

Home Visit Rating Scales—Adapted and Extended to Excellence (HOVRS-A+) v2.1

Lori A. Roggman, Gina A. Cook, Mark S. Innocenti, Vonda K. Jump, Katie Christiansen, Lisa K. Boyce
Utah State University

Nikki Aikens, Kim Boller, Diane Paulsell, Kristin Hallgren
Mathematic Policy Research

Program: _____

Home Visit Date/Time: _____

Practitioner: _____

HOVRS Scoring Date: _____

Client: _____

Notes regarding visit:

HOVRS Ratings

Item	Rating							
HV Practices	Responsiveness to family	1	2	3	4	5	6	7
	Relationship with family	1	2	3	4	5	6	7
	Facilitation of parent-child interaction	1	2	3	4	5	6	7
	Non-intrusiveness and collaboration	1	2	3	4	5	6	7

HV Practices Score: _____

Engagement	Parent-child interaction	1	2	3	4	5	6	7
	Parent engagement	1	2	3	4	5	6	7
	Child engagement	1	2	3	4	5	6	7

Family Engagement Score: _____

What did you like?

What would you add/change?

Plans? First step? Next step?

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RESPONSIVENESS TO FAMILY: Plans with parent input, identifies family strengths to support child development

Overall: 1 2 3 4 5 6 7

1. To plan activities and topics of this or a future home visit with the parent, the home visitor

1 = shows no evidence of planning for this home visit or future home visits.

3 = shows evidence of planning but no evidence of parent input.

5 = shows evidence of planning with parent input.

7 = shows evidence of planning with parent input **and** evidence of parent deciding activity, materials, or who provides them.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

2. To prepare for the home visit using parent-selected activities, the home visitor

1 = does not appear prepared for the visit.

3 = is prepared for activities of the home visit.

5 = is prepared for activities that were selected by parents.

7 = emphasizes parent-selected activities **and** organizes home visit around them.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

3. To get information about the family's strengths and child's development, the home visitor

1 = rarely asks questions to get information about family's strengths or child's development.

3 = occasionally gets more information by asking open-ended or follow-up questions.

5 = frequently gets more information by asking open-ended or follow-up questions.

7 = gets information from open-ended or follow-up questions **and** uses the information to increase effectiveness of home visit.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

4. To provide feedback to the parent on family strengths for supporting child development, the home visitor

1 = rarely observes parent or child strengths.

3 = observes parent or child strengths but rarely gives feedback about what the parent and-child are doing.

5 = observes parent or child strengths and occasionally gives feedback by making comments, providing information, or suggesting related activities to support the child's development.

7 = observes, frequently gives feedback about strengths, **and** describes observations of parent-child interactions **or** observations of the child's development.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

5. To adapt activities to the family's interests and needs, the home visitor

1 = persists with or changes activity in a way that does not meet parent's or child's interests or needs.

3 = occasionally follows parent's and child's lead in activities.

5 = frequently follows the parent's and child's lead in activities by changing pace or activities to meet family interests or needs.

7 = follows the parent's and child's lead in activities, **and** acknowledges these interests or needs.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

6. To respond to family input for the agenda and activities of this home visit, the home visitor

1 = directs agenda and activities of home visit **OR** does not set or follow an agenda.

3 = allows some input from the parent on agenda and activities of the home visit.

5 = sets the agenda and activities for the home visit after getting input from family.

7 = follows the parent-suggested agenda and activities **and** provides additional related information to supplement activities.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

RELATIONSHIP WITH FAMILY: Interacts with family members with warmth, positive emotions, and respectOverall: 1 2 3 4 5 6 7**1. To interact sociably with parent(s), focusing on child development, the home visitor**

1 = appears uncomfortable interacting with parent(s).

3 = occasionally interacts sociably with parent(s)

5 = seems relaxed and obviously enjoying interacting with parent(s).

7 = appears at ease, enjoys interacting, **and** readily engages parents in discussions of child development and parenting. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent**2. To set the tone for positive interactions, the home visitor**

1 = seems tense, critical, or detached with parent(s).

3 = interacts with little to no tension but is not overly warm with parent(s).

5 = is warm and respectful of the parent(s).

7 = shows warmth, respect, **and** appreciation to parent(s). - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent**3. To express positive emotions about the home visit, the home visitor**

1 = does not appear to enjoy the home visit.

3 = occasionally appears to enjoy the home visit (positive emotions & statements).

5 = frequently appears to enjoy the home visit (positive emotions & statements).

7 = consistently appears to enjoy the home visit **and** shows understanding, humor, or familiarity with the family. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

4. There is no item 4 on this scale, proceed to item 5

5. To engage other family members if present during the home visit, the home visitor NA = no other family members present.

1 = does not engage family members other than parent and child.

3 = interacts with family members other than parent and child but does not involve them in activities.

5 = attempts to involve everyone in the room in activities.

7 = involves everyone in the room in activities **and** with each other. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

6. There is no item 6 on this scale, proceed to item 7

7. To reflect with family about their life and activities in relation to child's development, the home visitor

1 = shows little to no familiarity with what is happening with family beyond this visit.

3 = shows some familiarity with what is happening with family but does not ask questions beyond those dictated by home visit.

5 = shows familiarity and interest in what is happening with the family by asking relevant questions.

7 = asks relevant questions **and** asks how family situations affect child. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent**8. To show respect and acceptance of the family, home, culture, and lifestyle, the home visitor**

1 = does not show respect or acceptance of the family system.

3 = appears to be accepting of the family system.

5 = shows clear respect and acceptance of the family system.

7 = shows respect, acceptance, **and** talks about these characteristics as family strengths. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent**9. To discuss potentially sensitive issues respectfully and reflectively, the home visitor**1 = brings up issues in an insensitive or disrespectful manner **or** avoids sensitive issues.

3 = tries to bring up issues in a sensitive or respectful manner but not always effectively.

5 = home visitor brings up issues in a sensitive or respectful manner.

7 = brings up issues respectfully **and** asks questions to help parent reflect on parenting. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

FACILITATION OF PARENT-CHILD INTERACTION: Elicits positive developmentally supportive parent-child interactions

Overall: 1 2 3 4 5 6 7

1. To elicit ongoing parent-child interactions during this home visit, the home visitor

1 = rarely tries to facilitate parent-child interactions.

3 = tries to facilitate interactions, even if not always effectively.

5 = frequently facilitates parent-child interactions.

7 = frequently facilitates parent-child interaction **and** supports ongoing interaction as needed without interrupting.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

2. To promote developmentally supportive interactions during this home visit, the home visitor

1 = rarely encourages developmentally supportive parent-child interactions.

3 = occasionally encourages parent's developmentally supportive interactions with the child, by commenting on observed parent-child interactions.

5 = frequently encourages parent's developmentally supportive interactions with child by describing how observed interactions support child's development.

7 = frequently encourages developmentally supportive interactions **and** expands to other ways and places to do something similar.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

3. To engage parent and child together, the home visitor

1 = interacts with either the parent or the child but not both.

3 = interacts with both parent & child but occasionally directs attention to only parent or child when there are opportunities to interact with both.

5 = frequently interacts with both parent & child, excluding neither.

7 = frequently interacts with both parent & child **and** helps sustain engagement of child with parent.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

4. To support parent responsiveness to child cues, the home visitor

1 = rarely comments on child cues or on parent responsiveness.

3 = observes and occasionally comments on child's cues or gives feedback about responsiveness.

5 = observes and comments on child's cues and makes suggestions, offers feedback, or asks questions to promote responsive interactions.

7 = uses comments, suggestions, feedback, or questions to promote responsive interactions **and** describes child's response to parent (e.g. "speaking for the child") OR links responsiveness to child's development.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

5. To directly encourage generally positive parent-child interactions during this home visit, the home visitor

1 = rarely provides encouragement or reinforcement for positive parent-child interactions.

3 = occasionally provides encouragement or reinforcement for positive parent-child interactions.

5 = frequently provides encouragement or reinforcement for positive parent-child interactions.

7 = frequently encourages or reinforces **and** prompts similar positive parent-child interactions for this or other contexts.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

6. To help parents use available resources to support child development during this home visit, the home visitor

1 = brings expensive or hard-to-find materials to the home for home visit activities OR does not use routines/activities/materials in the home to support child development.

3 = brings common inexpensive materials or activities to the home to promote parent-child interactions OR only occasionally uses routines/activities/materials in the home to support child development.

5 = uses materials already in the home and/or family routines to promote parent-child interactions that support child development.

7 = uses home's materials and routines **and** guides parents to identify new ways to use what the family already has or does to support the child's development.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

NON-INTRUSIVENESS/COLLABORATION: Fully supports parent(s) in primary teaching role without interruptingOverall: 1 2 3 4 5 6 7**1. To encourage the parent's ideas and interests for interactions with child during this home visit, the home visitor**

1 = often tells parent what to do.

3 = occasionally makes suggestions for what parent could do, but not excessively.

5 = asks about and responds to parent ideas & interests for interactions.

7 = asks about and responds to parent interests for interactions **and** encourages those interactions during home visit. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent**2. To avoid intruding on or ignoring parent-child interactions during this home visit, the home visitor**

1 = leads the activities, interacting mostly with the child

3 = occasionally guides aspects of parent-child interaction (e.g., provides reinforcement to child).

5 = sits back and actively observes when parent-child interaction is ongoing.

7 = actively observes when parent-child interaction is ongoing **and** makes reflective comments afterwards. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent**3. To keep parent in the "teacher" role, the home visitor**

1 = plays with or teaches the child directly.

3 = occasionally gives toys/materials or suggestions to the parent for an activity with child.

5 = frequently gives toys/materials or suggestions to the parent.

7 = consistently gives toys/materials or suggestions to the parent **and** asks how the parent wants to use to support the child's development. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent**4. To follow the lead of parent and child in pace and activities, the home visitor**

1 = persists with activity that are too hard or not interesting to the parent or child

3 = occasionally responds to the parent's or child's cues (e.g., lack of interest, difficulty with task) by changing pace or activities.

5 = frequently responds to the parent's or child's cues (e.g., lack of interest, difficulty with task) by changing pace or activities when needed.

7 = adapts pace or activities to the parent's or child's cues **and** asks questions to help the parent adapt or enrich interactions or activities with child. - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent**5. To allow parent-child interactions to continue uninterrupted, the home visitor**1 = frequently intrudes on parent-child interactions **OR** interrupts their interactions.

3 = occasionally intrudes on or interrupts parent-child interactions.

5 = rarely intrudes on or interrupts parent-child interactions.

7 = never intrudes on or interrupts parent-child interactions.

 - (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

PARENT-CHILD INTERACTION: Parent and child interact in positive developmentally supportive waysOverall: 1 2 3 4 5 6 7**1. To engage in interactions, parent and child**

1 = interact minimally, negatively, or nonresponsively.

3 = interact with some warmth (e.g., positive expressions or tone, smiling).

5 = interact with a great deal of warmth (e.g., positive expressions or tone, smiling).

7 = interact with warmth **and** show appreciation to each other. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**2. To make contact with each other, the parent and child**

1 = have little to no positive physical contact.

3 = occasionally make positive physical contact, but touch is often instrumental (i.e., moving child or wiping child's nose).

5 = frequently make positive physical contact.

7 = make positive physical contact during home visit activities **and** contact is helpful or affectionate without being intrusive. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**3. To be available to engage in interactions, the parent and child**

1 = are positioned out of reach of each other during activities and rarely in close proximity.

3 = are occasionally in close physical proximity during activities.

5 = frequently remain in close physical proximity during activities.

7 = remain in close physical proximity during activities **and** readily engage in positive interactions during activities. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**4. To observe and be ready to respond to the child's behavior, the parent**

1 = is rarely attentive to what child is doing.

3 = occasionally attends to what child is doing.

5 = frequently attends to what child is doing.

7 = consistently attends to what child is doing **and** occasionally describes child's behavior. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**5. To respond to child and support child development, the parent**

1 = is not responsive or responds negatively to child's behavior, vocalizations, or emotional expressions.

3 = occasionally responds positively to child's behavior, vocalizations, or emotional expressions

5 = frequently responds positively to child's behavior, vocalizations, or emotional expressions.

7 = typically responds positively to child's behavior, vocalizations, or expressions **and** encourages or supports child's learning and development. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**6. To adapt activities to child's interests and needs and encourage child engagement, the parent**1 = persists in activities in which child is not interested, changes activity in which child is interested and engaged, **or** does not engage child.

3 = occasionally changes pace or activity to meet child's interest or needs based on where child looks, what child reaches for, emotions child expresses.

5 = frequently changes pace or activity to meet child's interest or need based on where child looks, what child reaches for, emotions child expresses.

7 = adapts activities to child's interest or need **and** shows enthusiasm about what child is doing. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**7. To sustain positive interactions, the parent and child**

1 = are rarely engaged in activities together during the home visit.

3 = are engaged in activities together on and off during the home visit.

5 = are frequently engaged in activities together during the home visit.

7 = are engaged together in all the parent-child home visit activities **and** consistently enjoy the interactions. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent

PARENT ENGAGEMENT: Parent is interested, participates, and initiates interactions, discussions, and activitiesOverall: 1 2 3 4 5 6 7**1. To show interest in materials and activities, the parent**

1 = does not indicate interest in material or activities.

3 = indicates occasional interest in home visit material or activities.

5 = frequently appears interested in home visit activities or materials.

7 = is consistently interested in visit activities and materials **and** identifies other relevant activities and materials to support child's development. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**2. To participate and focus on home visit topics and activities, the parent**

1 = does not participate in home visit activities or topic discussions; is distracted or involved in another activity.

3 = occasionally participates in activities or topic discussions.

5 = is an active participant in activities or topic discussions.

7 = is an active participant **and** maintains focus on home visit topics OR activities. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**3. To engage in play and activities with child, the parent****Note: Omit reference to child if child is not present**

1 = leaves the room.

3 = is more passive than active when participating in activities.

5 = engages in play and learning activities with child and/or home visitor whenever opportunity is available.

7 = actively engages in play and activities **and** shows enthusiasm about doing activities. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**4. To initiate activities and conversations, the parent**

1 = rarely initiates activities or conversations with child or home visitor; home visitor must prompt parent to engage in activities or interactions.

3 = occasionally initiates activities or conversations.

5 = frequently initiates activities or conversations.

7 = initiates activities or conversations **and** bases activities or conversations on child's interests, behavior, or development. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**5. To discuss questions and topics relevant to child and family, the parent**

1 = rarely asks or answers questions.

3 = occasionally asks or answers questions but does not elaborate.

5 = frequently asks questions, initiates discussions, or provides information related to topic of discussion.

7 = initiates conversations and offers information **and** the topics are related to child's development or family well-being. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**6. To be ready to interact with both child and home visitor, the parent****Note: Omit reference to child if child is not present**

1 = positions self away from home visitor and child.

3 = is in proximity to home visitor and child during most of the home visit.

5 = remains in close proximity to child and home visitor throughout the home visit.

7 = is in close proximity to child and home visitor throughout visit **and** readily interacts with home visitor and child. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent

CHILD ENGAGEMENT: Child is interested, participates, and initiates interactionsOverall: 1 2 3 4 5 6 7**1. To participate in home visit activities, the child**

1 = rarely participates in home visit activities.

3 = occasionally participates in home visit activities.

5 = frequently participates in home visit activities.

7 = participates in all the child/parent-child home visit activities **and** actively engages with both materials and parent. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**2. To initiate successful activities or interactions, the child**

NA = infant is under 12 months.

1 = cries when coaxed to participate in activities or interactions during home visit.

3 = requires coaxing to participate in activities or interactions during home visit.

5 = tries to initiate activities or interactions during home visit.

7 = initiates activities or interactions **and** initiations are successful and appropriate. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**3. To sustain interactions with parent or home visitor, the child**

1 = does not interact with parent or home visitor.

3 = occasionally interacts with the parent or home visitor, including through body language, gaze, gestures, or vocalizations.

5 = frequently interacts with the parent or home visitor, including through body language, gaze, gestures, or vocalizations.

7 = frequently interacts with parent or home visitor **and** sustains positive interactions. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent**4. To show interest and enthusiasm about home visit activities, the child**

1 = rarely shows interest in the home visit activities, such as through gaze or body language.

3 = occasionally shows interest in home visit activities, such as through gaze or body language.

5 = frequently shows interest in home visit activities, such as through gaze or body language.

7 = consistently shows interest in child/parent-child home visit activities **and** shows enthusiasm when doing activities. - (1) Needs support - (3) Adequate - (5) Good - (7) Excellent

Additional Information

Home Visit Rating Scales—Adapted and Extended to Excellence (HOVRS-A+) v2.1

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The *Home Visit Rating Scales-Adapted & Extended (HOVRS-A+)* measure is designed for practitioners and supervisors seeking **excellence** in home visiting in programs aiming to help parents support the early development of their infants and young children. As an extension of HOVRS-A (Roggman, et al., 2010), which was an adaptation of the original HOVRS (Roggman et al., 2008), HOVRS-A+ v2.1 has the improved clarity of HOVRS-A, the full range of rating scores of the original HOVRS, and revised formatting for easier use. The measure was developed with input from practitioners and supervisors in home visiting programs and rates aspects of home visiting quality supported by research on various home-visiting programs. HOVRS emphasizes a developmental parenting support approach that respects each family's strengths and culture. HOVRS can be used to provide feedback to practitioners and supervisors for program improvement. Psychometric data show good inter-rater reliability (agreement $\geq .85$), internal consistency (alpha $\geq .70$), and predictive validity (significant correlations with parenting and child development outcomes).

The Home Visit Rating Scales:**SCALE 1—HOME VISITOR RESPONSIVENESS TO FAMILY**

This scale assesses the extent to which the home visitor is (1) prepared for the home visit, (2) attempts to get needed information from the parent, (3) observes and responds to the parent and child during the home visit, and (4) elicits input on the content and activities of the home visit from the parent. A high rating on this scale suggests that the home visitor is frequently engaging in responsive behaviors during the home visit.

SCALE 2—HOME VISITOR-FAMILY RELATIONSHIP

This scale examines the nature of the relationship between the home visitor and the family, as observed during the home visit. It focuses on (1) warmth shown by the home visitor (2) positive interactions of the home visitor with the child and other members of the family, and (3) the home visitor's respect and understanding of the family as a whole. A high rating on this scale suggests that the home visitor is engaging the family in warm, positive behaviors during the home visit.

SCALE 3—HOME VISITOR FACILITATION OF PARENT-CHILD INTERACTION

This scale assesses the effectiveness of the home visitor at facilitating and promoting positive parent-child interactions during the home visit. It reflects how much the home visitor (1) encourages the parent's leadership when guiding parent-child interactions, (2) involves and responds to both the parent and the child during interactions, and (3) uses materials available in the home for promoting parent-child interactions. A high rating on this scale suggests that the home visitor is frequently engaging in facilitative behaviors during the home visit.

SCALE 4—HOME VISITOR NON-INTRUSIVENESS/COLLABORATION WITH FAMILY

This scale focuses on the lack of intrusiveness by the home visitor on parent behavior and parent-child interactions during the visit. It assesses (1) home visitor control and (2) home visitor flexibility and responsiveness. A high rating on this scale suggests that the home visitor rarely engages in intrusive behaviors during the home visit and that he or she uses effective strategies to collaborate with the parent. A high rating on this scale means the home visitor is non-intrusive in a manner that promotes collaboration with the parent as a partner in supporting the child's development.

SCALE 5—PARENT-CHILD INTERACTION DURING HOME VISIT

This scale examines the nature of the parent-child relationship, as observed during the home visit. It

assesses (1) parent-child warmth and physical closeness, (2) parent attentiveness to the child, (3) parent responsiveness to the child, and (4) parent-child joint attention. A high rating on this scale suggests that the parent and child are frequently engaging in warm, positive behaviors during the home visit.

SCALE 6—PARENT ENGAGEMENT DURING HOME VISIT

This scale examines the engagement of the parent and the activities of the home visit. It focuses on (1) parent interest, (2) parent involvement and initiative, and (3) the parent's physical closeness to the home visitor and child. A high rating on this scale suggests that the parent is frequently displaying behaviors that indicate interest and engagement in the home visit activities and discussions.

SCALE 7—CHILD ENGAGEMENT DURING HOME VISIT

This scale focuses on the child's engagement in the activities of the home visit. It focuses on (1) child involvement and (2) child interest. A high rating on this scale suggests that the child is frequently displaying behaviors that indicate engagement and interest in the home visit.

Instructions:

Each HOVRS-A+ scale has a series of items with a set of indicators at different levels of quality for a particular home visit practice. For each set of indicators, check at least one indicator (1, 3, 5, or 7). Observing either live or from video, read each item and check the indicator that comes closest to describing the observation even if not an exact match.

Rarely: almost never observed, maybe once or a couple minor questionable times, and missed opportunities.

Occasionally: observed occasionally, 2-3 times, and also missed opportunities.

Frequently: almost always observed; opportunities are almost never missed.

When observing long home visits, it is helpful to check whatever is observed, even at a low level. Then if a higher quality indicator is observed, simply cross out the previously checked item.

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

If there are multiple children, rate the first 4 Scales in terms of involving any or all children and Scales 5 and 7 in terms of the children in general (a sort of mental average).

If video-recording, home visitors may self-record a 30-45 minute "core" of the home visit that includes the primary activities and practices implemented in a typical home visit.

When observing, note that "activities" may include discussions.

Scoring:

At the end of the observation, decide on an overall rating, from 1 to 7, for each Scale, using the full range of values: 1, 2, 3, 4, 5, 6, or 7, based on the pattern of item indicators. For example, if most items were rated as 5 or "Good," then the rating would most likely be a 5. If, however, some of the items are a 5 and some are a 3 or "Adequate," then the overall scale rating would most likely be a 4. If some items are a 7 or "Excellent," and some are a 5, then the rating would likely be a 6. Items rated as 1 carry more weight (estimate as -1). To make the final scale rating, the observer may use informed judgment about the weight of specific items, considering the situation and individuals involved.

Sum the ratings from Scales 1-4 to provide an index of the quality of *Home Visiting Practices*. Sum the ratings from Scales 5-7 to provide an index of home visit effectiveness on *Family Engagement*.