

- Document all the CHEERS domains when possible. At a minimum, 2 domains per visit are documented. Frequency is not required.
- CHEERS by phone and video are not based specifically upon a behavioral observation. Facts from the conversation with the parent such as: a description of what the parent says; parent and/or child quotes; and what the FSS sees and/or hears during the visit are used. For each domain, document 1 example of an interaction that includes: Parent or Child Behavior + Child or Parent Response + Quality
- This tip sheet provides helpful prompts to **assess** CHEERS and commonly used Reflective Strategies to **address** challenges and concerning parent-child interactions.
- The Reflective Strategy ATP is used to **promote** any and all domains with a positive parent-child interaction or parenting behavior.

## Cues *E&W for missed cues*

How does your child tell you “I like this” or “I want more”?  
How does your child tell you “I don’t like this,” “I need a break,” or “I am upset”?  
When did this happen recently? What did you think and do when this happened?

Strengths to Promote  
(Opportunities to use ATP  
during future visits)

## Holding *SATP to increase nurturing behaviors and PT to address concerns*

How does your child like to be held? How do you like to hold your child?  
What does your child enjoy doing with you right now?

Areas to Address  
(Opportunities to use other  
Reflective Strategies,  
activities, and curriculum  
during future visits)

## Expression *SATP to increase positive parent behaviors and NORM for any strong belief*

How do you and your child communicate?  
How would you describe a recent conversation you’ve had with your child?  
How does your child respond when you talk, sing, play, or read with him/her?  
What does your child enjoy most? How did you discover this?

## Empathy *E&W to increase parent empathy and FN&T when parent shares a strong feeling*

When have you noticed your child feeling happy, content, and/or comfortable recently?  
What about a time your child has felt sad, frustrated, scared, and/or uncomfortable recently?  
How do you know he/she was feeling this way? How do you help him/her with this feeling?  
What have been some of your feelings recently? How does this impact your child’s feelings?

CHEERS Domains  
addressed and Reflective  
Strategies used this visit

## Rhythm/Reciprocity *NORM for any strong belief and PT to address concerns*

What has been your daily schedule or routine with your child lately?  
How did you decide on this schedule or routine?  
What have you had to change or adjust with the schedule for your child lately?  
How does your child let you know if your activities together are moving too fast or too slow?  
If your child set the schedule for the rest of the day, what would he/she want?

Plan for next visit including  
notes about goals, reminders,  
referrals, and follow up:

## Smiles *SATP to increase joyful behaviors, PT to address concerns, and FN&T for strong feelings*

What makes your child smile? What makes you smile?  
What makes you both smile together?  
How do you have fun together?  
How does your child know you enjoy being with him/her?  
How do you know your child enjoys being with you?

- Once CHEERS is documented, briefly review and, together with your supervisor, identify which CHEERS domains could be strengthened and supported.
- Identify the Reflective Strategy(ies) to promote and address the CHEERS domains identified.
- Review the steps of the chosen Reflective Strategy(ies) and plan for using during future home visits.
- Identify regulatory behaviors you can implement easily for mindful self-regulation when needed on future home visits.

**ATP**  
Accentuate  
the Positive

Anytime you see a positive parent-child interaction or parenting behavior

1. Observe
2. Affirm
3. Share the impact

**SATP**  
Strategic  
Accentuate  
the Positive

When you want to increase a behavior that will facilitate attachment/positive parent-child interaction

1. Identify a behavior you want to see more of
2. Observe
3. Affirm
4. Share the impact

**FN&T**  
Feel: Name  
& Tame

When a parent states a strong feeling or exhibits feelings through the body (energy shifts, body language)

1. Observe for emotional content
2. Be curious...ask parent what they are feeling
3. Share what you think parent may be feeling
4. Validate parent's feelings

**E&W**  
Explore &  
Wonder

For missed cues and empathy

1. State the behavior you are concerned about
2. Be curious...ask the parent what this behavior means
3. Share what you think the behavior might mean
4. Ask the parent what he/she thinks
5. Ask if parent would be willing to try it

**PT**  
Problem  
Talk

When a parent hands you a problem or when you see a problem the parent does not see

Learn about the situation or problem and possible solutions by asking open-ended questions starting with:

Who...? What...? When...? Where...? How...?

**NORM**  
Normalizing

When a parent has a strong belief that is not healthy or safe for the child

1. Make a mental note of the opinion or parenting interaction that is of concern to you
2. Normalize it, tell the parent that other parents also feel this way
3. Provide information
4. Explore what the parent thinks

**Mindful Self-Regulation**

Identify a regulatory behavior you can implement during a home visit when you notice signs of dysregulation or you observe evocative or stressful behaviors or statements.