

**Parent and Child Together (PACT)  
Observation Record**

**1. Parent gives child directions and encourages child to follow them.**

*Parent directs child to perform or not perform an action, and then continues an attempt to get the child to comply. Doesn't let the directive drop without following through.*

The parent might do one or more of the following:

- Tells child to bring a toy out for a Review Session, waits for him/her to bring it, and repeats the directive several times before giving up.
- Tells child that hitting is unacceptable and gives the child an alternative suggestion for expressing anger.

How does the parent give the child directions and how does he/she encourage the child to follow them? (Include dates.)

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**2. Parent responds verbally to child's verbal or non-verbal request for attention.**

*Parent uses words to show that he/she is aware of what the child wants, and that he/she will either grant his/her request or will not do so. Doesn't ignore the child's bid for attention.*

The parent might do one or more of the following:

- Says, "Yes, I see the dog," when child points or exclaims, "Dog!" when looking at a book illustration.
- Says, "Not now – you'll be eating lunch soon," when child indicates that he/she wants a cookie.

How has the parent responded to the child's request for attention? (Include dates.)

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**3. Parent does not help child with tasks that the parent knows the child is able to do for themselves.**

*The parent discourages the child's over-dependence.*

The parent might do one or more of the following:

- When child asks parent to put his/her shoe on, tells him/her to try to do it himself/herself.
- When child gives parent a puzzle piece to fit in for him/her, the parents returns it to the child and suggest he/she do it himself/herself.

How has the parent discouraged the child's over-dependence and encouraged the child to do things for himself/herself? (Include dates.)

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**4. Parent shows warmth toward child.**

*Shows by facial expression or physical act directed toward child that she/he feels affectionate toward the child.*

The parent might do one or more of the following:

- Smiles at child.
- Hugs child.
- Touches child gently on head.

How has the parent shown warmth toward her/his child? (Include dates.)

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**5. Parent does NOT yell, nag, or use harmful words with the child.**

*Refrains from scolding. May use methods of teaching the child the family rules that don't include nagging, hurtful words, threats, or yelling.*

The parent might do one or more of the following:

- When child throws blocks at sibling, tells child, "If you throw blocks, you may hurt someone. Let's build with them instead."
- When child runs away from the home visit activity, she/he continues the activity with the Early Learning Specialist, periodically inviting the child to return and join the fun.

How has the parent demonstrated ways of limiting her/his child's behavior without yelling, nagging, or using harmful words? (Include dates.)

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**6. Parent clearly verbalizes expectations to the child.**

*Puts into words exactly what parent wants child to do, or not to do. Doesn't leave child uncertain about what she/he really wishes of her/him.*

The parent might do one or more of the following:

- When it is clean-up time, is specific about putting all the game pieces back into the box.
- When playing with crayons, the parent tells the child that she/he can only draw on the paper.

How has the parent clearly verbalized expectations to the child? (Include dates.)

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**7. Parent explains rationale for directions/expectations to the child.**

*Encourages child's understanding of reasons for directives. Shows pleasure and patience when child is curious about why something must be done. Often explains without child asking.*

The parent might do one or more of the following:

- When it's time to put a puzzle away, she/he explains to the child why we keep all the pieces together in the manila envelope.
- When the child begins to tear the page in a book, she/he explains why it is a good idea to take care of the book and not to tear the pages.

Demonstrate how the parent has explained directions/expectations to the child. (Include dates.)

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**8. Parent verbalizes affection toward the child.**

*Uses words to express a feeling of warmth toward child.*

The parent might do one or more of the following:

- Says, "You are Daddy's (Mommy's) special girl!"
- Says, "You are my sweetie-pie!"

How has the parent verbalized affection toward the child? (Include dates.)

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**9. Parent's directions gain the child's attention.**

*Makes sure the child is really listening to her/his request or order. Doesn't accept his/her appearing not to notice what parent is saying.*

The parent might do one or more of the following:

- Calmly says, "Did you hear me? It is time to put the blocks away."
- Gets down to the child's level, looks child in the eye, and makes sure the child is listening to her/him.

How does the parent get the child's attention when giving directions? (Include dates.)

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**10. Parent verbalizes approval of the child.**

*Praises child in words. Makes comments that let child know she/he likes what she/he is doing (or refraining from doing.)*

The parent might do one or more of the following:

- Says, "You did a great job!" when the child finishes a puzzle.
- Says, "I am so proud of the way you paid attention to the book today!"

Demonstrate ways that the parent has verbalized approval of the child. (Include dates.)

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**11. Parent encourages child to perform activities that the child can do independently.**

*Suggest activities or tasks to child which he/she is able to do for himself/herself.*

The parent might do one or more of the following:

- Say to the child, "Now it's your turn to turn the page."
- Say to the child, "Let's see if you can find the red block."

How does the parent encourage the child to perform activities independently? (Include dates.)

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**12. Parent satisfies child's needs, signaled verbally or non-verbally.**

*Is sensitive to child's request for providing a necessity, however the request is shown – by word, facial or vocal expression, or actions. The need may be physical, emotional, or cognitive, and is real, rather than a passing whim. Parent then acts to fill the need appropriately.*

The parent might do one or more of the following:

- Suggests that the home visit end early, because the child is rubbing his eyes, seems very tired, and might be getting ill.
- When the child points out an illustration and has a questioning look on her/his face, the parent names the object the child is pointing to.

How does the parent satisfy the child's verbal or non-verbally signaled needs? (Include dates.)

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**13. Parent is persistent and consistent in enforcing directions.**

*Not only tries to get child to comply when she/he directs the child to do (or not do) something, but continues the attempt until the child does comply.*

The parent might do one or more of the following:

- Tells child to bring a toy, waits for child to bring it, and repeats the directive until the child does bring the toy.
- Tells the child to stop hitting his/her sister and is consistent until the child stops.

What are the ways the parent has been persistent and consistent in enforcing directions? (Include dates.)

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**14. Parent tries to converse with the child.**

*Tries to conduct conversation. Responds to child's utterance with a comment, question, or an association to what the child has said. The conversation may be long or short, and it may or may not contain information for the child. The conversation can also be a narration of the child's activity, rather than a verbal give and take.*

The parent might do one or more of the following:

- The child says "green." The parent responds, "Yes, it's a green block. And something you're wearing is green, too." The child again says "green." The parent says, "Look at your shirt. What color is that?"
- The child says, "I'm building a block tower, up, up, up!" The parent responds, "Yes, it goes up, up, up!" The child says, "Gonna crash!" The parent responds "Bang!"

How has the parent tried to have conversations with the child? (Include dates.)

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**15. Parent trains child to perform age appropriate activities.**

*Trains child for self-direction. Gives child information, in a way child will understand, that will enable him/her to carry out age-appropriate tasks by himself/herself, without parent's direction or aid.*

The parent might do one or more of the following:

- Shows child how to turn the pages of a book without tearing them.
- Tells and shows child how to put blocks on top of each other for good balance.

How does the parent train child to perform age appropriate activities? (Include dates.)

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**16. Parent comforts child.**

*Sympathizes by word, expression, or act, with child's distress, and makes some attempt to console her/him. Even when child is not unhappy, conveys a comforting attitude.*

The parent might do one or more of the following:

- Puts arm around child in a kindly way.
- When child cries, diverts his/her attention by pointing to a toy, or reading a book to the child.

How is the parent comforting toward the child? (Include dates.)

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**17. Parent is firm with child.**

*Takes a definite position, and stays with it, in giving an opinion, suggestion, or directive to child. Does not waiver or give an impression of uncertainty.*

The parent might do one or more of the following:

- Tells child it is time for the home visit to end and it is time to say good-bye to the Early Learning Specialist, even though the child protests.
- Tells child she/he may not hit baby brother, and physically prevents him/her from hitting the baby if the child persists.

How is the parent firm with the child? (Include dates.)

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**18. Parent provides a verbal rationale for obedience.**

*Explains why it is necessary for child to perform, or desist from, a particular action.*

The parent might do one or more of the following:

- Tells child that if he/she doesn't put all the game cards back into the box, he/she won't be able to play the game again, because he/she won't be able to find the cards.
- Tells child to put his/her cup of juice on the kitchen table, so he/she doesn't spill the juice on his/her new book.

Indicate ways the parent has provided verbal rationales for obedience. (Include dates.)

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**19. Parent listens to child’s reaction to a directive and reacts appropriately.**

*Takes into consideration the child’s ideas or feelings about the directive. Listens to what the child has to say. She/he may either change directive, or stand firm with it, but child has had a chance to express feelings or thoughts about it. Attitude conveys readiness to respect child’s reactions.*

The parent might do one or more of the following:

- If the child refuses to gather together the beads that have rolled all over the floor, and wants to play with her/his pegboard, the parent says, “OK, I know you want to play with the pegboard, but first you have to find all the beads that rolled away.”
- Says, “I know you don’t like it when your Early Learning Specialist leaves, but she has other children to see today.”

How has the parent listened to the child’s reaction when giving a directive, and reacted appropriately? (Include dates.)

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**20. Parent smiles, nods, or shows approval in some way when child acts positively.**

*Praises or shows non-verbal approval for behavior she/he wants to encourage in child.*

The parent might do one or more of the following:

- Smiles or nods and tells child she/he has done a good job finding all the beads that rolled away.
- Claps hands and says the child did a great job singing a song.

How has the parent shown approval when the child acts positively? (Include dates.)

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