

# Home Observation for Measurement of the Environment (HOME)

**Purpose:** To measure the quality and quantity of stimulation and support available to child in the home. The focus is on the child in the environment, as well as the child as a recipient of inputs from objects, events, and interactions occurring around him/her.

**Population:** Parents of children ages 0-3 or 3-6 years old under MIECHV services.

**When to Administer:**

- Week 5 of intake process
  - Pre-Natal Participants: 5 months post delivery
- Annually based on the first screening date

## Infant/Toddler (IT) HOME for PAT and HFA

For children ages 0 (birth) to 3 years old; contains 45 items total, divided into six subscales:

1. **Responsivity:** Extent of the parent's emotional and verbal responsiveness to the child.
2. **Acceptance:** Parental acceptance of undesirable behavior and avoidance of restriction/punishment; how the parent disciplines the child.
3. **Organization:** How the child's time is organized outside the family's house (extent of regularity/predictability), and what the child's personal space looks like.
4. **Learning Materials:** Presence of several types of toys and activities that are available to the child, age-appropriate, and directed towards intellectual development.
5. **Involvement:** Extent of parental involvement; how parent interacts physically with the child.
6. **Variety:** Amount and range of daily stimulation, particularly how daily routine is designed to incorporate social meetings with people other than the mother (e.g. father, other family members).

## Early Childhood (EC)/Preschool HOME for HIPPY

For children ages 3 to 6 years old; contains 55 items total, divided into eight subscales:

1. **Learning Materials:** Presence of several types of toys and activities that are available to the child, age-appropriate, and directed towards intellectual development.
2. **Language Stimulation:** Verbal communication between child and caregiver that is intended to help language development.
3. **Physical Environment:** Extent to which the home is safe, clean, and conducive to development.
4. **Responsivity:** Extent of the parent's emotional and verbal responsiveness to the child.
5. **Academic Stimulation:** Parental involvement and encouragement in the child's intellectual development.
6. **Modeling:** Parents' demonstration of desirable behaviors.
7. **Variety:** Amount and range of daily stimulation; includes indoor and outdoor activities of the child. Also addresses how daily routine is designed to incorporate social meetings with people other than the mother (e.g. father, other family members).
8. **Acceptance:** Parental acceptance of undesirable behavior and avoidance of restriction/punishment; how the parent disciplines the child.

## Administration

Administering the IT /EC HOME is meant to be low-key, so as to minimize intrusiveness and enable families to act normally. Data are collected in the form of semi-structured observation and interview during a typical home visit, with the intention to understand the child's opportunities, experiences, and overall home-life. In order to administer, the parent and child must both be present and awake; presence of other people (family members, guests, etc.) is permissible, though their attendance and participation are not necessary.

For each item of the HOME, a home visitor can report either a plus (+) or a minus (-) in the box alongside each item to mark if the behavior is observed/reported during the visit. Next to each item is a letter indicating whether the behavior can be found through **Observation (O)**, **Interview (I)**, or **Either (E)**.

## Scoring & Interpretation

A plus (+) next to an item is equivalent to **1 point**. Minuses (-) reflect a **score of 0**, and do not contribute to the total score. Count the number of + within each subscale, and then sum up the subscale scores to get the composite Total Score. Higher scores on the IT/EC HOME reflect a more enriched environment. Scores in the lower ¼ range suggest that the child's environment may pose an increased risk to their development. The tables below provide the range of values and cutoff scores for each of the subscales and the total score.

### Infant/Toddler HOME Inventory Quartiles

Subscale	Range	Lowest Fourth	Middle Half	Upper Fourth
Responsivity	0-11	0-6	7-9	10-11
Acceptance	0-8	0-4	5-6	7-8
Organization	0-6	0-3	4-5	6
Learning materials	0-9	0-4	5-7	8-9
Involvement	0-6	0-2	3-4	5-6
Variety	0-5	0-1	2-3	4-5
<b>TOTAL SCORE</b>	<b>0-45</b>	<b>0-25</b>	<b>26-36</b>	<b>37-45</b>

### Early Childhood HOME Inventory Quartiles

Subscale	Range	Lowest Fourth	Middle Half	Upper Fourth
Learning Materials	0-11	0-2	3-9	10-11
Language Stimulation	0-7	0-4	5-6	7
Physical Environment	0-7	0-3	4-6	7
Responsivity	0-7	0-3	4-5	6-7
Academic Stimulation	0-5	0-2	3-4	5
Modeling	0-5	0-1	2-3	4-5
Variety	0-9	0-4	5-7	8-9
Acceptance	0-4	0-2	3	4
<b>TOTAL SCORE</b>	<b>0-55</b>	<b>0-29</b>	<b>30-45</b>	<b>46-55</b>

## Entering Scores into DCRS

HOME data are entered into the Assessments tab of DCRS. Enter the date the assessment was completed and the status of the assessment at the top of the page.

Under the heading "Infant/Toddler HOME" or "Early Childhood HOME", enter the scores for the requested subscales. Each score is entered twice to protect against possible data entry errors. A warning message will appear if the scores do not match. NOTE: DCRS only requests two subscales for each of the HOME assessments:

### IT HOME Subscales in DCRS

Scale Label on HOME Scoring Sheet	Scale Label in DCRS
V. Involvement	Parent involvement with child
IV. Learning materials	Provision of play materials

### EC HOME Subscales in DCRS

Scale Label on HOME Scoring Sheet	Scale Label in DCRS
V. Academic stimulation	Academic stimulation
I. Learning materials	Learning materials

A copy of the completed assessment should also be uploaded in the "Documents" area at the bottom of the DCRS Assessments tab.