

Establishing Behaviors for Coaching Home Visitors: A Modified e-Delphi Study with Home Visitor Stakeholders

Start Early's Community of Practice – Home Visitor Professional Development

Introduction

Models for professional coaching that are responsive to the distinct roles and responsibilities upheld by home visitors are needed. Moreover, coaching directed toward the promotion of competence and well-being, in contrast to a remedial focus, is necessary. An under-developed research base stands in contrast to the emergence of performance standards requiring home

visitor coaching and use of coaching in the field. This project will contribute to the research basis for developing home visitor coaching models by engaging stakeholders in conceptualizing coaching behaviors that are promising for proactively promoting home visitor competence.

Methods

Participants & Recruitment:

Expert panel members ($n = 21$) will be selected by the research team to equally represent home visiting providers (visitors and supervisors), program directors and researchers. The panel will also represent professional characteristics (e.g., pre-service training, coaching experience, home visiting experience) and home visiting program models. Panelists will be recruited through the Home Visiting Applied Research Collaborative (HARC) and selected by the CoP research team.

Measure:

Coaching for Fostering Home Visitor Competence Survey (Coaching Survey; CoP-PD, 2022) was constructed from the research literature on coaching in early childhood education as well as on the CoP members' experiences. The domains of the Coaching Survey are: 1) Reflective Practice and Relationship Building; 2) Adult Learning, Guiding and Goal Setting, 3) Professional Perceptions and Effects on Practice; and 4) Knowledge Areas. Items within each domain are dually rated for applicability and essentialness for coaching home visitors. Each domain and item is associated with a dialogue box for participants to add comments to refine the conceptualization of coaching.

Methods:

An e-Delphi study will be conducted in partnership with home visiting stakeholders (Eubank et al., 2016; Keeney et al., 2011; Rives et al., 2020). In three iterative phases, panelists' perspectives will be elicited by an electronic survey that is continuously adapted based upon their input.

Phase I:

Panelists provide initial perspectives and recommendations on the Coaching Survey. CoP researchers will descriptive analyze ratings and code open-ended responses (e.g., comments) to revise the Coaching Survey according to the panel's input.

Phase II:

Panelists will respond to the revised Coaching Survey by rating items and commenting in dialogue boxes. CoP researchers will descriptive analyze and code open-ended responses. Additionally, they will calculate the median (interquartile range) for each survey item.

Phase III:

Panelists will receive the Coaching Survey with the median and interquartile range available and be asked to re-rate the survey in consideration of the descriptive statistics. Panelists can comment on the rating process in dialogue boxes associated with items and domains.

Analysis:

Item ratings of applicability and essentialness will be descriptive analyzed. Open-ended responses will be inductively coded for themes relative to coaching conceptualization and the evolution of ideas across the three iterations.

Expected Benefits

Results are expected to identify promising coaching behaviors that promote home visitor competence. These behaviors will formulate a basis from which future research can inform processes for implementing and evaluating home visitor coaching.

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Figure 1: Coaching Survey Sample

	Applicability					Essentialness					Click to write Column 3 Dialogue Box
	Not applicable	Minimally applicable	Moderately applicable	Very applicable	Critically applicable	Not essential	Minimally essential	Moderately essential	Very essential	Critically essential	
Validates home visitors' experiences, perspectives, values, and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Actively listens to and reflects the home visitors' contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Elicits home visitors' suggestions and contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Flexible, willing to adapt recommendations according to home visitors' input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Avoids conversation dominance as marked by turn-taking when sharing ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Ask open-ended questions to explore current knowledge, ideas, and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Offers alternative perspectives for home visitors to explore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Engage home visitor in joint (collaborative) problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Expresses positive regard for home visitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Addresses topics in a way that is sensitive and respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Notifies and acknowledges shifts in thoughts, emotions, and nonverbal cues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Do you have recommendations for additional *reflective practice and relationship building* behaviors that are not listed above?

Yes

No