




... 15-Minute ...
In-Service Suites

HOME-BASED



IMPLEMENTING A CURRICULUM RESPONSIVELY: SUPPORTING INDIVIDUAL CHILDREN'S DEVELOPMENT AND LEARNING



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning







Objectives

- **Discuss** the importance of home visitors learning with families about a child's development and learning.
- **Explore** ways a home-based curriculum provides guidance on the home environment, learning experiences, and parent–child interactions.
- **Consider** ways home visitors and families use a home-based curriculum responsively to support a child's development and learning.



Active Role of Home Visitors

What do we know
about the child's
development and
learning?

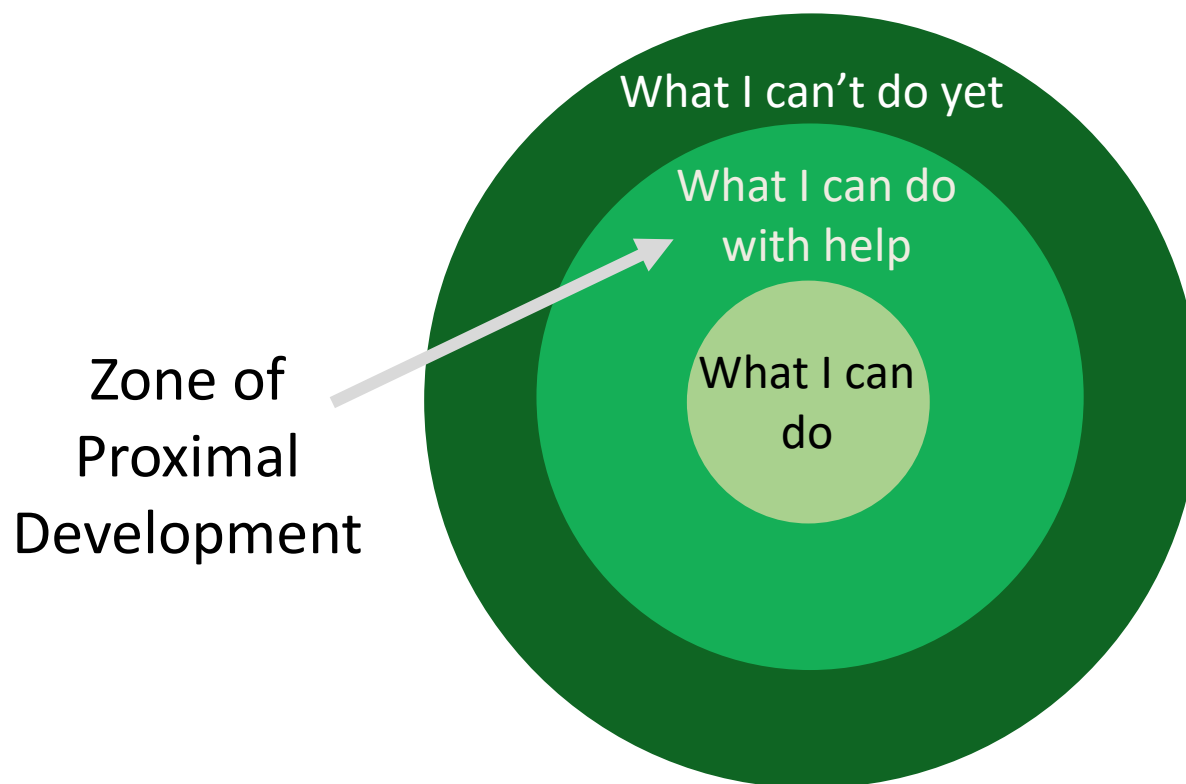
What does my
program's
curriculum
offer?

How do I use my
program's curriculum
responsively with this
family and child?





How Children Develop and Learn



A curriculum provides useful guidance for a home visitor to help a family support their child's learning in the zone of proximal development (ZPD).

Connections to the Early Learning Outcomes Framework (ELOF)

Use the ELOF to understand what children should know and be able to do.

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



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Learning About Children's Development

Use data that you and parents gather from ongoing observations and child assessment.



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Home Visiting Curricula Support:



Home as a learning
environment



Learning experiences
during play and
routines



Parent-child
interactions





Home as a Learning Environment



Kids in the Kitchen!



*Have you ever noticed your child wants to play with real-life objects?
What objects in your kitchen might be fun and safe for your child to use?*

What can you do?

Try setting up a cupboard or small space where your child can explore safe objects in the kitchen, such as:

- Wooden, metal, or plastic bowls
- Lightweight pots and pans
- Measuring cups, spatulas, spoons
- Pretend foods

What might your child do in this environment?

Infants might enjoy banging spoons or spatulas on wooden, metal, or plastic bowls. They might also like filling up a bowl or pot and dumping it out.

Toddlers can nest bowls of different sizes in one another. They may also begin to pretend to cook food.

Preschool children can pretend to bake or cook. They might also talk about the size and colors of the kitchen objects or talk about what they are cooking.



Family Handout



Learning Experiences

24-Month Activities

30-Month Activities

36-Month Activities

Understanding Number

Goal: To understand the relationship between number and quantity

Gather: Five familiar toys (e.g., cars, blocks, animals)

❖ Line up three toys. Slowly touch and count each toy. Ask your child to count with you. See if your child can point and count the objects (one-to-one correspondence). After counting the three toys, ask your child how many toys are in the group (cardinality).

❖ Try with a larger set of toys (e.g., five) when your child seems ready.



Parent–Child Interactions

Developmental Tip Sheet

Birth to 3 Months

What I might do:

- Look at people and things; listen to sounds all around me
- Try to communicate (I might smile, look at you, coo, or reach for you.)
- Cry when I'm hungry, tired, uncomfortable, or I need a diaper change
- Find comfort in sucking my hands or pacifiers; need you to comfort me

What you can do to help me learn and grow:

- Notice what I look at or hear. Tell me about it.
- Talk to me. Wait for me to coo or babble back to you. Respond to me.
- When I cry, try to respond as soon as you can.
- Comfort me when I need your help. Hold me, rock me, sing to me.
- Show me you love me. Smile at me, hug me, cuddle me.

Family Handout





Activity: Facilitating Fine Motor Development

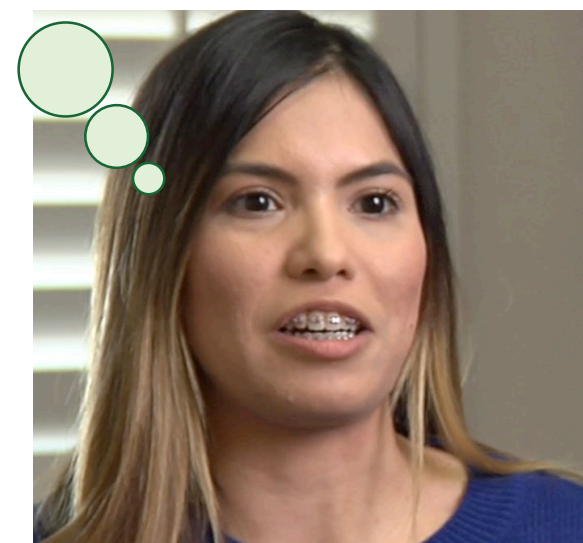
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Activity: Supporting Social Skills

How do I use my program's curriculum responsively with this family and child?

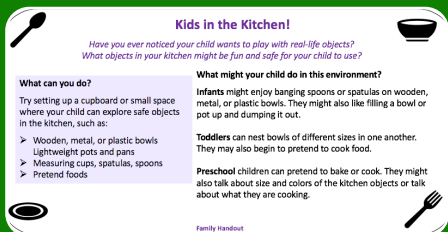




Review



What do we know about the child's development and learning?



What does my program's home-based curriculum offer?



How do I use my program's curriculum responsively with this family and child?