

**While You're Waiting.....**

While you are waiting for the webinar to begin, please introduce yourself in the chat box:

- Tell us your name
- What is your current role, and
- How long have you been in this role?

**Participation Note:**  
We love Wi-Fi, but for the best webinar experience, please make sure you are hardwired to an Ethernet cable. Using Wi-Fi alone may result in problems with viewing the short videos we plan to share during this webinar.

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**Facilitating Parent-Child Interaction in Home-Based Programs**

April 9, 2019

Presenters:  
Randi Hopper, NCECDTL  
Donna Ruhland, NCECDTL

NATIONAL CENTER ON  
Early Childhood Development: Teaching and Learning

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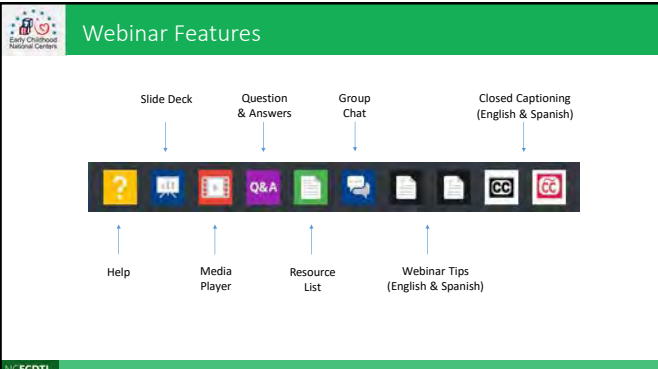
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**Webinar Features**



Slide Deck    Question & Answers    Group Chat    Closed Captioning (English & Spanish)

Help    Media Player    Resource List    Webinar Tips (English & Spanish)

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**Session Objectives**

At the end of this presentation, you should be able to:

- Understand the importance of secure parent-child relationships and interactions for healthy child development
- Explore how home visitors can provide both emotional support and concrete strategies to promote secure parent-child relationships and positive interactions
- Review resources, including video, to support effective home visiting practices

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Secure Parent-Child Relationships and Healthy Development



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Why Relationships Matter



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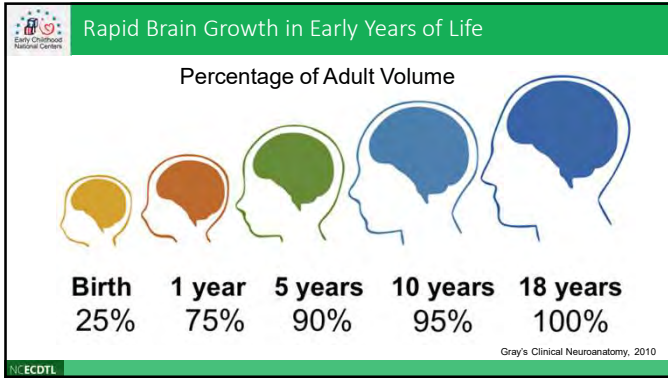
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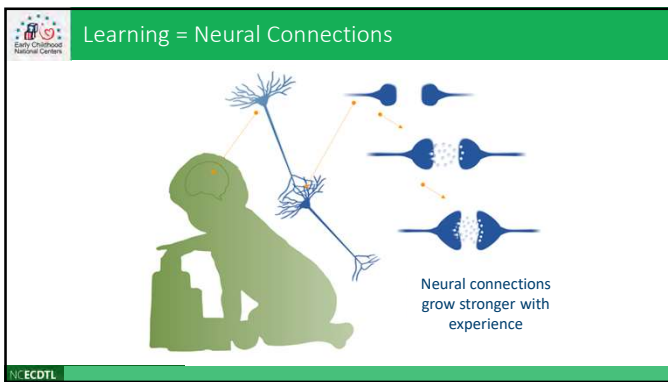
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### Biology + Experience Build the Brain

Over the course of childhood, we build our brains.

Our experiences, and the frequency of those experiences influence shape how our brains are wired

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**Poll Question**

What do you think is the most important component to positive relationships and learning in the home? (select one)

Options:

- Responsive Adults
- Safe and Welcoming Atmosphere
- Supporting Autonomy
- Engaging, not Overwhelming Materials

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**And the answer is...**

Responsive  
Adults

Safe and  
Welcoming  
Atmosphere

Supporting  
Autonomy

Engaging, not  
Overwhelming  
Materials

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**Back-and-Forth, Responsive Interactions**




Back-and-forth responsive interactions

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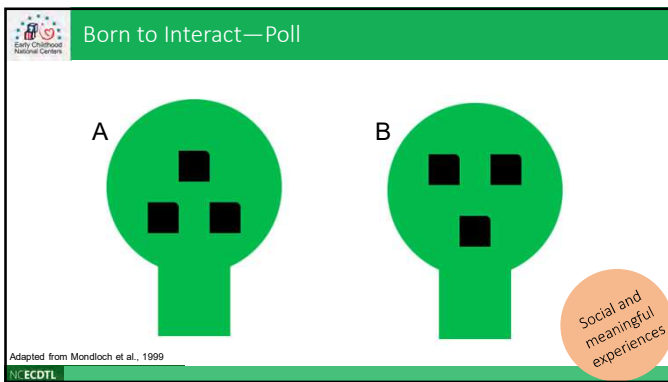
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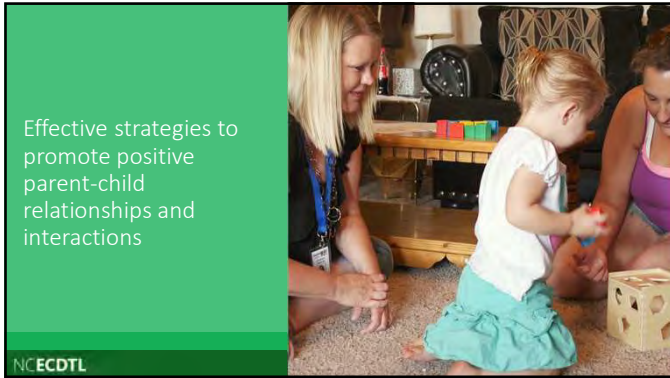
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Effective strategies to promote positive parent-child relationships and interactions

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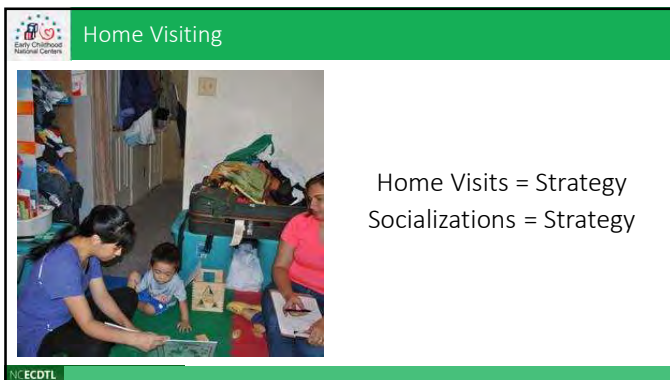
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Home Visiting

Home Visits = Strategy  
Socializations = Strategy

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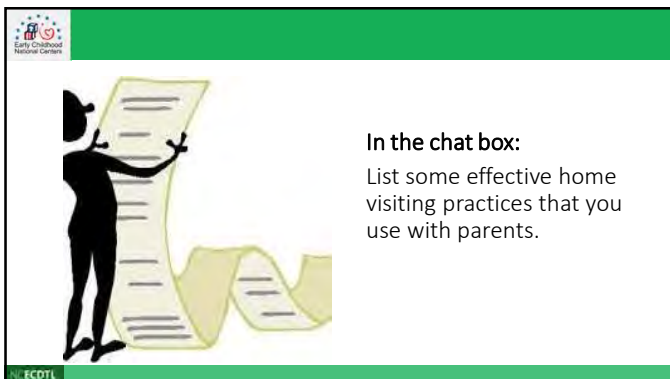
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**In the chat box:**  
List some effective home visiting practices that you use with parents.

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**Effective Home Visiting Practices**



Effective Home Visiting Practices

- Establishing a **positive relationship** with the parent, child, and other participating family members;
- **Responding** to each family’s unique strengths and culture;
- **Facilitating** developmentally supportive parent–child interactions; and
- Establishing a **collaborative partnership** with the parent to support the child’s ongoing development

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**Establishing a positive relationship with the parent, child, and other participating family members**



- Show warmth and acceptance
- Show respect and courtesy
- Be flexible and open to other points of view
- Be supportive and “meet families where they are”
- Show cultural humility
- Use active listening skills

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**Facilitating Developmentally Supportive Parent–Child Interaction**



- Hand the material to the parents
- Ask the parent what they observe the child doing, during the activity
- Comment positively on what the parent is doing during the activity
- Comment on the child’s development
- Ask about the child’s development
- Plan activities together (joint visit planning)
- Use video-taping of parent-child interaction and have parents observe and comment on what they see

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**Facilitating Developmentally Supportive Parent-Child Interaction**



The home visitor may bring some materials to do a planned activity, but using materials found in the home as often as possible means the family may repeat the activity during the week.

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**Facilitating Developmentally Supportive Parent-Child Interaction**



Support parents in using daily routines and chores as learning opportunities

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**What effective practices do you see the home visitor using?**

**Effective Home Visiting Practice**

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**Establishing a Collaborative Partnership With The Parent**

Support collaboration by:

- planning jointly
- reflect on how well the activity went together
- asking parents what they observe and what they think will happen next
- listen to parents before sharing your own approach



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**Home Visitors Can:**



- Provide emotional and concrete support to parents
- Help parents connect with other parents and community members and resources
- Reinforce the importance of fathers and other co-parents
- Model warm, responsive relationships by engaging in these relationships with parents and other family members

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Resources for home visitors to use to support effective practice



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**Coaching and Home Visiting**



The purpose of effective (home visiting) practices is to support positive child outcomes.

The purpose of coaching is to support implementation of effective practices, and thus to support positive child outcomes.

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**Practice-Based Coaching (PBC)**



PBC focuses on effective practices that occur in the classroom, family child care setting, and during home visits or group socializations.

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**Using Video As A Tool**

Video can be used as an alternative and/or enhancement to focused observation.

Video serves as an opportunity to:

- See an objective view of events
- Have a visual example of home visitor practices
- View interactions multiple times



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Video: Establishing a Positive Relationship with the Family



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Relationship-Based Competencies (RBCs)



**RBC #4:**  
**Parent-Child Relationships and Families as Lifelong Educators:** Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children.

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Effective Practice Guides



<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides>

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**OpenDoors Home Visitor's and Supervisor's Handbooks**

The screenshot shows two pages from the OpenDoors website. The left page is titled "Home Visitor's Handbook" and features a description of the handbook's purpose: "This handbook explains the effectiveness of home visiting in service delivery models, outlines the necessary attending building program with families, and offers home visitors an understanding of the competencies needed to be effective in a dual language home visitor role. It also includes resources for home visitors to get support, and includes recently select centers about the Home Based program." Below the text is a "READ NOW" button. The right page is titled "Supervisor's Handbook" and features a description: "30 min read | ★ ★ ★ ★ ★ Be first to add a review". Below the text are "About", "Reviews", "Resources", and "Search" tabs, along with a "READ NOW" button.

<https://eclkc.ohs.acf.hhs.gov/ods/resource/home-visitors-handbook/detail/>

<https://eclkc.ohs.acf.hhs.gov/ods/resource/supervisors-handbook/detail/>

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**Professional Development Specific to Home Visiting**

The screenshot shows the website for the Institute for the Advancement of Family Support Professionals. The main heading is "Institute for the Advancement of Family Support Professionals". Below the heading are three circular images showing people in professional settings. To the right of the images is a list of updates:

- The Institute's Custom Professional Development Platform was released Nov. 2017
  - Suite of online professional development for home visitors across the country
- Modules for home visitors supporting immigrant and dual language learning families were added Dec. 2017
  - Cultural humility and cultural competence
  - Preservation of home languages and dialects
  - Hidden aspects of culture
- Spring 2018: Home Visiting Competencies were released
- Oct. 31, 2018: *My Career Compass* will be available
  - Personalized learning map – assess current knowledge and identify a pathway to desired skills

<https://institutefsp.org/>

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**MyPeers Home Visiting Community**

The screenshot shows the MyPeers Home Visiting Community website. The main heading is "MyPeers Home Visiting Community". Below the heading is a "Register Now: Understanding How Family Stress and Trauma Impacts Home Visitors" button. Below the button is a "NATIONAL CENTER ON Early Childhood Development, Teaching and Learning" logo. At the bottom of the page is a URL: <http://www.123contactform.com/form-2230355/My-Peers>

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**Interactive Curriculum Consumer Report**  
Updated and Available on the ECLKC!

**Features**  
Easily accessed from your computer or any mobile device, this interactive report allows you to:

- Search for a review of a specific curriculum
- Search by a specific criterion to see how various curricula rate based on that criterion
- Compare reviews and ratings for two curricula at a time
- View ratings for all curricula at-a-glance
- Print reviews and ratings for specific curricula
- Print a PDF of reviews and ratings for all curricula by type (e.g. home-based)



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**Home Visitor e-Institute**  
May 28<sup>th</sup>–31<sup>st</sup>, 2019

Join home visitors all across the country as they work on the "Leave the Bag Challenge".

- Log into your ECLKC account first and then register: <http://bit.ly/eHVIInstitute>
- Starting May 28<sup>th</sup>, complete the four microlearning sessions, one offered daily via the Individualized Professional Development Portfolio on the ECLKC (IPD), and receive a certificate of completion.
- Each session can be reviewed in 10 minutes or less. It's designed to target four skills that build home visitors' capacity to support parents and use every day materials found in the home.

Questions: Contact [ecctl@ecatts.info](mailto:ecctl@ecatts.info) or (toll-free) 844-261-3752.



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**Additional Resources**

- Parent-Child Relationship Infographic <https://eclkc.ohs.acf.hhs.gov/publication/parent-child-relationships-infographic>
- Positive Parent-Child Relationships <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/positive-parent-child-relationships>
- Father engagement video from the Ad Council <https://youtu.be/OwuV0HPm6k>
- *Make the Most of Playtime* [http://csefel.vanderbilt.edu/documents/make\\_the\\_most\\_of\\_playtime2.pdf](http://csefel.vanderbilt.edu/documents/make_the_most_of_playtime2.pdf) - designed for families. Home Visitors could share with families
- Roggman, L.A., Boyce, L.K., Innocenti, M.S., *Developmental Parenting: A Guide for Early Childhood Practitioners*, 2008. Brooke's Publishing, Baltimore, MD.

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**Additional Resources**

- *Attitudes and Practices from the Building Partnerships: Guide to Developing Relationships with Families* document: <https://eclkc.ohs.acf.hhs.gov/family-engagement/developing-relationships-families/building-partnerships-guide-developing>
- *Encouraging Strong Parent-Child Relationships*: <https://eclkc.ohs.acf.hhs.gov/publication/encouraging-strong-parent-child-relationships>
- *Engaging Fathers in Head Start and Early Head Start*: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/engaging-fathers>
- Home Visiting Series: Relationship-Based Competencies for Home Visitors: <https://mypeers.mangoapps.com/intranet/pages/1195261?lang=ENG>
- *Relationship-Based Competencies for Home Visitors*: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement-professionals>
- *Relationship-Based Competencies to Support Family Engagement Overview for Early Childhood Professionals*: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement>
- *Understanding Family Engagement Outcomes: Research to Practice Series*: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/understanding-family-engagement-outcomes-research-practice-series>

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**Questions?**



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For more information, please contact us at [ecdtl@ecetta.info](mailto:ecdtl@ecetta.info) or call (toll-free) 1-844-261-3752

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