

# Family Life Education Training for Early Head Start Home Visitors

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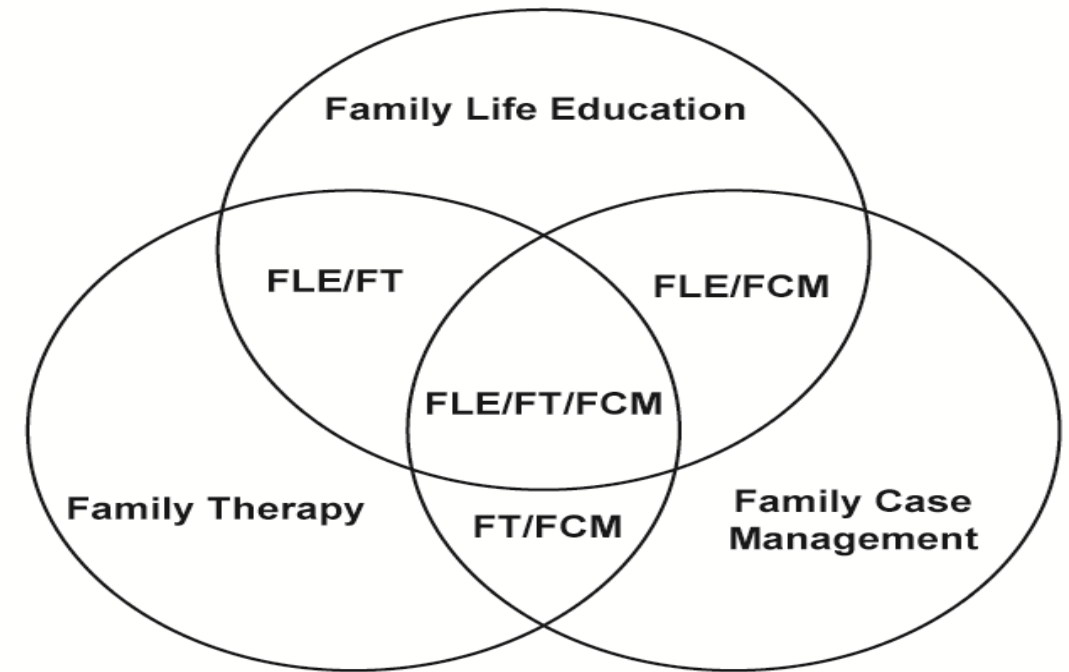
# Background

- EHS home visitors have varying levels of training and professional backgrounds (Avellar et al., 2016)
- Empirical linkages among home visitor qualifications, program goals, and child and family outcomes (Harden et al., 2010)
- It is critical to examine under which conditions home visiting is most effective at promoting favorable family and child outcomes (Raikes et al., 2006)
  - *Is FLE or components of it a viable option to promote home visiting effectiveness?*
- Example: Petkus (2015) provides a first-hand account of implementing a family life education (FLE) model with Early Head Start home visiting. Unfortunately, no data were collected.



# FLE

- Domains of Family Practice (Myers-Walls et al., 2011)
- Principles of FLE (Arcus & Thomas, 1993)
- Virtues of FLE (Palm, 2009)
- Relational Ethics (MCFR, 2009)
- NCFR Content Areas (NCFR, 2015; Walcheski & Reinke, 2015)
- Best Practices in FLE (Ballard & Taylor, 2012)
- Professional Support-CFLE, Conferences, Communication (Darling, Cassidy, & Rehm, 2017)



## **FLE:**

- FLE methodology
- Normal, healthy functioning
- Broad, inclusive knowledge base
- Education/prevention focus

## **MFT:**

- Therapeutic intervention
- Assessment and diagnosis
- Psychotherapy

## **FCM:**

- Coordination of services
- Family advocacy
- Focus on meeting family needs

## **FLE/MFT:**

- Interpersonal relationship skills
- Healthy sexual functioning
- Life course perspective

## **FLE/FCM:**

- Family resource management
- Family policy

## **MFT/FCM:**

- Focus of family problems
- Intervention techniques
- Treatment goals/methods
- Management of client records
- Closure of cases

## **FLE/FT/FCM:**

- Family Systems Theory
- Sensitivity to diversity
- Research-based practice
- Ecological context
- Values and ethics

# Extending Literature on EHS HV & FLE

- Domains of family practice model applied to EHS HV (Petkus, 2015)
- Focus group with EHS HV using FLE approach (Walsh & Steffen, 2017)
- Alignment of EHS HV and FLE hallmarks (Walsh, 2017)
- Survey of family and early childhood professionals on FLE approach to EHS HV (Walsh, Mortensen, Edwards, & Cassidy, in review)

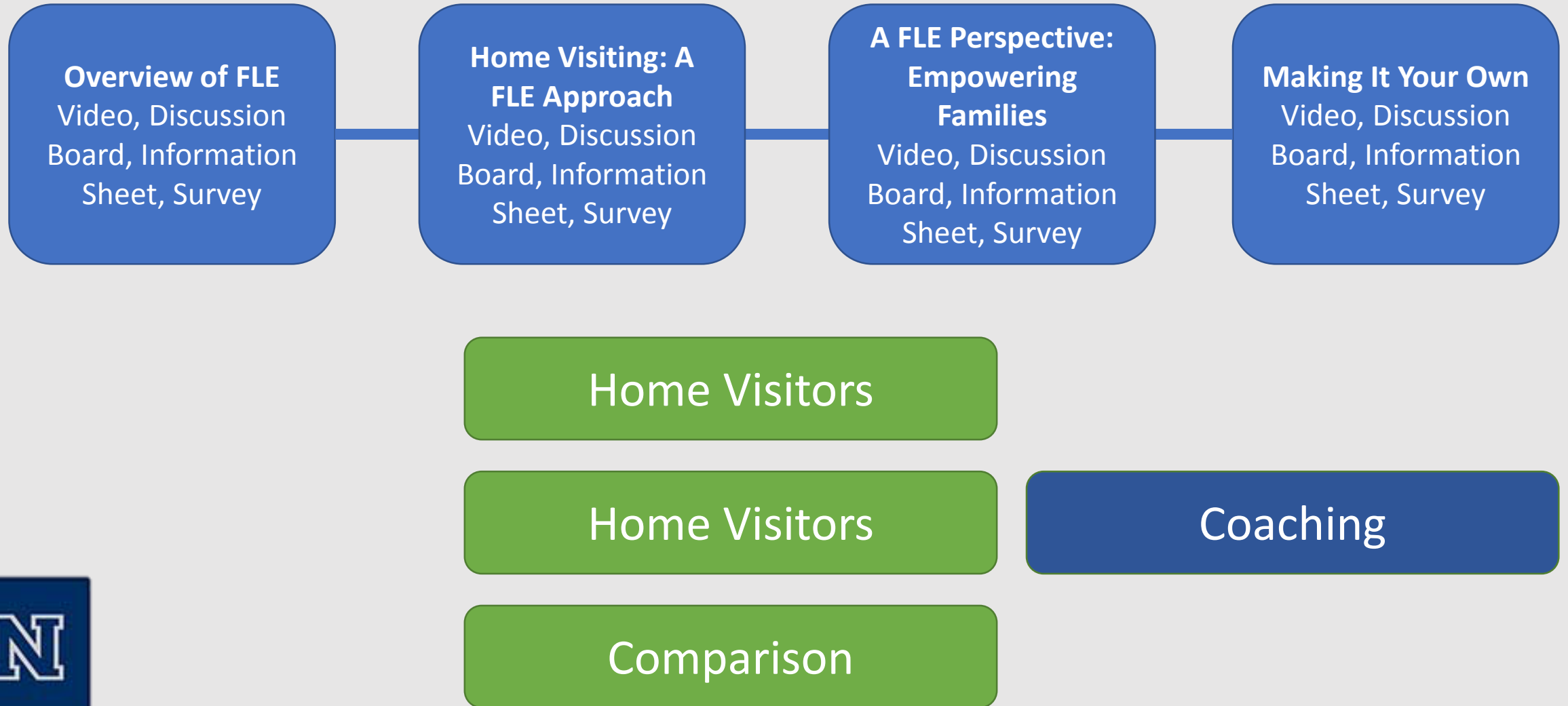


# Research Questions

- This study explored Early Head Start home visiting professionals' experiences with FLE professional development
- RQ1: What are their experiences with the professional development by time and group?
- RQ2: What responses occurred to the FLE content?
- RQ3: What are their experiences with FLE content?



# FLE Professional Development



# Home Visitors

## Coaching

### Number of Sessions

$M = 7.20$  ( $SD = .45$ )

### Length of Sessions

$M = 33.98$  ( $SD = 13.33$ )

Min 13, Max 68 min

Strengths Finder Administered  
at Session 1

	Executing									Influencing					Relationship Building					Strategic Thinking															
	Achiever	Arranger	Believer	Consistently	Deliberative	Discipline	Focus	Responsibility	Restorative	Activator	Command	Communication	Competition	Maximizer	Self-Assurance	Significance	Woo	Adaptability	Connectedness	Developer	Empathy	Harmony	Includer	Individualization	Positivity	Relator	Analytical	Context	Futuristic	Ideation	Input	Intellection	Learner	Strategic	
Home Visitor			X					X										X		X								X							
Home Visitor																							X							X	X	X			
Home Visitor																		X	X	X						X					X				
Home Visitor																				X		X	X			X	X								
Home Visitor																				X				X		X								X	X
Coach	X									X																						X	X	X	

Gallup/Clifton Strengths Finder



# Sample Characteristics

	<i>n</i>	<i>M</i>	<i>SD</i>	Min	Max
Age	20	31.20	13.33	18	60
Years at Early Head Start	19	3.47	5.59	0	18
Years of experience with children and families	19	10.21	9.02	0	30

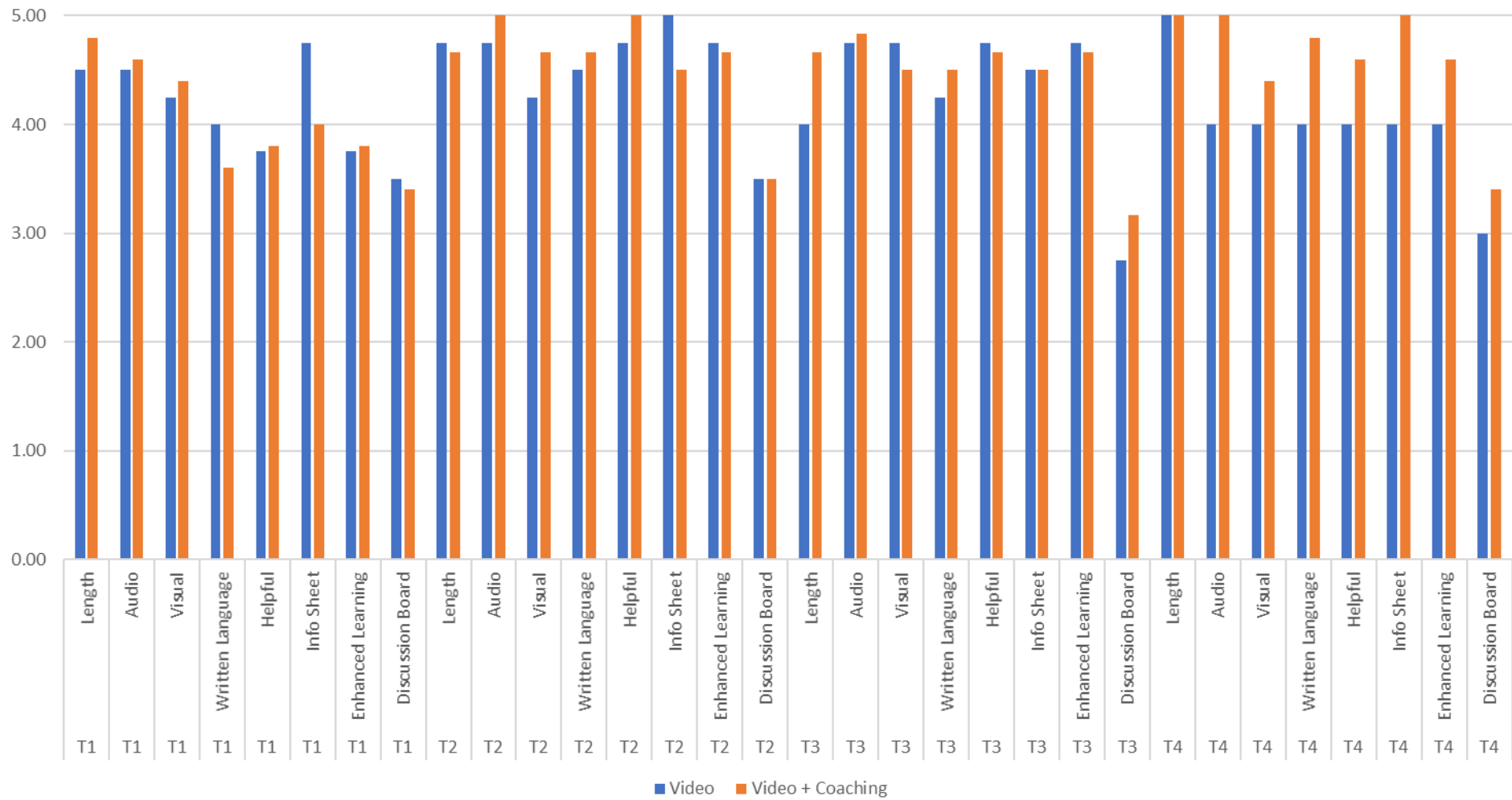




	<i>n</i>	%		<i>n</i>	%
<b>Gender Identity</b>			<b>Are you a CFLE?</b>		
Male	1	5.0	No	18	94.7
Female	19	95.0	Yes	1	5.3
<b>Ethnicity</b>			<b>Do you have a professional license?</b>		
Caucasian	15	75.0	No	16	84.2
African American	2	10.0	Yes	3	15.8
Native American/American Indian	1	5.0	<b>What is your position at EHS?</b>		
Indian	0	0.0	Home Visitor	7	36.8
Other	2	10.0	Supervisor	2	10.5
<b>Highest Level of Education</b>			Other	10	52.6
High School	7	35.0	<b>How familiar are you with FLE?</b>		
Associate’s Degree	3	15.0	Unfamiliar	2	10.5
Bachelor’s Degree	8	40.0	Neutral	10	52.6
Master’s Degree	1	5.0	Familiar	6	31.6
Other	1	5.0	Very Familiar	1	5.3
<b>Degree in Family Science?</b>					
Yes	5	25.0			
No	15	75.0			



Video Perceptions by Time and Group

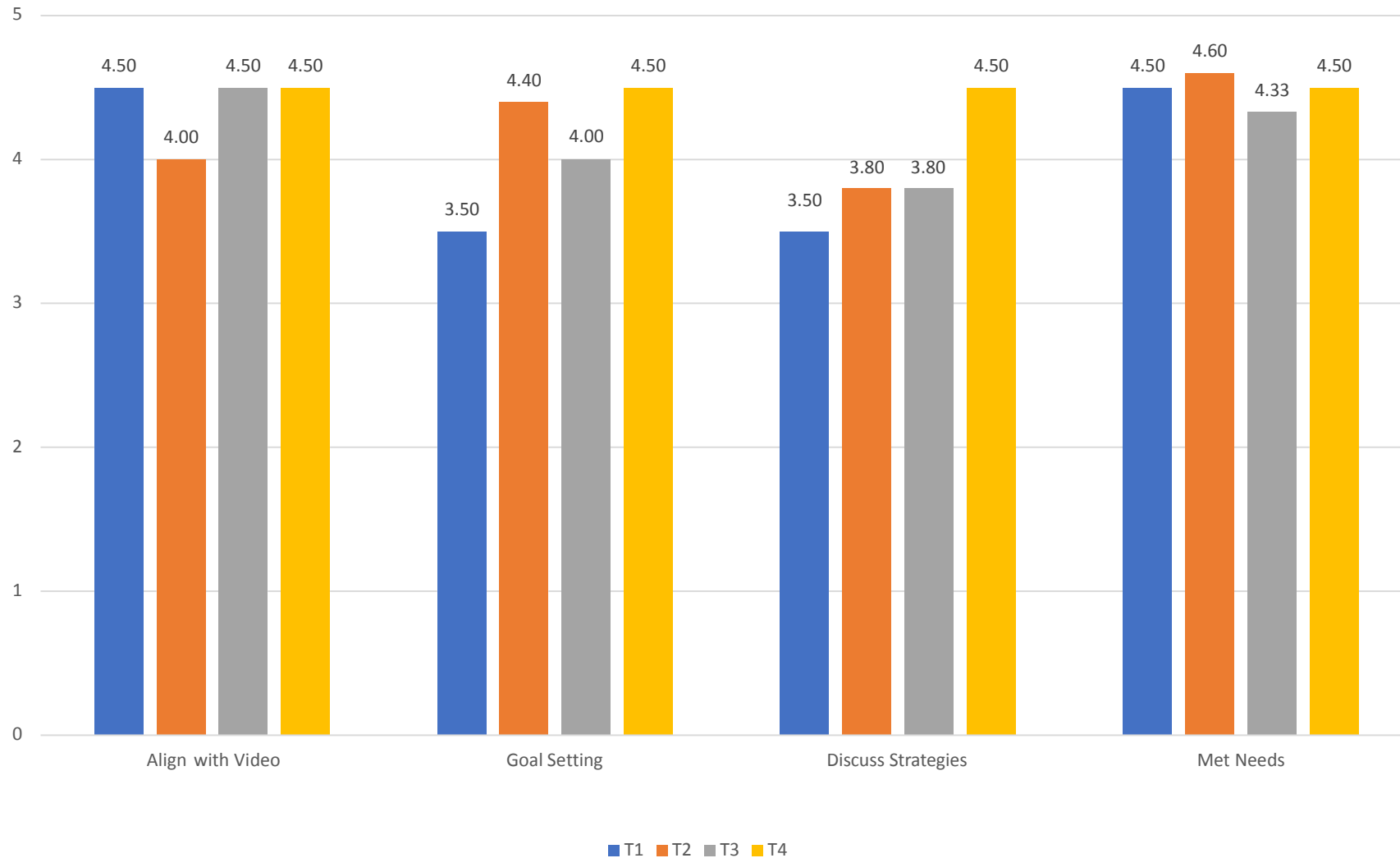


# Video Perceptions by Time and Group

- Due to limitations in sample size, differences in groups were tested using a variety of non-parametric analyses to assess for within-subjects and between-subjects difference.
- Results did not yield any significant differences ( $p > .05$ ), indicating that reported scores on video perceptions could not be discriminated by time or group.
- Examination of the trends suggests that regardless of time or group, participants reported favorable responses to videos, evidenced by scores all trending toward a positive direction.
- The one minor exception to this was attitudes towards participating in online discussions, which was consistently the lowest (while still in the positive direction) across time and groups.



# Perceptions of Coaching Sessions Over Time



# Perceptions of Coaching Sessions Over Time

- Due to limitations in sample size, changes over time were assessed using non-parametric analyses.
- Results did not yield any significant differences over time for attitudes towards coaching ( $p > .05$ ), indicating that participants reported similar levels over time.
- Examination of the trends suggests a general trend towards increased positive attitudes towards Discussing Strategy in coaching sessions. While the current analyses are limited in power, these trends suggest that statistical significance over time may be achieved with greater sample size.

# Family Life Education Content Areas by Group

	Comparison		Video		Video + Coaching	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
FLE, family therapy, and family case management all share the goal of:						
Strong healthy families	9	100	3	100	5	100
FLE generally is an educational rather than therapeutic approach						
True	8	88.9	3	100	5	100
False	1	11.1	0	0.0	0	0.0
Words that describe the work of FLE are?						
Preventive, educational, and collaborative	7	70.0	4	100	4	80.0
Therapy and case management	3	30.0	0	0.0	1	20.0

# Family Life Education Content Areas by Group

	Comparison		Video		Video + Coaching	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Which of the following is a green flag of an effective visit?						
Parent and child interact during most of the visit	7	70.0	4	100	4	80.0
Therapy and case management	3	30.0	0	0.0	1	20.0
FLE has commonalities with family therapy and social work but it is a distinct area						
True	10	100	4	100	4	80.0
False	0	0.0	0	0	1	20.0
Within a FLE approach, the main focus is on the home visitor to child interaction						
True	2	25.0	0	0.0	0	0.0
False	6	75.0	4	100	6	100



# Family Life Education Content Areas by Group

- Responses to FLE content areas by group were analyzed using crosstabulations with Pearson's Chi Square.
- Results found no significant differences across groups, indicating similar proportions of responses across groups.
- It should be noted that participants across groups had large proportions of selecting the “right” answer, which may suggest that item content was not difficult to assess change following intervention.





# Rigor of Qualitative Study

- **Reflections**
  - Reflection statements (Tracy, 2010)
- **Memos**
  - Computer assisted qualitative data analysis software (CAQDAS)
- **Peer review/audit**
  - Several participants (Glesne, 2006)
- **Coding using MAXQDA Analytics Pro 12**
  - Initial
  - Focused (IRR)
  - Thematic



Hallmarks of FLE Germane to Home Visiting	Cohen's Kappa	Percent Agreement
Principles of FLE	.56	66.67
Best Practices in FLE and Domains of Family Practice Model	.88	91.36
FLE Model in HV	.60	70.00



Sense of Doing FLE in Current HV Work	Cohen's Kappa	Percent Agreement
Individualize HV Services to Meet Needs of Families	.78	83.33
Applying Hallmarks of FLE to Home Visits	.84	87.80



Challenges of FLE in HV	Cohen's Kappa	Percent Agreement
Home Visitors Practice in all Domains of Family Practice	.81	85.71
CFLE Needs More Recognition	1.00	100.00
Obtaining CFLE is Challenging	1.00	100.00
Paradigm Shifts Require Care and Caution	.67	75.00



Alignment between FLE and HV	Cohen's Kappa	Percent Agreement
HV and FLE are similar	.91	93.33
FLE and PAT align	1.00	100.00
FLE and EHS HV align	1.00	100.00



FLE Professional Development as a Catalyst	Cohen's Kappa	Percent Agreement
Readiness to incorporate FLE into practice	.60	70.00
Readiness to serve – Reaffirmed value as Parent Educator/HV	1.00	100.00
Other	.85	88.89

<b>Overall</b>	<b>.87</b>	<b>87.30</b>
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# Strengths and Limitations

- First study on home visitors' experiences and perspectives on FLE professional development
- Limited statistical power
- Future directions:
  - Developing FLE approach more fully; alignment
    - <https://www.ncfr.org/focus-groups/home-visiting>
  - Analyze content and process of coaching



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