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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 parent-child interaction	1	2	3	4	5	6	7
	Collaboration with parent	1	2	3	4	5	6	7
Home Visitor Practices Score (sum): _____								
Family 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 (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

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 parent(s), focusing on child development, the home visitor

1 = appears uncomfortable interacting with parent(s).

3 = interacts comfortably with parent(s).

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

7 = 5 + readily engages parent(s) in discussing child development or parenting.

- (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 parent(s).

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

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

7 = 5 + appreciation to parent(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 parent 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 + with the child and parent.

- (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 child or the 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, parenting, nutrition, health, mental health, birth spacing, maltreatment, domestic violence, substance abuse, media use, co-sleeping, etc.)

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

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

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

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



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Home Visit Rating Scales³

Scale 2. RESPONSIVENESS TO FAMILY STRENGTHS AND CULTURES: Plans with parent input and identifies and adapts to family strengths, cultures, and interests 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 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 = 5 + evidence of parent deciding activity, materials, or who provides them.

- (1) Needs support - (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 = 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 parent'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 parent's or child's lead in activities.

5 = frequently follows the parent'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 parent on family strengths for supporting child development, the home visitor

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

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

5 = frequently observes family, parent, 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 parent-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 PARENT-CHILD INTERACTION: Elicits and encourages positive, responsive, developmentally supportive parent-child interactions

Overall: 1 2 3 4 5 6 7

1. 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 and child but occasionally directs attention to only one when possible to interact with both.

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

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

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

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

1 = rarely tries to facilitate parent-child interactions.

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

5 = consistently facilitates parent-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 parent-child interactions during this home visit, the home visitor

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

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

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

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

- (1) Needs support - (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 = occasionally comments on either child's cues or parent responsiveness.

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

7 = 5 + links with child's response to parent (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 parent-child interactions.

3 = occasionally encourages developmentally supportive interactions, by commenting on observed parent-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 parents 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 parent support of child development.

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

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

7 = 5 + guides parents 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



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Home Visit Rating Scales³

Scale 4. COLLABORATION WITH PARENT: Supports parent(s) in primary teaching role without interrupting, intruding, taking over activities, or coming between the parent and child

Overall: 1 2 3 4 5 6 7

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

- 1 = frequently tells parent what to do **or** does not ask about parent ideas or interests.
- 3 = occasionally makes suggestions for what parent could do but rarely asks about parent ideas or interests.
- 5 = frequently asks about and responds to parent ideas and interests for interactions or activities.
- 7 = 5 + encourages those interactions or activities during this home visit.

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

2. To keep parent 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 parent rather than the child.
- 5 = consistently offers any materials or activity suggestions to the parent.
- 7 = 5 + lets parent 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 parent and child in pace and activities, the home visitor

- 1 = rarely responds to the parent’s or child’s cues **or** persists with activity that is too hard or not interesting to the parent **or** child.
- 3 = occasionally responds to the parent’s or child’s cues of disinterest or difficulty by changing pace or activities.
- 5 = frequently responds to the parent’s or child’s cues of disinterest or difficulty by changing pace or activities when needed.
- 7 = 5 + asks questions to help the parent adapt or enrich interactions or activities with child.

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

4. 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 = actively observes when parent-child interaction is ongoing.
- 7 = 5 + makes reflective comments afterwards.

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



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Home Visit Rating Scales³

Scale 5. PARENT-CHILD INTERACTION: Parent 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 parent

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 parent

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 parent

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 parent

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 parent

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 development, the parent

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 parent

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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Home Visit Rating Scales³

Scale 6. PARENT ENGAGEMENT: Parent 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 parent

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 parent

- 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 + 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 parent

- 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 parent

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 parent

- 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 parent

- 1 = rarely initiates activities or conversations with child or home visitor; home visitor must prompt parent 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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Home Visit Rating Scales³

Scale 7. CHILD ENGAGEMENT: Child is interested, participates, and initiates interactions

<input type="checkbox"/> NA = child is under 3 months. <i>If NA, do not rate this Scale.</i>							
Overall:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 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.

<input type="checkbox"/> - (1) Needs support	<input type="checkbox"/> - (3) Adequate	<input type="checkbox"/> - (5) Good	<input type="checkbox"/> - (7) Excellent
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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 parent.

<input type="checkbox"/> - (1) Needs support	<input type="checkbox"/> - (3) Adequate	<input type="checkbox"/> - (5) Good	<input type="checkbox"/> - (7) Excellent
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3. To sustain interactions with parent or home visitor, the child

1 = rarely interacts 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 = 5 + sustains positive interactions.

<input type="checkbox"/> - (1) Needs support	<input type="checkbox"/> - (3) Adequate	<input type="checkbox"/> - (5) Good	<input type="checkbox"/> - (7) Excellent
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4. To initiate activities or interactions, the child

<input type="checkbox"/> NA = child is under 12 months							
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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.

<input type="checkbox"/> - (1) Needs support	<input type="checkbox"/> - (3) Adequate	<input type="checkbox"/> - (5) Good	<input type="checkbox"/> - (7) Excellent
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Home Visit Rating Scales³

Information about HOVRS³:

The *Home Visit Rating Scales* (HOVRS³) are designed for practitioners and supervisors seeking home visiting excellence in programs aiming to help parents support the early development of their infants and young children. Developed with input from practitioners and supervisors in home visiting programs and supported by empirical research on various home-visiting models and programs, the *Home Visit Rating Scales* reflect a developmental approach that respects each family's strengths and cultures. Psychometric data show good interrater reliability (agreement > .85), internal consistency (alpha > .70), and predictive validity (i.e., significant correlations with parenting and child development outcomes).

The *Home Visit Rating Scales* are recommended for supporting home visiting practice, guiding professional development, and tracking continuous quality improvement but not for evaluating individual practitioners. The *Scales* can be used to provide feedback to practitioners and supervisors for program improvement. The sequence of indicators under each item can inform goal-setting for coaching practitioners and identify goals for program quality improvement in home visitation programs for families with infants and young children.

Instructions: Each of the *Home Visit Rating Scales* 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 one indicator (1, 3, 5, or 7). Observing live or from video, read each item and check the indicator that best describes the observation.

Never: not observed

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

Occasionally: observed twice, usually not 3 times, and may have occasional missed opportunities.

Frequently: observed 3 or more times, and opportunities are rarely missed.

Consistently: observed almost always, without missed opportunities.

NA ("not applicable") can be marked for any item involving the child if the child is sleeping for over 75% of the visit, is not yet born, or is otherwise absent. Do not use items marked NA for Scale ratings.

- 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 there are multiple children, rate the first 4 Scales (Practices) in terms of involving any or all children and Scales 5 and 7 in terms of the child(ren) enrolled in the home visiting program.
- If two parents or other caregivers are engaged in a home visit, rate the Practices Scales in terms of both parents and Scales 5 and 6 in terms of the primary caregiver.
- 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, particularly those focused on child development.
- Note that home visit activities include developmental activities to engage parent and child and also include any discussions or activities with the parent that are relevant to child development or family well-being.

Scoring: Immediately after the observation, use the item ratings to decide on an overall rating for each Scale, from 1 to 7, using the full range of values: 1, 2, 3, 4, 5, 6, or 7. For example, if most items were rated 5, the Scale rating would be a 5, but if some of items are rated 5 and some 3, the Scale rating would most likely be a 4. For Scale ratings, you may also use informed judgment, considering the situation, program, and persons 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*. Sum Scales 1-7 for a total *Home Visit Quality* score.