While You’re Waiting........

While you are waiting for the webinar to begin, please download the following from the Resource List:

• What Training Is Needed?
• Relationship-Based Competencies to Support Family Engagement
• HV CDA Credential handout
• CDA PD Specialist handout
• Key PD Strategies and HSPPS
• Positive Parent-Child Relationships
• Enhancing PD for HV PPT

Participation Note:
We love Wi-Fi, but for the best webinar experience, please make sure you are hardwired to an Ethernet cable. Using Wi-Fi alone may result in problems with viewing the short videos we plan to share during this webinar.

Enhancing Professional Development for Home Visitors

December 11, 2019
Presenters:
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Brandi Black Thacker, NCPFCE

Webinar Features

Slide Deck
Question & Answers
Ideas
Closed Captioning (English & Spanish)

Help
Media Player
Resource List
Webinar Tips (English & Spanish)
Session Objectives

At the end of this presentation, you should be able to:

• Identify home visiting knowledge, skills, and practices important for positive parent and child outcomes
• Explore professional development opportunities to improve home visiting practices
• Review resources available for ongoing professional development

Reflecting on Professional Development Experiences

Think about the most effective professional development experience you have had.

Reflect for a moment on what made it so effective for you.

Role of the Home Visitor in Promoting Positive Parent and Child Outcomes
§ 1302.30 - Education and Child Development Services

All programs must provide high-quality early education and child development services.

A center-based or family child care program must embed responsive and effective teacher-child interactions.

A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences.

The Role of the Home Visitor – A Review

Effective Home Visiting Practices → Positive Parenting Practices → Child Development

What Skills Are Needed?

A home visitor travels from home to home to:

- Work with each family
- Collaborate to facilitate children’s development
- Promote learning
Key Home Visiting Practices Supported by Research

Establish a Positive Relationship
Respond to Strengths and Culture
Sustain a Collaborative Partnership
Facilitate parent-child interactions

Poll

What strategies does your program use to support home-based staff in gaining and enhancing home visiting practices? (Pick the top two)

a. In-person Training (provided by program)
b. Conferences and/or Institutes
c. Virtual Training
d. Individual Coaching
e. Peer Coaching
f. Group Coaching
g. Continued education (provided by program)
h. Continued education (obtained by staff)
i. Reflective supervision

Professional Development Opportunities for Skill and Practice Development and Improvement
Key PD Strategies and Head Start Program Performance Standards (HSPPS)

<table>
<thead>
<tr>
<th>Key Professional Development Strategies</th>
<th>Corresponding HSPPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on identified need</td>
<td>1302.92(c) research-based coaching</td>
</tr>
<tr>
<td>Is based on active and engaged learning</td>
<td>1302.92(a) training and professional development standards</td>
</tr>
<tr>
<td>Has opportunities to practice skills</td>
<td>1302.92(c) research-based coaching</td>
</tr>
<tr>
<td>Includes opportunities for coaching and reflective supervision</td>
<td>1302.92(c) research-based coaching and 1302.101(a)(2) regular and ongoing supervision</td>
</tr>
<tr>
<td>Involves self reflection</td>
<td>1302.101(a)(2) regular and ongoing supervision</td>
</tr>
<tr>
<td>Includes strengths-based performance feedback</td>
<td>1302.101(a)(2) regular and ongoing supervision</td>
</tr>
</tbody>
</table>

Key Professional Development (PD) Strategies

Based on identified need

Education: A Snapshot of The Head Start Home Visitor Data

- Home Visitors
  - 0%
  - 9%
  - 7%
  - 3%
  - 4%
  - 57%
  - 17%
- Home Visitor Supervisors
  - 11%
  - 29%
  - 52%
  - 9%
  - 17%
  - 22%
  - 40%
Education: A Snapshot of The Head Start Home Visitor Data

What Training is Needed?

Topics required for the Home Visitor Child Development Associate (CDA) Credential:
- Health and safety in the home
- Enhancing parents’ skills to advance children’s physical and intellectual development
- Promoting parents’ use of positive ways to support children’s social and emotional development
- Understanding family systems and development
- Managing an effective home visitor program
- Maintaining a commitment to professionalism
- Working across the child welfare continuum
- Understanding principles of child development and learning

Sharing Ideas: Training Topics

Use the Idea Widget to share additional training topics you think are needed for home visitors.
What Training is Needed?

Topics from a home visiting online professional development system:
- Home visiting skills & strategies, including relationship-building
- Child development 0-3 and 4-5
- Working with families with children with suspected or identified disabilities
- Working with families who are dual language learners
- Child abuse and neglect, prevention, recognition & reporting
- Personal safety for home visitors
- Trauma-informed practice
- Engaging fathers
- Reflective supervision

Key Professional Development (PD) Strategies

Active and engaged learning

Active and Engaged Learning
Active and Engaged Learning

• Addresses all modalities (visual, auditory, kinesthetic)
• Content provided in chunks
• Opportunities to practice new skills
• Connects to learning objectives

Poll

Think back to our reflection question at the beginning of the webinar, what made that specific PD experience so effective for you? (Pick all that apply)
• Interested in the topic
• Brand new to the topic
• Training format
• The presenter
• Activities used
• Opportunities for discussions and sharing
• Resources shared
• Follow-up to the training

Key Professional Development (PD) Strategies

Opportunities to practice skills
Assessing Skills and Abilities

Assessing skills and abilities can provide information on the **content** and **quality** of activities that occur during home visits, and group socializations.

Home Visiting Assessment Tool Examples

- **A Partial List of Home Visiting Assessment Tools**
  - Home Visiting Rating Scale (HOVRS); HOVRS-A+2.1
  - Home Visiting Skill Profile
  - Home Visit Characteristics and Content Form
  - Home Visit Observation Form
  - Home Visit Assessment Instrument
  - Supportive Interactions with Families

*This is not an endorsement of any particular tool and not an exhaustive list*

**This profile isn’t included in the “Design Options for Home Visiting Evaluation Home Visit Observation Brief” but can be found on ECLKC*


Effective Home Visiting Practices Activity
What Strengths Did You Observe?

- Sitting to the side
- Modeling language
- Encouraging child
- Switching techniques to match child interests

What Areas of Improvement Did You Observe?

- Provide additional suggestions or instruction
- Hand blocks to the parent rather than the child
- Let the parent know what the child is learning

Key Professional Development (PD) Strategies

- Includes opportunities for coaching and reflective supervision
- Includes strengths-based performance feedback
Goals of Professional Development

- Awareness
- Knowledge
- Develop skills
- Use new skills/practices in context

Matching PD strategies to outcomes

Complexity

Goals of Professional Development

- Awareness
- Knowledge
- Develop skills
- Use new skills/practices in context

Coaching/Mentoring
Follow-up from PD activity
Action planning

These high-complexity PD strategies are most likely to increase use of skills/practices in context

HSPPS: Coaching

1302.92(c) A program must implement a research-based, coordinated coaching strategy for education staff
Practice-Based Coaching

**How will coaching be delivered?**

- **Coaching Partners**
  - Expert
  - Peer
  - Self
- **Delivery Method**
  - On Site
  - Distance
- **Grouping**
  - Group
  - Individual

**What are Effective Practices?**

Specific statements of the actions and behaviors home visitors use to support parents during home visits and socializations.
Poll

What source(s) does your program use to identify skills and competencies for home visitors?

• Skill observation and assessment tools, i.e. HOVRS or the Home Visiting Skill Profile
• Curriculum Fidelity Checklist
• Home Visiting practices found within the curriculum
• Relationship-Based Competencies to Support Family Engagement for Professionals Who Make Home Visits
• Effective Practice Guides
• Head Start Early Learning Outcomes Framework
• Other ECLKC Resources

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Collaborative Coaching Partnerships

• Coordination with parents, home visitor, and coach
• Practices related to:
  • Interactions with parents
  • Improving child outcomes

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Building Relationships with Families

• Ask permission for additional visitors to home visits
• Communication and flexibility
• Use culturally and linguistically responsive practices
• Transparency
Shared Goals and Action Planning

- Conduct needs assessment
- Set goals
- Develop action plan

Considerations for Setting Goals in Home Visiting

- Targeting practices among several families
- Level of difficulty/complexity
- Families have different strengths and needs
- Create experiences to practice targeted skills

Focused Observation

- Watch and listen
- Record information about the observation
- Use coaching strategies
Focused Observation Coaching Strategies

- Side by side verbal or gestural support
- Problem solving discussion
- Videotaping
- Modeling
- Other help during home visits or group socializations

Reflection and Feedback

- Reflect on observation and progress
- Give and receive feedback
- Problem-solve
- Use coaching strategies

Reflection Considerations

Strength-based

Conversational and reciprocal
Feedback Considerations

- Planned
- Focused
- Supportive
- Constructive
- Intentional
- Specific

Case Study:
RBCs for Home Visitors

Relationship-Based Competencies from PFCE

Family Engagement

Relationship-Based Competencies to Support Family Engagement for Professionals Who Make Home Visits

Slide source: National Center on Parent, Family, and Community Engagement
professional practice is a combination of knowledge, skills, and individual practices that are measurable or observable, and describe what a person needs to know and how to do the work successfully.

- Knowledge is what professionals need to know
- Skills are what professionals need to be able to do
- Practices include key examples of what they actually do

Key Terminology

Assessments for Supervisors and Staff

Case Study: RBCs for Home Visitors

Coach Anita is working with Coachee Brenden, a home visitor, to support his use of practices that support families in his caseload. The program that Brenden works for has identified a set of practices that they want all home visitors to use with families.

Brendan recently attended an overview training of the Relationship-Based Competencies to Support Family Engagement for Home Visitors. Since attending the training, Brenden has expressed an interest in improving his practice related to RBC 4, Parent-Child Relationships and Families as Lifelong Educators.
Case Study: RBCs for Home Visitors

Step 1. Complete and review needs assessment

After completing a needs assessment of these practices, Brenden and Anita identified the following practices as the ones to focus on through their work together:
- Observes parent-child interactions, and provides encouragement for parent to respond to child's interests and needs
- Engages actively with families and their children in responsive, language-rich interactions in ways that are culturally responsive
- Supports playful and mutually enjoyable interactions between parents and children

Step 2. Set Goals

Set Goals - Example

Selected Practice
- Supports playful and mutually enjoyable interactions between parents and children

Goal
- I will include opportunities for parents to lead IMIL activities with their children.

Key Professional Development (PD) Strategies

- Includes opportunities for coaching and reflective supervision
- Involves self-reflection
Reflective supervision provides a safe place for home visitors to meet regularly to discuss their experiences, thoughts, and feelings about their work. - Shahmoon-Shanock, 2000

- Remain open and curious
- Identify and participate in opportunities for learning and growth
- Work less reactively and more effectively

Self-Care
Coaching AND Supervision

Administrative Supervision
- CQI
- Performance Feedback
- Model Fidelity

Reflective Supervision
- Safe Place
- Emotional Aspects of Work

Coaching
- Support for Skill Development

Resources For Ongoing Professional Development

Resource for Home Visitor CDA Credential

Council for Professional Recognition Home Visitor CDA
http://www.cdacouncil.org/
Relationship-Based Competencies to Support Family Engagement


National Home Visiting Initiatives

“Precision Home Visiting”
Home Visiting Applied Research Collaborative
http://www.hvrresearch.org/about/

National Home Visiting Resource Center
www.nhvrc.org

Additional Resources


• Institute for the Advancement of Family Support Professionals https://institutfsp.org/
Additional Resources


Putting It All Together

Staying Connected and Expanding Knowledge
Thank You!

For more information, contact: ecdtl@ecetta.info
or call (toll-free) 1-844-261-3752

Please complete our Survey!