

Home Visit Rating Scales—Adapted and Extended to Excellence (HOVRS-A+) v2.0

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Program: _____

Visit Date: _____

Practitioner: _____

HOVRS Date: _____

Client: _____

Notes regarding visit

HOVRS Ratings

Item		Rating						
HV Practices	Responsiveness to family	1	2	3	4	5	6	7
	Relationship with family	1	2	3	4	5	6	7
	Facilitation of parent-child interaction	1	2	3	4	5	6	7
	Non-intrusiveness and collaboration	1	2	3	4	5	6	7

HV Practices Score: _____

Engagement	Parent-child interaction	1	2	3	4	5	6	7
	Parent engagement	1	2	3	4	5	6	7
	Child engagement	1	2	3	4	5	6	7

Family Engagement Score: _____

What did you like?

What would you add/change?

Plans? First step? Next step?

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RESPONSIVENESS TO FAMILY: Plans with parent input, identifies family strengths to support child development

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To plan activities and topics of the home visit with the parent, the home visitor

1 = shows no evidence of planning for this home visit or future home visits.

3 = shows evidence of planning but no evidence of parent input.

5 = shows evidence of planning with parent input.

7 = shows evidence of planning with parent input and evidence of parent deciding activity, materials, or who provides them.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To prepare for the home visit using parent-selected activities, the home visitor

1 = does not have necessary materials for the visit.

3 = is prepared for activities of the home visit (e.g., has necessary materials).

5 = brings or does activities selected by parents.

7 = emphasizes parent-selected activities and organizes home visit around them.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To get information about the family's strengths and child's development, the home visitor

1 = rarely asks questions to get information about family's strengths or child's development.

3 = occasionally gets more information by asking open-ended or follow-up questions.

5 = frequently gets more information by asking open-ended or follow-up questions.

7 = gets information from open-ended or follow-up questions and uses the information to increase effectiveness of home visit.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To provide feedback on family strengths for supporting child development, the home visitor

1 = is not attentive to what parent and child are doing.

3 = observes parent and/or child but does not always respond or react to what parent and child are doing when necessary.

5 = observes and reacts to parent and child by making comments, providing information, or suggesting activities.

7 = observes, reacts, and provides reflective feedback, ideas, and developmental information about parent-child interactions or child's development.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To adapt activities to the family's interests and needs, the home visitor

1 = persists with activity that does not meet parent's or child's interests or needs.

3 = occasionally follows parent's and child's lead in activities.

5 = frequently follows parent's and child's lead in activities, changing pace or activities to meet family interests or needs.

7 = follows parent's and child's lead in activities, and acknowledges these interests or needs.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. To respond to family input for the agenda and activities of the home visit, the home visitor

1 = directs agenda and activities of home visit OR does not set or follow an agenda.

3 = allows some input from parent on agenda and activities of home visit.

5 = sets agenda and activities for home visit after getting input from family.

7 = follows parent-suggested agenda and activities and provides additional related information to supplement activities.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

RELATIONSHIP WITH FAMILY: Interacts with family members with warmth, positive emotions, and respect

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To interact sociably with parent(s), focusing on child development, the home visitor

1 = appears uncomfortable interacting with parent(s).

3 = occasionally interacts sociably with parent(s)

5 = seems relaxed and obviously enjoying interacting with parent(s).

7 = appears at ease, enjoys interacting, **and** readily engages parents in discussions of child development and parenting.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To set the tone for positive interactions, the home visitor

1 = seems critical, condescending, tense, or detached with parent(s).

3 = interacts with little to no tension but is not overly warm with parent(s).

5 = is warm and respectful of the parent(s).

7 = shows warmth, respect, **and** appreciation to parent(s).

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To express positive emotions about the home visit, the home visitor

1 = does not appear to enjoy the home visit.

3 = occasionally appears to enjoy the home visit (positive emotions & statements).

5 = frequently appears to enjoy the home visit (positive emotions & statements).

7 = consistently enjoys the home visit **and** shows understanding, humor, or familiarity with the family.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. There is no item 4 on this scale, proceed to item 5

5. To engage other family members if present during the home visit, the home visitor

☐ NA = no other family members present.

1 = ignores family members other than parent and child.

3 = interacts with family members other than parent and child but does not involve them in activities.

5 = attempts to involve everyone in the room in activities.

7 = involves everyone in the room in activities **and** with each other.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. There is no item 6 on this scale, proceed to item 7

7. To reflect on family's life and activities in relation to child's development, the home visitor

1 = shows little to no familiarity with what is happening with family.

3 = shows some familiarity with what is happening with family but does not ask questions beyond those dictated by home visit.

5 = shows familiarity and interest in what is happening with the family by asking relevant questions.

7 = asks relevant questions **and** asks how family situations affect child.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

8. To show respect and acceptance of the family, home, culture, and lifestyle, the home visitor

1 = does not show respect or acceptance of the family system.

3 = appears to be accepting of the family system.

5 = shows clear respect and acceptance of the family system.

7 = shows respect, acceptance, **and** talks about these characteristics as family strengths.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

9. To discuss sensitive issues respectfully and reflectively, the home visitor

1 = brings up issues in an insensitive or disrespectful manner **or** avoids sensitive issues.

3 = tries to bring up issues in a sensitive or respectful manner but not always effectively.

5 = home visitor brings up issues in a sensitive or respectful manner.

7 = brings up issues respectfully **and** asks questions to help parent reflect on parenting.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

FACILITATION OF PARENT-CHILD INTERACTION: Elicits positive developmentally supportive parent-child interactions

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To elicit ongoing parent-child interactions during the home visit, the home visitor

1 = rarely addresses parent-child interactions.

3 = tries to facilitate interactions, even if not always effectively.

5 = frequently facilitates parent-child interactions.

7 = frequently facilitates parent-child interaction and supports ongoing interaction as needed without interrupting.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To promote developmentally supportive interactions, the home visitor

1 = directs parent's interaction with child, telling parent what to do OR rarely addresses parent-child interaction.

3 = occasionally supports parent's positive interactions with child, by commenting on observed parent-child interactions.

5 = encourages parent's developmentally supportive interactions with child, by discussing how observed interactions support child's development.

7 = promotes developmentally supportive interactions by describing, linking to this child's development, and expanding to other ways and places to do something similar.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To engage parent and child together, the home visitor

1 = interacts with either parent or child but not both.

3 = interacts with both parent & child but occasionally directs attention to only parent or child when there are opportunities to interact with both.

5 = frequently interacts with both parent & child, excluding neither.

7 = frequently interacts with both parent & child and helps sustain engagement of child with parent.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To support parent responsiveness to child cues, the home visitor

1 = rarely comments on child cues or parent responsiveness.

3 = observes and occasionally comments on child's cues or gives feedback about responsiveness.

5 = observes and comments on child's cues and makes suggestions, offers feedback, or asks questions to promote responsive interactions.

7 = uses comments, suggestions, feedback, or questions to promote responsive interactions and describes child's response to parent (e.g. "speaking for the child") OR links to child's development.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To directly encourage or reinforce positive parent-child interactions, the home visitor

1 = does not provide encouragement or reinforcement for positive parent-child interactions.

3 = occasionally provides encouragement or reinforcement for positive parent-child interactions.

5 = frequently provides encouragement or reinforcement for positive parent-child interactions.

7 = encourages or reinforces and prompts similar positive parent-child interactions for this or other contexts.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. To help parents use available resources to support child development, the home visitor

1 = brings expensive or hard-to-find materials to the home for home visit activities OR does not use routines/activities/materials in the home to promote child development.

3 = brings common inexpensive materials or activities to the home to promote parent-child interactions OR only occasionally uses routines/activities/materials in the home to promote child development.

5 = uses materials already in the home and/or family routines to promote parent-child interaction.

7 = uses home's materials and routines and guides parents to identify new ways to use what the family already has or does to support child's development.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

NON-INTRUSIVENESS/COLLABORATION: Fully supports parent(s) in primary teaching role without interrupting

 Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To encourage the parent's ideas and interests for interactions with child, the home visitor

 1 = often tells parent what to do **OR** rarely make suggestions for what parent could do.

3 = makes suggestions for what parent could do, but not excessively.

5 = seeks and responds to parent ideas & interests for interactions.

 7 = seeks and responds to parent interests for interactions **and** encourages those interactions during home visit.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To avoid intruding on or ignoring parent-child interactions, the home visitor

 1 = takes over activities **OR** fails to provide guidance for parent-child interaction.

3 = occasionally guides aspects of parent-child interaction (e.g., provides reinforcement to child).

5 = sits back when parent-child interaction is ongoing and allows parent to control/direct interaction.

 7 = sits back when parent-child interaction is ongoing **and** actively observes, as evident from later reflective comments.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To keep parent in the "teacher" role, the home visitor

 1 = plays with or teaches child herself **OR** fails to hand toys or other materials to parent to use with child.

3 = sometimes hands materials to child, sometimes to parent.

5 = frequently hands toys or other materials to parent, for parent to use with the child.

 7 = consistently hands toys or other materials to parent **and** asks how parent wants to use materials.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To follow the lead of parent and child in pace and activities, the home visitor

 1 = persists with activity too hard for or not of interest to parent or child **OR** fails to respond to parent's & child's cues by changing pace or activities.

3 = occasionally responds to parent's or child's cues (e.g., lack of interest, difficulty with task) by changing pace or activities.

5 = frequently responds to parent's or child's cues (e.g., lack of interest, difficulty with task) by changing pace or activities when needed.

 7 = adapts pace or activities to parent or child cues **and** asks parent questions to help parent adapt or enrich interaction or activities with child.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To allow parent-child interactions to continue uninterrupted, the home visitor

 1 = is directive and frequently intrudes on **OR** interrupts the parent-child interaction.

3 = occasionally intrudes on or interrupts the parent-child interaction.

5 = rarely intrudes on or interrupts the parent-child interaction.

7 = does not intrude on or interrupt parent-child interactions.

☐ - (1) Needs training ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

PARENT-CHILD INTERACTION: Parent and child interact in positive developmentally supportive ways

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To engage in interactions, parent and child

- 1 = interact minimally, negatively, or nonresponsively.
 3 = interact with some warmth (e.g., positive expressions or tone, smiling).
 5 = interact with a great deal of warmth (e.g., positive expressions or tone, smiling).
 7 = interact with warmth and show appreciation to each other.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To make contact with each other, the parent and child

- 1 = have little to no positive physical contact.
 3 = occasionally make positive physical contact, but touch is often instrumental (i.e., with purpose of accomplishing something like moving child or wiping child's nose).
 5 = frequently make positive physical contact.
 7 = make positive physical contact during home visit activities and contact is helpful or affectionate without being intrusive.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To be available to engage in interactions, the parent and child

- 1 = are positioned away from each other during activities.
 3 = are occasionally in close physical proximity during activities.
 5 = frequently remain in close physical proximity during activities.
 7 = remain in close physical proximity during activities and readily engage in positive interactions during activities.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To observe and be ready to respond to the child's behavior, the parent

- 1 = is rarely attentive to what child is doing.
 3 = occasionally attends to what child is doing.
 5 = frequently attends to what child is doing.
 7 = consistently attends to what child is doing and sometimes describes child's behavior.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To respond to child and support child development, the parent

- 1 = is not responsive or responds negatively to child's behavior, vocalizations, or emotional expressions.
 3 = occasionally responds positively to child's behavior, vocalizations, or emotional expressions.
 5 = frequently responds positively to child's behavior, vocalizations, or emotional expressions.
 7 = typically responds positively to child's behavior, vocalizations, or expressions and encourages or supports child's learning and development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. To adapt activities to child's interests and needs and encourage child engagement, the parent

- 1 = persists in activities in which child is not interested or does not engage child.
 3 = occasionally changes pace or activity to meet child's interest or needs based on where child looks, what child reaches for, emotions child expresses.
 5 = frequently changes pace or activity to meet child's interest or need based on where child looks, what child reaches for, emotions child expresses.
 7 = adapts activities to child's interest or need and shows enthusiasm about what child is doing.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

7. To sustain positive interactions, the parent and child

- 1 = are rarely engaged in activities together during the home visit.
 3 = are engaged in activities together on and off during the home visit.
 5 = are frequently engaged in activities together during the home visit.
 7 = are engaged together in all the parent-child home visit activities and consistently enjoy the interactions.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

PARENT ENGAGEMENT: Parent is interested, participates, and initiates interactions, discussions, and activities

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To show interest in materials and activities, the parent

1 = does not indicate interest in material or activities.

3 = indicates occasional interest in home visit material or activities.

5 = frequently appears interested in home visit activities or materials.

7 = is consistently interested in visit activities and materials and identifies other activities and materials to try with child.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To participate and focus on home visit topics and activities, the parent

1 = does not participate in home visit activities; is distracted or involved in another activity.

3 = occasionally participates in activities.

5 = is an active participant in activities.

7 = is an active participant and maintains focus on home visit topics and activities.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To engage in play and activities with child, the parent

1 = leaves the room.

3 = is more passive than active when participating in activities.

5 = engages in play and learning activities with child and/or home visitor whenever opportunity is available.

7 = actively engages in play and activities and shows enthusiasm about doing activities.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To initiate activities and conversations, the parent

1 = does not initiate activities or conversations with child or home visitor; home visitor must prompt parent to engage in activities or interactions.

3 = occasionally initiates activities or conversations.

5 = frequently initiates activities or conversations.

7 = initiates activities or conversations and bases activities or conversations on child's interests or behavior.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To discuss questions and topics relevant to child and family, the parent

1 = rarely asks or answers questions.

3 = occasionally asks or answers questions but does not elaborate.

5 = frequently asks questions, initiates discussions, or provides information related to topic of discussion.

7 = initiates conversations and offers information and the topics are related to child's development or family well-being.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. To be ready to interact with both child and home visitor, the parent

1 = positions self away from home visitor and child.

3 = is in proximity to home visitor and child during most of the home visit.

5 = remains in close proximity to child and home visitor throughout the home visit.

7 = is in close proximity to child and home visitor throughout visit and readily interacts with both.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

CHILD ENGAGEMENT: Child is interested, participates, and initiates interactions

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To participate in home visit activities, the child

1 = does not participate in home visit activities.

3 = sometimes participates in home visit activities.

5 = frequently participates in home visit activities.

7 = participates in all the child/parent-child home visit activities and actively engages with both materials and parent.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To initiate successful activities or interactions, the child

NA = infant is under 12 months.

1 = cries when coaxed to participate in activities or interactions during home visit.

3 = requires coaxing to participate in activities or interactions during home visit.

5 = tries to initiate activities or interactions during home visit.

7 = initiates activities or interactions and initiations are successful and appropriate.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To sustain interactions with parent or home visitor, the child

1 = does not interact with parent or home visitor.

3 = sometimes interacts with the parent or home visitor, including through body language, gaze, gestures, or vocalizations.

5 = frequently interacts with the parent or home visitor, including through body language, gaze, gestures, or vocalizations.

7 = frequently interacts with parent or home visitor and sustains positive interactions.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To show interest and enthusiasm about home visit activities, the child

1 = does not appear interested in the home visit activities, such as through gaze or body language.

3 = indicates occasional interest in home visit activities, such as through gaze or body language.

5 = frequently shows interest in home visit activities, such as through gaze or body language.

7 = consistently shows interest in child/parent-child home visit activities and shows enthusiasm when doing activities.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

Additional Information

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The *Home Visit Rating Scales-Adapted & Extended* (HOVRS-A+) measure is designed for practitioners and supervisors seeking a **high level of excellence** in home visiting practices in programs aiming to help parents to support the early development of their infants and young children. As an extension of HOVRS-A (Roggman, et al., 2010), which was an adaptation of the original HOVRS (Roggman et al., 2008), HOVRS-A+ has the improved ease of use of HOVRS-A along with the full range of rating scores of the original HOVRS. All HOVRS versions emphasize a developmental parenting support approach that respects each family's strengths and culture. The HOVRS measures were developed with input from practitioners and supervisors in home visiting programs and rate aspects of home visiting quality supported by the research literature on various home visiting programs. HOVRS measures have been used to provide feedback to practitioners and supervisors for program improvement.

The Home Visit Rating Scales:**SCALE 1—HOME VISITOR RESPONSIVENESS TO FAMILY**

This scale assesses the extent to which the home visitor is (1) prepared for the home visit, (2) attempts to get needed information from the parent, (3) observes and responds to the parent and child during the home visit, and (4) elicits input on the content and activities of the home visit from the parent. A high rating on this scale suggests that the home visitor is frequently engaging in responsive behaviors during the home visit.

SCALE 2—HOME VISITOR-FAMILY RELATIONSHIP

This scale examines the nature of the relationship between the home visitor and the family, as observed during the home visit. It focuses on (1) warmth shown by the home visitor (2) positive interactions of the home visitor with the child and other members of the family, and (3) the home visitor's respect and understanding of the family as a whole. A high rating on this scale suggests that the home visitor is engaging the family in warm, positive behaviors during the home visit.

SCALE 3—HOME VISITOR FACILITATION OF PARENT-CHILD INTERACTION

This scale assesses the effectiveness of the home visitor at facilitating and promoting positive parent-child interactions during the home visit. It reflects how much the home visitor (1) encourages the parent's leadership when guiding parent-child interactions, (2) involves and responds to both the parent and the child during interactions, and (3) uses materials available in the home for promoting parent-child interactions. A high rating on this scale suggests that the home visitor is frequently engaging in facilitative behaviors during the home visit.

SCALE 4—HOME VISITOR NON-INTRUSIVENESS/COLLABORATION WITH FAMILY

This scale focuses on the lack of intrusiveness by the home visitor on parent behavior and parent-child interactions during the visit. It assesses (1) home visitor control and (2) home visitor flexibility and responsiveness. A high rating on this scale suggests that the home visitor rarely engages in intrusive behaviors during the home visit and that he or she uses effective strategies to collaborate with the parent. A high rating on this scale means the home visitor is non-intrusive in a manner that promotes collaboration with the parent as a partner in supporting the child's development.

SCALE 5—PARENT-CHILD INTERACTION DURING HOME VISIT

This scale examines the nature of the parent-child relationship, as observed during the home visit. It assesses (1) parent-child warmth and physical closeness, (2) parent attentiveness to the child, (3) parent responsiveness to the child, and (4) parent-child joint attention. A high rating on this scale suggests that the parent and child are frequently engaging in warm, positive behaviors during the home visit.

SCALE 6—PARENT ENGAGEMENT DURING HOME VISIT

This scale examines the engagement of the parent and the activities of the home visit. It focuses on (1) parent interest, (2) parent involvement and initiative, and (3) the parent's physical closeness to the home visitor and child. A high rating on this scale suggests that the parent is frequently displaying behaviors that indicate interest and engagement in the home visit activities and discussions.

SCALE 7—CHILD ENGAGEMENT DURING HOME VISIT

This scale focuses on the child's engagement in the activities of the home visit. It focuses on (1) child involvement and (2) child interest. A high rating on this scale suggests that the child is frequently displaying behaviors that indicate engagement and interest in the home visit.

Psychometric properties:

High HOVRS scores reflect high quality home visits and predictive validity is demonstrated by significant correlations with positive outcomes for parents and children in a sample of families from two Early Head Start programs. The new HOVRS-A+ scales have been used reliably, with inter-rater agreement within one point for all scales across 10 observed home visits and scales showing good internal consistency (see below) based on a sample of 83 home visits from various programs. All HOVRS versions include seven rating scales: four for home visiting practices and three for the family engagement.

HOVRS-A+ scales (7 scales, $\alpha = .88$):

Scales of Home Visit Practices (4 scales, $\alpha = .84$):

- **Home Visitor Responsiveness to Family** (6 items, $\alpha = .69$)
- **Home Visitor Relationship with Family** (8 items, $\alpha = .83$)
- **Home Visitor Facilitation of Parent–Child Interaction** (6 items, $\alpha = .86$)
- **Home Visitor Non-Intrusiveness & Collaboration** (5 items, $\alpha = .69$)

Scales of Family Engagement (3 scales, $\alpha = .74$):

- **Parent–Child Interaction during Home Visit** (7 items, $\alpha = .90$)
- **Parent Engagement during Home Visit** (7 items, $\alpha = .83$)
- **Child Engagement during Home Visit** (4 items, $\alpha = .91$)

Instructions:

Each HOVRS-A+ scale has a series of items with a set of indicators at different levels of quality for a particular home visit practice. For each set of indicators, check at least one indicator (1, 3, 5, or 7). Check the indicator that comes closest to describing the observation even if not an exact match.

Observing either live or from video, check one indicator in each set. Because the duration of a home visit observation may range from 15 to 90 minutes, it is helpful to check whatever is observed, even at a low level. Then if an indicator of higher quality makes the previous indicator inaccurate, simply cross out the previously checked item. For example, after observing the home visitor “occasionally gets more information by asking open-ended or follow-up questions,” the observer should check that indicator, but if the home visitor continues to get more information in that way, this indicator should be crossed out and the higher quality indicator checked, “frequently gets more information by asking open-ended or follow-up questions.”

If child is sleeping for over 75% of the visit, mark N/A (“not applicable”) on any item related to parent-child interactions or observations involving the child.

If there are multiple children and not a clear 'target' child, rate the first 4 scales in terms of involving any or all of the children and parent-child interaction and child engagement in terms of the children in general (a sort of mental average).

If video-recording, home visitors may self-record a 30-45 minute "core" of the home visit that includes the primary activities and practices implemented in a typical home visit.

Scoring:

At the end of the observation, decide on an overall scale rating, from 1 to 7, using the full range of values: 1, 2, 3, 4, 5, 6, or 7, based on the pattern of indicators checked. For example, if most checked indicators are a 5 or "Good," then the rating would most likely be a 5. If, however, some of the checked indicators are a 5 and some are a 3 or "Adequate," then the overall rating would most likely be a 4. If some checked indicators are a 7 or "Excellent," and some are a 5, then the rating would likely be a 6. Items in the 1 column carry more weight (estimate as -1). To make the final scale rating, the observer may use informed judgment about the weight of specific items, considering the situation and individuals involved.

Do not use items marked N/A to decide the overall rating.

Ratings from the first 4 scales may be summed to provide an index of the quality of *Home Visiting Practices*. Ratings from the last 3 scales may be summed to provide an index of the effectiveness of the visit on *Family Engagement*.

