**Prevent Child Abuse New York Quality Assurance**

**Home Visit Narrative Review Form**

**FSS: Program:**

**Date of Home Visit Narrative: Date of review:**

**Reviewer: Observed home visit: \_\_\_\_Yes \_\_\_\_No**

**Part I: Review of CHEERS documentation:**

The following components contribute to comprehensive CHEERS documentation. A “√” indicates that the component was found in the documentation and an example may be given. An “X” indicates that the component was not found and guidance is given on how to strengthen the documentation.

\_\_\_\_ The home visitor documents their observations in at least two domains of CHEERS. If prenatal, the home visitor documents any one CHEERS domain for prenatal families at 24-30 weeks, and any two CHEERS domains for prenatal families at 31 weeks or more.

\_\_\_\_\_ The home visitor documents anything else that stood out for them regarding parent-child interaction during the visit that they want to capture. This may include strengths or concerns that don’t fit into the CHEERS construct.(using the box is optional)

\_\_\_\_ The examples documented in the two selected domains are unique and represent the home visitor’s overall impression of the PCI.

\_\_\_ Examples in each domain detail the interaction between one parent and one child.

\_\_\_\_ For Level 1 and 2 families where both parents are present: the home visitor documents the CHEERS observation for one parent only, or (optionally) includes two sets of observations, one for each parent.

\_\_\_\_\_ For Level 3 and 4 families where both parents are present: the home visitor documents two sets of CHEERS observations, with a separate example for each parent in each CHEERS domain.

\_\_\_\_ The home visitor notes the overall frequency of the type of interaction using one of three phrases available in the drop-down menu.

\_\_\_\_ The home visitor’s documentation is objective, including only the facts (what they saw or heard and direct quotes).

\_\_\_\_ The CHEERS observation is neutral; the home visitor observes for and documents whatever parental strengths and/or challenges present themselves, rather than strengths only.

\_\_\_\_ The home visitor documents the interaction observed between the parent and child only, **not** the home visitor’s interventions, which are documented elsewhere.

\_\_\_\_ If prenatal, or if the child is asleep or absent for an entire visit, the home visitor documents their direct observations of the parent’s own reporting of events that occurred outside of the home visit. Frequency is not required for CHEERS documented using Parent Report.

\_\_\_\_ The home visitor documents use of an ATP (Accentuating the Positives) to promote the parental strengths and skills they observed during the CHEERS observation.

\_\_\_\_ The home visitor documents the use of any of the other Reflective Strategies to address concerns related to the CHEERS observation. These include: S-ATP, Explore & Wonder,

 Feel: Name & Tame, Normalizing, and Solution-Focused Talk.

**Part II: Review of Other Areas of the Home Visit Narrative:**

The home visitor documents their interventions and other pertinent information regarding any of the below topics covered at the home visit:

|  |  |  |
| --- | --- | --- |
| Topic | Observed During Home Visit | Found in Documentation |
| PCI/Attachment outside of CHEERS |  |  |
| Child Development, including Curriculum |  |  |
| Health and Safety, including safer sleep |  |  |
| Family Functioning, including culture, crises, and CPS |  |  |
| Referrals and follow up |  |  |
| Level change |  |  |
| Assessments and Tools (PHQs, ASQs, references to FROG, etc.) |  |  |
| Program information, e.g. expectations, rights, consents |  |  |
| Family Goal Plan, including check-ins on progress and Transition Planning |  |  |
| Parent’s response to interventions and strategies and plans for next visit |  |  |
| Reflective Strategies used outside of CHEERS |  |  |
| Other: |  |  |

Additional Comments on Documentation:

**Part III: Summary:**

**Overall Strengths of Home Visit Narrative Documentation**

**Areas for Development in Home Visit Narrative Documentation**

**Helpful Resources on the HFNY Website:**

* *CHEERS Handbook*
* *HFNY Home Visit Narrative Guidelines*

**Part IV: Service Plan:**

In order to gather information on how the Service Plan guided the home visitor’s activities, the reviewer read the observed family’s Service Plan on (date). It is understood that this is a collaborative plan between the home visitor and the supervisor and the documentation is not necessarily the responsibility of the home visitor. However, since the Service Plan is specifically related to the observed family, we offer general feedback on the documentation in the Service Plan here: