Slide 1

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.

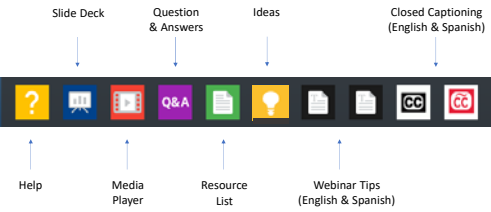NCECDTL

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Slide 2

Enhancing Professional Development for Home Visitors

December 11, 2019
Presenters:
Randi Hopper, NCECDTL
Brandi Black Thacker, NCPFCE

NATIONAL CENTER ON
Parent, Family and Community Engagement

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Slide 3

Webinar Features

- Slide Deck
- Question & Answers
- Ideas
- Closed Captioning (English & Spanish)
- Help
- Media Player
- Resource List
- Webinar Tips (English & Spanish)

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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

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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.

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Role of the Home Visitor in Promoting Positive Parent and Child Outcomes

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§ 1302.30 - Education and Child Development Services

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

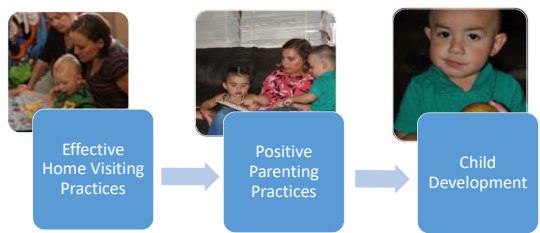**A center-based or family child care program** must embed responsive and effective teacher-child interactions.

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

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The Role of the Home Visitor – A Review

Effective Home Visiting Practices → Positive Parenting Practices → Child Development

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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

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Key Home Visiting Practices Supported by Research

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

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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

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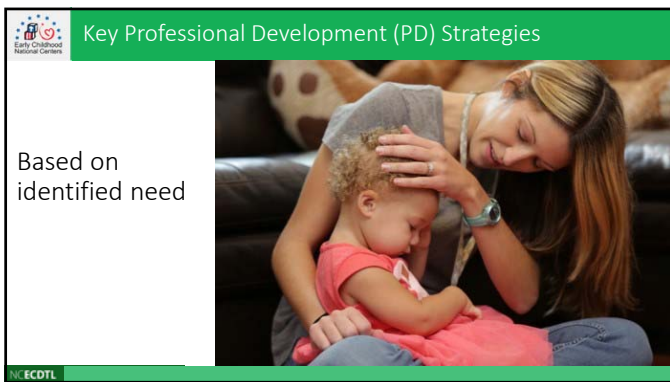Professional Development Opportunities for Skill and Practice Development and Improvement

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Key PD Strategies and Head Start Program Performance Standards (HSPPS)

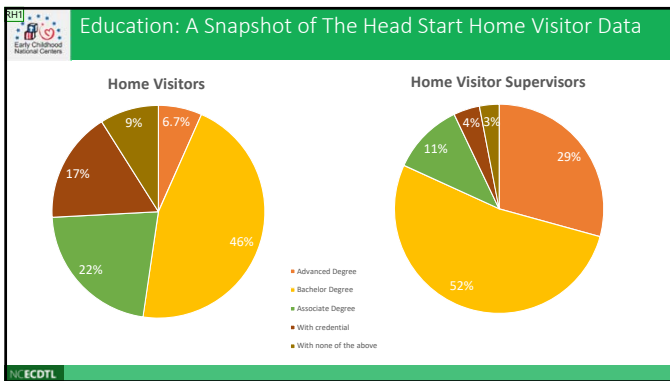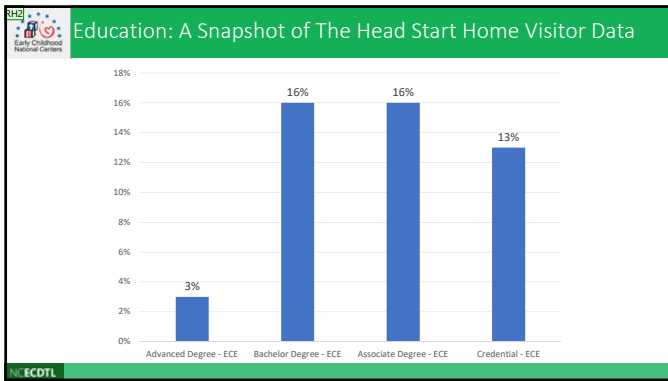| Key Professional Development Strategies	Corresponding HSPPS
Based on identified need	1302.92(c) research-based coaching
Is based on active and engaged learning	1302.92(a) and (b) training and professional development standards 1302.91(e)(6) credential or comparable coursework
Has opportunities to practice skills	1302.92(c) research-based coaching
Includes opportunities for coaching and reflective supervision	1302.92(c) research-based coaching and 1302.101(a)(2) regular and ongoing supervision
Involves self reflection	1302.101(a)(2) regular and ongoing supervision
Includes strengths-based performance feedback	1302.101(a)(2)regular and ongoing supervision

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Key Professional Development (PD) Strategies

Based on identified need

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Education: A Snapshot of The Head Start Home Visitor Data

Home Visitors
- 6.7%
- 9%
- 17%
- 22%
- 46%

Home Visitor Supervisors
- 3%
- 4%
- 11%
- 29%
- 52%

- Advanced Degree
- Bachelor Degree
- Associate Degree
- With credential
- With none of the above

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Education: A Snapshot of The Head Start Home Visitor Data

Advanced Degree - ECE	3%
Bachelor Degree - ECE	16%
Associate Degree - ECE	16%
Credential - ECE	13%

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Sharing Ideas: Training Topics

Use the Idea Widget to share additional training topics you think are needed for home visitors.

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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

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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

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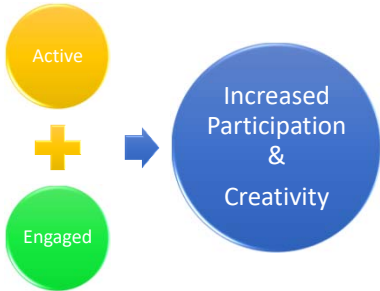## Key Professional Development (PD) Strategies

Active and engaged learning

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Active and Engaged Learning

Active + Engaged → Increased Participation & Creativity

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Active and Engaged Learning

- Addresses all modalities (visual, auditory, kinesthetic)

- Content provided in chunks

- Opportunities to practice new skills

- Connects to learning objectives

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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

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Key Professional Development (PD) Strategies

Opportunities to practice skills

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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.

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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
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/home-visitor.pdf

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Effective Home Visiting Practices Activity

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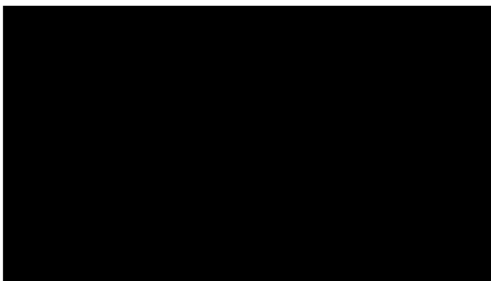
What Strengths Did You Observe?

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

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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

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Key Professional Development (PD) Strategies

- Includes opportunities for coaching and reflective supervision
- Includes strengths-based performance feedback

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Goals of Professional Development

Use new skills/practices in context

Develop skills

Knowledge

Awareness

Complexity

Matching PD strategies to outcomes

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Goals of Professional Development

Use new skills/practices in context

Develop skills

Knowledge

Awareness

Complexity

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

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HSPPS: Coaching

Head Start Program Performance Standards

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

Collaborative Partnerships

Effective Practices

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Estimated Coaching Impacts
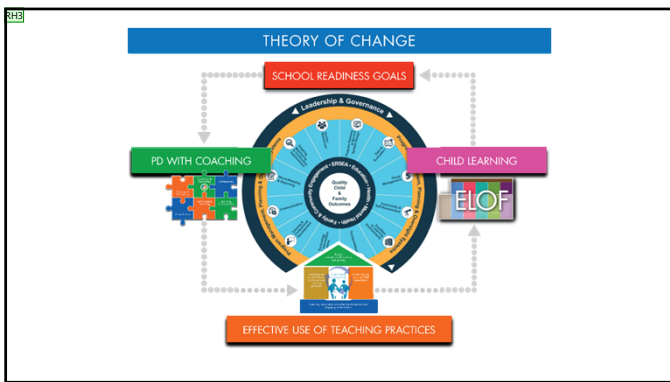
Training Componenets	OUTCOMES		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%

*Note: Adapted from "Student Achievement Through Staff Development," by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.

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THEORY OF CHANGE

SCHOOL READINESS GOALS

PD WITH COACHING

CHILD LEARNING

ELOF

EFFECTIVE USE OF TEACHING PRACTICES

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Framework for Effective Practice in HB Program Option

https://eclkc.ohs.acf.hhs.gov/video/framework-effective-practice-head-start-home-based-option

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Practice-Based Coaching

Collaborative Partnerships

Shared Goals and Action Planning

Focused Observation

Effective Teaching Practices

Reflection and Feedback

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How will coaching be delivered?

Coaching Partners

Expert

Peer

Self

Delivery Method

On Site

Distance

Grouping

Group

Individual

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What are Effective Practices?

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

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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

Effective Teaching Practices

- 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

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Shared Goals and Action Planning

- Conduct needs assessment
- Set goals
- Develop action plan

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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

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Focused Observation

- Watch and listen
- Record information about the observation
- Use coaching strategies

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Focused Observation Coaching Strategies

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

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Reflection and Feedback

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

Collaborative Coaching Partnership
Effective Teaching Practices
Reflection and Feedback

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Reflection Considerations

Strength-based

Conversational and reciprocal

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Feedback Considerations

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

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Case Study:
RBCs for Home Visitors

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Relationship-Based Competencies from PFCE

Family Engagement

Search this Website   [Search]

Home » Family Engagement   Share   Print

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

Slide source: National Center on Parent, Family, and Community Engagement

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Key Terminology

- **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

➡ =

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.

Slide source: National Center on Parent, Family, and Community Engagement

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Assessments for Supervisors and Staff

Slide source: National Center on Parent, Family, and Community Engagement

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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.

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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

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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.

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Key Professional Development (PD) Strategies

- Includes opportunities for coaching and reflective supervision

- Involves self-reflection

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Self-Reflection and Reflective Supervision

Reflective supervision provides a safe place for home visitors to meet regularly to discuss their experiences, thoughts, and feelings about their work.

- Shahmoon-Shanook, 2000

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Self Reflection and Reflective Supervision

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

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Self-Care

SELF CARE

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Coaching AND Supervision

Administrative Supervision	• CQI • Performance Feedback • Model Fidelity
Reflective Supervision	• Safe Place • Emotional Aspects of Work
Coaching	• Support for Skill Development

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Resources For Ongoing Professional Development

HOME VISITING
COMMUNITY

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Resource for Home Visitor CDA Credential

The Child Development Associate®
National Credentialing Program
and
CDA® Competency Standards

CDA

Home Visitor Edition

Council for Professional Recognition Home Visitor CDA
http://www.cdacouncil.org/

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Relationship-Based Competencies to Support Family Engagement

https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement-professionals

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National Home Visiting Initiatives

"Precision Home Visiting"
Home Visiting Applied Research Collaborative
http://www.hvresearch.org/about/

National Home Visiting Resource Center
www.nhvrc.org

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Additional Resources

- *Professional Development Tools to Improve the Quality of Infant and Toddler Care: A Review of the Literature*. OPRE Report 2016-96. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/opre/qcciit_pd_toolsliterature_review_report_final_b508.pdf

- What Makes Supervision Work: recommendations from the home visiting field. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/what-makes-supervision-work.pdf

- Home Visitors Skill Profile https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/home-visitor.pdf

- Institute for the Advancement of Family Support Professionals https://institutefsp.org/

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Additional Resources

- Practice-Based Coaching (PBC) video https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc

- Relationship-Based Competencies (and assessments for HV staff and supervisors, https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement-professionals

- Resources for Home-Based on ECLKC https://eclkc.ohs.acf.hhs.gov/programs/article/home-based-option

- Building Relationships: Guide to Developing Relationships with Families, https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf

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Putting It All Together

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Staying Connected and Expanding Knowledge

Be in the know! Subscribe

Text 4 Home Visitors

To sign up, text HOME to 22660
Text STOP to 22660 to cancel or HELP to 22660 for technical help

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Thank You!

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

Please complete our Survey!

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