How to observe and increase home visiting quality with the Home Visit Rating Scales

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Training Goal
Learn how to observe home visits that support developmental parenting with the Home Visit Rating Scales.

What is Developmental Parenting:
A set of parenting behaviors measured by PICCOLO.

What is developmental home visiting?
- Practices that engage families (evidence-based, interdisciplinary, across models):
  1. relationship-based – build relationships with families
  2. strengths-based – respond to family strengths & cultures
  3. facilitative—engage caregiver in supporting child development
  4. collaborative—partner to build caregiver capacity & confidence
  5. engaging—caregiver and child engaged together in visit
HOVRS3: The Newest Version of the Home Visit Rating Scales

- Observational measure of home visiting quality
- Reliable: good inter-rater agreement
- Valid: predicts parent and child outcomes (HOME, PPVT)
- 7 Scales rated from 1 (Needs Support) to 7 (Excellent)
- Each Scale has 4-7 items with indicators of quality—41 items

- Observational measure of a developmental parenting approach to effective home visiting
- A tool to increase quality in home visiting practices and family engagement
- A resource for supervision, coaching, professional development and quality improvement

在家访问评级尺度-3

- 观察性衡量方法，用于有效的家访
- 一种工具，用于提高家访实践和家庭参与的质量
- 一种资源，用于监督、指导、专业发展和质量改进

What difference does home visit quality make?

When HOVRS scores are higher:

Parents: 2 times as likely to have high HOME scores

Children: 3 times as likely to have high language PPVT scores

What does a HOVRS-3 item look like?

Scale 2: RESPONSIVENESS TO FAMILY STRENGTHS AND CULTURES:
Plans with caregiver input and identifies and adapts to the family’s strengths, values, interests, and goals for supporting child development.

4. To adapt activities to the family’s interests and needs, the home visitor

1 = directs discussion or activity in an inflexible way.
3 = occasionally adapts discussion or activity to what caregiver or child say or do.
5 = frequently adapts discussion or activity to what caregiver or child say or do.
7 = 5 + comments on the interests or needs expressed by what caregiver or child say or do.

(1) Needs support (3) Adequate (5) Good (7) Excellent
How items get rated (1,3,5,7)

(1) Needs support  (3) Adequate  (5) Good  (7) Excellent

How Scales get rated (1,2,3,4,5,6,7)

Overall: 1 2 3 4 5 6 7

Needs support Adequate Good Excellent

To be relationship-based . . .

Build relationships with family focused on development

Support and accept families as they are

Be a good guest while being a good professional
  Show warmth and acceptance
  Show respect and courtesy
  Ask for information before giving it
  Listen generously and actively
  Focus on child development

To be strengths-based. . .

Responsiveness to family strengths and cultures

Find out what their strengths are!

How can home visits help parents support child development? A simple logic model:

- Developmental Home Visiting
  - Relationship
  - Responsiveness
  - Facilitation
  - Collaboration
  - Engagement

- Developmental Parenting
  - Affection
  - Responsiveness
  - Encouragement
  - Teaching

- Child Development
  - Cognitive
  - Social-emotional
  - Language
  - Physical-motor

ASQ

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What do you enjoy doing with him?

How do you get her interested in new things?

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What do you enjoy doing with him?

How do you get her interested in new things?
To be facilitative. . .

- Facilitate positive, responsive, developmental support
- Encourage supportive interactions to get stronger outcomes

**PICCOLO can help you coach developmental parenting behavior**

Coaching steps:
1. Engage caregiver with child & observe closely
2. Describe what you saw the caregiver do
3. Describe how the child responded
4. Explain how this helps child development

Why coaching instead of modeling?

<table>
<thead>
<tr>
<th>Modeling</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignores what parent</td>
<td>Watches what the parent does with</td>
</tr>
<tr>
<td>already does</td>
<td>child</td>
</tr>
<tr>
<td>Doesn’t individualize to</td>
<td>Observes to see where to start</td>
</tr>
<tr>
<td>parent skill level</td>
<td>with each family</td>
</tr>
<tr>
<td>Does not show respect</td>
<td>Asks what the parent already</td>
</tr>
<tr>
<td>for parent expertise</td>
<td>knows and does and then builds on</td>
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<tr>
<td>Discourages parents and</td>
<td>encourages with positive</td>
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<tr>
<td>reduces self-efficacy</td>
<td>feedback to build parent</td>
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<tr>
<td>Comes between parent</td>
<td>confidence</td>
</tr>
<tr>
<td>and child</td>
<td>Supports parent-child relationship</td>
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<td></td>
<td>as context for development</td>
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Use techniques from infant massage:
- Model with doll or parent

How to Discuss Ratings

Focus on Strengths

Describe:
1. a behavior reflecting a strength
2. how the family responded
3. how it helped engage the caregiver in supporting child’s development

Discuss: How could you use this strength to facilitate developmental parenting? How could you use it to strengthen other practices?

Remember: “needs training” = “not yet”
Coaching Framework

How home visitors coach parents & How supervisors can coach home visitors

Effective Teaching Practices

Shared Goals and Action Planning

Reflection and Feedback

Focused Observation

Collaborative Coaching Partnerships

What PICCOLO & HOVRS do

What supervisors need to coach home visitors; What home visitors need to coach parents

info & encouragement

Many ways to use HOVRS-3 in practice

Mentoring, supervising, coaching observation & feedback reflection and goal setting

Professional development identifying training needs defining next steps

Community of practice regular multi-program meetings practice-focus

Feedback:
“I notice that . . . and this matters because . . .”

When someone says, “I notice . . .” you can take a breath, you feel highlighted and seen. And when someone tells you what you did well, it makes you want to do it more often. How could you not want to give that to someone else?

Catharina Oerlemans, Family Support Supervisor at FirstStepNYC

Reflect:

• What did you learn?

• What did you like?

• What are your plans to use what you learned?

• What is your first step next week?

• Who do you call with questions?

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