

**SUPERVISED VISITATION OBSERVATION FORM**  
(TO BE USED DURING THE VISIT BY THE PERSON OBSERVING THE VISIT)

CASE NAME \_\_\_\_\_ COURT CASE# \_\_\_\_\_ FSN# \_\_\_\_\_

NAME OF PERSON CONDUCTING THE SUPERVISED VISIT: \_\_\_\_\_

LOCATION OF SUPERVISED VISIT: \_\_\_\_\_

DATE OF SUPERVISED VISIT: \_\_\_\_\_ TIME OF SUPERVISED VISIT: START: \_\_\_\_\_ END: \_\_\_\_\_

NAME OF PERSON PROVIDING TRANSPORTATION FOR THE CHILD(REN): \_\_\_\_\_

AGENCY AND CASE MANGAER ASSIGNED TO CASE: \_\_\_\_\_

CHILD PROTECTION RISK:  DOMESTIC VIOLENCE  SUBSTANCE ABUSE  NEGLECT  PHYSICAL ABUSE  SEXUAL ABUSE/EXPOSURE  
 MENTAL HEALTH

IS THERE A CURRENT RESTRAINING ORDER? \_\_\_\_\_ IF YES, WRITE NAME AND RELATION: \_\_\_\_\_

NAME OF ADULTS SCHEDULED FOR VISITATION (NAME AND WHO THEY ARE: CHILD, PARENT, RELATIVE, FOSTER PARENT, ETC...)	COMMENT ON ADULTS LISTED: ATTENDED, CANCELLED, NO SHOW. COMMENT ON CHILDREN LISTED: ATTENDED, CANCELLED, NO SHOW, NO TRANSPORTATION

Alvarez McBride, Silvia & Gonzalez, Orlando (2018). Supervised Visitation Observation Form. Collaborator: Taylor D. Wall. Contributors: Miami-Dade County Dependency Case Management Agencies: Center for Family and Child Enrichment, Family Resource Center & Children’s Home Society. Adapted from *Training & Reference Manual* (2016). Visitation Observation Checklist. State of Delaware, Office of the Child Advocate.

				COMMENTS
<b>PARENT'S STATUS AT VISIT</b>	<b>YES</b>	<b>NO</b>		<b>IF NO, EXPLAIN USING BEHAVIORALLY SPECIFIC LANGUAGE</b>
Parent arrives on time				
Parent stayed entire visit				
Parent shows attention to personal hygiene, no signs of substance abuse or behavioral concerns				
Parent treats the visitation specialist with respect (e.g., receptive, polite, and communicates with visitation specialist)				
If requested of parent, parent arrives with items needed to care for the child's physical needs (food, diapers, wipes, change of clothes, etc...)				
<b>CHILD'S STATUS AT VISIT</b>	<b>YES</b>	<b>NO</b>		
Child arrives on time				
Child arrives with items needed to care for the child's physical needs (food, diapers, wipes, change of clothes, etc...)				
Child presents with good hygiene (appears well cared for)				
<b>COMMUNICATION SKILLS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1=ALWAYS 2=SOMETIMES 3=NEVER</b>
Parent is sensitive to child's feelings (vs. parent ignores or changes what the child says)				
Parent uses child friendly language (vs. parent uses adult language and comments)				
Parent demonstrates warmth toward child verbally or non-verbally (vs. parent using cell phone, being withdrawn/ignoring, hostile, or distracted)				
Parent is verbally respectful to child (vs. parent "quizzes" the child or seeks inappropriate reassurances from the child)				

Alvarez McBride, Silvia & Gonzalez, Orlando (2018). Supervised Visitation Observation Form. Collaborator: Taylor D. Wall. Contributors: Miami-Dade County Dependency Case Management Agencies: Center for Family and Child Enrichment, Family Resource Center & Children's Home Society. Adapted from *Training & Reference Manual* (2016). Visitation Observation Checklist. State of Delaware, Office of the Child Advocate.

Parent uses praise (e.g., smiles, hugs, high fives, positive words, good listener)				
Child responds positively to parent communication and engagement (vs child rejecting parent, turning away, distancing, ignoring, etc...)				
<b>PHYSICAL SPACE AND EMOTIONAL NEEDS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1=ALWAYS 2=SOMETIMES 3=NEVER</b>
Parent shows respect for child's physical space (vs. parent violates space, kisses child inappropriately, grabs, or puts squirming child on lap, etc...)				
Parent joins in with child's play or lets child initiate play (vs. parent is under-involved or over-involved)				
Parent provides a safe and comfortable interaction for child overall (vs. parent has a threatening, intimidating, intrusive style)				
Parent follows child's lead in reference to feeding needs (vs. force feeding)				
Child is accepting of parent's physical touch and emotional engagement (vs. pushing away, tantrum, crying, cursing, aggression, fighting, etc...)				
<b>CONFLICT RESOLUTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1=ALWAYS 2=SOMETIMES 3=NEVER</b>
Parent sets appropriate behavior limits/discipline (vs. parent uses negative terms, curses, criticizes, orders the child around, etc...)				
Parent handles child's frustrations and anger appropriately and seeks to calm the child (vs. parent escalates the conflict)				
Parent has the goal of mutual enjoyment of the interaction (vs. parent implements his/her own agenda, guilt-inducing, or other negative manipulators)				
Parent provides consistently appropriate modeling during interactions (vs. parent has inconsistent, erratic, and argumentative style)				
Parent uses redirection to help the child learn appropriate behavior and to keep them safe (e.g., chairs are for sitting, put the toy on the floor, roll the ball, this is Mommy's, let's go get a toy, use respectful words, like...)				
Child responds to parent's limit setting (vs. non-compliance, aggression, etc...)				

Alvarez McBride, Silvia & Gonzalez, Orlando (2018). Supervised Visitation Observation Form. Collaborator: Taylor D. Wall. Contributors: Miami-Dade County Dependency Case Management Agencies: Center for Family and Child Enrichment, Family Resource Center & Children's Home Society. Adapted from *Training & Reference Manual* (2016). Visitation Observation Checklist. State of Delaware, Office of the Child Advocate.

<b>UNDERSTANDING OF CHILD'S DEVELOPMENTAL STAGE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1=ALWAYS</b>	<b>2=SOMETIMES</b>	<b>3=NEVER</b>
Parent responds to child's verbal and non-verbal cues (vs. parent doesn't acknowledge child's cry or responds inappropriately)						
Parent has appropriate expectations of child's abilities (vs. parent plays inappropriately, becomes frustrated by child's limitations, etc.)						
Parent provides care necessary for child's developmental stage (vs. parent does not change diaper, help to tie shoes, hold and rock, talk to or reassure child)						
Parent understands the impact of their behavior on child (vs. parent brings inappropriate food, doesn't focus on child or address safety)						
<b>PARENT AND SIBLING INTERACTIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1=ALWAYS</b>	<b>2=SOMETIMES</b>	<b>3=NEVER</b>
Parent treats each child equally behaviorally and emotionally (vs. preferential treatment of specific child,)						
Parent handles sibling interactions in a way that promotes positive relationship among siblings (vs. inaction, taking sides, increasing hostility, inability to manage aggression or disputes)						
<b>END OF VISIT SEPARATION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1=ALWAYS</b>	<b>2=SOMETIMES</b>	<b>3=NEVER</b>
Parent verbally prepares child for separation						
Parent responds sensitively to child's response to the separation (vs. ignoring child or mocking child's distress)						
Parent says "goodbye" and communicates with child when they will see each other again.						
Child shows an emotional connection towards the parent during separation (vs. child easily separates, neutral affect, eager leave, etc..)						
Child's response to clean up is age-appropriate and engages with parent (vs. fear based overly-compliant, non-compliance, aggression, tantrum, refusal, cursing, etc...)						

Alvarez McBride, Silvia & Gonzalez, Orlando (2018). Supervised Visitation Observation Form. Collaborator: Taylor D. Wall. Contributors: Miami-Dade County Dependency Case Management Agencies: Center for Family and Child Enrichment, Family Resource Center & Children's Home Society. Adapted from *Training & Reference Manual* (2016). Visitation Observation Checklist. State of Delaware, Office of the Child Advocate.

ADDITIONAL COMMENTS:

Alvarez McBride, Silvia & Gonzalez, Orlando (2018). Supervised Visitation Observation Form. Collaborator: Taylor D. Wall. Contributors: Miami-Dade County Dependency Case Management Agencies: Center for Family and Child Enrichment, Family Resource Center & Children’s Home Society. Adapted from *Training & Reference Manual* (2016). Visitation Observation Checklist. State of Delaware, Office of the Child Advocate.

CHECKLIST OF OBSERVATION CATEGORIES	CONCERNS	
	YES	NO
PARENT'S STATUS AT VISIT		
CHILD'S STATUS AT VISIT		
COMMUNICATION SKILLS		
PHYSICAL SPACE AND EMOTIONAL NEEDS		
CONFLICT RESOLUTION		
UNDERSTANDING OF CHILD'S DEVELOPMENTAL STAGE		
PARENT AND SIBLING INTERACTIONS		
END OF VISIT SEPARATION		
NEED FOR INTERVENTION DURING THE VISIT		

NAME OF PERSON CONDUCTING THE SUPERVISED VISIT _____ SIGNATURE OF PERSON CONDUCTING THE SUPERVISED VISIT _____ DATE OF VISITATION _____ NAME AND SIGNATURE OF SUPERVISOR _____
---

Alvarez McBride, Silvia & Gonzalez, Orlando (2018). Supervised Visitation Observation Form. Collaborator: Taylor D. Wall. Contributors: Miami-Dade County Dependency Case Management Agencies: Center for Family and Child Enrichment, Family Resource Center & Children's Home Society. Adapted from *Training & Reference Manual* (2016). Visitation Observation Checklist. State of Delaware, Office of the Child Advocate.