



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

PRESENTER NOTES FOR HOME VISITORS

This guide walks you through the in-service suite *Implementing a Curriculum Responsively: Supporting Individual Children's Development and Learning*. This suite includes a PowerPoint presentation and supporting materials developed for use with home visitors. Learning activities and tip sheets are labeled for their intended audiences.

MATERIALS NEEDED

- Projector and audio equipment
- Flip chart or similar large paper
- Markers for writing participant ideas
- Hard copies of or access to the online Head Start Early Learning Outcomes Framework (ELOF)

BEFORE YOU BEGIN

- This presentation describes how home visitors can work with families to implement a curriculum responsively based on children's development and learning in the home and group socialization settings.
 - There is also a version of this presentation for center-based and family child care education staff that focuses on implementing a curriculum in ways that are responsive to individual children's development and learning in the group care context.
 - 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 education staff version of the presenter notes lists both sets of materials.
 - This presentation includes video clips that illustrate home visitors working with families to understand and support their child's emerging skills, behaviors, and concepts.
 - In the presentation, participants will learn with families about their child's development and learning; explore ways a curriculum provides guidance on the home environment, learning experiences, and parent-child interactions; and partner with families to use curriculum resources responsively to support their child's development and learning.
 - Learning activities offer opportunities for participants to understand the process of learning with families about their child's development and learning. Participants can also use this information to support them in using their home as a learning environment; provide learning experiences during play and everyday routines; and engage in nurturing, responsive, and effective parent-child interactions. Participants also can learn about how to use group socializations to promote a child's development and learning and how to engage families.
 - You may want to revisit the [Implementing a Curriculum with Fidelity: Questions and Answers](#) resource. It 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

- Tips for Home Visitors: Partnering With Families to Support Their Child's Development and Learning
- Tips for Families: Talking About Your Child's Development and Learning
- Learning Activity for Home Visitors: Facilitating Fine Motor Development: Infant-Toddler

- Learning Activity for Home Visitors: Supporting Social Skills: Preschool
- Helpful Resources
- Tools for Home-Based Supervisors: Supporting Home Visitors to Use a Curriculum Responsively With Children and Families in Home-Based Programs

OPTIONAL SLIDES

- Home Visitors Optional Slide 1: Icebreaker Activity
- Home Visitors Optional Slide 2: Putting It Into Practice

OPTIONAL HANDOUTS

- Head Start Program Performance Standards Support Development and Learning (Home Visitors)
- Learning Activity for Home Visitors: Putting It Into Practice

HOME VISITOR PRESENTATION OUTLINE

SLIDE FROM HOME VISITOR POWERPOINT ADAPTATION	HOME VISITOR HANDOUTS	OPTIONAL SLIDES	OPTIONAL HANDOUTS
1. Introduction			
2. House Framework for Effective Teaching Practices			<ul style="list-style-type: none"> ▪ Head Start Program Performance Standards Support Development and Learning (HV)
3. House Framework for Effective Teaching Practices: Curriculum			
4. Objectives		<ul style="list-style-type: none"> ▪ HV Optional Slide 1 	
5. Active Role of Home Visitors			
6. How Children Develop and Learn			
7. Connections to the Early Learning Outcomes Framework (ELOF)			
8. Learning About Children’s Development	<ul style="list-style-type: none"> ▪ Tips for Families: Talking About Your Child’s Development and Learning 		
9. Home Visiting Curricula Support:			
10. Home as a Learning Environment			
11. Learning Experiences			
12. Parent–Child Interactions	<ul style="list-style-type: none"> ▪ Tips for HV: Partnering with Families to Support their Child’s Development and Learning 		

SLIDE FROM HOME VISITOR POWERPOINT ADAPTATION	HOME VISITOR HANDOUTS	OPTIONAL SLIDES	
13. Activity: Facilitating Fine Motor Development	<ul style="list-style-type: none"> Learning Activity for HV: Facilitating Fine Motor Development- Infant Toddler 		
14. Activity: Supporting Social Skills	<ul style="list-style-type: none"> Learning Activity for HV: Supporting Social Skills - Preschool 		
15. Review	<ul style="list-style-type: none"> Helpful Resources Tools for HB Supervisors 	<ul style="list-style-type: none"> HV Optional Slide 2 	<ul style="list-style-type: none"> Learning Activity for HV: Putting It Into Practice

HV indicates tips/activity sheet for home visitors, and F indicates tips/activity sheet for families.



HV SLIDE 1:

INTRODUCTIONS

Begin the training by giving participants background information about yourself.

Provide an opportunity for participants to introduce themselves.

INTRODUCE THE TOPIC

A curriculum provides guidance and materials that home visitors can use to help parents support their child's learning and development. Home visitors partner with families to learn about their child and use their program's curriculum with parents to support their child's development and learning.

Home visitors individualize the guidance in a curriculum in ways that are responsive to children's development, strengths, and needs. They also implement curriculum in ways that are responsive to children's individual interests, temperaments, and cultural and linguistic experiences. This 15-minute in-service suite focuses on how home visitors implement their program's curriculum in ways that help families support their child's development and learning.

For additional guidance on how to implement a curriculum responsively, visit the following resources available from the Early Childhood Learning & Knowledge Center (ECLKC):

- 15-Minute In-Service Suites on Highly Individualized Teaching and Learning that provide suggested curriculum modifications to support children with disabilities or at risk for developmental delays
- 15-Minute In-Service Suite on A Culturally Responsive Approach to Implementing a Curriculum
- 15-Minute In-Service Suite on Implementing a Curriculum Responsive to Children's Interests
- Head Start and Early Head Start Home-Based Curriculum Checklist: What Is Research-Based?
- Head Start and Early Head Start Home-Based Curriculum Selection Checklist

DISCUSSION:

Have participants share what curriculum they use and how they think it supports families to understand and respond to their child's development and learning. This will give you an idea of the types of curricula participants use and how they think about what responsiveness to children's development and learning means.



HV SLIDE 2:

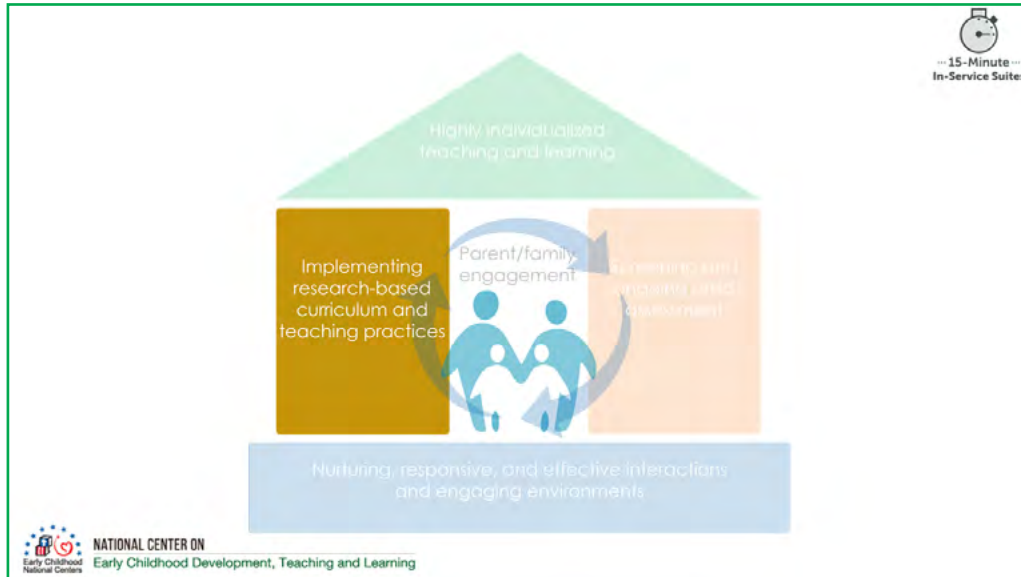
The framework for effective teaching practices is known as the House. The House represents five integral components of quality teaching and learning:

- The foundation – Nurturing, responsive, and effective interactions and engaging environments. In home-based programs, home visitors support parents to engage in nurturing, responsive, and intentional interactions with their child. They also assist parents in using 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. Home visitors partner with families to use this information to plan learning experiences.
- The roof – Highly individualized teaching and learning. Home visitors consider with parents the types of specialized supports required to meet their child’s strengths and needs.
- The center – Parent and family engagement. Home visitors implement each element of the house in partnership with parents and families withing 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 because as home visitors implement each component of the house, in partnership with families, they foster children’s learning and development.

OPTIONAL FOR HEAD START/EARLY HEAD START:

- Optional Handout: Head Start Program Performance Standards Support Development and Learning



HV SLIDE 3:

This suite focuses primarily on the first pillar of the house framework: implementing research-based curriculum and teaching practices.

Additionally, home visitors learn about children’s interests by partnering with parents and families and engaging them in ongoing assessment. Furthermore, nurturing, responsive, and effective interactions and engaging environments represent different ways that home visitors can support families to be responsive to their child’s interests (foundation of the house). Finally, highly individualized teaching and learning (roof) refers to specialized supports for all children, including children with identified disabilities or suspected delays, to be able to access and participate in learning and social experiences. Home visitors help parents and families consider their child’s strengths and needs, as well as any required specialized supports.

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.

HV SLIDE 4:

REVIEW THE OBJECTIVES FOR THE SESSION.

- Discuss the importance of home visitors learning with families about a child's development.
- 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.

Throughout this session, you will learn a process of using your program's home-based curriculum responsively. The process includes: learning with families about their child's development, exploring your program's curriculum, and partnering with families to use the curriculum responsively to support their child's development and learning.


OPTIONAL MATERIALS:


- Insert HV Optional Slide 1

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

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?




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 Early Childhood Development, Teaching and Learning

HV SLIDE 5:

Home visiting curricula are designed to support the learning and development of all children within a particular age group (e.g., infants, toddlers, preschool-aged). They typically offer guidance on partnering with families to support children's learning in the home environment, with suggested learning experiences and parent-child interactions. Curricula may also provide guidance on how to engage families to support their child's development and learning during group socialization activities.

DISCUSSION

Every child is different, however. How do home visitors implement their curriculum in ways that are responsive to a child's development and learning?

Home visitors play an active role in intentionally using their program's curriculum guidance and materials with families to promote learning environments, learning experiences, and parent-child interactions that are responsive to a child's development and learning.

To do this, home visitors must ask themselves:

- What do we know about the child's development and learning? This includes what the home visitor learns from families and the home visitor's own observations during home visits and socializations.
- What does my program's curriculum offer?
- How do I use my program's curriculum responsively with this family and child?

Home visitors partner with families to understand children's development and learning and identify appropriate ways to support them.

How Children Develop and Learn

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



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).

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HV SLIDE 6:

Before we dig into using a curriculum responsively, let's review how children develop and learn.

This graphic of the zone of proximal development (ZPD) is a helpful way to think about where children are developmentally. The ZPD, introduced by psychologist Lev Vygotsky, includes the following:

- The innermost circle represents what children know and are able to do on their own, without assistance.
- The outermost circle represents skills and concepts children have yet to start learning.
- Everything in between is the “learning” zone, or the ZPD—the knowledge and skills children can learn with support from an adult.

The ZPD is the optimal zone for new learning. Children benefit from multiple, related learning opportunities in the “What I can do with help” circle. Home visitors partner and share information with families to strengthen the families' capacity to support their children with learning in their ZPD.

When adults help children learn within their ZPD, it's called scaffolding. 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., books, visual reminders, other children). Home visitors share examples of appropriate scaffolding strategies to extend children's learning with families.

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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development



HV SLIDE 7:

DISCUSSION

How does the Head Start Early Learning Outcomes Framework (ELOF) support home visitors to individualize their curriculum to support each child’s development and learning?

The ELOF helps home visitors and families understand child development, including what children should know and be able to do at different age levels. It helps home visitors and families understand broad expectations for development, including appropriate learning goals and developmental progressions.

Home visitors can use the ELOF as a resource to inform their conversations with parents about a child’s current and emerging skills, behaviors, and concepts in specific domains and subdomains. Discussing a child’s development with the family is the first step to using a curriculum’s resources responsively.

Although the ELOF describes expected developmental progressions, children vary widely in their development and learning. They each develop at their own rate and may progress more quickly in one domain than another. In addition, not all children move through developmental progressions in the same way. The developmental sequences that children follow might differ.

During group socializations, parents have an opportunity to see the range of development in children about the same age. Group socializations may allow home visitors to share how children develop at different rates and in different ways.

Learning About Children's Development

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

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



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HV SLIDE 8:

OPTIONAL DISCUSSION

How do home visitors learn with families about a child's current and emerging knowledge and skills?

Home visitors can use data that they and parents gather from informal observations and ongoing child assessment to learn about a child's development and learning. Reflecting on the following types of questions will help interpret the data gathered:

- How is the child developing or learning in each domain?
- What has the child mastered?
- What is currently emerging?

DISCUSSION

What do participants' curricula offer to help them learn with families about children's current and emerging skills, behaviors, and concepts?

DEBRIEF

A program's curriculum may offer parent handouts with descriptions of child development. It may also provide tools, like checklists, to jointly observe with families the child development in each domain.

With this information from ongoing child assessment, home visitors can help families provide supports for their child's learning based on the current level of development. In addition, home visitors consider a child's interests, temperament, cultural and linguistic background, and other strengths and needs.

For further guidance on how to learn about an individual child’s development, use the following resources available from the ECLKC:

- Home Visitor’s Handbook: Chapter 6.5 – Ongoing Assessment and Curriculum Planning
- Ongoing Child Assessment 15-Minute In-service Suites
- Observation: The Heart of Individualizing Responsive Care
- Learning from Assessment (LFA) Toolkit

MATERIALS NEEDED:

- Handout: Tips for Families: Talking About Your Child’s Development and Learning

Home Visiting Curricula Support:

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



Home as a learning environment



Learning experiences during play and routines



Parent-child interactions



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HV SLIDE 9:

Based on an understanding of a child's emerging knowledge and skills from informal observations and ongoing child assessment, home visitors turn to their curriculum to identify relevant materials. Home visiting curricula provide guidance on:

- How to use the home as a learning environment
- How parents can provide learning experiences during play and everyday routines
- Parent-child interactions that support and extend children's development and learning

Home visitors and families work together to use ongoing child assessment and a curriculum to plan individualized experiences and interactions that build on a child's current level of development in all domains. Home visitors use their program's curriculum to support parents as they provide learning experiences and interactions for children.

The following slides provide examples of what your curriculum's guidance and materials may look like. Each represents only one example of the many diverse ways that home visiting curricula approach each one of these areas.



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



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HV SLIDE 10:

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

Some curricula may offer handouts for families that focus on what kinds of materials can be used from the home to support children’s learning. For example, this handout provides ideas for parents on fun and safe learning materials in the kitchen. It also describes what children of different ages may do with these kitchen objects. This information can help parents select developmentally appropriate objects. The guidance specifies materials, but there is flexibility in how a child can explore things in this environment. Home visitors can work with families to use their knowledge of their child’s skills, behaviors, and concepts to scaffold their development and learning.


Other curricula may not have specific handouts or sections that focus on the environment. Instead, they may embed guidance on the environment throughout their suggested activities. For example, the description of a scribbling activity for older infants may suggest using whatever writing tools the family has (e.g., crayons, markers, pencils, pens).

DISCUSSION

Take a moment to think about your curriculum. What guidance does it offer on supporting families to use the home as a learning environment?

Here are some ways to use your curriculum’s guidance and resources related to the learning environment based on a child’s current developmental level and emerging skills:

- Help families choose toys and other objects that are at an appropriate developmental level for their child. Keep in mind that it is also okay to include toys and objects that might appeal to a younger child and some that are more challenging.
- Offer suggestions to parents on how to engage in interactions with their child using these materials to support knowledge and skills within their child’s ZPD.




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.



HV SLIDE 11:

The scope and sequence of a home visiting curriculum often organize suggested learning experiences by the child’s age. Select potential learning experiences for families to use based on where the child is developmentally, which may or may not match the child’s chronological age (e.g., a child may be 18 months but not walking just yet). In the example on the slide, we see one of the several possible learning experiences the curriculum offers for “36-Month Activities.” Additional resources provide several possible activities for other ages as well.

Home visitors may need to consider how families might simplify an experience or make it more challenging based on their child’s developmental level. For example, a home visiting curriculum for preschool-aged children might suggest counting small sets of up to five toys as part of their play. To simplify, a home visitor can guide parents to invite the child to count a smaller set. To add challenge, the parent may ask a child to count up to 10.

Remember, children are continuously developing new knowledge, skills, and behaviors. Learning experiences that may currently fall outside of a child’s ZPD may become part of the “learning zone” at a later point in time.

For additional guidance on a curriculum’s scope and sequence, visit the following resources available from the ECLKC:


- Curriculum Scope and Sequence
- Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers

DISCUSSION

Have participants take a moment to think about their curricula. How do the curricula approach learning experiences for children?

OPTIONAL DISCUSSION

How might home visitors provide guidance to families in using these learning experiences responsively based on their child’s developmental level?



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



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HV SLIDE 12:

Within the contexts of the home environment, everyday routines, and play, responsive parent–child interactions provide an opportunity to support and extend children’s development and learning.

Curricula may offer handouts or tip sheets with guidance on parent–child interactions at a particular age and strategies for parents to support learning and development. For example, this tip sheet provides parents with some highlights of a young infant’s behaviors and tips for how to support the child’s learning and growth.

Other curricula may provide suggested interactions embedded throughout activities. A curriculum may specify scaffolding strategies within learning experiences, such as how to simplify an activity or how to add challenge. For example, a shared book reading activity for preschoolers may describe different types of questions or prompts for children at different developmental levels. For a child earlier in the developmental progression for comprehension, the prompt may refer to photos in the book, such as “What is the boy doing on the bus?” For a child with more comprehension skills, the prompt may ask, “What do you think the boy will do next?” or “How do you think the boy feels when he cannot find his grandma?”

DISCUSSION


How does your curriculum provide guidance on parent–child interactions that can be used responsively based on a child’s level of development and learning?

MATERIALS NEEDED:


- Handout: Tips for Home Visitors: Partnering With Families to Support Their Child’s Development and Learning


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

Activity: Facilitating Fine Motor Development



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




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HV SLIDE 13:

INFANT AND TODDLER LEARNING ACTIVITY:

Facilitating Fine Motor Development

INTRODUCE VIDEO

- In this video, a home visitor, Luz, uses her program's curriculum responsively with a family and child.
- Luz's curriculum provides guidance on how to use the home as a learning environment. It also includes the suggested learning experiences of scribbling and putting objects in and out of containers to support an infant's fine motor skills.
- As you watch the video, notice how Luz uses her curriculum to help the mother support the child's development and learning.

PLAY VIDEO

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

ELBOW PARTNER DISCUSSION

- After watching the video, with a partner, think about how Luz used what she knew about the family and child to implement her curriculum responsively. Use the following questions to guide your conversation:
 - What are some of the child's current and emerging knowledge, skills, or behaviors? Note for facilitator: Even though Luz mostly talks about fine motor skills, invite participants take note of knowledge, skills, or behaviors within the child's ZPD in other domains (e.g., gross motor skills, perceptual development).
 - What are some of the ELOF goals addressed in the learning experiences that Luz and the mother planned?
 - In what ways do you think Luz used her curriculum's guidance responsively with this family and child?
 - What might Luz and the mother plan next to extend the child's fine motor, gross motor, and perceptual skills?
- Record what you discuss with your partner on your handout.

LARGE-GROUP SHARE OUT

- Invite participants to share their observations and discussions.

MATERIALS NEEDED:

- Handout: Learning Activity for Home Visitors: Facilitating Fine Motor Development: Infant–Toddler

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

Activity: Supporting Social Skills



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




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HV SLIDE 14:

PRESCHOOL LEARNING ACTIVITY:

Supporting Social Skills

INTRODUCE VIDEO

- In this video, a home visitor, Diana, uses her program's curriculum responsively with a family and child.
- Diana's curriculum includes the suggested learning experiences of stacking box blocks and blowing bubbles.
- As you watch the video, notice how Diana engages with the mom. Diana helps the mother intentionally support the development and learning of the knowledge, skills, and behaviors within the child's ZPD.

PLAY VIDEO

- Use the handout to record what you notice about the child's development and learning. Write how Diana and the mother support the child's development and learning.
- Play the video a second time if participants need to gather more information.

ELBOW PARTNER DISCUSSION

- After watching the video, with a partner, think about how Diana used what she knew about the family and child to implement her curriculum responsively.
 - What are some of the child's current and emerging knowledge, skills, or behaviors? Consider what knowledge and skills the child is developing within her ZPD in the following domains: social and emotional, mathematics, and perceptual, motor, and physical development.
 - What are some of the ELOF goals addressed in the learning experiences that Diana and the mother planned?
 - In what ways do you think Diana used her curriculum's guidance responsively with this family and child?
 - What might Diana and the mother plan next to extend the child's social, math, and fine motor skills?
- Record what you discuss with your partner on the handout.

LARGE-GROUP SHARE OUT

- Invite participants to share their observations and discussions.

MATERIALS NEEDED:

- Handout: Learning Activity for Home Visitors: Supporting Social Skills: Preschool

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?



HV SLIDE 15:

REVIEW THE MAIN POINTS OF THE PRESENTATION

In this presentation, we discussed how to implement a home visiting curriculum responsively to support a child's development and learning.

Think about the children and families you work with. For a particular child, what are some of the knowledge, skills, and behaviors being developed? Plan how to use your curriculum's guidance and materials with families to support children's level of development and style of learning. Use the optional learning activity Putting It Into Practice to help walk you through the process of applying this information to the children and families in your home-based program.

Your program's curriculum provides you with many tools and strategies to help parents support their child's development and learning, but you have the important role of making these curriculum resources meaningful to every individual family and child you work with in your home-based program.

MATERIALS NEEDED:

- Handout: Helpful Resources
- Handout: Tools for HB Supervisors

OPTIONAL:

- Insert: HV Optional Slide 2
- Optional Learning Activity for Home Visitors: Putting It Into Practice

