

ROUTINES-BASED HOME VISIT CHECKLIST

Home Visitor's Name: _____ Date: _____

Observer's Name: _____

Fidelity. When training professionals to use Routines-Based Home Visits with fidelity, we recommend 80% of all scored items correct,

<i>Prerequisites: Ten-twelve functional child goals and family goals, derived from an in-depth assessment of needs in everyday routines, such as the Routines-Based Interview, and an ecomap.</i>	
Did the home visitor	✓ ± -
Greeting	
1. Greet everyone present in a friendly way?	
2. Make brief small talk (i.e., off task)?	
3. If familiar in the home, make herself ¹ at home in the usual place; if not, ask parent ² where she should sit?	
4. Ask parent how things have been going?	
5. If parent brings up an issue to discuss, continue this conversation thread?	
6. If parent does not bring up an issue, prompt one more time by asking if anything new has come up since the last visit?	
7. Consult Next-Steps Form to see what family wanted this visit to concentrate on?	
8. Refer to the matrix to place discussion of a skill in the context of a routine?	

¹ Feminine pronoun is used to save space, recognizing home visitors can be men.

² "Parent" will be used for the host adult, recognizing that this could be another relative, a foster parent, and so on. Also the feminine pronoun will be used for the parent, recognizing that the adult could be a father, grandfather, or other male.

Child Goal	
9. Always discuss skills in the context of routines? (e.g., “At what time of day do you see this?” “At what time of day, would you like him to do this?”)	
10. Work in natural environments; use materials and places familiar with child and family	
11. Use open-ended questions, initially, to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)?	
12. Ask at least four questions before making a suggestion?	
13. Make a suggestion (e.g., “Have you ever tried _____?”)	
14. Discuss strategies the caregiver can use during everyday routines, between visits?	
15. Discuss only evidence-based practices (i.e., avoid suggestions of practices determined by authorities to have little evidence and little likelihood of effectiveness such as oral-motor stimulation, play therapy, sensory integration, and other noncontingent approaches)?	
16. If the parent seemed interested in an intervention (i.e., a solution), get confirmation (e.g., “Is this something you might want to do?”)?	
17. After demonstrations, check on the likelihood the intervention will work (e.g., “Do you think this will work?”)?	
18. Check on the feasibility of the parent’s being able to carry out the intervention (e.g., “With everything else you do at this time of the day, do you think you’ll be able to do this?” or “I’m not sure I’ve described this very well. Do you feel you can do this?”)?	
19. Write intervention on the Next-Steps Form as something the family will work on?	
20. When a child issue had been brought up, if appropriate, ask the parent if she’d like to show the home visitor what the child does or what she herself does?	
Demonstration by Home Visitor (8 Steps of Modeling)	
21. Speak to the adult about her, the home visitor’s, suggestion for a strategy?	
22. If it seemed appropriate, ask her if she wants the home visitor to demonstrate?	

23. If yes, tell the parent what she was going to do? If no, skip to #29.	
24. Demonstrate the strategy?	
25. Tell the parent what she did and point out the result of the strategy?	
26. Ask the parent if she would like to try it?	
27. If the parent said yes, observe; if no, didn't insist on it?	
28. If the parent said yes, praise the parent and give her a limited amount of constructive feedback?	
29. Work with the caregiver to practice the strategy including feedback (guided practices with feedback).	
30. Once the work on an intervention had ended, ask the parent, using the matrix , whether she'd like to discuss other skills in that routine or other times of day when that skill is needed?	
31. If same routine , but different skills, ask the parent what she'd like to see different about this time of the day, whether about goals already established for this time of day or other concerns beyond her child's performing the skill just discussed?	
32. Ask the parent if she'd like to talk about one of these goals (i.e., focus on a goal)?	
33. If same skill , different routines, ask the parent how it's going with the skill just discussed at other times of the day, especially those targeted on the plan and therefore on the matrix?	
34. Ask the parent which other time of the day she'd like to discuss (i.e., focus on a new context)?	
Family Goal	
35. Consult ("whip out") the ecomap for potential solutions?	
36. Ask at least four questions before making a suggestion	
37. Make a suggestion (e.g., "Have you ever tried _____?")	
38. Ask if there's anything she could do to help?	
39. If appropriate, tell parent how she can get help, rather than giving her direct help?	
Style	
40. Use active listening (rephrasing, clarifying, summarizing)?	
41. Maintain focus on the conversation in the face of distraction?	
42. Maintain focus on the adult more than the child?	

Wrap Up	
43. Review the three main parts of the Next-Steps Form with the parent?	
a. What we did today	
b. What we will do between now and the next visit	
c. What we will focus on during the next visit	
Throughout the Visit, as Appropriate (every item might not be appropriate at every visit)	
Emotional Support	
44. Make overtly positive statements about the child <i>and the parent</i> ?	
45. Respond to family concerns (i.e., paid attention to parent’s comments)?	
46. Orient herself to the whole family, including extended family—especially the well-being of the primary caregiver (i.e., expressly ask how he or she is doing)?	
47. Interact in a friendly, not formal, way?	
48. Demonstrate sensitivity, walking in the family’s shoes?	
Material Support	
49. Ensure basic needs (e.g., shelter, food, clothing) were available?	
50. Ensure equipment to promote the child’s functioning, including adaptive equipment and especially communication devices, were available?	
Informational Support	
51. Ensure the family had access to information about the child’s disability?	
52. Ensure the family had access to information about child development?	
53. Ensure the family had access to information about resources including services?	

54. Ensure the family had access to information about interventions (i.e., what they can do with the child)?	
Parenting	
55. Encourage the family to talk often and positively to the child?	
56. Encourage the family to read often and in a shared way with the child?	
57. Encourage the family to play often, responsively, and in a silly way with the child?	
58. Encourage the family to teach the child, using incidental teaching, prompting strategies, and reinforcement principles?	
TOTAL ✓s	
TOTAL ITEMS CHECKED	
% CORRECT	



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