



MAKE-BELIEVE PLAY

OPTIONAL PRESENTER NOTES FOR HOME VISITORS



HV OPTIONAL SLIDE 1:

Welcome and Introductions

- Begin the training by giving participants background information about yourself.
- Provide an opportunity for participants to introduce themselves.

HSPPS Support Make-Believe Play



Subpart C - Education and Child Development Program Services

1302.30 Purpose

All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children's cognitive, social, and emotional growth for later success in school....



HV OPTIONAL SLIDE 2:

Programs must provide high-quality early education and child development services to all children, including for children with disabilities, that promote children's cognitive, social, and emotional growth for later success in school.



HSPPS Support Make-Believe Play



Subpart C - Education and Child Development Program Services

1302.35 Education in home-based programs

(a) Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum...



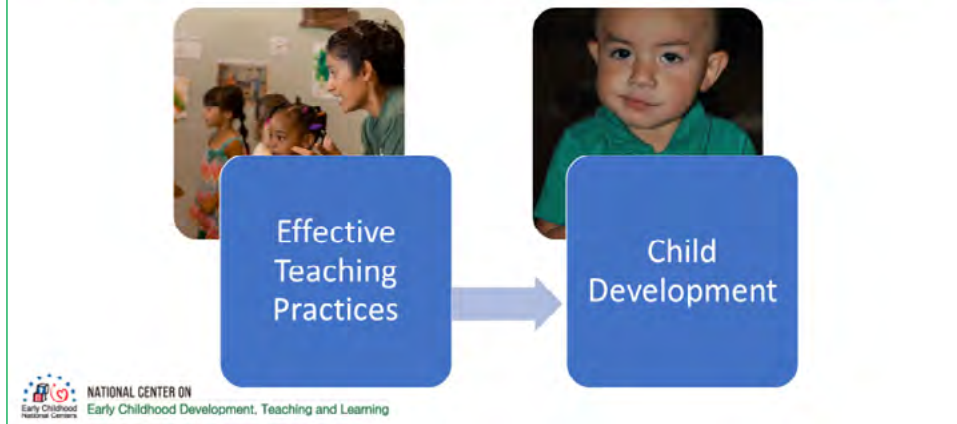
HV OPTIONAL SLIDE 3:

Additionally, home-based programs must encourage parents as the child's first teacher and support them as they provide high-quality make-believe experiences that build on children's individual development and learning patterns.



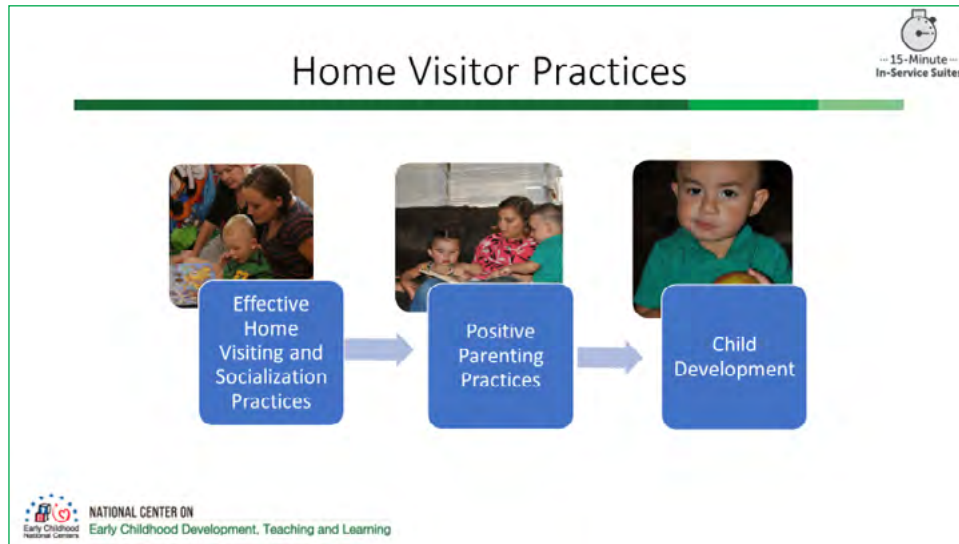
Center-Based and Family Child Care Practices

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



HV OPTIONAL SLIDE 4:

Here is an over-simplified representation of how staff achieve positive child outcomes in center-based and family child care programs. The teacher works directly with the child. The child is usually in the classroom 5 days a week for around 6 hours or more each day. This means that the teacher and child have approximately 30 hours together each week.



HV OPTIONAL SLIDE 5:

When we look at what is different in home-based programs, the most striking difference is that the home visitor promotes positive parenting, which impacts the child’s development.

First, the home visitor is in the home 90 minutes, once a week. Home visitors plan visits jointly with parents. Home visitors provide age and developmentally appropriate, structured child-focused learning experiences. However, they work with the parent to provide strategies and activities that help them support their child’s cognitive, social, emotional, language, literacy, and physical development. Home visitors encourage parents to use the home as a learning environment that is safe, nurturing, responsive, and language- and communication-rich—emphasizing dual language learners and recognizing bilingualism and biliteracy as strengths.

Home visitors also offer socializations twice per month. They plan socializations jointly with families and conduct them with both parent and child participation. They can be held in any convenient location including classrooms, a community facility, in the home of a parent, or a field trip-like setting. Group socializations provide age-appropriate activities that align with school readiness goals. They also encourage parents to share their child development experiences with other parents to strengthen parent-child relationships and help them understand child development.


The goal of home-based programs is to provide home visits and group socializations that promote secure parent-child relationships and help parents provide high-quality early learning experiences.


HSPPS: §1302.35 Education in home-based programs.

- (a) Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts
- (c) Home visit experiences. A program that operates the home-based option must ensure all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and must use such goals and the curriculum to plan home visit activities that implement:

- (1) Age and developmentally appropriate, structured child-focused learning experiences;
 - (2) Strategies and activities that promote parents' ability to support the child's cognitive, social, emotional, language, literacy, and physical development;
 - (3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich;
 - (4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:
 - (i) For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,
 - (ii) For preschoolers, focus on both English language acquisition and the continued development of the home language; and,
- (d) Home-based curriculum. A program that operates the home-based option must:
- (1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:
 - (ii) Aligns with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework; and,
- e) Group socialization.
- (2) Group socializations must be structured to:
 - (ii) Encourage parents to share experiences related to their children's development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development;


What's Different for a Home Visitor?





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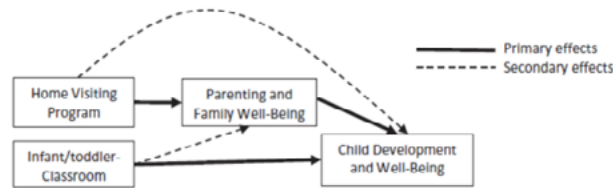
graph LR
    A[Effective Home Visiting and Socialization Practices] --> B[Positive Parenting Practices]
    B --> C[Child Development]
  
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HV OPTIONAL SLIDE 6:

When we look at what is different for a home visitor, the most striking difference is that the home visitor works directly with parents to promote positive parenting. To be effective, home visitors in home-based programs must understand adult learning principles and have the skills to work with parents so they can support their child's healthy growth and development throughout the week, not just when the home visitor is present.

Theory of Change for Home-Based



Theory of change model for infant/toddler home visiting vs. classroom.
Source: Roggman et al, 2016

HV OPTIONAL SLIDE 7:

Here's another graphic to describe home-based programs. This one is a theory of change from an article by Lori Roggman and colleagues in a 2016 issue of the Journal Early Childhood Teacher Education. Theory of change is simply a series of clear statements or a diagram, as we see on this slide, that portrays the changes a program is trying to make. So, we see from the solid lines that home visiting programs primarily and directly effect parenting and family well-being, which then leads to child development and well-being. This model shows us that through working with families we see change in child development and well-being. Keep this theory of change in mind as we talk about supporting parents as they learn to understand the meaning of their child's behaviors.

Creating an Environment to Support Social Play



- With parents:
 - Discuss open-ended cooperative use toys and materials that encourage social interaction
 - Discuss play dates to increase opportunities for social play
- At group socializations:
 - Create a physical space that encourages children to be in the same area as other children



HV OPTIONAL SLIDE 8:

Here are some quick and easy things you can do to help support social play.

- Help families identify objects in their home that they can use for make-believe play. Put different play-themed items inside of a box (or shoebox) that is labeled with that theme.
- During socializations, have open-ended, cooperative use toys and materials to increase the opportunities for social interaction. Cooperative toys naturally lend themselves to two or more children playing together. Some examples of cooperative use toys are, balls, puppets, wagons, two telephones, make-believe materials, rocking boats, blocks, puzzles, play food, and recyclable materials.
- Provide opportunities and enough space for children to play with each other in a variety of settings.

TURN AND TALK

- What has the home visitor done in the picture above to support social play with these children?
- What else can you do as a home visitor to support social play?

Play Themes

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

- A **play theme** lends itself to the creation of pretend scenarios, pretend roles, and relationships between roles



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HV OPTIONAL SLIDE 9:

- A **play theme** lends itself to pretend scenarios, pretend roles, and relationships between roles. Home visitors can support parents as they identify materials at home children can use for pretend play. Brainstorm scenarios that their child might enjoy and come up with roles for the parents and child to engage in together! Home visitors can also encourage parents to brainstorm play themes by looking for meaningful opportunities to build on children's interests, use things that are happening around the family (a bird is building a nest outside of the child's window), or build a theme based on what the parents are interested in. Enthusiasm is contagious!
- Some home-based curricula may have selected themes to use. If so, talk with parents about how these themes are relevant to their lives, culture, or experiences. Modify the themes so that they work best for the family.

Play Themes Inspired by Everyday Activities



- Play themes are often inspired by everyday experiences or may be found in some home-based curricula

Everyday Experience	Play Activities
Grocery shopping	Making a grocery list, shopping around the house where the child pretends to be the cashier and the adult is the shopper.
Baking cookies	Pretend to be bakers and make a recipe. Add ingredients and use real cookie cutters to pretend to make the cookies.
Taking care of a baby doll	Parent and child can pretend to be the baby's caregiver. Change her diaper, feed her, or rock her to sleep.
Taking a bus ride	Line up chairs to ride on the "bus", being the bus driver, making each stop for the passengers.

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HV OPTIONAL SLIDE 10:

- Play themes can be inspired by the home-based curriculum as well as the families' everyday activities. If the home-based curriculum uses themes, take this opportunity to connect children's make-believe play back to their everyday experiences.
- Let's take a look at the many activities that can inspire everyday experiences.

TURN AND TALK

- What other play themes can you develop that lend themselves to make-believe play, but still include the interest or experiences of the families you work with?