



SUPPORTING HOME VISITORS WORKING WITH FAMILIES

KEY FINDINGS FROM FACILITATING ATTUNED INTERACTIONS (FAN) TRAINING

Maternal, Infant, & Early Childhood
Home Visiting (MIECHV)

Region X Innovation Grant Evaluation

June 2019

More information on Region X Innovation Grant (see back page) & visit:

www.dcyf.wa.gov/services/child-dev-support-providers/home-visiting/innovation-grant

Strengthening the Home Visiting Workforce: Evaluation Highlights - 'Facilitating Attuned Interactions (FAN)'



18 Home Visiting Programs in 3 States Were in the Evaluation (Alaska, Oregon, Washington)

The FAN helps me remember that the visit is about the clients' needs, not my information or desires. - Home Visitor

Home visiting staff improved important knowledge and skills for working with families.

- ❖ Home visitors and supervisors all improved their own self-regulation skills:
 - ✓ Ability to calm themselves when distressed, &
 - ✓ Awareness of their emotional reactions.
- ❖ After six months of FAN training & supports, home visitors were actively using FAN skills with families:
 - ✓ Listening before problem-solving,
 - ✓ Matching their approach to parents' cues, &
 - ✓ Encouraging parents to lead home visits.
 - ✓ *This was especially true for the subgroup of staff with at least a bachelor's degree.*

What are FAN Training & Supports?

Facilitating Attuned Interactions (FAN) is an approach developed by the Erikson Institute to support family engagement and reflective practice that:

- ❖ Helps increase home visitor and supervisor skills that improve their self-regulation and supports their professional effectiveness and well-being;
- ❖ Provides strategies and tools staff can use to attune to parents and collaborate with them.

The Region X Innovation Grant provided FAN to programs in all 4 Region X States (AK, ID, OR, WA). Training included:

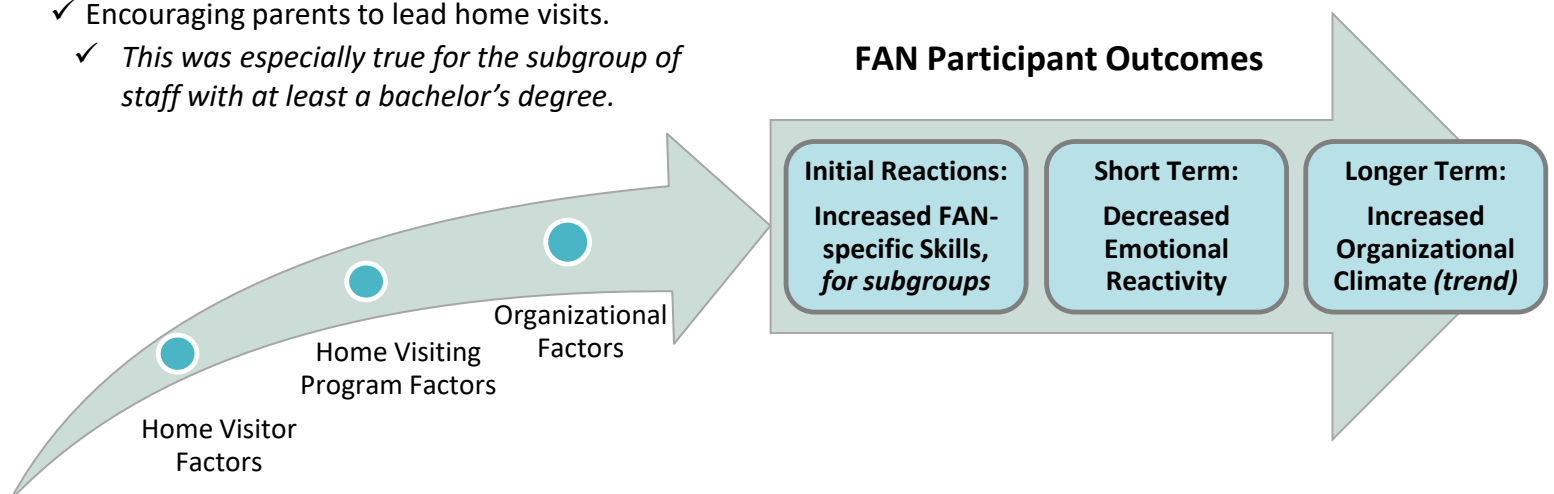
- ✓ 2 days of in-person training,
- ✓ 6 months of follow up mentoring & support, &
- ✓ 1 day, in-person training after 6 month of supports.

Two days of training focus on core FAN elements, peer support, and practice. During follow up, FAN tools are used by staff to support implementation and mentoring is provided to supervisors. The final in-person training day focuses on integration and sustainability planning.

FAN may help keep staff in their jobs longer.

- ❖ After six months of using the FAN approach, home visiting staff reported more positive working environments, such as:
 - ✓ Feeling that their work has meaning, &
 - ✓ Feeling their agency values their work and contribution.

Having a supportive organizational climate has been found to be linked to job retention.



Providing FAN training along with at least six months of follow-up mentoring support was key to implementation.

Home visiting supervisors credited the ongoing mentoring support received from trainers as central to successful implementation of the FAN approach. These phone calls and meetings provided opportunities for supervisors to problem-solve implementation barriers and to develop their own mindfulness and active listening skills. *Staff felt additional ongoing supervisor support and touch points with the entire team would help sustain practice changes.*

Home Visitors described FAN's focus on shifting the role of the home visitor from one of "fixer" to one of empathic listener as a "game changer."

FAN emphasizes the importance of centering the visit on the parents' experience by listening to their concerns, being an empathic listener, and not jumping immediately into problem solving. *Participants saw this as potentially the most important tool for helping reduce their own work stress and burnout.*

FAN has changed my work life altogether because it's a way to organize what you do and a way to reflect on what you are doing...the FAN becomes a part of you and who you are and what you do all the time. -Supervisor

Story Highlight: Home visitor shares about using FAN 'Wedge' elements during family crisis.

In an often busy home with multiple children, the visit was unusually calm. Mom had just put the baby down when she smelled something and went to look. She saw the children pouring bleach over clothes. The mom was instantly in an *Overwhelmed Parent Moment*. The mother was so upset that the home visitor had to go straight to 'Doing' with her to help clean up the spills, while acknowledging the mom's 'Feelings', and using *Mindful Self-Regulation* herself. They used *Collaborative Exploration* to figure out what to do: how to help the children, clean up, and which clothes could be saved and which ones tossed. The home visitor waited until the next week to reflect on the experience with the mother, feeling that if she had tried to in the middle of the crisis, it might have triggered shame for the mom. They were able to do calm, *Reflective* talk, about what was learned. Together, they made a plan for storing harmful chemicals and practiced *Mindful Self-Regulation* which they both had needed the prior week.

The FAN approach models how we all communicate and move toward change. The FAN helps me listen more. The family will tell me what they need, if we use the [FAN] wedges. -Home Visitor

Despite initial resistance to completing "more paperwork," home visiting staff ultimately saw FAN learning tools as helpful and critical to implementation.

A key part of FAN training includes ongoing tools for self-assessment and reflection that support and monitor implementation. Work to streamline FAN tools and other changes to tool requirements helped reduce the extra paperwork for home visiting staff. *The tools ended up being seen by staff as an essential part of learning to use the FAN approach.*

Home visiting programs were more successful implementing FAN when organizations and/or agencies:

- ✓ Had strong systems for regular reflective supervision, and/or
- ✓ Were able to integrate FAN concepts into home visiting program model requirements.



Next Steps & Growth Opportunities

More explicit cultural adaptations may be useful to strengthen the FAN approach.

- ✓ While many feel FAN to be universally applicable with a focus on attunement, continuing to hire bicultural/bilingual trainers may help bridge differences in FAN language and strategies and families' cultural backgrounds.
- ✓ Gathering information about adaptations needed from culturally and linguistically diverse staff and family members is important.

Consider implementing increased FAN supports to enhance and sustain the work.

- ✓ FAN 'communities of practice', follow-up webinars, and cross-program opportunities to provide peer support in using FAN would be valued by staff.

More about ... the Region X Innovation Grant

As part of the **Region X MIECHV Innovation Grant** to The State of Washington's Department of Children, Youth, and Families (DCYF), Region X States (Alaska, Idaho, Oregon, Washington) provided funds for FAN workforce supports.

- ✓ **Training 5 trainers** to deliver FAN;
- ✓ **Providing home visiting teams with FAN training;**
- ✓ **Collecting data to evaluate FAN**, including participant training feedback to FAN developers and trainers.

For the **FAN Evaluation**, Portland State University (PSU) conducted qualitative interviews to understand the training and mentoring process and how FAN was being implemented by home visiting staff. Quantitative outcome surveys measuring key short and longer-term FAN outcomes were collected at 3 time points. 160 people participated in the evaluation in 3 Region X states (AK, OR, WA). *We were not able to include Idaho in the full analyses due the timing of FAN training. FAN stakeholders did receive Idaho summary reports for training feedback, follow up survey results, and rates for FAN tool completion.*

Images:

Cover: Mother with child. Digital image. Web MD Twitter. Dec 1, 2017. <https://twitter.com/webmd/status/936694832445173762>

Pg 1. Region X FAN training participants, Day 1 & Day 2. Digital Image. Cooper House, Seattle WA.

Pg 2. Father with child. Digital image: Blend Images - Mike Kemp. <https://autismgazette.com>.

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Home Visiting Staff Appreciate the Benefits of FAN in Supporting the Workforce.

"Something we run up against is that perception of home visiting in the general society is 'Oh, you play with babies for a living.' But home visiting is incredibly complex. It's not that frequent you come across a curriculum or skill-building tactic that really honors the work of home visitors. Home visitors have a great deal to work through in every visit on every level. If I understand FAN, that's the origin of why it was developed -- to support the home visitors. Yes, the clients need to have good visits with us and the programs need to be delivered accurately and appropriately, but at the end of the day, none of that delivery of care is given if the giver is not supported. I think FAN is really meant to support the giver which is not something we commonly run into when we go to most trainings which are more focused on the client. But that stuff fizzles. The stuff that nurtures me as a professional and gives me reason to want to evolve works much better and longer." -Home Visitor

THANK YOU for sharing your time & insights!

Special thanks to WA DCYF, FAN trainers, FAN model developers, home visiting staff, Cooper House, Erikson Institute, Butler Institute for Families, and grant committees/stakeholders.

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