BEHAVIOR HAS MEANING

OPTIONAL PRESENTER NOTES FOR HOME VISITORS

HV OPTIONAL SLIDE 1

If participants are exclusively home visitors, you can replace the title slide with this slide.

INTRODUCTIONS:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves. For example, have participants find someone they don't know and introduce themselves to each other.

ICEBREAKER:

- After a few minutes, ask participants to take turns expressing an emotion they feel about being at the training today. They will have 30 seconds to demonstrate the emotion *without using words*. Time 30 seconds and then ask participants to switch roles.
- Ask participants if they were able to communicate without using words. Could their partner tell what they were communicating by observing their behavior?
- Share that this is what we will be focusing on—behavior has meaning.

HSPPS Support Children's Behaviors

Subpart C - Education and Child Development Program Services
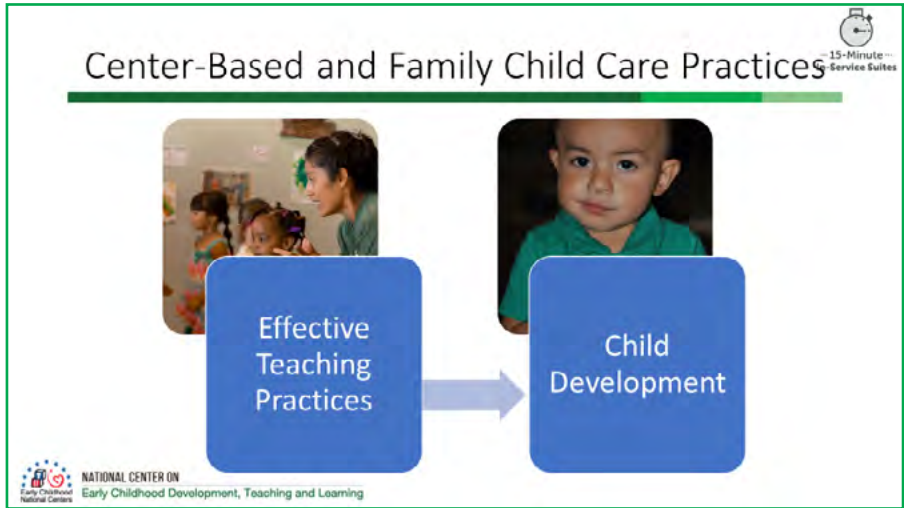
1302.35 Education in Home-Based Programs

A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum...

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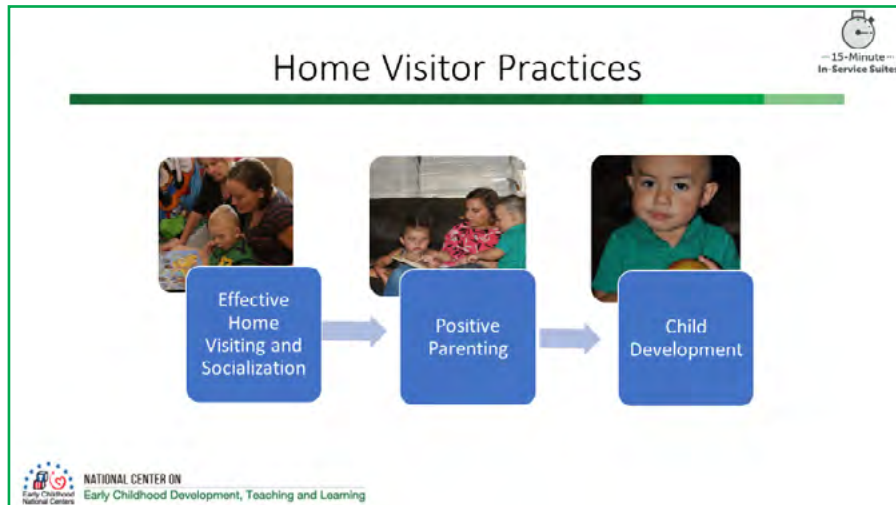
HV OPTIONAL SLIDE 2

Additionally, home-based programs must encourage parents as their child's first teacher and support them as they provide high-quality early experiences that build on children's development and learning.

Center-Based and Family Child Care Practices

Effective Teaching Practices → Child Development

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HV OPTIONAL SLIDE 3

Here is a very over-simplified representation of how positive child outcomes are achieved in center-based and family child care. The teacher is working directly with the child. The child is usually in the classroom 5 days a week for around 6 hours or more each day. This means that the teacher and child have approximately 30 hours together each week.

Home Visitor Practices

Effective Home Visiting and Socialization → Positive Parenting → Child Development

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HV OPTIONAL SLIDE 4

When we look at what is different in home-based programs, the most striking difference is that the home visitor works to promote positive parenting which in turn impacts the child's development.

First, the home visitor is in the home 90 minutes once a week. Home visits are planned jointly with home visitor and parent. Home visitors provide age and developmentally appropriate, structured, and child-focused learning experiences. However, they really work with the parent to provide strategies and activities that promote the parent's ability to support the child's cognitive, social, emotional, language, literacy, and physical development. Home visitors encourage parents to promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication-rich—emphasizing dual language learners and recognizing bilingualism and biliteracy as strengths.
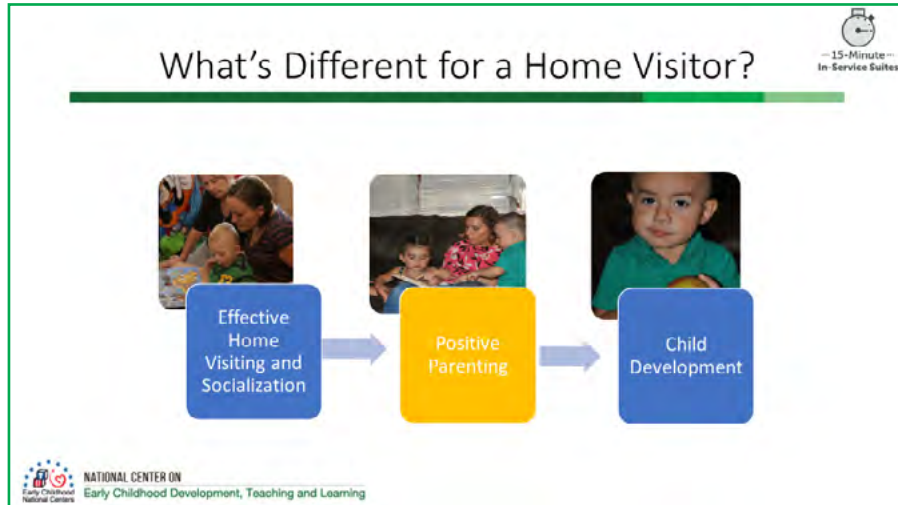
Home visitors also offer socializations two times per month. Socializations are planned jointly with families and conducted with both parent and child participation. They can be held in any convenient location including classrooms, a community facility, the home of a parent, or a field trip-like setting. Group socializations provide age-appropriate activities that are aligned with school readiness goals. They encourage parents to share their child development experiences with other parents to strengthen parent-child relationships and promote parents' understanding of child development.

The goal of home-based programs is to provide home visits and group socializations that promote secure parent-child relationships and help parents provide high-quality early learning experiences.
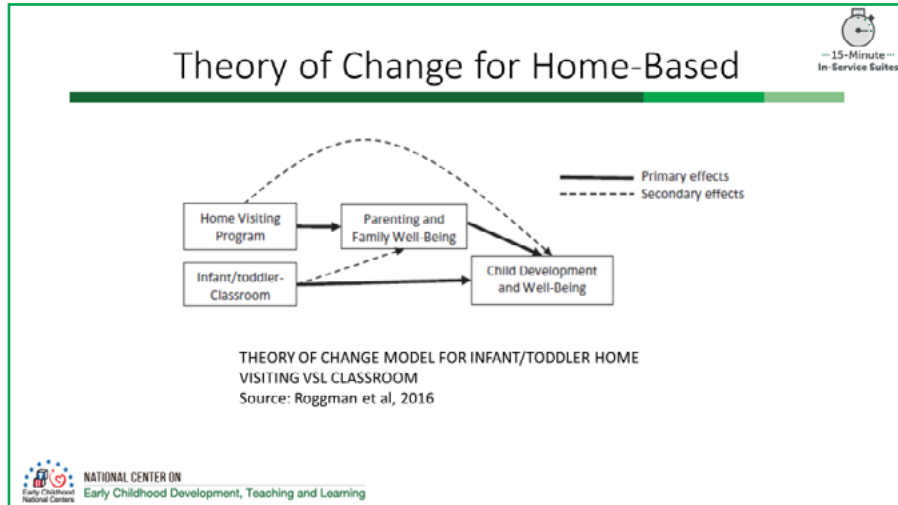
HSPPS: §1302.35 Education in home-based programs.

(a) *Purpose*. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts.

(c) *Home visit experiences*. A program that operates the home-based option must ensure all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and must use such goals and the curriculum to plan home visit activities that implement:

(1) Age and developmentally appropriate, structured child-focused learning experiences;

(2) Strategies and activities that promote parents' ability to support the child's cognitive, social, emotional, language, literacy, and physical development;

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(3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich;

(4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:

(i) For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,

(ii) For preschoolers, focus on both English language acquisition and the continued development of the home language; and,

(d) *Home–based curriculum.* A program that operates the home-based option must:

(1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:

(ii) Aligns with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework; and,

(e) *Group socialization.*

(2) Group socializations must be structured to:

(ii) Encourage parents to share experiences related to their children's development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development;

What's Different for a Home Visitor?

— 15-Minute —
In-Service Suites

Effective Home Visiting and Socialization → Positive Parenting → Child Development

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HV OPTIONAL SLIDE 5

When we look at what is different for a home visitor, the most striking difference is that the home visitor works directly with parents to promote positive parenting. To be effective, home visitors in home-based programs must know adult learning principles and have the skills to work with parents to strengthen their parenting practices so they can support their child's healthy growth and development throughout the week, not just when the home visitor is present.

Theory of Change for Home-Based

THEORY OF CHANGE MODEL FOR INFANT/TODDLER HOME VISITING VSL CLASSROOM
Source: Roggman et al, 2016

HV OPTIONAL SLIDE 6

Here's another graphic to describe home-based programs. This one is a theory of change from an article by Lori Roggman and colleagues in a 2016 issue of the *Journal Early Childhood Teacher Education*. Theory of change is simply a series of clear statements or a diagram, as we see on this slide, that portrays the changes a program is trying to make. So, we see from the solid lines that home visiting programs primarily and directly effect parenting and family well-being, which then leads to child development and well-being. This model shows us that through working with families we see change in child development and well-being. Keep this theory of change in mind as we talk about supporting parents as they learn to understand the meaning of their child's behaviors.

HV OPTIONAL SLIDE 7

Prompt participants to use the Handout "Learning Activity for Home Visitors: Form and Function"

Before explaining the situation, tell participants that these pictures show Michael and his mother and home visitor at home during a visit. As participants look at the pictures, ask them to guess what Michael is trying to say through his behavior, keeping form and function in mind. The speech bubbles will pop up one at a time.

Now tell them the "rest of the story."

At the last home visit, Juliana (mom) and Mariana (home visitor) decided to work on eye-hand coordination. Juliana said Michael has a new toy he just got for his birthday that they can use. During the next visit, Juliana helps Michael put the pieces together while Mariana watches. Michael is excited to try this at first, but soon finds it a little tricky to get the pieces to fit together. He drops the pieces and covers his ears as Mariana encourages Juliana to help him try again. Michael drops to the floor in a heap and Juliana picks him up and comforts him.

Ask participants:

- Does this information change any of their speech bubbles?
- What is the form and possible function of Michael's behavior?

Form: Refusing to keep playing with the toy

Possible Function: This toy is a little too hard for me, and I'm feeling frustrated and want my mom to help me feel better.

Michael might have many reasons for dropping to the floor, however, wanting to stop the activity and take a rest seems to indicate that he's frustrated and needs some help. He might be tired after a long home visit or the toy could have been too frustrating for him today. Mariana can ask Juliana for more information to help identify the function of Michael's behavior. For example, is it close to a meal or nap time? Does Michael usually get frustrated with toys that challenge his fine motor skills?

Behavior Has Meaning

Evan's mom, Bella, and the family's home visitor, Yolanda, had planned to focus on simple shapes as the activity for this week. Bella has a 4-piece shape puzzle and a shape sorter to play with. 18-month old Evan does not want to sit down on the floor with the two adults and instead, runs around the room singing a song.

What might Evan's behavior be telling us?
- What is the form?
- What might be the possible function(s)?

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HV OPTIONAL SLIDE 8

In this scenario, Evan's mom, Bella, and the family's home visitor, Yolanda, planned to focus on simple shapes. Bella has a four-piece shape puzzle and a shape sorter to play with. 18-month-old Evan refuses to sit with the two adults and runs around the room singing a song.

Ask participants:

- What might Evan's behavior tell us?
- What is the form and function of Evan's behavior?

Form: Not sitting down, running around the room, singing a song

Possible Function: Evan may need to move. He may not be interested in playing with shapes. The shape sorter may be frustrating for him. The floor may be uncomfortable. He feels like singing.

Behavior Has Meaning

15-Minute In-Service Suites

- What can we do?
  - Observe Bella and Evan's interactions
  - Talk through form and function
  - Brainstorm strategies to use with Evan

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HV OPTIONAL SLIDE 9

Based on the form and our guess about the function—what could we do? What strategies could the home visitor use to support the family?

- Pause to observe the mother and child when she offers him the puzzle to see the result of their interaction
- Talk to Bella about what she observed when she offered Evan the puzzle
- Talk through the form and possible functions of his behaviors
- Brainstorm strategies to use with Evan
  - Follow his lead—offer to sing some of his favorite songs before they do the puzzle
  - Offer the puzzle in a different location—at the table or on the bed (maybe the floor is uncomfortable)
  - Try offering the puzzle at a different time of day (after nap or snack)

If we look at this example through Evan's eyes, think of the difference in his experience when his mother and home visitor try to understand his behavior and match their responses to meet his wants and needs.

Behavior Has Meaning

HV OPTIONAL SLIDE 10

Ask participants to watch Sean and guess what he is trying to communicate through his behavior. After viewing the video, have participants talk at their tables and share out.

Our best guess is that Sean wants some milk or juice. He gives us cues by walking to the couch and opening his backpack. Then he tells his mother that he doesn't see it. His mom responds with "Don't see what?" She continues to play hide and seek with the blanket and tries to tickle him as he is looking in his backpack. He asks about his sippy cup. Mom states that he needs water, without asking what he would like in his cup. Sean cries and kicks, then reluctantly goes to get water.

Ask participants:

- Why is this video a good example of why it is important to understand that behavior has meaning?
- Does the way the parent responds match Sean's need for her attention?
- Did the parent react to the behavior before trying to understand what it meant?
- What could she do to meet Sean's needs based on what he was communicating?
- Did the home visitor support the parent during this interaction?
- How could the home visitor have helped more or less?