



From Research
to Practice:

Home Based Services in
Early Head Start
and Beyond

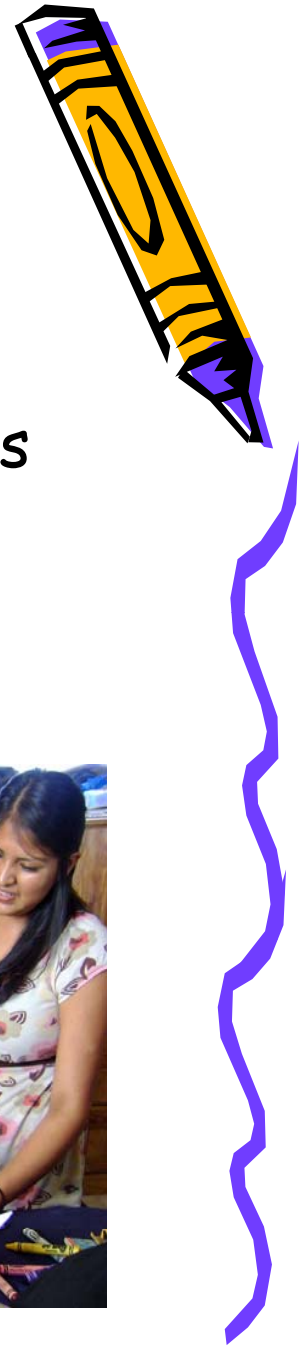
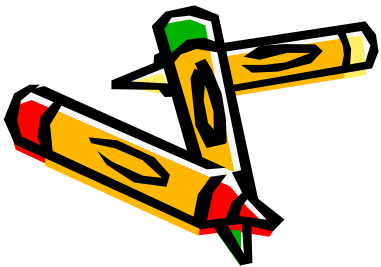
Judith Jerald
First 5/Water Cooler Symposium



Sacramento California
March 9, 2010

EHS Home Based Option

- What Early Head Start (EHS) research tells us about best home visiting practices
- What makes a difference: *Getting to quality*
- The characteristics and challenges of a quality home visiting program



EHS Research Studies

- EHS Impact Study
- EHS Program Survey
- Pre-K Study
- Baby Faces

Program Initiatives with Research Attached

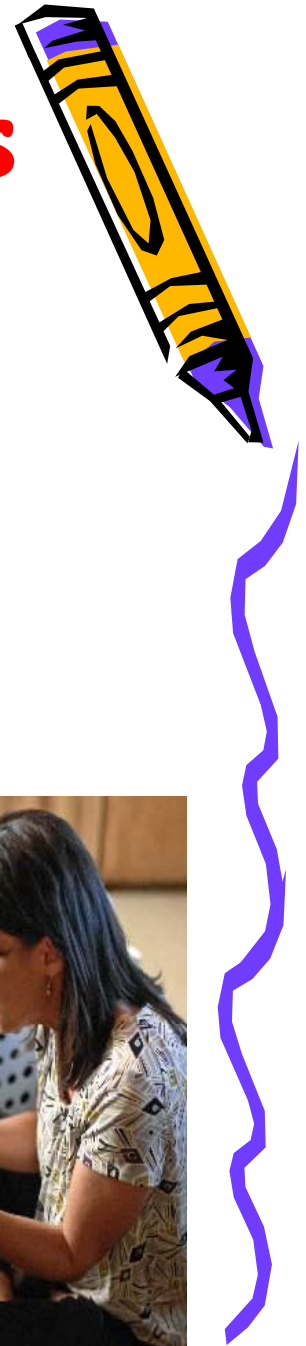
- CRADLE Project
- Child Welfare Services
- Mental Health
- Second Language Needs Assessment
- I am Learning, I am Growing
- Fatherhood Project
- Oral Health
- Enhanced Home Visiting



EHS Impact Study: 36 Months

Parent Outcomes Strong

- More stimulating home environments
- More bedtime reading
- Greater knowledge of child development
- Less parenting stress
- More supportive during play



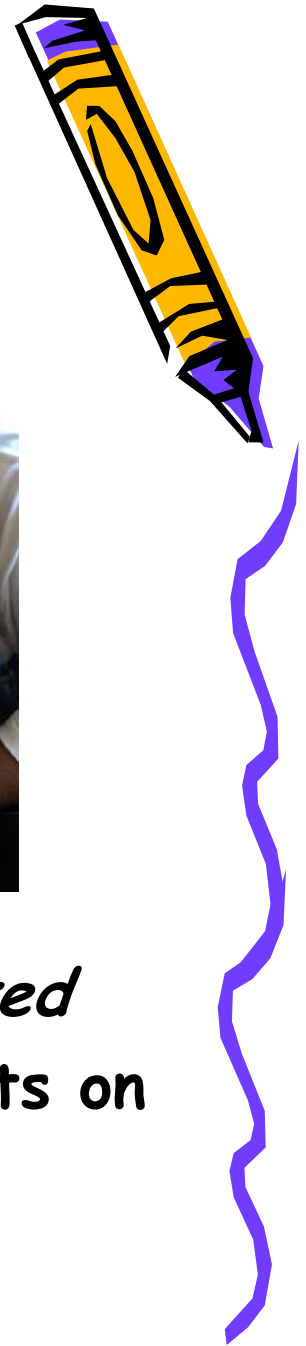
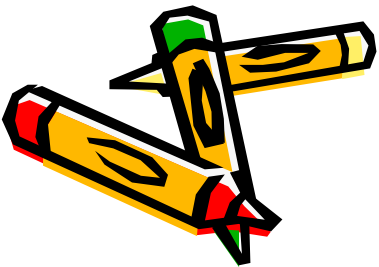
36 Months (continued)

Child outcomes

- Stronger vocabulary development (24 months)
- Engaged parents during play (36 months)



Home based programs that *fully implemented* home based programs also had positive impacts on cognitive and language development



What makes a difference at 36 Months?

- Implementation
- Mixed Model
- Matching Needs of Children and Families to Model
- Quality of Training

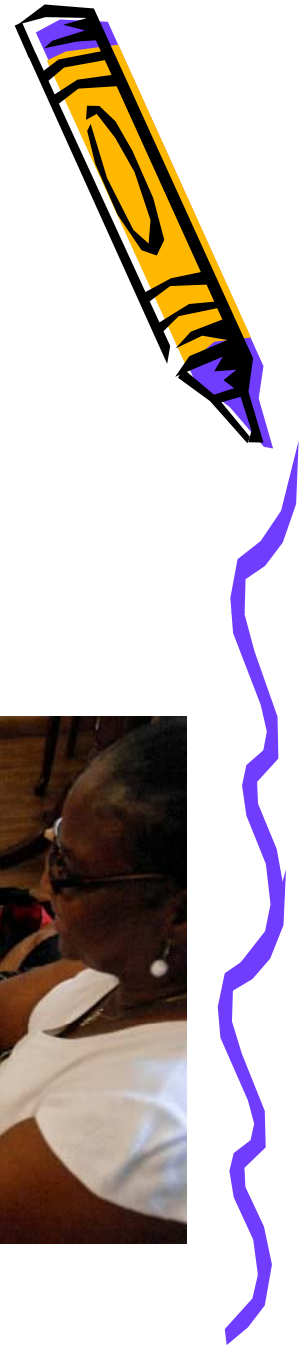


- Focus of the Intervention - Child or Parent
- Reflective Supervision
- Cultural Attunement



Pre-K Study: Home Based Programs

- Pre-K results best for those who had home based 0-3
- Parent income up more in Home Based Programs/self-sufficiency
- More positive behavior; social and emotional
- Positive approach to reading
- HOME: more books in home



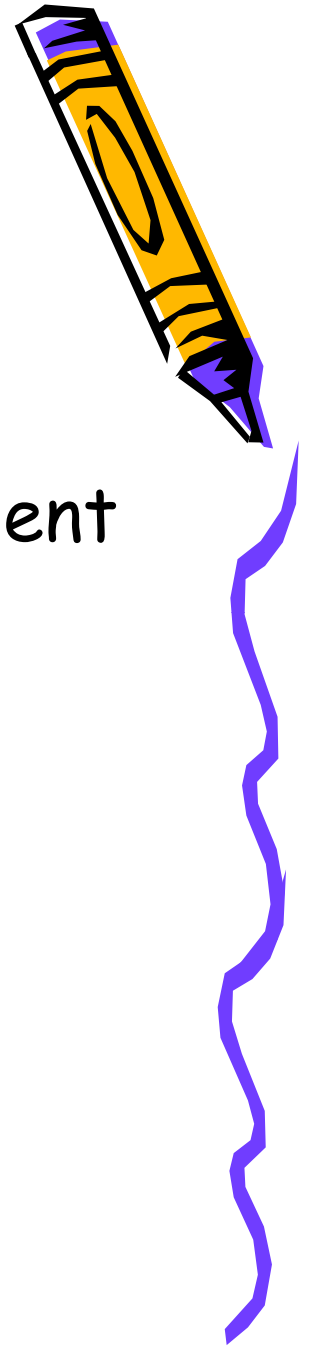
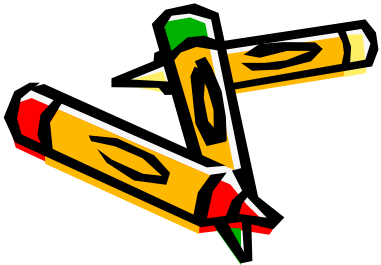
Pre-K Study: Overall

- 48 % of EHS children not in any formal program at age 3 (77% at age 4)
- Highest risk families benefit from 5 years of comprehensive services
- EHS and 3-5 services; best results
- Children who had EHS showed less aggressive behavior



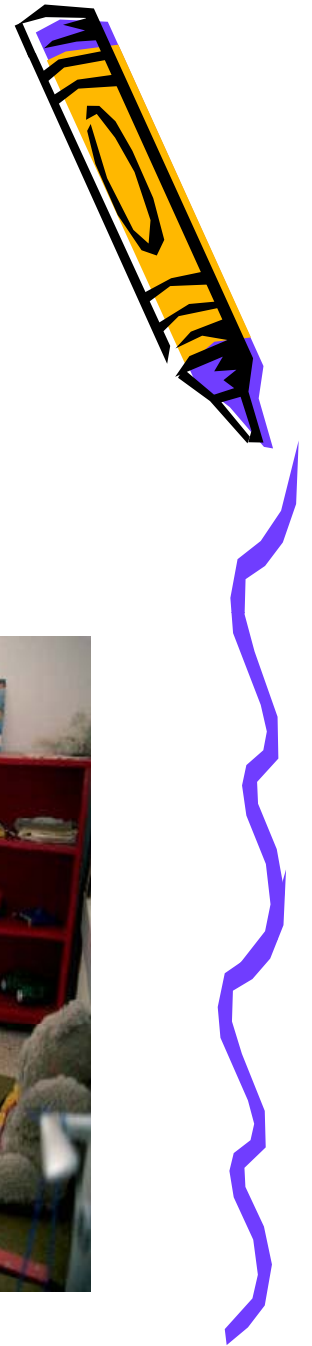
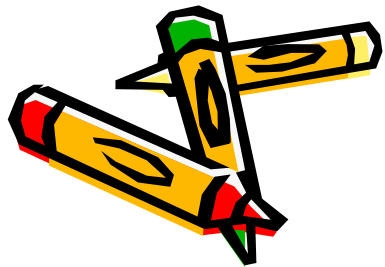
What are the implications for practice?

- Implementation
- Quality
- Focus
- Flexibility
- Training
- Family engagement
- Staffing
- Supervision
- Duration
- Intensity

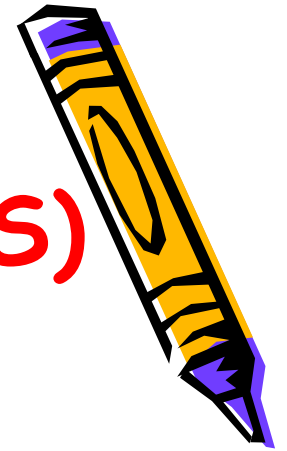


Research to practice for other Home Based Programs

- Model
- Quality
- Staffing and Supervision
- Continuous Improvement
- Transition
- Affordability
- Replicability



Critical Elements of Early Steps to School Success (ESSS)



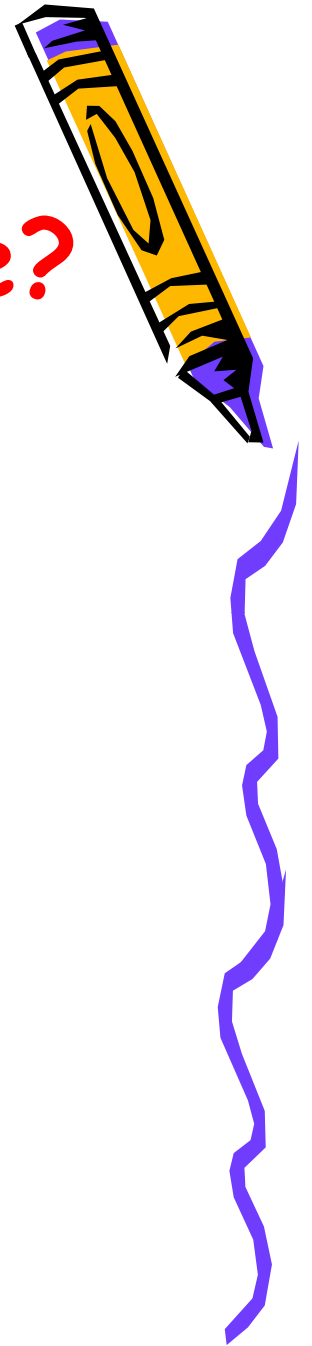
- **Location:** community based services in rural areas
- **Quality** evidence based model and strong professional development
- **Continuity** of services over time
- **Focused Content** and service delivery
- **Affordability**
- **Replicable and Sustainable**



Save the Children®

What management approaches and support make a difference?

- Administration/Leadership
- Staffing and Supervision
- Training and Technical Assistance
- Integration of Services
- Program Performance Standards
- Monitoring
- Evaluation and Continuous Improvement



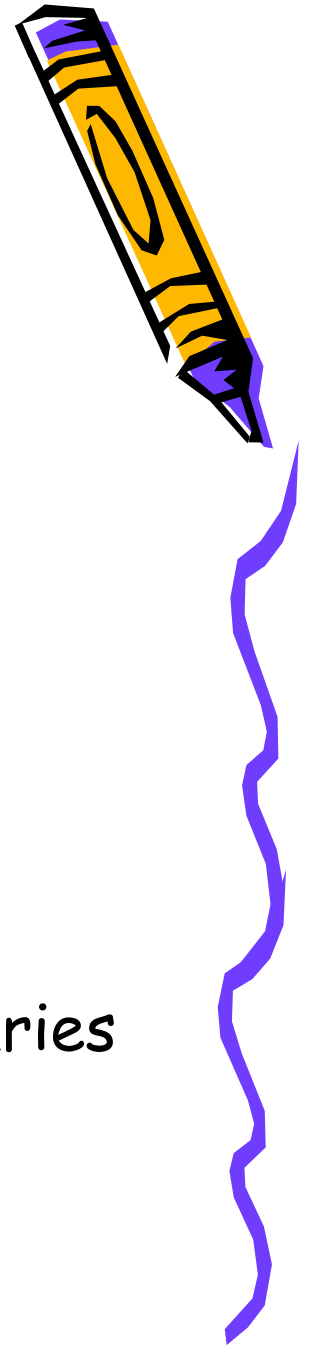
Home Visitor Role and Responsibilities

- Self awareness
- Observation
- Flexible responses and approaches
- Professional relationship
- Ethical responsibilities



Characteristics of an Effective Home Visitor

- Caring
- Flexible
- Consistent
- Creative
- Fair
- Sense of humor
- Motivates parents to do their best
- Reflective
- Respectful
- Responsive
- Self-aware
- Self-confident
- Empathic
- Good listener
- Recognizes boundaries



Challenges for Home Based Programs



- Often working in isolation
- Broad based knowledge base
- Time management
- Missed appointments



- Record-Keeping
- Relationship challenges
- Weather and environment
- Not valued as a profession



EHS Research Website



[http://www.acf.hhs.gov/programs/opre/ehs/
ehs_research/reports/homebase_services](http://www.acf.hhs.gov/programs/opre/ehs/ehs_research/reports/homebase_services)

