

THE NATIONAL CENTER ON Quality Teaching and Learning

KNOCK, KNOCK: STRATEGIES AND IDEAS FOR MAKING THE MOST OF OUR HOME VISITS

NCQTL

WELCOME...

- Introductions
- Home Visits and Early Head Start
 - School Readiness Goals
- Importance of Parent-Child Dyad as a Focus for Home Visits
- Triadic Strategies for Supporting Parent-Child Dyad
- Use of Developmental Observation Topics (DOTs) to plan/organize home visits
- Next Steps

HOME VISITS

WHAT DOES EARLY HEAD START TELL US?

- Early Head Start home visits provide comprehensive services to support and strengthen the relationships between infants, toddlers and their parents.
- The strength and quality of these relationships are essential for optimal child development outcomes.
- Parents are encouraged and supported to later *recreate and build on the activities* that are introduced during the home visit.

SCHOOL READINESS GOALS

FIVE ESSENTIAL DOMAINS FOR BIRTH TO FIVE

- Approaches to Learning
- Language & Literacy
- Social & Emotional Development
- Cognition & General Knowledge
- Physical Well-being and Motor Development

Head Start Child Development Early Learning Framework

WHY IS THIS IMPORTANT? IT STARTS EARLY...

- Disparities in child outcomes are evident at **9 months and grow larger by 24 months** of age. These disparities exist across cognitive, social, behavioral, and health outcomes.

• (Child Trends, 2009)


PARENT-CHILD FOCUS

Duration	Percentage	Hours
Less than 48 hours	0.5%	48 hours
48 hours or more	99.5%	8760 hours

Legend: ■ 4 visits a month/12 months
■ hours in a year

WHAT ARE WE TRYING TO SUPPORT IN OUR HOME VISITS?

Parent-Child Interactions that lead to:




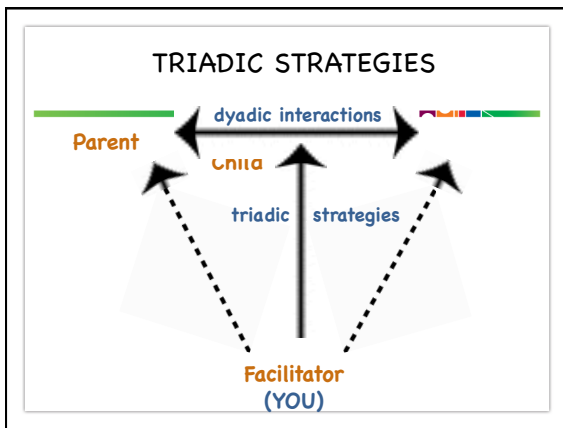
Positive development and learning for the child

Parent and child competence, confidence, & mutual enjoyment

The "Match"

ONE THING WE KNOW FOR SURE!

- It's all about relationships!
- Parents need to know that we care before they care what we know. (Klass, 1997)

BE A BUCKET FILLER 5 TO 1...






WHAT ARE TRIADIC STRATEGIES?

- Strategies used by the facilitator during parent-child interactions:
 - to expand and build interactions that are pleasurable for both partners
 - supportive of children's development
 - recognize and strengthen the natural competence of parents as they interact with their children.

TRIADIC STRATEGIES

- Establish a Dyadic Context
- Affirm/Acknowledge Parenting Competence
- Focus Attention
- Provide Developmental Information
- Model
- Suggest

DECIDING ON A STRATEGY



Provide Supportive, Dyadic Context
↓
Wait And Observe
↓
Choose A Triadic Strategy
↓
Wait And Observe
↓
Adjust


TRIADIC RULES TO GUIDE US

- Put yourself in the parent's shoes in order to achieve the right level of support
- Think about the **strengths** of the dyad
- Think about the key outcomes of supporting **confidence** and **competence**
- Be careful with "modeling" and "suggesting"
- Choose the least directive/support triadic strategy and then wait, watch, and adjust

PLANNING

- Think about what you hope the parent will do when you aren't there.
 - ▣ How will you convey information in a way that helps parent do this?
 - Plan how you will describe to the parent **what** you are doing and **why**
 - ▣ How can you support the parent's understanding of the child's development beyond the skills you are working on?
 - Notice and describe the skills the child is demonstrating across areas of development

WHY FOCUS?




Focusing =
Better Observations =
Better Interpreters =
More Accurate Interpretations =
More Sensitive & Responsive =
Better Supporters of Development

WHERE DO DEVELOPMENTAL OBSERVATION TOPICS (DOTS) COME FROM?

- Knowledge of child development
- Child's development and interest
- Parents' concerns and interests
- School Readiness Goals
- IFSP Goals
- Characteristics of materials
- Family Routines

Focus for the Day!



Watch to see how I let you know that I like a toy or activity

POTENTIAL DILEMMAS

BUT...I CAN'T BECAUSE!

HOW YOU CAN HELP ME PLAY WITH OTHER CHILDREN: WHAT YOU CAN DO AND SAY

Topic: Developmental Observation Topic Plan
Developmental Observation Topic Plan
How You Can Help Me Play with Other Children: What You Can Do and Say
 (Parenting Class, Senses Relationships)
 Age Range: Birth-36 months

What parents will be observing:

- How what they do and say can help their children develop social skills through play with other children
- How their children give them "clues" for the kind of support they need

Environment:

- Put out a generally interesting environment using objects and activities that parents have suggested during previous sessions. Be sure to have objects and activities appropriate for the range of ages in your group.
- Observe parents as they look at and listen to, that they or their parents can play with their children.
- Observe parents who are able to play with their children, some parents for whom it is difficult to play with their children, and others who are not playing with their children.
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Opening Discussion:

A. Hello Song (with parents of each child and parents)

Make a list of names, both parent and child, that are present at the meeting. Write the names on a piece of paper and give each parent a copy. Have them sing the song to their child and to the other children. You can also have parents sing the song to their child and to the other children. You can also have parents sing the song to their child and to the other children.

Topic: Developmental Observation Topic Plan
Developmental Observation Topic Plan
Helping Your Child Develop Skills for Playing with Others
 What You Can Do

KEY TAKEAWAYS:

- Help your child develop skills for playing with others.
- Help your child develop skills for playing with others.
- Help your child develop skills for playing with others.

LET YOUR CHILD BE YOUR GUIDE:

When your child:	What you can do and say!
Plays with another child.	<ul style="list-style-type: none"> Observe and listen to the child. Observe and listen to the child. Observe and listen to the child.
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How You Can Help Me Learn to Love Books

Topic: Developmental Observation Topic Plan
Developmental Observation Topic Plan
How You Can Help Me Learn to Love Books
 (Exploring the Environment and Learning)

What parents will be observing:

- How what they do and say when sharing books with their child can help their child learn to love books.
- How their children give them "clues" to know when sharing books together.

Environment:

- Put out a selection of books, magazines and activities that are appropriate for the range of ages in your group. Have a variety of books of different lengths and different genres. Have a variety of books of different lengths and different genres. Have a variety of books of different lengths and different genres.

Examples of Activities for Specific Books

Brown Bear, Brown Bear, What Do You See?
 by Bill Martin Jr. and Eric Carle

We're Going on a Bear Hunt
 by Michael Rosen and Helen Oxenbury

These stories provide your child with an opportunity to learn about animals. The book has many illustrations and pictures. Read the story to your child. Ask your child to find the animal in the story. Ask your child to find the animal in the story. Ask your child to find the animal in the story.

WHAT MAKES ME LAUGH?

1. Stick out your tongue
2. Try to touch your nose with your tongue
3. Try to touch your chin with our tongue
4. Show your teeth
5. Click your teeth together
6. Puff your cheeks out
7. Pucker your lips
8. Wag your tongue from side to side
9. Cough
10. Whistle
11. Smile
12. Make "kissy" sounds while kissing your child
13. Lick your lips
14. Say "I see you!" and point to your child
15. Hug your child

Try these activities with your child in front of a mirror!

I'm kicking!

Look at me holding my head up!

Rolling, rolling, rolling!

I'm throwing!

Thanks for the help!

Watch out - here I come!

Children will demonstrate growing control of large muscles for movement, navigation, and balance.

THANK YOU!

tyates2@illinois.edu