

HVSA PAT PBC Working Group Notes -- Thursday, May 13, 2021

Meeting Objectives:

- Learn more about Parent-Child Interaction measurement tools
- Discuss approaches to pilot testing the HFPI and PICCOLO

Participants:

- PAT Leaders: Heila Blair, Nancy Donato, Leo Gaeta, Jennifer Hooper, Kristi Jewell, Sarah Kidd, Nita Lynn, Elizabeth Moore, Aurora Pena, Eowyn Reitz, Trissa Schiffner, Erin Schreiber, Kristen Williams, Rianne Zielinski
- State team: Laura Alfani, Susan Botarelli, Izumi Chihara, Jage Curl, Courtney Jiles, Minnette Mason, Cassie Morley, Gaby Rosario, Valerie Stegemoeller, Kathy Tan, Rene Toolson, Ivon Urquilla, Marissa Williams

I. Introduction, Check-In and Purpose

- *The revised work plan was reviewed, with the intent of the meeting to learn more about parent child interaction tools and to begin considering potential piloting scenarios.*
- *People shared their “Olympic sport”, and we had a great range of actual sports (like ice skating, diving, gymnastics, basketball, rowing, swimming, bobsledding, sea kayaking, and curling) to an array of other talents and skills (like work-parenting, cat cuddling, couch surfing, speed reading, and baby wearing)!*
- *The PBC timeline continues to adjust to allow for greater reflection and integration of caregivers’ input with the hope of narrowing down our outcomes definition at the May meeting, when we will also discuss measurement with this input in our minds.*

II. Exploration of Parent Child Interaction Measurement – presentation by Susan Botarelli: Parents As Teachers Process Measurement Project: Parent-Child Interaction

- *Susan Botarelli, a graduate student from the UW School of Public Health shared her capstone project findings that supported our work to engage home visitors and caregivers. Her slides will be sent alongside these notes.*
- *Her project purpose was to assist in the development of a precise, measurable and achievable outcome of PAT participation related to Parent Child Interaction via two inquiries:*
 - *Preference of self-reported or observational PCI assessment tools and potential effects on the reportable outcomes*
 - *Evaluating the cultural sensitivity of PCI assessment tools*
- *Susan summarized her research into the PCI tools, which included searching the research literature, talking with tool developers, and analyzing the data from the home visitor and caregiver engagement. She explored tools along several criteria including recognition by MIECHV, age range, sensitivity to change over time, language options, training, and completion time.*

- She found that none of the tools were strong in their cultural appropriateness, as they all used translation into additional languages as their proxy, rather than exploring constructs for their cultural validity.
- In exploring our engagement data, she learned that the relationship between the home visiting and the caregiver along with goal setting and following up arose as the top themes for what parent educators do to support participants' parenting. But, as indicated by the breadth of responses, caregivers appreciated the many things that parent educators do to support their parenting; they identified many activities, and only 1/3 agreed on at least 2 of the top 5 activities identified by all caregivers (and no 1 caregiver agreed on all 5 as their top 5).
- Finally, Susan also looked at caregiver preference in the approach to measuring parent-child interactions, and found that the majority of respondents preferred assessment approach was to implement a tool together with their home visitor and to then discuss the results together; another 30% had no preference. Both results demonstrate the power of the relationship.
- Discussion after Susan's presentation centered around:
 - Recognizing the nuanced work that parent educators do in their "translation" and customization of assessment tools and curriculum concepts with a diverse array of families.
 - Agreement that home visitors would likely very much appreciate hearing about Susan's research as well as the results from the Caregiver Survey.

III. Discussion of HFPI and PICCOLO Piloting Parameters

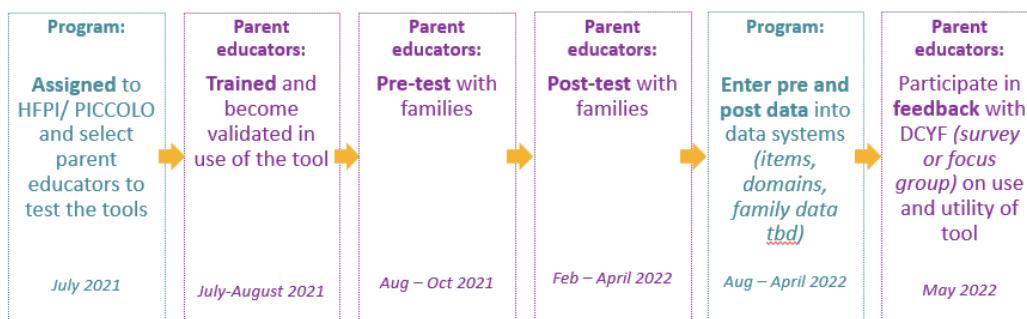
- Context and Approach

The group was polled to learn where people were in moving forward with piloting, and most people were curious to learn more, while a few were exited.

The purpose of piloting is to develop a deeper understanding of the measurement process, identify best practices and potential problems with using the tools, identify the range of scores achievable, determine if change is detectable between the first to second scores and if sufficient change exists to serve the purposes of PBC, and to test out the utility of each tool for the home visitors and families.

We continue to explore use of both the PICCOLO and HFPI because both tools were designed for home visiting and seem to have utility, both have strengths and weaknesses, both have limitations in cultural relevancy, and the constructs they measure align with what home visitors and caregivers say are their goals for PAT participation.

- A potential piloting scenario was presented to the group:



With this, incentives could be offered 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; and providing feedback on process and tool utility.

The group was then polled for their preference, if they could select a tool. Most group participants said they were willing to test the PICCOLO, followed by no preference.

- *The large group was then divided into four subgroups to discuss their thought about piloting and the incentive structure. Themes from the small group discussion included:*
 - *The proposed timeline is too fast – better to extend it out to at least 18 months. It is likely to take at least 6 months for the training, and then bringing home visitors into comfort with using the tools, particularly with the unknowns related to COVID-19 and virtual/in-person visits.*
 - *There is concern about the capacity of home visitors to take on something new right away, particularly considering burnout and stress associated with COVID.*
 - *Serious work needs to be done in how to implement these tools virtually. Also, with many visits still occurring over the phone, how will the tools be implemented? And with in-person visits resuming, the relationship building will just be starting up again – how will the assessments impact/impair that?*
 - *Make the “juice worth the squeeze”. Explore larger incentives or reduced caseload by adding this work.*
 - *Offer a staggered approach so that programs could participate later as they are able.*
 - *Interest in exploring choosing versus being assigned a tool, particularly for those who are already trained in use of one of the tools.*
 - *How much weight should MIECHV acceptance have?*
 - *Could we somehow combine this work with CQI?*
 - *Importance of incentivizing families to participate in addition to the programs*
 - *We will need to work to build buy-in with home visitors – so they see the value in testing out the tools, understand them, and are incentivized somehow.*

IV. Next Steps

- *The next steps to be pursued in this planning will be to develop contract language that incorporates the feedback from participants in this session – to be accomplished in the next few weeks. In addition, we will be exploring training options for the HFPI and PICCOLO and begin to plan out training and explore with programs about tool selection. In addition, we will work to design communication with programs and home visitors, possibly using the June PBC PAT work group to include home visitors to learn about the process.*
- *Next meeting is Thursday June 10th.*

V. Check-In/Reflection

- *Most participants expressed appreciation for the process and the opportunity to participate and learn together.*

Thank You!