

HHID PMD staff name Date of Visit / /
List the names of participants

Who

<input type="checkbox"/>	1 primary caregiver
<input type="checkbox"/>	2 secondary care
<input type="checkbox"/>	3 other adult
<input type="checkbox"/>	4 target child
<input type="checkbox"/>	5 other child

Engagement

<input type="checkbox"/>	1 Low
<input type="checkbox"/>	2 Moderate
<input type="checkbox"/>	3 High

Attendance

<input type="checkbox"/>	1 Partial
<input type="checkbox"/>	2 Complete

Session Components (In each box, Write one: C=completed; P=partial; N=not completed)

- ☐ 1. **Introduction to both parent and child:** Thank the family for having you in their home and for being present for today's visit. Introduce yourself to the child. Explain to the child that you are coming to the house to get to know their family. Tell them you will learn some things from them, and they may learn some things from you.
- ☐ 2. **Introduction to parent:** Explain to the parent(s) that you will visit them at their home three times throughout the program (including today). The goal of the home visits is to learn more about their family and help them use the skills they are learning in the program at home with their child. Tell them that you are like a coach that can help them figure out how best to use the skills with the child.
- ☐ 3. **Learning about the family:** Tell parents you are going to ask them a few questions to learn about their family and their child. Tell them you might write down some things they say because it is important for you to remember.

 3A Is (child's name) going to school now? Yes ☐ N ☐

If YES:

i. Where does s/he go to school?

ii. How is s/he doing in school now?

If NO:

iii. Is there a plan for her/him to go to school?

 3B Does your child have friends? Yes ☐ N ☐

If YES:

i. Does s/he get along well with the friends?

If NO:

ii. Why do you think s/he does not have friends?

3C What do you like about your child? What does s/he do well?

3D Are you having any challenges with your child right now? Is there anything you want help with relating to your child? (If the parent says no, that is okay. Some of the children might be doing very well, and that is a good thing. We can still help the parents learn to use the skills of the program to promote all of the positive things about the child.)

- ☐ 4. **Summarize Information and Note Strengths:** Summarize what the parent told you, listing at least two strengths about the family and the child. For example, you might say: *Thank you for all of this information, it is very helpful for me. There are a lot of good things about your child. You*

told me that she helps with work around the house and she is caring towards her family and friends. You also said that she is having a hard time learning her letters and you are worried that she will have a hard time in school. A lot of parents worry about that for their children.

- ☐ 5. **Set Goal for Home visits:** Use the information you learned to set a goal for home visits. You might say: *One thing that might be helpful is for us to work together and use the skills to help her with her letters and school. We will also help her to continue all of the positive behaviors you told me about, like helping with work around the house. Does that sound okay?* Tell the parent that you will meet these goals with the skills in the program, and one of the most powerful skills they will learn is praise, and you are going to practice praise now!

Home Visit Goal

Write the goal for home visits here:

- ☐ 6. **Set Up:** Set up an area for the parent and child to play together and place the play materials in this area.
- ☐ 7. **Introduce Practice:** Say: *I want you to have fun playing with your child. I am going to watch quietly so I can see how things are going. I am going to write down some things you say because it is important for me to remember.*
- ☐ 8. **Skills Practice:** Watch quietly for 5 minutes, complete coaching form below.

☐ 9. Complete Coaching Form

9A. Things the parent did well (specific praises to the parent!)

Rating: bad 1 2 3 4 good

Overall interaction (rate each)

☐ paying attention ☐ general positivity ☐ positive touch

Notes:

Praises Parent Gave: Write specific examples of how they used praise well.

- ☐ 10 **Feedback:** Praise parents with specific praise for what they did well
- ☐ 11 **Feedback:** Give the parent 3 ideas for specific praise for their child.

11A. Suggestions for praise ideas to recommend to the parent

a.

b.

c.

☐

12 Wrap up: Praise parent and child. Remind parent to practice specific praise

Notes about implementation (please refer to specific component numbers)

<div></div>	
<div></div>	
<div></div>	
<div></div>	

Remember to finish the practice with encouragement and praise to the parent.

HHID PMD staff name Date of Visit / /
List the names of participants

Who

<input type="checkbox"/>	1 primary caregiver
<input type="checkbox"/>	2 secondary care
<input type="checkbox"/>	3 other adult
<input type="checkbox"/>	4 target child
<input type="checkbox"/>	5 other child
<input type="checkbox"/>	

Engagement

<input type="checkbox"/>	1 Low
<input type="checkbox"/>	2 Moderate
<input type="checkbox"/>	3 High
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Attendance

<input type="checkbox"/>	1 Partial
<input type="checkbox"/>	2 Complete
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Session Components (In each box, Write one: C=completed; P=partial; N=not completed)

- ☐ 1. **Check in on skills:** Ask parents if they have used any of the skills with their child.
If they say yes, give them a specific praise for using the skills and ask what skill(s). If it seems the parent is using the skill correctly, give them more specific praise! If the parent gives an example that you think could be better, that is okay. This is a learning process and that's why you're there. Give them a specific praise for trying and then give a small suggestion as to how to try it next time. For example, you might say:
It is wonderful that you are praising her when she does her studies, especially since that is hard for her. You told her "Good girl" and that is a great thing to do because it encourages her. You could also try giving a specific praise for doing her studies, because that will teach her that doing her studies is a good thing. So you could say: "Good girl for working on your studies." If they say no, tell them that sometimes trying new things is hard. Tell them you are here to support them in trying the skills. Ask them if there is something specific that makes it
- ☐ 2. **Review Home Visiting Goal:** Review the goal set in the first home visit. Ask the parents if there have been changes since the first home visit. Remind them of the main skills we have learned in PMD to help encourage children and improve their behavior: praise, empathy, ignoring and timeout
- ☐ 3. **Discuss how they can use the skill(s) to improve child behavior.** This will change depending on the family, but you can use the skills to address many behaviors.
 o PRAISE the positive behavior we want to see (whether that is knowing your letters, being gentle, sharing toys, etc.)
 o IGNORE negative behavior (whether that is crying, acting rough, being rude, etc.)
 o EMPATHIZE when the child expresses an appropriate emotion

Review of Home Visit Goals

If no changes, write goal from home visit 1:

If changes, write the new goal:

- ☐ 4. **Set Up:** Set up the play area and place the play materials in this area.
- ☐ 5. **Facilitator and Parent Practice:** Say: *We are first going to practice together and I am going to pretend to be your child. Think about practicing the skills we have learned in the program.* Begin a role play in which you are acting like the child. Use your knowledge of the child to behave like him or her. As you are playing the child, you can also provide the parent with praise and suggestions. Say things like: *Notice that I just shared with you. That might be a good time to praise me since sharing is a really great behavior that we want to see more from your child.*
- ☐ 6. **Praise the parent:** Give the parent specific praises for what they did well during the practice.
- ☐ 7. **Parent and Child Practice 1:** Say: *I want you to have fun playing with your child. I am going to watch quietly so I can see how things are going. I am going to write down some things you say because it is important for me to remember.* Let the parent and child interact for 5 minutes.
- ☐ 8. **Feedback for Practice 1:** Provide parent with specific praise and one or two suggestions, as written on the coaching form.

☐ **9 Complete Coaching Form**
Rating: bad 1 2 3 4 good
9A. Overall interaction (rate each)
☐ paying attention ☐ general positivity ☐ positive touch

*Examples:***9B. Praises they gave? Rate their use of praise and write specific examples of how they used praise well.**
☐ rating

*Coaching provided:***9C. Clear instructions? Rate their use of clear instructions and write specific examples of any clear instructions.**
☐ rating

*Coaching provided:***9D. Appropriate ignoring? Rate their use of ignoring and write specific examples of any appropriate ignoring.**
☐ rating

Coaching provided:

- ☐ **10. Parent and Child Practice 2:** Let the parent and child interact for another 5 minutes. Say:
Now I am going to give you a chance to try out my suggestions! Keep up your positive skills and have fun with your child!

- ☐ **11. Feedback for Practice 2:** Give the parent feedback – remember the praise sandwich!

☐ **12 Complete Coaching Form (b)**
Rating: bad 1 2 3 4 good
12A. Overall interaction (rate each)
☐ paying attention ☐ general positivity ☐ positive touch

Examples:

12B. Praises they gave? Rate their use of praise and write specific examples of how they used praise well.

 rating

Coaching provided:

12C. Clear instructions? Rate their use of clear instructions and write specific examples of any clear instructions.

 rating

Coaching provided:

12D. Appropriate ignoring? Rate their use of ignoring and write specific examples of any appropriate ignoring.

 rating

Coaching provided:

- ☐ **13. Wrap up:** Give parent and child specific praise for what they did today; remind parent to practice the behaviors you suggested

Notes about implementation (please refer to specific component numbers)

--	--

Finish the practice with encouragement and praise to the parent.

HHID PMD staff name Date of Visit / /
List the names of participants

Who

<input type="checkbox"/>	1 primary caregiver
<input type="checkbox"/>	2 secondary care
<input type="checkbox"/>	3 other adult
<input type="checkbox"/>	4 target child
<input type="checkbox"/>	5 other child

Engagement

<input type="checkbox"/>	1 Low
<input type="checkbox"/>	2 Moderate
<input type="checkbox"/>	3 High

Attendance

<input type="checkbox"/>	1 Partial
<input type="checkbox"/>	2 Complete

Session Components (In each box, Write one: C=completed; P=partial; N=not completed)

- ☐ 1. **Check in on skills:** Ask parents if they have used any of the skills with their child.
If they say yes, give them a specific praise for using the skills and ask what skill(s). If it seems the parent is using the skill correctly, give them more specific praise! We want to reinforce that behavior. If the parent gives an example that you think could be better, that is okay. This is a learning process and that's why you're there. Give them a specific praise for trying and then give a small suggestion as to how to try it next time. For example, you might say:
It is wonderful that you are praising her when she does her studies, especially since that is hard for her. You told her "Good girl" and that is a great thing to do because it encourages her. You could also try giving a specific praise for doing her studies, because that will teach her that doing her studies is a good thing. So you could say: "Good girl for working on your studies." If they say no, tell them that sometimes trying new things is hard. Tell them you are here to support them in trying the skills. Ask them if there is something specific that makes it hard for them.
- ☐ 2. **Review Home Visiting Goals:** Review the goals set in the first home visit. Ask the parents if there have been any changes since the first home visit. Remind them of the main skills we have learned in PMD to help encourage children and improve their behavior: praise, empathy, ignoring, and timeout
- ☐ 3. **Review Home Visiting Goals:** Discuss how they can use the skill(s) to increase good behaviors from the child. This will change depending on the family, but you can use the skills to address many behaviors.
- o PRAISE the positive behavior we want to see (whether that is knowing your letters, being gentle, sharing toys, etc.)
 - o IGNORE negative behavior (whether that is crying, acting rough, being rude, etc.)
 - o EMPATHIZE when the child expresses an appropriate emotion.

Review of Home Visit Goals
 If no changes, write goal from home visit 1:

--

 If changes, write the new goal:

--

- ☐ 4. **Parent and Child Practice 1:** Say: *I want you to have fun playing with your child. I am going to watch quietly so I can see how things are going. I am going to write down some things you say because it is important for me to remember.* Let the parent and child interact for 5 minutes.
- ☐ 5. **Feedback for Practice 1:** Provide parent with specific praise and one or two suggestions, as written on the coaching form.

☐ **6 Complete Coaching Form**
Rating: bad 1 2 3 4 good
6A. Overall interaction (rate each)
☐ paying attention ☐ general positivity ☐ positive touch

*Examples:***6B. Praises they gave? Rate their use of praise and write specific examples of how they used praise well.**
☐ rating

*Coaching provided:***6C. Clear instructions? Rate their use of clear instructions and write specific examples of any clear instructions.**
☐ rating

*Coaching provided:***6D. Appropriate ignoring? Rate their use of ignoring and write specific examples of any appropriate ignoring.**
☐ rating

Coaching provided:☐ **7. Parent and Child Practice 2:** Let the parent and child interact for another 5 minutes. Say: *Now I am going to give you a chance to try out my suggestions! Keep up your positive skills and have fun with your child.*
☐ **8. Feedback for Practice 2:** Give the parent feedback – remember the praise sandwich!

☐ **9 Complete Coaching Form**
Rating: bad 1 2 3 4 good
9A. Overall interaction (rate each)
☐ paying attention ☐ general positivity ☐ positive touch

Examples:

9B. Praises they gave? Rate their use of praise and write specific examples of how they used praise well.

☐ rating

Coaching provided:

9C. Clear instructions? Rate their use of clear instructions and write specific examples of any clear instructions.

☐ rating

Coaching provided:

9D. Appropriate ignoring? Rate their use of ignoring and write specific examples of any appropriate ignoring.

☐ rating

Coaching provided:

- ☐ **10 Review and Plan Time Out:** The purpose of this exercise is to practice timeout with the parent, thinking about the details of the family's home. Ask the parent if they have started using timeout in their home yet. If yes, ask them to show you their timeout spot. If no, decide the best timeout spot with the parent. Remember it needs to be safe and also not fun. Many times a corner of a room works well. The child can sit in the corner facing the wall. In this exercise, you will pretend to be the child but you also can help the parent with the steps of timeout. You might have to tell the parent what to do as you go along. It will depend on how well the parent remembers the timeout steps.
- ☐ **11 Facilitator and Parent Timeout Practice:** You the facilitator plays the role of the child. You should pretend to get angry and do a behavior that would lead to timeout – you could pretend to hit or kick the parent. Of course, be careful because you do not actually want to hurt the parent! The parent should say: "You hit me so you have to go to timeout." The parent then leads you to the timeout spot. While in timeout you should yell and cry, and the parent should just ignore all of those behaviors. The parent should wait until you are quiet and then walk over to the child and say: "Your timeout is over. Remember it is important to use gentle hands."
- ☐ **12 Timeout Feedback and Review:** *Praise* If the parent remembered the timeout steps, give them specific praise for that. If they did not remember, that is okay, it is a lot of information! Just review the steps with them again.
- ☐ **13 Reminder Time out for Big Behaviors:** *Reminder* Remind the parent that timeout should only be used for bigger bad behaviors from the child. They should use other strategies, such as praising the opposite behavior, ignoring, or distraction for small bad behaviors.
- ☐ **14 Wrap up:** Give parent and child specific praise for what they did today. Remind them that this is the last home visit. Tell them that you are proud of the work they have done and encourage them to keep practicing their skills at home. Remind them that the more they practice, the more natural it will feel.

Notes about implementation (please refer to specific component numbers)

Finish the practice with encouragement and praise to the parent.