

Parent Engagement in Early Head Start Home Visits: Home Visitor Strategies & Training

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Key Questions



- Why is parent engagement in home visits critical?
- How do parents engage in home visits?
- How do home visitors engage parents?
- What training helps home visitors engage parents?

Why is parent engagement in home visits critical?



Parent engagement in home visits predicts better program outcomes for parents and children (Heinicke et al. 2000; Lieberman et al. 1991; Korfmacher et al. 1998; Raikes et al. 2006; Roggman et al., 2001)

Why is parent engagement in home visits critical?

Effective home visitors engage parents in:

- focusing on their child's development
- interacting positively to support child development
- using family activities for learning
- collaborative planning

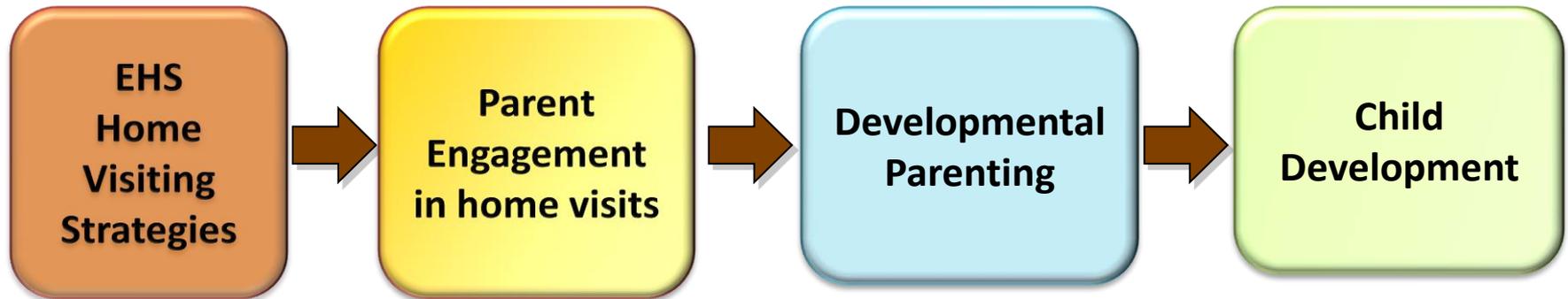
(Dunst et al., 2006; Guralnick, 1989, 1998; Hebbler & Gerlach-Downie, 2002; Mahoney & Perales, 2005; Pfannenstiel & Seltzer, 1989; Raikes et al., 2006; Woods et al., 2004).

Simple Logic Model for Early Head Start Home Visiting



- Home visiting: a unique intervention approach **through** the parent to the child
- Weekly baby lessons: unlikely to have lasting impacts

More Explicit Logic Model for Home Visiting



Child Development*



Physical: health, safety, motor skills

Social-Emotional: relationships, self-regulation, creativity

Language: communication, vocabulary, literacy

Cognitive: learning, exploration, problem solving, math

* Incorporates outcomes from Head Start Child Development and Learning Framework, 2010

Developmental Parenting



Care-giving: Physical care, safety, discipline

Affection: Warmth, closeness, positive emotions

Responsiveness: Sensitivity to cues & communication

Encouragement: Support of exploration & effort

Teaching: Conversation, play, cognitive stimulation

Parent Engagement in home visits



Proximity: Remain physically nearby child and hv

Activity: Actively take part in home visit activities

Interaction: Engage in play and learning with child

Initiation: Initiate activities and discussions

(ACYF, 2002;; Heinicke et al. 2000; Lieberman et al. 1991; Korfmacher et al.1998; Raikes et al. 2006; Raikes et al, in review; Roggman et al., 2001)

Home Visiting Strategies that Engage Parents

Relationship: Show warmth, respect, acceptance

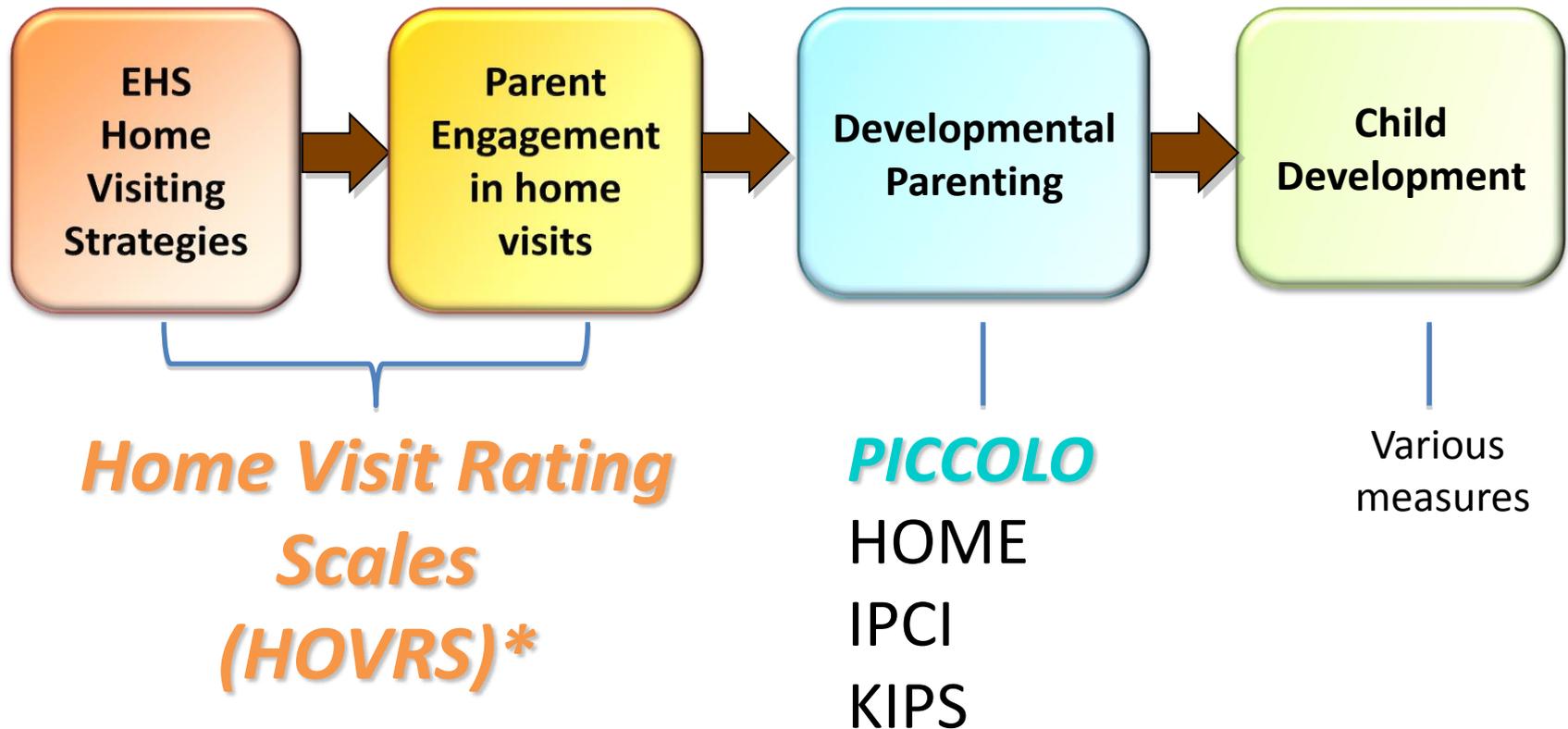
Responsiveness: Respond to family strengths

Facilitation: Elicit parent-child interaction

Collaboration: Plan with parent

(ACYF, 2002; Barnard et al., 1993; Bernstein et al., 1991, 2001; Brorson, 2005; Daro & Harding, 1999; Daro & McCurdy, 1994; Daro, Jones, & McCurdy, 1993; Dunst, Trivette, & Hamby, 2006; Emde et al. 2000; Gomby et al., 1999; Guralnick, 1989, 1998; Hebbler & Gerlach-Downie, 2002; Lanzi et al., 1999; Mahoney et al., 1998; Olds & Kitzman, 1993; Roggman et al. 2001, 2004; Slaughter-Defoe, 1993; Weiss, 1993; Woods et al., 2004)

To improve home visiting programs: Measure the components



* Observation based on full home visit
Inter-rater agreement > 85%

Why Observe Home Visits?



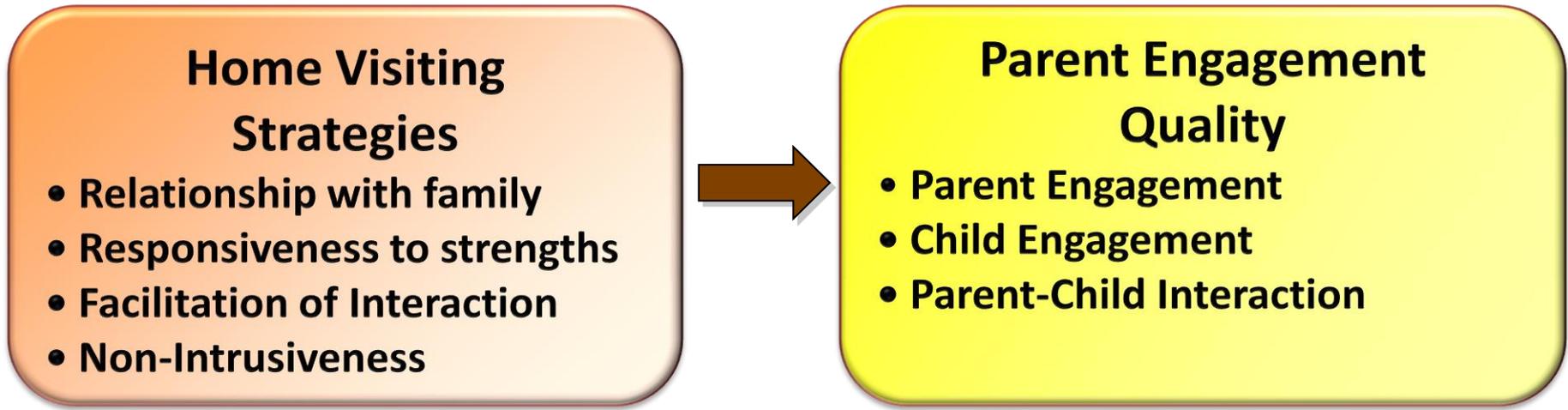
Home visiting strategies & variations rarely reported

Home visits typically observed only by supervisors or new staff in training

Classrooms ***often*** observed by supervisors, other teachers, and parents

Several classroom quality observational measures (ECERS, ITERS, ELLCO, CLASS, etc.)

What does *HOVRS* measure?



Developmental parenting approach (Roggman, Boyce, & Innocenti, 2008)

- individualized to parenting strengths
- guided by observation feedback
- planned collaboratively

HOVRS Strategy:

Relationship with Family



- **Positive staff-family relationships promote trust and responsive parenting** (Barnard et al., 1993; Bernstein et al., 1991, 2001; Emde et al. 2000; Roggman et al., 2001)
- **Fathers and siblings help children learn more vocabulary and language skills** (Azmitia & Hesser, 1993; Oshima-Takane et al., 2006; Perez-Granados & Callanan (1997); Roggman et al. 2004)
- **Time spent building relationships predicts program impacts mostly for high need families** (Roggman et al., in review)

HOVRS Strategy:

Responsiveness to Family



- Responsiveness to family strengths helps increase parenting to support child development (Bernstein et al., 1991; Brorson, 2005; Caldwell et al. 1994; Daro & Harding, 1999; Lanzi et al., 1999; Slaughter-Defoe, 1993; Smith, 1995; Trivette & Dunst, 1986)
- Flexibility enables home visitors to individualize to each family (Daro, Jones, & McCurdy, 1993; Daro & McCurdy, 1994; Donnelly, 1992; Gomby et al., 1999; Lanzi et al., 1999; Olds & Kitzman, 1993; Weiss, 1993)
- Integrating learning into everyday family activities increases sustainable opportunities for parents to support child development (Dunst et al., 2006; Guralnick, 1989; Woods et al., 2004)

HOVRS Strategy:

Facilitation of Parent-Child Interaction



- Home visiting purpose is often to promote parenting that fosters early child development (ACYF, 2002; Bernstein et al., 1991; Daro & Harding, 1999; Gomby, 1999; Guralnick, 1998; Smith, 1995; van den Boom, 1995; Weiss, 1993)
- Facilitating parent-child interaction is related to more family improvement (Mahoney et al., 1998; Roggman et al., 2001)
- Directly encouraging parents to teach, talk, and interact responsively and warmly can help parents improve child outcomes (Mahoney et al., 1998; Roggman et al., 2001)

HOVRS Strategy:

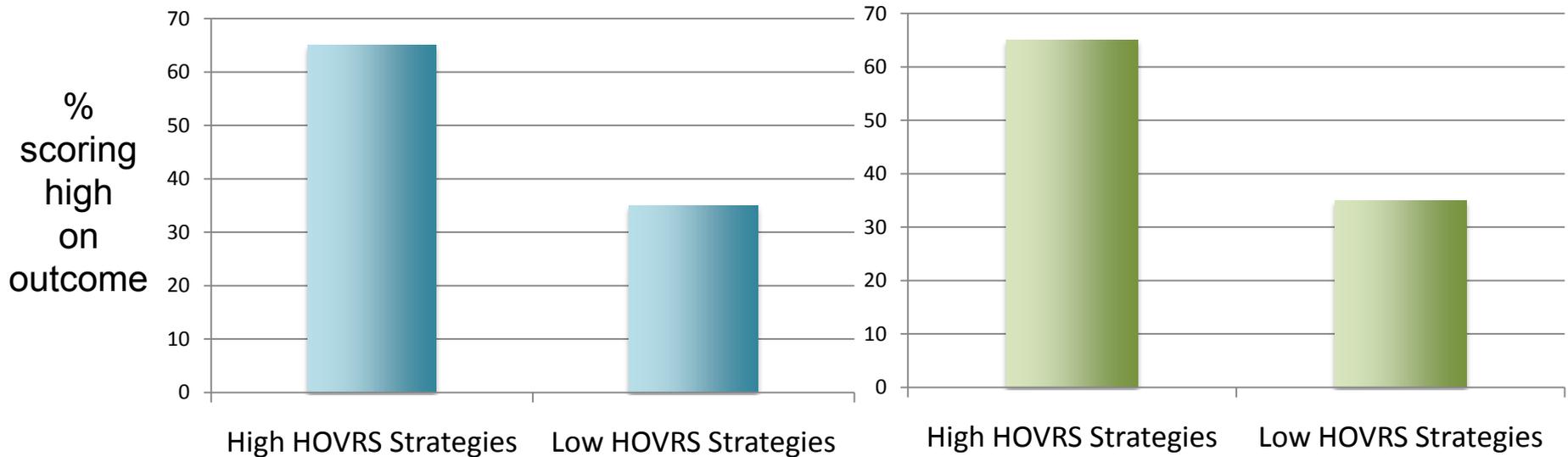
Non-Intrusiveness (Collaboration)



- Working with parents to plan, implement, and review activities increases parent capacity to support development for a more lasting impact (Dunst, Trivette, & Hamby, 2006; Hebbler & Gerlach-Downie, 2002)

Do **HOVRS** strategies work?

- **HOVRS** strategies in 2 programs (Utah & Iowa) predicted major outcomes of Early Head Start at age 3

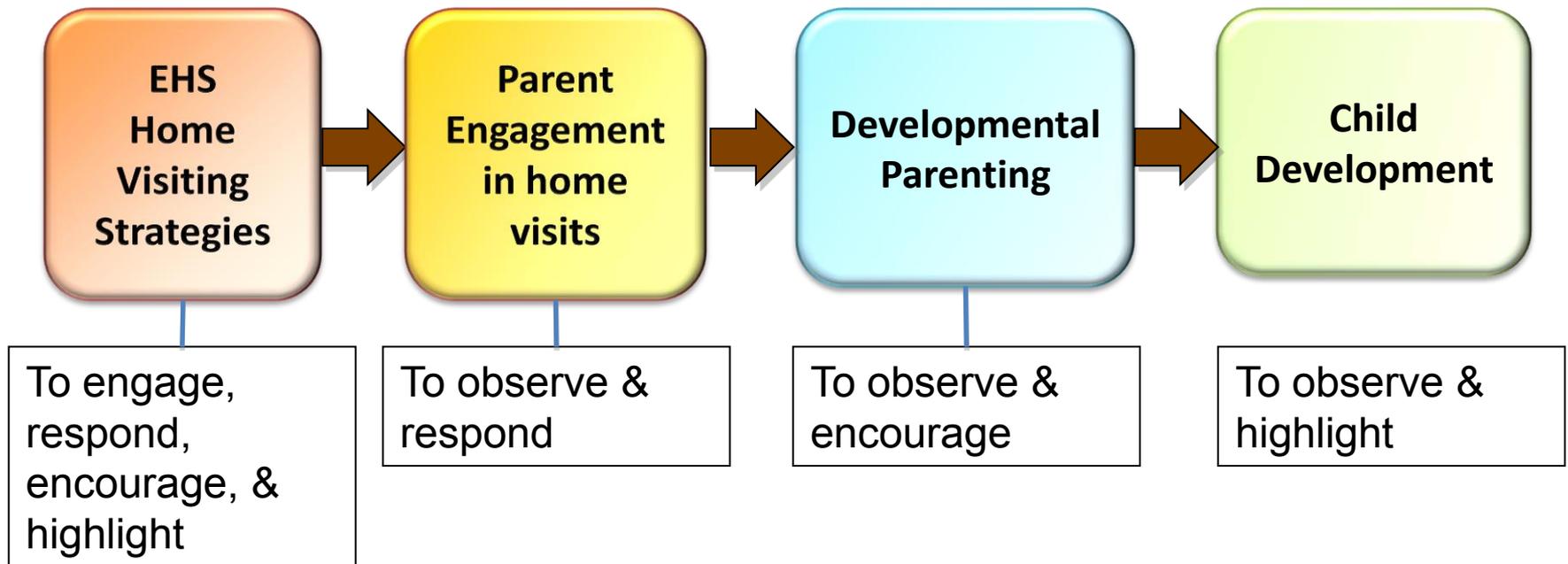


Parenting-HOME

**Child Language
Development**--PPVT

Professional Development of Home Visitors

Home visitors need expertise & resources in:



Professional Development of Home Visitors



Developmental Training & Supervision—a parallel process

- Supports home visitor development
- Uses an approach that is
 - individualized to home visitor strengths
 - guided by observation feedback
 - planned collaboratively
 - *aligned with the program's logic model*

Key Answers



- Parent engagement is the **process** that makes home visiting programs work
- Parent engagement indicators include **proximity, activity, interaction, and initiative**
- Home visitors engage parents by building **relationships, responding** to family strengths, **facilitating** parent-child interaction, and **collaborating** non-intrusively with parents
- A philosophy of parallel process suggests a “**developmental**” approach to training and supervising home visitors in strategies to engage parents

“. . . and then my whole life changed.”