



Reaching Potentials through Recommended Practices Observation Scale – Home Visiting (RP² OS-HV)

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Procedure for Scoring Recommended Practice Items via OBSERVATION

In order to gain a full understanding of the practices used by the Home Visitor, this scale should be completed after observing at **least two home visits** with the target family. At least one of these observations should be live (the second observation can be videotaped) if possible. Depending on the program, some home visits will last 60 minutes and others 90 minutes. As you observe, make notes in the comment section in order to have a good set of reminders at the end of the observation.

Procedure for Scoring Recommended Practice Items via INTERVIEW

Since the observation time is very limited in the home, an **interview** with the home visitor will be necessary. Interviewers should feel free to use as many questions and requests for clarification as needed to feel comfortable in rating each item. Remember that in the interview the interviewer and interviewee will be considering only the family that was observed and videotaped. Be sure to keep the questions focused on this specific family or child when addressing specific questions. So, for example, the interviewer might ask, “Can you tell me about your contact with Billy’s family in the last month?” Or, “Let’s talk about Lisa for a moment, how is it that you chose the particular assistive device?” When possible ask for a permanent product (e.g., documentation of planning with the family, data sheet, activity plan, etc.) that supports the interviewee’s comments.

Using the Ratings

Ratings should represent the most typical set of events you saw or heard described in the interview for a particular item. It will not be unusual to see practitioners implementing with varying degrees of precision across the home visit. When that happens, pick the rating that would best represent what you saw most often or heard. Below are some general guidelines for rating categories. You will notice that each practice has three indicators. The scoring rubric reflects these three indicators and you will have only one score for a practice.

5. **All Indicators Seen or Reported Across All Relevant Routines and Environments:** This rating is reserved for observations where home visitors implemented the practice precisely on each and every occasion and they utilized the practice across all activities and routines.
4. **Two or Three Indicators Seen or Reported Across Most But Not All Routines**
3. **One or Two Indicators Seen or Reported Sporadically:** This rating represents situations where there was variability in the quality of use across opportunities or the home visitor simply missed numerous opportunities to use the practice.
2. **One Indicator Seen or Reported but Many Opportunities Missed**
1. **No Indicators Seen or Reported:** This rating is reserved for situations where you see no or poor implementation of the practice or the practice is underutilized across available opportunities.
0. **NA Not Applicable:** This rating is reserved for situations where the practice is not possible because of the situation. For example, the child does not need assistive technology or there are no other children in the home.

ENVIRONMENT PRACTICES						
Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>1. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences. (E3)¹</p> <ul style="list-style-type: none"> As the family selects everyday activities and routines, home visitor helps the family identify environmental adjustments that help promote their child’s access to everyday activities. Home visitor helps the family identify environmental adjustments that help promote their child’s participation in everyday learning activities and routines. Home visitor helps the family identify the potential physical, social, and temporal factors that interfere with child participation in home activities and routines. 	5	4	3	2	1	0
<p>2. Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote access to and participation in learning experiences. (E4)</p> <ul style="list-style-type: none"> Home visitor helps the family determine whether assistive technology could help their child access more learning experiences in everyday routines or activities. Home visitor helps the family determine whether assistive technology could help their child more fully participate in everyday learning experiences in everyday routines and activities. Home visitor helps the family select assistive technology that might be best suited to child’s needs, strengths, and the nature of the learning activities. 	5	4	3	2	1	0
<p>3. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child’s access to and participation in learning experiences. (E5)</p> <ul style="list-style-type: none"> Home visitor helps the family acquire appropriate assistive technology to promote the child’s engagement in everyday activities and routines. Home visitor helps the family create appropriate assistive technology to promote the child’s engagement in everyday activities and routines. Home visitor helps the family implement assistive technology supports within everyday routines and reduce or eliminate the use of the supports as their child becomes more independent. 	5	4	3	2	1	0

¹Letter and number following practice indicates the letter and number of the selected DEC Recommended Practice, e.g. E3 is DEC Recommended Practice #3 in Environmental Practices.

Interview Questions for the Environment Indicators (These questions are offered as suggestions. Ask any and as many questions as needed to assess the indicators):

- Are there activities or routines that you are helping the family modify so that child's name is more engaged in activities? What does engagement look like for child's name during these activities?
- How did you and the family determine what environmental supports or adjustments may be needed for child's name to participate in the activity/routine?
- How do you support the family in implementing the modifications? How do you and the family know the accommodations/modifications are working?

Comments:

FAMILY PRACTICES						
Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>4. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity. (F1)</p> <ul style="list-style-type: none"> Home visitor engages the family in respectful conversations about their child and family. Home visitor uses the parents' comments about their interests, concerns, and beliefs to understand what the family wants for their child. Home visitor is nonjudgmental about family choices and decisions. 	5	4	3	2	1	0
<p>5. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances. (F3)</p> <ul style="list-style-type: none"> Home visitor seeks to understand family's concerns, priorities, and life circumstances on an ongoing basis. Home visitor engages family in discussions of their concerns and priorities including their expectations and aspirations for the child. Home visitor is flexible and supportive when the family's concerns or priorities for the child change. 	5	4	3	2	1	0
<p>6. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs. (F4).</p> <ul style="list-style-type: none"> Home visitor helps the family identify interest-based, everyday activities and opportunities the family can use to promote their child's learning. Home visitor and family observe their child in different activities to identify the child's strengths and interests. Home visitor and family develop their plan for using activities and routines to promote child learning that is based on their child's strengths and interests, and family priorities. 	5	4	3	2	1	0
<p>7. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities. (F5)</p> <ul style="list-style-type: none"> Home visitor helps the family recognize when they are supporting their child's learning in order to build parent competence and confidence. Home visitor provides suggestions, strategies, guidance, and information to families in a manner that builds on family strengths and capacities. Home visitor and family use the family's strengths to promote the parent-child relationship. 	5	4	3	2	1	0

Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>8. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences. (F6)</p> <ul style="list-style-type: none"> • Home visitor listens to and helps the family determine if they need more information and skills to support child learning. • Home visitor asks about everyday activities in the home and community and the family needs for support, assistance, or resources to promote child engagement. • Home visitor helps the family to include their ideas about how to help their child's learning in a way that strengthens the family's competence and confidence. 	5	4	3	2	1	0
<p>Interview Questions for the Family Indicators (These questions are offered as suggestions. Ask any and as many questions as needed to assess the indicators):</p> <ul style="list-style-type: none"> • Tell me how you make connections with this family, especially at times when the family and/or child are experiencing additional challenges. • What do you do to help strengthen the family's capacity to support their child's learning and development? • How do you work with families to identify the child's learning goals? How do families share with you their priorities for child's name learning goals? • Describe your philosophy about home visiting and the roles of the home visitor and the parent. <p>Comments:</p>						

INSTRUCTION PRACTICES						
Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>9. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning within and across activities and routines that occur in natural and inclusive environments. (INS2)</p> <ul style="list-style-type: none"> • Home visitor helps the family identify goals that span many daily routines. • Home visitor helps the family identify which activities and routines of interest to their child will be used to promote their child's learning. • Home visitor helps the family develop a plan of what activities they want to do with their child between home visits. 	5	4	3	2	1	0
<p>10. Practitioners gather and use data to inform decisions about individualized instruction. (INS3)</p> <ul style="list-style-type: none"> • Home visitor and the family decide what information (data) about frequency of learning opportunities and the important features of the child's participation (e.g. child's engagement, willingness to try hard) the family needs to collect. • Home visitor helps the family determine an easy method to collect the needed data. • Home visitor and the family regularly review the data/information as part of the home visit in order to make decisions about changes that might need to be made. 	5	4	3	2	1	0
<p>11. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines. (INS4)</p> <ul style="list-style-type: none"> • Home visitor helps the family make accommodations so their child can fully participate in everyday routines and activities. • Home visitor helps the family use appropriate instructional practices (e.g. sibling modeling, prompting) during everyday activities and routines. • Home visitor helps the family reduce the level of support and accommodations as their child becomes more independent in everyday activities and routines. 	5	4	3	2	1	0
<p>12. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities. (INS5)</p> <ul style="list-style-type: none"> • Home visitor helps the family to identify and define learning opportunities of interest to their child that occur in the context of routines and activities. • Home visitor helps the family identify numerous routines and activities within which embedded instruction can occur. • Home visitor develops with the family an activity matrix (or other system) to remind them which instructional strategies will be used in the identified everyday activities and routines. 	5	4	3	2	1	0

Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>13. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning. (INS6)</p> <ul style="list-style-type: none"> • Home visitor helps the family identify and understand the key characteristics of the instructional strategies they will use during everyday activities and routines with their child. • Home visitor helps the family use the key characteristics of the instructional strategies with their child during everyday activities and routines. • Home visitor helps the family develop a method to ensure that the key characteristics of the instructional strategies are used consistently during activities. 	5	4	3	2	1	0
<p>14. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills. (INS7)</p> <ul style="list-style-type: none"> • Home visitor helps the family identify natural reinforcers for their child in everyday activities and routines. • Home visitor helps the family learn how to use natural reinforcers with their child during everyday activities and routines. • Home visitor helps the family use explicit feedback to encourage their child's engagement in play and everyday activities and routines. 	5	4	3	2	1	0
<p>15. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning. (INS8)</p> <ul style="list-style-type: none"> • When siblings or other children are in the home regularly, the home visitor assists the family to help the children learn ways to interact and “play” with their child during everyday activities and routines. • Home visitor helps the family encourage targeted social skills when siblings or other children are in the home. • Home visitor helps the family learn how to prompt the child's engagement interactions with other children when necessary. 	5	4	3	2	1	0
<p>16. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning and/or the level of support needed by the family to achieve the child's outcomes or goals. (INS10)</p> <ul style="list-style-type: none"> • Home visitor helps the family determine how to provide frequent learning opportunities and activities to promote their child's learning. • Home visitor helps the family use appropriate prompting strategies (such as time delay, least to most) in learning activities and opportunities to extend the duration and depth of their child's learning. • Home visitor helps the family continue working on goals until they are generalized across activities. 	5	4	3	2	1	0

Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>17. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development. (INS13)</p> <ul style="list-style-type: none"> • Home visitor helps the family to identify strategies or practices that might be used to facilitate child engagement in interactions, materials, and activities. • Home visitor shares information on instructional strategies with families through video samples, coaching, and modeling. • Home visitor uses coaching strategies to support the family's reflection on their interactions with the child and give feedback to the family when appropriate. 	5	4	3	2	1	0
<p>Interview Questions for the Instruction Indicators (These questions are offered as suggestions. Ask any and as many questions as needed to assess the indicators):</p> <ul style="list-style-type: none"> • Describe your process for determining the skills to target for children who need more individualized instruction. • Can you share an example of how you've helped this family identify their child's interests and strengths? How has it been incorporated into the everyday learning opportunities the family has planned for the child? • How do you and the family determine that the child is engaged in activities and that they are occurring frequently enough for the child to learn? How do you and the family determine when something is NOT working for the child? • What kind of adaptations or instructional strategies have you and the family identified as being necessary to support the child's engagement and learning (e.g., assistive technology, peer modeling, verbal prompts, visual aids, etc.)? How have you supported the family in using these with their child? How do you address challenges this family may experience in learning how to use the adaptation/instructional strategy? How do you support this family with being consistent? • When siblings or other children are in the home regularly, how do you assist the family in helping other children learn ways to interact and "play" with their child during everyday routines and activities? Please share examples. • In your own words, share how you've used coaching strategies to support this family. <p>Comments:</p>						

INTERACTION PRACTICES						
Item	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>18. Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions. (INT1)</p> <ul style="list-style-type: none"> • Home visitor helps the family promote the child’s development by responding intentionally and contingently to the child’s behavior. • Home visitor helps the family to encourage the child to identify and label emotions in self and others. • Home visitor helps the family respond appropriately to the range of their child’s emotions. 	5	4	3	2	1	0
<p>19. Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, and/or other types of guided support. (INT2)</p> <ul style="list-style-type: none"> • Home visitor helps the family encourage their child to initiate and sustain interactions with adults during everyday routines and activities. • Home visitor helps the family join in their child’s social interactions to extend and sustain play interactions with siblings or peers. • Home visitor helps the family use strategies such as modeling, labeling, explaining, or describing desired behaviors to promote their child’s social interactions during activities and routines. 	5	4	3	2	1	0
<p>20. Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests. (INT3)</p> <ul style="list-style-type: none"> • Home visitor helps the family promote their child’s communication and social emotional development by responding intentionally and contingently to their child’s behavior. • Home visitor helps the family promote the child’s communication skills by following the child’s lead. • Home visitor helps the family encourage their child to elaborate on his/her skills/behaviors during everyday routines and activities. 	5	4	3	2	1	0

Item	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>21. Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child’s exploration, play, and social activity by joining in and expanding on the child’s focus, actions, and intent. (INT4)</p> <ul style="list-style-type: none"> • Home visitor helps the family join in and expand on their child’s behavior in everyday activities and routines to promote the child’s cognitive development. • Home visitor helps the family observe their child’s activities and interactions to identify naturalistic “teaching” opportunities. • Home visitor helps the family respond intentionally to their child’s social and non-social behavior during activities and routines. 	5	4	3	2	1	0
<p>22. Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation. (INT5)</p> <ul style="list-style-type: none"> • Home visitor helps the family actively observe their child’s behavior during everyday activities and routines to identify problem-solving opportunities. • Home visitor helps the family create new learning opportunities in everyday activities that engage their child in problem-solving opportunities. • Home visitor helps the family expand their support of their child’s problem-solving skills during everyday activities and routines to encourage the child’s independence and self-regulation. 	5	4	3	2	1	0

Interview Questions for the Interaction Indicators (These questions are offered as suggestions. Ask any and as many questions as needed to assess the indicators):

- Share how you have helped the family support the child's social emotional development? What kind of strategies are you and the family using? (e.g., modeling, labeling, explaining, or describing desired behaviors) What has been this family's response? (i.e., Emilio used to scream to communicate, now he is using his signs to communicate what he wants) How are these strategies and learning opportunities used across activities every day? What kind of progress or continued challenges are you seeing?
- Share how you have helped the family support the child's communication? What kind of strategies are you and the family using? How are the strategies being used across activities throughout the day? What are the challenges, if any?
- Can you share some ways that you have helped this family join in and expand on their child's behaviors in everyday activities and routines to promote the child's cognitive development? Was this a difficult process? How so? Has the family shared any reflections to indicate they feel more competent or confident after this experience with their child?
- What are some of the social and non-social cues and behaviors of this child? How did you help the parents identify these cues/behaviors? Were there any strategies you used to help the parents respond intentionally to their child? What were the challenges, if any?
- What opportunities have you had to support this family in promoting their child's problem-solving skills and independence? Share examples.

Comments: