

Observation of home visit planning processes: Is planning related to outcomes?

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When knocking at the door for a home visit . . . What is the **home visitor** expecting?

On the other side of the door . . .

Does the **parent** know what to expect? What topics or activities are planned? Did the parent have input into what will happen?

Can planning home visits together with parents make better home visits?

- Uses family's resources
- Individualizes to families
- Engages parents

Planning helps home visitors
respond to family strengths

Plan home visits with parents to:

1. *help families use their resources –what they already have and already do - to support child development*
2. *individualize services to each family's members, life situation, culture, and other strengths*

Home Visit Rating Scale 1.
Responsiveness
Items that reflect planning
with parents:

1. **planned** home visit activities together with parent
2. **prepared** for the home visit using those activities
6. **responded to family input** for agenda & activities of current home visit

Is **planning** related to outcomes?

Video observations of Early Head Start home visits

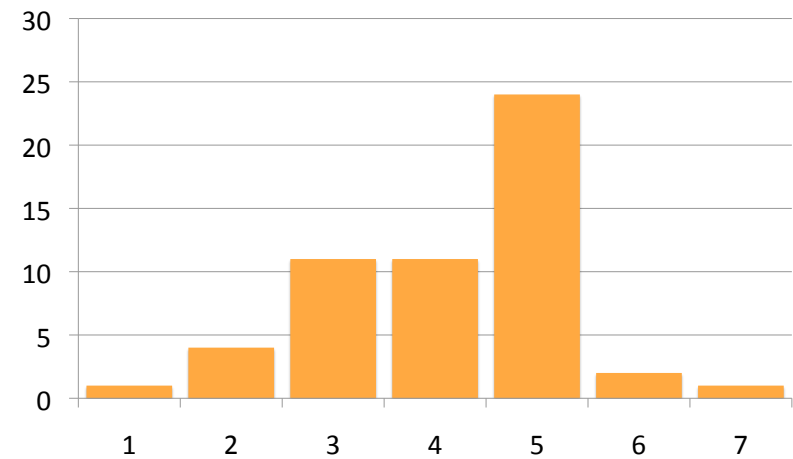
N = 54 low-income families

Observed 3 **planning** items on the **Responsiveness** (HOVRS)
Item ratings, averaged (rounded):

1 – needs training, 3 – adequate, 5 – good, 7 – excellent

Outcome measures: parenting (HOME), child language (PPVT)

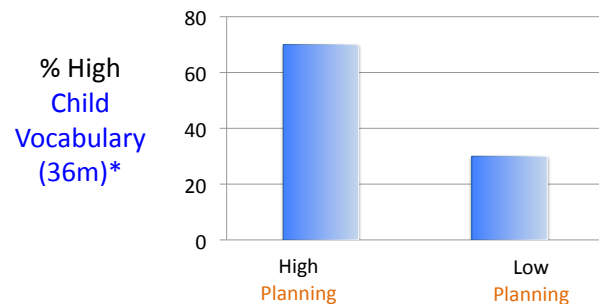
Responsiveness: 3 Planning Items ($\alpha = .60$)



Number of Home Visits at each Rating Level

Planning practices: (Responsiveness # 1, 2, & 6)

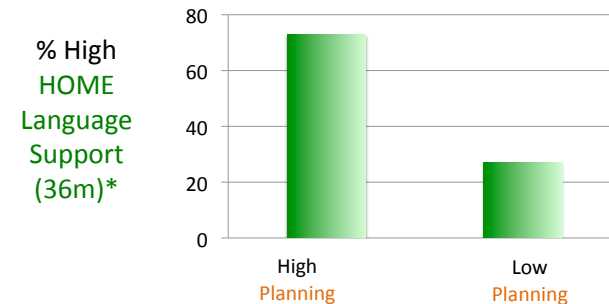
- Higher scores on **Planning** predict better child vocabulary



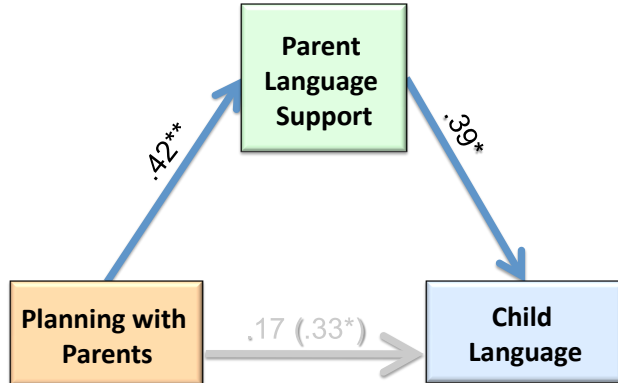
*controlling for vocabulary at 14mo

Planning practices: (Responsiveness # 1, 2, & 6)

- Higher scores on **Planning** predicted better HOME scores



*controlling for HOME at 14mo



Sobel = 1.90, $p = .057$

4 ways planning may affect outcomes

1. Individualizing
2. Motivating
3. Collaborating
4. Getting more sustainable parenting impacts
5. Increasing parent planning skills

1. Individualize—Ensure home visiting “fits”

The parent’s

- skills
- values
- comfort

The family’s

- culture
- activities
- resources

The child’s

- development
- temperament
- interests

2. Motivate—for parent engagement

Anticipation

Continuity of parenting curriculum

Richer participation in activities

3. Collaborate—work with parents as partners

Equal partners

Keeping parent in the parenting role

4. Get more sustainable parenting impacts

Parents are more **engaged**

Parents are better **prepared** to support child development

5. Increase parent planning skills

Increase **intentional, planful, responsible support** of child development

Increase parent planning skills - **executive function skills**

Bronfenbrenner

Urie Bronfenbrenner, in 1978, reviewed the research on home visiting programs and concluded:

“Parent-child intervention resulted in substantial gains in IQ which were still evident three to four years after termination of the program. . . [However,] gains were reduced to the extent that primary **responsibility** for the child's development was assumed by the staff member rather than left with the parent.”

To keep responsibility for the child's development with the **parent**, involve the **parent** in planning the home visit activities.

Future Research Directions

- Larger samples, more diverse families & programs
- Test specific **planning strategies** with parents
 - Guiding parent observation of child's development
 - Offering multiple topic and activity choices
 - Reflecting together on activities child and family enjoy
 - identifying materials together to support child learning
 - Planning together to involve other family members
- Test specific **parenting** impacts
 - Engagement, motivation
 - General planning skills
 - Planful parenting that supports child's development