to the nature of the pediatric visit (e.g. not enough office space, child needs other testing done etc.).
* Session #: N/A because Healthy Steps does not count session numbers
* Topic to be Covered: Fill in the age of the child. Healthy Steps uses the age to determine what topics are developmentally appropriate to discuss during the visit.
* 1. Appropriate materials were provided to adequately conduct the session- Fill in N/A because the curriculum does not require specific materials.
* 3. Content Coverage – Only rate either Did Not Cover (1) or (4) Fully Covered. For Healthy Steps, the main points for every session are: 1) Parent/Child Interactions 2) Parenting Skills/Discipline/Response 3) Familial Stress 4)Fostering Child Development. The content of these main points will change based on the age of the child. The Quick Check forms give some examples of what to cover under each main point, but the Healthy Steps Specialists are not required to cover every sub-point.
* 4. Role Plays- N/A because the curriculum does not require specific role-play or other activities.
* 5 & 6 Homework questions are N/A because the curriculum does not specify homework activities.
* 9. Healthy Steps is not a home visit so circle N/A
* 10-15 Child Engagement section does not apply because the curriculum does not require child engagement activities.
* 16-20 Parent-Child Interactions section does not apply because the curriculum does not require parent-child activities.

HIPPY

* 10-15 Child Engagement section does not apply because HIPPY does not require child participation.
* 16-20 Parent-Child Interactions section does not apply because the HIPPY does not require parent-child activities.

FSU Minding the Baby

* 1. Appropriate materials were provided to adequately conduct the session- Fill in N/A because the EBP curriculum does not require specific materials.
* 3. Content Coverage – N/A because the curriculum does not require specific content
* 4. Role Plays- N/A because the curriculum does not require specific role-play or other activities.
* 5 & 6 Homework questions are N/A because the curriculum does not specify homework activities.
* Child Engagement and Parent-Child Engagement: These sections should be rated because child and parent-child engagement is an expected part of every session for Minding the Baby, both for the mental health specialist and nurse practitioner. If you are not able to observe any interactions with the child, then reschedule the visit.

Healthy Families

* 1. Appropriate materials were provided to adequately conduct the session- Fill in N/A
* 3. Content Coverage – N/A because the curriculum does not require specific content
* 4. Role-Plays, Video- N/A (Just rate the parent-child interaction)
* 5 &6 Homework questions are N/A because the curriculum does not specify homework activities. (as per the CEBC website)

PCIT

* If the facilitator is engaged in a lengthy time-out then the session will run late. Please make a note of this in the summary comments section. This should not count against the facilitator.
* 3. Content Coverage – N/A
* 4. Role Plays- N/A because PCIT requires live coaching, which is different from role-playing.
* 9. PCIT is not a home visit so circle N/A
* 10.-15. Child Engagement- Skip this section
* 18. Did the facilitator attempt to use materials already present in the family’s home or in the family’s routine to facilitate the parent-child interaction? - N/A, not a home-visit.
* 25. Asked open ended questions- N/A

Parent to Parent

* List of recommended materials- N/A
* 3. Content Coverage- main points need to be obtained from the support specialist during scheduling
* 4.-6. Role Play and HW questions- N/A
* 9. How respectful was the home visitor- N/A
* 10.-15. Child Engagement- skip this section
* 16.-20. Parent-Child Interactions- skip this section

Parents as Teachers

* 3. Content Coverage: The main points for every session are: 1) Parent/Child Interactions 2) Family well- being , and 3) Developmental centered parenting
* 4. Role Plays, Videos are N/A (just rate the parent-child interaction)