



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

HOME VISITOR: _____

PARENTS' NAMES: _____

DATE(S) OF VISIT: _____ CITY: _____

Establishing Goals and Child-Directed Play and Coaching Skills

Table with 3 columns: DID I, YES, NO. Rows include tasks like 'Spend some time talking and establishing a relationship', 'Explain format for meetings...', 'Talk about parents' goals...', 'Explain philosophy of IY program...', 'Talk about the benefits of child-directed play', 'Check in about the parent's experience...', 'Set up role plays to practice the following: (Note whether play was done with child or with coach) Child-Directed Play, Descriptive Commenting, Persistence Coaching, Emotion Coaching, Social Coaching (with parent), Social Coaching (with 2 children), Ending Play Sessions', 'Practice interactive reading skills', 'Explain the following: Attention Principle, Modeling Principle, Ignore Principle', 'Review key points about child-directed play'.



Discussed YES NO		Key Point
		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. Practice 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. Practice 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. Practice 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.

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

Part 2
Introductory Narration* 1* 2* 3* 4* 5* 6 7 8* 9* 10* 11* 12
13 14* 15

Part 3+
Introductory Narration* 1* 2* 3 4 5* 6* 7 8 9* 10 11 1 2
13 14 * 15* 16

+ 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

Praise and Incentives

Book 2: Parts 4 and 5

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 <i>responsible</i> 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 spontaneous incentives 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 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

Positive Discipline – Handling Misbehavior: Book 3: Parts 6 and 7

HOME VISITOR: _____

PARENTS' NAMES: _____

DATE(S) OF VISIT: _____ CITY: _____

Separation Routines 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 effective limits	_____	_____
5. Talk about benefits and barriers to setting limits	_____	_____
6. Teach parents rationale for predictable routines and established ways of separating from children	_____	_____
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 or too many commands. Use redirections and distractions.
		Stating commands in polite, clear, positive ways.
		Giving children time to comply with 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.
		Providing predictable routines for leaving children and greeting them.
		Understand the “monitoring principle” and complete Safety Proofing Checklist.
		Decide on important household rule and schedules.
		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.

Part 6
 1* 2* 3* 4* 5* 6* 7* 8 9* Summary*

Part 7+
 1* 2* 3 4* 5* 6* 7 8* 9* 10 11* 12 13
 14* 15* 16* 17 18* 19* 20* 21* 22 23* Summary Narration*

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

10. Explain the importance of distractions, redirections 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 _____ _____

Home Visiting Coach

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—Handling Misbehavior

Book 3: Part 8

HOME VISITOR: _____

PARENTS' NAMES: _____

DATE(S) OF VISIT: _____ CITY: _____

Follow Through with Commands, Ignoring and Brief Time Away

DID I	YES	NO
1. Spend some time chatting and relationship-building	_____	_____
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 child behaviors which can be ignored	_____	_____
7. Teach parents ways to help children begin to learn to self-regulate	_____	_____
8. Set up role plays to practice the following: (Note whether play was done with child or with coach.)		
Ignoring Misbehavior	_____	_____
Practice Basic Procedure for Hitting Or Biting	_____	_____
Practice Handling Child Who tantrums when told "no"	_____	_____
Using Cognitive and Physical Methods to Stay Calm When Children Are Misbehaving	_____	_____
9. Explain "Ignore Principle"	_____	_____



DID I **YES** **NO**
 10. Review key points about Ignoring and Time Out _____ _____

Discussed	Key Point
a.	Reserving brief Time Away for aggressive behavior such as hitting or biting others.
b.	Stay calm while following through with Time Away or Ignore strategy.
c.	Understanding ways to help children deal with “no”.
d.	Learning how to respond to children who resist limit setting.
e.	Giving children new learning trials and chance to be successful—no further discussion of misbehavior.
f.	Exploring ways to use distractions and redirections for misbehavior and to help children make transitions.
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.

Part 8 – Handling Misbehavior

Introductory Narration* 1* 2* 3* 4* 5* 6* 7* 8* 9
 10* 11* 12* 13* 14* Summary Narration*

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

12. Review goals and success achieved in program _____ _____
 13. Reinforce the importance of continuing playtime and coaching at home and completing chapters in the *Incredible Toddlers* book _____ _____
 14. Celebrate completion of programs with certificate and/or special gift _____ _____

15. 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