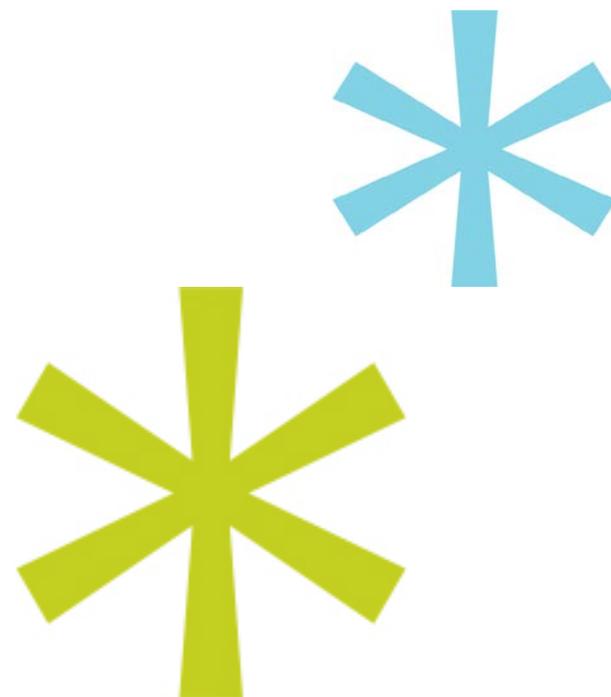




Parents as Teachers™

Personal Visit Observation Tool





Overview

The Parents as Teachers Personal Visit Observation Tool (PV Observation Tool) is a resource for supervisors and parent educators to regularly review and, as needed, address the quality of personal visits delivered to families¹. In addition, this resource is intended to assist PAT Affiliates with meeting the following quality standards:

- Within six months after PAT training and again at one year, new parent educators are observed conducting at least one personal visit, one screening and one group connection and provided with feedback.
- Parent educators in their 2nd year of employment and beyond are observed by the supervisor or lead Parent Educator delivering a personal visit and provided with written and verbal feedback at least annually.
- The supervisor or lead parent educator uses the PAT Personal Visit Observation Tool to conduct personal visit observations.

The PV Observation Tool is comprised of 3 main sections: 1) Visit Preparation; 2) PAT Personal Visit Elements; and 3) Home Visit Process Quality. Sections 1 and 2 help you assess specific content and delivery of the visit based on your understanding of the planning process, the family and the specific visit plan. Four of the seven scales from the Home Visit Rating Scales—Adapted & Extended (HOVRS-A+) guide you in assessing the visit's overall process and effectiveness quality. The use of the items in each of these sections together results in a comprehensive observation. (Note that the full version of the HOVRS A+, comprised of 7 scales, is available in the Foundational Curriculum and the Model Implementation Guide).

Each section of the PV Observation Tool is described below along with guidance to supervisors on how to use the

¹ A different observation tool can be used as long as it addresses the items in the PAT PV Observation Tool.

observation tool effectively to enhance the quality of personal visits.

How to use this tool

Before the Observation: Visit Preparation

Prior to conducting the observation, you should ensure that the parent educator has obtained verbal permission from the family whose visit will be the focus of observation. Demographic sections of the PV Observation Tool can be filled out ahead of time, including parent educator name, if the parent educator is 1st year or 2nd year and beyond, observer name, observer title/role, if it is the 6 month or annual observation, and the date of the observation as well as family name, child name, child age and child date of birth.

Set aside at least 30 minutes before the visit to engage the parent educator in a discussion about his/her overall approach to the visit, rationale for the content of the written visit plan and any other information pertinent to the visit. Also use this time to share with the parent educator the items on the observation tool and the process that you will use to conduct the observation and to provide feedback afterward.

The discussion of visit preparation should include review of the selected Foundational Visit Plan or completed planning guide and then completion of Items 1 – 8 of the PV Observation Tool (e.g., was the written plan complete, did the parent educator consult additional resources when creating the plan, etc.).

This discussion will also help direct what you look for during the observation of the visit. For example, if a foundational visit plan is being used, you would expect to observe the content focused on in this plan. Or, if the child is behind on his or her immunizations, you would expect to



see discussion of the importance of medical care and the ways in which the family could access it.

Completing the Visit Preparation items

- You can choose to mark Yes or No as appropriate for each of the 8 visit preparation items as you discuss each with the parent educator, or you can take notes during the discussion and complete the Yes/No ratings after the discussion has ended.
- An optional, 7-point scale is provided at the end of the visit preparation section to capture a rating of the overall quality of the parent educator's visit preparation (1=inadequate visit preparation; 7 = excellent visit preparation). The rating given should be based on the pattern of Yes/No responses to items 1-8 as well as your expert judgment of how well the parent educator planned for the visit. This scale can be useful for tracking progress over time.

During the Observation:

PAT Personal Visit Elements & Home Visitor skill

When you arrive at the family's home, be sure to introduce yourself to the family and let them know that you are there to conduct an observation of the visit and the parent educator as a way of making sure your affiliate delivers high quality services. Be clear that your purpose is not to actively participate in the visit or to evaluate the family in any way.

The PAT Personal Visit Elements section of the PV Observation Tool follows the general sequence of a personal visit: Opening, Parent-Child Interaction, Development-Centered Parenting, Family Well-Being and Closing. An additional section "Across the Visit" contains items that occur throughout a personal visit and are not tied to a particular area of emphasis. The final section, "After the

Visit" includes items related to documentation of services that are required when the visit has been completed.

Completing the PAT Personal Visit Elements items

- Until you are comfortable with using the PV Observation Tool while observing personal visits, you can choose to take notes during the observation and then complete the Yes/No ratings afterward. As your familiarity with the process of observing and using the tool increases, the goal should be to transition to marking Yes/No responses to those items directly on the observation tool during the observation. This will maximize efficiency.
- Several "Key Strengths" and "Key Recommendation" boxes are provided throughout the tool for note taking and for summarizing key points that support your ratings.
- The "After the Visit" items should be rated when the Personal Visit Record has been completed and can be reviewed for consistency with the observed visit.
- An optional, 7-point scale is provided at the end of the PAT Personal Visit Elements section to capture a rating of the overall quality of the parent educator's delivery of the personal visit elements. Detailed definitions of the rating scale anchors (1=inadequate; 3 = adequate; 5=good; 7=excellent) are provided to help guide this rating. This scale can be useful for tracking progress over time.

Completing the Home Visitor Skill items

To measure home visitor skill, four scales from the HOVRS-A+, (Home Visitor Responsiveness to Family, Home Visitor Relationship with Family, Home Visitor Facilitation of Parent-Child Interaction and Home Visitor Family Non-Intrusiveness/Collaboration with Family), are provided at the end of the PV Observation Tool along with detailed instructions on completing and scoring these scales.



After the Observation:

Reflective Supervision & Quality Assurance

Ideally, immediately after the personal visit you observed has ended you will have a brief discussion with the parent educator to discuss your thoughts and general impressions of how the personal visit went. This brief discussion also gives the parent educator the opportunity to reflect on how s/he felt about the visit right after it occurred.

During your next reflective supervision meeting with the parent educator, time should be devoted to a deeper discussion of the observation, including sharing with him/her the completed PV Observation Tool. The approach to this discussion should be strengths-based, and additional support in the form of training/professional development should be offered if there are concerns identified. If concerns are identified, observation of the parent educator should take place on a more frequent schedule (e.g., every 6 months) to ensure that visit quality is addressed in a timely way.

Additional Tips for a Successful Observation

- Obtain the written plan and completed Personal Visit Record (PVR) for the visit prior to the one that will be the focus of your observation. This will provide context for your observation, such as helping you evaluate the appropriateness of the written plan. Examples of a completed personal visit planning guide and PVR are also available for review in the PAT web portal at My Tools > Online Curriculum > Fillable Forms.
- Consider audio or videotaping the home visit as a strategy for conducting the observation; videotaped home visits can also be used for peer-to-peer coaching or other professional development activities.



Parent Educator Name:			
<input type="checkbox"/> 1st year Parent Educator <input type="checkbox"/> 2 nd year or beyond Parent Educator			
Observer Name:			
Observer Title/Role:			
<input type="checkbox"/> 6-month Observation <input type="checkbox"/> Annual Observation <input type="checkbox"/> Other (specify): _____			
Date of Observation:			
VISIT PREPARATION		Yes	No
1. Did the parent educator create a written plan using a Foundational Personal Visit Plan or the Personal Visit Planning Guide?			
Comments/Examples:			
2. Did the PE consult additional resources (such as the supervisor, previous PVRs, screenings, milestones, goals and family-centered assessments) when creating the plan? Which resources were consulted?			
Comments/Examples:			
3. Did s/he check-in with the family prior to visit planning? If so, how did the check-in influence this visit plan?			
Comments/Examples:			
4. Did the parent educator write down their intent for each area of emphasis?			
Comments/Examples:			



VISIT PREPARATION (continued)		Yes	No
5. Did the parent educator use a Parent Educator Resource(s) to choose at least 2 key points of information to share?			
Comments/Examples:			
6. Was the selected activity appropriate? (Consider, for example, if the activity is appropriate for the child's developmental level or addresses developmental concerns)?			
Comments/Examples:			
7. Were the selected handouts appropriate?			
Comments/Examples:			
8. Were efforts made to individualize the plan to the specific family? If so, how? (For example, plans to incorporate language and culture and/or parents' concerns or interests).			
Comments/Examples:			
Visit Planning Key Strengths:			
•			
Visit Planning Key Recommendations:			
•			

Additional comments about visit preparation:

Overall rating of the quality of the parent educator's visit preparation (optional):

1 = Inadequate	2	3=Adequate	4	5 = Good	6	7 = Excellent



PAT PERSONAL VISIT ELEMENTS			
Family Name (optional):			
Name(s) of child(ren):			
Age(s) of child(ren):			
Child(ren) date(s) of birth:			
Total length of visit (min.):			
Present at the visit:			
Visit plan used for observation: <input type="checkbox"/> Foundational Plan # or <input type="checkbox"/> Planning Guide			
<i>Note:</i> If the plan used in this visit is different than the plan used for the visit preparation ratings above, identify the plan actually used: _____			
Opening		Yes	No
9. Did the parent educator connect around something from the last visit?			
10. Did the parent(s) and parent educator agree on what will happen during this visit?			
11. Did the parent educator reflect on what happened on (or since) the last visit with the parent(s)?			
Key Strengths:			
•			
Key Recommendations:			
•			
Parent-Child Interaction		Yes	No
12. Were one or more parenting behaviors facilitated? (check all that apply)			
<input type="checkbox"/> Nurturing <input type="checkbox"/> Designing/guiding <input type="checkbox"/> Responding <input type="checkbox"/> Communicating <input type="checkbox"/> Supporting learning			
13. Which of the following child development domains were discussed?			
<input type="checkbox"/> Language <input type="checkbox"/> Intellectual <input type="checkbox"/> Social-emotional <input type="checkbox"/> Motor			
14. Did the parent educator facilitate parents' observation of their child's development, linking it to parenting behaviors?			
15. Did the parent educator share the rationale for the activity?			
16. Was the activity facilitated as a parent-child experience?			
Key Strengths:			
•			
Key Recommendations:			
•			



Development-Centered Parenting	Yes	No
17. Was one or more of the 7 developmental topics discussed? (check all that apply) <input type="checkbox"/> Sleep <input type="checkbox"/> Attachment <input type="checkbox"/> Discipline <input type="checkbox"/> Health <input type="checkbox"/> Transitions/Routines <input type="checkbox"/> Safety <input type="checkbox"/> Nutrition		
18. Did the parent educator help the family connect their child's behavior(s) to his or her stage of development?		
Key Strengths: •		
Key Recommendations: •		
Family Well-Being	Yes	No
19. Was the family's perspective on their own well-being explored, including their personal resources?		
20. Were referrals made or information shared about formal or informal community resources?		
<i>For items 21-22, N/A can be written in the "No" column as appropriate</i>		
21. If applicable, did the parent educator help the family prepare for accessing a community resource?		
22. If applicable, was the status of accessing resources discussed, including challenges or barriers?		
Key Strengths: •		
Key Recommendations: •		
Closing	Yes	No
23. Did the parent educator review the content of the visit?		
24. Did the parent educator revisit parent and parent educator next steps?		
25. Did the parent educator engage the family in discussion of how the visit went?		
26. Did the parent educator affirm the family's strengths?		
27. Did the parent educator ask the family for input on the <i>next</i> visit?		
Key Strengths: •		
Key Recommendations: •		



Across the Visit	Yes	No
28. The visit incorporated the family's language (<i>may indicate N/A if not applicable</i>).		
29. The parent educator demonstrated respect for the family's cultural background and parenting practices, including incorporating the family's culture in the visit as appropriate.		
30. Parent handouts were used to facilitate understanding.		
31. Family/child goals were established, discussed, reviewed and/or modified.		
32. Literacy was incorporated into the visit (e.g., book sharing activity, giving book, encouraging family to engage with books beyond visit, etc.).		
33. The parent educator partnered, facilitated and reflected with the family throughout the visit.		
Key Strengths: <ul style="list-style-type: none"> • 		
Key Recommendations: <ul style="list-style-type: none"> • 		
After the visit	Yes	No
34. Did the parent educator complete a Personal Visit Record (PVR) or other similar documentation of the visit within the required time frame (2 working days)?		
35. Was the PVR complete? If not, what was missing?		
36. Did the parent educator complete/update the Milestones?		
Key Strengths: <ul style="list-style-type: none"> • 		
Key Recommendations: <ul style="list-style-type: none"> • 		

Additional comments on delivery of PAT personal visit elements:

Overall rating of the quality of the delivery of the PAT personal visit elements (optional):

1 = Inadequate	2	3 = Adequate	4	5 = Good	6	7 = Excellent

Definitions of rating scale anchors:

Inadequate: The personal visit was unorganized; the parent educator delivered none/very few of the intended PAT personal visit elements of the visit.

Adequate: The personal visit was organized and several, but not all, of the intended PAT personal visit elements were delivered based on the plan used.

Good: The personal visit was well-organized and most, but not all, of the intended PAT personal visit elements were delivered based on the plan used.

Excellent: The personal visit was very well-organized and all of the intended PAT personal visit elements were delivered based on the plan used.

**Be sure that your rating is well-supported by and consistent with the ratings and notes you have made in the PAT Personal Visit Elements section of this tool.



Home Visit Process Quality

Instructions for using the Home Visit Rating Scales—Adapted & Extended (HOVRS-A+)

Immediately following the observation of the personal visit, please complete the following four rating scales from the HOVRS-A+: 1) Home Visitor Responsiveness to Family, 2) Home Visitor Relationship with Family; 3) Home Visitor Facilitation of Parent-Child Interaction; and, 4) Home Visitor Non-Intrusiveness/Collaboration with Family.

For each row of scale indicators, check at least one item. Check the item that comes closest to describing the observation even if it is not an exact match. It is helpful to check whatever is observed, even at a low level. Then if an indicator of higher quality makes the previous item inaccurate, the previous item can simply be crossed out.

For example, after observing the home visitor “occasionally gets more information by asking open-ended or follow-up questions,” the observer should check that item, but if the home visitor continues to get more information in that way, this item should be crossed out and the higher quality item checked, “frequently gets more information by asking open-ended or follow-up questions.”

If child is sleeping for over 75% of the visit, mark N/A (“not applicable”) on any item related to interactions or observations involving the child.

Scoring:

At the end of the observation, the observer decides on an overall rating for each of the four scales, from 1 to 7, based on the pattern of items checked. For example, if most checked items are in the “Good” column, then the rating would most likely be a 5. If, however, items in the “Adequate” column also are checked (and not crossed out), the overall rating would most likely be a 4. If some items are in the 7 column, some in the 5 column, and 1 in another column, the rating would most likely be a 6. Items in the 1 column carry more weight. Multiple items in the 1 column should result in an overall low rating no higher than 2. Do not use items marked N/A to decide the overall rating.

After the overall rating for each of the four scales has been decided, an Overall Rating of Process Quality can be calculated by summing across the overall ratings on the four rating scales and dividing the total by four.

Adapted with permission from:

Roggman, L. A., Cook, G. A., Jump Norman, V. K., Christiansen, K., Boyce, L. K., & Innocenti, M. S. (2008). Home Visit Rating Scales. In L. A. Roggman, L. K. Boyce, and M. S. Innocenti, *Developmental Parenting: A Guide for Early Childhood Practitioners* (pp. 209-217). Baltimore: Paul H. Brookes Publishing.

Roggman, L. A., Cook, G. A., Jump Norman, V. K., Christiansen, K., Boyce, L. K., & Innocenti, M. S., Aikens, N., Boller, K., Paulsell, D., & Hallgren, K. (2010). *Home Visiting Rating Scales Version A (HOVRS-A)*. Unpublished measure.

Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V. K., Christiansen, K., Boyce, L. K., Aikens, N., Boller, K., Paulsell, D., & Hallgren, K. (2010). Home Visit Rating Scales—Adapted and Extended (HOVRS-A+). Unpublished Measure.



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, and helps parent decide on activities, materials, & who will provide them. <input type="checkbox"/> 2.7 emphasizes parent-selected activities and 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 and 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, and provides reflective feedback, ideas, and developmental information about parent-child interactions or child's development. <input type="checkbox"/> 5.7 follows parent and child lead in activities, and 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 and provides additional related information to supplement activities.

Overall rating for Scale 1 =



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, and readily discuss child's development and parenting. <input type="checkbox"/> 2.7 show warmth, respect, and appreciation to each other. <input type="checkbox"/> 3.7 consistently enjoy the visit and 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 and 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 and with each other. <input type="checkbox"/> N/A-No other family members present <input type="checkbox"/> 6.7 home visitor asks relevant questions and 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, and talks about family's strengths. <input type="checkbox"/> 8.7 home visitor brings up issues respectfully and asks questions to help parent reflect on parenting.

Overall rating for Scale 2 =



3. Home Visitor Facilitation of Parent-Child Interaction

Inadequate 1	2	Adequate 3	4	Good 5	6	Excellent 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 and supports interactions as needed without interrupting. <input type="checkbox"/> 2.7 promotes parent-child interaction by describing, linking to this child's development, and 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 and helps sustain engagement of child with parent. <input type="checkbox"/> 4.7 uses comments, suggestions, feedback, & questions to promote responsive parent-child interaction and expresses child's response by "speaking for child." <input type="checkbox"/> 5.7 encourages or reinforces and 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 and guides parents to identify new uses for household materials to support child's development.

Overall rating for Scale 3 =



4. Home Visitor Non-Intrusiveness/Collaboration with 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 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 and encourages those interactions during home visit. <input type="checkbox"/> 2.7 sits back when parent-child interaction is ongoing and actively observes, as evident from later reflective comments. <input type="checkbox"/> 3.7 consistently hands toys or other materials for child to parent and 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 and 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.

Overall rating for Scale 4 =

Overall Rating of Process Quality:

To understand the degree to which the parent educator partnered, facilitated and reflected with the family during the home visit, calculate an *Average Process Quality* score from the ratings on the HOVRS A+ scales. Sum across the overall ratings on the four HOVRS A+ scales and divide the sum by 4. Interpret the result using the scale provided below that ranges from 1 (Inadequate) to 7 (Excellent).

Example: Given the following ratings: Scale 1= 6; Scale 2=5; Scale 3=7; Scale 4=5, the overall process quality of the visit would be 5.75, indicating that it was between “good” and “excellent” ($6 + 5 + 7 + 5 = 23/4 = 5.75$).

1 = Inadequate	2	3 = Adequate	4	5 = Good	6	7 = Excellent