

Reaching Potential through Recommended Practices (RP²)¹ Benchmarks of Quality for Home-Visiting Programs²

Carol Trivette and Allison Jones

Program Name _____ Location _____ Date _____

Team Members _____

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
Establish Leadership Team	1. Team has broad representation that includes at a minimum an administrator, a home visitor, a parent, and a member who will serve as an internal coach. Other team members might include related-service specialists and other program personnel.			
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of increasing child engagement, provides clerical support as needed, and is visibly supportive of the implementation of Division for Early Childhood (DEC) Recommended Practices (RP) to promote child engagement. Administrator ensures budgeting and professional development opportunities are available to result in high-fidelity implementation of RP program-wide.			
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent. Team establishes meeting ground rules and other logistics for effective team meetings.			
	4. Team has established a clear mission/purpose related to high-fidelity implementation. The team purpose or mission statement is written. Team members are able to communicate clearly the purpose of the Leadership Team.			

¹DEC Recommended Practices, <http://www.dec-sped.org/recommendedpractices>.

² Note. Adapted with permission from the Early Childhood Program-Wide PBS Benchmarks of Quality by Lise Fox, Mary Louise Hemmeter, and Susan Jack (2010). University of South Florida.

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
	5. Team develops implementation goals for each of the critical elements. A written action plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of implementation and sustainability goals.			
	6. Team reviews and revises the action plan for implementing Recommended Practices and increasing child engagement at least annually.			
Staff Readiness and Buy-In	7. Staff members are aware of the need for program-wide implementation of Recommended Practices. The Leadership Team provides staff with information on the importance of increased child engagement. Through a short staff meeting, all staff members understand the long-term goals, the personal responsibilities of program-wide implementation of DEC RPs, and the potential increase in positive outcomes for all children and families.			
	8. Staff members are supportive of program-wide implementation of Recommended Practices. A process is used to establish that program staff have buy-in and agree with a focus on program-wide implementation.			
	9. Staff input and feedback are obtained throughout the implementation process. The Leadership Team provides updates on the process, data, and the outcomes of the implementation to program staff on a regular basis.			
Family Engagement	10. Family input is solicited as part of the planning process. Families are informed of the program-wide goals for increasing child engagement and asked to provide feedback on adoption and mechanisms for promoting family involvement in the implementation.			
	11. There are multiple mechanisms for sharing the program's implementation goals with families including narrative documents, parent handbook, and individual discussions to ensure that families are informed of the implementation.			
Program-Wide Action Plan	12. A program-wide Action Plan is developed by the Leadership Team to guide the implementation process. Data are used to guide the development of the Action Plan.			
	13. Specific action steps are identified to ensure achievement and sustainability of the implementation goals.			
	14. All program staff members are aware of and regularly review the implementation goals.			

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
All Home Visitors Demonstrate Implementation of Recommended Practices with Families and Children	15. The Leaderships Team's effort to improve the implementation of Recommended Practices is visible throughout the program within program materials and practice guidance.			
	16. Home visitors help families identify or arrange environments and materials in a manner that promotes and guides increased engagement of their children in everyday activities and routines.			
	17. Home visitors help families identify appropriate interactional and instructional strategies that can be embedded in interest-based everyday routines and activities in a manner that is meaningful to their children and promotes engagement.			
	18. Home visitors use strategies derived from Recommended Practices to develop a positive and supportive relationship with families and caregivers through participation in everyday routines and activities that are interesting to the child.			
	19. Home visitors use strategies derived from Recommended Practices to enhance the confidence and competence of families to support their children's learning in everyday routines and activities.			
Building Staff Capacity	20. A plan for providing ongoing coaching on the implementation of Recommended Practices with fidelity is developed and implemented.			
	21. The staff responsible (i.e., internal coach) for facilitating coaching and support processes (e.g., community of practice) are identified and trained.			
	22. The coach uses home visitors' reflections on needed support, implementation fidelity checklists, home visit observations, and interviews to identify implementation goals collaboratively with home visiting staff.			
	23. A process for training new staff members is developed and has been implemented.			
Monitoring Implementation and Outcomes	24. The program Leadership Team monitors implementation fidelity of the use of the components of program-wide implementation and uses data for decision-making about their implementation plan.			
	25. The program measures implementation fidelity (practice checklists) of the use of Recommended Practices by home visitors and uses data on implementation fidelity to make decisions about professional development and coaching support.			
	26. The program monitors the family's use of the intervention plan developed with the home visitor that promotes child learning.			

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially in Place	In Place
	27. The program monitors the level of child engagement in learning activities and uses the child engagement data to make decisions about intervention and instructional support.			
	28. Data are collected, summarized with visual displays, and reviewed by the Leadership Team on a regular basis.			
	29. Program-level data are summarized and shared with program staff and families.			



1/22/2015