



Supportive Scoring Notes: taken by Ann Keim
based on specific comments by Bob Bradley,
developer of the HOME, as he explained each item.

RESPONSIVITY

The underlying notion is the degree to which the caregiver is responsive in an emotional, physical and or communicative sense to the infant. Paying attention, talking, responding. Attachment theory is behind this. Sensitive caregiving is the best indication of secure attachment. Social Learning, Bandura's theory of efficacy, comes from having a responsive environment with a responsive caregiver or caregivers. You develop trust in an environment that is "trustworthy."

We capture two components in this section: emotional responsivity and verbal responsivity (communication). One point must be very clear. It is a measure of the home, not the parent. We are trying to capture what comes to the child, not where it comes from. It doesn't need to come from only one person. If both parents, including the father, were present, each doing different things, what is important is that it comes from someone.

Try to be there doing the Home which is representative of what the child's environment is usually like.

In the beginning, this section says, "parent," now it says "parent," but it really means "those care-giving individuals in the child's environment."

Be clear, that there are families where siblings much older than the child serve in the primary care-giving roles; upper teens is appropriate. They are playing a parenting, adult care-giving role.

1. Messy Play. What are kids really like? If not encumbered by adults, children are truly messy beings. Parents vary enormously. Occasionally, you will see the adults let a child do this while you are there, even splash in water, and participate in some self-feeding. Are they eating solid food?

2. "Spontaneously" vocalizes. 45-60 minutes. The importance of the 45 minutes is to allow spontaneous behavior to occur. If you leave too soon, it doesn't happen. The child has to be there and has to be awake. Must have a living, breathing child there. It can't be done over the phone.

3. "Parent responds." The parent comments back. It is possible that child will not start, but most often the child will do something. It is interesting that there are some parents who do nothing. It is more common that they will do it than not. A deaf person, ¹depressed parents, and some cultures may demand that the child be quiet. One of the things that we consistently see is that depressed parents may not respond to infant cues. "When a parent doesn't talk to a child, the silence speaks for itself."

4. Parent names the environment. Responsive and engaged in the environment.

5. Speech is distinct, clear and audible. Not dialect issues. What we are trying to capture is whether they mumble or are too soft. What you are looking for is language that is unclear. The idea for the question is can the child interpret what the parent is saying. Grunts and shrugs are used instead of language.

6. Parent initiates verbal exchanges with visitor. Some people answer your questions and that is all.

7. Parent converses freely and easily. Try to enable them to feel comfortable; you don't want them to feel like they are back in school. Very young moms can feel inhibited.

8. Parent praises child at least twice. Looking for some affirming, praising comment during the visit. Some parents do it a lot. You have to pay attention. Can be directed to the child or to you in praise of the child. There are cultural differences in praise but you record it. The important part is that the child hears sense of worth.

9. Parent's voice conveys positive feeling toward child. Needs to get above the neutral mark. Words are less important but the tone is what is important.

10. Parent caresses or kisses child at least once. In the set up call, ask the parent to do what they would normally do. Let them choose where they sit and where the baby is. If you sense that how they are is abnormal, let reassure them that you are only there to spend time with them.

11. Parents respond positively to praise of child offered by visitor. One of the few things you have got to do is at least once or several times say something complimentary about the child. It needs to be sincere; make a comment at an appropriate time to see how they react spontaneously. Don't wait too long because they may not pick up on the first one. Try about three times.

ACCEPTANCE

Used to be called avoidance of restrictions and punishment. Data collected through direct observation during the visit except in a few cases.

12. Parent reports that no more than one instance of physical punishment occurred during the past week. Ten years ago, the majority said they did. This number would likely be a bit less. Does the child's point of view take it as punitive?
13. Family has a pet. Conjecture is the underlying factor, people who will tolerate a pet may be more inclined to be more accepting of their children. Most of the people in prisons who have committed violent acts have harmed pets.
14. Parent does not shout at child. Does parent's voice raise over normal level?
15. Parent does not express overt annoyance with or hostility to child. May be subtle and quick so you need to be alert.
16. Parent neither slaps nor spansks child during the visit.
17. Parent does not scold or criticize or "run down" the child during the visit. The literal meaning may seem critical of child while the affect they express may seem the reverse. May be hard calls. Children are reacting to both parts, the words and the affect.
18. Parent does not interfere with child's actions or restrict child's movement more than three times during the visit. Interference is difficult to tell, getting in the way of the child's action. Even though you might want to take the same action, you need to report the interference. Example, an open stove, even if you would determine it to be proper interference, you need to report. In that example, there is no safe place to play.
19. At least ten books are present and visible.

ORGANIZATION OF THE PHYSICAL AND TEMPORAL ENVIRONMENT

This is taken from the literature of at least 40 years concerning organized/disorganized households. There is ample evidence that structure is important in children's lives.

20. When parent is away, care is provided by one of three regular substitutes. If there is substitute care, not more than three care providers. A substantial majority of children spend some time outside the home. Question is how many child-care people, etc. Grandma and grandpa are one unit. Substitute care is outside the household.
21. Someone takes child into grocery store at least once a week. Use grocery store as a nice place that children can go to. Primary purpose is to get food.
22. The child gets out of the house at least four times a week. If they go to childcare you don't need to ask the question. Part of the routine is to get child out in the larger world.
23. Child is taken regularly to a doctor's office or clinic for check-ups and preventative health care.

24. Child has a special place in which to keep his toys and treasures. Important to have a sense of things belonging to them and a place for them. Different than being strewn thither and yon. Can be shared with a sibling.

25. The child's play environment appears safe and free of hazards. Not so worried about six-month-old as older children. Example: an unsafe play pen, child left on open floor.

PROVISION OF APPROPRIATE PLAY OR LEARNING MATERIALS

Important for many reasons: to develop competence and for their own enjoyment. Item could not have had its original purpose as a plaything, but child or parent may have turned it into a toy. (wooden spoon)

26. Child had one or more muscle activity toys or pieces of equipment.

27. Child has push or pull toy.

28. Child has stroller or walker, kiddie-car, scooter, or tricycle. (something with wheels)

29. Cuddly/role-playing toy.

30. Mobile, table and chair, highchair, playpen.

31. Simple eye/hand coordination, stack fit together toys.

32. Eye hand coordination toys that permit combinations-stacking or building toys. Tinker toys, Nuts and Bolts, Lincoln Logs.

33. Provides toys for literature and music. Must show both literature and music.

34. Parent provides toys or interesting activities for child during interview. Must be seen during the interview. Parent while you are there gets stuff out for the kid to play with. You see them get the child engaged while you are there. They can point the child to it, or suggest that they go get it (toddler).

NOTE: DEVELOPMENTALLY DELAYED CHILDREN SHOULD BE ASSESSED USING THE VERSION OF THE HOME THAT IS THE SAME AS THE DEVELOPMENTAL AGE.

INVOLVEMENT WITH THE CHILD

Parents clearly demonstrate or tell you spontaneously how they do these things.

35. Parent "talks" to child while doing her work. "With a baby there is so much work to do. How do you get your housework done with the baby, near you, in another room.

When you are doing it, are you talking to the baby?" Varies, they may only do their housework when the baby is asleep. Heard twice, do you talk to your baby, they respond the baby isn't talking to me.

36. Parent consciously encourages developmental advance.

37. Parent invests "maturing" toys with value via her attention. When your child gets a new toy, do you let them explore by themselves or do you demonstrate for the child? Start your questions with "the child", "what happens when the child does" rather than talking about the parent. This helps you not to be leading. Not so easy to do.

38. Parent structures child's play period.

39. Parent provides toys that challenge the child to develop new skills. Assesses the parent's ability to estimate the child's ability and interest level. "How do you make the decisions on what to buy?" Most parents think toys are for having fun with rather than learning something.

40. Parent tends to keep child within visual range and to look at him often. Has been in a home where the parent never makes eye contact.

OPPORTUNITIES FOR VARIETY IN DAILY STIMULATION

Some things are missing like siblings, which make a big difference in children's lives.

41. Father or father figure provides some care-giving everyday. Describes the child's experience on a day to day basis. This differentiates from homes without fathers on a regular basis. Children see a father presence as being qualitatively different. This does not capture everything about a child's life. You will have additional questions and information you may want to get in other ways. If you have a father only home or a father who is more active than the parent, you may just want to capture it by additional notes.

42. Parent reads to child at three times daily. Could be caregiver, more broadly than parent. Example, parent did not read to the child, however, the nine-year-old sibling came home from school and read to the child.

43. Eats one meal per day with parent and father. Looks for both parents to be involved. Lots of reasons why or why not. The reason its there is that there is a richer experience of families eating together.

44. Family visits or receives visits approximately once a month. Special older friend called grandma or uncle can substitute for "family."

45. Child has three or more books of his own. May be shared with other children.