



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.

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>						