

Home Checklist
Child-Directed Play, Descriptive Commenting,
Academic, Social and Emotion Coaching
Program 1: Parts 1,2,3



HOME VISITOR: _____

PARENTS' NAMES: _____

DATE(S) OF VISIT: _____ CITY: _____

Establishing Goals and Child-Directed Play and Coaching Skills

DID I	YES	NO
1. Spend some time talking and establishing a relationship	_____	_____
2. Explain format for meetings and value of having child present	_____	_____
3. Talk about parents' goals for their children and themselves	_____	_____
4. Explain philosophy of IY program using pyramid and how program will address their goals	_____	_____
5. Talk about the benefits of child-directed play	_____	_____
6. Check in about the parent's experience using child-directed play with their child	_____	_____
7. Set up role plays to practice the following: <i>(Note whether play was done with child or with coach)</i>	_____	_____
Child-Directed Play	_____	_____
Descriptive Commenting	_____	_____
Persistence Coaching	_____	_____
Emotion Coaching	_____	_____
Social Coaching (with parent)	_____	_____
Social Coaching (with 2 children)	_____	_____
Ending Play Sessions	_____	_____
8. Practice interactive reading skills	_____	_____
9. Explain the following:	_____	_____
"Teaching Loop"	_____	_____
"Attention Principle"	_____	_____
"Modeling Principle"	_____	_____
"Ignore Principle"	_____	_____
10. Review key points about child-directed play	_____	_____



Discussed		Key Point
YES	NO	
		Use descriptive commenting to build child’s language and academic skills (colors, shapes, numbers, prepositions, objects) and to promote school readiness.
		Use persistence coaching to help children learn to keep working on a difficult or frustrating activity. Practiced describing the child as being “patient,” “working hard,” “concentrating,” “trying again,” to emphasize self-regulation and persistence with an activity.
		Use emotion coaching to help children learn feelings literacy. Practiced describing the child as being “calm”, “proud”, “happy”, “ kind” to emphasize emotional alternatives to anger.
		Use social coaching when children are sharing, waiting, trading, helping, using their words to ask for what they want, complimenting, and apologizing. Practiced modeling and prompting these behaviors as well as describing and encouraging them when they occur.
		Ignore minor misbehaviors and avoid use of commands, too many questions, corrections or criticism during play interactions.
		Understanding how the “attention principle” and “modeling principle” work to encourage children’s behaviors.
		Link parents’ stated goals (1st home visit) with the play and coaching skills.

DID I

YES

NO

11. Show the following vignettes
(circle numbers of vignettes shown)
*Vignettes with asterisks are recommended.



Program 1: Part 1

Introductory Narration* 1* 2* 3* 4* 5 6 7* 8 9* 10* 11 1 2
13* 14 15 16 17 18 19 20 21 22 23 24* 25 26 27 28 29*

Program 1: Part 2

Introductory Narration* 1* 2* 3 4 5* 6 7 8 9* 10* 11 12
13 14* 15* 16 17* 18* 19 20* 21 22 23 24* 25* 26 27 28* 29
Summary Narration*

Program 1: Part 3+

Introductory Narration* 1 2* 3* 4* 5* 6 7* 8* 9 10 11 1 2
13 14 15* 16* 17 18* 19 20 Summary Narration*

+ Recommended program for parents who are involved in IY groups.

DID I

YES

NO

12. Reinforce the importance of doing practice at home and reading the chapter in the book

13. Have the parent rate the following: "How would you rate your relationship with your child on a scale of 1 to 7, with 1 being "not very good," 4 being "up and down," and 7 being "very good"

1	2	3	4	5	6	7
Not very Good			Up and Down			Very Good



Home Checklist

Program 2: Praise and Incentives



HOME VISITOR: _____

PARENTS' NAMES: _____

DATE(S) OF VISIT: _____ CITY: _____

Praise and Incentives

DID I	YES	NO
1. Ask parents about their experience praising their child	_____	_____
2. Help parents understand their barriers to praise and how to handle them	_____	_____
3. Help parents identify positive behaviors to praise with their children	_____	_____
4. Help parents practice labeled praise	_____	_____
5. Work with parents to use positive self-talk and praise for themselves	_____	_____
6. Set up role plays to practice praise in the following situations"	_____	_____
During Mealtimes	_____	_____
During Play Interactions	_____	_____
To Help Children Get Dressed	_____	_____
To Encourage Children's Help	_____	_____
To Encourage Children's Self-Regulation	_____	_____
Other: (write here) _____	_____	_____
7. Do the "positive opposite" exercise with parents (See handout)	_____	_____
8. Review key points about PRAISE	_____	_____
9. Help parents understand about building up a bank account with children	_____	_____



Discussed		Key Point
YES	NO	
		Use frequent specific praise that clearly describes what the child has done that is appreciated.
		Use labeled praise, where parent gives a positive label (virtue) for the child’s behavior (e.g. “That was really responsible to clean up after yourself”) is effective. After hearing over and over that they are honest, responsible, trustworthy, children will see themselves this way and try to live up to that image.
		Avoid combining praise with corrections or negative comments.

DID I	YES	NO
10. Help parents identify spontaneous and low-cost incentives for their children	_____	_____
11. Help parent set up incentive programs for specific child behaviors (review parent list of behaviors they want to see more of)	_____	_____
12. Talk about parent self-care and incentives for working hard as a parent	_____	_____
13. Role play/practice the following: How to Explain a Sticker System to a Child	_____	_____
How to Give Spontaneous Rewards (stickers, hand stamp)	_____	_____
14. Give parents a reward for their efforts (e.g., sticker, candy special gift, book for child)	_____	_____
15. Review key points about rewards	_____	_____

Discussed		Key Point
YES	NO	
		Shaping behavior in the direction you want – “small steps”
		Clearly identify positive behavior
		Rewards are a temporary measure leading to child’s competence
		What will reinforce one child will not necessarily reinforce another
		Importance of reinforcing yourself, teachers, and others
		Value of unexpected rewards and celebrations
		Recognize the “first-then” principle
		Design programs that are realistic and developmentally appropriate
		Do not mix rewards with consequences (i.e. don’t take away stickers)

DID I

YES

NO

16. Relate reward system to the goals set in the first visit incentives for their children

17. Show the following vignettes
(circle numbers of vignettes shown)

*Vignettes with asterisks are recommended.



Program 2: Part 1

Introductory Narration* 1* 2 3* 4* 5* 6 7 8* 9* 10* 11 12*
 13* 14* 15* 16 17 18ABC* 19 20 21 22 23 24 25 26 27 28
 29* 30 31* 32* 33 Summary Narration*

Program 2: Part 2+

Introductory Narration* 1* 2* 3* 4 5* 6* 7 8* 9 10* 11* 12*
 13 14 15 16 17ABC* 18* 19* Summary Narration*

+ Recommended program for parents who are involved in IY groups.

18. Have the parent rate the following: "How would you rate your relationship with your child on a scale of 1 to 7, with 1 being "not very good," 4 being "up and down," and 7 being "very good"

1	2	3	4	5	6	7
Not very Good			Up and Down			Very Good



Home Checklist

Program 3, Parts 1 and 2: Positive Discipline—Rules, Routines and Limit Setting



HOME VISITOR: _____

PARENTS' NAMES: _____

DATE(S) OF VISIT: _____ CITY: _____

Rules, Responsibilities, and Limit Setting

DID I	YES	NO
1. Spend some time checking in and determining how parents are doing with home assignments and parenting efforts	_____	_____
2. Discuss discipline goals with parents	_____	_____
3. Talk about how parents are reducing commands to most important ones and avoiding chain commands or negative commands	_____	_____
4. Review basic principles of rules and effective limits	_____	_____
5. Talk about benefits and barriers to setting limits	_____	_____
6. Teach parents rationale for predictable routines and established household rules	_____	_____
7. Set up role plays to practice the following: (Note whether play was done with child or with coach)		
Explaining Bedtime or Morning Routines to Children	_____	_____
Leaving Children at Day Care or School in Predictable Way	_____	_____
Explaining Household Rules to Children	_____	_____
Setting Clear Limits at Dinner Time	_____	_____
Ignoring Children's Negative Responses When Not Permitted to do What They Want	_____	_____
Rewriting Negative Commands (See Handout)	_____	_____
8. Review key points about Routines, Rules and Limit Setting	_____	_____



Discussed		Key Point
YES	NO	
		Reducing unnecessary commands.
		Stating commands in polite, clear ways.
		Giving children time to comply to command.
		Importance of praise for children's compliance to requests.
		Establishing predictable routines for children is important to their feeling of safety and results in fewer commands being needed once they are learned.
		Understanding that normal children resist 1/3 of parental commands.
		Link parents' stated goals (1 st home visit) with the positive discipline strategies.

DID I

YES

NO



9. Show the following vignettes
(circle numbers of vignettes shown)
*Vignettes with asterisks are recommended.

Program 3: Part 1

Introductory Narration* 1* 2* 3* 4 5* 6 7* 8 9

Program 3: Part 2+

1* 2* 3* 4 5 6 7 8 9 10* 11* 12 13*
 14* 15 16* 17 18* 19* 20* 21* 22 23* 24 25* 26
 27* 28 29 31 32 33 34 35 36 Summary Narration*

+ Recommended program for parents who are involved in IY groups.

10. Explain the importance of distractions and ignoring after limit setting

11. Review principles for limit setting

12. Help parents make sure their commands are necessary

13. Reinforce the importance of doing practice at home and reading the chapter in the book

14. Have the parent rate the following: "How would you rate your relationship with your child on a scale of 1 to 7, with 1 being "not very good," 4 being "up and down," and 7 being "very good"

1	2	3	4	5	6	7
Not very Good			Up and Down			Very Good

Home Checklist

Positive Discipline—Time Out, Natural and Logical Consequences, and Problem Solving



Program 4: Parts 1 through 5

HOME VISITOR: _____

PARENTS' NAMES: _____

DATE(S) OF VISIT: _____ CITY: _____

Follow Through with Commands, Ignoring and Time Out (Program 4)

DID I	YES	NO
1. Spend some time chatting and establishing a relationship	_____	_____
2. Discuss with parents their goals for discipline	_____	_____
3. Talk about how they are reducing commands to the most important ones	_____	_____
4. Review basic principles of rules and effective limits	_____	_____
5. Talk about benefits and barriers to ignoring misbehavior	_____	_____
6. Identify behaviors which can be ignored	_____	_____
7. Teach parents rationale for Time Out and the steps involved	_____	_____
8. Set up role plays to practice the following: (Note whether play was done with child or with coach.)		
Ignoring Misbehavior	_____	_____
Practice Basic Time Out Procedure for Hitting	_____	_____
Managing a Child Who Resists Time Out	_____	_____
Doing Time Out for Extremely Noncompliant Child	_____	_____
Using Cognitive and Physical Methods to Stay Calm When Children Are Misbehaving	_____	_____
9. Explain the following:		
Time Out for 3- to 5-Year-Olds	_____	_____
Time Out for 6- to 8-Year-Olds	_____	_____
"Ignore Principle"	_____	_____



DID I **YES** **NO**

10. Review key points about Ignoring and Time Out _____

Discussed	Key Point
a.	Reserving Time Out for aggressive behavior or extreme oppositional behavior.
b.	Stay calm while following through with Time Out.
c.	Help children understand how to calm down when sent to Time Out.
d.	Learning how to respond to children who resist Time Out.
e.	Understanding that once Time Out is over, child gets a new learning trial and chance to be successful—no further discussion of why they went to Time Out.
f.	Exploring other logical and natural consequences that could be used for misbehavior.
g.	Link parents' stated goals (1 st home visit) with the positive discipline strategies.



DID I **YES** **NO**

11. Show the following vignettes _____
(circle numbers of vignettes shown)

*Vignettes with asterisks are recommended.

Program 4: Part 1 – Follow Through with Commands

Introductory Narration* 1* 2* 3* 4 5 6 7* 8 9
10* 11 12 13*

Program 4: Part 2 Ignoring

1 2 3* 4 5* 6 7* 8 9 10 11* 12 13
14 15 16 17 18 19 Summary Narration*

Program 4: Part 3 – Time Out to Calm Down+

Introductory Narration* 1* 2* 3 4 5 6* 7 8* 9*
10* 11* 12* 13 14* 15* 16* 17 18 19 20* 21* 22
23 24 25 26 27 28 29

Program 4: Part 4 – Consequences

1* 2 3 4* 5* 6* Summary Narration*

Program 4: Part 5 – Problem Solving

Introductory Narration* 1* 2 3 4 5 6 7 8 9 10
11 12* 13* 14* 15 16 17 18 19* 20* Summary Narration*

+ Recommended program for parents who are involved in IY groups.

DID I	YES	NO				
12. Review principles for natural and logical consequences	_____	_____				
13. Discuss natural or logical consequences appropriate for child's misbehavior	_____	_____				
14. Discuss strategies involved in helping children learn to problem solve	_____	_____				
15. Set up a practice with Wally book for parent to help her child learn problem-solving solutions	_____	_____				
16. Reinforce the importance of doing practice at home and reading the chapter in the book	_____	_____				
17. Have the parent rate the following: "How would you rate your relationship with your child on a scale of 1 to 7, with 1 being "not very good," 4 being "up and down," and 7 being "very good"						
1	2	3	4	5	6	7
Not very Good			Up and Down			Very Good

Summary

