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Home Visit Rating Scales³

The Home Visit Rating Scales—3

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Program: _____

Home Visit Date/Time: _____

Practitioner: _____

HOVRS Scoring Date: _____

Participant: _____

Observer: _____

Notes regarding visit:

Home Visit Rating Scales Ratings

Scale		Rating						
HV Practices	Relationship building with family	1	2	3	4	5	6	7
	Responsiveness to family strengths	1	2	3	4	5	6	7
	Facilitation of caregiver-child interaction	1	2	3	4	5	6	7
	Collaboration with caregiver	1	2	3	4	5	6	7
Home Visitor Practices Score (sum): _____								
Family Engagement	Caregiver-child interaction	1	2	3	4	5	6	7
	Caregiver engagement	1	2	3	4	5	6	7
	Child engagement	1	2	3	4	5	6	7
Family Engagement Score (sum): _____								

What did you like?

What would you add or change?

What are the next steps to higher quality?

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Home Visit Rating Scales³

Scale 1. RELATIONSHIP BUILDING WITH FAMILY: Interacts with family with warmth, respect, and interest, focusing on child development

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To show respect and acceptance of the family system, the home visitor

1 = does not show respect or acceptance of the family system (all family members, home, cultures, values, living situation).

3 = appears to be accepting of the family system.

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

7 = 5 + talks about family characteristics in terms of family strengths.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To interact sociably with caregiver(s), focusing on child development, the home visitor

1 = appears uncomfortable interacting with caregiver(s).

3 = interacts comfortably with caregiver(s).

5 = interacts comfortably and enjoys interacting with caregiver(s).

7 = 5 + readily engages caregiver(s) in discussing child development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To set the tone for positive interactions, the home visitor

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

3 = interacts with little to no tension but does not show warmth toward caregiver(s).

5 = shows warmth and respect to the caregiver(s).

7 = 5 + appreciation to caregiver(s).

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. 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, with positive expressions and statements.

5 = frequently appears to enjoy the home visit, with positive expressions and statements.

7 = 5 + shows understanding, humor, or familiarity with the family.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To engage other family members who interact with the child, if present during the visit, the home visitor

☐ NA = no other family members present who have regular interactions with the child. *If NA, do not use this item to rate this Scale.*

1 = does not interact with family members, other than caregiver and child, who are present and have regular interactions with the child.

3 = interacts with other family members but does not involve them in activities.

5 = attempts to involve other family members in activities.

7 = 5 + engages them with the child and caregiver.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. 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 that are not required for the home visit.

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

7 = 5 + asks how family situations affect the child or child's development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

7. To discuss possibly sensitive issues respectfully and reflectively, the home visitor

1 = brings up issues in an insensitive or disrespectful manner or avoids sensitive issues (child behavior & development, caregiving, teaching, nutrition, health, mental health, birth spacing, maltreatment, domestic violence, substance abuse, media use, co-sleeping, etc.)

3 = tries to bring up issues sensitively and respectfully but not always effectively.

5 = brings up issues sensitively and respectfully.

7 = 5 + asks questions to help caregiver reflect on what it means for the child and family.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent



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Scale 2. RESPONSIVENESS TO FAMILY STRENGTHS AND CULTURES: Plans with caregiver input and identifies and adapts to the family's strengths, values, interests, and goals for supporting 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 caregiver, 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 caregiver input.

5 = shows evidence of planning with caregiver input.

7 = 5 + evidence of caregiver deciding activity, materials, or who provides them.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To prepare for the home visit using caregiver-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 caregivers.

7 = 5 + emphasizes them and organizes home visit around them.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. 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 family input on the agenda and activities of the home visit.

5 = uses family input to set the agenda and activities of the home visit.

7 = 5 + provides additional related information to supplement activities.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

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

1 = rarely follows caregiver's or child's lead or persists with or changes activity in a way that does not meet their interests or needs.

3 = occasionally follows caregiver's or child's lead in activities.

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

7 = 5 + acknowledges these interests or needs.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. 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 = 5 + uses the information to better engage the family in supporting child development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

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

1 = rarely observes or gives feedback about family, caregiver, or child strengths.

3 = occasionally observes family, caregiver, or child strengths and gives feedback about what the caregiver and child are doing.

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

7 = 5 + links to specific observations of caregiver-child interactions or child's development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent



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Home Visit Rating Scales³

Scale 3. FACILITATION OF CAREGIVER-CHILD INTERACTION: Elicits and encourages positive, responsive, developmentally supportive caregiver-child interactions

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To engage caregiver and child together, the home visitor

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

3 = interacts with both caregiver and child but occasionally directs attention to only one when possible to interact with both.

5 = frequently interacts with both caregiver and child, excluding neither.

7 = 5 + helps sustain engagement of child with caregiver.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To elicit ongoing caregiver-child interactions during this home visit, the home visitor

1 = rarely tries to facilitate caregiver-child interactions.

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

5 = consistently facilitates caregiver-child interactions.

7 = 5 + supports ongoing interaction or re-engagement as needed without interrupting.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

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

1 = rarely encourages or reinforces positive caregiver-child interactions.

3 = occasionally encourages or reinforces positive caregiver-child interactions.

5 = frequently encourages or reinforces positive caregiver-child interactions.

7 = 5 + prompts similar positive caregiver-child interactions for this or other contexts.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

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

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

3 = occasionally comments on either child's cues or caregiver responsiveness.

5 = frequently describes, makes suggestions, offers feedback, or asks questions about child's cues and caregiver responsiveness.

7 = 5 + links with child's response to caregiver (e.g. "speaking for the child") or to child's development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

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

1 = rarely encourages developmentally supportive caregiver-child interactions.

3 = occasionally encourages developmentally supportive interactions, by commenting on observed caregiver-child interactions.

5 = frequently encourages developmentally supportive interactions by explaining how observed interactions support child development.

7 = 5 + expands to other ways or places to do something similar.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. To help caregivers use the family's routines, activities, or available materials to support child development during this home visit, the home visitor

1 = brings expensive or hard-to-find materials for home visit activities or does not use any family routines, activities, or materials in the home to promote caregiver support of child development.

3 = uses common inexpensive materials or occasionally uses family routines, activities, or materials in the home to promote caregiver support of child development.

5 = frequently uses family routines, activities, or materials in the home to promote caregiver support of child development.

7 = 5 + guides caregivers to identify new ways to use what the family already has or does to support the child's development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

Home Visit Rating Scales³

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Scale 4. COLLABORATION WITH CAREGIVERS AS PARTNERS: Supports caregiver(s) in primary teaching role by increasing caregiver competence and confidence without interrupting or intruding between caregiver and child

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To encourage the caregiver's ideas and interests for interactions or activities with child during this home visit, the home visitor

1 = frequently tells caregiver what to do or does not ask about caregiver ideas or interests.

3 = occasionally makes suggestions for what caregiver could do but rarely asks about caregiver ideas or interests.

5 = frequently asks about and responds to caregiver ideas and interests for interactions or activities.

7 = 5 + encourages those interactions or activities during this visit.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To keep caregiver in the "teacher" role, the home visitor

1 = offers materials or suggestions to the child or directly plays with or teaches the child.

3 = occasionally offers materials or activity suggestions to the caregiver rather than the child.

5 = consistently offers any materials or activity suggestions to the caregiver.

7 = 5 + lets caregiver decide how to use these or other materials or ideas to support the child's development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To follow the lead of caregiver and child in pace and activities, the home visitor

1 = rarely responds to the caregiver's or child's cues or persists with activity that is too hard or not interesting to the caregiver or child.

3 = occasionally responds to the caregiver's or child's cues of disinterest or difficulty by changing pace or activities.

5 = frequently responds to the caregiver's or child's cues of disinterest or difficulty by changing pace or activities when needed.

7 = 5 + asks questions to help the caregiver adapt or enrich interactions or activities with child.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To avoid intruding on or ignoring caregiver-child interactions during this home visit, the home visitor

1 = leads the activities, interacting mostly with the child.

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

5 = actively observes when caregiver-child interaction is ongoing.

7 = 5 + makes reflective comments.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To allow caregiver-child interactions to continue uninterrupted, the home visitor

1 = frequently intrudes on caregiver-child interactions or interrupts their interactions.

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

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

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

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent



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Scale 5. CAREGIVER-CHILD INTERACTION: Caregiver interacts with child in positive, responsive, developmentally supportive ways

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To engage in interactions with the child, the caregiver

1 = interacts negatively, or unresponsively.

3 = occasionally interacts with warmth shown by positive expressions or tone or smiling.

5 = frequently interacts with warmth shown by positive expressions or tone or smiling.

7 = 5 + shows clear enjoyment and appreciation of the child.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To make physical contact with the child, the caregiver

1 = rarely makes positive physical contact except for instrumental touch, such as moving child or wiping child's nose.

3 = occasionally makes positive physical contact that is not instrumental.

5 = frequently makes positive physical contact that is not instrumental.

7 = 5 + 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 with the child, the caregiver

1 = rarely stays in close proximity and is frequently out of reach of the child during activities.

3 = occasionally remains in close physical proximity during activities.

5 = consistently remains in close physical proximity during activities.

7 = 5 + readily engages in responsive interactions during activities.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To sustain positive interactions with the child, the caregiver

1 = rarely engages in activities with the child during the home visit.

3 = occasionally engages in activities with the child during the home visit.

5 = frequently engages in activities with the child during the home visit.

7 = 5 + consistently shows enjoyment in the interactions.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To observe and respond to the child's behavior, the caregiver

1 = rarely responds to what child is doing.

3 = occasionally observes and responds to what child is doing.

5 = frequently observes and responds to what child is doing.

7 = 5 + occasionally describes child's behavior, interests, or feelings.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. To respond positively to child and to support child's development, the caregiver

1 = rarely responds positively to child's behavior, vocalizations, or emotional expressions or responds negatively.

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 = 5 + supports child's development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

7. To adapt activities to child's interests and needs and encourage child engagement, the caregiver

1 = persists in activities when child is not interested, changes activity when child is engaged, ignores child's needs, or does not engage child in activities or interactions.

3 = occasionally changes pace or activity to meet child's interests or needs based on the child's attention, efforts, or emotions.

5 = frequently changes pace or activity to meet child's interests or needs based on the child's attention, efforts, or emotions.

7 = 5 + shows enthusiasm about what child is doing.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent



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Scale 6. CAREGIVER ENGAGEMENT: Caregiver is interested, participates, and initiates interactions, discussions, or activities

Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

1. To be ready to interact with both child and home visitor, the caregiver

Note: Omit reference to child if child is not present

1 = positions self away from home visitor or child.

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

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

7 = 5 + readily interacts with both throughout the home visit.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

2. To show interest in materials and activities, the caregiver

1 = does not show interest in home visit activities or materials.

3 = occasionally shows interest in home visit activities or materials.

5 = consistently shows interest in home visit activities or materials.

7 = 5 + and identifies other relevant activities or materials to support child's development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

3. To participate and focus on home visit topics and activities, the caregiver

1 = rarely participates in home visit activities or topic discussions or is distracted or involved in another activity.

3 = occasionally participates in activities or topic discussions.

5 = consistently participates in activities or topic discussions.

7 = 5 + maintains focus on home visit activities or topics.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

4. To engage in home visit activities with the child and home visitor, the caregiver

Note: Omit reference to child if child is not present

1 = rarely engages in home visit activities or leaves the room.

3 = occasionally actively engages in home visit activities with child and home visitor.

5 = consistently actively engages in home visit activities with child and home visitor.

7 = 5 + shows enthusiasm about activities.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

5. To discuss questions and topics relevant to home visit, child, or family, the caregiver

1 = rarely asks or answers relevant questions.

3 = occasionally asks or answers relevant questions.

5 = frequently asks relevant questions or offers more information.

7 = 5 + offers more information about child's development or family's well-being.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent

6. To initiate activities and conversations, the caregiver

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

3 = occasionally initiates activities or conversations.

5 = frequently initiates activities or conversations.

7 = 5 + bases activities or conversations on child's interests, behavior, or development.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent



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Scale 7. CHILD ENGAGEMENT: Child is interested, participates, and initiates interactions☐ NA = child is under 3 months. If NA, do not rate this Scale.Overall: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7**1. To show interest and enthusiasm about home visit activities, the child**

1 = rarely shows interest in 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 = 5 + shows enthusiasm when doing activities.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent**2. To participate in home visit activities, the child**

1 = rarely participates in home visit activities.

3 = occasionally participates in home visit activities.

5 = consistently participates in home visit activities.

7 = 5 + actively engages with materials and caregiver.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent**3. To sustain interactions with caregiver or home visitor, the child**

1 = rarely interacts with caregiver or home visitor.

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

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

7 = 5 + sustains positive interactions.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent**4. To initiate activities or interactions, the child**☐ NA = child is under 12 months

1 = cries or resists when coaxed to participate in developmental activities or non-caregiving interactions.

3 = requires coaxing to participate in developmental activities or non-caregiving interactions.

5 = occasionally initiates developmental activities or non-caregiving interactions.

7 = 5 + initiations are positive.

☐ - (1) Needs support ☐ - (3) Adequate ☐ - (5) Good ☐ - (7) Excellent