A Coaching-Based Community of Practice: Implementation & Practice Outcomes

Mark S. Innocenti
Lori Roggman
Utah State University

Angela Ward
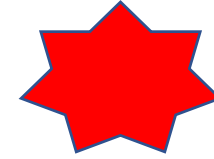*Parents as Teachers*

The Ounce National Home Visit Summit

Thursday, January 30, 2010, 2-3:30pm

Who are we?

- Who are you?
  - How many make home visits?
  - How many supervise home visits?
  - How many provide professional development?
  - How many manage or administer programs?

  - How many hours per month should home visitors spend on professional development?
    a. 1-3
    b. 4-10
    c. more than 10

POLL

- Who are you?
  1. I make home visits
  2. I supervise home visits
  3. I provide professional development
  4. I manage or administer a program
  5. I am a researcher/evaluator
  6. Other

POLL

- How many hours per month should home visitors spend on professional development?
  a. 1-3
  b. 4-10
  c. more than 10

A Community of Practice (CoP) for home visitors

Group of people who share a concern or a passion for something they do and want to learn together how to do it better (Lave & Wenger, 1991, Wenger, 1998)

In this case, *home visitors and supervisors* who want to *make better home visits*.

Collaborative learning

Theoretical reasons

(Buysee et al., 2003; Lave & Wenger, 2001, Vygotsky, 1997)

- **Situated learning:** applying learning in everyday situations – *about what to do* in a visit

- **Reflective practice:** critically examining current practices to improve future practices – *observing, self-observing, describing what works*

- **Adult learning**: active process to build on existing knowledge and experience—*interactive, self-directive, and collaborative*

Collaborative learning is how adults learn best

What would you do in a CoP?

- If you started a community of practice to work on home visiting practices,

- Who would you include?

- What overall practice goal would you focus on?

- How would you measure your progress?
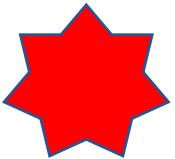
(& report)

poll: engage family, coach caregiver, individualize to families, connect family to resources, educate caregiver

POLL

What would you set as a goal in your CoP?

1. Connecting to community resources
2. Individualizing to families
3. Engaging families
4. Improving home visiting practices
5. Home visitor mental health
6. Other

Practical Reasons for a CoP
Professional development challenges for home visitors

travel risks

- Infrequent meetings with other home visitors

- Rare chances to observe each others' practices

- Limited training resources focused on home visiting

- Limited opportunities to share ideas or reflections
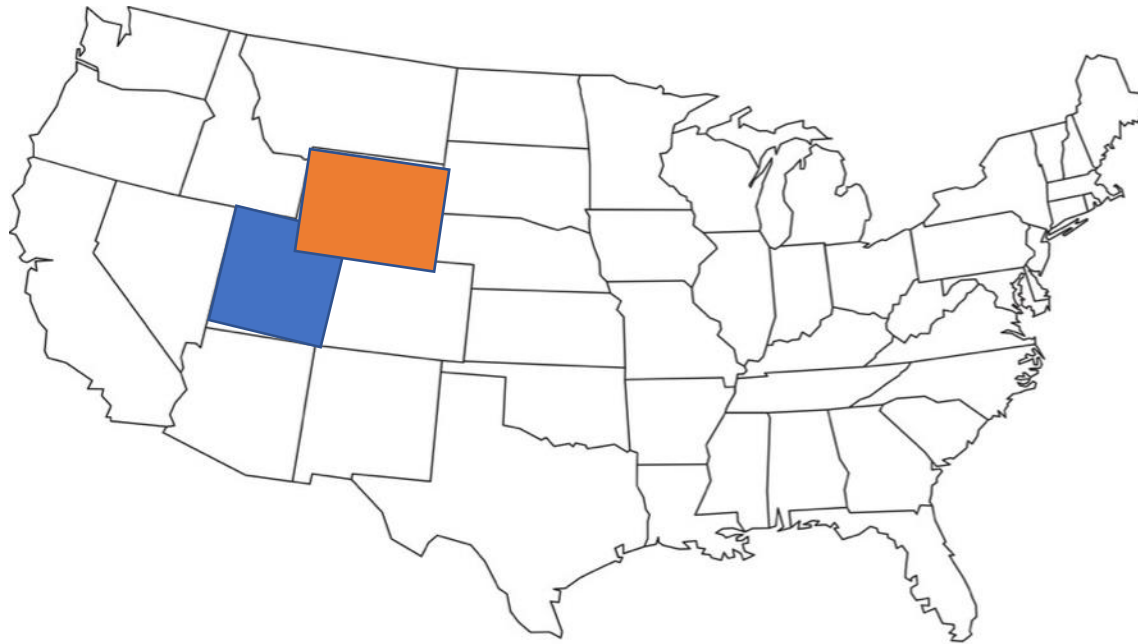
- Time and travel costs for training

time limits

A CoP can meet these challenges
nearby or at a distance

Communities of Practice where locations are scattered and roads are often treacherous.

Wyoming PAT CoP

- Quarterly meetings
- Home visitors and supervisors
- Focused on **improving HV practices**
- **Sharing self-video observations**
- Reflection
- Sharing ideas
- Getting & giving **peer support**

# What Does our Community of Practice (CoP) Do?

- Set practice goals
- Practice new things
- Get feedback on practice
- Share tips and ideas about practice
- Provide support for practice
- Focus on practice strengths

Our CoP's overall practice goal:
To better engage caregivers in supporting child development (especially with families who are challenging to engage).

A Short Query to Discuss
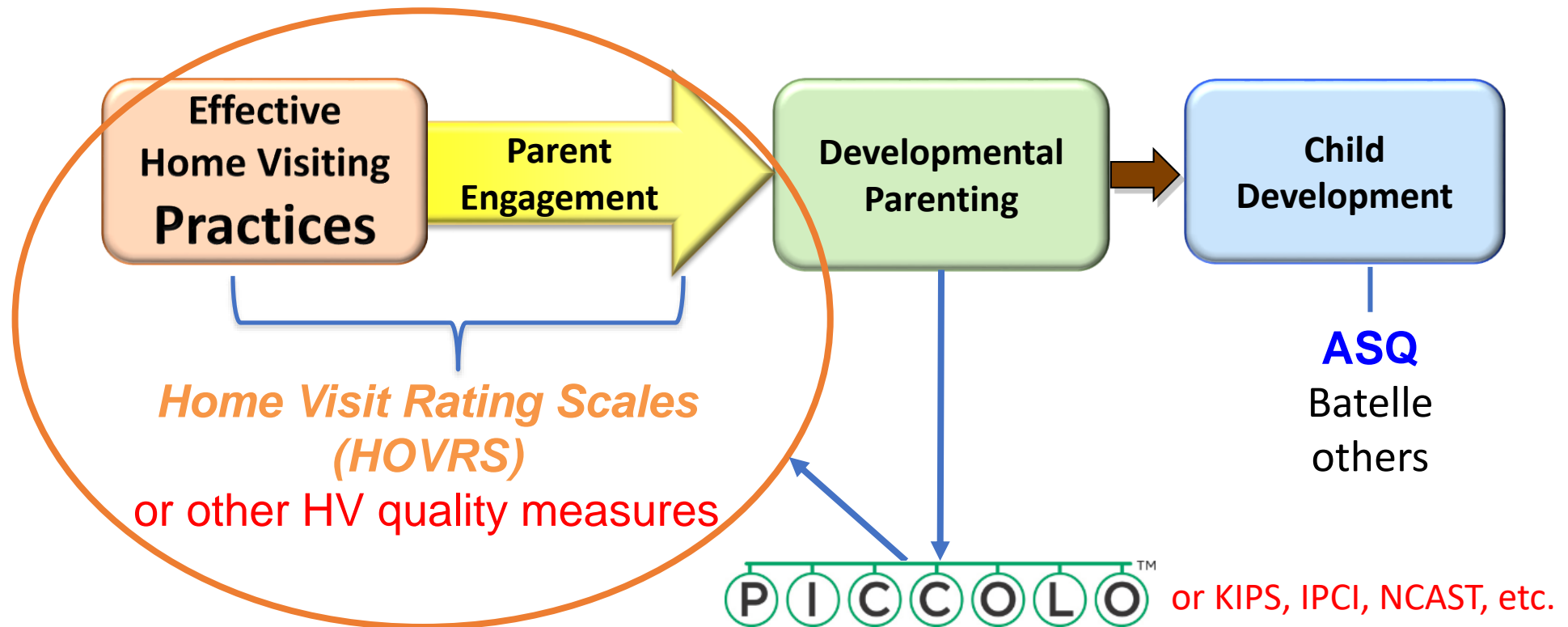
share your good ideas!

(& report)
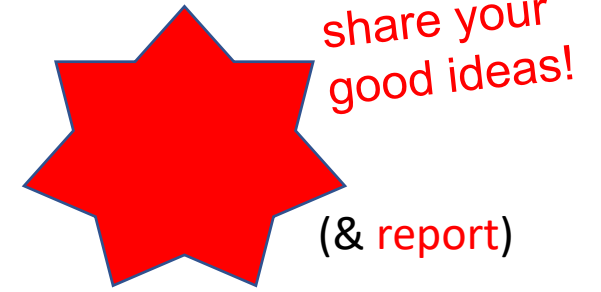
What practices work well for you or your program in meeting the goal of:

increasing positive caregiver-child interactions?

CoP Logic Model

How can home visits improve child development?
How can you measure each step?

CoP focus: Research-based HV practices

Specific practices with evidence that they effectively engage families in supporting child development (Kelly et al., 2008; Peterson et al., 2019; Hughes-Belding et al., 2019; Roggman et al., 2016a, 2019; Woods et al., 2004; Zajicek-Farber, 2010).

✚ relationship-based practice

☀ strengths-based practice

★ supporting engagement in parent-child interaction

💬 collaborative partnerships with parents

CoP focus: Research-based HV practices

- Guided by the **Home Visiting Rating Scales***

We take it apart!

Practices

- **Relationship** building with families
- **Responsiveness** to family strengths and culture
- **Facilitation** of caregiver-child interaction
- **Collaboration** with caregivers

* Observational measure of home visits
Research-based quality indicators
Good psychometric properties

[HOVRS or another effective practices checklist/measure]

PICCOLO

**Parenting Interactions with Children:
Checklist of Observations Linked to Outcomes**

- Observational measure of developmental parenting

  - Other measures: KIPS, IPCI, NCAST, HOME, DANCE, "3-bag"

- 10-min observation

- Reliable & valid

- Predicts better school readiness (age 5) & school success (age 11)

- Practical for early intervention, home visiting, coaching

Affection: Warmth, closeness, positive emotions

Responsiveness: Responds to cues, communication

Encouragement: Support of interest & effort

Teaching: Conversation, play, cognitive stimulation

29 Things!

WY PAT CoP – Structure & Process

Structure

- Small group
  - 13 home visitors
  - 3 supervisors
- 4 CoP meetings/year
  - 1 in-person workshop
  - 3 online video meetings*[a]
- Learning activities between meetings
- Supervisor and peer partner meetings between meetings
- Online resources

webinars

Process

1. Agree on a practice goal
2. Practice between meetings
3. Review self-video:
   1. Self rate selected HOVRS items
   2. Answer reflective queries
   3. Find timestamps for best examples
4. Share 1-2min self-videos in meetings
5. Reflect together on strengths, ideas
6. Repeat

* Gotomeeting.com, Zoom.com (we like zoom best). . . .

[a] making lemonade from lemons--adapting to distance & weather & time limitations

WY PAT CoP – Content

Mtg #	Year : Improve basic HV practices	Year 2: Use good HV practices for parenting observations	Year 3: Integrate observation with good practices	Year 4: Focus on hard-to-engage families	Year 5: Improve our skills
1	Key home visiting practices	Observing parenting	Collaborating with parents	Good practices with hard-to-engage families	Engaging families in supporting child development
2	Planning with parents	Explaining observation to parent	Using home visit feedback	Facilitation with hard-to-engage families	Responsiveness & reflection to engage
3	Engaging parents in interactions	Planning & giving feedback on parenting	Using parenting feedback to facilitate interaction	Responsiveness & facilitation with hard-to-engage families	Feedback to facilitate developmental support
4		Observation-guided planning process	Balancing facilitation & collaboration	Collaboration & Facilitation with hard-to-engage families	Collaboration to increase caregiver capacity

Agenda for CoP Meetings

1. Welcome and update

2. Review & reflect on practice goals to be observed

3. Observe shared videos
   1. Short clips (1-3min) (self-selected best moments)
   2. Shown in CoP meeting (also available from cloud)
   3. Highlighted practitioner comments first
   4. CoP members comment only on "*strengths*" 🙂

4. Reflection and sharing ideas

5. Information for defining next practice goal

6. Planning next video assignment
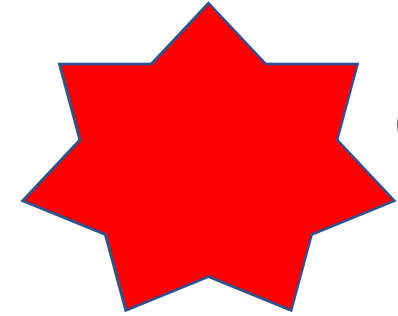
TIPS:
   Don't allow criticisms or suggestions
   Call on people for comments
   Simple written homework to prepare

What are your structure, process, & content takeaways so far?

- What do you want *your* structure to be like?

- What do you want *your* process to be like?

- What do you want *your* content to be like?

(& report)

How we made CoP Assignments - Example

Main barriers to giving observational feedback
    1. Introducing observation to caregivers
    2. Providing effective feedback to caregivers

- **Practice goal:** Giving effective feedback to caregiver

- **Self-Video**: 5min giving feedback, review & pick timestamps

- **Self-Observe**: Self-report observation HOVRS items to score

- **Self-Reflect:** Reflection question– what works best?

    "What is one thing you observed that you would always want to include when giving observation feedback to a parent?"

Defining Effective Feedback
What to say (4 parts):

1. What the caregiver **did that supports child development**
   (example: "29 things")
2. How the child **responded**
3. How this links to **child development**
4. **Where & when else** they can do this

Individualize to:
this parent's values
this child's development
this family's life

PICCOLO Feedback **Self-Video**

"PE giving PICCOLO feedback"

Self-Observe: Selected HOVRS Items to Self-rate

Responsiveness 4. To provide feedback to the parent on family strengths for supporting child development, the home visitor

1 = rarely observes parent or child strengths.

3 = observes parent or child strengths but rarely gives feedback.

5 = observes strengths and gives feedback by making comments, providing information, or suggesting related activities.

7 = **5 +** describes observations of parent-child interactions **or** observations of the child's development.

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

Facilitation 5. To promote developmentally supportive interactions during this home visit, the home visitor

1 = rarely encourages developmentally supportive caregiver-child interactions.

3 = occasionally encourages developmentally supportive interactions, by commenting on observed interactions.

5 = frequently encourages developmentally supportive interactions by explaining how they support development.

7 = **5 +** expands to other ways **or** places to do something similar.

___(1) Needs support   ___(3) Adequate   ___(5) Good   ___ (7) Excellent
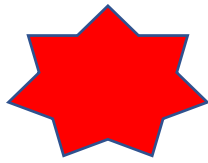
Worksheets that Work
"Planning Feedback"

	PICCOLO behavior example #1
PICCOLO domain and item #	
Words to describe what the caregiver did for this item	
Words to describe how the child responded	
Words to say how it helps the child's development in ways that matter to the caregiver	

Write a feedback message to the caregiver:

Hi

When I watched the video, I noticed that you_____

and that's _____ in the _____ domain.

I noticed that your child _____.

And that helps your child's development because _____

_____.

Let's talk about other times when you have opportunities for _[domain name]_ and how you

might be able to do it more often.

Reflection Question in the Assignment:

*"**What is one thing you observed that you liked and would always want to include when giving observation feedback to a parent?**"*

- *"Always include the positive (what you are doing right)."*

- *"Start with the parent's strengths and expand on those."*

- *"Choose just a couple examples and give clear detailed descriptions so parent understands what they are doing well."*

- *"Point out actual parent-child interactions from observation, and really showcase the serve and return."*

- *"Parents seem more interested in talking about themselves as parents and happy about hearing the things they're doing well."*

- *"I can see that parents are appreciating that I'm noticing their strengths."*

Reflection creates products

PICCOLO
Feedback
Self-Video

"PE giving PICCOLO feedback"
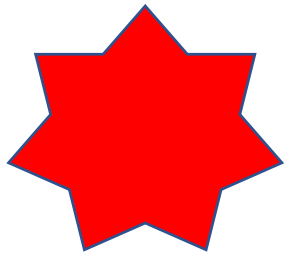
Try it! (& report)

Make an assignment that meets your goals

Practice goal: _____

Self-Video: 5min when you are _____

Self-Observe: Self-report _____
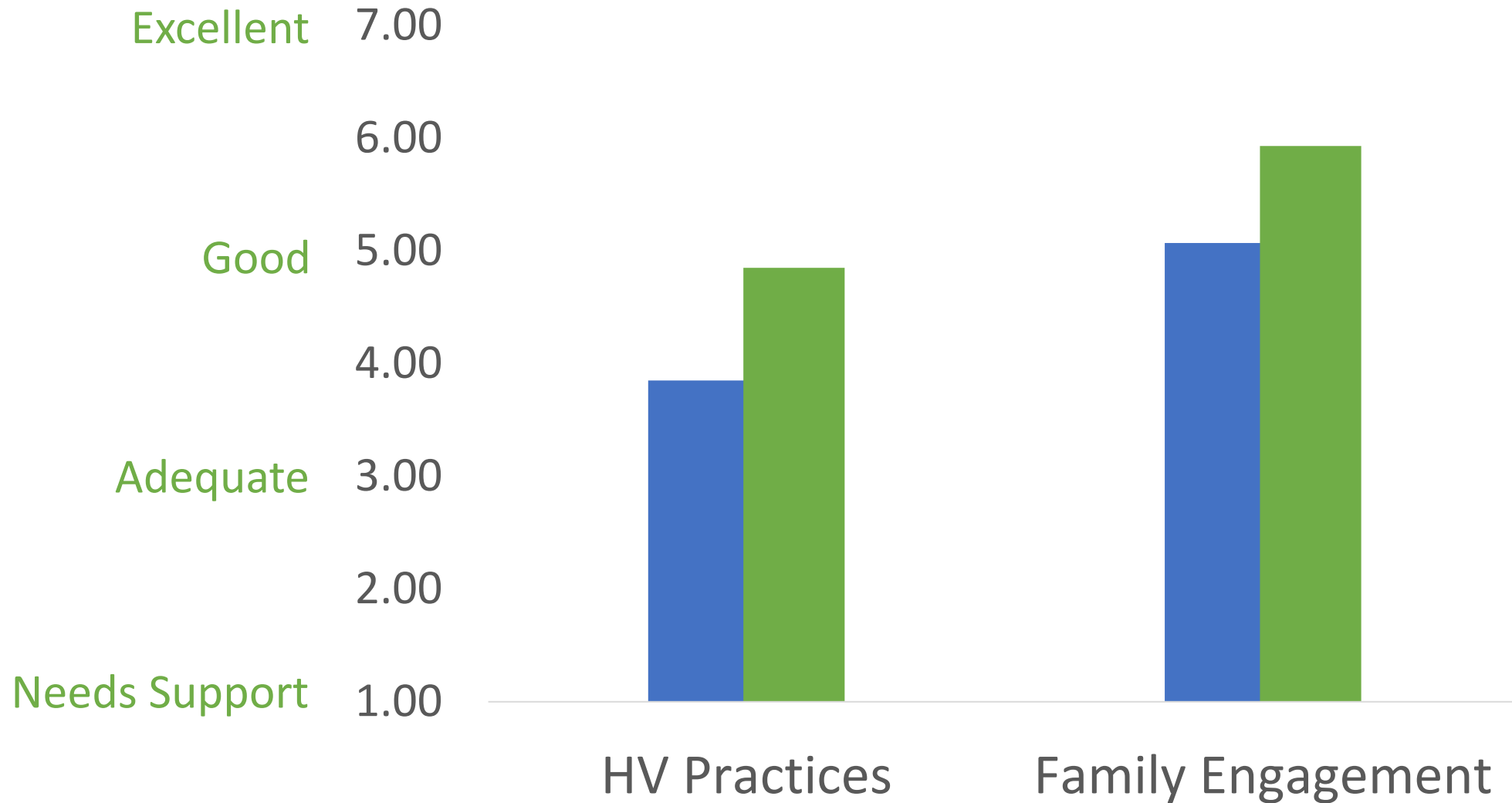
Self-Reflect: Reflection question

What works best for _____?

How well is our CoP working?

- Have home visitors in the CoP improved their practices?
    - HOVRS Practices scores (Scales 1-4) ?
    - HOVRS Family Engagement scores (Scales 5-7)?

- What do the home visitors like about the CoP?

CoP HOVRS Results – Quantitative Outcomes

Qualitative Data from the CoP

What did you SEE?

What did you LIKE?

What would you ADD?

*What would you CHANGE?*

What are your PLANS as a result?

Key CoP Qualitative Outcomes- "LIKES"

o Time to learn, reflect, practice

o **Safe** – not tied to evaluation

o Improved HOVRS Scores

o Better use of PICCOLO

o Better practices by new staff

o More family engagement!

o

How could you do a CoP?

- How would start it?

- What resources would you need?

- How would you keep it collaborative & safe?

- How would you find the time?

(& report)
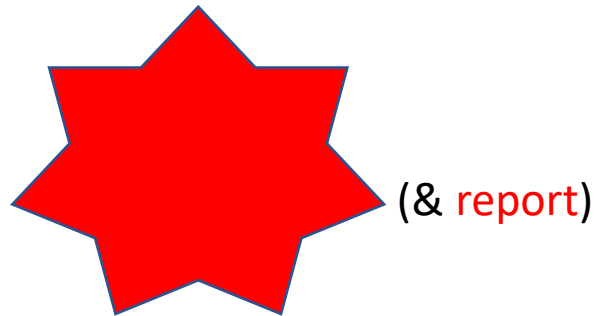
Questions?

Wyoming PAT Community of Practice

Mark.Innocenti @usu.edu
Lori.Roggman@ usu.edu
Angela.Ward@parentsasteachers.org