

National Home Visiting Competencies

Domain 1: Infant and Early Childhood Development

Competency 1- Typical and atypical development

Objective: a. Developmental domains

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines terms describing developmental domains: cognitive, physical, language, and social-emotional		Articulates to parents that developmental domains are inter-related and helps parents to identify each domain		Plans home visiting activities using materials in the home that promote development in each domain

Objective: b. Developmental stages and milestones

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies developmental stages and milestones for typically developing children		Discusses development with parents to help them recognize emerging developmental milestones		Works with parents to set individual goals for children using their developmental stage to support achievement of developmental milestones

Objective: c. Individual needs and differences

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the term “individually appropriate practice”		Articulates developmental differences and unique characteristics of children to help parents recognize their child’s individuality		Plans home visiting activities to address each child’s individual needs, interests, and learning styles

Objective: d. Children with developmental delays or identified special needs

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies developmental delays or concerns		Explains to parents how developmental delays may impact learning and development		Connects parents to appropriate early intervention services as needed and helps family understand the rights of children and families

Competency 2-Prenatal development

Objective: a. Fetal development

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the terms “germinal stage”, “embryonic stage” and “fetal stage”		Describes fetal development week by week to help parents recognize prenatal milestones		Supports parents’ understanding of fetal development through use of visual aids

Objective: b. Teratogens

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the term “teratogen” and lists common teratogens including drugs and alcohol		Describes common birth defects related to specific teratogens, such as Fetal Alcohol Syndrome (FAS)		Works with parents to identify and prevent further exposure to possible teratogens in the prenatal environment

Competency 3-Infant care

Objective: a. Crying

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes infant crying as a form of communication and names reasons an infant might cry		Provides parents with tips about how to soothe a crying infant, such as rocking or swaddling		Works with parents to differentiate infant’s cries in order to determine what the child is trying to communicate and supports parents in responding appropriately

Objective: b. Diapering

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists steps to changing an infant’s diaper		Demonstrates for parent how to change infant’s diaper		Observes parent changing infant’s diaper and provides feedback

Objective: c. Bathing

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists steps to both sponge and tub baths		Demonstrates for parent how to bathe infant		Observes parent bathing infant and provides feedback

Competency 4-Early language and communication

Objective: a. Language development

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies typical language milestones from birth to 3 years		Models how to use child directed speech and imitation with child		Coaches parents in responding to infant vocalizations with repetition and talking regularly with their child

Objective: b. Dual language learning

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Names stages of second language acquisition		Provides parents with books in both the child’s home language and second language that provide rhymes, rhythms, and interesting words		Engages parents in using technology to create simple picture books with photos from the child’s daily life and brief videos or audio recordings of the parent singing simple songs in the heritage language

Objective: c. Autism

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies common “red flags” indicating risk for autism spectrum disorder		Supports parents in recognizing “red flags” in child’s development and when to get help		Connects parents to appropriate early intervention services as needed and follows up to ensure access to services

Competency 5-Early learning

Objective: a. Routines and interactions

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes how development and early learning occurs within the context of a secure relationship with a consistent caregiver		Helps parents recognize the learning and development that occurs through their daily routines and interactions with their child		Supports parents in building a healthy relationship with their child through developing home visit activities that emphasize relationships, routines, and interactions

Objective: b. Learning through play

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes how early learning occurs through play		Helps parents recognize the learning and development that occurs through their child’s daily play activities		Works with parents to provide an interesting and secure environment that encourages play, exploration, and learning

Objective: c. Developmentally appropriate

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the term “developmentally appropriate practice”		Explains developmentally appropriate activities parents can use to support and promote their child’s development and learning		Supports parents in planning developmentally appropriate learning experiences

Objective: d. Early literacy

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies early literacy behaviors in infants and toddlers		Provides examples of the types of books to use with children at various developmental stages		Coaches parents in reading, singing, and talking to children using varying levels of voice and inflection

Domain 2: Child Health, Safety, and Nutrition

Competency 6-Infant mental health

Objective: a. Brain development

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes how neural connections in the brain are built over time through the serve and return process		Explains the serve and return process to parents and helps them recognize the process in interactions with their infant		Coaches parent in recognizing infant cues and responding in a sensitive and responsive manner that strengthens neural connections

Objective: b. Toxic stress

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the terms “positive stress”, “tolerable stress”, and “toxic stress”		Explains the long-term effects of toxic stress on health and development to parents and emphasizes the importance of a secure and supportive relationship to buffer the effects of stress		Supports parents in recognizing sources of stress in their child’s life and considering ways to reduce child’s exposure to negative sources of stress

Objective: c. Mental health concerns

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists possible signs of problems in infant social and emotional well-being		Supports parents in recognizing the difference between typical behavioral challenges and mental health concerns		Connects parents to appropriate mental health services as needed

Competency 7-Child health and wellness

Objective: a. Immunizations

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists the CDC recommended immunizations for children from birth through age 6		Explains the recommended schedule of immunizations to parents and the type of diseases prevented by each		Connects parents to immunization providers and follows up to ensure child immunizations are complete and up to date

Objective: b. Well child visits

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists the American Academy of Pediatrics recommended schedule for well-child visits through age 5		Emphasizes the importance of well-child visits and works with parents to develop a list of questions and topics to cover at each visit specific to their child		Facilitates access to a pediatric medical home and follows up to ensure completion of recommended well-child visits

Objective: c. Common childhood illnesses

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Names and identifies signs and symptoms of common childhood illnesses		Explains common childhood illnesses to parents and differentiates between when to call the doctor and when to use the emergency department or urgent care center		Supports parents in recognizing signs and symptoms of common childhood illnesses in their child and knowing how to appropriately alleviate symptoms

Objective: d. Oral health care

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies risk factors for infant dental caries and tooth decay		Helps parents recognize common signs of teething and coaches parent on proper tooth cleaning		Facilitates access to a dental home by the child's first birthday or within six months of eruption of the first tooth and follows up to ensure routine visits

Competency 8-Safe environments for young children

Objective: a. Safe sleeping

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists common risk factors of SIDS and describes a safe sleeping environment for infants		Explains “tummy to play and back to sleep” to parents and emphasizes the importance of always placing infant to sleep on their backs		Observes infant’s sleep environment and ensures access to a crib, bassinet, or portable play area with no toys or loose bedding

Objective: b. Poison prevention

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Recites poison emergency number and names signs and symptoms of poisoning		Explains common poison prevention strategies to parents including keeping items in original containers, never referring to medicine as “candy”, and always ensuring proper dosage		Works with parents to ensure that all medicines and cleaning products are stored in locked, child-proof cabinets and ensures parents have poison emergency number in their phones

Objective: c. Vehicle safety

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes the recommended progression of car seats from birth through age 5		Provides parents with guidelines for when to transition between car seats		Inspects child’s car seat and coaches parent in proper buckling of child and installation of seat

Objective: d. Child proofing

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists common household dangers that require child proofing		Works with parent to identify childproofing needs and safety devices within the home		Ensures access to and proper installation of safety devices such as gates, locks, and outlet covers

Competency 9-Child nutrition

Objective: a. Breastfeeding

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists benefits of breastfeeding for both mother and baby		Explains various breastfeeding positions and supports mother in learning to express milk either by hand or with a pump when needed		Provides ongoing support throughout breastfeeding and facilitates access to lactation consultant as needed

Objective: b. Formula feeding

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes typical formula feeding schedule for infants at various ages		Explains how to properly prepare a bottle, feed an infant, and sterilize equipment		Provides ongoing support throughout formula feeding and facilitates access to WIC as needed

Objective: c. Infant nutrition

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes typical introduction of pureed and soft foods to infant diet		Explains how to select, prepare, serve, and store infant foods		Works with parent to keep log of introduction to different foods and facilitates access to infant food

Objective: d. Nutrition of young children

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists recommended daily nutrition guidelines for young children		Introduces parent to myplate.gov and explains nutritional guidelines for young children		Supports parent in planning meals and snacks that meet nutritional guidelines for young children

Competency 10-Child abuse, neglect, and maltreatment

Objective: a. Signs of abuse

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the terms “child abuse”, “child neglect”, and “child maltreatment”		Recognizes warning signs of child abuse, neglect, or maltreatment in children		Encourages parents to self-report abuse when appropriate and connect to appropriate services

Objective: b. Shaken baby syndrome

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the term “shaken baby syndrome”		Explains the period of purple crying and teaches PRUPLE acronym to let parents know infant crying is normal		Develops safety plan with parents for when parents are feeling frustrated or overwhelmed with their infant

Domain 3: Parent-Child Interactions

Competency 11-Influences on parenting

Objective: a. Parent’s childhood experiences

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes how continuity of parenting across generations is stimulated by sharing genes, as well as social contexts		Works with parent to identify childhood experiences that may have an influence on their parenting		Support parents in developing a plan to prevent their own negative childhood experiences from impacting their child

Objective: b. Social context

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies social influences on parenting including culture, ethnicity, religion, family, peers, mass media, and social media		Prompts parents to reflect on the social contexts that influence their parenting decisions and style		Supports parents in identifying social influences that may have a negative impact on their child’s development and creating a plan to remove these influences

Objective: c. Child temperament and goodness of fit

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies characteristics of child’s temperament and defines “goodness of fit”		Explains to parents how temperament affects the parent’s view of the child and themselves as parents		Coaches parents in recognizing child’s temperament and ensuring a goodness of fit between the child’s temperament and environmental demands

Objective: d. Parental self-efficacy

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the term “parental self-efficacy”		Provides parents with resources to improve their knowledge and confidence in their parenting abilities and consistently provides positive affirmation about parenting skills, especially within parent-child interactions		Supports parents in reflecting on parental self-efficacy and developing a plan to increase parental knowledge and confidence in parenting skills

Competency 12-Parent-child relationship

Objective: a. Attachment

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the terms “attachment” and “secure base”		Emphasizes to parents the importance of sensitive, responsive, and consistent caregiving in ensuring the development of trust and a secure attachment		Supports development of secure attachment between parents and infant through coaching parents in sensitively responding to infant cues

Objective: b. Sensitivity and responsiveness

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Explains how sensitive and responsive caregiving is the basis for developing a strong parent-child relationship		Models for parents how to recognize a child’s cues through “speaking for the child” and then responding appropriately		Coaches parents in recognizing child’s cues and responding appropriately through the use of observation, suggestions, questions and ongoing feedback during parent-child interactions

Objective: c. Facilitation of interactions

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes the process of coaching parent-child interactions		Prompts positive parent-child interactions by consistently handing toys or other materials to parents and providing suggestions for interaction		Encourages and reinforces positive parent-child interactions and sustained engagement by actively observing and asking parent questions to help adapt pace to child’s cues without interrupting interactions

Competency 13-Developmentally appropriate guidance

Objective: a. Discipline versus punishment

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the terms “discipline” and “punishment”		Helps parents to recognize the meaning behind their child’s behavior and to give attention to positive behavior		Supports parents in reflecting on the discipline or punishment strategies they use and replacing punishments with positive guidance strategies

Objective: b. Positive guidance strategies

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists and describes positive guidance strategies including limit setting, providing choices, and natural and logical consequences		Provides parents with information about positive guidance strategies and models the use of a variety of strategies		Works with parents to reflect on child’s challenging behaviors and develop a list of positive guidance strategies to address these behaviors

Objective: c. Promoting self-regulation

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the term “self-regulation”		Emphasizes to parents the importance of helping their child recognize and label their emotions		Works with parents in establish clear, consistent limits with simple explanations

Domain 4: Dynamics of Family Relationships

Competency 14-Healthy family functioning

Objective: a. Family communication

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies characteristics of positive communication within families		Provides family members with positive communication strategies, such as active listening, clarifying, restating, and validating		Works with families to identify communication patterns and role plays to practice positive communication strategies

Objective: b. Family strengths

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Names common family strengths		Supports family members in identifying family strengths and competencies		Works with parents to plan home visit activities that build on existing family strengths

Objective: c. Conflict resolution

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists the steps of conflict resolution		Works with family members to identify individual conflict management styles		Role plays conflict resolution through the use of “I messages”

Objective: d. Networks of support

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists common sources of formal and informal supports for families		Works with family to identify specific networks of support through development of an ecomap		Supports parents in reflecting on how these networks of support influence their parenting and their child’s growth and development

Competency 15-Influences on family well-being

Objective: a. Racism and discrimination

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines terms “racism” and “discrimination”		Explains how racism and discrimination lead to systemic barriers		Works with parents to identify systemic barriers and brainstorm ways to overcome them

Objective: b. Culture and language

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes how culture, and language relates to well-being and social status		Supports families in recognizing the complexity of relationships and the ways in which the cultural values of may shape their expectations and interactions with others		Encourages family to promote pride in cultural identity and the transmission of culture to children

Objective: c. Socioeconomic status

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the term “socioeconomic status”		Explains the impact of poverty and/or homelessness on child health and development		Works with parents to develop financial, educational, and employment goals in order to improve socioeconomic status

Objective: d. Risks and stressors

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists potential risks and stressors to family well-being such as parental incarceration, divorce, mental health issues, and domestic violence		Explains the impact of these stressors on individual family members, parenting, and child development		Facilitates access to formal and informal supports as needed and follows up to ensure family support

Competency 16-Fatherhood

Objective: a. Engaging fathers in home visits

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists the developmental benefits of father involvement		Supports fathers in recognizing their unique parenting contribution and the benefits to their child's development		Offers flexible hours in order to schedule visits at a time when the father can also be present at the visit and engages father as a partner in parenting rather than an observer

Objective: b. Non-custodial fathers

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes the structure of child support laws for noncustodial parents		Encourages mother to allow father to visit with his children regardless of his financial situation		Facilitates communication with and involvement (when appropriate) with non-custodial fathers

Domain 5: Family Health, Safety, and Nutrition

Competency 17-Maternal health

Objective: a. Contraception

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists various forms of contraception and differentiates between reversible and permanent methods		Explains each type of method and the effectiveness of each method to mothers		Works with mother to determine best method of contraception and ensure access to that contraception

Objective: b. Family planning

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists the health risks associated with closely spaced pregnancies		Explains the importance of spacing between pregnancies in terms of reproductive health		Supports parents in development of a reproductive life plan

Objective: c. Prenatal care

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes what happens at prenatal care visits		Emphasizes the importance of prenatal visits and works with mother to develop a list of questions and topics for each visit		Facilitates access to prenatal care in the community and follows up to ensure completion of recommended prenatal visits

Objective: d. Prenatal nutrition

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists prenatal nutritional guidelines and foods to eliminate from diet during pregnancy		Explains the importance of folic acid, multi-vitamins, and prenatal nutritional guidelines		Works with mother in tracking nutrient intake to ensure proper prenatal nutrition

Objective: e. Pregnancy risk factors

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists key risk factors in pregnancy including high blood pressure, pre-eclampsia, substance use, and poor nutrition		Explains how these risk factors impact mother's health and the developing fetus		Facilitates access to care in the community and follows up to ensure completion of recommended care

Objective: f. Postpartum depression

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists common signs of postpartum depression		Helps mother to understand signs of postpartum depression and recognize when to get help		Facilitates access to maternal mental health counseling and provides ongoing support and follows up to ensure proper care

Competency 18-Mental health

Objective: a. Depression

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists common signs of parental depression		Explains impact of parental depression on child development, especially the development of attachment between a parent and infant		Facilitates access to appropriate mental health services as needed

Objective: c. Toxic stress and trauma

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists possible childhood experiences that could lead to toxic stress and trauma as an adult		Explains the impact of toxic stress on the human physical response		Supports families to effectively manage toxic stress and trauma through connection with appropriate supports and services

Objective: d. Mental illnesses

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies common symptoms of mental illness (e.g. anxiety, post-traumatic stress, personality disorders, psychotic disorder)		Explains the effects of family mental health problems on child safety and well-being, particularly in relation to child maltreatment		Facilitates access to mental health providers for evaluation and treatment when needed

Competency 19-Physical health

Objective: a. Family diet

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists dietary guidelines for healthy eating for a healthy weight as defined by <i>The Dietary Guidelines for Americans</i>		Support families in establishing healthy eating habits and emphasizes the importance of family mealtime		Support family's culture regarding food practices and traditions and works with family to identify ways to make cultural dishes healthy

Objective: b. Exercise

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists benefits of regular exercise		Discusses the importance of exercise and provides suggestions for family exercise activities		Works with family to develop a family exercise plan and follows up

Objective: c. Substance abuse

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies physical signs of intoxication and impairment due to substance use		Describes common co-occurring risks to children of chemical dependent parents		Facilitates access to substance abuse treatment providers and follows up to ensure treatment

Competency 20-Environmental safety

Objective: a. Fire safety

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists common causes of house fires		Ensures that family has working smoke and carbon monoxide alarms installed		Works with family to develop fire escape plan and practices with family at least twice per year using the smoke alarm to teach children how to respond to the sound

Objective: b. Emergency preparedness

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies environmental disasters that could happen within the community		Explains protective measures that should be taken before, during, and after an emergency		Works with family to build an emergency kit for disasters and ensures that the kit is maintained and stocked

Competency 21-Domestic violence

Objective: a. Recognizing domestic violence

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists common signs of domestic violence		Describes the effect of domestic violence on victim’s physical and mental health and on parenting abilities		Explains common co-occurring risks to children who live in homes where domestic violence is present

Objective: b. Safety planning

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists the components of an effective safety plan		Works with parent to develop an effective safety plan		Provides referral to domestic violence center and services when needed

Domain 6: Community Resources and Support

Competency 22-Building community relationships

Objective: a. Identification of community resources

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies resources within the community that provide social, financial, health and other services to children and families		Assists families in obtaining the basic requirements of living and other needed services from community resources		Assists families in identifying career and educational services to promote self-sufficiency

Objective: b. Collaboration with providers

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Initiates engagement with other service providers in a timely manner, and maintains interagency and community connections to best meet the individual needs of the family		Proactively pursues functional relationships with other service providers by acknowledging contributions, being responsive, communicating openly, and in challenging situations, seeking alternative solutions and compromises that ensure family needs are met		Communicates and collaborates with other service providers to ensure that the home visiting curriculum is being reinforced and that the home visitor is confident reinforcing the strategies, goals, and objects of the other service providers

Competency 23-Service system coordination and referral

Objective: a. Referral process

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes elements of an effective referral		Functions as a team leader to help coordinate the variety of services a family may need in response to the presence of one or more risk factors		Confirms linkages to services and determines, in consultation with the family, if the services are meeting their needs

Objective: b. Transition

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies the need for eventual withdrawal of program involvement		Explains the potential emotional impact on families and home visitors as families transition to other care and/or out of the home visiting program		Develops transition plans with families that address short-term and long-term strategies for successfully transitioning out of home visiting

Competency 24-Advocacy

Objective: a. Empowering families

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies situations in which a family might seek legal assistance to assert a right or entitlement		Coaches families in becoming advocates for themselves and their children		Supports families in evaluating the results of advocacy, celebrating small wins, adjusting strategies if necessary, and encouraging persistence

Objective: b. Service barriers

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies barriers to implementing services and gaps in available services		Works collaboratively within community to improve and increase service availability		

Domain 7: Relationship-Based Family Partnerships

Competency 25-Respect and responsiveness

Objective: a. Cultural and linguistic responsiveness

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Demonstrates understanding and respects the many forms of diversity represented by families served		Adjusts behavior according to cultural norms and cues to comfortably and skillfully interact with families who represent many forms of diversity		Recognizes parenting as primary mechanism for transmission of culture and discusses with parents their culturally preferred practices in child-rearing

Objective: b. Relationship building

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes how relationships are the key element of successful home visiting		Utilizes strategies to build rapport with families to develop a trusting, mutually respectful relationship		Engages families in meaningful decision-making opportunities for their child

Competency 26-Positive communication

Objective: a. Active listening

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists common characteristics of active listening		Utilizes active listening skills to gain understanding of parent's perspective		Coaches parent in active listening techniques

Objective: b. Effective inquiry

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes various strategies for effectively eliciting information from parents		Utilizes reflective questioning to prompt parents to expand and extend their thinking		Focuses reflective questioning on the impact of parent choices on child health and development

Competency 27-Collaboration

Objective: a. Role of the home visitor

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the role of the home visitor		Collaborates with parents to develop mutual roles and expectations		Encourages parent leadership and sharing of power in decision making and planning

Objective: b. Goal setting

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists the characteristics of a SMART goal		Works with parents to write goals that are family driven, positive, behaviorally specific, attainable, and measurable		Collaborates with parents to write goals that capitalize on family strengths and values

Objective: c. Action planning

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Explains information that should be included in action planning steps		Works with parents to develop an action plan for each written goal		Supports parents in tracking progress and celebrating completion of goals

Domain 8: Effective Home Visits

Competency 28-Assessment

Objective: a. Assessment cycle

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes the steps in the assessment cycle including assess, plan, implement, and re-assess		Involves parents in the assessment process		Uses assessment results to inform development of appropriate goals and planning of home visit activities

Objective: b. Screening

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Differentiates between screening and diagnosing		Regularly screens for child development concerns depression, substance abuse, and domestic violence		Utilizes screening results to refer families when additional supports and resources are needed

Objective: c. Interviewing

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes the stages of an effective interview		Utilizes a range of interview techniques that facilitate effective communication and elicit assessment information		Facilitates in-depth exploration of families' stories through use of empathy, clarification, reframing, and solution-focused questions

Objective: d. Observation

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes the components of effective observation		Observes to collect objective and meaningful information in the home and family environment		Utilizes observations to coach parents in interactions with their child

Objective: d. Progress monitoring

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Defines the term "progress monitoring"		Uses assessment information to demonstrate progress and capture change over time		Adjusts goals and plans as needed based on assessment results

Competency 29-Planning

Objective: a. Individualization to needs of each family

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies specific needs and learning styles of each family		Adjusts learning approaches and activities to fit parents' learning styles		Utilizes results from assessments and collaborative goal setting to individualize home visit activities for each family

Objective: b. Focus on positive child outcomes and parent-child interaction

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists strategies for redirecting and/or connecting conversation to child outcomes		Includes parent-child interaction as a key focus of each home visit		Adjusts plans and practice based upon changing family needs without losing focus on the parent-child relationship

Objective: c. Parenting education

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Lists basic characteristics of adult learners		Describes strategies for engaging adult learners with a variety of learning styles		Plans home visit activities that utilize and reinforce family strengths and priorities

Competency 30-Data and documentation

Objective: a. Professional writing

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies necessary content for each type of case documentation		Writes contact notes in clear and complete language so that another professional could work on the case if necessary		Provides case information to support all conclusions, opinions, assessments, recommendations without supervision

Objective: b. Documentation

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes documentation requirements prescribed by the agency or funding source		Documents all interactions, processes, and forms related to work for and with families		Utilizes documentation of interactions and processes to plan for future home visits

Objective: c. Data systems

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes data entry requirements prescribed by the agency or funding source		Completes documentation and data inputs accurately and within prescribed timeframes		Shares ideas for system improvement and methods of data entry

Domain 9: Professional Practice

Competency 31-Ethical and legal practice

Objective: a. Mandatory reporting

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes the duty and procedure for reporting suspected child maltreatment		Discusses mandatory reporting role with parents and encourages self-report whenever possible		In the event of a report, assists the family in dealing with the child protective services process

Objective: b. Confidentiality/social media and technology

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes and complies with confidentiality laws		Help parents understand their confidentiality rights		

Objective: c. Policy and procedures

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies relevant policy and procedure as needed for family support work		Describes the purpose and necessity for agency policies and procedures		Participates in opportunities to identify and advocate for policy change

Competency 32-Reflective practice

Objective: a. Recognize biases

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Reflects on personal value system, cultural beliefs, and familial background to identify possible biases		Identifies behaviors that discourage or perpetuate biases		Develops non-judgmental approach to working with families whose background and/or current circumstances are different from their own

Objective: b. Critical reflection

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies key elements of critical reflection		Utilizes critical reflection to examine thoughts, feelings, strengths, and identify areas for growth		Develops reflection entries in a professional portfolio and seeks support for strengthening areas needing development

Competency 33-Professional development

Objective: a. Continuous learning

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies specific areas for additional growth and development		Seeks out training, feedback, or other opportunities for on-going learning and development		Develops professional and personal development plan that includes goals and timelines, and accountability checks

Objective: b. Current research

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Names research journals relating to child development or family support		Joins professional organization relating to child development or family support		Utilizes information from research journals and organization in planning and implementing home visit activities

Competency 34-Professional boundaries

Objective: a. Individual well-being and self care

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Explains the relationship between individual well-being and ability to help others		Assesses self care and determines strategies to maintain healthy balance between work and family		Builds a network of supportive personal and professional relationships and seeks emotional support when needed

Objective: d. Stress management

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Identifies possible sources of work-related stress in family support work		Demonstrates self-awareness of specific work-related stressors and their effects on job performance and well-being		Suggests proactive, longer term strategies for eliminating or minimizing workplace stressors

Objective: d. Personal safety

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Describes scenarios when proceeding with a home visit would be counter-productive and/or unsafe and how to document		Role plays techniques for deflecting or de-escalating parent hostility and when to use them		Develops personal safety plan and practices regularly

Competency 35-Quality Improvement

Objective: a. Program evaluation

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Complies with all program evaluation efforts		Explains the value and importance of program evaluation		Actively seeks effective program evaluation tools and strategies

Objective: b. Service quality

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Elicits critical feedback from families regarding satisfaction with service		Analyzes assessment information to identify program strengths and weaknesses		Finds new solutions in order to continuously improve services that are driven by data

Objective: c. Reflective supervision

Level	0	1-Recognizing	2	3-Applying	4	5-Extending
Indicator		Participates in formative and summative performance evaluations		Brings critical information and questions to supervisor for decision-making		Seeks specific feedback and recognizes learning potential of all feedback