



Family-guided Home Visiting

(This check sheet is organized to facilitate information gathering for the Home Visit Notes.)

I. Opening

A) Greet child and family.

- Greet family members and confirm appointment.
e.g., "Hi. Is this time going to work today?"

B) Review previous plans and organize for the visit.

- Discuss purpose of visit, soliciting family's ideas.
e.g., "Last week we planned to . . . Does that still meet your needs?" "Is there anything else?"
- Ask open-ended, non-intrusive questions reflective of your relationship.
e.g., "How has everything been going?" "How's your week been?" "Any excitement?" "Is there any information you want?"
- Agree upon general plan and time allotments for each activity if needed. Encourage joining current activity of child and caregiver.
e.g. "Where do you want to start?" "Should we finish up what you were doing?"
- Assess child's well-being.
e.g., "How's Laura been?" "Did the rash go away?"
- Ask family to identify any places of the house or yard appropriate for interaction based on activities identified.
e.g., kitchen for snack and meal routines, play room for general activities, bedroom for dressing routines.

II. Outcomes Update

A. Child Outcomes:

- 1) Collect data from family interventions.
 - 2) Update progress and/or identify program revision needs.
 - 3) Ensure satisfaction of family members.
- Review activities from last visit in relation to desired outcomes.
e.g. "Have you noticed how Marvin's leg pumps during diaper change has helped to strengthen his muscles?"
 - Revisit identified child outcomes on IFSP and solicit family feedback on child's current status to keep the "big picture" in focus.
e.g. "We're working on Cara's vocalizations to help her develop words. What sounds have you heard this week?"
 - Get reactions to activities planned during last visit. Identify family's satisfaction.
e.g. "How did it work?" "Did the activities fit into the family's routine?" "Did the family enjoy the activities?" "How much time was involved?" "Were any changes in child skills observed?"

B. Family Outcomes:

- 1) Collect data on progress toward family outcomes.
 - 2) Identify need for revision of plan or time-lines.
- Review activities and progress since last visit toward outcomes desired by family.
e.g., "Have you had a chance to look through the information on Down syndrome?" "Do you have any questions?"
 - Monitor services: Were the services planned actually delivered?
e.g., "Did the respite provider come?"
 - Obtain/share reactions: How did suggested strategies work?
e.g., "You were going to try putting the word list on the refrigerator. How did that work?"
 - Listen about family's changing or newly-identified concerns and priorities.
 - Discuss changes necessary to accommodate new interests.
 - Brainstorm new strategies; facilitate problem-solving. Talk about what support the family will need to implement a plan.
 - Agree on responsibility for implementation and on time lines.
e.g., "What is your best guess for time next week?" "How soon do you want to be done?" "I can bring information next week. Will that work for you?"

III. Planned Activities:

- A) Arrange environment and increase competence.
- Observe and participate in activities, as agreed upon. Collect data as it occurs. Share child's progress observations.
 - Brainstorm about new or adapted activities and variations. Review adaptations or variations on daily routines used to embed practice to be sure there is enough, but not too much.
 - Problem-solve about materials or strategies to use to increase interest or complexity.
- B) Share Information and Focus Attention
- Explain purpose of activity and relationship to child's development (information sharing).
 - Practice activity with the family. Give feedback, and suggest new ways, if needed. Revise strategies, and repeat, if necessary.
 - Point out specifics of child or caregiver actions that enhance interaction.
- C) Model and Suggest
- If appropriate, introduce new skills or intervention strategy with in a preferred routine or activity. Brain storm what works and what doesn't. Be sure to establish positive context and enhance parent competence.
 - Practice and problem solve together until caregiver is comfortable and adequate strategies and supports are in place.
 - Mutually determine best method for data collection. Sketch out a data sheet, if needed, identifying options for when, how much, or why to document.
- D) Summarize and Synthesize
- Agree on routines and activities to use, which targets to embed, where and how many, with which strategies, and how to observe and document change.
 - Problem solve strategies for potential "what could go wrong?"

IV. Plans for Next Weeks Visit

- A) Identify potential routines, activities, settings to focus on during next visit.
- B) Delineate information needed to access for caregiver.
- C) Set times for contacts, follow-up.



Home Visit Notes

Date: _____ Home Visitor: _____

What's been happening since last visit...

Child Information: include health issues, appointments, accomplishments, setbacks, significant social events.

Family Information: pertinent (non-intrusive) changes, additions to family/careprovider records, concerns, priorities, resources.

Outcomes Update: changes noted, careprovider data review, progress reported, program revisions needed.

What happened with this visit...

Activities undertaken with Child and Family: include description and relevant data.

Follow-up Necessary: include referrals contacts, requests for information materials to send or bring.

Plans for Next Visit:

Contacts made between Visits: