Thanks for joining the
PAT Performance Based Contracting (PBC) Work Group
May 13, 2021

Please make sure your first and last name show on your video
(click on the upper right corner 3 dots of your picture and rename yourself)
and <u>if you've called in</u> your phone number is associated with your video.

Please chat in your name and organization and while we wait for all to connect-- your sport if you were to compete in the Olympics.

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Today's Agenda

1. Introduction, Purpose, Grounding

2. Exploration of PCI Measurement – Susan Botarelli
   Parents as Teachers Process Measurement Project: Parent-Child Interaction

3. HFPI & PICCOLO Piloting Parameters

4. Next Steps

5. Check-in/Reflection

1. Introduction and Check-in

- Welcome

- Today's purpose

- Workplan review

Today's Purpose

- Continue learning about Parent-Child Interaction measurement tools

- Consider realities, issues, incentives for piloting HFPI and PICCOLO

Today's Parameters

- Today is a mix of listening and discussion

- Please use the chat frequently to help us stay connected to you

- If comfortable, please unmute and use video for a fuller dialog in small groups

- Please stay engaged, especially during small group time so we can hear your thoughts

Work Group Schedule/Topics *continued to modify to a workable pace*

Month	Anticipated Agenda Topics
August	Orientation & Caregiver/Home Visitor Engagement Planning
September	Engagement Planning & Study Measurement Tools
October	Reflect on Input from Caregivers/Home Visitors & Study Measurement Tools
November	Reflection on Tools Discussion & Plan To Pilot Measurement Tool(s)
January	Reflection on Input from Home Visitors Discussion of Caregiver Input Process
March	*Learning:* Input from Caregiver Surveys – compare to Home Visitor Input
April	Continued Learning and Reflection: Input from Caregiver Surveys *Narrowing to Decision?* PAT Precise Outcome
May	*Learning:* Measurement of Parent-Child Interaction Discussion Measurement/Tools and Steps for Piloting *Consider FY22 Contract Elements*
June	Communicate/Integrate PBC Elements Of SFY22 Contract Look Back/Reflection and plan for next year's engagement

2. Exploration of PCI Measurement

Susan Botarelli, UW MPH Student Capstone Project

Parents as Teachers Process Measurement Project: Parent-Child Interaction

Be Listening for

Key takeaways from Susan's findings and recommendations as we move forward with piloting?

Large Group Discussion

What are your key takeaways from Susan's findings?

and

Recommendations as we move forward with piloting?

3. HFPI & PICCOLO Piloting Parameters

- Context and Approach

- Piloting – A Possible Process and Incentives

- Practicalities

- Discussion

Potential Poll

How are you feeling about exploring options for testing out the measurement tools today?

- *Excited, can't wait to dig in!*

- *Mildly interested, curious where we're headed*

- *Not really that interested, but afraid of what might get decided*

- *Distracted, not quite sure what we're talking about ….*

- *None of these*

Reminder: HFPI and PICCOLO **

HFPI

Social Support	**Role Satisfaction**
Problem Solving	**Parent/Child Interaction**
Depression	**Home Environment**
Personal Care	**Parenting Efficacy**
Mobilizing Resources	

- 63 items – 9 parenting domains
- Questionnaire – 20 minutes
- Start at birth; measurements 6 months apart
- PAT recognized
- Outcome measures for home visiting with practice utility
- 5 point scale *(1=rarely; 2=a little of the time; 3=some of the time; 4=a good part of the time; 5= always/most of the time)*

PICCOLO

Affection	**Encouragement**
Responsiveness	**Teaching**

- 29 items – 4 PCI domains
- Observation based – 10 minute activity
- Start at 4 months; measurements 4-6 months apart
- PAT and MIECHV recognized
- Can be used with parents for goal setting around responsive parenting
- 3 point scale *(0=absent; 1=brief/emerging; 2=strong/frequent)*

**More information on both tools in the appendix

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Purpose of Piloting

- Understand the measurement process

- Identify best practices and potential problems/pain points

- Identify range of scores achievable

- Detect change from first to second scores

- Determine if sufficient change exists to serve PBC/other purposes

- Test and compare utility of each tool for the home visitors and families

Why Both Tools?

- Both tools have utility and were designed for home visiting

- Both tools have strengths and weaknesses

    - *PICCOLO goes deep – may be more able to detect change*

    - *HFPI has more domains – broadens our opportunity to detect change*

- Both have limitations in cultural sensitivity/relevancy

- Caregivers have identified multiple outcomes and activities of importance to them that align with the domains in these tools

Piloting – Possible Process

DRAFT OPTION

Program:

Assigned to HFPI/ PICCOLO and select parent educators to test the tools

July 2021

➜

Parent educators:

Trained and become validated in use of the tool

July-August 2021

➜

Parent educators:

Pre-test with families

Aug – Oct 2021

➜

Parent educators:

Post-test with families

Feb – April 2022

➜

Program:

Enter pre and post data into data systems *(items, domains, family data tbd)*

Aug – April 2022

➜

Parent educators:

Participate in **feedback** with DCYF *(survey or focus group)* on use and utility of tool

May 2022

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Potential Incentive Points

DRAFT OPTION

Award for:

- Participation in training/becoming reliable in the tool

- Using the tool with families *(pre and post matching scores)*

- Using the tool with additional sets of families

- Providing feedback on process and tool utility

Poll

To meet the sample size and reduce bias, DCYF will likely be assigning tools to programs; however, if you could select an option, which would you prefer?

- *PICCOLO*

- *HFPI*

- *Both Tools*

- *No preference (either tool is ok)*

- *Neither - Can't take on piloting either tool next year*

Practicalities – Measurement Discussion

- Number of measurements (scores) sufficient to detect change and to build an understanding of what the scores mean

- Linked pre-post measurements

- Scores by item, domain, total

- What does it mean to be *reliable* in the tool?

Practicalities – Who Should be Measured?

- "Which child" does the parent educator measure?

- Everyone? New enrollees?

- What are the designated ages?

  HFPI: soon after birth

  PICCOLO: 4 months-5 years

- Other questions?

Practicalities – When/How Often to Assess?

- When to assess?

  Begin testing as soon as parent educators are trained and reliable?

- How far apart should the pre and post occur?

  HFPI every 6 months

  PICCOLO – every 4-6 months

- Other questions?

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Practicalities – Data Collection

Data Collection and Sharing

- Data collection – enter scores for all items into Visit Tracker
- Data collected through April

  (UIAT would need to add this to their DOH submission)

Data Analysis

- DOH conducts analysis of submitted data during May on data in Visit Tracker by May 9th
- Analysis available at end of May for review

Piloting Practicalities

- What other questions do you have that we should consider?

Small Group Questions

- **Pilot Process: What are your thoughts** (positive and negative)
  - Overall process and timeline
  - Assignment of tool
  - Your staff capacity for training and ability to become reliable in a tool
  - Your program capacity to implement tool over the next year, virtual and/or in-person
  - Your program ability use the tool with many families
  - Your program ability to enter the data into Visit Tracker

- **Incentive Structure:** How can we support the "lift" to maximize buy-in, participation and the impact of the pilot?

Large Group Discussion

- Small Group Discussion Summary

- Overarching takeaways

4. Next Steps

- Clarification of PBC piloting milestone in FY22 Contracts

- Organize HFPI and PICCOLO training opportunities

- Develop communications for all PAT programs on contract milestones and piloting parameters/processes

5. Check-In/Reflections
Please chat or voice in

- *1-2 takeaways from today's meeting?*

- *Unanswered questions?*

- *How can our meetings be improved?*

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THANK YOU!!!

For more information

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Additional Resources

- Example of Incentive Structure

- HFPI Mapping to PAT Outcomes and Activities

- PICCOLO Mapping to PAT Outcomes and Activities

Example of Incentive Structure

DRAFT OPTION

Milestones:

- Parent educators complete training and validation/reliability in use of PICCOLO, HFPI or both tools
- Pre-test tool with 10+ enrolled families/Post-test tool with <u>same</u> 10 enrolled families
  Enter data into Visit Tracker for sharing with DOH
- Participate in feedback exercise on use and utility of tool with DCYF

Award for

- **Each set of 10 matched pre-post sets of family data using PICCOLO and giving feedback
  Bonus for each additional 5 matched pre-post sets of family data**

- **Award for each set of 10 matched pre-post sets of family data using HFPI and giving feedback
  Bonus for each additional 5 matched pre-post sets of family data**

Award would incorporating training time for each tool. Should the HFPI award be lower because the training is much less substantial?

Maximum award size for each program in the contract year?

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Healthy Families Parenting Inventory (HFPI)

- **What is the HFPI?** The HFPI is 63-item outcome measure that was designed to examine change in nine parenting-related domains.

- **What the purpose of the HFPI?** The HFPI was developed to respond to the need for an outcome measure for home visitation programs that is relevant to the intervention, sensitive to change, and appropriate with a diverse participant base, and would produce data that are immediately useful in practice.

- **How long does it take to administer?** The HFPI takes about 20 minutes to complete.

- **How often should it be administered?** The HFPI should be administered for the first time as close to program entry as possible and can be administered every 6 months after that until program exit.

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HFPI Scoring

- The statement is true:
  - Rarely or never ⬚   score = 1
  - A little of the time ⬚   score = 2
  - Some of the time ⬚   score = 3
  - A good part of the time ⬚   score = 4
  - Always or most of the time ⬚   score = 5

- Negative questions are scored in reverse

- Each subscale has a cutoff score which indicates an area of concern

- Scores of 1 or 2 on any Red Flag items (in the shaded boxes) also indicate an area of concern

- Subscale scores that are high indicate areas of strength that can be examined with the parent and built upon.

- The HFPI Total score can be used to assess overall change

The HFPI has 9 Subscales

Social Support	Role Satisfaction
★ Problem Solving	★ Parent/Child Interaction
Depression	Home Environment
Personal Care	★ Parenting Efficacy
★ Mobilizing Resources	

★ *Closer resonance? Pre-engagement priority based on previous feedback from PBC Workgroup, PAT Subgroup, and HARC*

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HFPI: Social Support

Subscale Statements:

- I feel supported by others.
- I feel that others care about me.
- I discuss my feelings with someone.
- If I have trouble, I feel there is always someone I can turn to for help.
- I have family or friends who I can turn to for help.

Aligned Outcomes

- Feelings of connection

State Team/PAT Supervisors Home Visitors Caregivers

Program Elements/Active Ingredients:

- **Working alliance between home visitor and caregiver**
- **Normalizing that parenting is challenging**
  - Use of self or examples of other families experiencing similar challenges

Activities/Examples:

- Activity : Circles of support and subsequent conversations that tie back to the understanding of the social supports for the family, encourage connection to people who are a positive relationship, and encourage building other relationships
- Build a strong relationship with you
- Check in/Ask how you are
- Build a strong relationship
- Talk about concerns/questions
- Listen to goals, hopes and dreams
- Show genuine interest/delight in child/family
- Help think through and solve challenges

Protective Factors:

- Social connections

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HFPI: Problem Solving

Subscale Statements:

- I learn new ways of doing things from solving problems.
- I deal with setbacks without getting discouraged.
- When I have a problem, I take steps to solve it.
- When I am faced with a problem, I can think of several solutions.
- I am good at dealing with unexpected problems.
- I remain calm when new problems come up.

Aligned Outcomes

- Confidence in parenting
- Perceived knowledge of child development
- Perceived improvement in parenting skills

State Team/PAT Supervisors Home Visitors Caregivers

Program Elements/Active Ingredients:

- **Development centered parenting**
  - Understanding how parenting behaviors impact child development
- **Normalizing that parenting is challenging**
  - Affirming experience of parenting dyad and dynamic nature of challenges
  - Use of self or examples of other families experiencing similar challenges
- **Working alliance between home visitor and caregiver**
  - Partners in facilitating and reflecting
- **Communicating/Reflective communication**
  - Collaborative exploration
  - Capacity Building

Activities/Examples:

- Example: Problem solving framework from the PAT curriculum
- Talk about parenting concerns and answer questions
- Help you think through and solve parenting challenges
- Talk about concerns/questions
- Help think through and solve challenges

Protective Factors:

- Parental resilience

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HFPI: Depression

Subscale Statements:

- I feel sad.
- I feel positive about myself.
- The future looks positive for me.
- I feel unhappy about everything.
- I feel hopeless about the future.
- There isn't much happiness in my life.
- I have so many problems I feel overwhelmed by them.
- It is hard for me to get in a good mood.
- My life is fulfilling and meaningful.

Aligned Outcomes

- Reduced **stress and** *anxiety*
- *Confidence in parenting*
- *Perceived knowledge of child development*
- *Perceived improvement in parenting skills*

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Program Elements/Active Ingredients:

Acknowledging that these active ingredients are likely distal because PAT program does not specifically involve mental health interventions

- **Development centered parenting**
  - Understanding how parenting behaviors impact child development
  - **Normalizing that parenting is challenging**

Activities/Examples:

- Example: Home visitors are connecting families to the resources they need as a way of addressing existing depression or increasing mental health to avoid depression
- Working to improve a parent's feelings of efficacy (linked to normalizing that parenting is challenging and development centered parenting)
- Check in/Ask how you are
- Build a strong relationship
- Talk about concerns/questions
- Help think through and solve challenges

Protective Factors:

- Concrete support in times of need

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HFPI Personal Care

Subscale Statements:

- I find ways to care for myself.
- I take care of my appearance.
- I get enough sleep.
- I am a better parent because I take care of myself.
- I take time for myself.

Aligned Outcomes

- Reduced **stress and** *anxiety* ?

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Program Elements/Active Ingredients:

- **Development centered parenting**
  - Understanding how parenting behaviors impact child development

Activities/Examples:

- The things you do to take care of yourself matter to your parenting and to your child's well-being
- Group Connections
- Build a strong relationship with you
- Check in/Ask how you are

Protective Factors:

- Social connections

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HFPI: Mobilizing Resources

Subscale Statements:

- I know where to find resources for my family.
- I know where to find important medical information.
- I can get help from the community if I need it.
- I am comfortable in finding the help I need.
- I know community agencies I can go to for help.
- It is hard for me to ask for help from others.

Aligned Outcomes

- *Feelings of connection*

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Program Elements/Active Ingredients:

- **Working alliance between home visitor and caregiver**
  - Family centered- understanding/tailoring to the family's experience

Activities/Examples:

- Resource connections is one of 4 components in PAT model
- Conversations about goals
- Help you think through and solve parenting challenges (lower ranking was connect to supports for family)

Protective Factors :

- Parental resilience
- Concrete supports in times of need

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HFPI: Role Satisfaction

Subscale Statements:

- Because I'm a parent, I've had to give up much of my life.
- I feel trapped by all the things I have to do for my child.
- I feel drained dealing with my child.
- There are times my child gets on my nerves.
- I feel controlled by all the things I have to do as a parent.
- I feel frustrated because my whole life seems to revolve around my child.

Aligned Outcomes

- **Knowledge of child development**
- Parental role satisfaction
- *Confidence in parenting*
- *Perceived improvement in parenting skills*

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Program Elements/Active Ingredients:

- **Development centered parenting**
  - Understanding child development
  - Information sharing on child development and parent activities (PAT curriculum and materials)

Activities/Examples:

- Information sharing on child development including what the future looks like/what the next milestone is that frees up some capacity and how parenting impacts empathy, cooperation, ability to self-regulate. The more parents have children who can do those things the more satisfied they are.
- Developmental Screening (related to parent's expectation of themselves)
- Group Connections
- Listen tor parenting goals, hopes and dreams
- Set goals in partnership with you
- Help you think through and solve parenting challenges
- Discuss progress with you on your goals

Protective Factors :

- Knowledge of parenting and child development
- Social-emotional competence of children

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HFPI: Parent/Child Interaction

Subscale Statements:
- I have a hard time managing my child.
- I can be patient with my child.
- I respond quickly to my child's needs.
- I do activities that help my child grow and develop.
- When my child is upset, I'm not sure what to do.
- I use positive words to encourage my child.
- I can tell what my child wants.
- I am able to increase my child's good behavior.
- I remain calm when my child is upset.
- I praise my child everyday.

Aligned Outcomes
- **Knowledge of child development**
- *Parental role satisfaction*
- *Confidence in parenting*
- *Perceived improvement in parenting skills*

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Program Elements/Active Ingredients:
- **Development centered parenting**
  - Understanding child development
- **Normalizing that parenting is challenging**
  - Affirming experience of parenting dyad and dynamic nature of challenges
- **Working alliance between home visitor and caregiver**
  - Partners in facilitating and reflecting
- **Communicating/Reflective communication (FAN)**

Activities/Examples:
- Reinforced by all aspects of the home visit and the fact that home visitors facilitate a parent-child activity every visit.
- Group Connections
- Help you think through and solve parenting challenges
- Share information on child development
- Talk about parenting concerns and answer questions
- Listening to concerns/questions
- Setting goals, Discuss progress on goals

Protective Factors :
- Knowledge of parenting and child development

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HFPI: Home Environment

Subscale Statements:

- My child has favorite things to comfort him/her.
- I read to my child.
- I plan and do a variety of activities with my child every day.
- I have made my home exciting and fun for my child.
- I have organized my home for raising a child.
- I check my home for safety.
- My child has a schedule for eating and sleeping in my home.
- I set limits for my child consistently.
- I make plans for our family to do things together.
- I set rules for behavior in my home.

Aligned Outcomes

- **Knowledge of child development**
- *Perceived* **improvement in parenting skills**
- *Reduced* **stress and** anxiety ?

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Program Elements/Active Ingredients:

- **Development centered parenting**
  - Understanding child development
- **Normalizing that parenting is challenging**
  - Family centered- understanding/tailoring to the family's experience
- **Working alliance between home visitor and caregiver**
  - Partners in facilitating and reflecting

Activities/Examples

- Information sharing on child development and parent activities (PAT curriculum and materials) including rules and safety (checklists at different milestones), screen time, how the home environment sets you/child up for success (or doesn't)
- How do you do things that are fun (at the age your child is)?
  - Build a strong relationship
  - Share information on child development
  - Help you think through and solve parenting challenges
  - Talk about parenting concerns and answer questions
  - Listening to concerns/questions
  - Setting goals, Discuss progress on goals
  - Talk about concerns/questions

Protective Factors :

- Knowledge of parenting and child development

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HFPI: Parenting Efficacy

Subscale Statements:

- I feel I'm doing an excellent job as a parent.
- I am proud of myself as a parent.
- I am more effective than most parents.
- I have set goals about how I want to raise my child.
- I am a good example to other parents.
- I learn new parenting skills and use them with my child.

Aligned Outcomes

- **Knowledge of child development**
- Parental role satisfaction
- **Confidence in parenting**
- *Perceived* **improvement in parenting skills**

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Program Elements/Active Ingredients:

- **Development centered parenting - ALL**
- **Normalizing that parenting is challenging**
- Family centered- Understanding/tailoring to the family's experience
- **Working alliance** **between home visitor and caregiver**
- Partners in facilitating and reflecting
- **Communicating/Reflective Communication (using FAN language) - ALL**

Activities/Examples

- Tailoring parenting to child development
- Home visitor improves confidence in executing on DCP
- Build a strong relationship
- Listen to your parenting goals, hopes and dreams
- Share information on child development
- Set goals in partnership with you
- Help you think through and solve parenting challenges
- Discuss progress with you on your parenting goals
- Talk about parenting concerns and answer questions

Protective Factors:

- Knowledge of parenting and child development

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HFPI: Other Considerations

- Questionnaire/Parent Voice

- PAT-Approved Measure/Not MIECHV-Approved

- Rating and Training

- Other Considerations?

Work Group Discussion on HFPI *9/10/20*

- *Availability of the tools in languages other than English (Spanish)*

- *Need to explain scoring and numbers very clearly to our Hispanic families as these can often be confusing, especially with reverse scoring.*

- *Did measurement of the validity of the tools take into account the length of the relationship between the administrator of the tool and the family?*

- *Appreciation for self-report of the HFPI – will it take the home visitor bias out of the score? This approach is useful during the pandemic or when visits cannot be in person.*

- *Concern with the Depression Subscale that many of the statements are situational, dependent upon recent events and relationships – and not related to the PAT intervention.*

- *Interest in having the parent educators self-administer the tool, particularly the Role Satisfaction Subscale, to explore the experience and see how it feels for the parent to do it, and to explore whether it provides the opportunity to build resilience/self-efficacy or is discouraging.*

- *There is a relationship between role satisfaction and parental efficacy, as well as normalizing negative feelings. Some concern about how the elements are negatively framed and the impact with parents struggling with maltreatment and emotional attachment.*

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PICCOLO

- **What is the PICCOLO?** The PICCOLO is a 29-item Observation based Parent Child Interaction measure that was designed to examine change in 4 PCI-related subdomains.

- **What the purpose of the PICCOLO?** The PICCOLO was developed to address the need for a parent child interaction observation scale that could be used by home visitors easily, was relevant to their work in promoting responsive parenting, and was both valid and reliable.

- **How long does it take to administer?** The PICCOLO utilizes 10 minute observations. Multiple activities and multiple observations can be made.

- **How often should it be administered?** There is no set requirement, but to observe and track change in parent child interaction, it is suggested that the PICCOLO is administered 2-3 times a year at an interval of 4-6 months apart.

- Currently the PICCOLO is recognized as a MIECHV tool for measuring parent-child interaction.

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PICCOLO Utility

- Can be used to plan and implement parent child interaction activities
  - Focus on achieving highest score during interaction of planned activity
  - Use observation to review with parents the strengths of the interaction and areas where further improvement is possible

- A standard set of interactions need to be used to make coding feasible, but this provides teaching opportunities to help parents learn valuable information around what children are capable of at different developmental ages

- PICCOLO can be used for goal setting with parents around responsive parenting
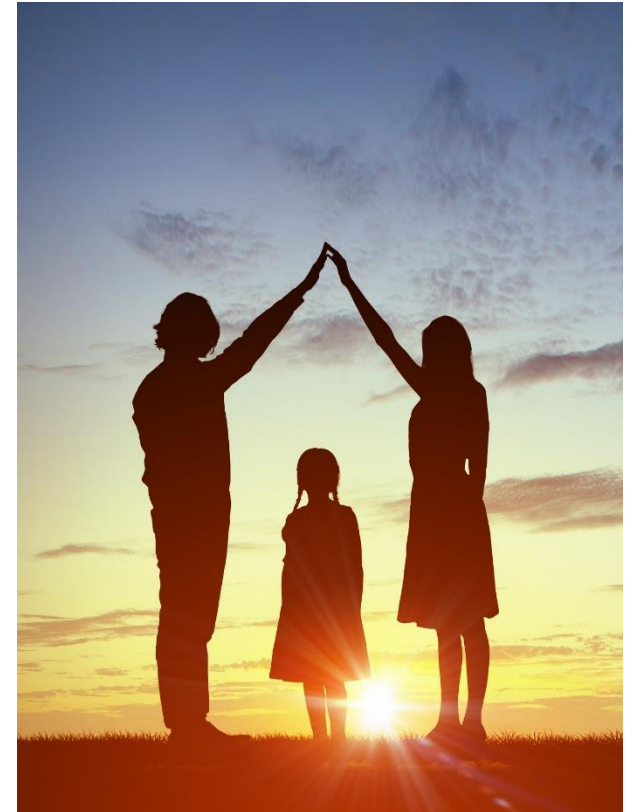
The PICCOLO has 4 Subscales

Affection

Responsiveness

Encouragement

Teaching

PICCOLO Scoring

- Absent-no behavior observed, score = 0

- Barely-brief, minor, or emerging behavior, score = 1

- Clearly-definite, strong, or frequent behavior, score = 2

PICCOLO: Affection

Subscale Statements:
- Speaks in a warm tone of voice
- Smiles at child
- Praises Child
- Is physically close to child
- Uses positive expressions with child
- Is engaged in interacting with child
- Shows emotional warmth

Aligned Outcomes
- Perceived **knowledge of child development**
- Perceived **improvement in parenting skills**
- *Parental role satisfaction*
- *Confidence in parenting*

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Program Elements/Active Ingredients:
- Understanding how parenting behaviors impact child development
- Information sharing on child development and parent activities (PAT curriculum and materials)
- Affirming experience of parenting dyad and dynamic nature of challenges
- Come alongside
- Capacity building
- General knowledge of typical child behaviors and child development (PAT curriculum)
- Curriculum focused on importance of attachment
- Importance of Smiling, Praising, knowledge of importance of healthy attachment
- Home Visitor Modeling (But with a coaching-first priority)
- Home Visitor affirmation of mother behavior
- Build a strong relationship with you ?
- Talk about parenting concerns and answer questions/Talk about concerns/questions ?
- Share information on child development
- Check in/Ask how you are ?
- Help think through and solve challenges
- Show genuine interest/delight in child/family

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PICCOLO: Responsiveness

Subscale Statements:

- Pays attention to what child is doing
- Changes pace or activity to meet child's interests or needs
- Is flexible about child's change of activities or interests
- Follows what child is trying to do
- Responds to child's emotions
- Looks at child when child talks or makes sounds
- Replies to child's words or sounds

Aligned Outcomes

- *Perceived knowledge of child development*
- *Perceived improvement in parenting skills*
- **Confidence in parenting**
- *Parental role satisfaction*

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Program Elements/Active Ingredients:

- Understanding how parenting behaviors impact child development(Weighed heavily toward this AI)*
- Information sharing on child development and parent activities (PAT curriculum and materials) (Weighed heavily toward this AI)*
- Affirming experience of parenting dyad and dynamic nature of challenges*
- Come alongside* (e.g. Recognize and respond to baby cue)
- Capacity building
- General knowledge of typical child behaviors and child development (PAT curriculum)
- Curriculum focused on importance of attachment & observing your child's development*
- Importance of Smiling, Praising, knowledge of importance of healthy attachment
- Home Visitor Modeling (But with a coaching-first priority)
- Home Visitor affirmation of mother behavior
- Build a strong relationship with you ?
- Help you think through and solve parenting challenges
- Talk about parenting concerns and answer questions/ Talk about concerns/questions ?
- Share information on child development
- Check in/Ask how you are ?
- Show genuine interest/delight in child/family

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PICCOLO: Encouragement

Subscale Statements:

- Waits for child's response after making a suggestion
- Encourages child to handle toy
- Supports child in making choices
- Supports child in doing things on his or her own
- Verbally encourages child's efforts
- Offers suggestions to held child
- Shows enthusiasm about what child is doing

Aligned Outcomes

- *Perceived **knowledge of child development***
- *Perceived **improvement in parenting skills***
- **Confidence in parenting**
- *Parental role satisfaction*

State Team/PAT Supervisors Home Visitors Caregivers

Program Elements/Active Ingredients:

- Understanding how parenting behaviors impact child development
- Information sharing on child development and parent activities
- Importance of Child led and Parent led activities
- Information sharing on child development and parent activities (PAT curriculum and materials)
- Affirming experience of parenting dyad and dynamic nature of challenges
- Come alongside
- Capacity building
- Family centered- Understanding/tailoring to the family's experience
- Build a strong relationship with you ?
- Help you think through and solve parenting challenges
- Talk about parenting concerns and answer questions/Talk about concerns/questions ?
- Share information on child development
- Check in/Ask how you are ?
- Show genuine interest/delight in child/family

Activities to Improve Parenting Activities to Improve Well-Being

Washington State Department of Health

Washington State Department of CHILDREN, YOUTH & FAMILIES

START EARLY

PICCOLO: Teaching

Subscale Statements:

- Explains reasons for something to child
- Suggests activities to extend what child is doing (Scaffolding)
- Repeats or expands words or sounds (Also scaffolding)
- Labels objects or actions for child
- Engages in pretend play with child
- Does Activities in a sequence of steps
- Talks to child about characteristics of objects
- Asks child for information

Aligned Outcomes

- *Perceived* **knowledge of child development**
- *Perceived* **improvement in parenting skills**
- **Confidence in** *parenting*
- *Parental role satisfaction*

State Team/PAT Supervisors Home Visitors Caregivers

Program Elements/Active Ingredients:

- Understanding how parenting behaviors impact child development
- Understanding how parenting behaviors impact child development
- Importance of Child led and Parent led activities
- Information sharing on child development/parent activities (PAT curriculum/materials)
- Affirming experience of parenting dyad and dynamic nature of challenges
- Come alongside
- Capacity building
- Family centered- Understanding/tailoring to the family's experience
- Home Visitor Modeling (But with a coaching-first priority)
- Affirming parent behavior
- Calling attention to both parent behavior and child's reaction or response
- Communication styles - building partnership...asking permission, seeking feedback, etc. (Visit structure from PAT and FAN approach)
- Build a strong relationship with you ?
- Help you think through and solve parenting challenges
- Talk about parenting concerns and answer questions
- Share information on child development
- Setting parenting goals
- Discuss progress with you on your parenting goals/your goals

Activities to Improve Parenting Activities to Improve Well-Being

PICCOLO: Other Considerations

- Observational Assessment

- PAT Approved Measure/MIECHV Approved Tool

- Rating and Training

- Other Considerations?

Work Group Discussion on PICCOLO *9/10/20*

- *The tool has some similar elements with the NCAST and the HOME.*

- *Training will be important.*

- *Must be mindful to tailor to families' experiences and culture, e.g. expression of affection.*

- *Questions about the appropriate age range for usage (the web site says it may be used with children aged 9 months or older, but the developer said that it could be effective for younger as well).*

ParentChild+ Insights on the PICCOLO

May 4, 2021 conversation with 4 HVSA funded PC+ programs (8 supervisors)

- *These programs work predominantly with immigrant and refugee families, and there was general consensus the PICCOLO is a useful and good tool. It uses a strengths-based approach, and early learning specialists can review scores with the family and identify areas of focus for subsequent visits and family goals. They have been able to use the tool virtually (with video, not phone visits).*

- *They like the 4 domains, with some cultural application challenges within the Affection scale.*

- *The developer offers high quality training. It requires significant up-front work with the team to assure inter-rater reliability and prevent initial "over" scoring– the pre-work really pays off in the end.*

- *The scoring scale is too limited with only 0, 1, and 2 (they don't like to give a family a "0").*

- *They don't like the scoring is only based on 1 10-minute observation – highly dependent on where the child is at that time.*

- *Not all programs do pre and post comparisons (although they administer it at the beginning and end of the school year).*