

## APPENDIX 10.2 Support-Based Home Visiting Checklist

Home visitor \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

Use this checklist as a self-check or for observation by a peer, supervisor, or trainer.

Mark as correct (+), incorrect (-), almost, ( $\pm$ ), or not applicable or observed (NA).

Did the home visitor	+ - $\pm$	Notes
<b>Emotional support</b>		
1. Make positive statements about the child?		
2. Make positive statements about the adult family members?		
3. Respond to the family's overt or covert requests?		
4. Show concern for family members other than the target child (see also 21)?		
5. Treat the family in a friendly manner, as one would treat a neighbor?		
6. Demonstrate sensitivity to the family's situation?		
<b>The visit</b>		
7. When appropriate, provide information about how to do something with the child?		
8. Provide information about what to do with the child in the context of discussing regular routines?		
9. Consistently listen to the family?		
10. Consistently ask questions (rather than just provide information)?		
11. Consistently empathize?		
12. Consistently encourage the family?		
13. Appropriately offer information to help with a concern?		
14. Appropriately ask whether the concern needed solving (e.g., "Should we try to solve this?")?		
15. Appropriately offer to show the family a technique (instead of not showing or showing without asking)?		

(continued)

From McWilliam, R.A. (2010a). Support-based home visiting. In R.A. McWilliam (Ed.), *Working with families of young children with special needs* (pp. 27–59). New York: Guilford Press; adapted by permission.

In *Routines-Based Early Intervention: Supporting Young Children and Their Families* by R.A. McWilliam (2010, Paul H. Brookes Publishing Co., Inc.)

## APPENDIX 10.2 Support-Based Home Visiting Checklist (continued)

Did the home visitor	+ - ±	Notes
<b>The script</b>		
16. Ask an open-ended opening question to give the family an opportunity to set the agenda for the visit (e.g., "How have things been going?")?		
17. Ask the family whether they have anything new they want to discuss?		
18. Ask the family how things have been going with each of the outcomes or goals on the individualized plan?		
19. Ask the family about outcomes or goals in the family's priority order of importance?		
20. If time, ask the family if there is a time of day that's not going well for them?		
21. If time, ask about family members other than the child (see also 4)?		
22. If time, ask about any appointments since the previous visit or before the next visit?		
23. If time, ask whether the family has enough or too much to do with the child?		
<b>Behavioral consultation</b>		
24. If the child is still not doing the target skill, get a detailed description of what he or she is doing?		
25. Ask how the intervention is going?		
26. Ask for a demonstration of child functioning, if necessary?		
27. Use the ask-to-suggest procedure?		
28. If the family reported implementing the intervention but the child is still not doing the target task, ask for a description of what they have been doing?		
29. Ask the family if they would like to show what they have been doing with the child?		
30. Refine the skill or tweak implementation?		

(continued)

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Did the home visitor	+ - ±	Notes
31. If the family reported not implementing the intervention, ask why, politely?		
32. If the intervention was hard to fit in, change the intervention or the routine?		
33. If the family was not implementing the intervention because the child was not responding, ask the family if they wanted to change the intervention or persist?		
34. If the family forgot to implement the intervention, try an Outcome/Goal X Routine matrix?		
35. If the child is improving in doing the target skill, ask whether the family needs help?		
36. If the child is improving and the family does not need help, end the intervention?		
37. If the child can do the target skill, ask the family if they want to end the intervention?		
38. If the family does not want to end the intervention, up the ante for the child?		

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