



Incredible Years®
HOME VISITING COACH COLLABORATIVE
PROCESS CHECKLIST

07/2013

This checklist is designed for a home visitor coach to complete following a home visit session, or to complete when reviewing a video of a home session. By watching the video of a session, and looking for the following points, a home visitor coach can self-reflect on his or her therapeutic process and methods and identify specific goals for future progress. This checklist is designed to complement the more qualitative self-evaluation form and the 4 specific home checklists for each main topic area, which list the key content and vignettes that have been covered. This form will also be used by IY mentors for video certification/accreditation review.

Home Coach Self-Evaluation (name): _____

Certified Mentor/Trainer Evaluation (name): _____

Date: _____

SET UP	YES	NO	N/A
Did the Home Coach:			
1. Encourage viewing in a safe home setting where everyone can see the TV/monitor?	_____	_____	_____
2. Help all family members feel involved, supported and cared for? (If children are present, help them be involved with a play activity.)	_____	_____	_____
3. Address parents' goals?	_____	_____	_____
4. Explain and review agenda for home coaching session?	_____	_____	_____
5. Find out parent's time constraints?	_____	_____	_____
6. Make an agreement regarding number of home sessions and who will be present (e.g., children, parents).	_____	_____	_____

REVIEW PARENT'S HOME ACTIVITIES	YES	NO	N/A
Did the Home Coach:			
1. If children are present, supports parents in setting up activities to engage children while home activities are discussed?	_____	_____	_____
2. Begin the discussion by asking how home activities went during this past week? (e.g., Ask about home play and coaching times, chapters read, behaviors ignored, weekly goals met etc.)	_____	_____	_____
3. Give parent(s) the chance to talk about their week and reflect on their experiences with home activities assigned?	_____	_____	_____

Leader Collaborative Process Checklist, Continued

REVIEW PARENT'S HOME ACTIVITIES, Cont'd.

	YES	NO	N/A
4. Praise, support, and reward whatever efforts parents made in working on their personal goals this week? (e.g. bring special prize for goals accomplished)	_____	_____	_____
5. Highlight, write down, and praise key principles that parent's examples illustrate? (e.g., <i>"That's great! You remembered that making the task fun was more likely to motivate him. I think that our next principle will be "Fun Principle"—kids are most likely to learn when it's fun."</i>)	_____	_____	_____
6. If children are present, involved children in review of home activities?	_____	_____	_____
7. Help parent(s) integrate prior learning by asking them to use "principles" from prior sessions to solve new child problems that occur?	_____	_____	_____
8. Explore with parent(s) who didn't complete the home activities what made it difficult, what the barriers were, and learn how to adapt activities or overcome barriers to fit their needs and goals?	_____	_____	_____
9. If a parent's description of how s/he applied the skills makes it clear that he/she misunderstood, does the coach accept responsibility for the misunderstanding rather than leave the parent feeling responsible for the failure? (e.g., <i>"I'm really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn't possibly have known, but when you do that, it's important to..."</i> vs. e.g., <i>"You misunderstood the assignment. Remember, when you do that, it's important to..."</i>)	_____	_____	_____
10. Praise and encourage parent(s) for what they did well and recognize their beginning steps at change, rather than correct their process?	_____	_____	_____
11. Look for opportunities to practice or rehearse new ideas when reviewing home activities and experiences?	_____	_____	_____
12. Limit the home activities discussion (approximately 15 minutes) to give adequate time for new learning?	_____	_____	_____

WHEN BEGINNING NEW TOPIC/SHOWING THE VIGNETTES

YES NO N/A

Did the Home Coach:

1. Begin the discussion of new topic by brainstorming benefits to	_____	_____	_____
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Leader Collaborative Process Checklist, Continued

- help parent understand how the topic addresses their goals?
(Benefits and barriers exercises)
2. Focus parent(s) on what they are about to see on the vignettes and what to look for *before* showing the vignette? _____
 3. Begin discussion and problem solving of vignette by asking questions to parent(s) about what s/he thought was happening in the vignette? _____
 4. Acknowledge responses parent has to a vignette?
(For example, if a parent laughs during a vignette, as soon as the tape stops the coach may say, "*Sue, you laughed at that one.*" Then pause and let the parent share her impressions.) _____
 5. Paraphrase and highlight the parent's insights– encouraging parent to write key points and principles in their home journal or yellow parent manual? _____
 6. Move on to the next vignette after key points have been discussed, rather than let discussion go on at length? (This ensures that the coach will have sufficient time for role-play/practice.) _____
 7. Allow for discussion and questions following each vignette? _____
 8. Focus parent on the relevance of the interaction on the video or the principle learned for their own lives and their children (if parent becomes distracted by some aspect of the vignette, such as clothing or responses that seem phony)? _____
 9. Help parents understand how the concepts/skills they are learning are related to their own goals for themselves and their children? _____
 10. Ask questions that help parents reflect on their feelings, thoughts, and behaviors? _____
 11. Use video vignettes to trigger parent practices with coach or with their own children? _____
 12. Pause longer vignettes several times to mediate what is happening and to ask parent(s) what they would do differently or to predict what they would do next? _____
 13. Pause introductory narrations to ask parent(s) if they have questions and to underscore key points being made? Then introduce the vignette and what to watch for? _____

Leader Collaborative Process Checklist, Continued

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|---|-------|-------|-------|
| 14. Select vignettes according to parent's goals, ethnicity, number of children in family, or age, development and temperament of children? Or, if parent is also in a group, consult with group leader to choose most helpful vignettes? | _____ | _____ | _____ |
| 15. Limit number of vignettes according to parent's attention span and interest? (On average 4-6 vignettes are shown depending on length of vignette or length of time for home visit.) | _____ | _____ | _____ |

PRACTICE AND ROLE PLAYS

YES NO N/A

Did the Home Coach:

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|---|-------|-------|-------|
| 1. Ensure that the skill to be practiced has been covered in the vignettes and discussion prior to asking parent to role-play it? (This ensures the likelihood of success.) | _____ | _____ | _____ |
| 2. Do several spontaneous role plays that are derived from parents' descriptions of what happened at home? (<i>"Show me what that looks like."</i>) | _____ | _____ | _____ |
| 3. Do at least one planned practice over the course of one home session? | _____ | _____ | _____ |
| 4. When possible ask parents to do practices with children? (If children are not present, do with coach in "child" role.) | _____ | _____ | _____ |
| Use all of the following skills when coaching role play/practices? | _____ | _____ | _____ |
| a. Tell parents and children what the purpose of the practice is? | _____ | _____ | _____ |
| b. Praise parent's efforts to use skills being learned in the home session? | _____ | _____ | _____ |
| c. Provide enough "scaffolding" so that parents are successful in their role as "parent?"
(e.g., pause practice when necessary to explore new ideas) | _____ | _____ | _____ |
| d. Provide parent with a description of his/her role and script?
(e.g., persistence or academic coaching or ignoring or problem solving) | _____ | _____ | _____ |
| e. Freeze role play/practice periodically to redirect, give clarification, or reinforce parent and children? | _____ | _____ | _____ |
| f. Take responsibility for having given poor instructions if role-play/practice is not successful and allow parent to rewind and replay? | _____ | _____ | _____ |
| g. Debrief with each parent(s) afterwards? (<i>How did that feel?</i>) | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

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|---|-------|-------|-------|
| h. Solicit feedback from children (if old enough) regarding their feelings about playing with their parent? | _____ | _____ | _____ |
| i. Praise and/or reward children for their participation & for positive behaviors observed? (use stickers, hand stamps, small prizes) | _____ | _____ | _____ |
| j. Re-run practice, changing roles or involving different parent? | _____ | _____ | _____ |
| k. Use and value play resources available in home. | _____ | _____ | _____ |
| l. When appropriate, loan parents additional play resources if not available (e.g., crayons, playdough, books). | _____ | _____ | _____ |

REVIEW REFRIGERATOR NOTES, HOME ACTIVITIES AND WRAP-UP

YES NO N/A

Did the Home Coach:

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|---|-------|-------|-------|
| 1. Begin the ending process with about 10-15 minutes remaining? | _____ | _____ | _____ |
| 2. Summarize this home session's learning? (One way to do this is to review refrigerator notes together.) | _____ | _____ | _____ |
| 3. Summarize parent's strengths and review parents' relationship with child? | _____ | _____ | _____ |
| 4. Review with parent(s) the home activity sheet, including why that is important, and how they will try to do it or overcome any barriers? | _____ | _____ | _____ |
| 5. Talk about any adaptations to the home activity for particular families? | _____ | _____ | _____ |
| 6. Show support and acceptance if parents can't commit to all the home activities? (Support realistic plans.) | _____ | _____ | _____ |
| 7. Have parents complete the Self-Monitoring Checklist and/or commit to goals for the upcoming week? | _____ | _____ | _____ |
| 8. Have parents complete the session evaluation form? (Ask what aspects of the session are most helpful to them.) | _____ | _____ | _____ |
| 9. Set up next meeting time? | _____ | _____ | _____ |

Leader Collaborative Process Checklist, Continued

REMEMBER: Your goal in the home coaching sessions should be to draw from the parent(s) the key ideas, insights and management principles so they can self-reflect. When possible, parent(s) should be the one who generates the principles, describe the significance for achieving their goals, highlight what was effective or ineffective on the video vignettes, and practice how to implement the skills. People are far more likely to use new behaviors when they have seen them being used successfully (video and live modeling) and when they have practiced them with support and feedback from a coach than when they simply hear about them in a didactic way.