



Soaring to Success Through Books and Play...

The Parent-Child Home Program

SINCE 1965

EVALUATION OF PARENT AND CHILD TOGETHER (PACT)

CHILD'S NAME: _____
HOME VISITOR'S NAME: _____

OPTIONAL ID: _____ HOME VISIT #: _____
DATE OF TEST ADMINISTRATION: ____/____/____

| | |
|--|--|
| <p>PROGRAM COMPLETION STATUS AT TIME OF TEST ADMINISTRATION:</p> <p><input type="checkbox"/> PRE-MINI <input type="checkbox"/> POST-MINI</p> <p><input type="checkbox"/> PRE-PROGRAM ONE <input type="checkbox"/> MID-PROGRAM ONE <input type="checkbox"/> POST-PROGRAM ONE</p> <p><input type="checkbox"/> PRE-PROGRAM TWO <input type="checkbox"/> MID-PROGRAM TWO <input type="checkbox"/> POST-PROGRAM TWO</p> | <p>CAREGIVER NAME: _____</p> <p>RELATIONSHIP TO CHILD: <input type="checkbox"/> MOTHER <input type="checkbox"/> FATHER</p> <p><input type="checkbox"/> GRANDMOTHER <input type="checkbox"/> GRANDFATHER <input type="checkbox"/> FOSTER PARENT</p> <p><input type="checkbox"/> OTHER _____</p> |
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INSTRUCTIONS: Select the number at the right of each statement, which you judge to be the best description of the child in Parent-Child Home Program home visits **throughout these past 3 weeks**. The home visitor should use their overall knowledge of the observed parent-child interactions to inform their decision.

Your ratings can range from 0 (Never) to 4 (Always), according to the code:

- (0) Never**
- (1) Rarely** (*less than half* of home visits)
- (2) Sometimes** (*about half* of the home visits)
- (3) Often** (*more than half* of the home visits)
- (4) Always** (*every* home visit)

| | | (0) Never | (1) Rarely | (2) Sometimes | (3) Often | (4) Always |
|----------|---|--------------|---------------|------------------|--------------|---------------|
| 1 | Parent gives child directions and encourages child to follow them | | | | | |
| 2 | Parent responds verbally to child's verbal or non-verbal request for attention | | | | | |
| 3 | Parent does not help child with tasks that the parent knows the child is able to do for him/herself | | | | | |
| 4 | Parent shows warmth toward child | | | | | |
| 5 | Parent does not yell, nag, or use harmful words with the child | | | | | |

| | | (0) Never | (1) Rarely | (2) Sometimes | (3) Often | (4) Always |
|----|---|--------------|---------------|------------------|--------------|---------------|
| 6 | Parent clearly verbalizes expectations to the child | | | | | |
| 7 | Parent explains rationale for directions/expectations to the child | | | | | |
| 8 | Parent verbalizes affection toward the child | | | | | |
| 9 | Parent's directions gain the child's attention | | | | | |
| 10 | Parent verbalizes approval of the child | | | | | |
| 11 | Parent encourages child to perform activities that the child can do independently | | | | | |
| 12 | Parent satisfies child's needs, signaled verbally or non-verbally | | | | | |
| 13 | Parent is persistent and consistent in enforcing directions | | | | | |
| 14 | Parent tries to converse with child | | | | | |
| 15 | Parent trains child to perform age appropriate activities (ex. shows child how to stack blocks, shows child how to put blocks away when finished) | | | | | |
| 16 | Parent comforts child | | | | | |
| 17 | Parent is firm with child | | | | | |
| 18 | Parent provides a verbal rationale for obedience | | | | | |
| 19 | Parent listens to child's reaction to a directive and reacts appropriately | | | | | |
| 20 | Parent smiles, nods, or shows approval in some way when child acts positively | | | | | |

Comments: _____
