



HOME Inventory Training

Responsivity and Acceptance Scales for
Oregon's MIECHV funded home visiting
programs

Oregon MIECHV Project

April 12, 2013

HOME Inventory Webinar Objectives

- ▣ Rationale for HOME in MIECHV
- ▣ Purpose and history of the HOME
- ▣ Administration of the HOME
- ▣ The Infant-Toddler HOME
- ▣ Responsivity and Acceptance
- ▣ Scoring practice
- ▣ Adaptations of the HOME Inventory when needed
- ▣ So you have the results: What's next?



Rationale for Use in MIECHV

- MIECHV Benchmark18 (*Parenting behaviors and Parent- Child relationship*) e.g. discipline strategies, play interactions
- Objective view of the home environment
- A means to measure the improvement of parenting behaviors

Benchmark 18 Construct

- Improvement Definition:

Individual increase in HOME Inventory scores for "Responsivity" and "Acceptance" between the Index child's ages of 12 months and 24 months

Purpose of the HOME

- What does the HOME stand for?
 - **H**ome **O**bservation for **M**easurement of the **E**nvironment
- What is the purpose of the HOME?
 - Assesses the amount and quality of support and stimulation given to the child within their home
 - Provides a description of experiences in a child's home life that promote their well-being
 - Gives us a clear picture of where to focus your support to parents, boosting their parental confidence and competence
 - It does NOT judge parents or classify homes as 'good' or 'bad'

History of the HOME

- ▣ Developed by Bettye M. Caldwell and Robert H. Bradley in 1978
- ▣ Reviewed literature
- ▣ Consulted with expert professionals
- ▣ Consulted with parents
- ▣ Field tested
- ▣ Trimmed and revised based on feedback and analysis
- ▣ Field tested again
- ▣ And again and again
- ▣ Large field test where validation data was gathered
- ▣ Final trimming and validation
- ▣ The HOME was born!
- ▣ Many different iterations for different age groups; adapted for several impairments as well

Over 1000 published studies worldwide on the tool to date

Context of the HOME

- It is not expected that families will score 100% and that is okay. That's why we are home visiting! 😊
- HOME scores are correlated with:
 - Social-economic status
 - Family configuration - # of children, single parent status
 - Parental intelligence
 - Parental mental health and addiction
 - Stressful life events
- Not only are stressors/challenges from a parent's life going to impact the scores, but baby's mood will impact the score as well.



Infant – Toddler HOME (birth – 3)

Responsivity

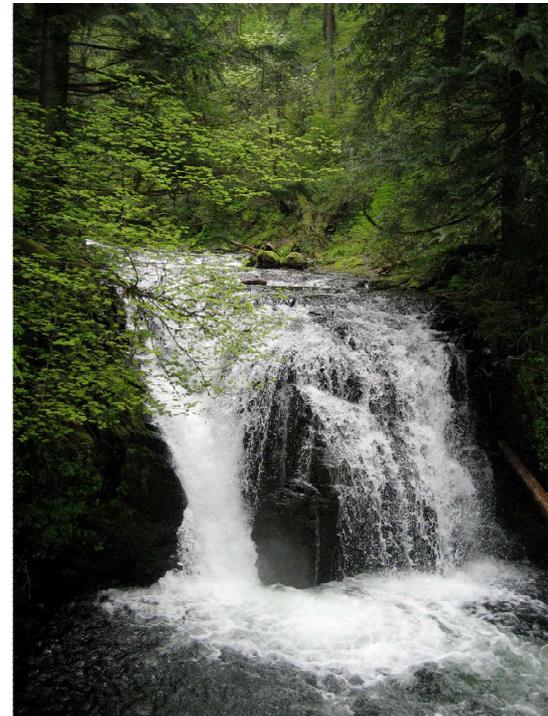
Acceptance

Organization

Learning Materials

Parental Involvement

Variety



Approach to Administration

- ❑ Completed in the home
- ❑ 45 – 90 minutes
- ❑ Index child and parent must be present and awake
- ❑ Focus on parent and child to act as naturally as possible – no structured activity or intervention, just talk and observe
- ❑ Observation based. Some interview questions
- ❑ Scoring is yes (+) or no (-)
- ❑ Some questions asked to expand understanding

Infant/Toddler HOME Record Form

Place a plus (+) or minus (-) in the box alongside each item depending on whether the behavior is observed during the visit, or if the parent reports that the conditions or events are characteristic of the home environment. Enter the subtotals and the total on the Summary Sheet. **Observation (O), Either (E), or Interview (I) is indicated for each item.**

I. RESPONSIVITY	24. Child has a special place for toys and treasures. E.
1. Parent permits child to engage in "messy" play. I	25. Child's play environment is safe. O
2. Parent spontaneously vocalizes to child at least twice. O	IV. LEARNING MATERIALS
3. Parent responds verbally to child's vocalizations or verbalizations. O	26. Muscle activity toys or equipment. E
4. Parent tells child name of object or person during visit. O	27. Push or pull toy. E
5. Parent's speech is distinct, clear, and audible. O	28. Stroller or walker, kiddie car, scooter, or tricycle. E
6. Parent initiates verbal interchanges with Visitor. O	29. Cuddly toy or role-playing toys. E
7. Parent converses freely and easily. O	30. Learning facilitators—mobile, table and chair, high chair, play pen. E
8. Parent spontaneously praises child at least twice. O	31. Simple eye-hand coordination toys. E
9. Parent's voice conveys positive feelings toward child. O	32. Complex eye-hand coordination toys. E
10. Parent caresses or kisses child at least once. O	33. Toys for literature and music. E
11. Parent responds positively to praise of child offered by Visitor. O	34. Parent provides toys for child to play with during visit. O
II. ACCEPTANCE	V. INVOLVEMENT
12. No more than 1 instance of physical punishment during past week. I	35. Parent talks to child while doing household work. I
13. Family has a pet. E	36. Parent consciously encourages developmental advance. I
14. Parent does not shout at child. O	37. Parent invests maturing toys with value via personal attention. I
15. Parent does not express overt annoyance with or hostility to child. O	38. Parent structures child's play periods. I
16. Parent neither slaps nor spansks child during visit. O	39. Parent provides toys that challenge child to develop new skills. I
17. Parent does not scold or criticize child during visit. O	40. Parent keeps child in visual range, looks at often. O
18. Parent does not interfere with or restrict child more than 3 times during visit. O	VI. VARIETY
19. At least 10 books are present and viable. E	41. Father provides some care daily. I
III. ORGANIZATION	42. Parent reads stories to child at least 3 times weekly. I
20. Child care, if used, is provided by one of 3 regular substitutes. I	43. Child eats at least one meal a day with mother and father. I
21. Child is taken to grocery store at least once a week. I	44. Family visits relatives or receives visits once a month or so. I
22. Child gets out of house at least 4 times a week. I	45. Child has 3 or more books of his/her own. E
23. Child is taken regularly to doctor's office or clinic. I	
TOTALS I ____ II ____ III ____ IV ____ V ____ VI ____ TOTAL ____	

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Infant/Toddler HOME
Bettye M. Caldwell and Robert H. Bradley
Summary Sheet

Family name _____ Date _____ Visitor _____
 Address _____ Phone _____
 Child's name _____ Birth date _____ Age ____ Sex ____
 Interviewee _____ If other than parent, relationship to child _____
 Family composition _____
(persons living in household, including sex and age of children)
 Family ethnicity _____ Language spoken _____ Maternal education _____ Paternal education _____
 Is mother employed? _____ Type of work when employed? _____ Hrs/Wk _____
 Is father employed? _____ Type of work when employed? _____ Hrs/Wk _____
 Current child care arrangements _____
 Summarize past year's arrangements _____
 Other person(s) present during visit _____
 Notes _____

SUMMARY

Subscale	Possible Score	Median	Actual Score	Comments
I. RESPONSIVITY	11	9		
II. ACCEPTANCE	8	6		
III. ORGANIZATION	6	5		
IV. LEARNING MATERIALS	9	7		
V. INVOLVEMENT	6	4		
VI. VARIETY	5	3		
TOTAL SCORE	45	32		

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The Tool Itself

Infant/Toddler HOME Record Form

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Responsivity Items

- 1) “Parent permits child to engage in messy play.”

Tips: To be given credit, a primary caregiver does not have to accept messy play all of the time. S/he must be willing to tolerate it occasionally. i.e: mud, sand, water, finger paints, playing with food etc. This does not include a lack of concern for hygienic practices.

Responsivity Items

- 2) “Parent spontaneously vocalizes to child at least twice.”

Tips: This includes any sound or word emitted by the parent except scolding or chastising. In order to score yes (+) on this item the primary caregiver’s vocalizations must occur spontaneously, not in response to the child’s vocalizations. If the caregiver scolds or vocalizes negatively to the child repeatedly, this item is scored no (-).

Responsivity Items

- 3) “Parent responds verbally to child’s vocalizations or verbalizations.”

Tips: The key here is that the caregiver is not ignoring the child’s vocalizations. The caregiver could use words or sounds in response. If the child does not vocalize during the visit thereby providing the caregiver an opportunity to respond, the item is still scored no (-).

Responsivity Items

- 4) "Parent tells the child the name of an object or person during the visit."

Tips: A yes (+) score may be given for the use of intonation or emphasis on a label here as well (e.g: "Do you remember Sarah?") What counts here is that the caregiver is responding to the child's interest in labels of objects within their world.

Responsivity Items

- 5) “Parent’s speech is distinct, clear, and audible.”

Tips: This item is scored based on whether the visitor can understand what the caregiver is saying and communicate with them.

Responsivity Items

- 6) “Parent initiates verbal interchanges with the visitor.”

Tips: For a yes (+) score, the caregiver must initiate conversation by asking two or three questions during the visit or at a minimum respond with more than the bare minimum to answer a question several times.

Responsivity Items

- 7) “Parent converses freely and easily.”

Tips: A yes (–) score would be given for one word answers and shaking of head to answer questions. Fluency of conversation is what is being measured.

Responsivity Items

- 8) “Parent spontaneously praises child at least twice.”

Tips: The statement itself might not be positive, but the tone or the manner is; this earns a yes (+) score. e.g: “This kid is really bad! Would you believe he climbed out of the crib, got his bottle and climbed back in all by himself?” We can infer pride here, so a yes (+) score.

Responsivity Items

- 9) “Parent’s voice conveys positive feelings for the child.”

Tips: What you are looking for here is evidence that the caregiver feels good about the child; generally the verbalizations will be accompanied by positive facial expressions.

Responsivity Items

- 10) “Parent caresses or kisses the child at least once.”

Tips: Blowing a kiss to the child can count here, however just touching the child does not constitute a caress . A hug, stroke of hair, patting an arm or leg, touching face, reaching out affectionately are examples.

Responsivity Items

- 11) “Parent responds positively to praise of child offered by visitor.”

Tips: Visitor must offer some praise during the visit in order to score this item; make it genuine. If you get little more than an embarrassed smile and a thank you, offer multiple praises throughout the visit to see if the caregiver shows pride etc. If not, a no (–) score must be given.

Acceptance Items

- 12) “No more than one instance of physical punishment in the last week.”

Tips: If the child is hit, spanked, shaken, pushed against the wall or object, paddled, poked hard with a finger, count as physical punishment.

Acceptance Items

- 13) “Family has a pet.”

Tips: Score yes (+) if the pet is somewhat permanent and not just a bug that was caught that day and will be released.

Acceptance Items

- 14) “Parent does not shout at the child.”

Tips: Caregiver does not raise voice above the level needed for the distance between themselves and the child.

Acceptance Items

- 15) “Parent does not express overt annoyance with or hostility towards the child.”

Tips: If a caregiver complains about caring for their child or makes generally dissatisfied remarks about the child, the score would be no (-). A yes (+) score would still be given if the caregiver corrects the child several times throughout the visit, but their tone remains positive.

Acceptance Items

- 16) “Parent neither slaps nor spansks the child during the visit.”

Tips: If there is confusion about whether the physical exchange is scored no (–) here, focus on the response of the child; if the child reacts with happiness or pleasure, then yes (+). If the child responds with unhappiness, whimpers or cries, score appropriately.

Acceptance Items

- 17) “Parent does not scold or criticize the child during the visit.”

Tips: The caregiver must make the criticism directly to the child: “You are a bad girl!” This would score be a no (-) score.

Acceptance Items

- 18) “Parent does not interfere with or restrict child more than three times during visit.”

Tips: e.g.: taking a toy away, putting a child on the floor away from furniture they have climbed up on, slapping a child’s hand when reaching for visitor’s bag etc. The restrictions may also be verbal. Do not count any action taken to protect the child from hurting themselves.

Acceptance Items

- 19) “At least ten books are present and visible.”

Tips: Do not hesitate to ask about the books a family has if they are not clearly visible.

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Tip Summary

The intent is to get a picture of what the index child's world is like from his or her perspective – what the child experiences. Ask yourself: What's in it for the child?

Tool Constructs

- ▣ Observation (O)
- ▣ Interview (I)
- ▣ Either (E)
- ▣ Observation items must be seen during one visit, not recorded from previous observations
- ▣ We are looking for primary caregiver to child
- ▣ Scoring: yes (+) or no (-)



Scoring of the HOME components:

▣ Responsivity - 11

▣ Acceptance – 8

We would like to see 13 of these 19 in every family's score ideally.

Responsivity and Acceptance

- Administered at 12 and 24 months of age for the index child for MIECHV
- If the time frame is missed, do it as soon as possible and submit to the state MIECHV data manager
- Natural home visitor bias – typically a positivity bias, but can be negativity bias if we are deficit-based
- The itemized thresholds (ie: 10 books) are ‘best guesses’ for quality environments. Normative shifting is happening in our current day culture; it is a limited measure.
- Diversity

Interview Prompts

One in Responsivity:

#1 “Parent permits child to engage in ‘messy’ play”

Three in Acceptance:

#12 “No more than one instance of physical punishment during past week’

#13 “Family has a pet” *(either observation of interview)*

#19 “At least 10 books are present and visible” *(either observation of interview)*

How would YOU ask a parent about these?

REMEMBER: Open-ended questions 😊

Possible Interview Prompts

#1 “You know, as children become mobile it seems they get into everything and make messes! What does ‘Sara’ get into and get messy with these days? How do you feel about that? What would you let her be messy with?”

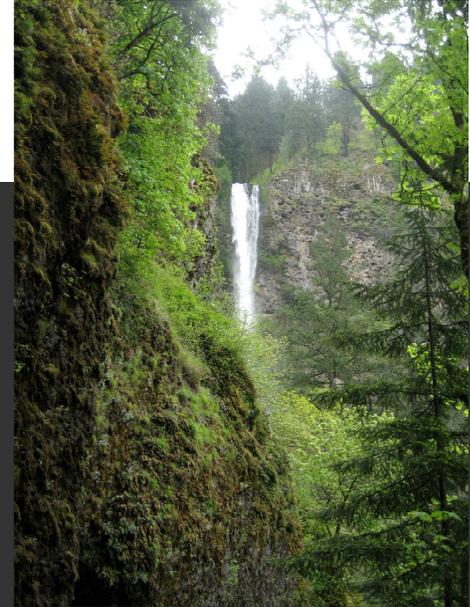
#12 “When ‘Sara’ gets into things, what do you do? Did this happen within the last week? How did you respond?”

#13 “Some families I visit have pets that are an important part of their family. How about you?”

#19 “Many families with little ones who like to explore, have a special safe place for books and other reading materials to be stored. What about your family?”

Let your style be your guide!

Practice Scenarios



Time to try your hand at identifying how to score items from the following scenarios. Ready? Set? GO!

Scenario # 1

- Sara, a single young mom of 15, sits with her baby Maria, who is 12 months old, in her lap . Maria sneezes and Sara says “bless you” with a loud voice and surprised face. Sara smiles and Maria smiles back. Sara says “Oh my, that was a big sneeze” and Maria smiles again and reaches for her mom. Sara hugs Maria and they are both smiling.

- ANSWERS: **Yes**
 - 3. parent responds verbally to child’s vocalizations or verbalizations.
 - 4. Parent tells child name of object or person during visit
 - 9. Parent’s voice conveys positive feelings toward child.
 - 10. Parent caresses or kisses child at least once.

Scenario #2

- Beatrice is 19 and lives with her boyfriend and his parents. She has one son, Hector, who is 7 months. The home visitor says “Hector has such a big smile, he looks so happy today!”. Beatrice does not respond to the comment by the home visitor. The home visitor asks Beatrice if she has noticed anything new that Hector is doing. Beatrice says “no, not really. He just sleeps a lot and cries. He still isn’t sleeping through the night”.

- ANSWER:
 - YES**
 - 5. Parent’s speech is distinct, clear, and audible
 - No**
 - 9. Parent’s voice conveys positive feelings toward child
 - 11. Parent responds positively to praise of child offered.

Scenario #3

- Rhonda is a 17 year old single parent of Ryan, 11 months. They live in a foster home with two other teen parents. When the home visitor Anna arrives, Rhonda says “look Ryan- it’s Anna! She came to see you today!” She then takes Ryan’s hand and has him “wave” at Anna. During the visit, Rhonda picks up a toy and gives it to Ryan. Ryan grabs it and then hands it back to her. Rhonda says “do you want to give me back the ball?”. Ryan takes the ball and hits Rhonda on the cheek with the ball. Rhonda slaps his hand away and shouts “Don’t hit me Ryan! Bad Boy!”

Scenario #3 Answers

Yes

4. Parent tells child name of object or person during visit

No

14. Parent does not shout at child

16. Parent Neither slaps nor spanks child during visit.

17. Parent does not scold or criticize child during visit

General Administration Tips

Take the tool with you on the visit

Develop an alternate marking system so that you don't score in front of parent

No one 'right way' to administer

Your personal style will guide you

Be comfortable, natural, relaxed and non-intrusive – you want to set up the environment, but not make the action happen.

Have a conversation with the parent

Allow for the conversation to wander

Listen carefully so you can ask meaningful follow up questions

REMEMBER: It is NOT an evaluation: It is an observation tool to capture raw data



How to Introduce the Tool to the Family

How do you introduce other tools?

How is introducing this tool similar or different?

- Sample Introduction:
- “During today’s visit I would like to take some time to get a snapshot of what life is like for you and Jessica together. To create this snapshot I am going to be observing and asking you some questions. It’s always such a pleasure to take a bit of time to just enjoy you and Jessica. Look at her grin; she has such a beautiful smile!”
- In your handouts in section one there are additional ideas for how you might introduce the tool.

Adapted Tools for Impairments

- Manual Pages 141-162
- Recommend reading through these 21 pages to familiarize yourself so you know when you might consider using the adapted tools:
 - When a child has a known developmental delay
 - When a child has a known orthopedic impairment (motor dysfunction – cerebral palsy or other)
 - When a child has a known auditory impairment
 - When a child has a known visual impairment

So, you've done the HOME Responsivity and Acceptance pieces, now what?

“By itself, the tool tells you nothing.” – Dr. Robert Bradley, HOME author

- Score the HOME and discuss the results with your supervisor
- Think about the results in context with all of the other information you have about the family
- Make a referral to a supporting service if appropriate
- Plan your support/ intervention to increase the score over the next year – FOLLOW YOUR MODEL



HOME Inventory Administration Manual and Further Support

“It’s going to take practice!”

- Please read and discuss the handouts/manual with your supervisor and team prior to implementing the use of the tool in your home visits
- If questions come up, please contact your MIECHV model lead.
- Annette Dieker, EHS
- Cynthia Ikata, NFP
- Lisa Sutter, HFO