

**Observing Home Visiting Process:
Practices and Engagement in Relation to Outcomes**

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Introduction

Most evidence-based home visiting programs aim to promote the kinds of parenting behaviors that support children’s early development. When home visitors more effectively engage parents in activities and discussions focused on child development, outcomes are better for both parents and children (Raikes et al., 2006). Observational research suggests specific aspects of home visiting process related to parenting and child outcomes (Heinicke et al., 1999, 2000; Kelly et al., 2008; Woods et al., 2004; Zajicek-Farber, 2010):

1. Responsiveness to family strengths and culture,
2. Positive working relationship
3. Facilitation of parent-child interaction
4. Collaboration with parent
5. Parent-child interaction
6. Parent engagement
7. Child engagement

This study explored these aspects of home visiting in relation to positive changes in parents’ developmental support and children’s language and self regulation at child age 36 months.

Methods

Extant home visit video-recorded observations and outcome data were available from 71 Early Head Start families semi-rural US communities: 18% ethnic minorities, 26% on public assistance, 29% without high school/GED, 37% teen parents, 19% high risk, 14% of children with disabilities. Home visit videos (60-90 min) were coded by trained reliable observers using *Home Visiting Rating Scales* (HOVRS A+ 2.0; Roggman et al., 2014), with minimum inter-rater agreement established at 80%.

Table 1: Home Visiting Observation Variables.

HOVRS-A+ v2 Scale	N items	alpha
1. Responsiveness	6	.76
2. Relationship	7	.70
3. Facilitation	6	.85
4. Collaboration	5	.87
5. P-C Interaction	7	.95
6. Parent engagement	6	.88
7. Child engagement	4	.88

+ $p < .10$, * $p < .05$, ** $p < .01$

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Table 2: Home Visiting Summary Scores.

HOVRS total	2	.77
HOVRS Practices	4	.74
HOVRS Engagement	3	.87

Outcome Measures

Supportive Parenting: Home Observation for the Measurement of the Environment (Caldwell & Bradley, 1984—14 & 36 months)

Child Attention-Regulation: Orientation/Engagement subscale of Bayley Behavioral Rating Scales (Bayley, 1993) —14 & 36 months

Child Language: Peabody Picture Vocabulary Test (Dunn & Dunn) —36 months
MacArthur Communicative Development Inventory (Fenson, 1993)—14months

Data Analysis

To estimate the association of home visiting quality with improvements in parenting and child development, baseline measures (14 mo) were controlled in partial correlations and multiple regression models. These analyses take into account where the family began.

Table 2: Partial correlations, controlling for 14 month baseline variables.

	Parenting	Child Vocabulary	Child Attention
HOVRS total	.37*	.21	.39*
HOVRS Practices	.17	.22	.24
HOVRS Engagement	.35*	.27+	.37*

Preliminary results support a mediation model, in home visiting quality is related to improved child self-regulation via the association of home visiting quality with improved parenting.

+ $p < .10$, * $p < .05$, ** $p < .01$

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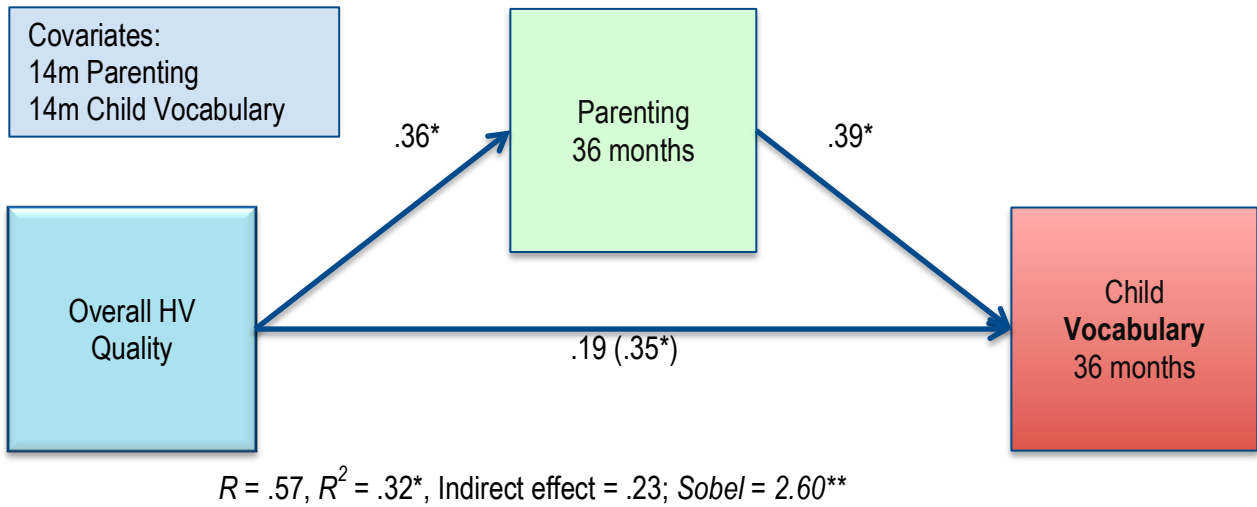


Figure 1. Indirect effects of overall home visiting quality on child vocabulary

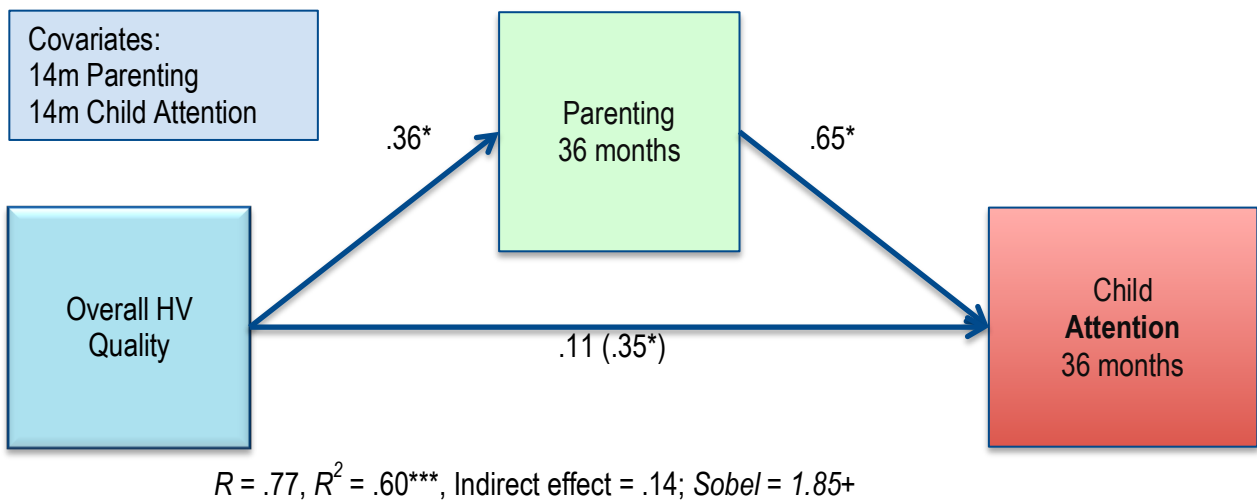


Figure 2. Indirect effects of overall home visiting quality on child attention regulation

Conclusion

Our results support a parenting-focused model of home visiting, during which the home visitor engages parent and child in developmentally supportive interactions that improve parenting, and thereby improve the child's developmental outcomes. Practical implications include the value of an observational approach to effectively engage parent and child in developmentally supportive interactions.

+ $p < .10$, * $p < .05$, ** $p < .01$

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