

Home Visitation Developmental Assessment Scale (HVDAS)

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Communication Skills

Rapport Building	1	2	3	4	5
	Identifies some opportunities to build rapport with participants		Builds rapport with participants in most situations		Demonstrates relative ease in building rapport with participants
Trust Promotion	1	2	3	4	5
	Assumes trust exists among home visitor and participants		Uses some strategies to build trust among home visitor and participants		Uses strategies explicitly and actively to earn trust with participants
Demeanor	1	2	3	4	5
	Shows little skill in selections of attire and nonverbal communication		Shows moderate skill in selection of attire and nonverbal communication		Shows refined skills in selection of attire and nonverbal communication
Listening	1	2	3	4	5
	Identifies key ideas in participant's story but likely to be distracted by adverse conditions		Facilitates participant's story despite adverse conditions		Identifies key points and subtleties in a manner that promotes interaction even in adverse conditions
Session-Closing Skills	1	2	3	4	5
	Tends to make end of visit undefined		Shows some skill in summarizing visit, eliciting confirmation, projecting future contact		Consistently summarizes visits, confirms participant's understanding, and projects future contact

Communication Skills

Respect for Diversity of Culture & Lifestyle	1	2	3	4	5
	Tends to impose home visitor's values and culture on participants with limited awareness of participant's background or agenda		Avoids imposing home visitor's values on participant by recognizing potential areas of difference and expanding knowledge of diversity		Integrates participant's values and culture into assistance plan that reflects participant's agenda and background
Acceptance Skills	1	2	3	4	5
	Communicates inappropriate judgments that may limit feelings of acceptance from participant		Uses some strategies to build trust among home visitor and participant, including curbing inappropriate judgments		Adopts open-minded approach to communicate acceptance of appropriate behavior
Humor	1	2	3	4	5
	Uses humor in limited ways (e.g., breaks the ice in initial encounters)		Experiments with humor in different contexts to determine effectiveness and appropriateness		Uses humor in refined manner to defuse difficult situations, promote learning, build cohesion
Termination Skills	1	2	3	4	5
	Identifies few conditions that warrant termination		Identifies and acts on most conditions that warrant termination		Facilitates termination appropriately and skillfully
Documentation Skills	1	2	3	4	5
	Documents in minimal and/or unsystematic ways		Often uses documentation to prevent and solve problems		Systematically documents service to solve problems and address accountability requirements

Problem Solving

Assessment Skills	1	2	3	4	5
	Attends to limited range of environmental data; relies on sight and sound clues from participants		Gathers environmental data from a broad range; interprets larger range of cues from participants		Gathers, verifies, and communicates data critical to intervention plan; honors intuition or “sixth sense” as source of problem solving
Diagnostic Skills	1	2	3	4	5
	Struggles with identifying critical issues		Shows some skills in identifying critical issues		Consistently effective in identifying critical issues
Goal-Setting Skills	1	2	3	4	5
	Struggles with identifying priorities when developing plans		Identifies some realistic priorities that are observable, measurable, time-limited; helps participant develop skills for meeting them		Routinely proposes effective priorities for observable, measurable, time-limited goals; incorporates new information in goal setting
Implementation Skills in Discipline	1	2	3	4	5
	Shows difficulty applying knowledge and skills in home environment		Shows some efficiency and effectiveness in applying knowledge and skills to routine home situations		Effectively and efficiently applies knowledge and skills in difficult home situations
Evaluation Skills	1	2	3	4	5
	Evaluates few outcomes of intervention		Evaluates most outcomes of intervention		Effectively and systematically evaluates the outcomes of intervention
Safety Promotion	1	2	3	4	5
	Attends in limited way to participant’s safety issues		Contributes to participant’s safety by reducing risks and assessing living conditions		Actively builds safety strategies with participants

Problem Solving

Situation Management	1	2	3	4	5
	Shows limited confidence, creativity, and conflict readiness in difficult home situations		Tolerates conflict to meet objectives and show some confidence and creativity in routine home situations		Manages conflict to meet objectives and shows confidence and creativity in difficult home situations
Negotiations	1	2	3	4	5
	Allows differences of opinion/belief to interfere with solutions between home visitor and participant		Facilitates some solutions that recognizes opinion/beliefs of participant may differ from home visitor's		Facilitates solutions recognizing that participant's opinions/beliefs may differ from home visitor's
Peer Collaboration	1	2	3	4	5
	Shows strong preference for own ideas to the exclusion of others		Occasionally seeks input from other peers to enhance planning		Routinely draws on peers to enhance planning where appropriate
Resource Management	1	2	3	4	5
	Sees limited application of community resources to support participants		Seeks some opportunities to expand support for participants		Works to involve participants in proactive use of community resources
Time Management	1	2	3	4	5
	Inconsistently manages schedules and deadlines		Manages most schedules and deadlines		Schedules efforts purposefully to meet multiple demands successfully
Fostering Independence	1	2	3	4	5
	Recognizes limited opportunities to develop participant independence in problem solving		Identifies and acts on some opportunities to develop participant independence to solve his or her own problems		Consistently uses opportunities to build participant problem-solving skills

Self (Character, Attitude, and Values)

Humility	1	2	3	4	5
	Assumes more about participant behavior than appropriate		Modifies expectations about participant behavior by reducing assumptions		Asks participants for explicit permission to engage in change
Expertise	1	2	3	4	5
	Acknowledges few limits or strengths in own expertise		Recognizes some potential problems caused by not practicing within limits of own expertise		Limits practice to own areas of expertise and consults/refers when appropriate
Professional Boundaries	1	2	3	4	5
	Tends to assume over-involved or under-involved approach		Develops some strategies for negotiating distance		Consistently uses strategies to negotiate distance while managing own resources
Personal Limitations	1	2	3	4	5
	Recognizes, understands some of the personal issues that may interfere with home visitor's quality of service		Monitors and evaluates the impact of home visitor's personal issues on quality of service		Strategically minimizes home visitor's personal issues from interfering with quality of service
Self-Disclosure Skills	1	2	3	4	5
	Shows occasional confusion around disclosure		Discloses too little or too much to promote empathetic connection		Shows refines ability to use disclosure to establish and maintain empathetic connection
Integrity	1	2	3	4	5
	Shows limited regard of personal and professional ethics (e.g., confidentiality standards)		Shows substantial regard and practice of personal and professional ethics (e.g., confidentiality standards)		Consistently enacts high standards of personal and professional ethics (e.g., confidentiality standards)

Self (Character, Attitude, and Values)

Professional Development	1	2	3	4	5
	Shows limited interest in opportunities to learn		Demonstrates openness to many kinds and sources of learning		Actively seeks new opportunities to learn from available sources
Self-Direction	1	2	3	4	5
	Relies on supervisors for direction		Recognizes and implements some opportunities for self-direction		Shows sustained initiative and self-direction
Flexibility	1	2	3	4	5
	Prefers predictable, manageable situation		Bounces back from most surprise situations		Energized by challenges
Energy Level	1	2	3	4	5
	Shows eagerness to serve but may be inefficient from lack of focus		Shows focus in intervention but struggles with prioritizing		Manages enthusiastic outlook by evaluation where energies are best spent and then acts accordingly
Self-Care	1	2	3	4	5
	Aware of some of own needs (e.g., may overidentify with participants)		Knows own needs but does not take time to get them met		Accesses and follows through on meeting own cognitive and emotional needs
Safety	1	2	3	4	5
	Tends to ignore issues of personal safety (e.g., inattentive to potential for infection or other kinds of bodily harm)		Acknowledges and acts on threats to personal safety (e.g., implements precautions to protect against infection and bodily harm)		Strategizes approaches to enhance personal safety (e.g., consistently uses, teaches precautions, measures to prevent bodily harm)
Personal Satisfaction	1	2	3	4	5
	Shows limited attachment, satisfaction in home visiting		Shows emotional attachment and some satisfaction in home visiting		Connects emotionally and experiences substantial satisfaction in home visiting

