

Connecting the Dots at a Home Visit
Utilizing, Assessments, Collaborations

15th Annual Birth to Three Institute
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Welcome

- Explain your favorite part of home visiting
- Explain your least favorite part of home visiting

Today's Objectives

- Understanding of OHS regulations on home visiting
- Understanding components of the home visit
- Understanding resources and information available
- Understanding collaborations that are available
- Understanding how to connect all the pieces (dots)

What are your expectations today?



Today's Approach

• 5Ws and the H Approach



Why:
Head Start Act – SEC. 645A.

1. Provide early, continuous, intensive and comprehensive child development and family support services that will enhance the physical, social, emotional and intellectual development of participating children.
2. Ensure the level of services provided to families responds to their needs and circumstances
3. Promote positive parent-child interactions
4. Provide services to parents to support their role as parents and services to help families move toward self-sufficiency

Why:

Head Start Act – SEC. 645A.

- 5. Coordinate services provided by programs in the State and programs in the community to ensure a comprehensive array of services
- 6. Ensure that children with documented behavioral problems, including behavior related to prior or existing trauma, receive appropriate screening and referral
- 7. Ensure formal linkages with local Head Start programs in order to provide for continuity of services for children and families
- 8. Ensure formal linkages with providers of early intervention services (Part C) and child welfare agency

**Why and Who-
Performance Standards**

- 1306.33 (b) (1)
 - The purpose of the home visit is to help parents improve their parenting skills and to assist them in the use of the home as the child's primary learning environment. The home visitor must work with the parents to help them provide learning opportunities that enhance their child's growth and development.
- 1306.33 (b) (2)
 - Home visitors must over the course of a month, contain elements of all Head Start program components. The home visitor is the person responsible for introducing, arranging and/or providing Head Start services.

**Why:
EHS Expectations**



Why:

EHS Home Visit Expectations

- Program Services
 - Provide individualized services
 - Develop relationships with parents and children
 - Link children and families to community services
- Outcomes
 - Enhanced children's development and growth
 - Enhanced parent- child relationships
 - Strengthen families

How?

- Utilization of the Performance Standards
 - Home Visit
 - Socialization



Exploring the other W's in the context of a Home Visit

- When does this happen?
- Where do you start?
- What are your resources?
- Who do you collaborate with for maximum outcomes?

When – The Home Visit Home Visit Components

- Parent Involvement/Education
- Health including mental health
- Nutrition
- Social/Support Services
- Child Development



Let's First look at Child Development

- What first comes to mind?



Child Development Expectations



- Based on development of secure relationships
- Understanding of child's family and culture
- Development of trust and security
- Opportunity to explore sensory and motor experiences

Supporting Developmental Domains

- Social and Emotional
- Language
- Cognitive
- Motor Skills
 - Gross Motor
 - Fine Motor



Let's Explore your planning for child development

- Where do you start?
- What information do you have available?
- Who are collaborators?
- What are your resources at hand and needed?



Where do you start? Connecting in Child Development

- Assessments
 - Screenings
 - Ongoing Observations
- Curriculums
 - Parents as Teachers
 - Florida Partners for a Healthy Baby
 - Creative Curriculum
 - Resource books
 - State Standards

What information is available to start the planning?

- Initial Screening
- Initial /baseline Assessment
- Ongoing Observations
 - Home Visits
 - Socializations
- Parent observations
- IFSP



Who- Connecting in Child Development

- Collaborators
 - Parents
 - IFSP – Part C –Service Coordinators
 - Therapists
 - Pediatricians

What are your resources?

- At hand in your office?
- Needed and available elsewhere?

Let's explore your planning for health and nutrition

- Where do you start?
- What information do you have available?
- Who are collaborators?
- What are your resources at hand and needed?



Where do you start?



- Parent
- Health Assessment
- Immunization Record
- Initial health history
- Nutrition Assessment
- IFSP
- Screenings
 - Vision
 - Hearing
 - Social Emotional
 - Oral

What information do you have available?

- Date of well-child check-ups
- Dates of Immunizations
- Date of dental check-up
- Need for follow-up care
- Lead/hemoglobin results
- Screening results
- Referrals needed
- Referral process
- Pre-natal appointments
- Pre-natal instructions from doctor
- Pregnancy Risk Factors
- Pregnancy health topics

Who are your collaborators?

- Parents
- EHS Nurse
- Dietician/Nutritionist
- WIC
- Local health department
- Pediatricians/dentists
- Contracted medical people
 - Nurse
 - Mental Health Professional
 - Community providers



What are your resources

- At hand in your office?
- Needed and available elsewhere?

Let's explore planning for social/support services

- Where do you start?
- What information do you have available?
- Who are collaborators?
- What are your resources at hand and needed?



Where do you start?

- Family Needs Assessment
- Community Needs Assessment
- Existing service providers



What information do you have available?

- Family Partnership Agreement
- IFSP
- Other agency service plans
- Health issues
- Employment issues
- Emergency/crisis issues
- Life Skills Progression
 - Needs scales



Who are your collaborators?



- Parents
- Community Agencies
 - Child Welfare
 - WIC
 - Food Bank
 - EI Service Coordinators
 - MH Case Managers
 - Employment/Training programs

What are your resources

- At hand in your office?
- Needed and available elsewhere?

Let's Explore planning for parent involvement/parent education

- Where do you start?
- What information do you have available?
- Who are collaborators?
- What are your resources at hand and needed?



Where do you start?

- Performance standards
 - Mandates
 - Committees
 - Policy Council
 - HSAC
- Parent interest inventories
- Parenting inventories
- Family partnership Agreement
- Observations



What information do you have available? (1304.40)

- Selection/election processes to be shared with parents
- Center level committee reports
- Policy Council minutes
- BOD Minutes
- HSAC minutes and recommendations
- Committee opportunities/meeting times and locations
- Parent education programs
 - Health
 - Nutrition
 - Mental Health
- Community Resources and education programs
- Transition activities
- Child development
 - Family Album (Ounce Scale)

Who are your collaborators?



- Parents
- Policy Council
- Board of Directors
- Committee Chairs
- EI Providers
- Community Service Providers
 - WIC
 - Food Bank
- Community at large

What are your resources

- At hand in your office?
- Needed and available elsewhere?

Examples: Partners for a Healthy Baby

- Home Visiting Curriculum
 - Organized by age of child (in months)
 - Purposes for visits
 - Detailed Information regarding each purpose
 - Handouts to use with families
 - Additional Resources

How this curriculum helps you

- Plan purpose of your visit so critical topics are covered in a timely manner
- Know important facts related to each purpose and where to find more information or resources
- Gives prompts and questions for effective communication
- Records and keeps tracks of topics covered
- Know what to look for to detect early signs of health or developmental problems
- Recognize what needs to be report to supervisor and when to seek further guidance
- Model desired parenting skills for optimal bonding, attachment, responsive caregiving and child development.
- Teach parents activities they can do to facilitate their child's sensory, motor, social emotional, cognitive and language development

Purpose Sheet

- Family development
- Family Health or Mothers needs (depending on age of child)
- Caring for baby or toddler
- Baby or toddler development



Detailed information on Purpose Sheet



- Purpose or task
- Topics to be recorded
- Prompts
- Additional instructions
- Handouts
- Additional sources of information

Developmental Activities

- Learning Games (Books)
- Partners for Learning Activities



The Ounce Scale

- Provides a structure for observing growth and development
- Structured around four domains
 - Social Emotional
 - Language
 - Cognitive
 - Physical development

Social Emotional Development

- Building Trust
- Sense of self
- Relationships with others

Language

- Receptive
- Expressive



Cognitive

- Memory
- Problem Solving



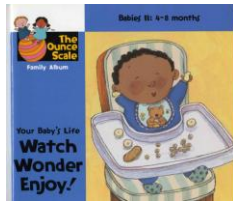
Physical Development

- Gross Motor
- Fine Motor



The Ounce Scale's Elements

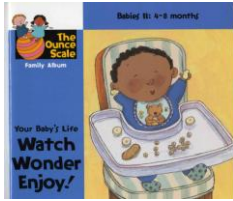
- Observation Record
- Family Album
- Developmental Profile and Standards



Observation Record

- Scale relies on documented observations
- Keen and knowledgeable observations made of children doing everyday activities
- Recording observations – dates are important
 - Directly into Observation Record
 - Observation Notes
 - File cards
 - Home visit forms

Family Album



- Parent Observations
- Activities for families
 - Try this and see what happens
- Completed
 - With home visitor on visit
 - During the week between visits

Developmental Profiles and Standards

Developmental Profile

- Rating scale for measuring growth and development
 - Developing as expected
 - Needs Development
- Indicators of behaviors
- Utilization of observation record and family album along with users guide

Standards

- Use as guide for assessing behaviors
- Match observation to standard
- Explain skills needed for indicator

Plan-Do-Review

Planning
and
Executing the Home Visit


COTRAC Early Head Start - Home Visit Plan
Home Visitor _____ Date _____ Time Started _____ Ended _____
Child _____

Parenting Topic		Objectives - Parent Education	
Health & Nutrition			
Social Services			
Child Development		Parent Observations	
Indicator	Assessment		

Plan for next visit: _____
Socialization Planning: _____ Parent's Signature _____

Parent Input

- Last week's lesson plan
- Family Album
- Discussion with parent on skills of child



Developmental Profile

- What skills are developing as expected
- What skills still need to develop
- Cognitive, language and physical development are easier for parents to understand- tangible
- Social –emotional are equally as important

Observation Record

- What areas are you lacking observations
- Keep a list and then add activities you can do with parents and children



Connect Skill Level to Curriculum Base

The Ounce Scale – Developmental Profile

- 18 Month – Cognitive Development
 - Gains Understanding while exploring the environment
 - Shows increased memory skills
 - Uses Toys and objects with a purpose

Partners for a Healthy Baby Curriculum base

- Developmental Skills and Interest of a Typical 18-month old – Cognitive
 - Points to several items of clothing upon request
 - Points to distant objects outdoors
 - Explores cabinets and drawers
 - Matches sounds to animals
 - Enjoys rhymes, nonsense rhymes, finger plays
 - Solves simple problems using tools

Plan Activities

- Ounce Scale –Show increase memory skills
 - Be persistent – puzzle pieces
 - Imitate screw driver use
 - Insert key in lock
 - Identifies self in mirror or picture
 - Show recognition of sounds
 - Imitate adult actions in make believe use
 - Move to a door when they see a family member putting on a coat

- Partners for a Healthy Baby
 - Explores cabinets and drawers
 - Matches sounds to animals
 - Enjoys nursery rhymes
 - Solves simple problems using tools
 - Resources
 - Active Learning Series
 - Learning games
 - Watch Me Grow Handout
 - Family Album -18-24 month –Try this and see what happens

Activity – 18 month

- Ounce Scale – need to demonstrate sound awareness
- Activity – Family Album 12-18 month – Explore music
- Partners for a Healthy Baby – matches Sounds to Animals
- Activity – Active Learning for ones – Act like Animals – page 152

Family Partnership Agreement

- Family Goals
- Family Hopes
- Family Dreams
- Life Skills Progression
- Reality of their Life
- Establish goals

Health/Mental Health/Nutrition

- Health Records
- Referrals
- Check on what and how the child is eating
- Recommendations from pediatrician
- IFSP Needs/Goals



