



Innovative Strategies in Home Visiting Hand-outs

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www.mplswtg.org

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Focus Like a Laser Beam

I. List 1-2 target outcomes for your program (consider your vision and mission statement, annual goals and objectives etc.):


- 1.
- 2.

II. List 2-3 challenges that stand in the way of meeting your target outcomes:

- 1.
- 2.
- 3.

III. Brainstorm Ideas:

1. What does recent research say?
2. What works?

IV.  Identify 3-5 key messages:

- 1.
- 2.
- 3.
- 4.
- 5.

V. Complete this grounding statement:

1. I wish to promote a culture of _____
and promote a climate that _____.

Meet Families/Children Where They Are

Create a Culture of Learning in Multi-Cultural Environments within diverse family factors; using a Relationship-Based Approach: Language to Language, Culture to Culture, Learner to Learner Model.

ABRAHAM MASLOW HIERARCHY OF NEEDS

Maslow, A. Motivation and Personality (2nd ed.)
Harper & Row, 1970.



Creating a Culture of Learning

- Parents are their child's primary teacher.
- Parents are learning in their home/ community and in their home vernacular/language.
- Parents are encouraged to be a language and cultural role model for their children.
- Parents are learning how to lead activities that promote teaching and learning.
- Parents engage in activities that help their children develop a rich vocabulary, and an enriched sense of self.
- Parent behaviors and knowledge shape attitudes and reinforce beliefs that parents have the ability to impact education outcomes.
- In partnership with parents, youth, program staff, schools and community the concept that we are all lifelong learners can be promoted.

Healthy Families

Family Support Services:
Resources & Stability

Utilize Data to Inform Practice

Ask (and answer) the right questions!

1. What are the actions or behaviors you wish to see within families, staff, and communities etc.?
How are these expectations taught, modeled, reinforced?

2. How will you communicate your key messages effectively to families/youth (your target audience?)
How are those key messages taught, modeled, reinforced?

3. How will you know those key messages are being received?
What data is collected to show delivery? What data is collected to show application?

4. How will you know those key messages have positively impacted the children you are serving?
What data is collected to show improved child outcomes? How often is that data collected?

5. How is that data used to inform practice?
Is it timely enough to make changes? Is it sensitive enough to make decisions?

Responding to Data		
Curriculum	Did we teach it? In enough depth? Placed in the right sequence? Frequently enough?	
Instruction	Did we use a variety of research-based instructional approaches? Are we sharing successful practices? Did we re-teach using a different approach to individuals or groups who didn't get it?	
Assessment	Did we use ongoing formative assessment to explore child skills and build on it through instruction? Did we communicate to parents and children how to improve? Did we help them self assess?	
Equity	Did we examine attitudes/practices that might contribute to inequities in achievement, relationships, or quality of instruction? Did all students have equal access to rigorous content/high expectations teaching?	
Individual Assistance	Did we identify who needs additional help and provide it? Did we identify individual parent needs and ways to support or engage them? What strategies have or have not worked with this?	
Professional Development	What knowledge or skills would help us better reach and teach?	
Other		

Excerpted from National Professional Resources, Inc. Nancy Love, 2011.

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Utilize Explicit Instruction to Improve Integrity

Explicit Instruction = SHOW, TELL, DO FEEDBACK (Horst, 2011.)

- Identify Key message, Targeted skill, purpose of interaction, meeting etc.
- Identify what materials are needed to carry out the plan, interaction
- Scripts help us be explicit:
 - **State explicitly-** Scope and Sequence for Learning should be evident; SHOW, TELL, DO FEEDBACK.)
 - What should be said/how should it be stated?
 - How should participation be evaluated, reinforced, corrected?
 - What should be reviewed, repeated, practiced?
 - What should be given as “home work”/independent practice/completion etc?

Activity: Write a script for how you want one of your key messages communicated.

Key message/Targeted Skill-

List Materials-

Describe what/how to Show and Tell-

Describe opportunity to Do/Practice-

Identify what and when to Review/Repeat-

Provide Feedback/Affirm-

Consider next steps/list to do's-

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Ensure Fidelity through Ongoing Evaluation

Ongoing evaluation help make sure the service, strategy, activity, message, etc. is being completed the way it is intended. It can help eliminate guesswork and help provide accountability and improve integrity of services including equity and fidelity.

Research tells us there are different elements or ways to think about fidelity that include: adherence, exposure, quality of delivery, program specificity, and recipient responsiveness (National Center on Response to Intervention, 2010).

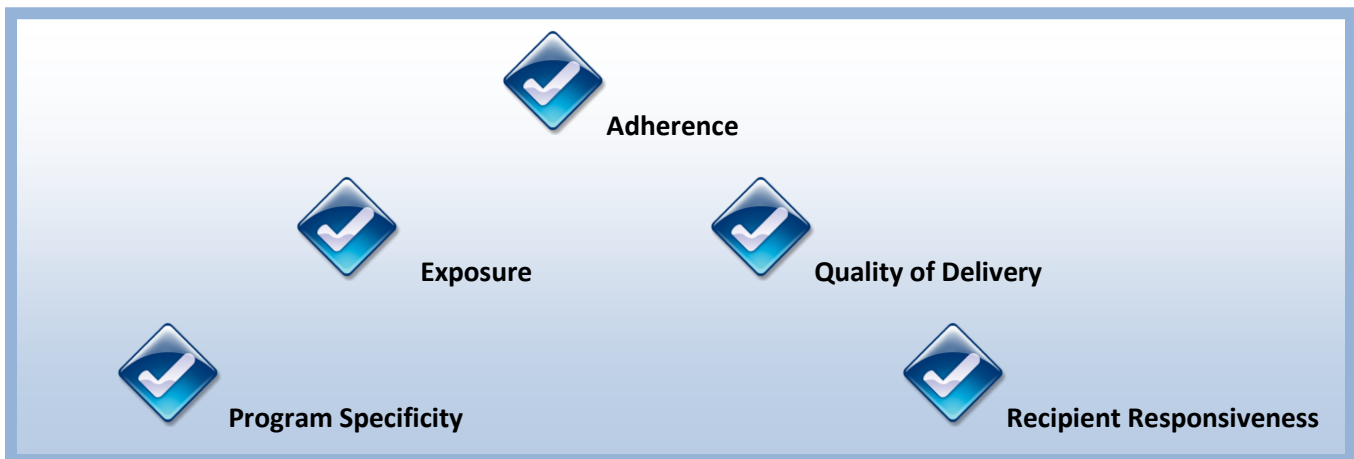
Adherence is about how well you stick to a plan or adhere to the designed curriculum, intervention etc. Are you and or your staff able to avoid drifting off course or becoming complacent with your practices?

Exposure addresses the amount of time and number of times your participant receives the lesson, information, intervention etc. How often and for how long should it be delivered, what is the dosage?

Quality looks strictly at how well the service; intervention, curriculum etc is delivered. This includes stylistic attributes like enthusiasm, personable, clear, systematic and explicit. Support strategies used and engagement levels of both the person delivering and participating also matter.

Program specificity is targets the elimination and avoidance of contaminating activities, curriculum etc by adding content, steps or information that is not there. Making sure opinions, myths, Imagic Stores™ or out-dated research is not being communicated or injected into the curriculum or lesson. Also, when it comes to targeted interventions we must be careful not to overlap too many skills or too much information at once.

Participant responsiveness is a critical consideration and engagement indicators can be useful in determining if any fidelity can be achieved; attendance, follow though, repeating what was just said, being in the room, etc.



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Fidelity Checklist for: _____

Describe Behavior/Action Step	Not Observed/ Zero Implementation (NO)	Observed/ some degree of implementation (SOMEWHAT)	Observed/High Degree of Implementation (YES)	Notes:

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