



STEAM-AIAN PRESENTER NOTES

OPTIONAL PRESENTER NOTES FOR HOME VISITORS



HV OPTIONAL SLIDE 1:

If participants are exclusively home visitors, you can replace the title slide with this slide.

WELCOME AND INTRODUCTIONS:

Begin the training by giving participants background information on yourself.

Provide an opportunity for participants to introduce themselves. Encourage them to use their tribal language for their introduction.

INTRODUCE THE TOPIC:

STEAM stands for Science, Technology, Engineering, Art, and Math.

Begin with an activity to get participants thinking about how their culture naturally uses STEAM (i.e., gathering berries, harvesting, carving, fishing, preparing native foods, etc.).

DISCUSSION: HAVE PARTICIPANTS SHARE WHAT STEAM SKILLS THEY USED THAT MORNING.

This will give you an idea of what they think of when they hear the STEAM acronym.

Offer examples such as cooking breakfast, making coffee, parking your car, packing your child's lunch, checking the weather, brushing your teeth, etc.

***Emphasize: You naturally use STEAM every day!** The Native way of life and culture are rich with examples of STEAM.



HSPPS Support STEAM



Subpart C – Education and Child Development Program Services

1302.30 Purpose

A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts.



OPTIONAL HV SLIDE 2:

Read the content on the slide first.

1. STEAM does all of this! It develops thinking and communication skills, fosters positive interactions with adults and children, and builds confidence and joy in learning. All of these skills and behaviors promote school readiness.
2. STEAM integrates areas of learning and development across the ELOF domains. In the course of exploring and investigating, children relate to others, develop concepts, express themselves, manage their emotions, and learn to problem-solve.
3. STEAM is already embedded in much of what you do. It is not something that you need to add to your curriculum or planning. Rather, it informs decisions about interactions and supports that you provide parents.





HSPPS Support Language and Culture



Subpart C – Education and Child Development Program Services

1302.36 Tribal language preservation and revitalization

A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations.



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OPTIONAL HV SLIDE 3:

Read the content on the slide first.

In the last slide we talked about delivering developmentally, culturally, and linguistically appropriate learning experiences. AIAN programs are encouraged to integrate tribal language and culture into program services.





HSPPS Support Language and Culture



ACF-IM-HS-15-02 Native Language Preservation, Revitalization, Restoration, and Maintenance in Head Start and Early Head Start Programs

"OHS strongly supports the full integration of AIAN languages and culture in their Head Start and Early Head Start programs, including the use of language immersion, dual language, and other proven approaches..."



OPTIONAL HV SLIDE 4:

Read the content on the slide first.

OHS strongly supports full integration of tribal languages and culture in EHS and HS programs.





HSPPS Support STEAM



Subpart C - Education and Child Development Program Services

1302.35 Education in Home-Based Programs

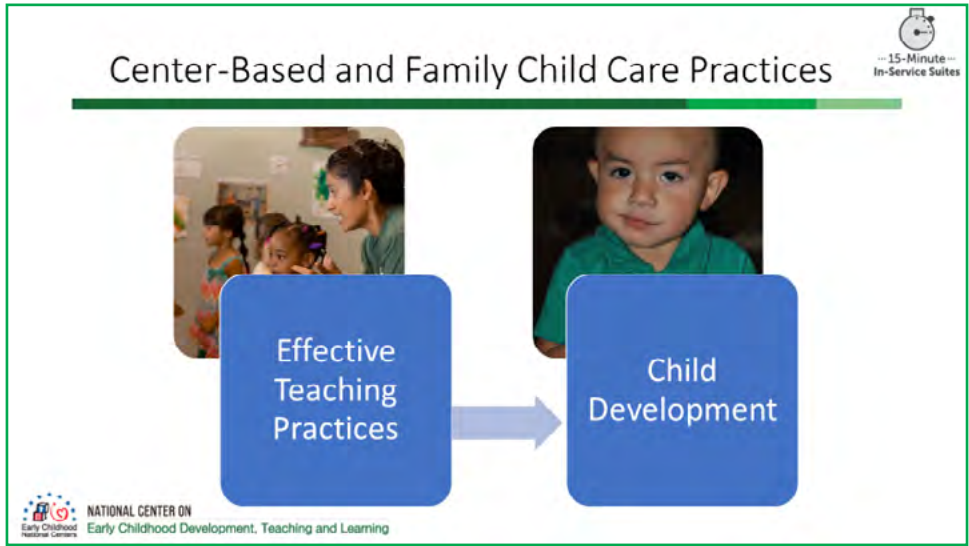
A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical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



HV OPTIONAL SLIDE 5:

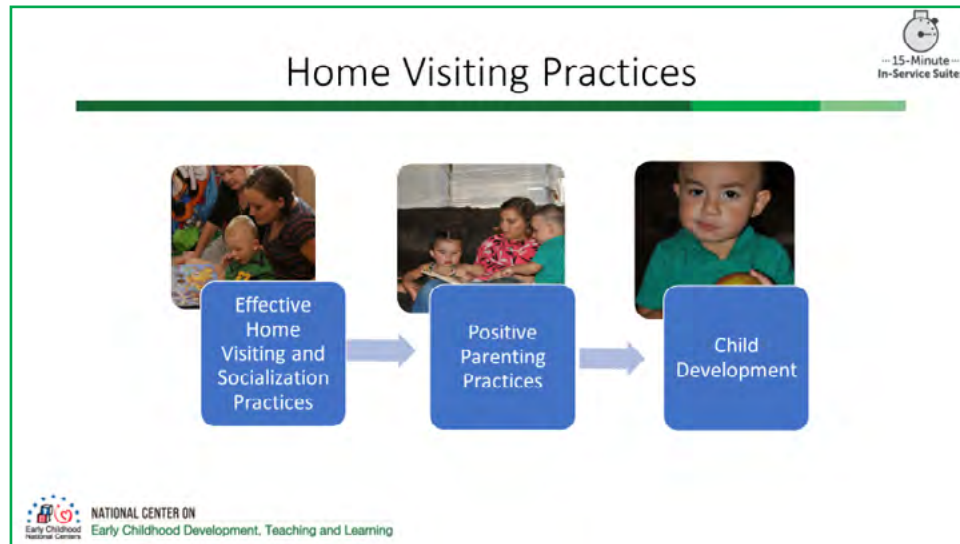
Additionally, home-based programs must encourage parents as the child's first teacher and support parents as they provide high-quality STEAM experiences that build on children's individual patterns of development and learning.





HV OPTIONAL SLIDE 6:

Here is a very over-simplified representation of how positive child outcomes are achieved in center-based and family child care. The teacher is working 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.



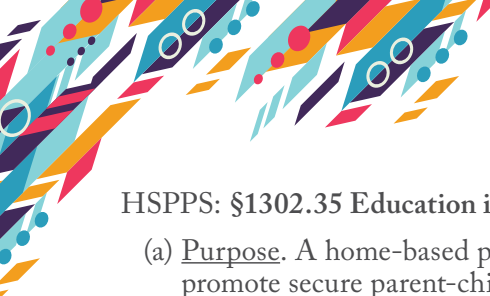
HV OPTIONAL SLIDE 7:

When we look at what is different in home-based programs, the most striking difference is that the home visitor works to promote positive parenting which in turn impacts the child’s development. Part of this positive parenting includes language and cultural activities.

First, the home visitor is in the home 90 minutes once a week. Home visits are planned jointly with home visitor and parent. Home visitors provide age and developmentally appropriate, structured, and child-focused learning experiences. However, they really work with the parent to provide strategies and activities that promote parent’s ability to support the child’s cognitive, social, emotional, language, literacy, and physical development. Home visitors encourage parents to promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication-rich—emphasizing tribal language and the value of cultural activities.

Home visitors also offer group socializations. Socializations are planned jointly with families and conducted 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 are aligned with tribal and state early learning guidelines. They encourage parents to share their child development, culture, and language experiences with other parents to strengthen parent-child relationships and promote parents’ understanding of child development. This is a wonderful time to invite elders to lead language and cultural activities.

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. These home visits and group socializations offer an opportunity to share cultural ways.



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?

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

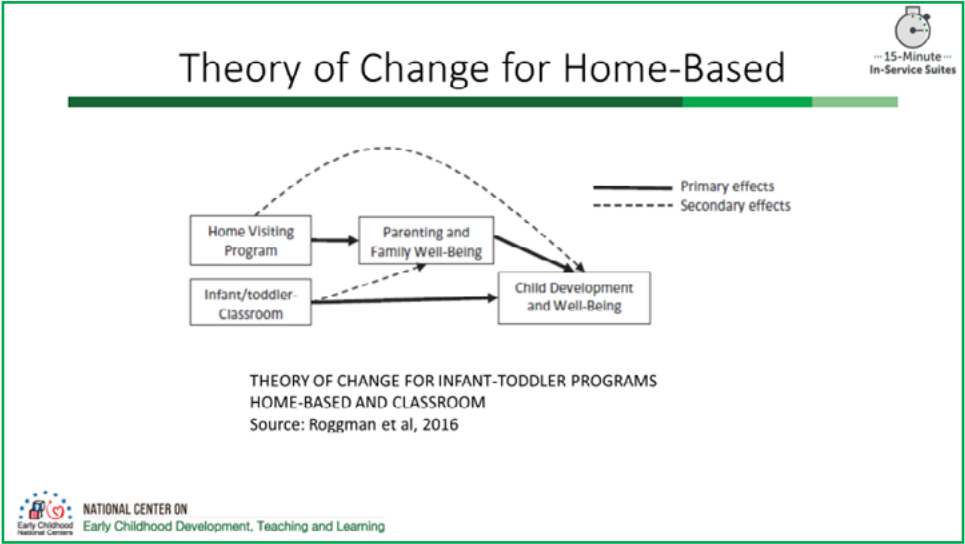
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graph LR; A[Effective Home Visiting Practices] --> B[Positive Parenting Practices]; B --> C[Child Development]
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Effective Home Visiting Practices → **Positive Parenting Practices** → **Child Development**

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HV OPTIONAL SLIDE 8:

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 know adult learning principles and have the skills to work with parents to strengthen their parenting practices so they can support their child’s healthy growth and development throughout the week, not just when the home visitor is present. Honoring the family’s culture and language is important in building these relationships and in supporting the child’s learning.



HV OPTIONAL SLIDE 9:

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 *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 promoting STEAM development for children in home-based programs.

Source: Lori A. Roggman, Carla A. Peterson, Rachel Chazan-Cohen, Jean Ispa, Kallie B. Decker, Kere Hughes-Belding, Gina A. Cook & Claire D. Vallotton (2016) Preparing home visitors to partner with families of infants and toddlers, *Journal of Early Childhood Teacher Education*, 37:4, 301-313.



Support Parents in Learning About STEAM



- Help parents understand that STEAM is about how children and adults explore the world, not which facts you know.



HV OPTIONAL SLIDE 10:

Each parent will have a different comfort level with STEAM concepts. However, STEAM is about *how* children and adults explore the world—*not* which facts you know. Start with activities each individual family is already doing with their child and build from there. Help families feel comfortable with STEAM by helping them to identify open-ended, everyday materials such as empty jars & lids or leaves from their backyard—these materials allow for boundless exploration (and can grow with the child).





Learning Activity:
STEAM is All Around

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HV OPTIONAL SLIDE 11:

LEARNING ACTIVITY:

STEAM-related objects and materials can be found anywhere—both inside and outside of the home. We must support families as they find useful items and discover how they can be used to promote STEAM learning.

For this activity, use your worksheet to brainstorm objects that you may find in a child’s home that promote STEAM learning! Consider culture and language activities.

ACTIVITY FOR FAMILIES:

Share the handout “Steam is All Around” with families. Do one of the following activities with families during a home visit of your choice:

1. Brainstorm all the opportunities for STEAM learning that are found around the home or can take place during everyday routines.
2. Have families fill in the handout as they go through their week and check back with them on what they discovered at the next home visit.
3. Encourage families to add cultural activities they may attend in the community. Also, include elders—children might hear stories from their elders or learn from elders. This can be as simple as an elder sharing how they pick berries, weave baskets, or prepare traditional foods.



Home Visitors Can Support Families in Building STEAM

15-Minute
In-Service Suites



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HV OPTIONAL SLIDE 12:

Home visitors have a great opportunity to support parents as they discover the rich opportunity that exists in everyday routines and find family activities that promote their children's STEAM skills. All parents want their children to learn critical skills and concepts to prepare them for school and life. What better way to help parents meet that goal for their children than by supporting parents as they identify and take advantage of the countless STEAM learning opportunities that occur every day in the home and community?

Show Parents How to Speak the Language of STEAM

—15-Minute—
In-Service Suites

- Encourage parents to introduce STEAM vocabulary as children are exploring inside and outside the home.
- Share the benefits of using STEAM language with children.



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HV OPTIONAL SLIDE 13:

Encourage parents to introduce STEAM language as children are exploring inside and outside the home. Share the benefits of using STEAM language with their child. Discuss their tribal language and the words they use to explore and develop practical learning skills (i.e., gathering activities during certain times of the year).



Learning Activity/Experiences

15-Minute
In-Service Suites



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HV OPTIONAL SLIDE 14:

An important way to support STEAM learning and skills is through the experiences and activities you encourage families to do at home.

In this video, a parent reads through “The Very Hungry Caterpillar” with his children. As you watch, think about all the ways the parent supports STEAM learning through this activity. **Play video.**

DISCUSSION: ASK PARTICIPANTS TO SHARE WHAT THEY OBSERVED.

Highlight these STEAM skills and supports.

- The parent read a book about insects that we often see in nature (caterpillars and butterflies).
- This was a hands-on activity where the children were able to find and hold the pictures that matched the book.
- The parent used scientific vocabulary such as “cocoon.”
- The parent encouraged the child to count objects shown in the picture.
- The parent followed the child’s natural exploration and curiosity by allowing her to hold up a different picture than what he asked for—perhaps a picture of interest to the child.
- The parent didn’t always act like the expert—he made it an activity to explore together with the children.
- The parent may show the children a caterpillar or a cocoon while gathering berries, greens, etc.