

Home Visiting Models In the HVSA

The Home Visiting Services Account (HVSA) invests in and uses a portfolio approach to fund a range of models and programs, so that home visiting will meet the needs of diverse populations. The continuum of programs funded by the HVSA includes not only evidence-based practices, but also research-based and promising practice models.



| Model | | Description |
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| Child-Parent Psychotherapy (CPP) | Promising Practice | <p>CPP is a treatment for trauma-exposed children aged 0-5. Typically, the child is seen with his or her primary caregiver, and the dyad is the unit of treatment. CPP examines how the trauma and the caregiver's relational history affect the caregiver-child relationship and the child's developmental trajectory. A central goal is to support and strengthen the caregiver-child relationship as a vehicle for restoring and protecting the child's mental health. Treatment also focuses on contextual factors that may affect the caregiver-child relationship (e.g., culture and socioeconomic and immigration related stressors). Targets of the intervention include caregivers and children' maladaptive representations of themselves and each other and interactions and behaviors that interfere with the child's mental health. Over the course of treatment, caregiver and child are guided to create a joint narrative of the psychological traumatic event and identify and address traumatic triggers that generate dysregulated behaviors and affect.</p> <p>https://childparentpsychotherapy.com</p> |
| Early Head Start (EHS) - Home Based * | Evidence-Based | <p>EHS is a federally funded early childhood development program aimed at low-income families. Children and families enrolled in center-based programs receive comprehensive child development services in a center-based setting, supplemented with home visits by the child's teacher and other EHS staff. In home-based settings, children and their families are supported through weekly home visits and bi-monthly group socialization experiences. EHS also serves children through locally designed family child care options, in which certified child care providers care for children in their homes. Services include: early education both in and out of the home; parenting education; comprehensive health and mental health services for mothers and children; nutrition education; and family support services.</p> <p>https://eclkc.ohs.acf.hhs.gov/programs/article/home-based-option</p> |
| Family Spirit * | Evidence-Based | <p>Family Spirit is designed for American Indian pregnant women and families with children younger than age 3. It can also be used with non-Native populations with high maternal and child behavioral health disparities. It aims to promote mothers' parenting skills while assisting them in developing coping and problem-solving skills to overcome individual and environmental stressors. The curriculum, which incorporates traditional tribal teachings, consists of 63 lessons organized into six domains: (1) prenatal care, (2) infant care, (3) child development, (4) toddler care, (5) life skills, and (6) healthy living. Family Spirit recommends initiating the program with weekly visits by at least 28 weeks of gestation and tapering to bimonthly visits until the child's third birthday.</p> |
| Nurse-Family Partnership (NFP) * | Evidence-Based | <p>NFP targets first-time, low-income mothers and their children. Mothers must be enrolled in services by the 28th week of pregnancy, and services conclude when the child turns 2 years of age. Home visits provided by nurses seek to promote maternal and child health, children's development, and parental economic self-sufficiency.</p> <p>http://www.nursefamilypartnership.org</p> |
| Parents as Teachers (PAT) * | Evidence-Based | <p>PAT targets families from pregnancy to kindergarten entry of children. The program seeks to promote child development knowledge and to improve parenting practices of caregivers. The PAT model consists of four components: (1) one-on-one home visits, (2) group meetings, (3) developmental screenings for children, and (4) a resource network for families. Home visiting services can range in intensity, from weekly to monthly, as well as in duration.</p> <p>https://parentsasteachers.org</p> |



| Model | Description | |
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| ParentChild+ | Research-Based | <p>ParentChild+, an early childhood program, is designed to promote parent-child interaction and positive parenting to enhance children’s cognitive and social-emotional development. The program focuses on supporting families and enabling them to prepare their children for academic success through intensive home visiting. Twice weekly home visits are designed to strengthen parent-child interaction, the conversation, reading, and play that are critical to early childhood development. Each week, early learning specialists (ELS; i.e., home visitors) bring a new book or educational toy that remains with the families permanently. Using the book or toy, the ELS models for parents and children together reading, conversation, and play activities that are designed to stimulate quality interaction, support age-appropriate developmental expectations, and enhance language and learning at home.</p> <p>https://www.parentchildplus.org</p> |
| Outreach Doula | Promising Practice | <p>Offer information on health education and childhood development to enhance the parent-child relationship, maternal and child health, healthy birth outcomes and build children’s language, literacy, and social-emotional skills.</p> <p>https://www.openarmsps.org/services/outreach-doula-services</p> |
| Steps Toward Effective, Enjoyable Parenting (STEEP) | Promising Practice | <p>STEEP works on the premise that a secure attachment between parent and infant establishes ongoing patterns of healthy interactions. Through home visits and group sessions, STEEP facilitators work alongside parents to help them understand their child’s development. Parents learn to respond sensitively and predictably to their child’s needs and to make decisions that ensure a safe and supportive environment for the whole family.</p> |
| Early Steps for School Success (ESSS) | Promising Practice | <p>ESSS provides parent education and support, home visiting, and pre-literacy and language development services for families in rural, geographically isolated communities. ESSS is a model designed to be culturally relevant and provide early childhood education services to pregnant women and children from birth to age 5, education services to parents, and ongoing staff training to community early childhood educators. It not only recognizes the essential role families have in preparing their children for school, but also reinforces parents’ roles as advocates in raising awareness for community-wide efforts that support school readiness. It does this through community collaboration and by creating strong connections between parents and the schools their children will attend.</p> <p>https://www.savethechildren.org/content/dam/usa/reports/ed-cp/early-steps-head-start.PDF</p> |

**These models have met HHS criteria as evidence-based early childhood home visiting service delivery models. Summary information on these models is available in the overview of implementation guidelines.*



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