Using the HOVRS to obtain excellence in home visiting practices

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Infant and Early Childhood Conference
May 3-4, 2017
Tacoma, WA

Training Goal: Develop a better idea of how to use evidence-based practices to engage parents in supporting their children’s early development.

- Home Visit Rating Scales
  - Observational measure
  - 4 scales - Practices
  - 3 scales - Family Engagement
  - Professional development resource
  - Psychometrically reliable and valid

How can we improve children’s outcomes?

How can you improve the quality of home visiting?

1. Plan
2. Implement
3. Measure
4. Improve

Center-based Infant & Child Services → High quality services → Child Development

Home visiting Infant & Child Services → High quality services → Developmental Parenting → Child Development

Home Visiting Practices → Family Engagement → Developmental Parenting → Child Development

HOVRS
PICCOLO
DEC Recommended Family Practice Themes

- Family-centered practices:
  - treat families with dignity and respect
  - individualized, flexible, and responsive
  - involve family members in acting on choices to strengthen child, parent, and family functioning

- Family capacity-building practices:
  - include everyday routines
  - strengthen existing parenting knowledge and skills
  - promote new parenting abilities

- Family and professional collaboration:
  - build relationships between families and professionals
  - work together to achieve mutually agreed upon goals
  - promote family competencies and support child development

DEC Recommended Family Practices

- F1. Practitioners **build trusting and respectful partnerships** ...through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.
- F3. Practitioners are **responsive to the family’s** concerns, priorities, and changing life circumstances.
- F4. Practitioners and the family **work together to create outcomes or goals** ...that address the family’s priorities and concerns and the child’s strengths and needs.
- F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and **build on family strengths and capacities**.
- F6. Practitioners **engage the family** in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.

What is HOVRS-A+?

*Home Visit Rating Scales, Adapted & Extended for Excellence*

- Reliable: 85% inter-observer agreement
- Valid: predicts parent and child outcomes
- 7 Scales rated from 1 (needs training) to 7 (excellent):

  - Practice
    1. Relationship
    2. Responsiveness
    3. Facilitation
    4. Non-Intrusiveness

  - Engagement
    1. Parent-Child Interaction
    2. Parent Engagement
    3. Child Engagement

What is Developmental Parenting?

*QUIZ*

1. How parents help children _____.
2. Parenting behaviors that parents can _____.
3. Parenting that home visiting can help parents _____.

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**Developmental Parenting: Evidence-Based Approach***

Effective home visiting that engages parents in supporting their children’s development and resilience

- developmental
- strengths-based
- culturally responsive
- Facilitate, observe, describe, & inform

*(Roggman, Boyce, & Innocenti, 2008)*

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**Developmental Parenting Approach: how does it help?**

1. Keeps parents in the “driver’s seat”
2. Helps parents find their own way

“Shine the light on *their* path.”

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**Research Support for DP Approach**

*Early Head Start* home visiting program for low-income families (compared with a randomly assigned comparison group):

- More Parent Supportiveness
- Better Child Cognitive Development
- Less Parental Punishment
- Less Child Aggression

*(Roggman et al., 2002, 2009, 2010; Roggman & Cook, 2011; Roggman, unpublished)*

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**“Red Flags”-- Signs of ineffective parenting programs**

- Parents leave the room or go in & out during a home visit.
- Child races to greet practitioner & rummage thru bag.
- More time on family problems than on child development.
- Not much gets done when other family members are there.
- Parent says, “Oh, you are so good with children!”
To avoid **Red Flags**

Use a *Developmental Parenting* approach:
- evidence-based practices
- family-friendly tools
- emphasis on parenting support for children’s early development.

Developmental Parenting goes beyond telling parents....

“You are your child’s first and best teacher,” to *acting* like parents are their children’s first and best teacher.

Developmental Parenting Uses a Facilitative Approach

**Sounds more like:**
“We help the parent find his own comfortable style of helping the child learn because we want the parent to know he will be able to keep supporting his child’s development.”

**Sounds less like:**
“We do the activities with the child to provide a good model for the parent.”

**Sounds more like:**
“We help parents take whatever steps needed to better support the child’s development.”

**Sounds less like:**
“We help parents get the resources for their personal problems *before* we try to get them interested in child development.”

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Parents do Developmental Parenting when they....

Show affection
Respond to child’s needs or distress
Encourage the child to try something new
Teach by asking and answering questions

Why doesn’t every parent do Developmental Parenting?

- Stuff happens, life can be hard
- When life is hard, parenting is harder
- But especially when families are in chaos, crisis, or conflict, children need support for their development.

Developmental parenting is MOST important when children are young and when families are at risk.

How can we reduce long-term risks?

ACES — adverse childhood experiences
Toxic stress—chronic chaos, deprivation, anxiety
Disruptions in primary relationships—separations, loss
Maltreatment—abuse, neglect
Trauma—disasters, crises, frightening events
Disability or illness—child or parent, physical or mental

Developmental parenting: Increase resilience by building strong relationships & developmental foundations

Life-long negative outcomes:
Health—bodily distress, illness, shorter lifespan
Behavior—social aggression, withdrawal, relationship problems
Development—cognitive language delays, poor executive functioning, bedwetting, night waking, eating problems,

“Green Flags”-- Signs of effective parenting programs

- Parent and child interact during most of the visit
- You comment on positive interactions you observe.
- Other family members are involved in the activities.
- Child excitedly turns to the parent when you arrive, expecting fun together.
- Parent says, “We enjoy doing these things together.”
ABCs of Good Practice: A is for Approach

Our approach is strengths-based
—“A strengths-based approach recognizes and encourages parents’ capacities and provides needed assistance in coping with difficulty.”

Zero to Three (2002)

A is also for Attitudes:

Research recommends:

- Responsive to family strengths and culture
- Flexible in strategies and activities
- Supportive and accepting with families

How can you be responsive to family strengths?

Responsiveness to family strengths and culture

Ask questions & make positive comments about
- family strengths
- parent experience & knowledge
- family culture & interests

Examples of responsiveness to parenting behaviors

- What do you do when your child is frustrated?
- What do you enjoy doing with your child?
- What do you ask to get your child talking?
- What do you do to get her interested in something new?
How can you be **flexible** in strategies and activities?

**Flexible in strategies and activities**

Adapt to what parent already does

- Adapt to family living space
- Be clear about what flexibility is possible in program

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What could you **ask about family strengths**?

**I see you have a garden. What does your child do with you in the garden?**

**What kinds of music does your family enjoy?**

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How are you **supportive** and **accepting** in relationships with families?

**Supportive and accepting with families**

Be a good guest, be a good professional:

- Show warmth and acceptance
- Show respect and courtesy
- Ask for more information

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**To express this:**

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**Do this:**

- **Responsiveness**
  --Ask & comment on parenting
- **Flexibility**
  --Adapt to what parent does
- **Supportiveness & acceptance**
  --Focus on parenting strengths
How did we develop HOVRS?

We asked home visitors and their supervisors.
“What does a really good home visit look like?”
“What should happen when it works well?”
“What does a home visit look like when it’s not working?”

From their answers, we developed scales with observable indicators

Research studies support these scales


HOVRS-A+ v2 predicts home visiting outcomes

Covariates:
14m Parenting
14m Child Vocabulary

HOVRS (during program) Parenting (36 m) Child Vocabulary (36 m)

\[.36^* \quad .39^* \quad .19 \text{ ns (.35*)} \]

\[ R = .57, R^2 = .32^*, \text{Indirect effect} = .23; \text{Sobel} = 2.60** \]

HOVRS (during program) Parenting (36 m) Child Attention (36 m)

\[.36^* \quad .65^* \quad .11 \text{ ns (.35*)} \]

\[ R = .77, R^2 = .60^***, \text{Indirect effect} = .14; \text{Sobel} = 1.85+ \]

What does HOVRS-A+ v2 look like?

HOVRS-A+ [Scale]

1 2 3 4 5 6 7

1. To [do high quality practice], the home visitor

1 = does behaviors that indicate training need
3 = does behaviors that indicate adequate practice
5 = does behaviors that indicate good practice
7 = does behaviors that indicate excellent practice

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

2. To [do another high quality practice], the home visitor

Item indicators using anchors

How to Score HOVRS-A+

- Indicators are listed at levels of quality: 1, 3, 5, 7
- For each item, check the best indicator
- If you check an indicator at a low level and then observe an indicator at a higher level, cross out lower indicator
- If child is asleep for over 75% of visit, mark N/A on any indicator involving child
- After observing, make overall rating, from 1 to 7
- Do not use items marked N/A for overall rating.
- Items scored with a 1 weigh more negatively.
B is for Behavior

Research recommends:
1. Focus on child development
2. Engage parent and child together
3. Support developmental parenting behaviors
4. Collaborate with parents
5. Involve other family members
6. Build on family activities

How do you
1. focus on child development?
- Help parent notice developmental needs.
- Clarify parent’s role to support child development.
- Ask and comment on observations of child’s development
- Shift focus to ask how family needs affect child

How do you
2. engage parent and child together?
- Hand materials to the parent
- Observe and comment on parent-child interaction
- Ask parent about child’s responses
- Ask parent about child abilities and interests

How can you say it?

<table>
<thead>
<tr>
<th>Hand materials to the parent</th>
<th>“Here are some beads, see if he can string them.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Your mom can help you”</td>
</tr>
<tr>
<td></td>
<td>“What do you think he’ll do with this?”</td>
</tr>
<tr>
<td></td>
<td>“We can take turns and all play.”</td>
</tr>
</tbody>
</table>
How do you promote developmental parenting?

- Actively encourage affection, responsiveness, encouragement, and teaching.
- Observe and comment on positive parenting behaviors
- Prompt positive parenting behaviors
- Ask about child’s feelings, cues, frustrations, interests
- Offer information about development

Look for:
- What the parent can already do
- What the parent is comfortable doing
- What the parent believes is important to do

Home visiting as Coaching

How do you collaborate with parents?

- Plan activities together with parent(s).
- Say what the program goal is
- Ask what parent knows and wants
- Help parent choose activities
- Give detailed feedback
How do you
5. Involve other family members?

• Greet and invite whoever is there
• Schedule visits to include other family members.
• Bring enough for everyone
• Provide information about family relationships

Father and sibling involvement supports children’s early development.

Azmitia & Hesser, 1993; Oshima-Takane et al., 2006; Perez-Granados & Callanan (1997); Roggman et al., 2004.

How do you
6. use family activities?

Identify family activities and routines as learning opportunities.

- Ask about family activities & routines
- Plan these activities for home visits
- Suggest ways to make routines fun
- Suggest ways to involve a child in helping

No additional materials are needed

Use what families have

Plan ahead together so you can use what they already have

Parents need to know how to use what they have.

Parents need to know that toys cannot replace interaction.

Using what families already have & do takes planning with parents

Why plan with parents?

- Responsiveness — uses family strengths
- Individualization — cultural competence
- Sustainable impacts — planful parenting
- Applicable to life — executive function skills
If you want to . . . | Use this HOVRS Strategy
---|---
• Promote trust  
• Engage the whole family | Relationship with family

• Increase positive parenting  
• Use family activities | Responsiveness to strengths

• Promote developmental parenting  
• Improve support of child development | Facilitation interaction

• Build parent capacity  
• Support parent in parenting role | Non-intrusiveness (collaboration)

• See if strategies are working  
• See of a family needs more support  
• See if a particular visit was effective | Parent & Child Interaction & Engagement

Why use HOVRS?
1. give concrete feedback
2. identify training needs
3. improve home visits

Takeaways from SLACPs
• Home visiting is about how we are with families
• Let parents drive
• Red flags and green flags for home visitors
• Power of coaching and following lead of parents
• E-home visits can be very effective
• HOVRS
  – Is a concrete way to support home visitors
  – Ties together familiar concepts and principles
  – Is a reflective tool to improve home visiting practices
  – Is a tool for professional development regardless of profession
  – Is a strengths-based tool

What other home visitors have said about HOVRS

It has become easier to use the family’s home environment to create teachable moments.

HOVRS helped me to look at my home visits differently and let the parent lead all of the activities.

With HOVRS, I have a guide to what my place is in a home visit—great for new home visitors.
What about bias?

**Halo effect:** When you rate somebody high on one scale, so you expect them to be high on other scales.

**Horns effect:** When you rate somebody low on one scale, so you expect them to be low on other scales.

**Other biases:** Attractiveness, similarity, stereotypes, contrast, uneven profiles

Reliability Within & Between Raters

**Within-observer** reliability or agreement

**Between-observer** reliability or agreement

Reliability: within 1 point in overall scale rating, within 2 points in item ratings

HOVRS observations work best when...

- Observation is scheduled ahead of time
- Not the first few visits, but regularly
- Home visitor is familiar with HOVRS
- Family knows HOVRS is about home visit not them
- Observation is where family is comfortable
- Video recording, with family consent, is paused if needed
- Family is offered a copy of the video

HOVRS can be scored from video

**Video-recording Guidelines**

- Set up in a quiet place
- Home visitor, parent, child in viewfinder
- Faces, hands, materials in viewfinder
- Don’t face a light or sunny window!
- Record for at least 30 minutes
- Check viewfinder frequently!
5 Lessons learned about using **HOVRS**

1. Share observation information right away
2. Use reflective process to discuss
3. Identify next steps together
4. Use information from one or all to plan training
5. Pick one video format for program

Review: What practices does research recommend?

1. **Respond** to family strengths for supporting child development
   - Use what parents already do with what they already have
2. **Build relationships** focused on child development
   - Listen actively, connect the family to resources, and consider child’s development in the family situation, as it is.
3. **Facilitate** parent behaviors that support development
   - Observe and describe what a parent—mother or father—already does to support the child’s development
4. **Collaborate** with parents to plan home visit topics, activities
   - Guide parents to make choices, reflect on what they enjoy doing with the child, and think about what they do often together.
5. **Family Engagement** – with each other and the home visit
   - Establish routines of parent-child interaction for 2/3 of visit or how will they do it afterwards? How will you see their strengths?

Using **HOVRS** in Practice

Supervising & coaching
- observation & feedback
- reflection and goal setting (next step, developmental process, guided by data
- plan for professional development

Community of practice
- across programs
- practice-focus
- sharing ideas
- regular meetings (need infrastructure)

What makes supervision effective?

1. Regular – make the time
2. Reflective – families and feelings
3. Collaborative – mutual trust
4. Coaching – observation-feedback routines
Supervision as Coaching

How supervisors coach home visitors

Collaborative Coaching Partnerships

Effective Teaching Practices

Focused Observation

What HOVRS provides

Steps for using **HOVRS** in supervision

1. Look for highest **HOVRS** scale scores.
2. Ask Home Visitor what home visit activities involve those behaviors.
3. Help the Home Visitor plan more of those types of activities.
4. Ask the Home Visitor about related indicators in that and other scales.

**After **HOVRS:** Discussing Scores

- Focus on strengths
- Use for reflection
- Feedback:
  - what I saw you do
  - how the family responded
  - why it makes home visits more effective
- Think “developmentally”--
  - what is the next step

“needs training” = “not yet”

Developmental Supervision Checklist

**Supervisor Responsiveness to Home Visitor**

___ Sets agenda for meeting after getting input from home visitor.
___ Gets more information by asking open-ended or follow-up questions.
___ Observes and responds by comments, information, or strategy suggestions.
Developmental Supervision Checklist

Home Visitor-Supervisor Relationship
___ At ease, enjoy interacting, readily discuss family progress.
___ Warm, respectful, and appreciative of each other.
___ Sharing information, problems, or concerns openly
___ Supervisor familiarity with caseload
___ Supervisor talks about home visitors strengths.
___ Supervisor brings up issues in sensitive respectful way.

Developmental Supervision Checklist

Supervisor Non-Intrusiveness & Collaboration
___ Seeks, responds to, and encourages home visitor interests & skills.
___ Actively observes and listens, as evident from reflective comments.
___ Asks how home visitor uses materials in the home.
___ Asks questions to help home visitor build on family strengths.
___ Observes home visits regularly and gives specific feedback

Other sources of data: Parents

On our last home visit, my provider:
☐ Helped me learn about my child’s development
☐ Told me my strengths as a parent
☐ Helped me plan activities to help my child develop
☐ Planned the next home visit with me

*On the last home visit you did or saw, how would the parent check?

Other sources of data: You (Self Reflection)

SLACP!

What did you SEE (hear, learn, realize) in your home visit?

What did you LIKE about this home visit?

What would you ADD to this home visit?

What would you CHANGE about this home visit?

What are your PLANS as a result of this home visit?

Other sources of data: You

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