SOLAR *Strengthening Operations for Learning And Results*

Home Visitors Skill Profile

Name _____ **Supervisor's Name** _____ **Reviewers' Initials** _____

Select ☐ **Head Start** ☐ **Early Head Start** ☐ **Other** **Center** _____

Position ☐ Home Visitor ☐ Other: _____

Highest Level of Education Achieved ☐ High School/GED ☐ Pre-degree Certificate ☐ Associate Degree ☐ Child Development Associate ☐ Baccalaureate Degree ☐ Graduate Degree ☐ Other: _____

Years in Program ☐ 0–1 Year ☐ 2–5 Years ☐ 6–10 Years ☐ 11–15 Years ☐ 16+ Years

Years of Experience in Content Area ☐ 0–1 Year ☐ 2–5 Years ☐ 6–10 Years ☐ 11–15 Years ☐ 16+ Years

	SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
1.	***Effective Home Visiting Practice***					
1.1	Engages families as full partners in their own and their children's development and learning by helping families develop and reach realistic and achievable long- and short-term goals, engaging them in assessing their needs and strengths, and supporting them in taking actions to reach their goals	☐	☐	☐	☐	☐
1.2	Strengthens parent-child relationships by helping families recognize the satisfaction and value of engaging with their children and supporting their learning through daily, routine experiences in the home and community	☐	☐	☐	☐	☐
1.3	Builds families' and children's self-esteem by drawing on their cultural strengths (e.g., family-child bond, extended family, health and nutrition practices) to influence child-rearing skills and to foster positive family interactions	☐	☐	☐	☐	☐
1.4	Supports families in addressing challenges (e.g., mental illness, substance abuse, disabilities, family violence) that affect their well-being, by discussing issues and/or linking them to community resources	☐	☐	☐	☐	☐

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	SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
1.5	Individualizes approaches to working with families by drawing on a sound understanding of family development issues and the unique needs of each family	☐	☐	☐	☐	☐
1.6	Works collaboratively with a range of specialists (e.g., medical, dental, speech, nutrition, mental health) by sharing child and family information, identifying approaches to solving issues, and developing follow-up plans	☐	☐	☐	☐	☐
1.7	Helps children develop emerging skills and practice existing ones by providing families with current information about how children learn and equipping parents with the tools and know-how to foster their children's development and learning	☐	☐	☐	☐	☐
1.8	Promotes children's development of fine- and gross-motor skills by helping families recognize and use opportunities and materials available in the home and community (e.g., walking on sidewalk line or curb, threading buttons on a cord/thread, running outdoors)	☐	☐	☐	☐	☐
1.9	Promotes children's curiosity, engagement, reasoning, and problem solving by helping families use a variety of opportunities to extend conversations with children during everyday home and community experiences	☐	☐	☐	☐	☐
1.10	Helps children gain independence and autonomy in eating, toileting, dressing, and hygiene by supporting families in presenting age-appropriate and manageable tasks encouragingly and by recognizing children's accomplishments	☐	☐	☐	☐	☐
1.11	Builds children's awareness of and ability to follow basic health and safety practices by helping families recognize the many opportunities for health and safety learning in daily home and community experiences (e.g., crossing streets, understanding that medicines are administered by adults, washing hands)	☐	☐	☐	☐	☐
1.12	Builds children's oral language skills and supports the development of their content knowledge by helping families use a variety of strategies to facilitate mutual sharing and exchange of ideas, thoughts, and feelings	☐	☐	☐	☐	☐
1.13	Supports parent-child interactive book reading by helping families gain access to high-quality children's books and by providing encouragement and guidance on book reading techniques	☐	☐	☐	☐	☐
1.14	Helps children develop emergent writing skills and encourages their awareness of print and the varied purposes for writing by supporting families in using environmental print (e.g., food labels and boxes, mail, traffic signs, billboards) and by offering a range of writing opportunities at home	☐	☐	☐	☐	☐
1.15	Supports children's interest in and awareness of numbers, counting, and problem solving by helping families engage children in counting games and provide experiences and materials that link number concepts to numerals and mathematical understanding and vocabulary	☐	☐	☐	☐	☐
1.16	Promotes children's understanding of size, shape, color, and directionality by supporting families in engaging them in small- and large-motor activities that require them to sort, match, identify patterns, group objects, and measure objects	☐	☐	☐	☐	☐

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1.17	Builds children's ability to compare and talk about the similarities and differences between objects by supporting families in offering experiences with sorting, matching, making patterns, grouping, and measuring	☐	☐	☐	☐	☐
1.18	Encourages the development of children's questioning, predicting, investigating, collecting, and analyzing skills by helping families provide opportunities for children to experiment, observe, and express their thoughts, ideas, and experiences	☐	☐	☐	☐	☐
1.19	Supports families in fostering safe, healthy, and nurturing home environments by demonstrating and applying knowledge of the issues they face (e.g., housing, employment, access to services)	☐	☐	☐	☐	☐
1.20	Builds children's understanding of their own and other cultures by helping families provide opportunities for their children to learn about their culture and traditions and those of others within the greater community	☐	☐	☐	☐	☐
1.21	Fosters children's development of age-appropriate, self-regulated behaviors through helping families establish routines and realistic expectations for their children	☐	☐	☐	☐	☐
1.22	Supports children's decision making and autonomy by helping families provide children with opportunities to make decisions and resolve conflicts independently	☐	☐	☐	☐	☐
2.	***Community Resources***					
2.1	Advocates for and secures community services and resources by maintaining constructive communication with a range of organizations and community service professionals	☐	☐	☐	☐	☐
2.2	Supports families' goals and self-sufficiency by helping them understand and link to entitlement and benefit policies and programs (e.g., child care, food stamps, TANF, IDEA, SCHIP)	☐	☐	☐	☐	☐
2.3	Helps families advocate for themselves and their children with schools, community agencies, and systems by providing them with current and accurate lists of available resources and services and building their ability to articulate their needs	☐	☐	☐	☐	☐
2.4	Helps families access and follow up on treatment, support, and intervention programs, including medical homes, by explaining screening and assessment results that require follow-up, initiating referrals, supporting the family in scheduling appointments, and following up to determine results	☐	☐	☐	☐	☐
2.5	Works with other community professionals serving the family by involving them and the family in developing a meaningful plan for advancing their goals, by sharing family information (obtaining their written consent) with other service providers, and by identifying resources to support the plan's implementation	☐	☐	☐	☐	☐
3.	***Family Education and Involvement***					
3.1	Ensures families' interest and attendance by involving them in determining the focus and design of education and home-based socialization activities and offering them at times convenient for families	☐	☐	☐	☐	☐

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3.2	Supports families in pursuing their interests and goals by encouraging them to enhance their own and their children's learning through multiple opportunities in the program and greater community	☐	☐	☐	☐	☐
3.3	Encourages families' involvement in program decision making by informing them about various groups (e.g., policy group, service area advisory committees), extending personal invitations to meetings, arranging necessary transportation, and debriefing with families after meetings	☐	☐	☐	☐	☐
3.4	Plans and offers productive socialization experiences for children and their families by employing appropriate curriculum, schedules, and routines in collaboration with the family	☐	☐	☐	☐	☐
3.5	Promotes families' continued development of leadership skills at the end of their Head Start experience by recommending them as program representatives to external groups (e.g., organization's governing body, state Head Start Association) and encouraging their participation in other groups (e.g., Parent Teacher Associations, local or state early childhood coordinating bodies)	☐	☐	☐	☐	☐
4.	***Observation, Analysis, Planning, and Documentation***					
4.1	Tracks family's progress in accomplishing the goals developed in partnership with them by reviewing goals with the family and documenting achievements	☐	☐	☐	☐	☐
4.2	Monitors children's progress per the goals developed by self and other staff and specialists, including those in IFSPs/IEPs, by observing and documenting children's play, conversations, and work samples at home and during socializations and through conversations with families	☐	☐	☐	☐	☐
4.3	Initiates child referrals by drawing on child observation, screening, and assessment data and following program protocols	☐	☐	☐	☐	☐
4.4	Broadens ability to accurately assess children's and/or families' development by seeking consultation to supplement own observation and planning	☐	☐	☐	☐	☐
4.5	Offers families opportunities to increase their child observation skills by providing written and verbal information and encouraging participation in classroom and family education activities	☐	☐	☐	☐	☐
4.6	Facilitates planning and follow-up by documenting discussions with families (e.g., decisions made, referrals needed) and taking steps that support their continued progress	☐	☐	☐	☐	☐
4.7	Meets federal, state, and program documentation requirements by maintaining accurate, objective, complete, timely, and well-organized child and family records	☐	☐	☐	☐	☐
4.8	Plans strategies to support children's progress by engaging with others in the program, families, and those in other learning settings to align goals and approaches	☐	☐	☐	☐	☐
4.9	Facilitates transitions to or from Early Head Start, Head Start, home, and/or other early education and care settings by engaging families, others in the program, and members of the community in planning and implementing strategies that ensure successful transitions, including the transfer of child records	☐	☐	☐	☐	☐
4.10	Contributes to program's reports to local, state, and federal officials and funders by providing accurate data related to role and responsibilities	☐	☐	☐	☐	☐

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5.	***Communication***					
5.1	Demonstrates respect for others by sharing information objectively and non-judgmentally and adjusting verbal and written communication strategies for different audiences	☐	☐	☐	☐	☐
5.2	Employs a culturally competent and flexible approach when working with those from various cultures by acknowledging, accepting, and accommodating differences (e.g., providing information in an understandable format and/or language for those who have limited/no reading skills or who are English language learners)	☐	☐	☐	☐	☐
5.3	Supports outreach and enrollment efforts by communicating the program's eligibility, selection, and enrollment policies and practices to families, other service providers, and the general public	☐	☐	☐	☐	☐
5.4	Builds an understanding of the program by communicating its philosophy, mission, and services to staff, families, and the community	☐	☐	☐	☐	☐
5.5	Fosters partnerships with families by using conversational interviewing strategies, minimizing the use of interview checklists, respecting and encouraging the decision-making role of families, and engaging them in goal setting and discussions about their concerns	☐	☐	☐	☐	☐
5.6	Ensures that own communication is easily understood by speaking and writing clearly and using standard grammar and spelling	☐	☐	☐	☐	☐
5.7	Facilitates communication with others by using available technologies (e.g., fax, voice-mail, computers—e-mail, file sharing)	☐	☐	☐	☐	☐
6.	***Professionalism/Leadership***					
6.1	Ensures family confidentiality by limiting conversations about families and access to their records to those directly involved in providing services to them	☐	☐	☐	☐	☐
6.2	Maintains professional boundaries in relationships with staff and families by distinguishing between others' needs and one's own, guarding against abuse of power and sexual misconduct, and using appropriate language	☐	☐	☐	☐	☐
6.3	Applies program policies in work with families and the community by being knowledgeable of the program's documents and policies and by knowing from whom and when to seek guidance on policy clarifications	☐	☐	☐	☐	☐
6.4	Serves as a role model for families and other staff by following and exhibiting sound, daily physical and emotional practices (e.g., wearing seat belts, making healthy food choices, washing hands, communicating positively, understanding and accepting cultural differences)	☐	☐	☐	☐	☐
6.5	Links current research on and best practice in education, family, health and/or disabilities services, and home visiting to own work by keeping abreast of new information and reflecting on its relevance	☐	☐	☐	☐	☐

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6.6	Furthers professional growth by seeking feedback, reflecting on and assessing own practice, and taking advantage of opportunities to improve skills and knowledge	☐	☐	☐	☐	☐
6.7	Supports program improvement efforts by contributing information to the program's planning, evaluation, self-assessment, and other program development efforts	☐	☐	☐	☐	☐
6.8	Establishes and maintains external professional relationships by participating as a member of community, state, and/or national professional organizations	☐	☐	☐	☐	☐
6.9	Advances program practice by promoting a positive working environment and working collaboratively with other staff to understand and support the adoption of best practices for children, families, and staff	☐	☐	☐	☐	☐
7.	***Other Program/Organizational Priorities***					
7.1		☐	☐	☐	☐	☐
7.2		☐	☐	☐	☐	☐
7.3		☐	☐	☐	☐	☐
7.4		☐	☐	☐	☐	☐
7.5		☐	☐	☐	☐	☐
7.6		☐	☐	☐	☐	☐
7.7		☐	☐	☐	☐	☐
7.8		☐	☐	☐	☐	☐
7.9		☐	☐	☐	☐	☐
7.10		☐	☐	☐	☐	☐
7.11		☐	☐	☐	☐	☐

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7.12		☐	☐	☐	☐	☐
7.13		☐	☐	☐	☐	☐
7.14		☐	☐	☐	☐	☐
7.15		☐	☐	☐	☐	☐
7.16		☐	☐	☐	☐	☐
7.17		☐	☐	☐	☐	☐
7.18		☐	☐	☐	☐	☐
7.19		☐	☐	☐	☐	☐
7.20		☐	☐	☐	☐	☐

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