

Reflecting on Home Visiting: Using Video Observations to Inform Practice

Laura Nathans

Penn State-Scranton



Bridget Walsh

University of Nevada-Reno



Kere Hughes-Belding

Iowa State University



What's Your Role?

- Home Visitor
- Home Visitor Supervisor
- I am both a Home Visitor and Supervisor
- Administrator
- Researcher



A silver key lies diagonally across the left side of the image, resting on a piece of weathered, textured wood. The wood has a rough, cracked surface with many small holes and knots. The key is a simple, modern design with a flat, rectangular head and a long, thin shaft.

HOME VISITOR SUPERVISORY SUPPORT, TRAINING, AND JOB SATISFACTION ACROSS THREE HOME VISITATION PROGRAMS

Laura Nathans, Ph.D.; Sukhdeep Gill, Ph.D.; and
Sonia Molloy, Ph.D.



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Background of Study

- There is a growing but limited number of studies focused on home visitors despite their importance to implementation (Azzi-Lessing, 2011)
- Need to study home visitors' experiences of readiness, preparedness, and support

Home Visitor Readiness, Supervisory Support, and Job Satisfaction

- **Home visitor readiness:** development of needed competencies for working with families through acquiring knowledge and theoretical foundation provided during training (Communities of Practice, 2018)
 - Home visitors ill-prepared to handle challenging topics (Thomasson, Stacks, & McComish, 2010)
- **Supervisory support:** feeling supported and empowered at work bolsters home visitors' ability to handle stressful situations and has been linked to lower staff burnout (Lee et al., 2013)
- **Job satisfaction:** home visitor readiness, support and supervision, and training play a role in home visitors' job satisfaction (Curry, McCarragher, & Dellman-Jenkins, 2005)





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Study Objectives

- To identify similarities and differences in home visitors' initial readiness for three home visiting programs: Nurse-Family Partnership (NFP), Healthy Families America (HFA), and Early Head Start – Home Based Option (EHS – HBO)
- To explore home visitors' perceptions of and initial experiences with ongoing supervision and support
- To examine the differences in job satisfaction reported by home visitors from the three home visitation programs

Sample and Procedures



82 home visitors from 10 sites –12 home visitors from three NFP programs, 16 from five HFA programs, and 54 from two EHS-HBO programs



Second author was evaluator of program along with another author of related publication, who approached home visitors to participate; data collected from 1999-2004



Each site provided contact information for the home visitors and informed them about the evaluation project; consent obtained by researchers independent of agency input



Measures

- Quantitative survey questions addressing educational background, prior work experience, and additional training
- 5-point Likert scale rating commitment to intervention model
- 5-point Likert scales rating frequency and quality of supervision
- Overall Job Satisfaction Scale (Gill et al., 2007) – three subscales – Roles and Responsibilities, Salary and Benefits, Interpersonal Climate with 5-point Likert scales
- Semi-structured qualitative interviews conducted three months after enrollment to explore perceptions of readiness and support in greater depth – semi-structured interviews (example: “How can in-service training be changed/improved to meet your needs better?”)
- Interviews were coded by thematic analysis methods (Miles & Huberman, 1994)

Results: Professional/Educational Background

- **EHS-HBO:** Child Development Associate; some college credits; Baccalaureate degrees in Child Development and Family Relations, Elementary Education, Health and Physical Education, and Criminal Justice
- **NFP:** all but one had bachelor's or master's degree and all were registered nurses
- **HFA:** greatest variation in professional training with no degree to Master's degree in Social Work





Initial Training

- All three programs reported receiving training before they started service delivery
- Major themes:
 - Overwhelming amount of information
 - Need to focus on specific issues and processes
 - Need for longer mentoring period
 - Need for training on challenging topics, community resources, and home visitation process



Commitment to the Intervention Model

- No statistically significant differences between three home visiting models on commitment to the intervention model – $F(2, 56) = 0.83, p = .441, \eta_p^2 = 0.03$
- Home visitors from all three models reported strengths of their models
- Weaknesses of program models:
 - Maintaining caseloads (EHS-HBO; HFA)
 - Paperwork (NFP; HFA)
 - Delivery of curriculum (NFP)

Supervisory Support

- No statistically significant differences between three home visiting program models in frequency [$F(2, 77) = 0.09, p = .919, \eta_p^2 = 0.002$] or quality of supervision [$F(2, 74) = 0.94, p = .395, \eta_p^2 = 0.03$]
- Question posed to home visitors: “What can the program do to make the supervision better/more meaningful to you?”
- Responses of **EHS-HBO** home visitors:
 - Need for broader focus rather than only on child development
 - Supervision once a month rather than on as needed basis
 - Complaints about working with specific supervisors – too simple of perspectives on cases, takes things too personally





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More on Supervisory Support

- Responses of **HFA** home visitors:
 - Need more consistency with scheduling
 - Separate discussions of assessment from quality improvement
 - Supervision needed to be more clinical, administrative, and available regularly
 - Change frequency to monthly
 - Address 1-2 clients with specific problems rather than all cases each week
 - Supervisor shadowing of home visits
- Responses of **NFP** home visitors:
 - Need greater focus on nurses' needs
 - More time for supervision for nurse home visitors
 - Supervisors need more time for program
 - Same answers to same questions every week is problem
 - Supervisors should give frequent feedback to home visitors through filling out forms

Job Satisfaction



- NFP and HFA had higher mean scores than EHS-HBO in:
 - Overall Job Satisfaction – $F(2, 72) = 4.39, p = .016, \eta_p^2 = 0.11$
 - Roles and Responsibilities – $F(2, 72) = 2.43, p = .096, \eta_p^2 = 0.06$
 - Interpersonal Climate – $F(2, 72) = 6.50, p = .003, \eta_p^2 = 0.15$
 - No statistically significant differences between the three home visiting program models in Salary and Benefits – $F(2, 72) = 1.35, p = .265, \eta_p^2 = 0.036$

Discussion



Importance of training to address challenging topics, such as domestic violence and substance abuse



Home visitors agree with their models' overall philosophy of implementation of home visiting services



Home visitors either wanted either more or less time spent in supervision



Need for improvement in structure of supervision – importance of reliance on reflective supervision



NFP and HFA had higher job satisfaction scores due to greater alignment between commitment to intervention model, professional and educational experience, and supervisory support

More Specific Discussion on Supervision

Similar and high levels of satisfaction with frequency and quality of supervision from all three programs



Current differences in the three programs' supervision requirements impact the effectiveness of the programs in meeting home visitors needs for supervisory support

- NFP requires greatest number of hours of supervision; then HFA; EHS-HBO has no requirement (Duggan et al., 2018)

More Discussion on Supervision



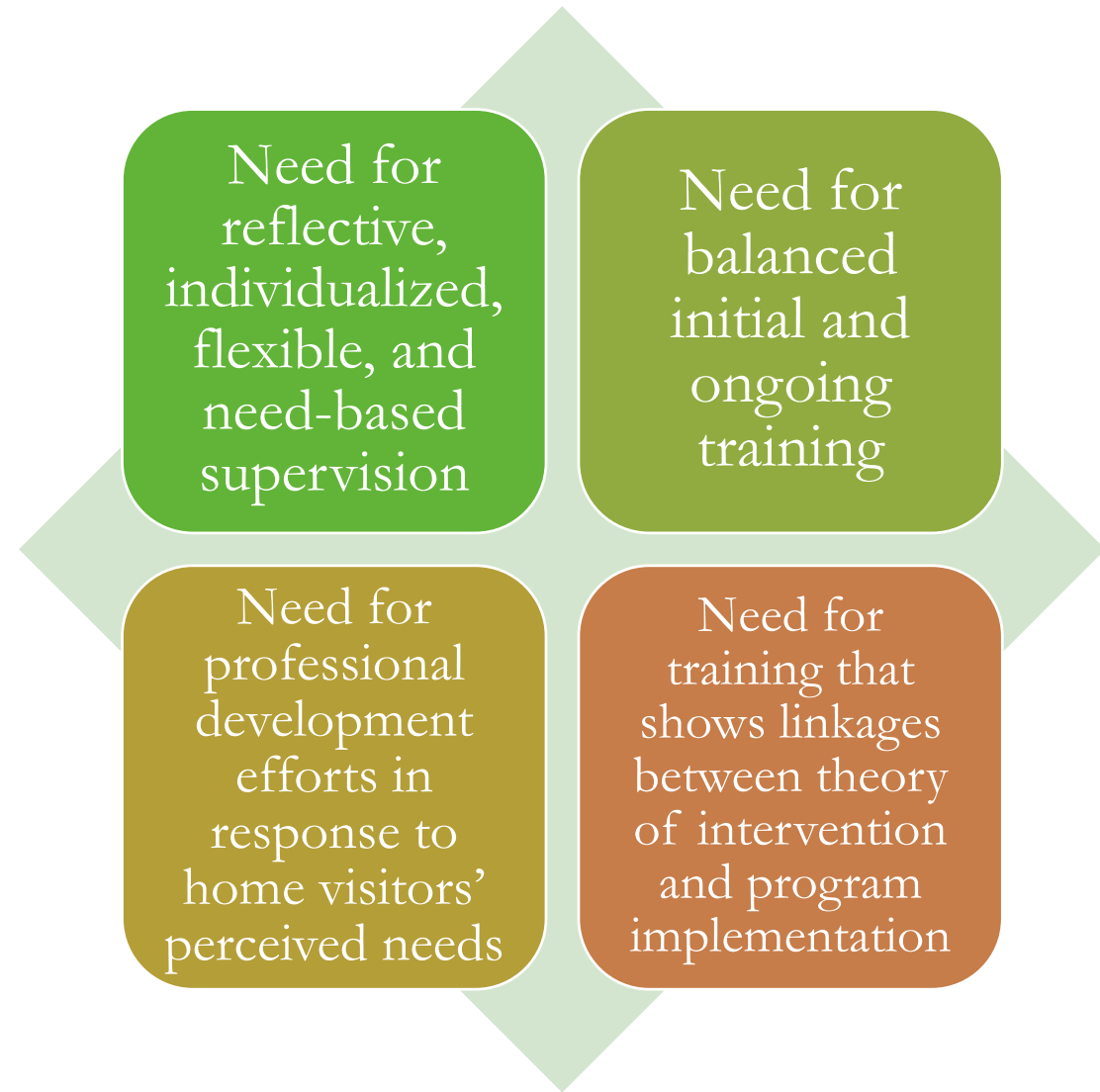
- Recently, reflective supervision recognized as parallel processes whereby supervisors provide same care to home visitors that they are expected to provide their clients (Lee et al., 2016), which in turn enhances parents' reflective skills (Duggan et al., 2018)
- Reflective supervision is a form of support during which home visitors share frustrations, express feelings, and openly express effects of their work on them (Alitz et al., 2018)
 - Can improve home visitors' decision making and problem-solving skills (Duggan et al., 2018)
 - EHS-HBO and HFA have incorporated reflective supervision into current supervision requirements (National Center on Parent, Family, and Community Engagement, 2014; Prevent Child Abuse America, 2017)

Do You Engage in Reflective Supervision?

- Not currently
- During individual supervision
- During Group Supervision
- During Electronic (Virtual) Supervision
- More than one of these options



Implications



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Home Visitors' Conceptions of Effective Practice in Home Visiting: A Potential Framework

Bridget A. Walsh, Ellen Rahn, Rose Steffen, Shelby Peterson,
Sergio Trejo, and Elizabeth Christensen
University of Nevada, Reno



Goals

- Present a framework that incorporates video-and data-based observations to potentially promote home visitors' ideas about effective practice
- Discuss framework
 - Discuss use of video



Pre-interview



Video Review



Data Review



Post-interview

Does Your Program Use Video for Reflection?

- No, but I'm interested
- Recommended but not required
- Required but not used for reflection
- Yes, we use it regularly



How Do You Use Video?

- We don't
- Reflective supervision
- Individual review & reflection
- Communities of practice
- Coaching (one-to-one), not as a part of supervision



Video Observations of Home Visitors in Action

- Video to promote quality practices through coaching
- One theme in the emerging home visitor coaching literature is the inclusion of video observations and assessments (Walsh, Innocenti, & Community of Practice, Coaching, Ounce of Prevention Fund, in review)
- Video is useful to support home visitors' professional growth (National Home Visiting Resource Center, 2017)



Use of Video

- Promoting First Relationships (PFR) includes videotape coaching strategies and is intended to encourage relationship-based skills of service providers working with young children with disabilities and their families (Kelly, Zuckerman, & Rosenblatt, 2008).
- Innocenti and Roggman (2018) created a community of practice in partnership with Parents as Teachers (PAT). Video-recording home visit observations and assessing them via the Home Visit Rating Scales (HOVRS) were central to this professional development effort.



Observation-based assessments → video-based intervention

Home Visitor Quality Measures	Example Constructs
Home Visitor Rating Scales (HOVRS; Roggman et al., 2012)	Home Visitor Responsiveness to Family; Home Visitor Facilitation of Parent-Child Interaction; Home Visitor Intrusiveness/Collaboration with Family
Home Visit Observation Form (HVOF; McBride & Peterson, 1996)	Primary Interaction Type; Content of Interaction; Nature of Interaction
Prevention Initiative Quality Rating Instrument (PIQRI; Korfmacher, Frese, & Gowani, 2019)	Home Visitor Qualities, Service Delivery, Program Characteristics and Content
Parent Child Interactions	Example Constructs
Parenting Interactions with Children Checklist of Observations Linked to Outcomes (PICCOLO; Roggman et al., 2013)	Affection; Responsiveness; Encouragement; Teaching
Keys to Interactive Parenting (KIPS; Comfort, Gordon, & Naples, 2011)	Open to Child's Agenda; Language Experiences; Supportive Directions; Encouragement
Child Development (e.g., Ages & Stages Questionnaire; ASQ; Bricker et al., 1999)	Motor Skills; Problem Solving; Communication

Video- and Observation-Based Intervention

- How does a video-and data-based intervention affect home visitors' conceptions of effective practice?
- To accomplish the proposed study, the methodological framework used in Radloff and Guzey's (2017) study, which included: pretest, intervention (Video and then Data), post-test, was used
- Descriptive case study methodology (Yin, 2013)



Pre-interview



Video Review



Data Review



Post-interview

Participants

Participant's pseudonym	Age Education	Ethnicity/Race	Gender	Years of Experience
Karla (Case 1)	n/d Bachelor's	Caucasian	Female	10+
Mila (Case 2)	27 Bachelor's	Caucasian	Female	10+
Mara (Case 3)	51 Bachelor's	Caucasian	Female	10+
Marta (Case 4)	54 Bachelor's	Hispanic/Latina	Female	10+
Shaunice (Case 5)	37 Associates	Caucasian	Female	10+



Pre-interview

Fourteen Questions

- How would you define effective home visiting?
- How do you facilitate affection between parent and child during a home visit?



Video Review

[https://www.drobox.com/home/Videos%20of%20Home%20Visits?preview=Martie+4+\(3\).MP4](https://www.drobox.com/home/Videos%20of%20Home%20Visits?preview=Martie+4+(3).MP4)

- Did the video provide an example of effective home visiting? If you felt like it was effective, explain what made it feel effective. If you did not feel it was effective, please explain what you would do differently.
- What components of effective home visiting were represented in the video? Which were missing?



Data Review

- What findings do you think represent effective home visiting?
- What do you think are the most important findings from the measures that support their families' needs and goals?



Post-interview

Fourteen Questions

- How would you define effective home visiting?
- How do you facilitate affection between parent and child during a home visit?

Karla



Scale/Subscale	<i>M</i>	<i>SD</i>	Range
HOVRS (<i>n</i> = 9)			
Responsiveness	3.27	.47	3-4
Relationships	4.18	.60	3-5
Facilitation of PC Interaction	2.82	.75	1-4
Nonintrusive Collaboration	2.73	.79	1-4
Parent Child Interaction	3.00	1.20	1-4
Parent Engagement	3.18	.87	1-4
Child Engagement	4.54	1.04	3-6
PICCOLO (<i>n</i> = 11)			
PA	7.11	2.20	6-11
PR	4.89	1.36	3-7
PE	1.67	1.41	0-4
PT	.55	.72	0-2

Mila



Scale/Subscale	<i>M</i>	<i>SD</i>	Range
HOVRS (<i>n</i> = 6)			
Responsiveness	3.71	.73	2-5
Relationships	5.23	.73	4-6
Facilitation of PC Interaction	2.50	1.05	1-4
Nonintrusive Collaboration	3.33	1.03	2-5
Parent Child Interaction	3.67	1.63	3-6
Parent Engagement			
Child Engagement			
PICCOLO (<i>n</i> = 3)			
PA	5.67	3.51	2-9
PR	3.33	2.52	1-6
PE	1.33	1.53	0-3
PT	.33	.58	0-1

Mara



Scale/Subscale	<i>M</i>	<i>SD</i>	Range
HOVRS (<i>n</i> = 8)			
Responsiveness	4.10	.57	3-5
Relationships	5.50	.53	5-6
Facilitation of PC Interaction	4.89	.60	4-6
Nonintrusive Collaboration	4.78	.67	4-6
Parent Child Interaction	5.33	.71	4-6
Parent Engagement	5.11	1.05	3-6
Child Engagement	6.44	.53	6-7
PICCOLO (<i>n</i> = 7)			
PA	11.14	1.95	8-13
PR	11.5	2.27	8-14
PE	7.88	3.87	1-13
PT	5.25	3.77	0-10

Marta



Scale/Subscale	<i>M</i>	<i>SD</i>	Range
HOVRS (<i>n</i> =9)			
Responsiveness	3.44	.52	3-4
Relationships	4.89	.78	4-6
Facilitation of PC Interaction	4.13	.99	3-5
Nonintrusive Collaboration	4.63	.52	4-5
Parent Child Interaction	5.25	1.16	3-7
Parent Engagement	5.00	1.31	3-6
Child Engagement	5.25	1.28	3-7
PICCOLO (<i>n</i> = 6)			
PA	12.67	1.63	10-14
PR	13.17	1.17	11-14
PE	11.33	1.97	8-13
PT	8.00	3.90	3-13

Shaunice



Scale/Subscale	<i>M</i>	<i>SD</i>	Range
HOVRS (<i>n</i> = 8)			
Responsiveness	3.88	.83	3-5
Relationships	4.75	.89	4-6
Facilitation of PC Interaction	3.29	1.38	2-6
Nonintrusive Collaboration	3.86	.90	3-5
Parent Child Interaction	5.43	1.40	3-7
Parent Engagement	5.00	1.15	4-7
Child Engagement	3.86	1.34	2-6
PICCOLO (<i>n</i> = 0)			
PA			
PR			
PE			
PT			

Framework Discussion

- All of the home visitors reported that this was the first time that they video-recorded their visits.
 - Swivl C Series Robot
 - Creative uses with children (Walsh, Cromer, & Weigel, 2014)
- Time lag between recording video and the intervention
- Embedded in coaching, CoP, or reflective supervision



Pre-interview



Video Review



Data Review



Post-interview



Video Discussion

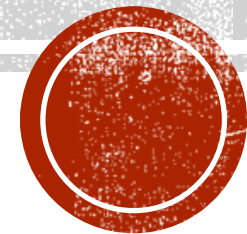
- Video as Part of Professional Development
 - Does your site have professional development goals and a comprehensive plan? How does video fit within the plan?
- Video Major Considerations
 - Helpful How-To Resource (see Edelman, 2014)
- Discussion
 - How could the use of video strengthen professional development?
 - How could the use of video help to achieve outcomes with families?
 - What barriers exist to using video?
 - What do you do or what could you do to use video in meaningful ways?

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REFLECTING ON HOME VISITING DURING *PEER* COMMUNITIES OF PRACTICE

Presentation for the 2020 NHAUS



Kere Hughes-Belding & Carla Peterson
Iowa State University, Human Development and Family Studies

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**"WE DO NOT LEARN FROM EXPERIENCE... WE
LEARN FROM REFLECTING ON EXPERIENCE." —
JOHN DEWEY**

PARTNERING TO ENHANCE EFFECTIVE REFLECTION (PEER) GROUPS uses a
Community of Practice (CoP) to learn by reflecting on experience.



SO... WHAT EXACTLY IS A COMMUNITY OF PRACTICE?

“COMMUNITIES OF PRACTICE are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.” Etienne Wenger

- In our case, it is a group of home visitors that strive to deepen their knowledge and skills related to supporting parents to engage in developmentally appropriate interactions with their young children.
- PEER groups include a trained facilitator who has supervisory experience and 6-8 home visitors. We have utilized this approach both in-person and virtually.

We are beginning the third year of model and material refinement for PEER and have learned a great deal about implementation.



VIDEO OBSERVATIONS IN PEER

- A critical component of the PEER model is the use of selected video clips for reflecting individually and as a group.

We utilize the SLACP (Roggman, L. A., & Boyce, L. K., & Innocenti, M. S. (2008). Developmental parenting: A guide for early childhood practitioners Baltimore: Paul H. Brookes Publishing.) – to structure reflections

- What did you **see**?
- What did you **like**?
- What would you **add**?
- What would you **change**?
- How would you **plan**?



PEER CoP MODEL

How Home Visiting
Works: Setting
Expectations for
Triadic Interactions

Content

Plan

Reflect

Coaching to
Support
Developmental
Parenting

Content

Plan

Reflect

Coaching during
Daily Routines

Content

Plan

Reflect

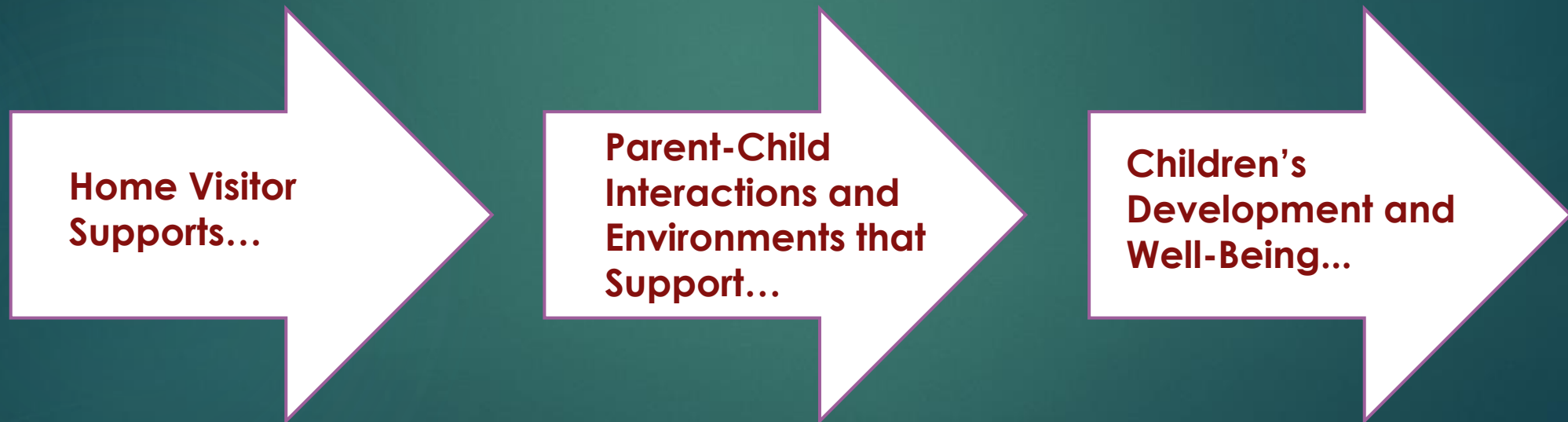


TOPIC 1: How Home Visiting Works: Setting Expectations for Triadic Interactions

- ★ Home visitors learn about:
 - ★ The Theory of Change behind home visiting
 - ★ Using effective home visiting practices
 - ★ Coaching during triadic interactions
- ✓ Home visitors plan, practice and reflect on Setting Expectations with families about the overall home visiting process and/or a specific home visit

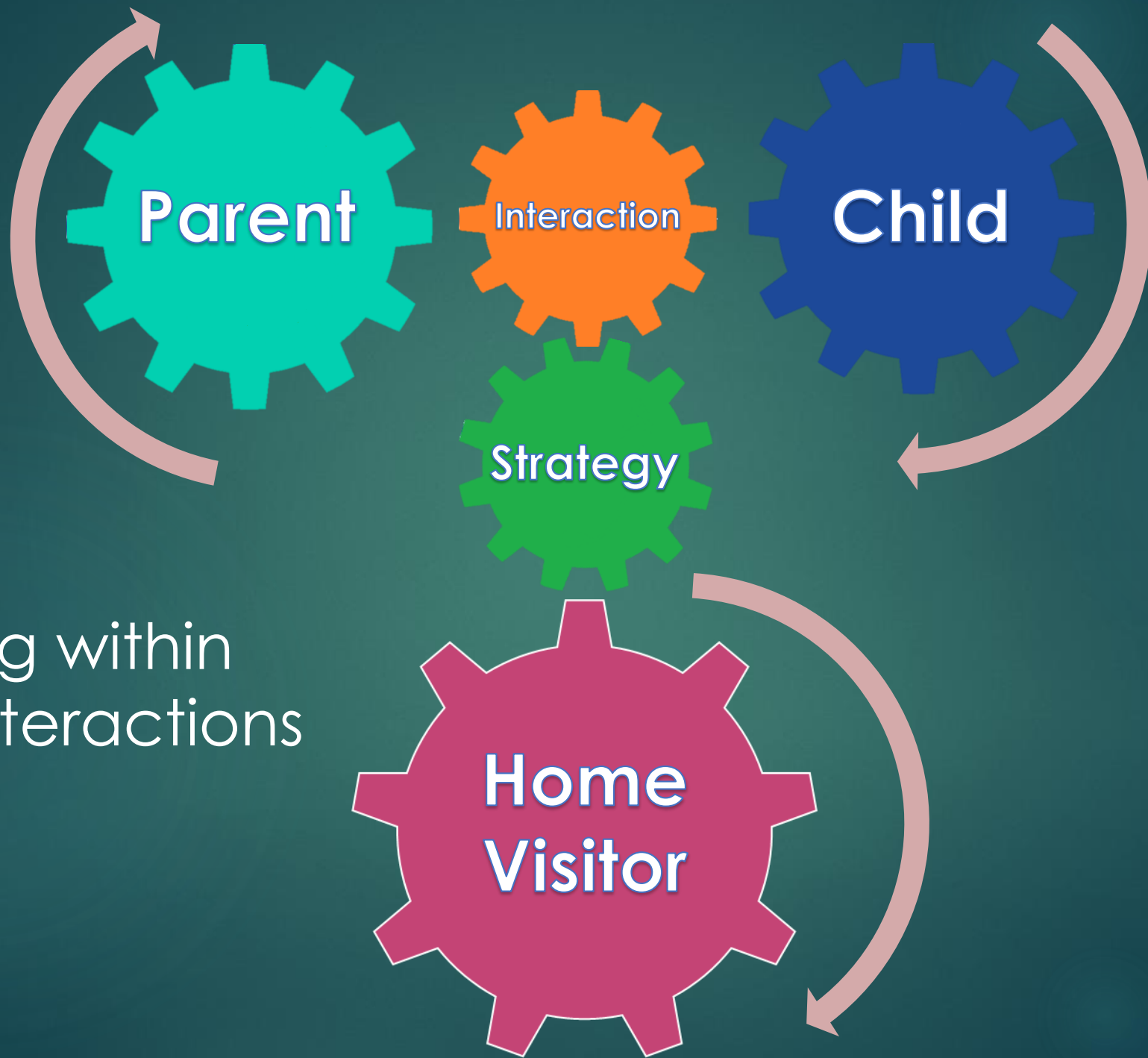
Theory of Change

- ▶ **Most** evidence-based home visiting models share this basic Theory of Change.



Effective Home Visiting Practices

- ▶ Specific practices that home visitors use across models to actively engage family members in ways that will support their development, leading to improved outcomes
- ▶ The HOVRS (Roggman et al.) is one measure of these practices but is certainly not the only one. However, it can provide us with a framework for thinking about Effective Home Visiting Practices. Domains include:
 - ▶ Home visitor responsiveness to family
 - ▶ Home visitor relationship with family
 - ▶ Home visitor facilitation of parent-child interactions and
 - ▶ Home visitor non-intrusive collaboration
- ▶ These practices are particularly important for building capacity in caregivers to increase their positive interactions with very young children.
- ▶ Other practices include use of daily routines/embedded learning opportunities, active coaching strategies, using natural environments etc...



Coaching within
Triadic Interactions

Explicit Expectations about Triadic Interactions

- ▶ Why is being explicit about expectations for triadic interactions so important?
 - ▶ Families often do not understand
 - ▶ What is home visitation
 - ▶ The theory of change model or
 - ▶ How home visitation works
 - ▶ Family's other experiences
 - ▶ Have filtered their thinking about services
 - ▶ May not be helpful
 - ▶ Families are nervous about what they are supposed to do
 - ▶ Families may not know what they can expect from you or the program

On Each Visit

- ▶ What and how do you communicate with families around:
 - ▶ Expectations for the current visit
 - ▶ Your role during the visit
 - ▶ Their roles during the visit
 - ▶ Expectations for each participant
- ▶ Revisiting original expectations?
- ▶ Communication strategies

NEXT STEP IN PEER PROCESS

TOPIC 2: Coaching to Support Developmental Parenting

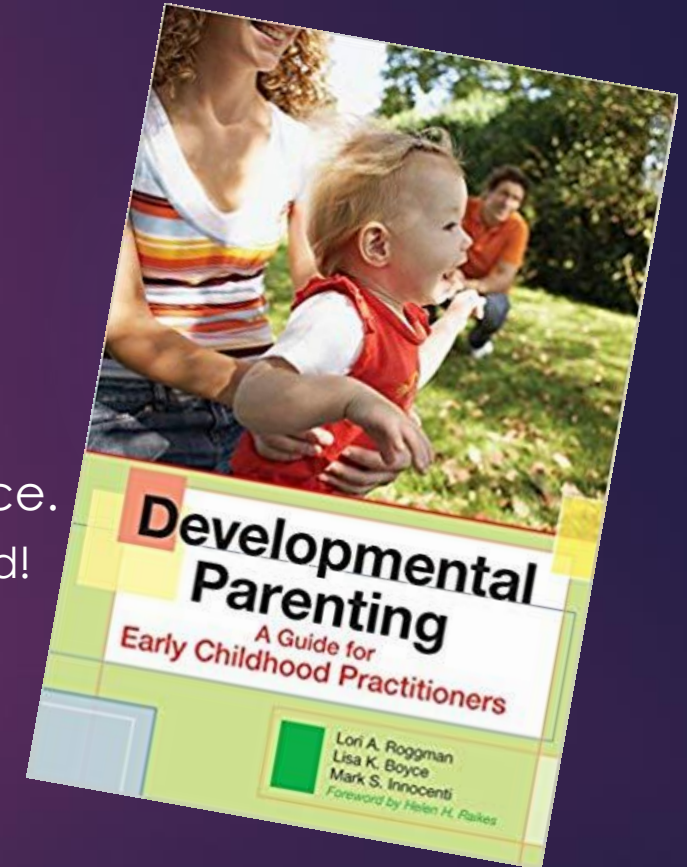
- ★ Home visitors learn about:
 - ★ Developmental parenting framework
 - ★ Parenting behavior domains
 - ★ Coaching practices
 - ★ Red and green flags related to coaching during triadic interactions
- ✓ Home visitors plan, practice and reflect on Coaching to Promote Developmental Parenting (an emphasis on language rich environments)

What is Developmental Parenting?

- ▶ A research-based approach to home visiting.
- ▶ Engages parents in supporting their children's development.
 - ▶ Strengths-based
 - ▶ Culturally responsive

Supports the parent to take the lead!

- ▶ Reading Developmental Parenting can be supportive to your practice.
 - ▶ It is recommended, but not required reading. A quick and enjoyable read!



Roggman, L. A., Boyce, L. K., Innocenti, M. S., & Raikes, H. H. (2008). *Developmental parenting: A guide for early childhood practitioners*. Paul Brookes Publishing Company.

H.

Home visitors support 29 types of parent behaviors that are categorized under

AFFECTION	RESPONSIVENESS	ENCOURAGEMENT	TEACHING
<p>Warmth, physical closeness, and positive expressions toward child.</p>	<p>Responding to child's cues, emotions, words, interests, and behaviors.</p>	<p>Active support of child's exploration, effort, skills, initiative, curiosity, creativity, and play.</p>	<p>Shared conversation and play, cognitive stimulation, explanations, and questions.</p>
			

“Red Flags” – Signs of ineffective parenting programs

- ▶ Parent says, “Oh you are so good with children!”
- ▶ More time on family problems than on child development
- ▶ Child races to greet practitioner & go through materials
- ▶ Parents leave the room or go in and out during the visit
- ▶ Not much gets done when other family members are there

This does not promote developmental parenting



Roggman, L. A., Boyce, L. K., Innocenti, M. S., & Raikes, H. H. (2008). *Developmental parenting: A guide for early childhood practitioners*. Paul H. Brookes Publishing Company.

“Green Flags” – observable signs of expecting triadic interactions and of coaching

- ▶ Parent and child interact during most of the visit
- ▶ You comment on positive interactions you observe
 - ▶ Without disrupting parent-child interactions
- ▶ 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.**”

NEXT STEP IN PEER PROCESS



TOPIC 3: Coaching during Daily Routines

- ★ Home visitors learn about:
 - ★ Embedded learning
 - ★ Routines and why use them
 - ★ How to use routines with a focus on coaching developmental parenting
- ✓ Home visitors plan, practice and reflect on Coaching during Daily Routines

Embedded Learning

- ▶ Embedded learning is the process of intentionally providing opportunities for practicing skills within the context of already occurring activities.
- ▶ As a home visitor, this is where your knowledge, problem solving and creative ideas come into play along with your curriculum. How can you support the laundry routine to go more smoothly by including the 2 year old? How about meal time? What can be going on during the bathing routine that will make all involved have fun while also providing opportunities for development in both the parent(s) and child?

What Activities are Best?

- ▶ Parents of young children can be supported in developmental parenting behaviors most effectively through ***daily caregiving routines***.
- ▶ Actively coaching parents using triadic interactions within routines that they do every day is particularly powerful for giving children **lots of practice** for skill development.

Get the Biggest



Why do Routines Work?

- ▶ Teaches family members to be providers of strategic learning opportunities (Woods-Cripe, Hanline, & Daley, 1997) and gives them power over their day.
- ▶ Incorporates learning opportunities into family routines to enhance their frequency and generalization.
 - ▶ Think about how many times you wash your hands in a day. Hand washing is a routine activity. What does this mean for children practicing new skills? What does this mean for parents practicing a new way of interacting or speaking to their child?
 - ▶ Using family materials is key to continued opportunities for practice.

What are Routines?

- ▶ Repeated
- ▶ Predictable Sequence
- ▶ Beginning and End
- ▶ Functional



What Routines are *NOT*

- ▶ **Routines are not the same thing as a schedule.** Families may seem to have chaotic schedules but if you dig down, you can find routines in every family. They may be more or less efficient and helpful but they are there and we can help make them go more smoothly and embed all kinds of awesome interactions within them.
- ▶ Routines are not activities that we tell families to do with our toy bag materials that are not meaningful or available to them once we leave.



Coaching Developmental Parenting during Routines

- ▶ With caregivers, identify routines that are either going well or that can use some support and work together to identify ways to incorporate learning (i.e., adding more descriptive language) into the routine.
- ▶ Don't just talk about it, DO IT!

NEXT STEP IN PEER PROCESS

INDIVIDUAL WORK WITH PLANNING FORMS

- **Planning (Completed during planning session)**
- What will you do during the home visit?
- Who do you anticipate will be present during the visit? (Mother and child? Other siblings? Extended family members?)
- Where will this activity occur in the home?
- When will this activity occur during the visit?
- How do you anticipate the caregiver will respond to this activity?
- What do you anticipate will be barriers/challenges to this activity?



GROUP WORK WITH THE PLANNING FORM

- Now, describe to the group what you have planned
- Brainstorm possible solutions to any anticipated challenges.
- Be sure to write down any good ideas for your families on the form after “brainstorm possible solutions”

NEXT STEP IN PEER PROCESS



REFLECTION

We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

- Reflection is a process by which we spend intentional time thinking about our practices.
- Reflection is a critical component to effective practices.
 - Research across a variety of fields indicates that those who are reflective provide significantly higher quality services than those who do not.
 - However, we rarely set aside any time to reflection and even fewer of us reflect together.
 - That's why we developed PEER!





USING VIDEOS TO REFLECT



- Home visitors choose their own clip that reflects their best practice
- Strengths based approach
- Safe group which encourages problem solving

VIDEO EXAMPLE

SLACP



SUCCESSES WE HAVE HAD SO FAR

- Home visitors report
 - Even though they do not like being video recorded, they have learned about their own practice.
 - Several home visitors report they are too directive and intrusive with families and want to work on letting the parent lead the visit
- Facilitators report they have become much more effective supervisors by focusing their attention on coaching reflective skills
- Home visitor comfort with video recording is increasing.



BARRIERS WE HAVE EXPERIENCED

- Technology problems
 - Lack of updated devices and trying to use cell phones
 - Poor quality videos
 - Not enough memory on devices
 - Lack of access to high speed internet making uploading difficult and time consuming
 - Lack of technology comfort
- General lack of comfort with being video recorded on the part of home visitors
 - How the process is presented to families is key
- Needing to make changes to order/content of topics
 - Facilitators and home visitors need specific coaching on how to coach!!!



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