



Family-guided Home Visiting

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

I. Opening

A) Provide opportunities to gather and update child and family information.

B) Review previous plans and organize agenda for the visit.

- Greet family members and confirm appointment.
e.g., "Hi. Is this time going to work today?"
- Assess child's well-being.
e.g., "How's Laura been?" "Did the rash go away?"
- Ask open-ended, non-intrusive questions.
e.g., "How has everything been going?" "How's your week been?" "Any excitement?"
"Are there any current events to share?"
- Discuss purpose of visit, soliciting family's ideas.
e.g., "Last week we planned to . . . Will that still work?" "Does (child's name) still seem like your priority for today?"
- Ask family to identify areas of house or yard for interaction based on activities identified.
e.g., kitchen for snack and meal routines, play room for general activities, bedroom for dressing routines.
- Agree upon general plan and time allotments for each activity.
e.g. "It looks like we're going to be busy. Where do you want to start?" "If we do snack first, and we want to have time for playing outside, then we probably should do it next."
"We want to make sure we have time to check his hearing aids before I leave. What do you think?"

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. "How have Marvin's leg pumps during diaper change been helping 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 eventually. 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 timelines.
- 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?"
 - Ask 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 timelines.
e.g., "What is your best guess for time next week?" "How soon do you want to be done?" "I can get _____ by _____. Will that work for you?"

III. Planned Activities:

- Observe and participate in activities, as agreed upon. Collect data as it occurs. Does your activity data compare to family data?
- 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.
- If appropriate, introduce new skill or intervention strategy within a preferred routine or activity. Brainstorm what works, what doesn't. Be sure to establish positive context and enhance parent competence.
- Explain purpose 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.
- Mutually determine best method for data collection. Sketch out a data system, if needed, identifying options for when, how much, or why to document.
- Practice and problem solve together until caregiver is comfortable.
- 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.

IV. Closure

- Briefly summarize the home visit and restate the major decisions made. Solicit family input on acceptability and accuracy.
- Thank the family for their participation. Double check their satisfaction with their level of participation. Do they want more, less, different? Emphasize the importance of their contribution to the child's program and the team's success.
- Complete necessary paperwork. Involve family in record keeping, if appropriate.
- Review schedule and appointments. Who is going to do what and when?
- Plan for next contact; e.g., date, time, purpose, any necessary changes. Identify routines, settings, and activities so everyone is ready.



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: