

Home Visit Rating Scales-Adapted & Extended: HOVRS-A+

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Pre-publication version of HOVRS-A+ v2.0 available by request to Lori.Roggman@usu.edu

Overview: 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 aiming to help parents 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) measure, HOVRS-A+ has the improved ease of use of HOVRS-A along with the full range of rating scores of the original HOVRS. All versions of HOVRS 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 that are 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.

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 family engagement and interaction.

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

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

- **Home Visitor Responsiveness to Family** (6 items, $\alpha = .69$)
- **Home Visitor Relationship with Family** (7 items, $\alpha = .84$)
- **Home Visitor Facilitation of Parent–Child Interaction** (6 items, $\alpha = .86$)
- **Home Visitor Non-Intrusiveness & Collaboration** (5 items, $\alpha = .69$)

Scales of *Home Visit Effectiveness* (3 scales, $\alpha = .74$):

- **Parent–Child Interaction during Home Visit** (7 items, $\alpha = .90$)
- **Parent Engagement during Home Visit** (6 items, $\alpha = .83$)
- **Child Engagement during Home Visit** (4 items, $\alpha = .91$)

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Example Items with Indicators

RESPONSIVENESS TO FAMILY

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.

RELATIONSHIP WITH FAMILY

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.

FACILITATION OF PARENT-CHILD INTERACTION:

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.

NON-INTRUSIVENESS/COLLABORATION

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.

PARENT-CHILD INTERACTION

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.

PARENT ENGAGEMENT

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.

CHILD ENGAGEMENT

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.

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