

# Community of Practice: A Collaborative Observation-Guided Approach to Improving Home Visiting Practices

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*The Collaborative Science of Home Visiting*

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# Why a **Community of Practice**?

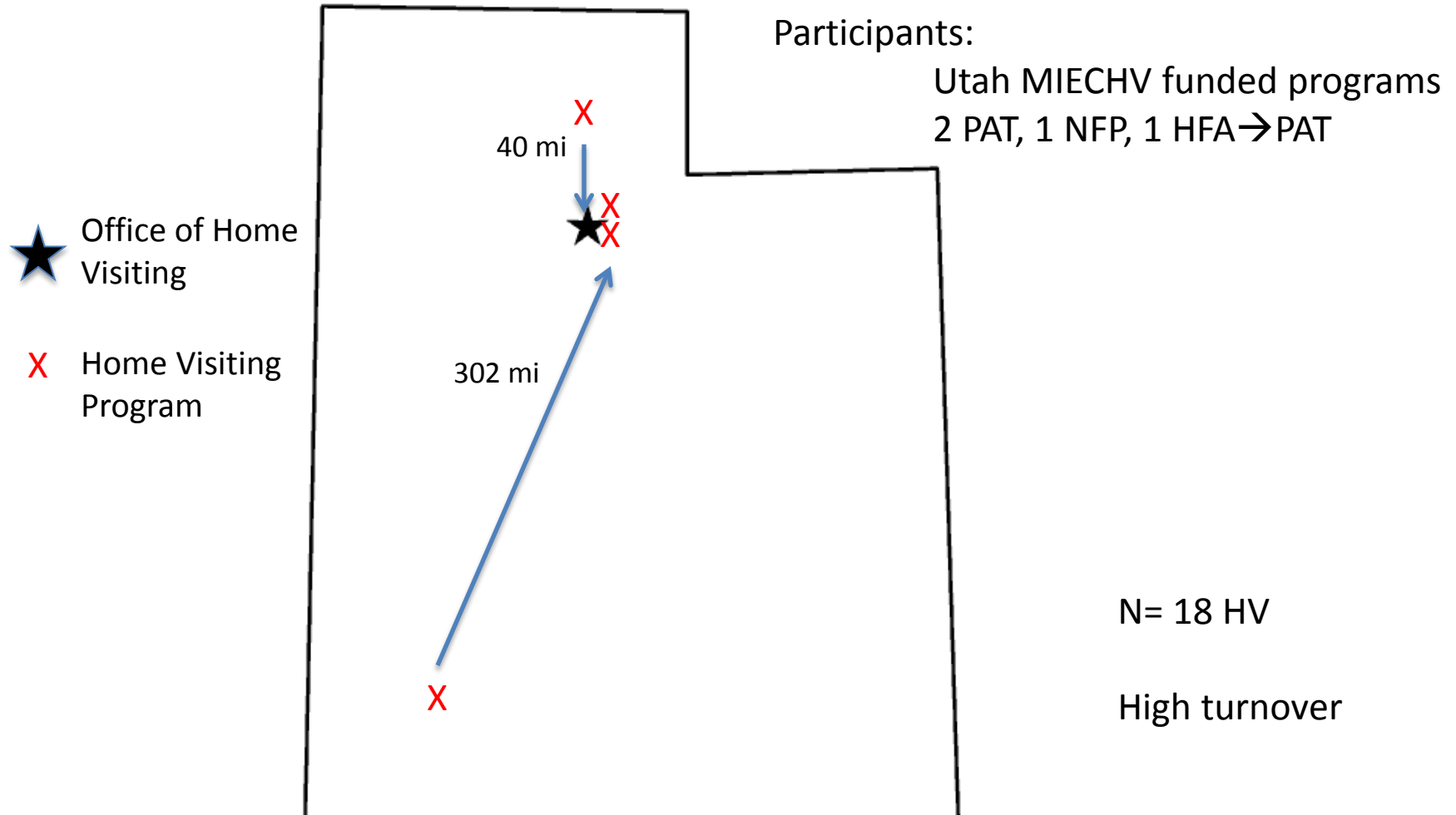
- Implementation of evidence-based programs  
(Azzi-Lessing, 2011)
- Increased focus on parent and child engagement (Nievar et al, 2010; Roggman et al., 2015)
- Effective practices across HV models
  - Infrequently meet with other home visitors
  - Rarely get to observe each others' practices
  - Benefit from sharing ideas and observing practices
  - Weak programs may benefit from strong programs

# Community of Practice (CoP)

Group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly

- Community of active practitioners
- Sharing tips and best practices
- Providing support
- Formal or informal

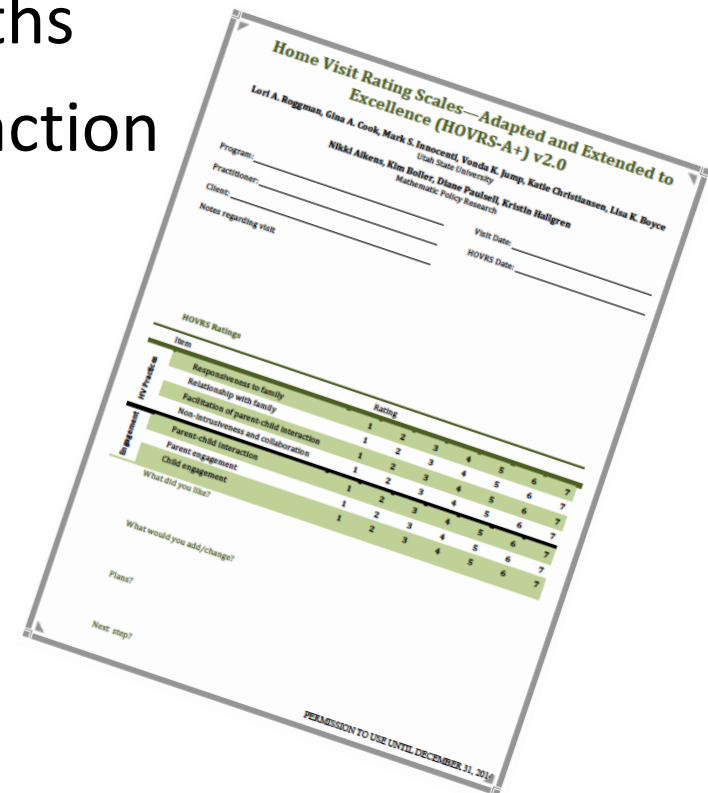
# Home Visiting CoP in Utah



# CoP focus: Research-based practices

- Home Visiting Rating Scales

- Relationship with families
- Responsiveness to family strengths
- Facilitation of parent-child interaction
- Nonintrusiveness/collaboration
- Engagement



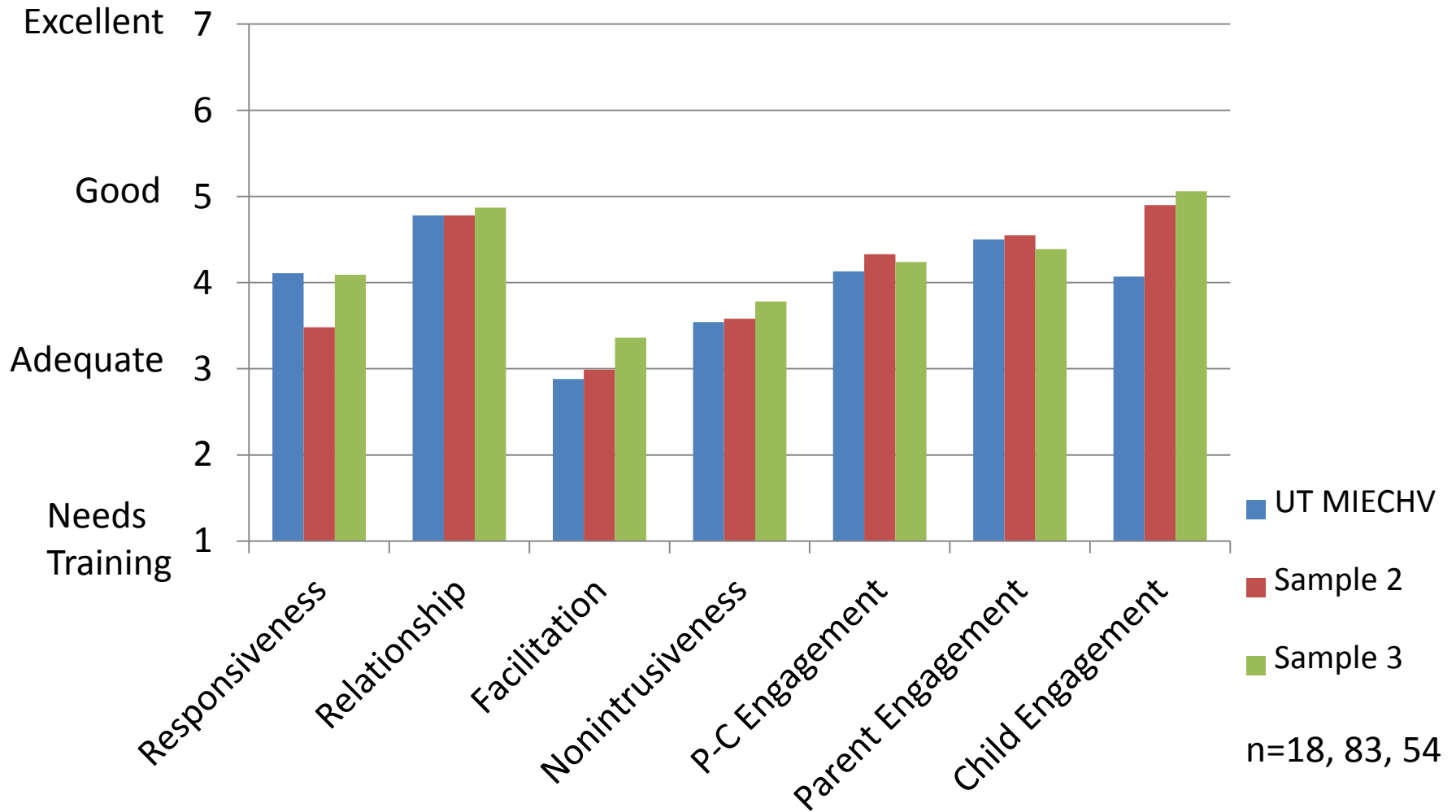
The image shows a tilted scan of a 'Home Visit Rating Scales—Adapted and Extended to Excellence (HOVRS-A+) v2.0' form. The form includes fields for Program, Practitioner, Client, Notes regarding visit, Visit Date, and HOVRS Date. It features a table for HOVRS Ratings with a 7-point scale for various items. The items are categorized into 'My Practice' and 'Engagement'.

Item	1	2	3	4	5	6	7
<b>My Practice</b>							
Responsiveness to family							
Relationship with family							
Facilitation of parent-child interaction							
Non-intrusiveness and collaboration							
<b>Engagement</b>							
Parent-child interaction							
Parent engagement							
Child engagement							
What did you like?							
What would you add/change?							
Plans?							
Next step?							

(HOVRS-A+: Roggman et al. 2010)

# HOVRS Scores (Pre CoP)

## UT MIECHV with Other Samples



# CoP Design

## 4 Quarterly meetings

#1: Practices and group structure introduced

#2: Focus on practice: Planning with parents

#3: Focus on practice: Facilitating parent-child interaction

#4: Focus on practice: Strengths-based parenting feedback

+ 2 meetings by conference call (didn't work)

## Meeting structure

**Large group:** practice presentation & discussion

**Videos:** view positive practice videos (strengths only feedback)

(Practice videos due before meetings 2,3,4)

**Small groups:** discuss specific practice experiences and ideas

**Large group:** report and reflect on practices and ideas (best practice tips)

# CoP Practice Example: Planning with Parents

## Why plan with parents?

- Responsiveness—uses family strengths
- Individualization – engagement, cultural competence
- Sustainable impacts – planful parenting
- Applicable to other life areas—executive function skills



# How HOVRS measures planning

## 1. To plan activities and topics of the home visit with the parent, the home visitor

1 = shows no evidence of planning for this home visit or future home visits

3 = shows evidence of planning but no evidence of parent input.

5 = shows evidence of planning with parent input.

7 = shows evidence of planning with parent input **and** evidence of parent deciding activity, materials, or who provides them.

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- (1) Needs training

- (3) Adequate

- (5) Good

- (7) Excellent

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## 2. To prepare for the home visit using parent-selected activities, the home visitor

1 = does not have necessary materials for the visit.

3 = is prepared for activities of the home visit (e.g., has necessary materials).

5 = brings or does activities selected by parents.

7 = emphasizes parent-selected activities **and** organizes home visit around them.

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- (1) Needs training

- (3) Adequate

- (5) Good

- (7) Excellent

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# CoP Practice Example: Planning with Parents

- Video preview
  - Ground rules
    - Preview video—anything the Home Visitor would like to say about the video or what we should look for?
    - While watching video, note what you “See”
    - CoP members can add thing (s) they “Like”
      - no adding, no changing, no criticism
    - The starring home visitor may go first
    - After “Like” everyone fill in other notes on SLAC form

# CoP Practice Example: Planning with Parents

- Small groups (3)
  - Group discussion on planning
    - How do you get parent input for home visits?
    - How do you prepare for planning?
    - How do you use parent strengths in planning?
    - How do you begin if parents have poor planning skills?
- Large group sharing and reflection
- Assignment
  - Practice: Engaging parent and child together
    - Video record 5 min of observation-feedback
    - Send in videos by \_\_\_\_\_

# Case study: HV #7

- Pre-test to post-test
  - Responsiveness from good (5) to excellent ( 7)
  - Facilitating parent-child interaction from a little better than adequate (4) to almost excellent (6)
  - Self-assessment similar to observer ratings
  - Self-goals (skill, steps/resources, challenges, helpers, first steps):
    - Give feedback on child's reactions to parent behavior
    - Help families incorporate activities in to daily routine

# Case study: HV #17

- Pre-test to post-test
  - Responsiveness from from a little better than adequate (4) to almost excellent (6)
  - Facilitation from less than adequate (2) to good (5) to better than good( 6)
  - Self-assessment similar to observer ratings
  - Goals (skill, steps/resources, challenges, helpers, first steps):
    - Get families more involved in planning
    - Share videos with families on visits
  - Video

# Qualitative Feedback

## What did you learn?

- How to learn from video
- Importance of parent-child interaction on home visits
- Value of good open-ended questions
- To slow down in a home visit, say less but make it count
- Learned that I can learn a lot from other home visitors
- “I’m not alone”

## What did you like?

- Videos, many videos, watching videos, reviewing videos, feedback on videos, discussing videos,
- Lots of ways to do the same practice, lots of ideas, brainstorming
- Positive encouraging atmosphere
- Sharing ideas across programs
- Food

# Considerations

## Strengths

- Sharing of effective practices
- Sharing across programs
- Increased comfort with video
- Positive qualitative feedback
- Evidence of improvements in practice

## Concerns

- Attrition of home visitors
- Quarterly training: frequent enough?
- More evidence for CoP
- Video platforms

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