



October 12, 2022

Creating Home Learning Environments Where Children Thrive

HOME VISITING WEBINAR SERIES

PARTICIPANT'S GUIDE

This guide summarizes the key components for our session today. It also has reflection questions and activities to stimulate your thinking about how you can implement the strategies, practices, and resources we explored.

Home Visiting Webinar Series Segments

The Home Visiting Webinar Series will include a series of segments this season. The following images are intended to help familiarize the viewer with the visuals for each segment and what the segment will consist of.

<p>Mindful Moment These segments focus on the importance of self-care and well-being.</p>	<p>It's All About You! These segments focus on the importance of self-care and well-being.</p>	<p>Focus on Equity Equity is woven throughout the session; however, in some cases, we may have a segment to highlight some key ideas.</p>
<p>Try It Out The "Try It Out" segment focuses on implementing a practice or highlighting how to use a resource, so for example, we may have a scenario for you to work through and reflect on.</p>	<p>Small Change Big Impact The "Small Change Big Impact" segment incorporates considerations for children with disabilities or suspected delays as well as considerations for children who are dual language learners.</p>	<p>The BookCASE This segment highlights resources to support you in building your bookcase of resources or we will highlight children's books that you can share with families on your visits.</p>



Learning Objective

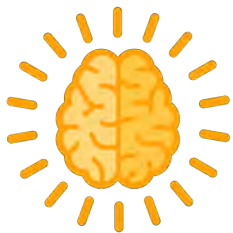
What would you like to walk away with from this session?

LEARNING OBJECTIVES

From this session today, I hope to:

- 1.
- 2.
- 3.

Mindful Wake-up: Start With a Purpose



Mindful Moment

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Try this practice this first thing in the morning before anything else!

1. Sit in your bed or chair in a relaxed posture, making sure to sit up straight, but not be rigid. Close your eyes and start to make a connection with your seated body.
2. Take some (at least 3) long, deep breaths, breathing in through your nose and out through the mouth. Feel your chest and belly as you breathe in and out.
3. As you begin to relax, ask yourself, “What is my intention for today?” As you think about the people and activities planned for this day you can ask yourself questions such as:
 - How might I show up today to have the best impact?
 - What do I need to take better care of myself?
 - During difficult moments, how might I be more compassionate to others and myself?
 - How might I feel more connected and fulfilled?
4. Set your intention for the day focusing on what is important to you.



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Mindful Wake-up: Start With a Purpose

5. Throughout the day be intentional in checking in with yourself, take some breaths and revisit your intention.
 - Notice that as you become more conscious of your intentions for each day, the quality of your communication, relationships, and your mood will shift.

Supporting Families to Be Present

Supporting Families to Be Present



Quiet the Static



Focus, Clear the Mind



What techniques do you use to be present when you are interacting with others?

- 1.
- 2.
- 3.

Gratitude



Describe a “routine” of gratitude as a personal practice but also one you can include in your work with families and children.

Reflection

In what ways can an equity lens influence how I support or facilitate families in creating meaningful interactions and effective environments where their child can thrive?



Reflection



Reflection

In your Participant's Guide...



In what ways can an equity lens influence how I facilitate families in creating meaningful interactions and effective environments where their child can thrive?

Using Materials Found in the Home

Using Materials Found in the Home



"What materials do you have in your home that your child can play and learn with?"

What other ways have you suggested using materials found in the home to support learning?

- 1.
- 2.
- 3.

Routines

Routines



Ideas for supporting families in embedding learning opportunities within their routines.

- 1.
- 2.
- 3.



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Try It Out



Try It Out

Participant's Guide Activity



Stephanie is doing a home visit with Nathan and his eighteen-month-old daughter Linda. Nathan shared with Stephanie that he really wants to provide a home where Linda can learn. He doesn't know what to buy nor does he have a lot of money to spend on toys. Stephanie assures Nathan that everything he needs is already in his home!

If you were Stephanie, how would you support Nathan?



Stephanie is doing a home visit with Nathan and his 18-month-old daughter, Linda. Nathan shared with Stephanie that he really wants to provide a home where Linda can learn. He doesn't know what to buy and he doesn't have a lot of money to spend on toys. Stephanie assures Nathan that everything he needs is already in his home!

If you were Stephanie, how would you support Nathan?

Helpful Resources (* Resources available in Spanish)

ELOF Resources

*Head Start Early Learning Outcomes Framework and related resources

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

*ELOF Effective Practice Guides

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

ECLKC Resources

Anti-Bias Teaching and Learning Environments in Head Start and Early Head Start Programs

<https://eclkc.ohs.acf.hhs.gov/video/anti-bias-teaching-learning-environments-head-start-early-head-start-programs>

*Connecting Research to Practice: Tips for Working with Infants, Toddlers, and Their Families

- Playful and Fun Learning Environments for Infants and Toddlers
<https://eclkc.ohs.acf.hhs.gov/publication/playful-fun-learning-environments-infants-toddlers>
- Responsive Learning Environments
<https://eclkc.ohs.acf.hhs.gov/publication/responsive-learning-environments>
- Supporting Transitions Both Big and Small
<https://eclkc.ohs.acf.hhs.gov/publication/supporting-transitions-both-big-small>
- You're the Best Teacher! Responsive Interactions with Young Children
<https://eclkc.ohs.acf.hhs.gov/publication/youre-best-teacher-responsive-interactions-young-children>



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*Dual Language Learners: Considerations and Strategies for Home Visitors

<https://eclkc.ohs.acf.hhs.gov/publication/dual-language-learners-considerations-strategies-home-visitors>

Learning Opportunities

<https://eclkc.ohs.acf.hhs.gov/curriculum/home-visitors-online-handbook/learning-opportunities>

Managing Stress with Mindful Moments

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/managing-stress-mindful-moments>

Taking Care of Ourselves (some materials are in Spanish)

<https://eclkc.ohs.acf.hhs.gov/family-support-well-being/article/taking-care-ourselves-stress-relaxation>

Using Materials Found in the Home in Head Start and Early Head Start Home-Based Programs

<https://eclkc.ohs.acf.hhs.gov/learning-environments/article/using-materials-found-home-head-start-early-head-start-home-based-programs>

Mobile Apps

ELOF@HOME

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

*ELOF2GO Mobile App

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

Text4HomeVisitors

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

NCPMI Resources

*Caregiver Practices to Support Infant-Toddler Social Emotional Development

https://challengingbehavior.cbcs.usf.edu/docs/Caregiver_Practices.pdf

https://challengingbehavior.org/docs/Caregiver_Practices_SP.pdf

*Infant-Toddler Caregiver Reflection Tool

https://challengingbehavior.cbcs.usf.edu/docs/Caregiver_Reflection_tool.pdf

https://challengingbehavior.org/docs/Caregiver_Reflection_Tool_SP.pdf



Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

- Home Visitors Community
- Head Start Disabilities and Inclusion Network
- Dual Language Learners



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