# Provider’s Area of Focus:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Family’s Target(s) for the Child in the Home Visit Session: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Before the Session** | **Yes** |  | **No** | **N/A** | **Time** | **Notes** |
| Prepares for the session by reviewing past session notes, the family’s 5Q plan, the child and family IFSP outcomes, and other relevant information. |  |  |  |  |  |  |
| **Setting the Stage** | **Yes** | **Partial** | **No** | **N/A** | **Time** | **Notes** |
| 1. Gathers updates on child and family - listens and encourages caregiver reflection. |  |  |  |  |  |  |
| 2. Gathers updates on intervention implementation since last visit -listens, encourages caregiver reflection and sets up problem solving as needed. |  |  |  |  |  |  |
| 3. Shares information related to:   * 1. social-emotional development and family interests - connects social-emotional learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources.   2. child development and family interests - connects **other** learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources. |  |  |  |  |  |  |
|  |  |  |  |  |  |
| 4. Clarifies session targets, strategies, and routines - jointly facilitates caregiver participation and decision making in the discussion of   1. **social-emotional practices.** 2. other practices to support learning targets. |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Observation and Opportunities to Embed** | **Yes** | **Partial** | **No** | **N/A** | **Time** | **Notes** |
| 5. Observes caregiver-child interaction in routines prior to using any specific coaching strategies- provides feedback and builds on dyad strengths. (*This indicator is repeated in 2 or more different routine categories).* |  |  |  |  |  |  |
| 6. Uses coaching strategies matched to caregiver and child behaviors as caregiver embeds intervention in routine - scaffolds and repeats to build competence and confidence *(This indicator is repeated multiple times in 2 or more different routine categories).* |  |  |  |  |  |  |
| 7. Provides general and specific feedback on caregiver and child behaviors and interactions - teaches and encourages caregiver to participate *(This indicator is repeated multiple times throughout session using both general and specific feedback for child and caregiver).* |  |  |  |  |  |  |
| **Problem Solving/Reflection and Review** | **Yes** | **Partial** | **No** | **N/A** | **Time** | **Notes** |
| 8. Problem solves with the caregiver about   1. appropriate **social-emotional intervention** strategies to embed - coaches caregiver on evidence- based **social-emotional interventions** for identified targets and routines. 2. **appropriate other intervention strategies** to embed - coaches caregiver on evidence-based interventions for identified targets and routines. |  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. Problem solves when, where, and who to embed    1. social-emotional targets and strategies that support caregiver in the decision making.    2. other targets and intervention strategies that support caregiver in the decision making. |  |  |  |  |  |  |
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| **Problem Solving/Reflection and Review** | | **Yes** | | **Partial** | | **No** | **N/A** | **Time** | **Notes** |
| 1. Asks questions and makes comments to promote caregiver reflection and review of a routine or the session - identifies what works for the caregiver and child. | |  | |  | |  |  |  |  |
| 1. Helps caregiver to identify which    1. social and emotional practices worked for the caregiver and child during the routine or session - engages caregiver in discussion of social-emotional practices.    2. other intervention practices worked for the caregiver and child during the routine or session – engages caregiver in discussion of the practices. | |  |  | |  | |  |  |  |
|  |  | |  | |  |  |  |
| 1. Encourages the caregiver to describe what it will look like when the intervention is working - specifies measurable targets, strategies, and routines for the existing visual model plan or the updated plan. | |  | |  | |  |  |  |  |
| 1. Engages caregiver to lead development of a “best plan of action” for embedding intervention in multiple routines and activities throughout the day –    1. facilitates caregiver leadership and decision making in embedding social and emotional practices.    2. facilitates caregiver leadership and decision making in embedding other intervention practices. | |  |  | |  | |  |  |  |
|  |  | |  | |  |  |  |
| **After the Session** | **Yes** | |  | | **No** | | **N/A** | **Time** | **Notes** |
| Documents the family’s 5Q plan, relevant notes on child learning and family reflections, reflections on strengths of the session, adaptations, and plans for next session. |  | |  | |  | |  |  |  |

Additional Notes: