

Home Visitor Coalition Best Practices Work Group

Core Competencies Draft

Revised September, 2011 (GOLD)

Building and Strengthening Relationships with Families, Planning and Conducting Effective Home Visits

Overall competency goal: In home visiting, relationships form the foundation upon which all other work is built. This knowledge area focuses on the competencies that are necessary for establishing, building and enhancing relationships with families and the skills to prepare and conduct effective home visits. This knowledge area closely intersects and overlaps with another competency goal: Strengthening Parent Child Relationships, Positive Parenting, Early Learning and School Readiness (PURPLE).

AREAS OF EXPERTISE	AS DEMONSTRATED BY THE ABILITY TO:
<p>Theoretical Foundations <u>Knowledge Areas – Principles of Relationships:</u></p> <ol style="list-style-type: none"> 1. Family Centered Strength Based Services 2. Effective strength based communication 3. Family systems theory 4. Stages of change in adult learning 5. Attachment, separation and loss 6. Cultural competence 	<ol style="list-style-type: none"> a. Engage multi-generational families and extended families b. Demonstrate respect for the diverse needs and characteristics of families c. Adjust practice to reflect family systems, attachment patterns, parent learning styles, parent’s history of disruption and trauma, culture and socioeconomic influences in child rearing practice d. Understand family support/family centered services principles and their impact upon the development of the home-visitor family relationship e. Identify relationships as the key element of all successful home visiting and understand the significance of the parallel process. f. Examine and clarify personal view of at-risk families and enhance ability to identify and attend to parent and family strengths. g. Understand emotional intelligence and its relationship to working with families. h. Use verbal and non-verbal communication skills to establish and maintain the relationship with the family (reflective, empathic listening, non-judgmental, non-conditional positive regard). i. Use skills and strategies to learn about families in a manner that is respectful. j. Understand capacity of families to change and listen for and respond to “change talk.”
<p>Direct Service Skills <u>Knowledge Areas – Planning and Conducting Effective Home Visits</u></p> <ol style="list-style-type: none"> 1. Observation & listening 	<ol style="list-style-type: none"> a. Incorporate observations, parent report, screening and assessment data into home visit plans to support the family b. Adjust plans and practice based upon changing family needs without losing focus on the parent-child relationship c. Conduct formal and informal observations and screenings of

<ol style="list-style-type: none"> 2. Screening & assessment 3. Advocacy 4. Life skills 5. Safety 6. Setting boundaries 7. Basics of motivational interviewing 8. Documentation 	<p>the infant's/young child's development</p> <ol style="list-style-type: none"> d. Provide experiences and activities to engage families in - <ul style="list-style-type: none"> ○ Understand infant/child social and emotional development of infants/young children ○ To promote health, language and cognitive development in infancy and early childhood ○ Find pleasure in caring for their infants/young children g. Support family competence in life domains h. Advocate for services needed by families i. Recognize environmental and care giving risks to the health and safety of the infant/young child and parents, and takes appropriate action j. Maintain appropriate personal boundaries with families k. Obtain interpretation/translation services as necessary to ensure effective communication with English-learning families l. Write clearly, concisely, and with the appropriate style (business, conversational, etc.) in creating notes of home visit activities, reports, and correspondence
<p>Reflection <u>Skill Areas</u></p> <ol style="list-style-type: none"> 1. Contemplation 2. Self awareness 3. Curiosity 4. Professional/personal development 5. Emotional response 	<ol style="list-style-type: none"> a. Examine own thoughts, feelings, strengths, and growth areas b. Seek support and guidance of the supervisor to: <ul style="list-style-type: none"> ○ Ensure that family progress and issues are communicated and addressed ○ Determine actions to take ○ Help maintain appropriate boundaries between self and families c. Remain open, curious and teachable d. Identify and use research to support practice e. Use reflective practice to understand own emotional response f. Articulate how self-awareness, personal experiences, bias and emotional response influences attitudes and practice g. Recognize areas for professional and/or personal development
<p>Working with Others <u>Skill Areas</u></p> <ol style="list-style-type: none"> 1. Building & maintaining relationships 2. Supporting others/mentoring 3. Collaborating 4. Resolving conflict 5. Empathy & compassion 	<ol style="list-style-type: none"> a. Build and maintain effective interpersonal relationships with families and professional colleagues by: <ul style="list-style-type: none"> ○ Respecting and promoting the decision-making authority of families ○ Understanding and respecting the beliefs and practices of the family's culture ○ Following the parents' lead ○ Following through consistently on commitments and promises ○ Providing regular communications and updates b. Work with and respond to families and colleagues in a tactful and understanding manner c. Collaborate and share information with other service providers and agencies to ensure the safety of the

	<p>infant/young child and effective, coordinated services, and to promote awareness of relationship-based approaches to working with children</p> <p>d. Work constructively to find “win-win” solutions to conflicts with colleagues (e.g. interagency, peer-peer, and/or supervisor-supervisee conflicts).</p>
<p>Community Resources <u>Knowledge Areas</u></p> <ol style="list-style-type: none"> 1. Service delivery systems 2. Community resources 	<ol style="list-style-type: none"> a. Assist families to anticipate and obtain the basic requirements of living & other needed services from public agencies and community resources b. Collaborate and communicate with other service agencies to ensure that the child and family receives services for which they are eligible and that the services are coordinated c. Help parents build the skills they need to access social support from extended family, neighbors, and friends needed and as available in the community d. Make families and service providers/agencies aware of community resources available to families during pregnancy and the child’s early years