



December 14, 2022

Fostering Relationships to Help 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 includes a series of segments this season. The following images are intended to help familiarize you 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

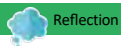
What would you like to walk away with from this session?

LEARNING OBJECTIVES

From this session today, I hope to:

- 1.
- 2.
- 3.

Reflection



Reflection

Relationships Are Key!



What's one way you support building relationships with the families you serve?

What's one way you support building relationships with children?

What's one way you support building relationships between parents and their child?



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Early Childhood Development, Teaching, and Learning

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It's All About You



It's All About You

Supporting Your Own Self-Regulation

4

Breathe in through your nose for a count of 4, taking the breath into your belly.

4

Hold your breath for 4 counts.

8

Release your breath through your mouth with a whooshing sound for 8 counts.



What are some ways I can commit to taking care of myself?

Serve and Return Video



Serve and Return

Center on the Developing Child at Harvard University

<https://www.youtube.com/watch?v=m5u8-QSh6A&t=1s>



Try It Out: Tools and Resources Reflection



Early Interventionist Pyramid Practices Fidelity Instrument

Notes:



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Try It Out: Tools and Resources Reflection

Implementation Checklist



NCPM Early Intervention Implementation Checklist

Responsive Relationships

Building Partnerships with Families

Preparing for the Visit

- ☐ Schedule visits to fit home and community living times that are convenient for the family based on the mother, activities, or emergency needs, if possible.
- ☐ Provide caregivers with necessary resources (e.g., parenting programs, brochures, videos, films, handouts) related to the caregiver's practice or concerns.

During the Visit

- ☐ Assess caregiver and children by using:
- ☐ Self-reports and direct observation throughout the visit.
- ☐ The records found in the record management system.
- ☐ Review and ask the caregiver about previous, current, family activities, and interests.
- ☐ Assess caregiver and child through direct observation and/or practice as they interact in the practice during visit (e.g., caregiver explains, guides, reflects, reviews, and demonstrates work).
- ☐ Explain philosophy of early intervention practice directly to the caregiver using simple, plain, and supportive ideas that are fun for the caregiver to use in life.
 - ☐ The results occur during the visit date.
 - ☐ With some families, practitioners may have to create the connection.

After the Visit

- ☐ Contact with infants in observed data files and how they might support their connection with families.

Name: _____
Practitioner: _____

Supportive Conversations

- ☐ Use a calm, positive and supportive tone of voice.
- ☐ Leave space and use language designed to support.
- ☐ Check for understanding of language without over-asking questions.
- ☐ Speak in complete and full sentences when using the words from their language.
- ☐ Use a variety of language conversation using the caregiver's preferred language (e.g., Chinese or African) without over-reliance on translation or use of interpreters or providing instructions in the preferred language.
- ☐ Use caregiver's professional or educational background (e.g., law, social, family).

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Try It Out: Tools and Resources Reflection

Infant-Toddler Caregiver Reflection Tool



NCPM Infant-Toddler Caregiver Reflection Tool

Infant-Toddler Caregiver Reflection Tool

This is a tool for caregivers of infants and toddlers to use when thinking about how to provide their child with a positive and meaningful development experience. It is designed to help you think about how to provide your child with a positive and meaningful development experience. It is designed to help you think about how to provide your child with a positive and meaningful development experience.

• Build a positive relationship with your child's caregiver. Build a positive relationship with your child's caregiver. Build a positive relationship with your child's caregiver.

• Create a positive and safe environment for your child. Create a positive and safe environment for your child. Create a positive and safe environment for your child.

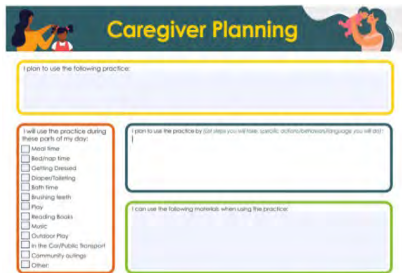
Responsive Communication	Yes	Some	No	Not Sure
Establish a positive relationship with your child's caregiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a positive and safe environment for your child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a variety of language conversation using the caregiver's preferred language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a calm, positive and supportive tone of voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leave space and use language designed to support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check for understanding of language without over-asking questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak in complete and full sentences when using the words from their language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a variety of language conversation using the caregiver's preferred language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use caregiver's professional or educational background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Responsive Communication Note: _____

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Try It Out: Tools and Resources Reflection

Small Change Big Impact



Caregiver Planning

I plan to use the following practice:

I will use the practice during these parts of my day:

- Morning
- Bedtime
- Feeding
- Diaper/Toileting
- Both
- None
- Other

I plan to use the practice (or step) on the following days:

I plan to use the following materials when using the practice:

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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>

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/marco-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos>

*ELOF Effective Practice Guides

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

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/guias-para-la-practica-eficaz>

ECLKC Resources

*Supporting Home Visitors

<https://eclkc.ohs.acf.hhs.gov/program-planning/home-visitor-supervisors-handbook/supporting-home-visitors>

<https://eclkc.ohs.acf.hhs.gov/es/planificacion-del-programa/home-visitor-supervisors-handbook/apoyo-los-visitadores-del-hogar>

*You're the Best Teacher! Responsive Interactions with Young Children

<https://eclkc.ohs.acf.hhs.gov/publication/youre-best-teacher-responsive-interactions-young-children>

<https://eclkc.ohs.acf.hhs.gov/es/publicacion/eres-el-mejor-maestro-interacciones-receptivas-con-los-ninos-pequenos>

*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>

<https://eclkc.ohs.acf.hhs.gov/es/entornos-de-aprendizaje/articulo/el-uso-de-materiales-que-se-encuentran-en-el-hogar-en-los>

Home Visitor e-Institute: Leave the Bag Challenge (iPD course)

<https://eclkc.ohs.acf.hhs.gov/professional-development/individualized-professional-development-ipd-portfolio/individualized-professional-development-ipd-portfolio>

*News You Can Use: Learning at Home and Homelike Environments

<https://eclkc.ohs.acf.hhs.gov/learning-environments/article/news-you-can-use-learning-home-homelike-environments>

<https://eclkc.ohs.acf.hhs.gov/es/entornos-de-aprendizaje/articulo/hablemos-de-el-aprendizaje-en-el-hogar-y-en-entornos-similares>

Challenging Situations in Home Visiting (webinar and resources)

<https://eclkc.ohs.acf.hhs.gov/video/challenging-situations-home-visiting>



*Dual Language Learners: Considerations and Strategies for Home Visitors

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

<https://eclkc.ohs.acf.hhs.gov/es/publicacion/ninos-que-aprenden-en-dos-idiomasy-estrategias-para-los-visitadores-del-hogar>

*Learning Opportunities

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

<https://eclkc.ohs.acf.hhs.gov/es/curriculo/home-visitors-handbook/oportunidades-de-aprendizaje>

Managing Stress with Mindful Moments

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

*Preparing for Challenging Conversations with Families

<https://eclkc.ohs.acf.hhs.gov/publication/preparing-challenging-conversations-families>

<https://eclkc.ohs.acf.hhs.gov/es/publicacion/preparacion-para-conversaciones-delicadas-con-las-familias>

*Relationship-Based Competencies to Support Family Engagement

<https://eclkc.ohs.acf.hhs.gov/family-engagement/relationship-based-competencies-support-family-engagement/home-visitors>

<https://eclkc.ohs.acf.hhs.gov/es/compromiso-de-la-familia/relationship-based-competencies-support-family-engagement/visitadores-del-hogar>

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>

Other Resources

Acknowledging Children's Positive Behaviors

<https://challengingbehavior.org/document/what-works-brief-22-acknowledging-childrens-positive-behaviors/>

Building Positive Relationships with Young Children

<https://challengingbehavior.org/document/building-positive-relationships-with-young-children/>

*Caregiver Planning Form

<https://challengingbehavior.org/document/caregiver-planning-form/>

<https://challengingbehavior.org/document/caregiver-planning-form-spanish/>

Center on the Developing Child: A Guide to Serve and Return

<https://devhcdc.wpengine.com/guide/a-guide-to-serve-and-return-how-your-interaction-with-children-can-build-brains/>

- How-to: 5 Steps for Brain-Building Serve and Return video (Spanish)

<https://devhcdc.wpengine.com/translation/how-to-5-steps-for-brain-building-serve-and-return-spanish/>



- *Serve & Return Interaction Shapes Brain Circuitry
<https://devhcdc.wpengine.com/resources/serve-return-interaction-shapes-brain-circuitry/>
<https://devhcdc.wpengine.com/translation/las-interacciones-servir-y-devolver-dan-forma-a-la-estructura-cerebral/>

Early Intervention Implementation Checklist ((self-assessment for home visitors and aligned to EIPPF practices- look for same sections)

<https://challengingbehavior.org/document/early-intervention-implementation-checklist/>

Early Interventionist Pyramid Practices Fidelity Instrument v.1.0

<https://challengingbehavior.org/document/early-interventionist-pyramid-practices-fidelity-instrument-v-1-0/>

*Expressing Warmth and Affection to Children

<https://challengingbehavior.org/document/what-works-brief-20-expressing-warmth-and-affection-to-children/>

<https://challengingbehavior.org/document/what-works-brief-20-spanish-demostrar-calidez-y-afecto-a-los-nios/>

*Infant Toddler Caregiver Reflection Tool

<https://challengingbehavior.org/document/infant-toddler-caregiver-reflection-tool/>

<https://challengingbehavior.org/document/infant-toddler-caregiver-reflection-tool-spanish/>

Pyramid Model Overview

<https://challengingbehavior.org/pyramid-model/overview/basics/>

*Providing Positive Feedback and Encouragement

<https://challengingbehavior.org/document/positive-feedback-and-encouragement/>

<https://challengingbehavior.org/document/positive-feedback-and-encouragement-spanish/>

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>



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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