



# IMPLEMENTING A CURRICULUM RESPONSIVELY: BUILDING ON INDIVIDUAL CHILDREN'S INTERESTS

## PRESENTER NOTES FOR HOME VISITORS

This guide walks you through presenting the *Implementing a Curriculum Responsive to Children's Interests (HV)* in-service suite. This version of the in-service suite includes a PowerPoint presentation and supporting materials developed for home visitors. Learning activities and tip sheets are labeled for their intended audiences.

### MATERIALS

- Projector and audio equipment
- Flip chart or similar large paper
- Markers

### BEFORE YOU BEGIN

- This presentation for a home visiting audience describes how to implement a curriculum responsively based on children's interests.
  - There is also a version of this presentation for center-based and family child care education staff that focuses on implementing a curriculum responsive to children's interests in the group care context. See *Implementing a Curriculum Responsively: Building on Individual Children's Interests (ES)*.
  - If the participants include center-based teachers, family child care providers, and home visitors, you may choose to include materials from both versions of the suite. The presentation outline in the presenter notes of the education staff version of the suite lists both sets of materials.
  - In the presentation, you will help participants learn with families about a child's interests; explore what their curriculum offers to help families observe and learn about their child's interests; and partner with families to use curriculum resources responsively based on their child's interests.
  - The presentation includes video clips that illustrate home visitors working with families to learn about and build on their children's interests.
  - Learning activities offer participants opportunities to understand the process of learning with families about children's interests and using this information to help families use the home as a learning environment, provide learning experiences during play and everyday routines, and engage in parent-child interactions.
  - You may want to revisit the [Implementing a Curriculum with Fidelity: Questions and Answers](#) resource. That document provides important information about implementing a curriculum with fidelity while being responsive to children and families.
- Adaptation boxes are labeled throughout the presentation to individualize this training for your specific training group.

### LIST OF AVAILABLE CONTENT

#### HANDOUTS FOR HOME VISITORS

- Tips for Home Visitors: Observing and Learning about Children's Interests
- Tips for Families: Observing and Learning about Your Child's Interests
- Tips for Home Visitors: Learning from Families about Their Children's Interests
- Tips for Families: Talking about Children's Interests
- Tips for Home Visitors: Partnering with Families to Respond to Children's Interests

- Learning Activity for Home Visitors: Partnering with Families: Building on a Toddler’s Personal Interests
- Learning Activity for Home Visitors: Partnering with Families: Responding to a Preschooler’s Situational Interests
- Helpful Resources for Home Visitors
- Tools for Home-Based Supervisors: Reflection and Planning for Children’s Interests
- Tools for Home-Based Supervisors: Using Curriculum Guidance to Build on Children’s Interests

OPTIONAL SLIDES

- Optional Slide 1: Reflect on your Learning
- Optional Slide 2: Planning to Build on Children’s Interests

OPTIONAL HANDOUTS

- Head Start Program Performance Standards Support Children’s Interests
- Optional Learning Activity: Planning to Build on Individual Children’s Interests

HOME VISITOR PRESENTATION OUTLINE

| SLIDE FROM HOME VISITOR POWERPOINT ADAPTATION  | HOME VISITOR HANDOUTS   | OPTIONAL SLIDES  | OPTIONAL HANDOUTS   |
|--|---|--|---|
| 1. Title Slide and Introduction  |   |  |   |
| 2. Connections to the ELOF   |   |  |   |
| 3. House Framework for Effective Teaching Practices                                  |   |  | <ul style="list-style-type: none"> <li>■ HSPPS Supports Children’s Interests</li> </ul> |
| 4. House Framework for Effective Teaching Practices- Foundation                      |   |  |   |
| 5. Objectives  |   | <ul style="list-style-type: none"> <li>■ Optional Slide 1</li> </ul> |   |
| 6. Why Care About Children’s Interests?  |   |  |   |
| 7. Relationships: The Heart of Responsiveness  |   |  |   |
| 8. Active Role of Home Visitors  |   |  |   |
| 9. Observing and Learning about Children’s Interests                                 | <ul style="list-style-type: none"> <li>■ Tips for HV: Observing and Learning about Children’s Interest</li> <li>■ Tips for Families: Observing and Learning About Your Child’s Interests</li> </ul> |  |   |
| 10. Partnering with Families to Learn About Children’s Interests: Personal Interests |   |  |   |

|   |  |  |   |
|---|--|--|---|
| 11. Partnering with Families to Learn about Children's Interests: Situational Interests | <ul style="list-style-type: none"> <li>▪ Tips for HV: Learning from Families</li> <li>▪ Tips for Families: Talking About Children's Interests</li> </ul>   |  |   |
| 12. Home Visiting Curricula Support   |  |  |   |
| 13. Home as a Learning Environment  |  |  |   |
| 14. Learning Experiences  |  |  |   |
| 15. Parent-Child Interactions   | <ul style="list-style-type: none"> <li>▪ Tips for HV: Partnering with Families to Respond to Children's Interests</li> </ul>   |  |   |
| 16. Learning Activity: Building on Toddler's Personal Interests                         | <ul style="list-style-type: none"> <li>▪ Learning Activity for HV: Building on a Toddler's Personal Interests</li> </ul>   |  |   |
| 17. Learning Activity: Following a Preschooler's Situational Interests                  | <ul style="list-style-type: none"> <li>▪ Learning Activity for HV: Following a Preschooler's Situational Interests</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Optional Slide 2</li> </ul> | <ul style="list-style-type: none"> <li>▪ Optional Learning Activity: Planning to Build on Children's Interests</li> </ul> |
| 18. Review  | <ul style="list-style-type: none"> <li>▪ Helpful Resources for HV</li> <li>▪ Tools for HB Supervisors: Reflection and Planning for Children's Interests</li> <li>▪ Tools for HB Supervisors: Using Curriculum Guidance to Build on Children's Interests</li> </ul> |  |   |

ES: Indicates tips/activity sheet for education staff

HV: Indicates tips/activity sheet for home visitors

F: Indicates tips/activity sheet for families



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## HV SLIDE 1:

### INTRODUCTIONS:

Begin the training by giving participants background information about yourself.

Provide an opportunity for participants to introduce themselves.

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### INTRODUCE THE TOPIC:

A home-based curriculum provides guidance and materials that you can use to help parents support their children's learning and development.

Individualize the guidance in a curriculum to respond to children's interests. Implement curricula in ways that are responsive to children's development, strengths, and needs; temperaments; and cultural and linguistic experiences. This 15-minute in-service suite focuses on how you implement your program's curriculum in ways that help families build on their children's interests. We will learn to support families as they observe and learn about their children's interests and promote meaningful, engaging interactions and learning experiences. This engagement helps children learn the skills, behaviors, and concepts described in the Head Start Early Learning Outcomes Framework—ELOF for short.

For additional guidance on how to implement a curriculum responsively, visit the following resources available on the ECLKC:

- 15-Minute In-Service Suite on a Culturally Responsive Approach to Implementing a Curriculum
- 15-Minute In-Service Suite on Implementing a Curriculum Responsively: Supporting Individual Children's Learning and Development

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### DISCUSSION:

Have participants share what home-based curriculum they use. Ask them how they think it supports responsiveness to children's interests. Participants' comments will give you an idea of how they think about responsiveness to children's interests.

# Connections to the ELOF

|                          | 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<br>Literacy | Mathematics Development<br>Scientific Reasoning | Perceptual, Motor, and Physical Development |

## HV SLIDE 2:

Why encourage families to observe and learn about their child's interests?

Building on children's interests supports learning and development across the Head Start ELOF domains. When children are interested in learning materials and learning experiences:

- They engage more fully in exploration and learning for longer periods of time. Their engagement leads to more robust development in all domains.
- Their curiosity increases related to the objects, materials, people, or events they are exploring, which extends their focus and deepens learning.
- They strengthen their executive function skills. Research shows that children focus, sustain attention, and persist in actions and behaviors for longer periods of time when they are interested in the topic or task (National Scientific Council on the Developing Child, 2018). These are key skills in the ELOF Approaches to Learning domain.
- They develop a sense of identity as learners and confidence in their own abilities. They connect to their home life and family culture.



### HV SLIDE 3:

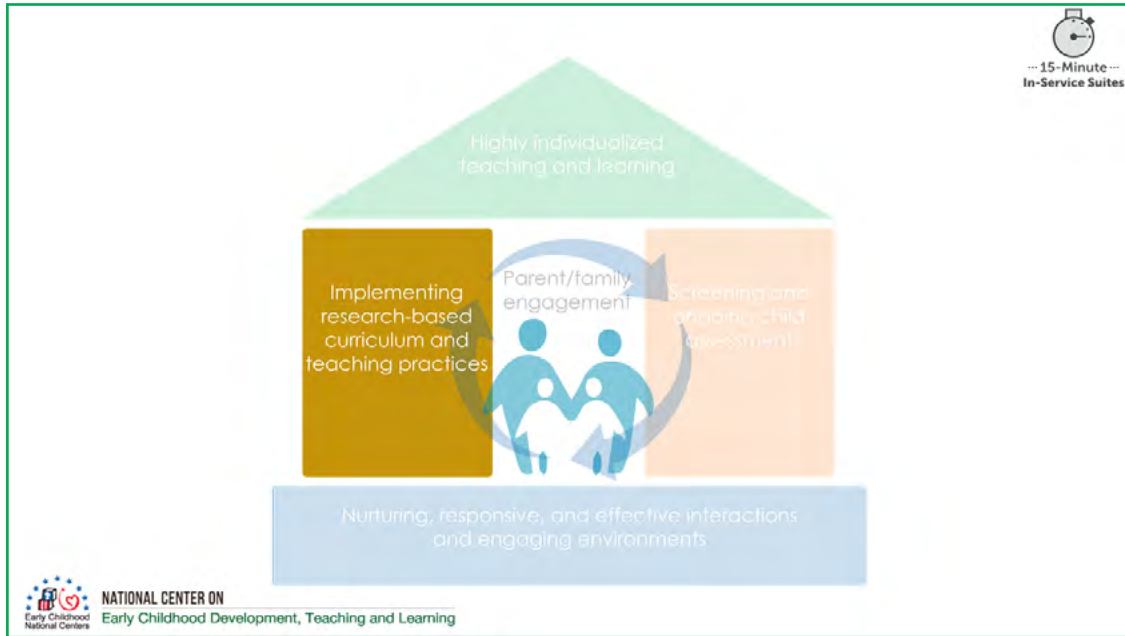
The Framework for Effective Teaching Practices is known as the House. The House represents five integral components of quality teaching and learning:

- **The foundation:** Nurturing, responsive, and effective interactions and engaging environments. Support parents as they engage in nurturing, responsive, and intentional interactions with their child. They also assist parents as they use their home and community as learning environments.
- **The first pillar:** Implementing research-based curricula and teaching practices. Home-based curricula promote the parents' role as the child's first teacher.
- **The second pillar:** Screening and ongoing child assessment. Ongoing assessment information helps home visitors and families understand children's development. Partner with families to use this information to plan learning experiences.
- **The roof:** Highly individualized teaching and learning. Consider the types of specialized supports required to meet children's strengths and needs.
- **The center:** Parent and family engagement. The family is at the heart of the house, because you implement each element of the house with parents and families within their cultural and community contexts.

When connected with one another, they form a single structure—the House Framework—that surrounds the family in the center. As we implement each component of the house—in partnership with parents and families—we foster children's learning and development.

### OPTIONAL MATERIALS:

- Handout: Head Start Program Performance Standards Support Children's Interests



**HV SLIDE 4:**

This suite focuses primarily on the left pillar of the House Framework: implementing research-based curriculum and teaching practices.

You can learn about children’s interests by partnering with parents and families. Engage them in formal and informal observations of children’s learning. Furthermore, nurturing, responsive, and effective interactions and engaging environments represent different ways to support families as they respond to their child’s interests (the foundation of the house).



## Objectives

- **Discuss** the importance of learning with families about children’s interests.
- **Explore** ways curricula provide guidance on the home and socializations as environments, learning experiences, and parent-child interactions.
- **Learn** to work with families to use a curriculum responsively and build on a child’s interests.

### HV SLIDE 5:

REVIEW THE OBJECTIVES FOR THE SESSION.

- Discuss the importance of learning with families about children’s interests.
- Explore ways curricula provide guidance on the home and socializations as environments, learning experiences, and parent-child interactions.
- Learn to work with families to use a curriculum responsively and build on a child’s interests.

### OPTIONAL MATERIALS:

- Insert Optional Slide 1: Reflect on Your Learning



## Why Care About Children's Interests?



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### HV SLIDE 6:

Children play an active role in their own learning. Learning and development take place when children engage in hands-on exploration, inquiry, and thinking. They also learn when they communicate with others about the focus of their exploration.

In this photo, we see a toddler engaging intensely with a board book about kittens. Prior to this visit, the child's mom talked to home visitor, Miguel, about a kitten the child saw at a friend's apartment. She said that he pointed, said the /k/ sound twice, and reached to pet the kitten. She explained that this happens every time they visit the friend. Miguel and the mom talked about how children's interests can help them learn, and Miguel suggested taking the child to the library to find some more books about kittens.

When home visitors work with parents to observe, notice, and learn about children's interests, parents can build on children's interests and address their strengths and needs. As a result, children are more likely to be motivated and engaged in learning experiences. In addition, learning experiences provide better opportunities to support children's learning across the ELOF domains. For example, when looking at books about kittens, the child is exposed to how print works. The parent and home visitor talked about kittens, building the child's vocabulary. They also counted the bowls and balls in the book, supporting his number sense development.



## Relationships: The Heart of Responsiveness



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### HV SLIDE 7:

“Healthy development depends on the quality and reliability of a young child’s relationships with the important people in his or her life, both within and outside the family” (National Scientific Council on the Developing Child, 2004, p. 1). Over time, you build positive, collaborative relationships with families that lead to lasting benefits for the entire family.

To develop strong relationships with families, you must learn about and understand families’ cultures, backgrounds, preferences, and goals for their children. Take the time to get to know parents and focus on their interests, abilities, motivations, resources to build the foundation necessary to support families. Equally important is building a relationship with the child. When you have a positive, nurturing relationship with children, you get to know them and learn about their interests. Relationships with children and their families provide the foundation for supporting children’s development and building on children’s interests.

Relationships with families and children are the heart of responsiveness.

**Active Role of Home Visitors**

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

What do we know about the child's interests?

What does my program's curriculum offer?

How do I use the curriculum responsively with this family and child?

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**HV SLIDE 8:**

Home-based curricula help you partner with families to support children's learning at home and in group socializations. They also offer suggested learning experiences and parent-child interactions.

**DISCUSSION:**

But children's interests vary. How do you implement the curriculum in ways that are responsive to individual children's interests?

You are required to implement your program's home-based curriculum with fidelity. You must consistently use your curriculum as its developers intended it to be used. You play an active role in implementing the curriculum in responsive ways. Consider children's and families' strengths, needs, interests, and cultural and linguistic backgrounds.

Ask yourselves:

- What do we know about the child's interests? Addressing this question includes considering what you learn from families as well as your observations during home visits and group socializations.
- What does my program's home-based curriculum offer to support the child's interests?
- How do I use the curriculum responsively with this family and child?

Partner with families to observe, notice, and learn about children's interests and identify appropriate ways to build on them.

## Observing and Learning About Children's Interests



### HV SLIDE 9:

How do young children show us what they find interesting?

Observe children. Notice and document their interests. Even the youngest infants pay attention to what is interesting and new. Even though they may not use words to share their interests, they communicate in different ways. For example, they may turn their heads, looking and listening, in the direction of what interests them. They may reach for, touch, grasp, and even chew on interesting objects. As infants become more mobile, they may roll, push, or crawl toward interesting objects and people. Once the object is within their reach, they may explore it for longer periods of time. If an object is not within children's reach, older infants and toddlers may point to communicate their interest.

Toddlers and preschoolers might express their interest verbally. For example, they might say "that," "I want," or "Can I have...?" Children who are dual language learners (DLLs) may express their interests in their home language or in English. Children are likely to show excitement, curiosity, and enthusiasm. They're eager to talk about these things throughout the day. When children want to repeat the same learning experience, hear the same story, or talk about the same topics, they are also revealing their interests.

Children with disabilities, suspected delays, or other special needs may communicate their interests in different ways. Pay attention to their non-verbal and verbal cues.

### MATERIALS NEEDED:

- Tips for Home Visitors: Observing and Learning About Children's Interests
- Tips for Families: Observing and Learning About Your Child's Interests

## Partnering with Families to Learn About Children's Interests: Personal Interests



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### HV SLIDE 10:

We can build on two types of interests—personal and situational.

Personal interests are preferences, attractions, or passions. They tend to be stable over time. For example, a child may have a deep interest in animals, things that light up, or music.

How do you partner with families to observe, notice, and learn about children's personal interests?

You can gather data from families and from ongoing observations (e.g., anecdotal records) to learn about the child's personal interests. Support the parents as they reflect on the following questions:

- What are the child's personal interests?
- What objects and materials does the child prefer to use?
- What books does the child want to read over and over?
- What ideas or topics does the child enjoy talking about or exploring?
- What activities does the child prefer?
- How do the child's interests relate to their strengths and needs? For example, what knowledge, skills, and concepts do they have that help them sustain interests. What knowledge, skills, and concepts are they developing through their explorations?

These discussions may also reveal information about the families' cultures, including cultural practices and values that play a role in the development of the children's interests. This information can help interpret findings from ongoing observations.

### DISCUSSION:

How do you partner with families to observe, notice, and learn about their children's personal interests?



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## Partnering with Families to Learn About Children's Interests: Situational Interests



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### HV SLIDE 11:

Situational interests pertain to the immediate situation. They may be temporary, or they may be a catalyst to new personal interests. For example, one day a child and his mom walked by the fire station. Some of the firefighters were outside and waved hello. They invited the child to get in the fire truck and try on their gear. During the next home visit, the mom discussed this experience with home visitor, Nataly. She said her son was excited, and when he came home, he started playing with his fire truck. As mom shared, her son went to his room and brought the fire truck to show Nataly. They discussed how this situation sparked the child's interest in all things related to the fire station. Nataly shared that responding to the child's interests results in sustained attention, focus, and engagement. She and the mom thought about ways to build the fire station into play, routines, and interactions.

If this child did not have a fire truck of his own, Nataly might discuss how they could use a discarded box or other household items to create a fire truck or fire station.

Support families as they observe and learn about children's situational interests by noticing situations, events, or phenomena that have captured the children's attention. Encourage families to use the home as a learning environment. Help families respond to children's interests during play, routines, and parent-child interactions.

Children's experiences and development influence their situational and personal interests. As children get older, they are exposed to a wider range of topics, materials, and activities. In addition, they develop new knowledge, skills, and concepts. These changes impact children's interests.

### MATERIALS NEEDED:

- Tips for Home Visitors: Learning from Families about Their Children's Interests
- Tips for Families: Talking about children's interests



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# Home-Based Curricula Support



Home as a learning environment



Learning experiences during play and routines



Parent-child interactions



## HV SLIDE 12:

Home-based curricula provide guidance about:


- Using the home as a learning environment
- Encouraging parents to provide learning experiences during play and everyday routines
- Supporting parent-child interactions that extend children's development and learning

Use the home-based curriculum to help plan the socialization environment and learning experiences.

The curriculum's guidance can support families as they respond to children's interests, strengths, and needs.

The following slides provide examples of what your curriculum's guidance and resources may look like. Each slide represents only one example of the many diverse ways a curriculum may approach learning environments, learning experiences, and interactions.




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

## Home as a Learning Environment

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### Making It Count All Day Long for Toddlers

Did you know that children enjoy counting their way across the day? Here are some ways to incorporate counting throughout daily routines.


**Rise and Shine :** Use number words as you help your child get dressed – “You have one shirt and one pair of pants. You put one leg in each side of your pants – one! Two! And now two socks for your two feet.

**Outside:** While playing outdoors, count with your child the number of birds or trees you see or the number of times you push them on the swing.

**Meal Time:** Count with your child the number of people in your family and count out enough plates, cups, and utensils to set the table. Ask your child to count the number of items on their plate

**Clean-Up Time:** As you and your child clean-up, count the toys as you put them away.

**Bed Time:** Look for things in your bedtime story that can be counted – such as the number of characters or items on a page.



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### HV SLIDE 13:

Home-based curricula provide guidance on how to use the home as a learning environment in a variety of ways. You help families identify what materials they already have in their home that can support children’s development and learning. Materials may include toys the child already owns (e.g., blocks, animals, vehicles) or other household items (e.g., boxes, writing tools, fabrics, pots and pans).

Some curricula may offer handouts for families that focus on how to use the home as a learning environment throughout the day. For example, the handout on the screen offers ways to count with children throughout the day. While the guidance includes ideas for materials, it is open-ended enough that parents could use other materials during the same routine (e.g., count cars outside instead of trees) or embed counting during play and other interactions. You can work with families to scaffold the child’s development and learning. Scaffolding includes different levels of support and feedback to meet individual children’s needs. Some examples of scaffolding strategies include providing hints, offering a range of possible supports, and using additional resources (e.g., visual reminders).

Other curricula may embed guidance about the environment throughout their suggested activities. For example, a language activity for toddlers may suggest using whatever toys the family has (e.g., stuffed animals, balls). Work with families to use the child’s interests to select materials and play experiences that allow the child to count in meaningful, engaging ways.

### DISCUSSION:

Take a moment to think about your program’s home-based curriculum. What guidance does it offer about helping families use the home as a learning environment?

Here are some ways to use your curriculum’s guidance and resources about the learning environment responsively based on a child’s interests:

- Help families choose toys and other objects that interest their child
- Guide parents as they engage with their child while using these materials to further their child’s exploration and interest

# Learning Experiences

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

## AT SIX MONTHS

### Action and Reaction

**Goals:** Support fine motor development, attempts to repeat actions.

**Suggested materials:** small toys

- Drop a toy and watch your baby's reaction.
- What does he do if you hand it back to him?
- If he drops the toy again, watch for his reaction.
  - What do you think he's feeling?
  - What happens when you hand him the toy again?
- If one of you drops the toy again, what does he do?



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## HV SLIDE 14:

Home-based curricula often organize learning experiences by children's ages. You likely select potential learning experiences for families to use during home visits and group socializations based on the child's developmental level. (This may or may not match the child's chronological age.)

Consider how families might modify a learning experience based on the child's interests. For example, as illustrated on the slide, a home-based curriculum for infants and toddlers might suggest that parents use small toys to build young children's understanding of cause and effect. To modify this activity to reflect the child's personal interests, you might guide parents as they use objects in which the child is interested. For example, a child might be very interested in balls, and the parent might engage the child in an activity using balls.

Remember, children are continuously developing new knowledge, skills and behaviors. This development may influence their interests. In addition, new materials, ideas, or events may expand their interests. It is important to partner with parents to follow children's interests over time and adapt learning experiences to build on them.

## DISCUSSION:

How might you guide families as they use this learning experience responsively, based on their child's interests? When implementing this learning experience, how can families support their child across the ELOF domains (e.g., fostering language development by narrating the child's actions and providing vocabulary such as "up" and "down").



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## Parent-Child Interactions



### HELPFUL HINT: LOOK, LISTEN, LEARN, and TALK THROUGHOUT THE DAY

- **LOOK:** What does your child look at, reach for, point to or play with? What makes him smile?
- **LISTEN:** What makes your child laugh or squeal with delight? What does he like to talk about?
- **LEARN:** Your child communicates with you in different ways.
- **TALK:** Talk to your child about what he's doing while he is doing it. Ask questions about what he's doing. This talk gives him the words for his actions, and it shows how interested you are in what he's doing.



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### HV SLIDE 15:

Within the home environment, everyday routines, and play; responsive parent-child interactions provide opportunities to build on children's interests.

Home-based curricula may suggest that parents interact with their child during daily routines and play. Some curricula offer handouts or tip sheets about parent-child interactions at a particular age and strategies that support learning through these interactions.

For example, the handout on the screen offers ways to look, listen, learn, and talk throughout the day. You might work with families to help them understand that children are more likely to be motivated and engaged in conversation when they are interested in the topic. When we ask open-ended and thought-provoking questions, we invite children to participate in the activity and conversation for longer periods of time. Sustained engagement leads to deeper learning across domains. You could also support families as they notice how communication during routines can help them learn about children's interests.

Other curricula may embed guidance for interactions throughout suggested activities. A curriculum may provide prompts or questions. For example, "Tell me more about what you're building."

### DISCUSSION:

How does your curriculum provide guidance on parent-child interactions that can be used responsively based on a child's interests?

### MATERIALS NEEDED:

- Tips for Home Visitors: Partnering with Families to Respond to Children's Interests



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## Activity: Building on a Toddler's Personal Interests



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



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### HV SLIDE 16:

- In this video, home visitor, Luz, uses her program's curriculum responsively with a family and child.
- Her curriculum includes suggested learning experiences that encourage toddlers to explore cause and effect—an important concept that emerges in the first years of life and develops more fully throughout the preschool years. For greater detail, see ELOF Goal IT-C 2: Child uses understanding of causal relationships to act on social and physical environments and ELOF P-SCI 6 Child analyzes results, draws conclusions, and communicates results.
- As you watch the video, notice how Luz helps Mom respond to her child's personal interests.

### PLAY VIDEO:

- Use the handout to record what you notice about the child's interests. Note how the mother and Luz work together to respond to the child's interests while supporting his development and learning.
- Play the video a second time, if participants need to gather more information.

### TABLE OR PARTNER DISCUSSION:

- After watching the video with a partner or in table groups, think about how Luz used what she knew about the family and child to implement the program's curriculum responsively.
- In what materials and activities is the child interested?
- What ELOF skills, behaviors, and concepts are promoted through this activity?
- What skills, behaviors, and concepts does the child already need to have to participate?
- How do you think Luz used the curriculum responsively with this family and child?
- Record what you discuss on the Handout: Building on a Toddler's Personal Interests.

### LARGE GROUP SHARE OUT:

- Invite participants to share their observations and discussions.

### MATERIALS NEEDED:

- Learning Activity for Home Visitors: Partnering with Families: Responding to a Toddler's Personal Interest

## Activity: Following a Preschooler's Situational Interests



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



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### HV SLIDE 17:

Preschool Learning Activity:

- In this video, home visitor, Adriana, uses the program's curriculum responsively with a family and child.
- The curriculum includes suggested learning experiences for mathematics and gross motor development.
- As you watch the video, notice how Adriana partners with the mom and uses her curriculum guidance in a way that is responsive to the child's situational interests.

PLAY VIDEO:

- Use the video guide to write down what you notice about how Adriana uses her program's curriculum responsively with the family and child.
- Play the video a second time if participants need to gather more information.

TABLE OR PARTNER DISCUSSION:

- After watching the video, work with a partner or in table groups to think about how Adriana used what she knew about the child and family to implement the curriculum responsively.
- How did the child's interest in bowling emerge?
- What ELOF skills, behaviors, and concepts do the learning experiences and parent-child interactions promote during the child's play?
- What skills, behaviors, and concepts does the child already need to have to participate?
- How do you think Adriana used the curriculum responsively with this family and child?
- Record what you discuss on the Handout: Following a Preschooler's Situational Interests.

LARGE GROUP SHARE OUT:

- Invite participants to share their observations and discussions.

## MATERIALS NEEDED:

- Learning Activity for Home Visitors: Partnering with Families: Responding to a Preschooler’s Situational Interest

## OPTIONAL MATERIALS FROM EDUCATION STAFF VERSION:

- Optional Slide 2: Planning to Build on Children’s Interests
- Optional Learning Activity: Planning to Build on Children’s Interests



# Review



What do we know about the child's interests?



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



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



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## HV SLIDE 18:

Using a home-based curriculum responsively to partner with families and build on children's interests is an ongoing process. Children are learning and developing rapidly during the first years of life. Ongoing observation will help you catch their sometimes moment-by-moment changing interests, especially with infants and toddlers.

Take the time to observe children's interests and engage in discussions with families to help identify children's personal and situational interests. Remember that children develop interests within the context of families and culture. Their interests may be influenced by specific culturally-based skills, behaviors, and concepts.

Support families as they track children's emerging personal and situational interests. Use this information to support families as they use the home as a learning environment, provide meaningful and engaging learning experiences, and engage in parent-child interactions that enhance children's skills and concepts across all domains.

### MATERIALS NEEDED:

- Helpful Resources for Home Visitors
- Tools for Home-Based Supervisors: Reflection and Planning for Children's Interests
- Tools for Home-Based Supervisors: Using Curriculum Guidance to Build on Children's Interests



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