

Home Visiting

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Home-Based Integrated Services

- We need an alternative to dumping clinic-based models on the living room floor.
- What's wrong with the toy bag?
- We need to attend to the complex, interrelated needs of developing children and their families.
- We can achieve these by having *support* as the goal of services: emotional, material, informational.

Influences

- Bruder
- Campbell
- Dunst & Trivette
- Guralnick
- Peterson & McBride
- Roberts & Innocenti
- Robinson & Edelman
- Shelden & Rush
 - See www.coachinginearlychildhood.org
- Woods

Support-Based Home Visits

- Emotional Support
 - Positiveness
 - Responsiveness
 - Orientation to the whole family
 - Friendliness
 - Sensitivity
- Material Support
 - Equipment and materials
 - Financial resources
- Informational Support
 - Child development
 - Child's disability
 - Services and resources
 - What to do with the child

The Vanderbilt Home Visit Script

- Directions
 - Rationale
 - Written for HVs by primary service providers
 - Adaptation required for use by multidisciplinary providers
 - At any time, provide support to the family, including information

VHVS: The Questions

1. How have things been going?
2. Do you have anything new you want to ask me about?
3. Outcomes in priority order
4. Is there a time of day that's not going well for you?
5. How is [family member] doing?
6. Have you had any appointments in the past week?
Any coming up?
7. Do you have enough or too much to do with [your child]?

Follow-Up Prompts for All Script Questions

- The 4 Es
 - Ears (listen)
 - Elicit (ask)
 - Empathize
 - Encourage
- Do you need any information to help with this?
- Should we try to solve this?
- Would you like me to show you?

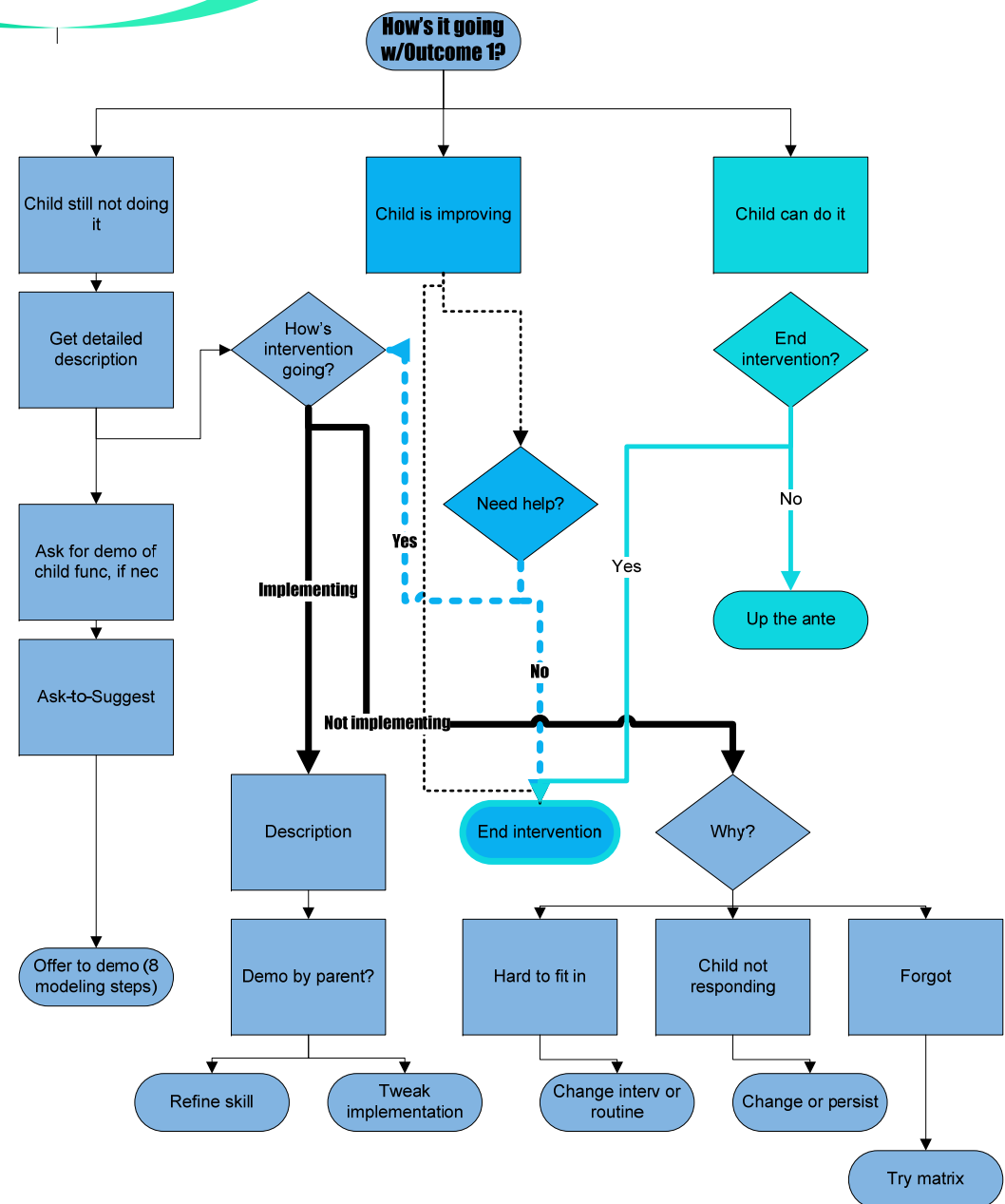
Listening

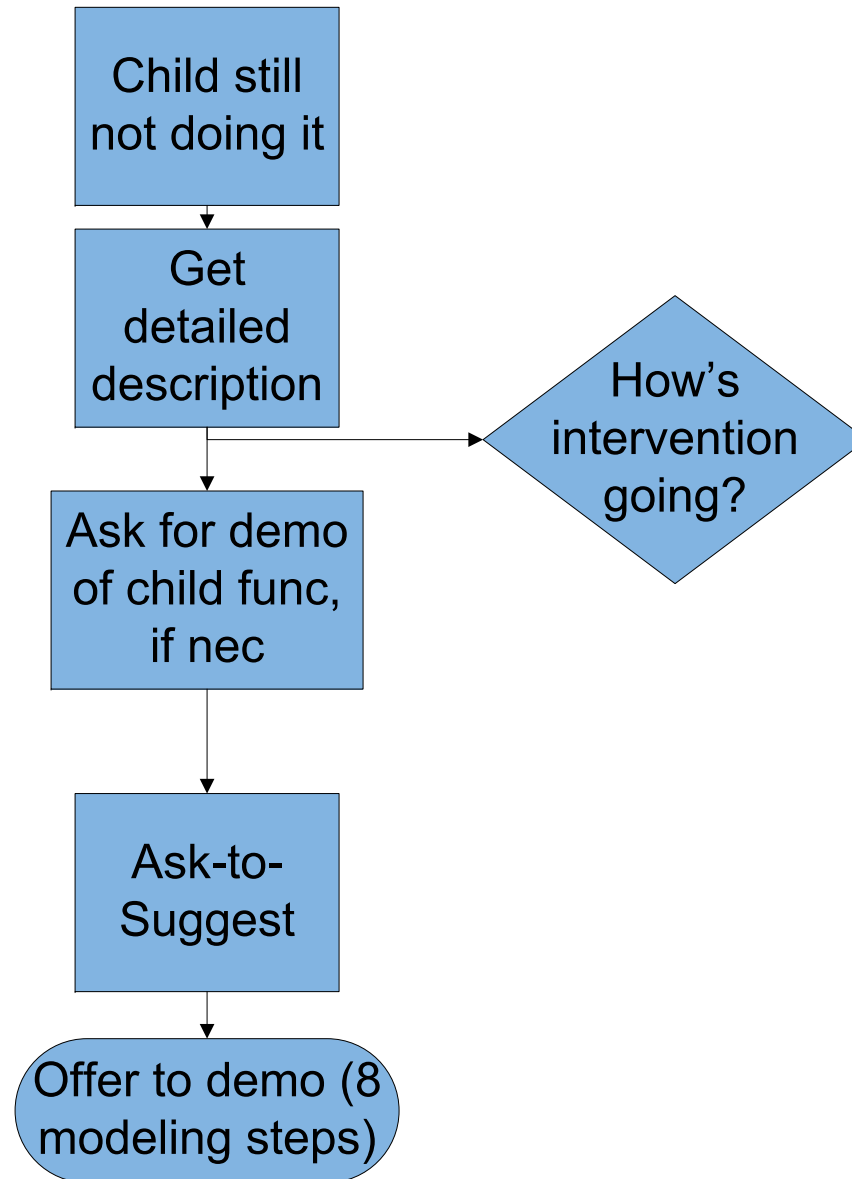
- * Listen.
- * Don't interrupt.
- * Don't finish the other person's sentences.
- * Don't say 'I knew that.'
- * Don't even agree with the other person (even if he praises you, just say, 'Thank you')
- * Don't use the words 'no,' 'but,' and 'however.'
- * Don't be distracted. Don't let your eyes or attention wander elsewhere while the other person is talking.
- * Maintain your end of the dialogue by asking questions that (a) show you are paying attention, (b) move the dialogue forward, or (c) require the other person to talk (while you listen).
- * Eliminate any striving to impress the other person with how smart or funny you are. ...

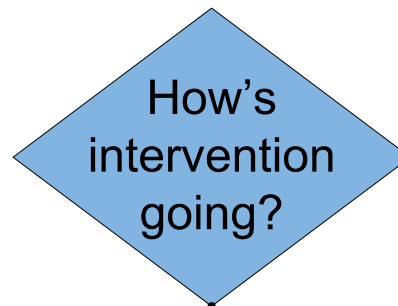
[You will learn, and as an ancillary benefit] you'll uncover a glaring paradox: The more you subsume your desire to shine [and truly listen], the more you will shine in the other person's eyes."

Marshall Goldsmith, *What Got You Here Won't Get You There*, Hyperion, Copyright 2007 by Marshall Goldsmith, pp. 148-156.

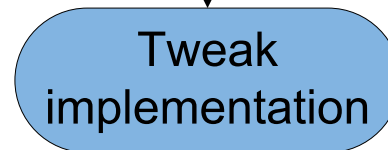
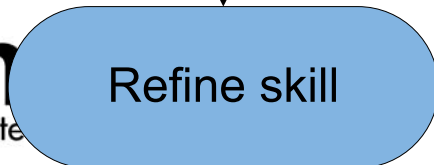
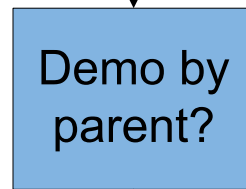
Behavioral Consultation in Home Visits

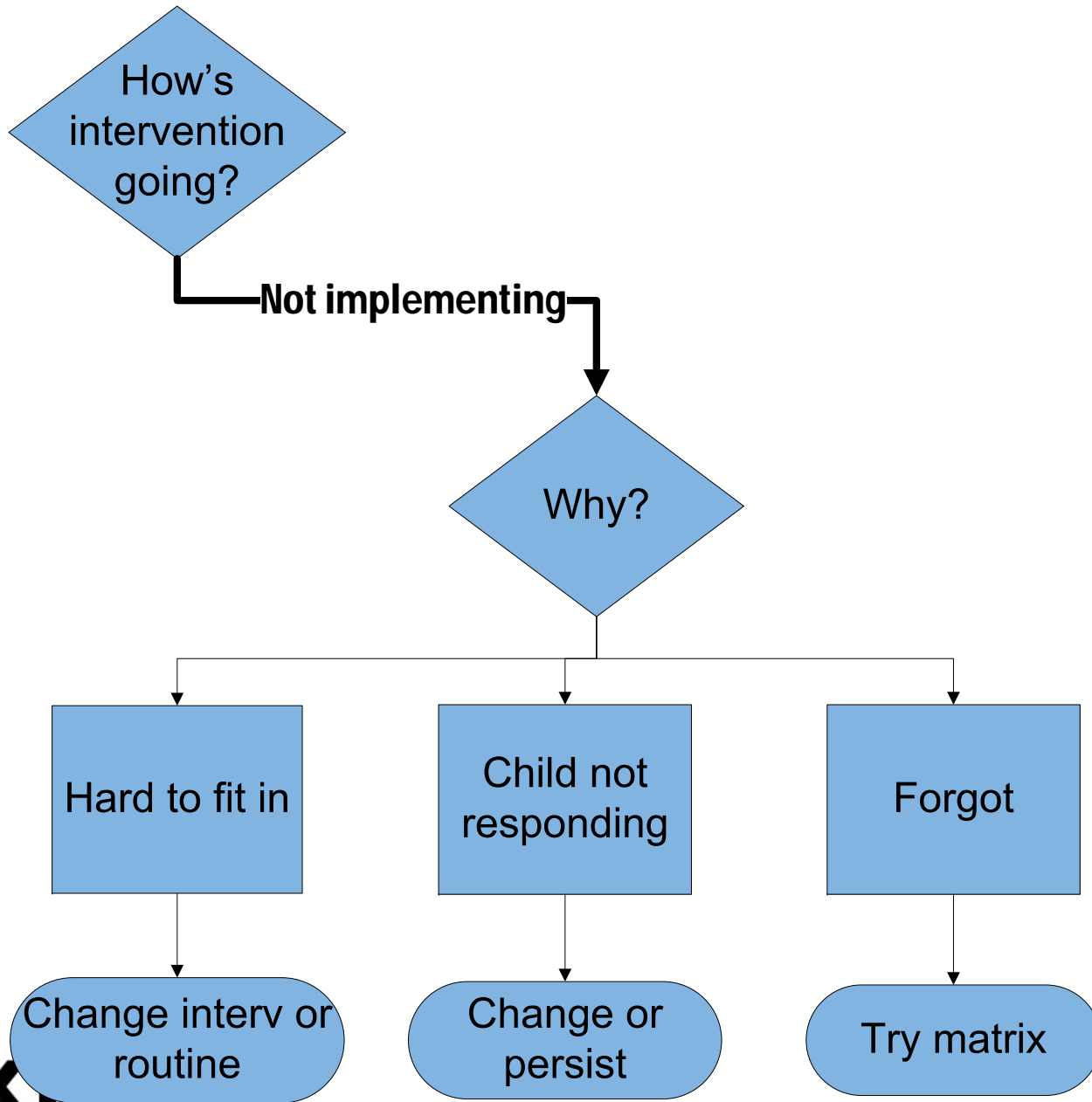


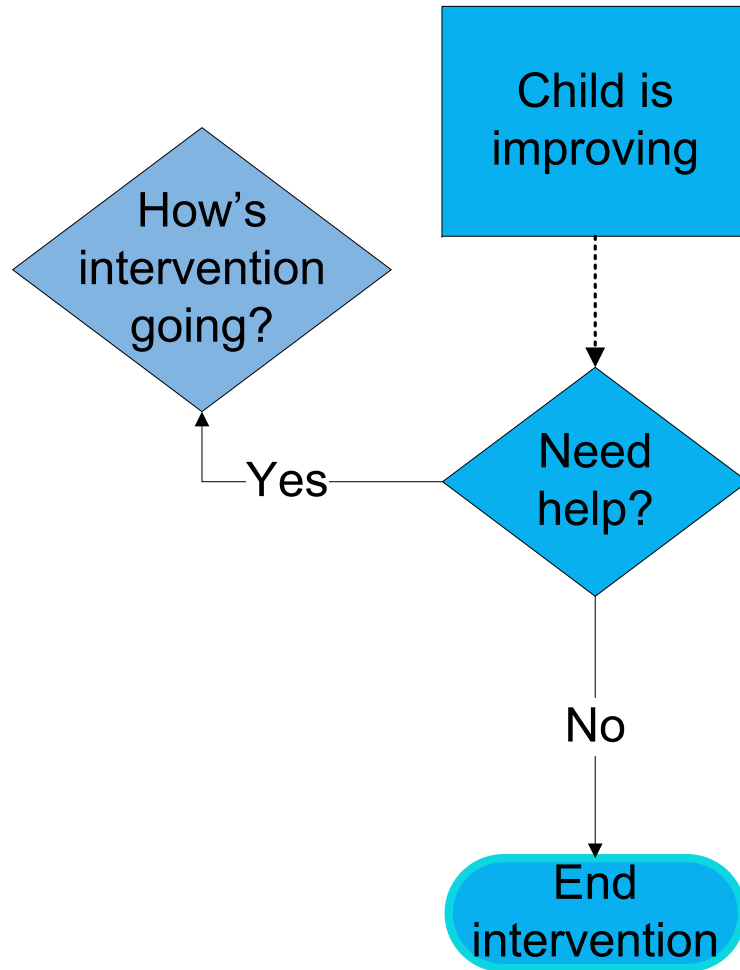


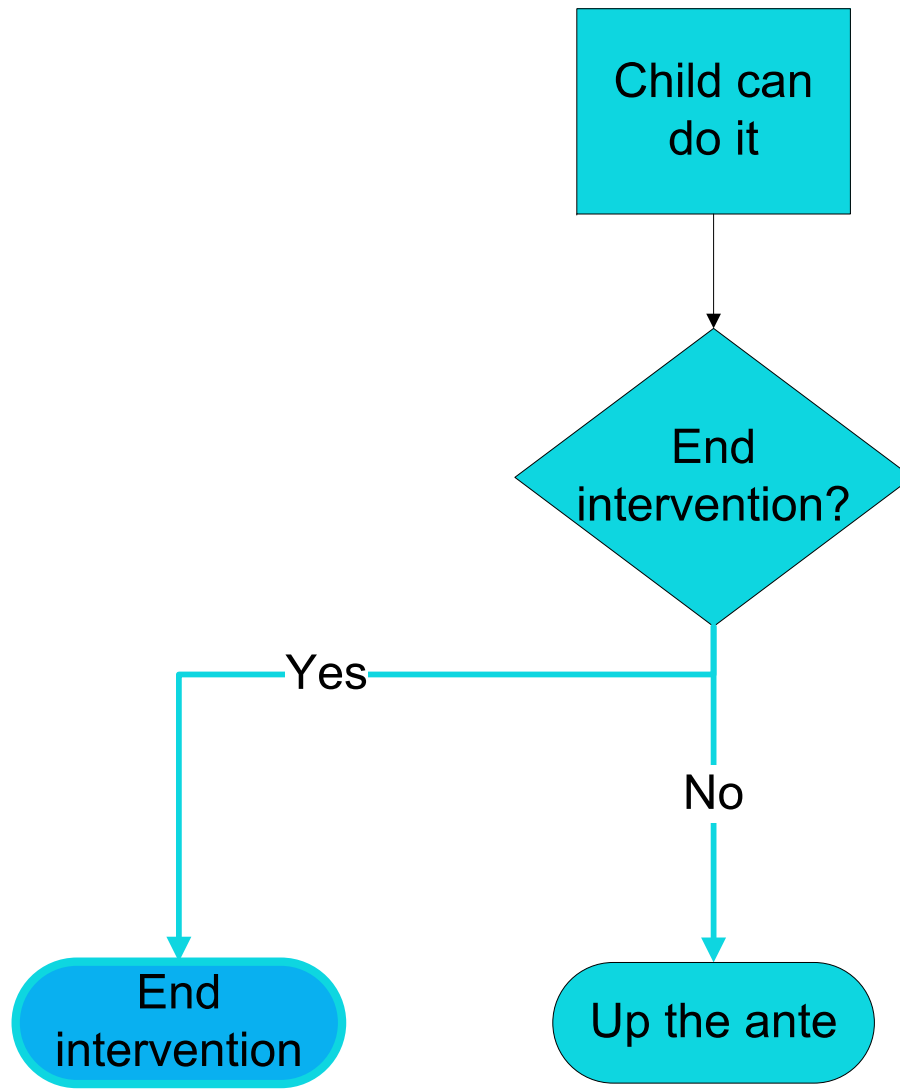


Implementing

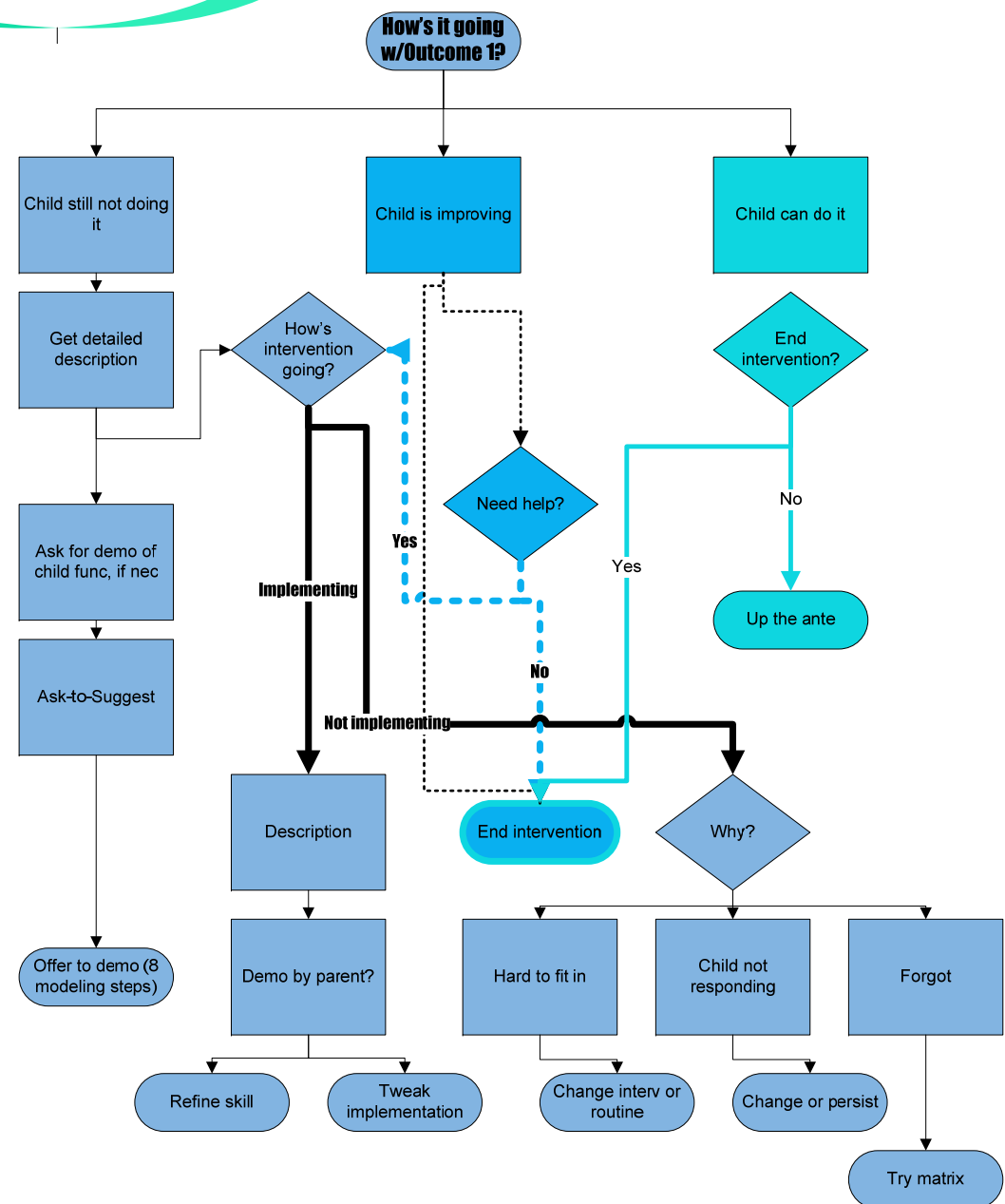








Behavioral Consultation in Home Visits



9 Parenting Intervention Strategies

1. Ask-to-suggest
2. Demonstration (8 modeling steps)
3. Refine skill
4. Tweak implementation
5. Change intervention
6. Change routine
7. Persist
8. Up the ante

Ask-to-suggest

- What have you tried?
- Have you tried this?
- Have you tried that?
- No? Let me tell you how this might work.
- What do you think? Is this something you can do at the time(s) of day we're talking about?
- Would it help if I showed you?

The 8 Steps of Modeling: Avoiding the Model-&-Pray Approach

1. Talk to the parent about your suggestion
2. If the parent appears not to understand, ask if he or she would like to be shown
3. Tell the parent what you're going to do
4. Do it
5. Tell the parent what you did and point out the consequence
6. Ask the parent if he or she would like to try it
7. If the answer's yes, watch the parent trying it; if the answer's no, leave it alone
8. If yes, praise the parent and give a limited amount of corrective feedback

Refine Skill

- When family is implementing the intervention, but child is still not performing the target behavior
- “Maybe we’re asking too much of her”
- “Maybe we’re asking the wrong thing of her”
- “Maybe there’s another way she could do this”
- “What do you think might work?”
- “What about _____?”
- “Would this be easy for you to do at this time of day?”
- “Would it help if I showed you what I’m talking about?”

Tweak Implementation

- Again, when family is implementing the intervention, but child is still not performing the target behavior
- “Instead of that, what would happen if you did this?”
- “Would this slightly different way of helping your child fit into this time of day?”
- “Would it help if I showed you what I’m talking about?”

Change Intervention

- When family is not implementing intervention because it's hard to fit in or child isn't responding
- “Let's think of a different way of helping the child—a way that's easy for you at this time of day”
- “Can you think of anything?”
- “What about trying this...?”
- “Would that be easier to fit in?”
- “Would it help if I showed you?”

Change Routine

- Again, when family is not implementing intervention because it's hard to fit in or child isn't responding
- “Is there another time of day when you'd like to see the child do this?”
- “How would this other time be easier for you to fit in helping the child?”

Persist

- When family is not implementing intervention because child isn't responding
- “Do you want to keep trying?”
- “Sometimes children actually do worse when you start trying to teach them something—when you change up what they're used to”

Up the Ante

- When the child can do it, but the family doesn't want to end intervention on this skill
- What's the next most sophisticated form of this skill?
- Would it be helpful for the child to do it longer?
- Should he do it in more places, with more people, with more objects, at more times?
- Should he do it more fluently or at a faster rate?
- Is there a similar skill you'd like to see him be

Try Matrix (when family forgot)

Outcomes	Waking up	Meals	Hanging out	Toileting	Outside	In car	Dinner prep	Bath	Bedtime
Using single words		X	X		X	X		X	
Simple back-&-forth games			X					X	
Parents time for each other									
Getting up from floor			X		X				
Playing with toys			X						

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The Early Interventionist as Consultant and Andragogist

- Families and other caregivers as naturally available interventionists

The Andragogy of Home Visits

- Level 1: Suggestion
 - Ask and listen
 - For what they need and want
 - For what they currently do
 - Assess, hands-on, as needed
 - Ask and suggest
 - Demonstrate, as needed (following the 8 Steps of Modeling)
 - Offer Level 2
- Level 2: Performance Feedback (Checklist Training)
 - Collaborate on a child intervention checklist
 - Offer to demonstrate, with parent observing
 - Self-monitoring: Parent checks own behavior during the week
 - Observation: Home visitor observes parent

Performance Feedback

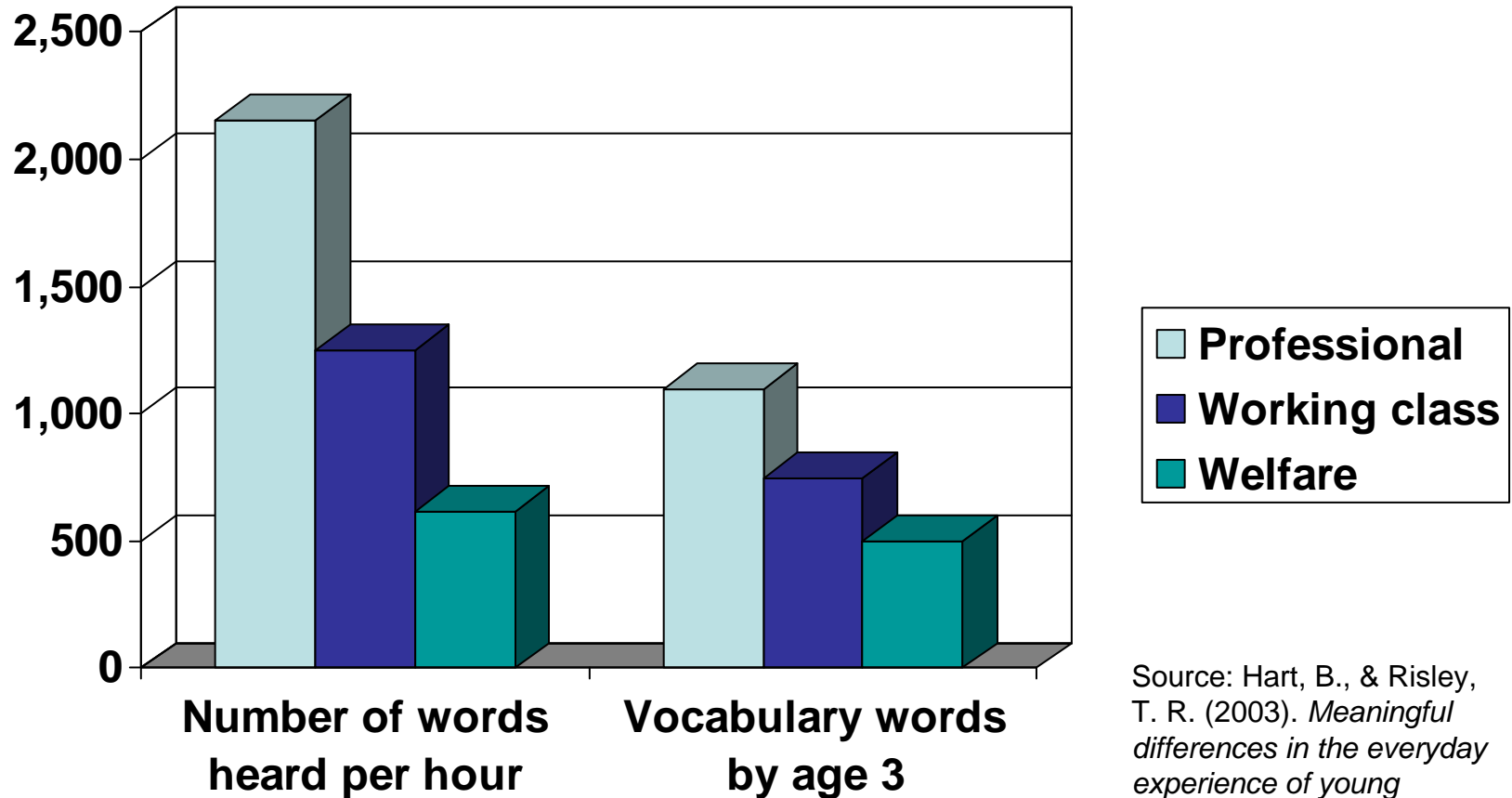
- Show the parent (checks on checklist, graph, etc.) how many steps correct on checklist
- Praise correct steps appropriately
- Discuss steps missed

Performance Other Than Checklists

- Parent's rate of an intervention (f / t)
- Parent's frequency of an interaction
- Parent's duration of an activity

**Aim for self-monitoring, by
parent, and observation**

Verbal Interactions of Children Age 10 Months to 3 Years, by SES



Source: Hart, B., & Risley, T. R. (2003). *Meaningful differences in the everyday experience of young children*. Baltimore, MD: Paul H. Brookes Publishing Co.