

HOME INVENTORY

January 18, 2017



During this time together

- Opportunity of supporting Parent Child Interaction
- Introduction to Infant Toddler HOME
 - Ability to update some questions within HOME
 - Data Collection
 - A word about the Early Childhood HOME
 - Materials



An opportunity to support PC Interactions



HOME Inventory

- HOME stands for Home Observation for Measurement of the Environment
- It was developed in 1978.
- Multiple versions at this point.
- Has had a variety of uses.



Uses of the HOME

- A) Identify potentially "at-risk" environments
- B) Evaluate parent education programs
- C) Plan for family intervention
- D) Aid in research of child development
- E) Use as a tool in meeting a performance measure

"To get a picture of the child's world..."



"The intent of the assessment procedure is to get a picture of what the child's world is like from his or her perspective—i.e., from where the child stands or sits or moves about and sees, hears, smells, feels, and tastes the world."

Best Practices in Screening and Assessment

- Explain that you will want to engage in the screening/assessment
- Explain why~there are ways that parents structure their routine and environment that can support a child's development
- There are many different ways, but this opens up an opportunity for conversation. Families get to think about what they want to for their children.
- May result in ideas or goals you might further explore.
- Talk about/use results.

I/T HOME Inventory

- Assesses 6 Subscales, which each are made up of Items to observe for or talk about.
- Combination of: Interview and Observation (and many can be gathered with either).
- A Summary Form captures the details about the family and interviewee as well as allows space for the Summary scores.
- The actually Inventory is gathered on the HOME Record Form (on the back side).

Ways to approach HOME:

- Conversational
- Chance to hear parent's perspective
- Chance for parent to think about their approach to supporting their child's development
- Listen & acknowledge
- Let's talk about...
- Tell me about your routine...
- There is a lot to talk about, chance to think about what is special for your family
- I've noticed you or he/she...
- You may notice I am taking some notes...

Infant Toddler HOME Inventory Measures:

- Responsivity
- Acceptance
- Organization
- Learning Materials
- Involvement
- Variety



Subscales of the I/T Home

Responsivity

Extent to which the parent responds to the child's behavior, offering reinforcement, communicating freely.

Items 1-11

Acceptance

Parental acceptance of less than optimal behavior from the child and the avoidance of undue restriction and punishment

Items 12-19

Organization

Regularity and predictability in the schedule, safety in the physical environment, and use of community services as support

Items 20-25



Subscales of the I/T Home

Learning Materials

Provision of appropriate play and learning materials that support various developmental functions

Items 26-34

Involvement

Parent's active involvement in child's learning

Items 35-40

Variety

Inclusion of people and events into daily life that bring variety

Items 41-45



Scoring & Interpreting Results

SCORING

- Either/Or
- Real time interactions
- Use what actually is true at the time
- Meant to be scored during visit

INTERPRETING

- Depends of purpose
- Avoid overweighting a single item
- Watch for patterns and notice strengths and areas to think about
- Consider conversation



Updates to the HOME:

- Have consulted with the developer, did get allowance to make some adaptations based on intent:

Child eats at least one meal a day with mother and father.

Child eats at least one meal a day with the whole family.

Father provides some care daily

All adults in the home provide some care daily



HOME Inventory Data Collection

The HOME Inventory should be completed at least once within the reporting year, every year.

For programs that serve children into a 3rd year, an additional time point is required.

HOME is needed for all currently enrolled MIECHV clients.



HOME Inventory Data Collection

The HOME Inventory is valid for children up to six years old.

Home Visitors should use:

- HOME I/C for children 0-3 years
- HOME EC for children 3-6 years



HOME Inventory Data Collection



NFP – Record on 6-month and 18-month Infant Health Care Forms

PAT – Record under Guardian Assessments in Visit Tracker -Select I/T HOME for children 0-3; Select the HOME EC for children 3-6

Early Childhood HOME Summary Sheet

Early Childhood HOME
Betty M. Caldwell and Robert M. Bradley
Summary Sheet

Family name _____ Year _____
 Address _____ Phone _____
 Child's name _____ Birth date _____ Age _____ Sex _____
 Interviewer _____ If other than parent, relationship to child _____
 Family composition _____
(see items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100)
 Family ethnicity _____ Language spoken _____ Marital education _____ Parental education _____
 Is mother employed? _____ Type of work when employed? _____ Mo, WI _____
 Is father employed? _____ Type of work when employed? _____ Mo, WI _____
 Current child care arrangements _____
 Nonresident parent's arrangements _____
 Other parent(s) present during visit _____

SUMMARY

Subscale	Possible Score	Median	Actual Score	Comments
I. LEARNING MATERIALS	11	6		
II. LANGUAGE STIMULATION	7	4		
III. PHYSICAL ENVIRONMENT	7	6		
IV. RESPONSIVITY	7	6		
V. ACADEMIC STIMULATION	5	4		
VI. MODELING	5	3		
VII. VARIETY	9	8		
VIII. ACCEPTANCE	4	3		
TOTAL SCORES	55	40		

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Early Childhood HOME Record Form, page 1

Early Childhood HOME Record Form

Place a plus (+) or minus (-) in the last column of each item depending on whether the behavior is observed during the visit, or if the parent reports from the conditions or events are characteristic of the home environment. Enter the numbers and the total on the Summary Sheet. Observation (O), Elmer (E), or Interview (I) is indicated for each item.

I. LEARNING MATERIALS	24. Rooms are not overcrowded with furniture. O
1. Child has toys which teach colors, sizes, and shapes. E	25. Floor is reasonably clean and unobscured by objects. O
2. Child has 2 or more records. E	IV. RESPONSIVENESS
3. Child has a record, tape, or CD player and at least 2 children's records, tapes, or CDs. E	26. Parent holds child three 15-30 seconds per day. I
4. Child has books or games providing five opportunities. E	27. Parent converses with child at least twice during visit. O
5. Child has bags or boxes requiring to find contents. E	28. Parent answers child's questions or requests verbally. O
6. Child has tags or pieces which help match numbers. E	29. Parent usually responds verbally in child's language. O
7. Child has at least 10 children's books. E	30. Parent guides child's exploration during visit. O
8. At least 10 books are visible in the household or home. E	31. Parent corrects, blames, or criticizes child during visit. O
9. Family has had ready a daily manager. I	32. Parent helps child demonstrate some self-organization during visit. O
10. Family subscribes to at least one magazine. I	V. ACADEMIC STIMULATION
11. Child is encouraged to learn shapes. I	33. Child is encouraged to learn colors. I
12. LANGUAGE STIMULATION	34. Child is encouraged to learn lettered words. I
13. Child has toys that help learn names of animals. E	35. Child is encouraged to learn spatial relationships. I
14. Child is encouraged to learn the alphabet. I	36. Child is encouraged to learn numbers. I
15. Parent teaches child simple verbal messages (names, short words, I'm sorry). I	37. Child is encouraged to learn to read a few words. I
16. Parent encourages child to talk and talks time to listen. I	VI. HOME LIFE
17. Child is prepared to clean in kitchen or wash room. I	38. Home safety of food preparation is apparent. I
18. Parent uses correct grammar and pronunciation. O	39. TV is used infrequently. I
19. Parent's visits interview positive feelings about child. O	40. Child can express negative feelings without harsh response. I
II. PHYSICAL ENVIRONMENT	41. Child can blow nose without harsh reaction. I
20. Bedding appears safe and free of hazards. O	42. Parent introduces Vaccines to child. O
21. Windows or doors or apartment is not dark or unsatisfactorily maintained. O	VII. VARIETY
22. Neighborhood is unattractively slumlike. O	43. Child has read or say musical instrument. E
23. Home has 100 square feet of living space per person. O	44. Child is taken on outing by a family member at least every three weeks. I
	45. Child has been on a trip more than 50 miles during past year. I

Early Childhood HOME Record Form, page 2

46. Child has been taken to a museum during past year. I	VIII. ACCEPTANCE
47. Parent encourages child to put away toys without help. I	52. No more than one instance of physical punishment occurred during the past week. I
48. Child eats at least one meal on most days with mother and father. I	53. Parent does not scold or yell at or derogate child more than once. O
49. Parent lets child choose certain favorite food products or brands at grocery store. I	54. Parent does not use physical restraint during visit. O
50. Parent uses complete sentence structure and vocabulary. O	55. Parent neither slaps nor spanks child during visit. O
51. Child's art work is displayed some place in home. O	
TOTALS I _____ II _____ III _____ IV _____ V _____ VI _____ VII _____ VIII _____ TOTAL _____	

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Subscales of the EC Home

Learning Materials Language
Stimulation

Physical Responsivity
Environment

Academic Modeling
Stimulation

Variety Acceptance



The EC HOME can be updated as well.

Again, after consulting with the developer, we can update this based on intent:

Family buys or reads a daily newspaper.

Family reads news daily (may be via newsletter, online source or subscription, on computer or phone).



HOME Homework 😊

- If you need materials or a manual, contact us at the Hub. (eiledon@thrivewa.org)
- As a supervisor, we can talk further within coaching calls and if it would be helpful for teams, we can also work in time to talk about this practice into coming site visits.
- As a team: think about use, trends, practice.



Questions? Tips for Peers?



Thank you for supporting PC Relationships!

