

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

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### **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 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) 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.

### **Description of the HOVRS-A+ 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 between the home visitor and parent, (2) parent comfort with the home visitor, (3) positive interactions of the home visitor with the child and other members of the family, and (4) the home visitor's respect and understanding of the family as a whole. A high rating on this scale suggests that the home visitor and family are frequently engaging 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.

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### **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 interrater 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 and interaction during home visits.

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** (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 *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,  $\alpha = .91$ )

# 1. HOME VISITOR RESPONSIVENESS TO FAMILY

Inadequate 1	2	Adequate 3	4	Good 5	6	Excellent 7	
Home visitor:		Home visitor:		Home visitor:		Home visitor:	
<input type="checkbox"/> 1.1 does not plan well for the visit.  <input type="checkbox"/> 2.1 does not have necessary materials for the visit.		<input type="checkbox"/> 1.3 has a plan for the visit but does not ask for parent input for next visit.  <input type="checkbox"/> 2.3 is prepared for activities of the home visit (e.g., has necessary materials).		<input type="checkbox"/> 1.5 asks parents about activities to bring to future home visit(s).  <input type="checkbox"/> 2.5 brings or does activities selected by parents.		<input type="checkbox"/> 1.7 plans next visit with parent, <b>and</b> helps parent decide on activities, materials, & who will provide them.  <input type="checkbox"/> 2.7 emphasizes parent-selected activities <b>and</b> organizes home visit around them.	
<input type="checkbox"/> 3.1 rarely asks questions to get more information.		<input type="checkbox"/> 3.3 occasionally gets more information by asking open-ended or follow-up questions.		<input type="checkbox"/> 3.5 frequently gets more information by asking open-ended or follow-up questions.		<input type="checkbox"/> 3.7 gets information from open-ended or follow-up questions <b>and</b> uses the information to increase effectiveness of home visit.	
<input type="checkbox"/> 4.1 is not attentive to what parent and child are doing.  <input type="checkbox"/> 5.1 persists with activity that does not meet parent or child's interests or needs.		<input type="checkbox"/> 4.3 observes parent and child but does not always respond or react to what parent and child are doing when necessary.  <input type="checkbox"/> 5.3 occasionally follows parent and child lead in activities.		<input type="checkbox"/> 4.5 observes and reacts to parent and child by making comments, providing information, or suggesting activities.  <input type="checkbox"/> 5.5 frequently follows parent and child lead in activities, changing pace or activities to meet family interests or needs.		<input type="checkbox"/> 4.7 observes, reacts, <b>and</b> provides reflective feedback, ideas, and developmental information about parent-child interactions and child's development.  <input type="checkbox"/> 5.7 follows parent and child lead in activities, <b>and</b> acknowledges parent or child interests or needs.	
<input type="checkbox"/> 6.1 directs agenda and activities of home visit or does not set or follow an agenda.		<input type="checkbox"/> 6.3 allows some input from parent on agenda and activities of home visit.		<input type="checkbox"/> 6.5 sets agenda and activities for home visit after getting input from family.		<input type="checkbox"/> 6.7 follows parent-suggested agenda and activities <b>and</b> provides additional related information to supplement activities.	

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## 2. Home Visitor-Family Relationship

Inadequate 1	2	Adequate 3	4	Good 5	6	Excellent 7
Home visitor and parent:		Home visitor and parent:		Home visitor and parent:		Home visitor and parent:
<input type="checkbox"/> 1.1 rarely interact sociably with each other.  <input type="checkbox"/> 2.1 seem critical, condescending, tense, or detached with each other.  <input type="checkbox"/> 3.1 do not appear to enjoy visit.		<input type="checkbox"/> 1.3 occasionally interact sociably with each other.  <input type="checkbox"/> 2.3 interact with little to no tension but are not overly warm with each other.  <input type="checkbox"/> 3.3 occasionally appear to enjoy home visit (positive emotions & statements).		<input type="checkbox"/> 1.5 are relaxed and obviously enjoy interacting.  <input type="checkbox"/> 2.5 are warm and respectful of each other.  <input type="checkbox"/> 3.5 obviously enjoy home visit (positive emotions & statements).		<input type="checkbox"/> 1.7 are at ease, enjoy interacting, <b>and</b> readily discuss child's development and parenting.  <input type="checkbox"/> 2.7 show warmth, respect, <b>and</b> appreciation to each other.  <input type="checkbox"/> 3.7 consistently enjoy the visit <b>and</b> show understanding, humor or familiarity.
<input type="checkbox"/> 4.1 parent appears uncomfortable or uninterested in answering questions or speaking with home visitor.		<input type="checkbox"/> 4.3 parent answers questions but does not elaborate or initiate discussion.		<input type="checkbox"/> 4.5 parent shares information, problems, or concerns openly with home visitor.		<input type="checkbox"/> 4.7 parent shares information <b>and</b> initiates discussions on problems or concerns.
<input type="checkbox"/> 5.1 home visitor ignores family members other than parent and child. <input type="checkbox"/> N/A-No other family members present  <input type="checkbox"/> 6.1 home visitor shows little to no familiarity with family.		<input type="checkbox"/> 5.3 home visitor interacts with family members other than parent and child but does not involve them in activities. <input type="checkbox"/> N/A-No other family members present  <input type="checkbox"/> 6.3 home visitor shows some familiarity with family but does not ask questions beyond those dictated by home visit.		<input type="checkbox"/> 5.5 home visitor attempts to involve everyone in the room in activities. <input type="checkbox"/> N/A- No other family members present  <input type="checkbox"/> 6.5 home visitor is interested in what is happening with the family as evident by familiarity with the family as well as by asking relevant questions.		<input type="checkbox"/> 5.7 home visitor involves everyone in the room in activities <b>and</b> with each other. <input type="checkbox"/> N/A-No other family members present  <input type="checkbox"/> 6.7 home visitor asks relevant questions <b>and</b> asks how family situations affect child.
<input type="checkbox"/> 7.1 home visitor does not show respect or acceptance of family system.  <input type="checkbox"/> 8.1 home visitor brings up issues in an insensitive or disrespectful manner.		<input type="checkbox"/> 7.3 home visitor appears to be accepting of the family system.  <input type="checkbox"/> 8.3 home visitor tries to bring up issues in a sensitive or respectful manner but not always effectively.		<input type="checkbox"/> 7.5 home visitor shows respect and acceptance of the family system  <input type="checkbox"/> 8.5 home visitor brings up issues in a sensitive or respectful manner.		<input type="checkbox"/> 7.7 home visitor shows respect, acceptance, <b>and</b> talks about family's strengths.  <input type="checkbox"/> 8.7 home visitor brings up issues respectfully <b>and</b> asks questions to help parent reflect on parenting.

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### 3. Home Visitor Facilitation of Parent-Child Interaction

Inadequate 1	Adequate 3	Good 5	Excellent 7
2	4	6	7
Home visitor:	Home visitor:	Home visitor:	Home visitor:
<input type="checkbox"/> 1.1 rarely addresses parent-child interactions.  <input type="checkbox"/> 2.1 rarely addresses or directs parent's interaction with child, telling parent what to do.	<input type="checkbox"/> 1.3 tries to facilitate interactions, even if not always effectively.  <input type="checkbox"/> 2.3 supports parent's interactions with child, by commenting on observed parent-child interactions.	<input type="checkbox"/> 1.5 frequently facilitates parent-child interactions.  <input type="checkbox"/> 2.5 encourages parent's interaction with child, by discussing how observed interactions support child's development.	<input type="checkbox"/> 1.7 frequently facilitates parent-child interactions <b>and</b> supports interactions as needed without interrupting.  <input type="checkbox"/> 2.7 promotes parent-child interaction by describing, linking to this child's development, <b>and</b> expanding to other ways and places to do something similar.
<input type="checkbox"/> 3.1 interacts with either parent or child but not both.  <input type="checkbox"/> 4.1 rarely helps parent respond to child's cues for interaction.  <input type="checkbox"/> 5.1 does not provide encouragement or reinforcement for positive interactions between parent and child.	<input type="checkbox"/> 3.3 interacts with both parent & child but occasionally directs attention to only parent or child when there are opportunities to interact with both.  <input type="checkbox"/> 4.3 observes parent-child interactions & occasionally comments on child's cues or gives feedback to parent for interaction, but misses some opportunities.  <input type="checkbox"/> 5.3 occasionally provides encouragement or reinforcement for positive interactions between parent and child.	<input type="checkbox"/> 3.5 frequently interacts with both parent & child, excluding neither.  <input type="checkbox"/> 4.5 observes parent-child interaction and consistently provides appropriate comments on child's cues, suggestions, feedback, & questions to parent to promote parent-child interactions, rarely missing opportunities.  <input type="checkbox"/> 5.5 frequently provides encouragement or reinforcement for positive interactions between parent and child.	<input type="checkbox"/> 3.7 frequently interacts with both parent & child <b>and</b> helps sustain engagement of child with parent.  <input type="checkbox"/> 4.7 uses comments, suggestions, feedback, & questions to promote responsive parent-child interaction <b>and</b> expresses child's response by "speaking for child."  <input type="checkbox"/> 5.7 encourages or reinforces <b>and</b> prompts positive parent-child interactions.
<input type="checkbox"/> 6.1 does not bring or use materials or activities to promote parent-child interaction.	<input type="checkbox"/> 6.3 brings materials or activities to the home to promote parent-child interactions.	<input type="checkbox"/> 6.5 uses materials already in the home and/or family routines to promote parent-child interaction.	<input type="checkbox"/> 6.7 uses home's materials and routines <b>and</b> guides parents to identify new uses for household materials to support child's development.

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#### 4. Home Visitor Non-Intrusiveness & Collaboration

Inadequate 1	2	Adequate 3	4	Good 5	6	Excellent 7
Home visitor:		Home visitor:		Home visitor:		Home visitor:
<input type="checkbox"/> 1.1 often tells parent what to do or rarely make suggestions for what parent could do.  <input type="checkbox"/> 2.1 takes over activities or fails to provide guidance for parent-child interaction.  <input type="checkbox"/> 3.1 plays with or teaches child herself or fails to hand toys or other materials to parent and child.		<input type="checkbox"/> 1.3 makes suggestions for what parent could do, but not excessively.  <input type="checkbox"/> 2.3 occasionally guides aspects of parent-child interaction (e.g., provides reinforcement to child).  <input type="checkbox"/> 3.3 occasionally hands toys or other materials to child instead of parent.		<input type="checkbox"/> 1.5 seeks and responds to parent ideas & interests for interactions.  <input type="checkbox"/> 2.5 sits back when parent-child interaction is ongoing and allows parent to control/direct interaction.  <input type="checkbox"/> 3.5 frequently hands toys and other materials for child to parent instead of to child.		<input type="checkbox"/> 1.7 seeks and responds to parent interests for interactions <b>and</b> encourages those interactions during home visit.  <input type="checkbox"/> 2.7 sits back when parent-child interaction is ongoing <b>and</b> actively observes, as evident from later reflective comments.  <input type="checkbox"/> 3.7 consistently hands toys or other materials for child to parent <b>and</b> asks how parent wants to use materials.
<input type="checkbox"/> 4.1 persists with activity too hard for or not of interest to parent or child or fails to respond to parent & child cues by changing pace or activities.		<input type="checkbox"/> 4.3 occasionally responds to parent &/or child cues (e.g., lack of interest, difficulty with task) by changing pace or activities.		<input type="checkbox"/> 4.5 frequently responds to parent &/or child cues (e.g., lack of interest, difficulty with task) by changing pace or activities when needed.		<input type="checkbox"/> 4.7 adapts pace or activities to parent &/or child cues <b>and</b> asks parent questions to help parent adapt or enrich interaction or activities with child.
<input type="checkbox"/> 5.1 is directive and frequently intrudes on or interrupts the parent-child interaction.		<input type="checkbox"/> 5.3 occasionally intrudes on or interrupts the parent-child interaction.		<input type="checkbox"/> 5.5 rarely intrudes on or interrupts the parent-child interaction.		<input type="checkbox"/> 5.7 Does not intrude on or interrupt parent-child interactions.

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## 5. Parent-Child Interaction During Home Visit

Inadequate 1	2	Adequate 3	4	Good 5	6	Excellent 7
Parent & Child:		Parent & Child:		Parent & Child:		Parent & Child:
<input type="checkbox"/> 1.1 interaction is minimal, negative, or nonresponsive.  <input type="checkbox"/> 2.1 have little to no positive physical contact.  <input type="checkbox"/> 3.1 are positioned away from each other during activities.		<input type="checkbox"/> 1.3 interact with some warmth (e.g., positive expressions or tone, smiling).  <input type="checkbox"/> 2.3 occasionally make positive physical contact, but touch may more often be instrumental (i.e., with purpose of accomplishing something like moving child, wiping child's nose, etc.)  <input type="checkbox"/> 3.3 are occasionally in close physical proximity during activities.		<input type="checkbox"/> 1.5 interact with a great deal of warmth (e.g., positive expressions or tone, smiling).  <input type="checkbox"/> 2.5 frequently make positive physical contact.  <input type="checkbox"/> 3.5 frequently remain in close physical proximity during activities.		<input type="checkbox"/> 1.7 interact with warmth <b>and</b> show appreciation to each other.  <input type="checkbox"/> 2.7 make positive physical contact during home visit activities <b>and</b> contact is helpful or affectionate without being intrusive.  <input type="checkbox"/> 3.7 remain in close physical proximity during activities <b>and</b> readily engage in positive interactions during activities.
<input type="checkbox"/> 4.1 parent is rarely attentive to what child is doing.		<input type="checkbox"/> 4.3 parent tries to attend to what child is doing but occasionally does not.		<input type="checkbox"/> 4.5 parent frequently attends to what child is doing.		<input type="checkbox"/> 4.7 parent consistently attends to what child is doing <b>and</b> sometimes describes child's behavior.
<input type="checkbox"/> 5.1 parent is not responsive or responds negatively to child's behavior, vocalizations, or emotional expressions during the home visit.  <input type="checkbox"/> 6.1 parent persists in activities that child is not interested in or when child is looking at or reaching for other things.		<input type="checkbox"/> 5.3 parent occasionally responds positively to child's behavior, vocalizations, or emotional expressions during home visit.  <input type="checkbox"/> 6.3 parent occasionally changes pace or activity to meet child's interest or needs (based on where child looks, what child reaches for, emotions child expresses).		<input type="checkbox"/> 5.5 parent frequently responds positively to child's behavior, vocalizations, or emotional expressions during visit.  <input type="checkbox"/> 6.5 parent frequently changes pace or activity to meet child's interest or need (based on where child looks, what child reaches for, emotions child expresses).		<input type="checkbox"/> 5.7 parent typically responds positively to child's behavior, vocalizations, or expressions <b>and</b> encourages or supports child's learning and development.  <input type="checkbox"/> 6.7 parent adapts activities to child's interest or need <b>and</b> shows enthusiasm about what child is doing.
<input type="checkbox"/> 7.1 are rarely engaged in activities together during the home visit.		<input type="checkbox"/> 7.3 are engaged in activities together on and off during the home visit.		<input type="checkbox"/> 7.5 are frequently engaged in activities together during the home visit.		<input type="checkbox"/> 7.7 are engaged together in all the parent-child home visit activities <b>and</b> consistently enjoy the interactions.

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## 6. Parent Engagement During Home Visit

Inadequate 1	2	Adequate 3	4	Good 5	6	Excellent 7
Parent:		Parent:		Parent:		Parent:
<input type="checkbox"/> 1.1 does not indicate interest in material or activities.  <input type="checkbox"/> 2.1 does not participate in home visit activities; is distracted or involved in another activity.  <input type="checkbox"/> 3.1 leaves the room.		<input type="checkbox"/> 1.3 indicates occasional interest in home visit material or activities.  <input type="checkbox"/> 2.3 occasionally participates in activities.  <input type="checkbox"/> 3.3 when participating in activities, is more passive than active.		<input type="checkbox"/> 1.5 frequently appears interested in home visit activities or materials.  <input type="checkbox"/> 2.5 is an active participant in activities.  <input type="checkbox"/> 3.5 engages in play and learning activities with child and/or home visitor whenever opportunity is available.		<input type="checkbox"/> 1.7 is consistently interested in visit activities and materials <b>and</b> identifies other activities and materials to try with child.  <input type="checkbox"/> 2.7 is an active participant <b>and</b> maintains focus on home visit topics and activities.  <input type="checkbox"/> 3.7 actively engages in play and activities <b>and</b> shows enthusiasm about doing activities.
<input type="checkbox"/> 4.1 does not initiate activities or conversations with child or home visitor; home visitor must prompt parent to engage in activities or interactions.  <input type="checkbox"/> 5.1 rarely asks or answers questions		<input type="checkbox"/> 4.3 occasionally initiates activities.  <input type="checkbox"/> 5.3 occasionally asks or answers questions but does not elaborate.		<input type="checkbox"/> 4.5 frequently initiates activities.  <input type="checkbox"/> 5.5 frequently asks questions, initiates discussions, or provides information related to topic of discussion.		<input type="checkbox"/> 4.7 initiates activities <b>and</b> bases activities or conversations on child's interests or behavior.  <input type="checkbox"/> 5.7 initiates conversations and offers information <b>and</b> topics that are related to child's development or family well-being.
<input type="checkbox"/> 6.1 positions self away from home visitor and child.		<input type="checkbox"/> 6.3 is in proximity to home visitor and child during most of the home visit.		<input type="checkbox"/> 6.5 remains in close proximity to child and home visitor throughout visit.		<input type="checkbox"/> 6.7 is in close proximity to child and home visitor throughout visit <b>and</b> readily interacts with both.

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## 7. Child Engagement During Home Visit

Inadequate 1	2	Adequate 3	4	Good 5	6	Excellent 7
Child:		Child:		Child:		Child:
<input type="checkbox"/> 1.1 does not participate in home visit activities.  <input type="checkbox"/> 2.1 cries when coaxed to participate in activities or interactions during home visit. <input type="checkbox"/> NA for infants under 12 months  <input type="checkbox"/> 3.1 does not interact with parent and/or home visitor.		<input type="checkbox"/> 1.3 sometimes participates in home visit activities.  <input type="checkbox"/> 2.3 requires coaxing to participate in activities or interactions during home visit. <input type="checkbox"/> NA for infants under 12 months  <input type="checkbox"/> 3.3 sometimes interacts with the parent and/or home visitor (including through body language, gaze, gestures, or vocalizations).		<input type="checkbox"/> 1.5 frequently participates in home visit activities.  <input type="checkbox"/> 2.5 tries to initiate activities or interactions during home visit. <input type="checkbox"/> NA for infants under 12 months  <input type="checkbox"/> 3.5 frequently interacts with the parent and/or home visitor (including through body language, gaze, gestures, or vocalizations).		<input type="checkbox"/> 1.7 participates in all the child/parent-child home visit activities <b>and</b> actively engages with both materials and parent.  <input type="checkbox"/> 2.7 initiates activities or interactions <b>and</b> initiations are successful and appropriate. <input type="checkbox"/> NA for infants under 12 months  <input type="checkbox"/> 3.7 interacts with parent and home visitor <b>and</b> sustains positive interactions.
<input type="checkbox"/> 4.1 does not appear interested in the home visit activities (for example, through gaze or body language).		<input type="checkbox"/> 4.3 indicates occasional interest in home visit activities (for example, through gaze or body language).		<input type="checkbox"/> 4.5 frequently shows interest in home visit activities (for example, through gaze or body language).		<input type="checkbox"/> 4.7 consistently shows interest in child/parent-child home visit activities <b>and</b> shows enthusiasm when doing activities.

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