

Results from Piloting a Home Visitor Communication Toolkit



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Agenda

- ✓ Rationale for communication toolkit
- ✓ Overview of steps in developing toolkit
- ✓ About the toolkit and toolkit demonstration
- ✓ Findings
- ✓ Next steps



**Communication
is foundational**



Home Visitor Role

Task Focused



What

To know and understand

Social-Emotional



How

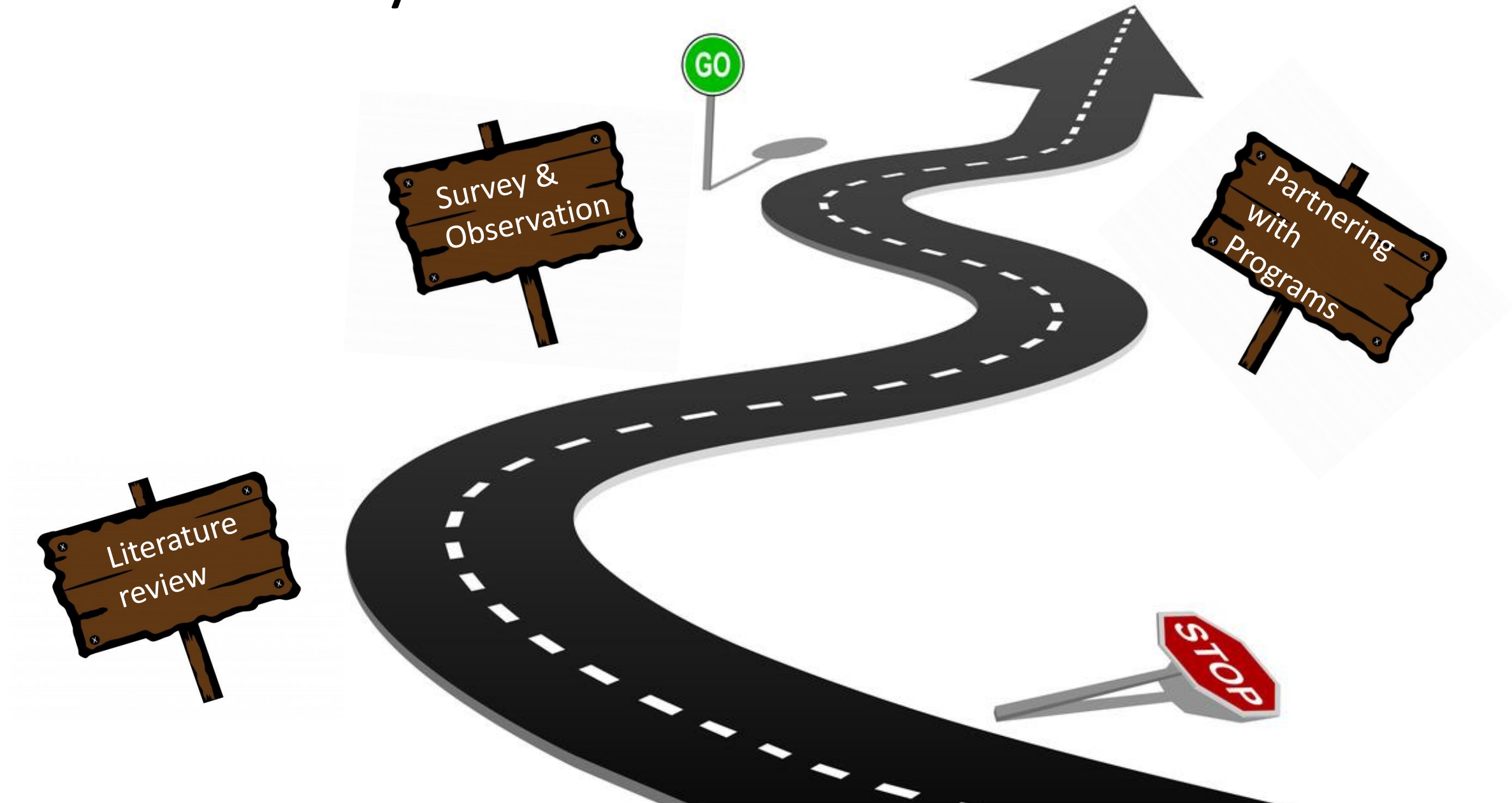
To be known and understood



Programs achieve better outcomes and parents are more engaged when home visitors...

- ✓ Recognize and understand parent's values and motivations
 - ✓ Are accepting and can take parent's perspective
 - ✓ Validate parents
- ✓ Recognize and affirm parent's strengths
 - ✓ Ask for parent's thoughts and suggestions
 - ✓ Brainstorm with parents

Our Journey



MIHOPE implementation report



76% of home visitors reported receiving training on general clinical and communication skills, *however:*

Only 30% of any training received involved role play

Only 23% of any training received involved role play AND observation of role play

Survey of Program Directors: Take-Aways

1. Local sites expect visitors to perform complex functions.
2. Programs support visitors more for building parenting expertise than for building assets on other pathways.
3. But communication skill is key for engaging parents to take action.
4. Overall, sites make relatively little use of observation.
5. We need better ways to support effective communication across all pathways to positive parenting.





When we
observe home
visits, there is a
lot of variation in
how home
visitors
communicate
with families

Engaging Program Staff

10 Month Collaboration with 2 programs

- Engaged staff at multiple levels
- Presented research findings
 - Asked how to bring to life
- Refined ideas and piloted strategies
- Program supervisor presented at in-person training





Learning Community

- ✓ 12 programs, 12 supervisors, and 24 home visitors across 7 states, implementing 6 different program models
- ✓ Two day in-person training
- ✓ Follow up coaching sessions focused on observing home visits and strategy use
 - ✓ Ongoing program feedback on training, strategies, toolkit, and coaching—mutual learning process



Responsive Partnership

Responding to parents' cues and concerns in a timely manner to acknowledge their effort, help them feel understood, and collaboratively address their needs

**Responsive partnership
strategies are the
smallest meaningful
kernels of
communication**



Responsive Partnership

Training and toolkit focus on 11 specific strategies in 4 categories

- ✓ Ask Opinion
- ✓ Asks Permission

- ✓ Checks Parent's Understanding
- ✓ Check Own Understanding

- ✓ Affirmation
- ✓ Complex Reflection
- ✓ Empathy/Validation
- ✓ Reassurance

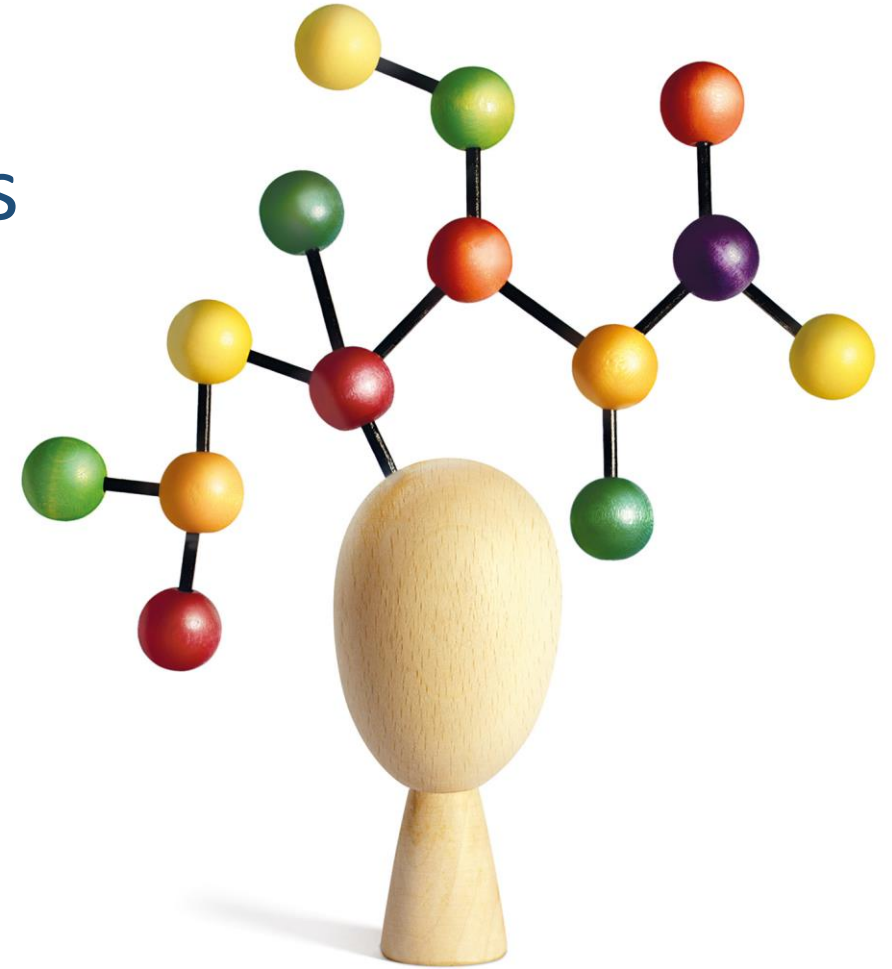
- ✓ Collaborates
- ✓ Addresses Concerns
- ✓ Uses Parent's Expertise



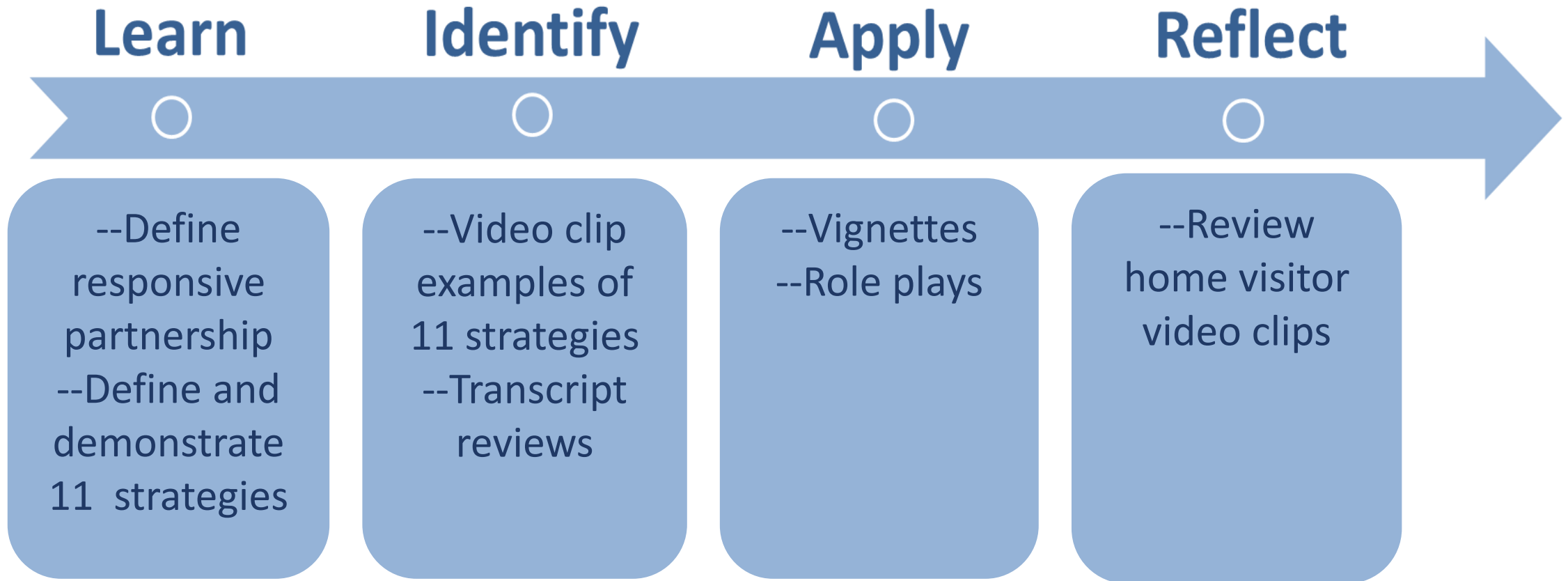
Home Visitor Communication Strategies Toolkit

Overview of Toolkit

- Based on adult learning principles
- To promote *active learning*
 - Acquisition of knowledge
 - Development of skills
 - Transfer of skills to practice



Sequence of Learning Activities in the Toolkit



Samples of Strategies



Ask

Check

Respond

Join

Ask Permission

Ask for permission to give information or to proceed.

Let's watch a home visitor use this strategy!

Ask Permission



And in some visits, I've had a lot, like when parents have shared that they

Ask

Check

Respond

Join

Check Own Understanding

Restate or reflect back information that parent has shared to check accuracy or confirm shared understanding.

Let's watch a home visitor use this strategy!

Check Own Understanding



Ask

Check

Respond

Join

Empathy & Validation

Paraphrase, interpret, name or recognize the emotional state of the other person. Shows recognition and understanding of parent's feelings.

Let's watch a home visitor use this strategy!

Empathy & Validation



Ask

Check

Respond

Join

Address Concerns

Acknowledge caregiver statements or actions 'in the moment' and follow their lead in a timely and helpful manner.

Let's watch a home visitor use this strategy!

Ask

Check

Respond

Join

Use Parent's Expertise

Acknowledge and incorporate parent expertise in order to seek consensus regarding tasks, goals, or direction.

Let's watch a home visitor use this strategy!

Address Concerns & Use Parent's Expertise



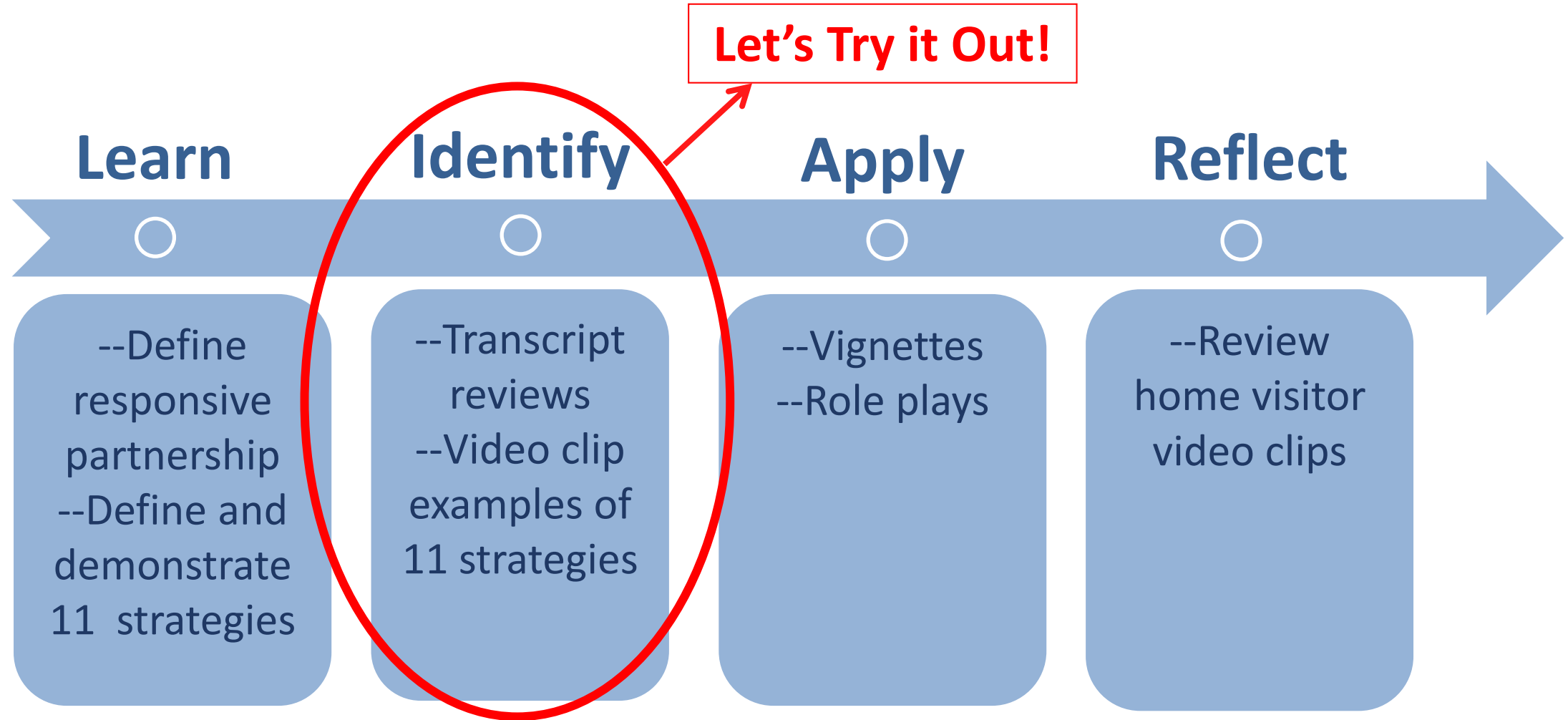
Yeah, when you were saying about her
kind of rough handling him,

[Addresses Concern]

**TIME FOR
ACTION!!!**

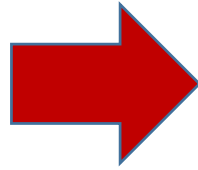


Toolkit Activities



Transcript Review

1. In your handouts, find this transcript.
2. As you review transcript, make note of strategies you identify by placing codes in far column.



TRANSCRIPT			Strategies
<p><i>P: We went to WIC.</i></p> <p><i>H: You went to WIC. No more formula? [HV is talking to the baby in the mother's lap]</i></p> <p><i>P: No, they actually gave us seven cans because we still give him a bottle a day.</i></p> <p><i>H: Ok, so you lessen the amount.</i></p> <p><i>P: But now they have the cards.</i></p> <p><i>H: Oh, so today is the first day you got your card?</i></p> <p><i>P: Mhm [mother smiles]</i></p> <p><i>H: Yeah, so how is it going? What do you think about the new card?</i></p> <p><i>P: We had problems at [WIC office] but we went to Wal-mart and was able to get the formula. I just have to call to see what cereal and um, baby food he can get now because they changed it, like they changed the system. What you can get.</i></p> <p><i>H: They didn't give you a new book? To tell you what you can get?</i></p> <p><i>P: Uh-uh. No. They didn't give me anything. No instructions either. It takes so many steps to get what I need.</i></p> <p><i>H: That can be pretty frustrating. Would it be okay with you if I check with someone I know at the WIC office to see if they know more about the changes and if they have a list of the items you can get now?</i></p> <p><i>P: Sure, because I am not sure who to ask and I don't want to pick out stuff we can't get. They always seem to be trying to get you out the door there [at the WIC office].</i></p> <p><i>H: Okay, I will text [WIC staff member] and then we can look at what she says and make a list of approved items. How does that sound?</i></p> <p><i>P: Good, thanks.</i></p> <p><i>H: Great, we will get it figured out so you can get what you need.</i></p>			
KEY			
ASK	CHECK	RESPOND	JOIN
AO = Asks Opinion AP = Asks Permission	CPU = Checks Parent Understanding COU = Checks Own Understanding	A = Affirmation CR = Complex Reflection EV = Empathy & Validation of Feelings R = Reassures	PE = Uses Parent's Expertise C = Collaborates AC = Addresses Concerns

Transcript 1 Review: Answers

TRANSCRIPT 1	Strategies
<i>P: We went to WIC.</i>	
<i>H: You went to WIC. No more formula? [HV is talking to the baby in the mother's lap]</i>	COU
<i>P: No, they actually gave us seven cans.</i>	
<i>H: Ok. Did that make sense why they gave you only seven cans?</i>	CPU
<i>P: Yes, but because we sti</i>	
<i>H: Oh, so today is the first</i>	COU
<i>P: Mhm [mother smiles]</i>	
<i>H: Yeah, so how is it going</i>	AO
<i>P: We had problems at [W</i> <i>baby food he can get now</i>	
<i>H: They didn't give you a</i>	COU
<i>P: Uh-uh. No.</i>	
<i>H: Would it be okay with y</i> <i>list of the items you can g</i>	AP
<i>P: Sure, because I am not</i> <i>there [at the WIC office].</i>	
<i>H: Okay, I will text [WIC staff member] and then we can look at what she says and make a list of approved items. How does that sound?</i>	C, AO
<i>P: Good, thanks.</i>	
<i>H: Great, we will get it figured out so you can get what you need.</i>	C, R




... and um,

if they have a

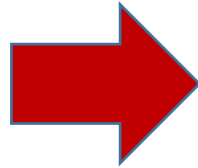
you out the door

Transcript 2 Review

TRANSCRIPT 2		
[Home visitor gives mother a depression screening to fill out]		
H: So, tell me how have you been feeling?		AO
P: [makes so-so hand gesture] I gave the assessment back to home visitor.		
H: Mhm. So, you have been feeling better?		CR
P: Yeah. So, I just answered the questions.		
H: Mhm. That's all we were going to ask.		
P: [Sighs heavily] I need more help.		
H: How many days do you go to work?		AC
P: I don't know...seven?		
H: Right, okay. How would you like to talk to them?		AP, C
P: Umm. I don't know if I can.		
H: Ok, well. Because, I can call them for you.		EV, COU
P: Mhm.		
H: So, you know yourself, you can call them. We can call now together, or I can leave the room while you call, or you can call whenever you are comfortable.		PE, C
P: Let me get the number. I will go in the kitchen and call them really quick. I should just get it over with.		
H: Okay, it is good that you are taking care of yourself. I will be here for you to help in the way you are most comfortable with, OK?		A, C
P: Mhm. Thanks.		

Video Clip Example

1. In your handouts, find this rubric.
2. Watch and listen for strategies in this clip.



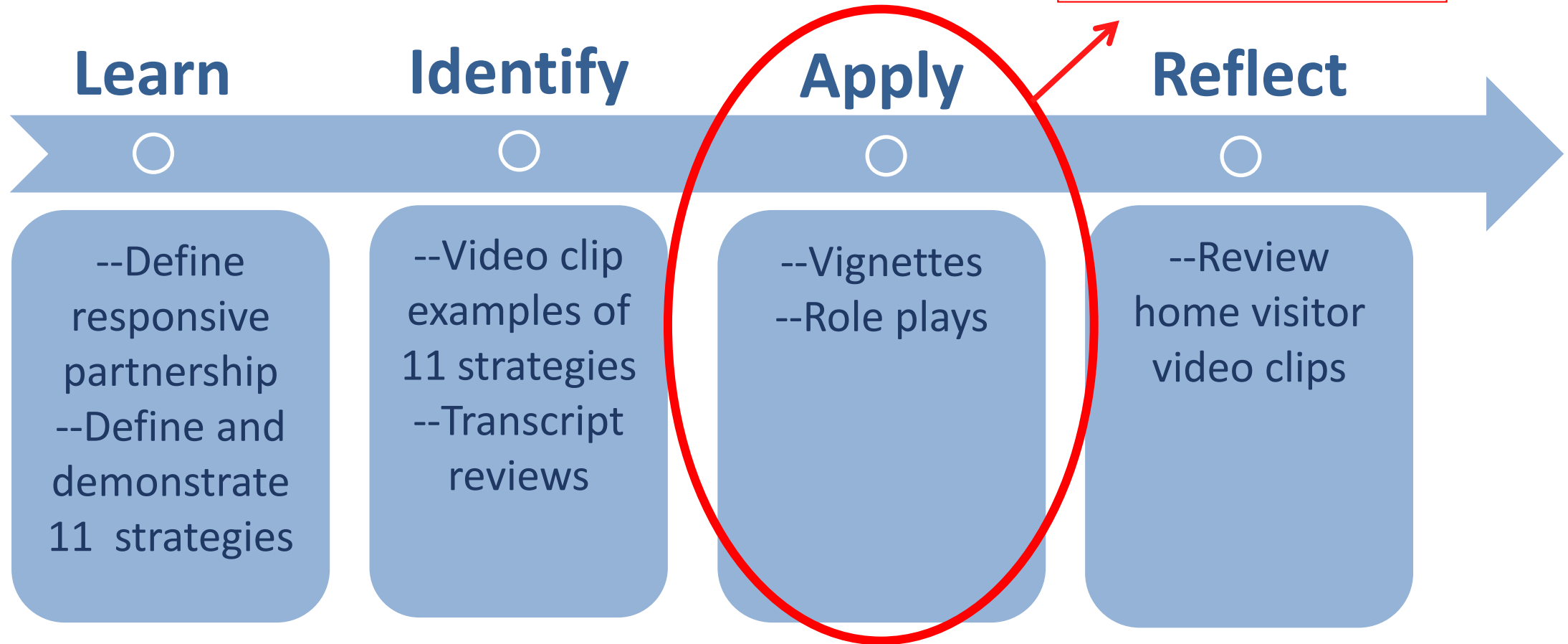
OBSERVATION RUBRIC			
Strategy	Did the Home Visitor...	Occurrences	Notes
ASKING		(Hash Marks)	
Asks Opinion (open-ended questions)	Ask for parent's opinion, point of view or perspective beyond simple agreement or disagreement		
Asks Permission	Ask for permission to give information or to proceed.		
CHECKING		(Hash Marks)	
Checks Parent's Understanding	Check to see if information just said has been followed or understood.		
Checks Own Understanding	Check accuracy or confirm shared understanding by restatement/ reflection back of information		
RESPONDING		(Hash Marks)	
Affirmation	Accentuate something positive and genuine about client		
Complex Reflection	Add meaning or emphasis, conveys deeper picture of what parent said		
Empathy/ Validation	Interpret, name or recognize the emotional state of the parent		
Reassures	Show optimism, encouragement, reassurance to normalize parent's experiences		

Video Clip Example



Sequence of toolkit

Let's Try it Out!



(1) Select a vignette

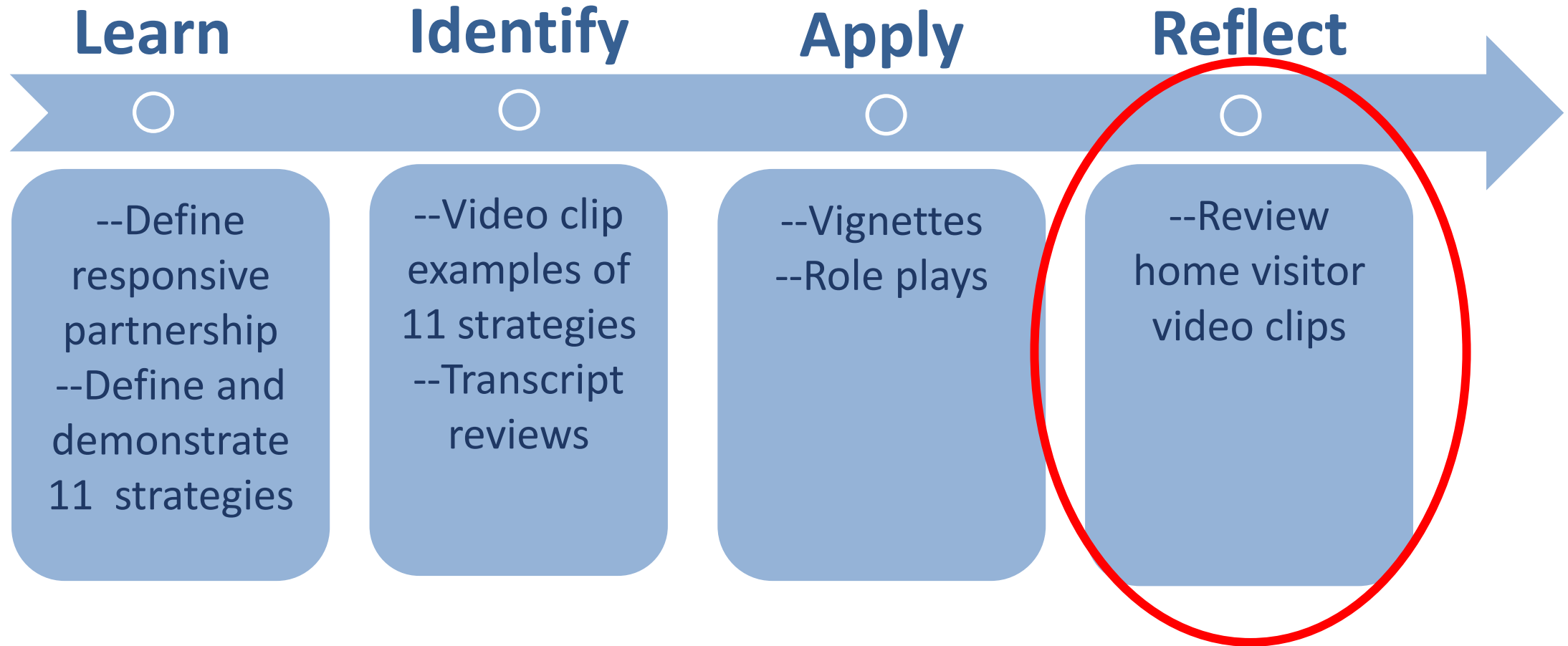
(2) Read vignette and prompts

(3) Discuss strategies you might try and consider:

- Why would you use the strategy?**
- How would it be helpful?**
- Would it be challenging to use? Why?**



Sequence of toolkit



Reflect

- ✓ Home visitors record home visit
- ✓ Focus on trying out strategies
- ✓ Watch recordings with coach, peers, and supervisor
- ✓ Observe and reflect on strategy use
- ✓ Observe and reflect on parent response to strategy use



Questions?





Findings and Next Steps

Findings from Learning Collaborative

- Pre and Post Training Surveys
- Focus Groups
- Video Taped Observations



Surveys and Observations

- Overall home visitors and supervisors found the training useful and "worth the effort"
- Both and Supervisors reported
 - Increased confidence in home visitors' skill
 - Increased use of strategies
 - Decreased need for support
- Observational data revealed non-significant increases in use of most skills with a slight decrease in affirmations and collaborations

Focus Groups Themes

Intentionality

It really made me more intentional,
especially the Asks Permission and
Collaboration

My definition and what
you expected might be
different, so maybe a little
clearer

It might not work for all
families

New Approaches

The strategies really helped
us be able to come back to
something and ask in a
different way

I feel like it was more
complicated than it needs
to be

Too Wordy

Reflection

In supervision my
supervisor will reflect with
me and say, "You used this
strategy quite a bit

Next Steps

- Partnering with programs and stakeholders to refine toolkit, with a focus on:
 - Strategy use across program models
 - Implications for working with diverse families
 - Guidance for using toolkit in supervision
- Developing and testing an interactive, web-based version of the toolkit

Questions?



- Thanks to the Heising-Simons Foundation for their support
- Thanks to the home visitors & their programs who contributed to the development and piloting of this toolkit!
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THANK YOU