Thanks for joining the
PAT Performance Based Contracting (PBC) Work Group
November 12, 2020

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 if you've called in your phone number is associated with your video.

Please chat in your name and organization and
your favorite Fall activity while we wait for all to connect .

Washington State Department of **Health**

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative
HARC

the **Ounce**

Today's Agenda

1. Introduction, Check-in, Purpose

2. Update on Stakeholder Engagement

3. Measurement: Continued Reflection and Conversation

4. Planning Forward to Pilot Tools

5. Check-in/Reflection

1. Introduction and Check-in
please chat in...

- Name

- Program Name/Organization

- Role

- *Favorite Thanksgiving Dessert*

Washington State Department of Health

Washington State Department of CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative
HARC

the Ounce

Today's Purpose

- Inform on Learnings from home visitor engagement and Upcoming Opportunities for home visitors and caregivers

- Continue to Hear Reflections on the PICCOLO and HFPI

- Strategize Piloting Process

Work Group Schedule/Topics *modified to a slower 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 & Continue to Study Measurement Tools
November	~~Possible Decision Point: PAT Precise Outcome~~ Reflection on Tools Discussion & ~~Finalize~~ Plan To Pilot Measurement Tool(s)
December/ January	Learning: PAT Specific Elements Using the Precision Home Visiting Lens *Reflection on Input from Home Visitors and possibly Caregivers*
February/ March	*Reflection on Caregiver Input and Possible Decision Point: PAT Precise Outcome* Plan for Communication of Outcome & Update on Measurement Piloting *Learnings from Piloting Efforts, to date*
April	*Continued Learnings from Piloting Efforts and Planning for Ongoing Piloting* Plan for Contract Targets
May	Reflection on FY21 Performance & Plan for FY22 Contract Milestones
June	Communicate/Integrate PBC Elements Of SFY22 Contract

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

2. Update on Engagement

- Home Visitors

- Caregivers

Home Visitor Surveys

- Timeline
  - *Distributed soon; out for at least 10 working days*

- *Electronic* Link shared via email to you

- Voluntary

- Performance Award: $200 to each program where
  - *2 home visitors participate in focus group (or team meeting)*

    or

  - *2 home visitors complete the home visitor survey*

- Thoughts?

Caregiver Surveys

- Timeline
  - Distributed mid to late November
  - Out for at least 15 working days
  - Thoughts on holidays?

- Languages? *Please chat in the languages needed (remember, only need 10 families to complete)*

- Electronic link coming soon – unique to each program – HV link limited to 1 IP

- Paper surveys too?
  - Thoughts on process

- Incentives
  - $15 Electronic gift cards: Walmart, Amazon
  - Mailed out $15 gift cards: Walmart

- Thoughts?
  Any programs want to host a focus group?

3. Measurement: Continued Reflection and Conversation

- Review October discussion
  - *Alignment of Tools/Domains*
  - *Likes and Dislikes*
  - *Equity and Other Considerations*

- Active Ingredients Discussion

Where are We Now?

HFPI

- PAT but not MIECHV approved
- Strong alignment with PAT
  Good alignment with PCI and CWB
- Parent voice

PICCOLO

- MIECHV and PAT approved
- Strong alignment with PCI
  Good alignment with PAT
- Research based tool – Observation based (harder to implement, better validity)

- Challenges with virtual implementation
- Reliance on home visitor for cultural delivery and interpretation
- Available in at least Spanish, possibly more

Alignment of Domains to PAT Ingredients (10/8)

HFPI

Social Support	4.0
Parent-Child Interaction	3.75
Mobilizing Resources	3.5
Depression	3.25
Problem Solving	3
Personal Care	2.75
Home Environment	2.75
Role Satisfaction	1

PICCOLO

Parenting Efficacy	3.75
Teaching	3.25
Responsiveness	3.0
Encouragement	2.5

Washington State Department of Health

Washington State Department of CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative HARC

the Ounce

Alignment of Domains to Parent Child Interaction (10/8)

HFPI

Parent-Child Interaction	3.25
Role Satisfaction	2.5
Problem Solving	2.25
Depression	2
Home Environment	1.75
Social Support	1.5
Personal Care	1.5
Mobilizing Resources	.25

PICCOLO

Parenting Efficacy	3.75
Teaching	3.25
Responsiveness	3
Encouragement	2.5

Washington State Department of Health

Washington State Department of CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative HARC

the Ounce

Alignment of Domains to Caregiver Well-Being (10/8)

HFPI

Social Support	4
Depression	3.5
Personal Care	3.5
Mobilizing Resources	3
Role Satisfaction	3
Problem Solving	2.5
Home Environment	1.5
Parent-Child Interaction	.25

PICCOLO

Parenting Efficacy	2.25
Encouragement	.25
Responsiveness	
Teaching	

What do you like about each tool? (10/8)

HFPI

- PAT Approved
- Comprehensive
- Parent voice (self-report)
- Domains key to PAT
- Interactive- stimulates discussion, goal setting
- Tip cards
- Sensitive to change over time

PICCOLO

- PAT and MIECHV approved
- Measures PCI
- Concrete feedback to parents
- Narrow focus
- Based on observation

Washington State Department of Health

Washington State Department of CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative HARC

the Ounce

What do you dislike about each tool? (10/8)

HFPI

- Not MIECHV approved

- Many questions

- Which domains to use?

- Training?

- Additional tool (can't sub for LSP)

- Not validated across all domains

- Limited info online

PICCOLO

- Narrower, less comprehensive

- Observation based- HV bias?

- Paternalistic

- Stimulates difficult, deep conversations?

- Detects change over time?

- Limited info online

Equity Considerations

HFPI

- Translated into Spanish (other languages)

- Uses parent voice, not educator's observation

- More culturally appropriate (need more exploration)

PICCOLO

- Translated into other languages
  Would like to see the Spanish translation to assure not biased

- Doesn't use parent voice/perspective

- Feels less culturally relevant

- Possible HV bias in scoring

- Not comprehensive picture of the family

Where are We?

HFPI

- PAT but not MIECHV approved
- Strong alignment with PAT
  Good alignment with PCI and CWB
- Parent voice

PICCOLO

- MIECHV and PAT approved
- Strong alignment with PCI
  Good alignment with PAT
- Research based tool – Observation based (harder to implement, better validity)

- Challenges with virtual implementation
- Reliance on home visitor for cultural delivery and interpretation
- Available in at least Spanish, possibly more

Precision Home Visiting Paradigm
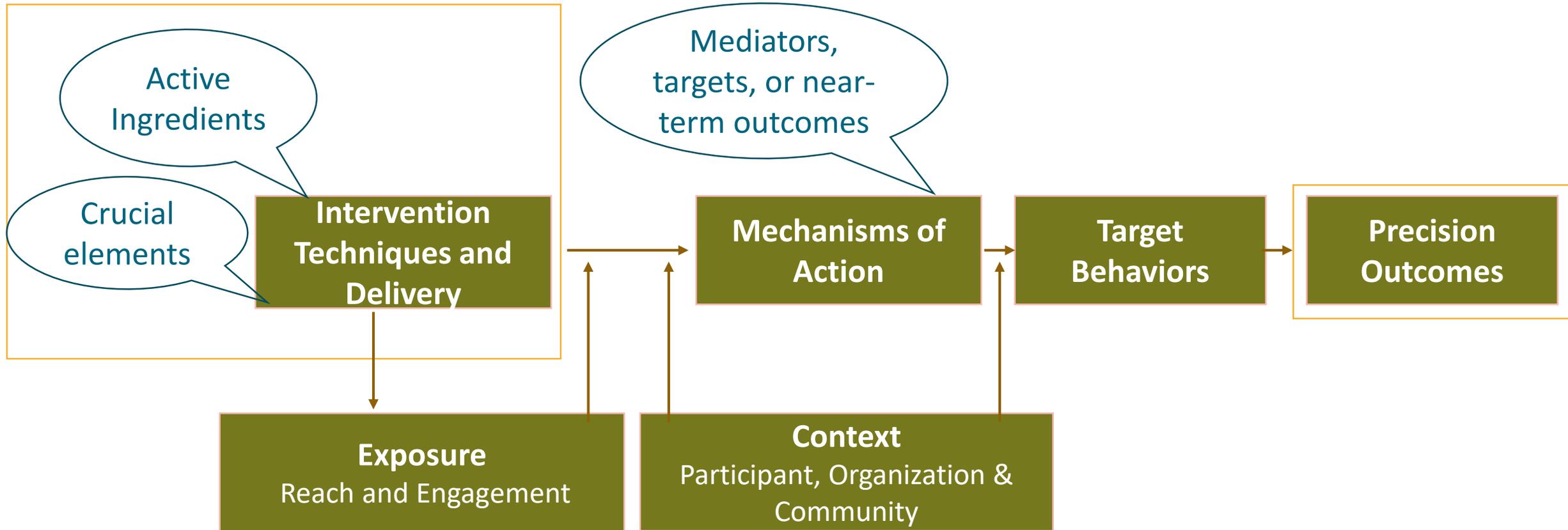
Crucial Elements
Elements needed for PAT to be effective (vehicles for active ingredients)

Visitors
- Retained (no turnover)
- Initial and ongoing training and professional development

regular Reflective Supervision

between Home Visitor and Caregiver
- Trustworthy
- Reliable and Predictable

between family and Home Visitor
- Multiple encounters

- Regular and reliable

Active Ingredients: *Elements that Drive Outcomes*

Development centered parenting

- PAT Milestones
- Understanding child development
- Understanding how parenting behaviors impact child development
- Information sharing on child development and parent activities (PAT curriculum and materials)

Normalizing that parenting is challenging

- Affirming experience of parenting dyad and dynamic nature of challenges
- General knowledge of typical child behaviors and child development (PAT curriculum)
- Use of self or examples of other families experiencing similar challenges (Group Connections)
- Family centered- Understanding/tailoring to the family's experience

Working alliance between home visitor and caregiver

- Partners in facilitating and reflecting
- Come alongside
- Family centered- Understanding/tailoring to the family's experience

Communicating/Reflective communication (FAN)

- Mindful self-regulation
- Collaborative exploration
- Capacity building

Small Group Discussion

When thinking about your work associated with **parent child interaction** OR **caregiver well-being**,

- Would you reword some of the concepts in the maps? If so, how?
    - *Active ingredients*
    - *Essential elements*

- What elements and active ingredients are **missing** in the maps?
    - *Active ingredients*
    - *Essential elements*

4. Planning Forward to Pilot Tools

- Implementation of a Pilot during the Pandemic

- Ongoing Learning from Current Program Use

- CQI Approach – *the power of 1 (start slow & small)*

- Proposed Process
  - *PICCOLO*
  - *HFPI*

Pandemic Considerations

- Can we really use these in virtual visits?

- Can we really use these in phone visits?

- How will home visitors respond to using a new tool now during visits?

- How will families respond to using a new tool now during visits?

- Other issues to consider during the next 6 months?

Current Program Use

- ParentChild+

- PAT
  - *Friends of Youth*
  - *United Indians of All Tribes Foundation PAT*

CQI Approach: Start Slow and Learn

- Enlist programs (voluntary)

- 1 Program at a time

- 1-2 families at a time

- Learn from each encounter and adjust

- Share learnings with next program

- Virtual considerations may slow down process

Pilot Process

- Programs self-identify and 1-2 home visitors complete training

- Work with DCYF to implement a staged Pilot – 1 program at a time
  - *Utilize tool with up to 5 Families and participate in feedback*
  - *Make any "course corrections", retest with up to 5 families and participate in feedback session*
  - *Make any "course corrections", retest*

- $750 Performance award after test with 5 families and participate in feedback ($1500 if 2 home visitors test with 10 families)

PICCOLO

- Upcoming 4-Session Training (Nov. 20-Dec. 18)

- Programs self-identify for participation

- Start testing in January to April *(on ongoing)*

- Seek additional training in February/March?

HFPI

- Planning Training (January/February?)

- Programs self-identify for participation

- Start testing in January to April *(on ongoing)*

- Seek additional training in May?

Pilot Process

- Programs self-identify and 1-2 home visitors complete training

- Work with DCYF to implement a staged Pilot – 1 program at a time
  - *Utilize tool with up to 5 Families and participate in feedback*
  - *Make any "course corrections", retest with up to 5 families and participate in feedback session*
  - *Make any "course corrections", retest*

- $750 Performance award after test with 5 families and participate in feedback ($1500 if 2 home visitors test with 10 families)

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

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

- *Unanswered questions?*

- *How can our meetings be improved?*

Washington State Department of
Health

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative
HARC

the Ounce

THANK YOU!!!

For more information

Rene Toolson DCYF
rene.Toolson@dcyf.wa.gov
360-789-2524

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.

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 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
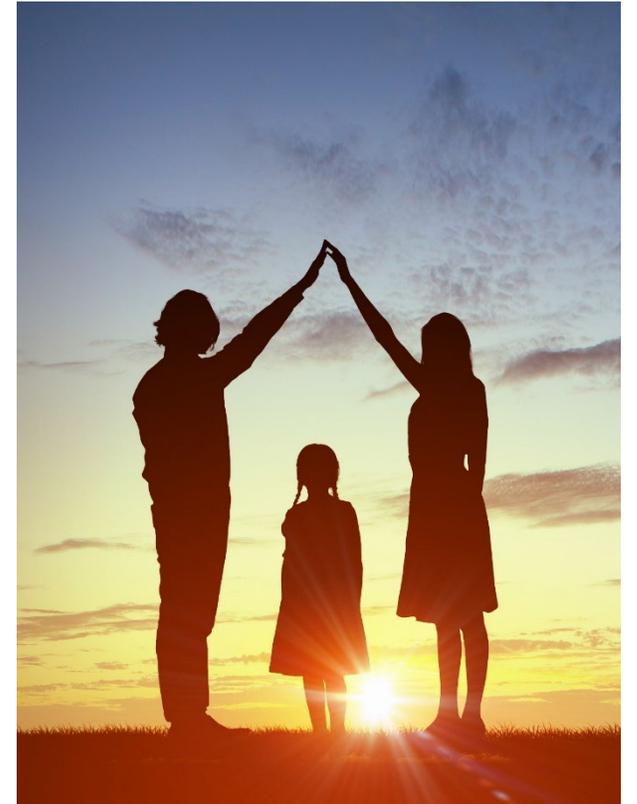
The PICCOLO has 4 Subscales

Affection

Responsiveness

Encouragement

Teaching

PICCOLO: 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

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

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

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

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

Program Elements/Active Ingredients:

- Understanding child development
- Understanding how parenting behaviors impact child development
- 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

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

Program Elements/Active Ingredients:

- Understanding child development
- Understanding how parenting behaviors impact child development
- 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
- 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)

Washington State Department of Health

Washington State Department of CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative

HARC

the Ounce

PICCOLO Subscales

Affection

Responsiveness

Encouragement

Teaching

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.

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

★ Problem Solving

Depression

Personal Care

★ Mobilizing Resources

Role Satisfaction

★ Parent/Child Interaction

Home Environment

★ Parenting Efficacy

★ *Closer resonance?*

Washington State Department of Health

Washington State Department of CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative
HARC

the Ounce

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.

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

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.

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

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.

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)

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.

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

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.

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

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.

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

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.

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

Washington State Department of Health

Washington State Department of CHILDREN, YOUTH & FAMILIES

Home Visiting Applied Research Collaborative
HARC

the Ounce

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.

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, and how the home environment sets you/your child up for success (or doesn't)
- How do you do things that are fun (at the age your child is)?

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.

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

Washington State Department of **Health**

Washington State Department of **CHILDREN, YOUTH & FAMILIES**

Home Visiting Applied Research Collaborative

HARC

the Ounce

Equity

- Like all tools of this nature, the Piccolo and HFPI are susceptible to bias

  - Scoring is subjective through the eyes of the observer, even with training

    What implicit bias do they bring to the table?

  - Tools were developed by individuals who themselves may have an implicit bias

    Should be monitored for potential inequitable situations due to nature of observation

  - Observed and planned activities may not be equitable, should be planned with input from community

  - Goal setting may be inequitable, should be driven by community and family ideals