**Goal: Increase caregiver’s confidence and competence in supporting their child’s learning and development**

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| **NLE Practices Supported by Practitioner** | **Present in Visit?** | **Comments** |
| Met where & when family or childcare activities typically occur, and used only their materials |  |  |
| Asked caregiver for feedback on previous joint plan & on plan for current visit (both included an activity setting) |  |  |
| Activity for visit was typical for child/family and at the time it normally occurs |  |  |
| Activity included ALL learning opportunities not just a specific skill |  |  |
| Focused on child’s interests during participation in an everyday activity |  |  |
|  | | |
| Caregiver was the main person interacting with child |  |  |
| Followed caregiver lead (unless demonstrating/modeling a strategy for caregiver to try) |  |  |
| Involved caregiver in brainstorming strategies they have already tried & new alternatives |  |  |
| Shared information, modeled strategies, gave feedback |  |  |
| Caregiver practiced new strategies during everyday activity |  |  |
| Caregiver reflected on how they felt strategy worked/might work and shared their ideas |  |  |
| Supported caregiver responsiveness: engaging child, identifying cues, increasing child participation |  |  |
| Affirmed what caregiver did well |  |  |
| Developed 2 part joint plan at end of visit (that included activity setting not just a skill) |  |  |
|  | | |
| Helped caregiver identify child/family progress towards IFSP outcomes and global child outcomes (COS) |  |  |
| Supported caregiver in attaining necessary resources (including Assistive Technology) |  |  |
| Caregiver learned something new (i.e. knowledge, strategies in activity, resources…) as a result of visit |  |  |