**Review the Parent-Child Home Parenting Program**

The *Parent-Child Parenting Program* (Kamerman & Kahn, 1995), an early childhood program, promotes parent-child interaction and positive parenting to enhance children’s cognitive and social-emotional development. Twice weekly home visits for two years are designed to stimulate the parent-child verbal interaction, reading, and educational play critical to early childhood brain development. Home visits are 30 minutes in length and at least 46 visits, 23 per year, are offered to the parent-child dyad. Using the a brought book or toy each week, home visitors model for parents and children reading, conversation, and play activities that stimulate quality verbal interaction and age-appropriate developmental expectations.

Essential Components of *Parent-Child Home Parenting Program:*

* Program Services:
  + Provide parent-child dyads with home visits, books, and toys
  + Involve parent-child dyads in reading and play activities
  + Link families to community services
* Program Components:
  + Verbal interaction techniques with books and toys using provided guide sheets
  + Twenty positive parenting behavior items focusing on responding verbally to the child’s verbal or nonverbal requests for attention; verbalizing affection toward the child; and clearly verbalizing child expectations.
  + Social-emotional development activities focus on helping children develop not only their language and cognitive skills, but also their social relationships as they pertain toward their inner selves and toward the world of work, play, and ideas.
  + Curriculum materials include twelve books and eleven toys distributed to the families are of good quality – sturdy, attractive, available at most toy and bookstores and, most importantly, cognitively stimulating at a variety of levels.
* Staffing:
  + Home visitors are primarily paid paraprofessionals, most of whom are former program parent-participants and/or community residents. All HVs are trained together in an initial sixteen-hour training workshop and in weekly HVs supervisory meetings throughout the Program year. They are trained to focus on modeling for parents how to utilize the curriculum while playing and talking with their children. The HVs meet weekly during each Program year with the coordinator. They learn the verbal interaction techniques for each new book or toy, by role-playing and reviewing the guide sheets. They also get support and counsel for the issues they encounter in home visits and which they note in their home session records.
  + Coordinators (Supervisors) are responsible for the effective implementation of the *XYZ Parenting Program****.*** The Coordinator is typically a professional in a field closely aligned with the program, such as, early childhood or parenting education, nursing, psychology or social work.
* References:

Allen, L., & Sethi, A. (2004). Bridging the gap between poor and privileged; how the Parent-Child Home Program uses books and toys to help poor toddlers succeed in kindergarten and beyond. *America Educator, 28*(2), 34-56.

Kamerman, S. B., & Kahn, A. J. (1995). *Starting right*. New York: Oxford University Press.

### Step 1: Determine Purpose & Scope of Fidelity Measure

### What is the purpose of the fidelity measure for the *Parent Child Home Parenting Program?* What will the information be used for?

### What individual or organizational factors need to be collected?

### *Organizational:* *Individual:*

### 🞏 Caseloads 🞏 Adherence 🞏 Quality/Competency

### 🞏 Education 🞏 Exposure (Dosage) 🞏 Component Differentiation

### 🞏 Training/Certification 🞏 Participant Responsiveness

### Step 2: Identify Essential Components (“Active Ingredients)”

### List the essential components to be measured in the fidelity assessment in the table on page 3.

### Given the structure of the program, what are implications for the design of the tool?

### Step 3: Develop Items and Scale

### For each essential component identified, draft the indicator or item of fidelity in the table on page 3.

### For each item or indicator of fidelity, identify its potential scale in the table on page 3.

### Yes or No; Completed or Not Completed

### Likert Scale – 3point or Continuous

### Phrase Completion Scale (e.g., 0 - none of the time to 10 - all of the time)

### Review the items and scales generated for clarity and consistency.

### Step 4: Identify Potential Methods or Data Sources

### Discuss and identify potential methods to measure or data sources (e.g., observation, self-report, asking others, product review) for the item in the table on page 3.

### Step 5: Review and Reflect

* Weredifferent and multiple types of measures generated?
* How frequent could the different measures be used to gather data?
* Would the data collected be *frequent enough*? *relevant*? *actionable*?
* From the ideas generated, what are some right next steps to further creating, or improving, a fidelity assessment?

| **List Essential Component** | **Draft Items or Indicators** | **Draft Scale**  **(Yes-No, Likert, Phrase Comp.)** | **Identify Method/Data Source**  **(Observation, Self-Report, Ask Others, Product Review)** |
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Activity adapted from Active Implementation Hub developed by State Implementation Scaling up Center of Evidence Based Practices Center (SISEP) at the National Implementation Research Network with Frank Porter Graham Child Development Institute at UNC-Chapel Hill and Feely, Seay, Lanier, Auslander & Kohl’s (2017) Field Guide to Developing Comprehensive Fidelity Measurement System.