

INDIGENOUS HOME VISITOR COMPETENCIES: A LITERATURE REVIEW & EMERGING FRAMEWORKS

A literature review and a subsequent literature critique and expansion by practicing home visitors guided the development of our emerging framework for culturally-rooted home visitor competencies within and outside of Indigenous communities (American Indian, Alaska Native, Native Hawaiian, and Pacific Islander). We present implications of the frameworks for practice, measurement/evaluation, policy, and future research.

BACKGROUND

Home visitor competencies include the knowledge and skills that promote positive parent and child outcomes for home visiting clients, according to existing empirical evidence (Roggman et al, 2016). However, universalized approaches to establishing metrics for home visitor competencies do not take into account community- and culturally-specific knowledge and skills that home visitors from global majority backgrounds leverage when working within their own communities. This poster delves into the Hummingbird Pilimakua Home Visiting Program's approach to Indigenous Home Visiting. We aim to conceptualize gaps and opportunities in existing frameworks and measures of home visitor professional competencies for home visitors from Indigenous backgrounds (American Indian, Alaska Native, Native Hawaiian, Pacific Islander) serving diverse urban Indigenous families.

METHODS

1. Literature review of mainstream and Indigenous-specific home visitor competencies;
2. A grounded re-review of the literature by practice-based experts (Indigenous home visitors);
3. Development of an emergent model of culture-based professional competencies drawing on 1 & 2.

The lit review includes both peer-reviewed and gray literature on Indigenous and non-Indigenous home visiting. Within the Indigenous literature, we broadened our search to include related early childhood disciplines, due to the small research base on Indigenous home visiting. We identify major gaps in Indigenous early childhood practice content in the literature, reflecting a deficit in catching up to the millennia of intergenerational and ancestral Indigenous child development knowledge. Our grounded re-review speaks to this gap as well as to power imbalances in home visiting evidence criteria.

EXISTING FRAMEWORKS

The initial stage of our lit review focused on peer-reviewed studies documenting effective home visitor professional practice domains and on funder and policy frameworks of home visiting competencies, e.g., those published by state agencies. These frameworks are not specific to any community, though they reflect western cultural and scientific worldviews. 10 common home visitor competencies were identified in multi-state crosswalks and in our state (WA) and are included in Figure 1.

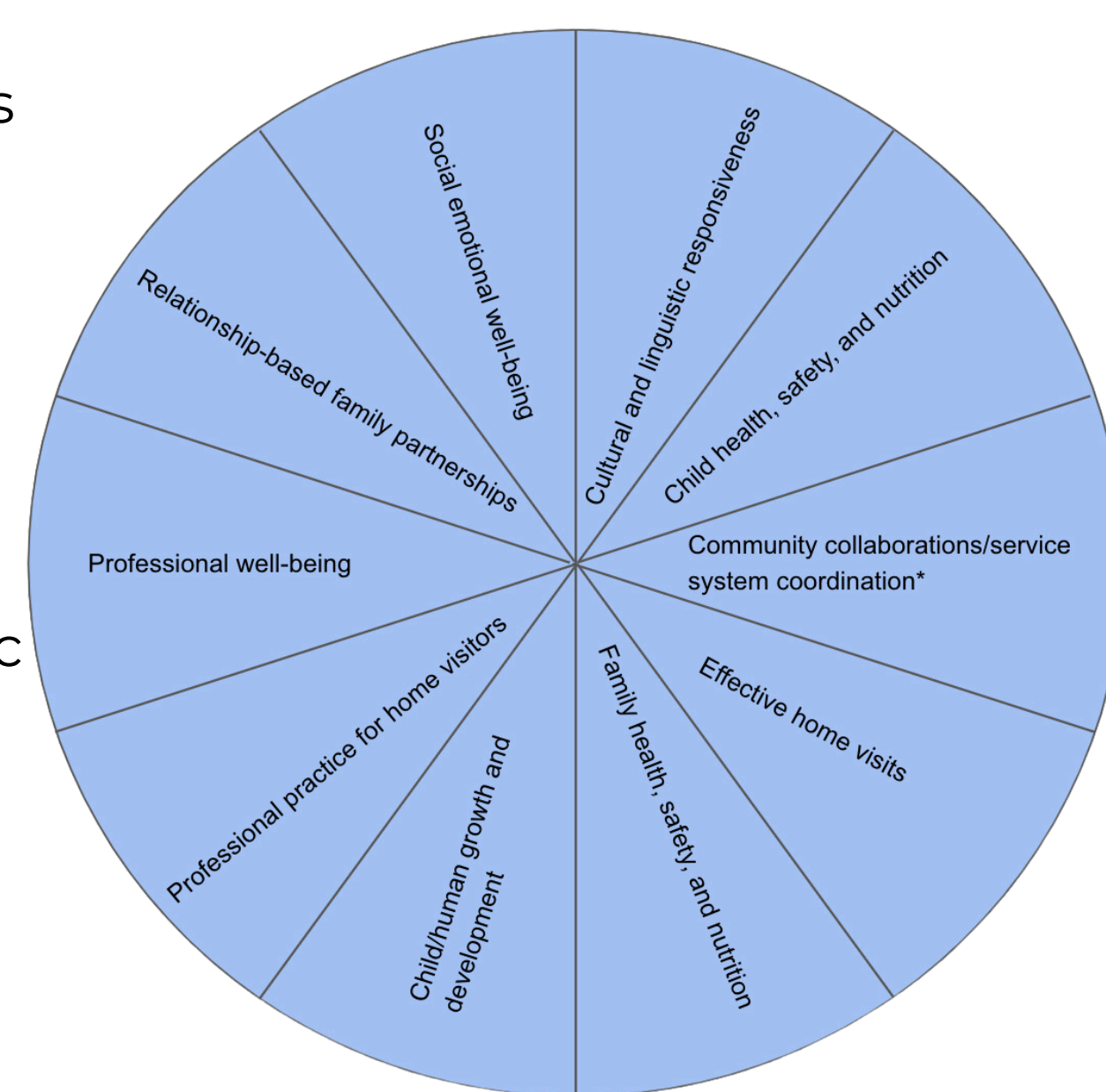
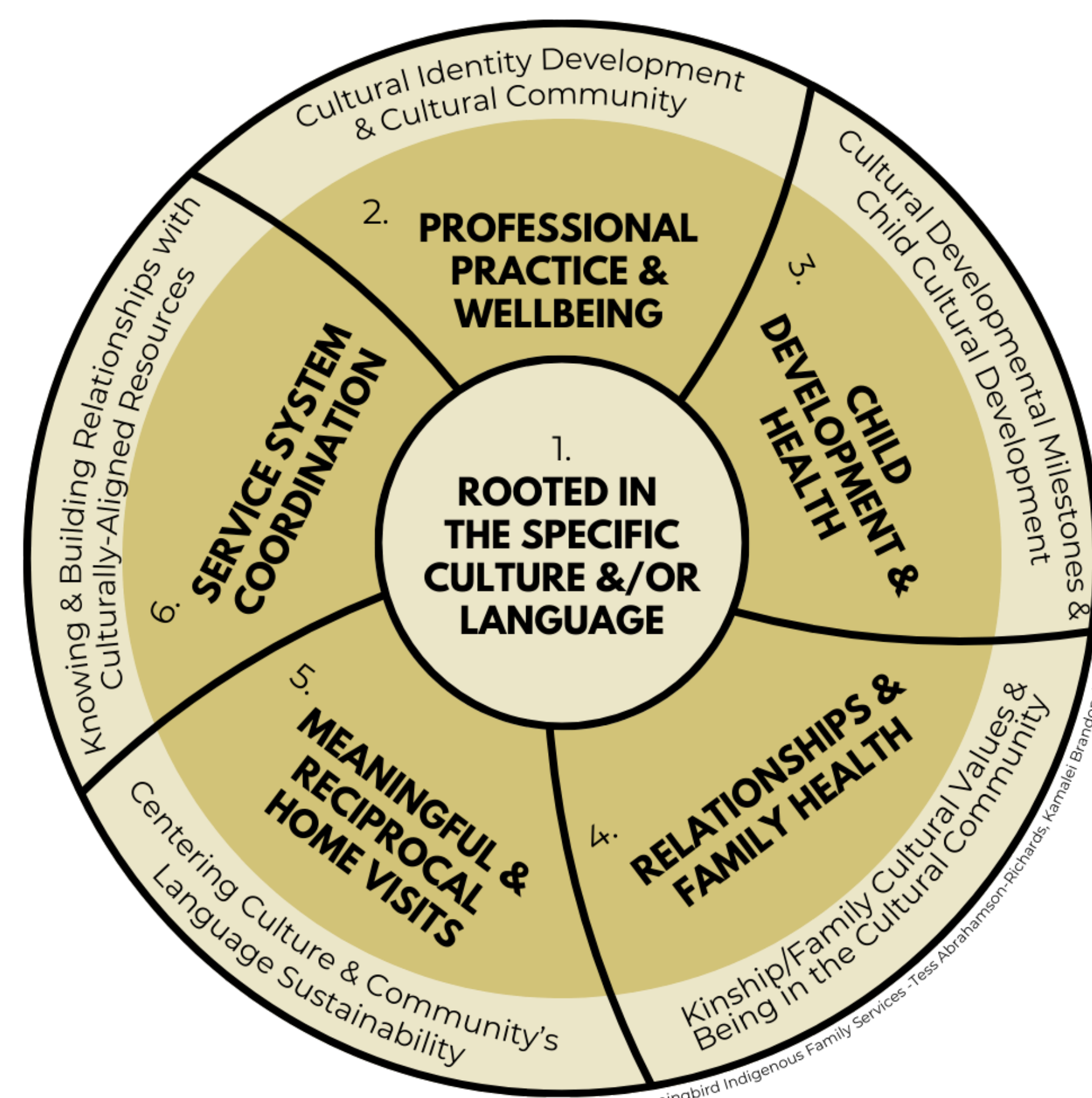


Fig 1. Common Home Visitor Competencies

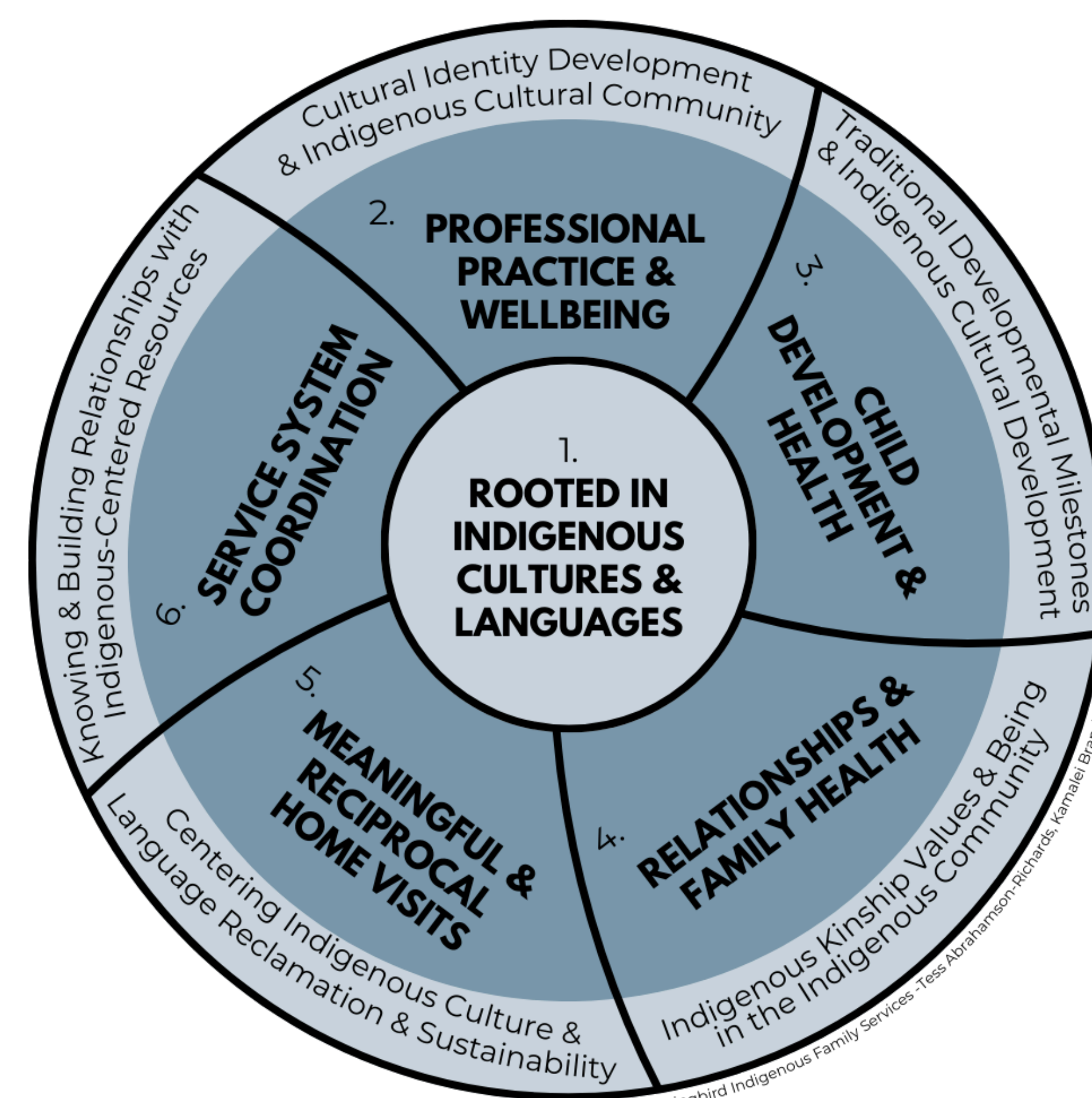
RESULTING FRAMEWORKS

In a recorded interactive discussion including mixed media activities, Pilimakua Home Visiting Program staff provided feedback on the strengths and limitations of existing home visitor competencies frameworks and offered suggested revisions with supporting examples from their work and lived Indigenous experiences. This data was used alongside the literature review results to develop an emerging model of Indigenous Home Visitor competencies (Figure 3). We also offer an extension of this framework for non-Indigenous programs (Figure 2) to better articulate the cultural orientation of their home visiting model and reflect on its cultural community fit.

CULTURALLY-ROOTED HOME VISITOR COMPETENCIES



INDIGENOUS HOME VISITOR COMPETENCIES



Diving deeper into the Indigenous Home Visiting Competencies Framework:

The Indigenous framework centers Indigenous cultures and languages as the foundation of home visiting practice. Culture thereby informs the 5 other key domains of professional competency that reflect the adaptations we made to existing frameworks with Pilimakua staff guidance. The outer ring specifies the role of culture in each of these 5 additional competency domains, recognizing that culture is both a distinct domain and embedded in all other domains.

1. **Rooted in Indigenous Languages & Cultures:** Home visiting models and home visitors reflect their cultural values. Indigenous communities prioritize Indigenous cultures and languages in early childhood interventions.
 - a. *Indigenous Culture Connection: HV's cultural identity development & cultural community support access*
2. **Professional Practice & Wellbeing:** Professional and ethical standards; supports for home visitor wellbeing.
 - a. *Indigenous Culture Connection: HV's cultural identity development & cultural community support access*
3. **Child Development & Health:** Offering content and approaches that support child health and development.
 - a. *Indigenous Culture Connection: Supporting and incorporating developmental milestones from traditional knowledge & the Indigenous children's cultural development*
4. **Relationships & Family Health:** Centering all of the meaningful relationships surrounding the child and primary caregiver as the basis of their ongoing healthy development.
 - a. *Indigenous Culture Connection: Operating from Indigenous kinship values & being a source of connection to Indigenous community & community support*
5. **Meaningful & Reciprocal Home Visits:** Caregivers co-lead all aspects of visits based on their priorities/needs
 - a. *Indigenous Culture Connection: Reclaiming and sustaining Indigenous cultures and languages*
6. **Service System Coordination:** Bridging access to families' requested service resources beyond home visiting
 - a. *Indigenous Culture Connection: Knowing & building relationships with Indigenous-centered resources*

AUTHORS

Tess Abrahamson-Richards, MPH (Spokane)
 Kamalei Brandon, MiT (Kānaka Maoli/Native Hawaiian)
 Koa Beck, MSW (Sāmoan Pasifika)



Hummingbird
 INDIGENOUS FAMILY SERVICES

Contact Us: tess@hummingbird-ifs.org

IMPLICATIONS

As the first step in a broader research effort surrounding Indigenous evidence-based criteria for home visiting, this project aims to put forward two frameworks to inform ongoing home visiting practice, measurement, and policy both within and outside of Indigenous service settings.

Implications for Home Visiting Practice Broadly:

These competencies prioritize a strengths-based and culturally rooted approach that invites families to lead and construct their experiences in partnership with home visitor. Establishing a practice such as this rather than the current Western-based precedent.

Implications for Indigenous Home Visiting:

This framework honors the Indigenous knowledge and values that have been passed down generationally and recognizes community based strengths. It prioritizes Indigenous cultures and languages within home visiting and re-centers the intergenerational transmission of sustainable Indigenous practices that are vital to Indigenous children's wellbeing and to the futurity of all human life.

Implications for Measurement & Evaluation:

Measurement practice based in these frameworks will highlight communities' cultural strengths and be carefully adapted to their specific contexts, priorities, and scientific approaches.

Implications for Policy & Funding:

Future home visiting funding policy should be poised to support hyper-localized home visiting practice for both mono-cultural and multicultural Indigenous community-designed programs.

Implications for Future Research:

Future research is needed to investigate applications of these models and to extend and study them beyond professional competencies within other domains of home visiting programming.

Significant gaps in home visiting literature and funding structures continue to limit the extent to which Indigenous scientific knowledge and Indigenous home visitors' practice-based expertise can shape service delivery. Projects like this are needed to address these gaps in the interest of family and community wellbeing.

KEY REFERENCES

- Hiratsuka, V. Y., Parker, M. E., Sanchez, J., Riley, R., Heath, D., Chomo, J. C., ... & Sarche, M. (2018). Cultural adaptations of evidence-based home-visitation models in tribal communities. *Infant mental health journal*, 39(3), 265-275.
- Nathans, L., Gill, S., Molloy, S., & Greenberg, M. (2019). Home visitor readiness, job support, and job satisfaction across three home visitation programs: A Retrospective Analysis. *Children and Youth Services Review*, 106, 104388.
- Peters, R., & Sandstrom, H. (2019, September). Creating core competency frameworks for successful home visitors. National Home Visiting Resource Center. <https://nhvrc.org/wp-content/uploads/NHVRC-Brief-092519-FINAL.pdf>
- Roggman, L. A., Peterson, C. A., Chazan-Cohen, R., Ispa, J., B. Decker, K., Hughes-Belding, K., ... & Vallotton, C. D. (2016). Preparing home visitors to partner with families of infants and toddlers. *Journal of Early Childhood Teacher Education*, 37(4), 301-313.
- Start Early Washington. (2022). Washington State home visiting core competencies. Start Early. <https://www.startearly.org/where-we-work/washington/home-visiting-core-competencies/>

