DSCYF
Department of Services for Children, Youth & Their Families
FAMILY SERVICES

VISITATION OBSERVATION CHECKLIST

Family name: _____ Date of Visit: _____
In Attendance: _____ Time of Visit:_____
Location: _____ Supervising Staff Person:_____

Activity	YES (what worked well)	No (if no, explain)	Notes
Parent Status At visit			
Parent arrives on time			
Parent shows attention to personal hygiene			
Communication Skills			
Parent is sensitive to child's feelings (vs. parent ignores or changes what the child says)			
Parent uses child friendly language (vs. parent uses adult language and comments.			
Parent demonstrates warmth toward child			
Verbally or non-verbally (vs. parent being remote, hostile, or distracted)			
Parent is verbally respectful to child (vs. parent "quizzes" the child or seeks inappropriate reassurances from the child)			
PHYSICAL SPACE AND INTIMACY NEEDS			
Parent shows respect for child's physical space (vs. parent violates space, kisses child inappropriately, grabs, or puts squirming child in lap, etc.)			
Parent joins in with child's play or lets child initiate play (vs. parent is under-involved or over-involved)			
Parent provides a safe and comfortable interaction for child overall (vs. parent has a threatening, intimidating, intrusive style)			

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CONFLICT EXPLORATION RESOLUTION			
Parent sets appropriate behavior limits/discipline (vs. parent sues negative terms, curses, criticizes, orders the child around, etc.)			
Parent handles child's frustrations and anger appropriately and seeks to calm the child (vs. parent escalates the conflict)			
Parent has the goal of mutual enjoyment of the interaction (vs. parent implemtns his/her own agenda for revenge, guilt inducing, or other negative manipulators)			
Parent provides consistently appropriate modeling during interactions (vs. parent has inconsistent, erratic, and argumentative style)			
UNDERSATNDNG OF CHILD'S DEVLEOPMENTAL STAGE			
Parent responds to child's verbal and non-verbal cues (vs. parent doesn't acknowledge child's cry or responds inappropriately)			
Parent has appropriate expectations of child's abilities (vs. parent plays inappropraitley, becomes frustrated by child's limitations, etc.)			
Parent provides care necessary for child's developmental stage (vs. parent does not change diaper, help to tie shoes, hold and rock, talk to or reassure child)			
Parent separated from child inappropriately (vs. parent causes the child to become upset, failed to conmfort and reassure child)			
Need for intervention during the visit (Explain what happened, how it was handled, and how the parent reacted.			

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Quality of the visit: **Strong / Adequate** OR **Limited / Destructive** (Include supportive narrative below)

Overall impression of the visit:

Quality of Caregiver-Child Interaction	
Strong or Adequate	Caregiver: • Consistently demonstrates protective and supportive behaviors toward the child that are consistent with family service plan outcomes. • Often reinforces appropriate roles and boundaries for child (e.g., preserves parent-child relationship; takes on adult roles and responsibilities). • Demonstrates an ability to recognize child's behaviors and cues; generally responds appropriately to behaviors and cues. • Identifies the child's physical and emotional needs; responds adequately to these needs. • Demonstrates effective behavior management strategies. • Generally puts child's needs ahead of their own. • Demonstrates a focus on the child during visits; shows empathy to child. • Conducts self appropriately during visits. • Participates in school, other child activities, medical appointments. • Visitation may have progressed to include extended visits, but extended visits are not required to score as adequate/strong.
Limited or Destructive	Caregiver: • Demonstrates an ability to recognize child's cues and behaviors, but needs guidance in establishing an appropriate response to these cues and behaviors or is unable to respond appropriately. • May struggle or have severely limited ability to reinforce appropriate roles and boundaries for child (e.g., preserve parent-child relationship; take on adult roles and responsibilities), and requires prompting to do so. • Recognizes a need to set limits with child, but enforces limits or behavior management in an inconsistent or detrimental manner. OR may not recognize a need to set limits. • May demonstrate an ability to identify child's physical and/or emotional needs, but may need assistance in consistently responding to the child in an appropriate manner. • Occasionally or rarely puts child's needs ahead of their own. • In destructive situations, the following may be present: » May have ignored redirection by supervising worker. » May not be focused on child during parenting time and/or conducts self inappropriately during visit (e.g., arriving for parenting time while substance-affected; reinforcing parentification of child; making obviously false promises to child such as "I'm buying you a pony"; or cursing at/violently arguing with worker in presence of child).