



**Welcome to the Home Visiting Webinar Series!**

While You Are Waiting  
Download the **Participant's Guide** found in the **Teal** "Resource List" Widget  
Use the **Guide** to take notes and interact during the webinar.



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October 12, 2022

**Creating Home Learning Environments Where Children Thrive**

Joyce Escorcía  
Roselia Ramirez

National Center on Early Childhood Development, Teaching, and Learning



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**Meet Your Hosts!**



Joyce Escorcía      Roselia Ramirez



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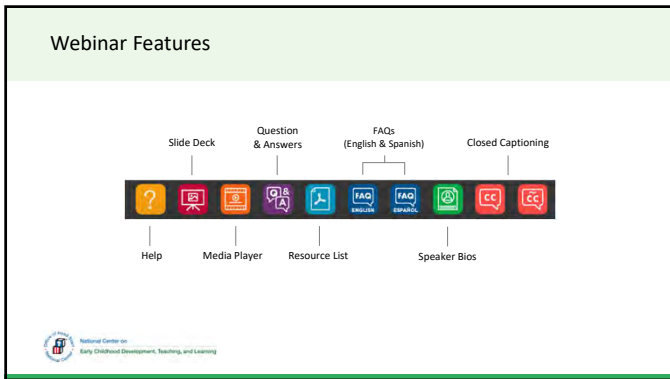
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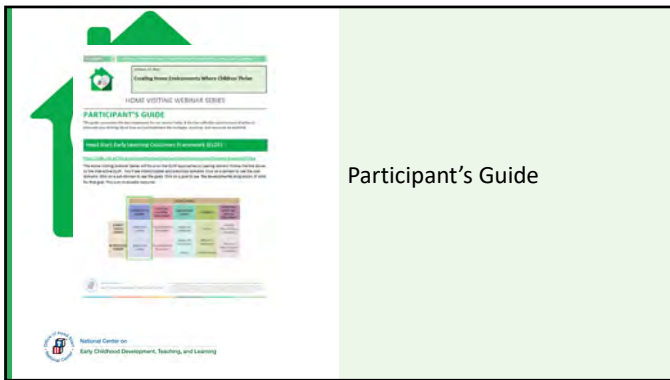
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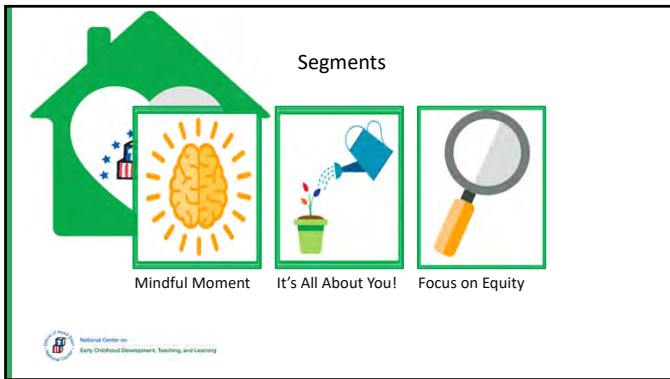
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Segments

Try It Out      Small Change Big Impact      The BookCASE

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Mindful Moment

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Learning Outcomes

Describe the importance of positive home environments and how they impact children's growth, development, and learning.

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### Learning Outcomes

Implement practical strategies during home visits that support positive home environments.



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### What do you think are the most significant elements of the environment for young learners?

1. Materials and equipment
2. Space and design
3. Routines and activities
4. Meaningful interactions: adult-child and child-child



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### What Research Tells Us...



“Environments that are engaging, predictable, *and* characterized by on-going positive adult-child and child-child interactions are necessary for promoting children’s social and emotional development.”

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**Be Present**



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**Supporting Families to Be Present**



Quiet the Static



Focus, Clear the Mind

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**Supporting Families to Be Present**



Think and Prepare



Be Aware of Any Feelings

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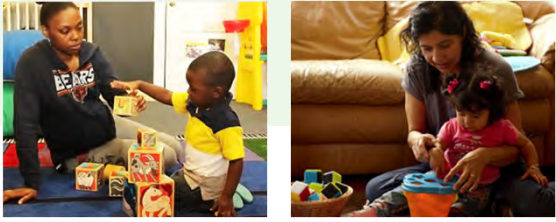
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Supporting Families to Be Present



Adjust to the Child or Adult      Goodness of Fit

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Supporting Families to Be Present



Preferences and Interests      Culture and Language

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Connecting with Children

“Connecting means observing what is interesting and significant about what the child is doing, saying, and thinking. It means letting the child know that you see her, are interested in what she is doing, and want to spend some time with her.”

Source: Dombro, et al., 2011, p. 27



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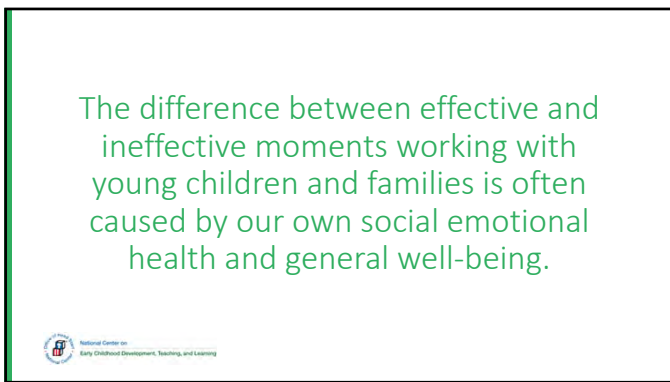
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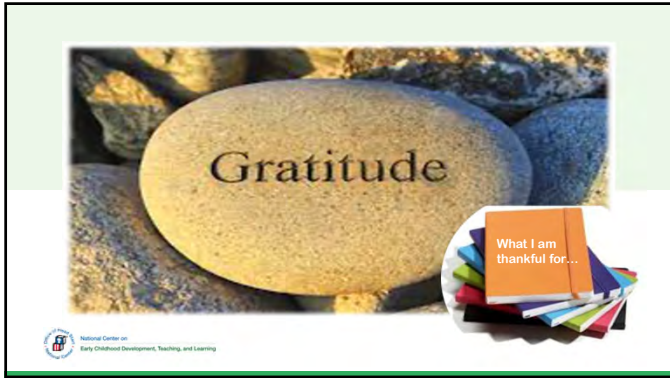
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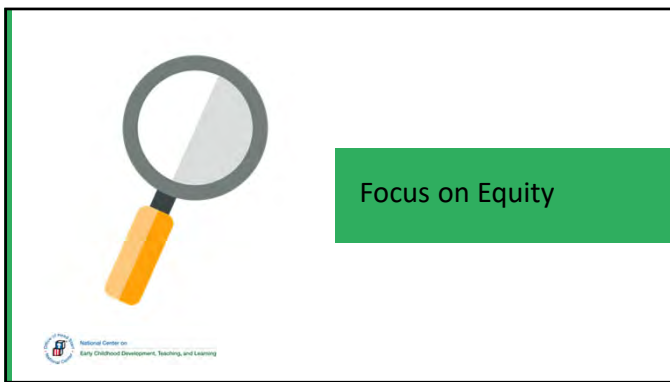
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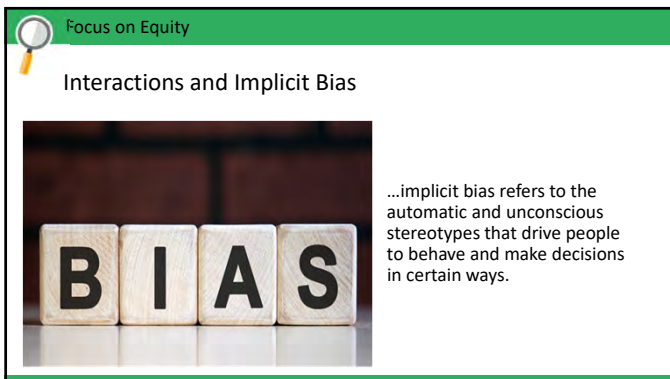
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**Focus on Equity**

Use an Equity Lens to..



- Interrupt biases
- Increase transparency and accountability
- Shift historic institutional patterns



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**Participant Guide Activity**



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**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?



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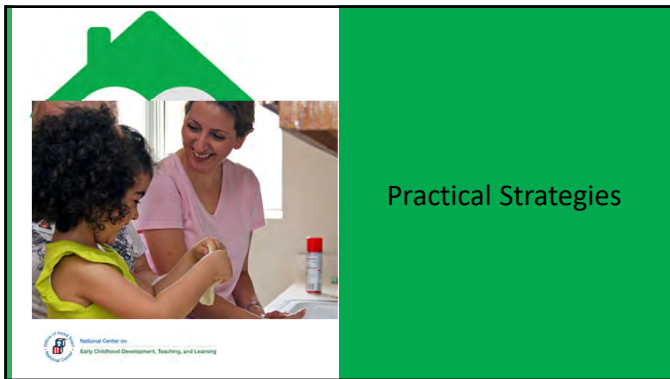
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Practical Strategies

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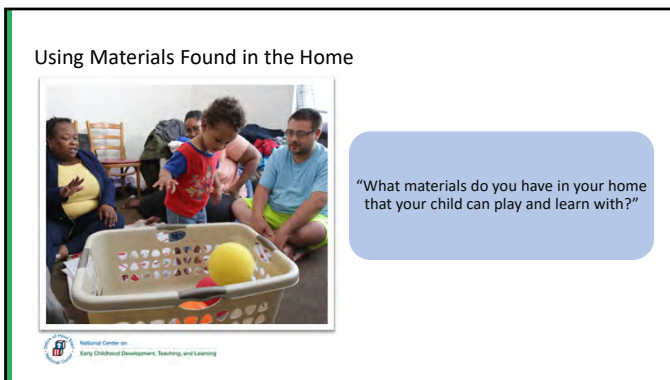
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Using Materials Found in the Home



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

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Playing with Blocks

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### Establish a Predictable Schedule and Routine

- Use consistently
- Keep it simple
- Embedded daily routines
- Refer to it often
- Post it!

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### Routines

Helps the day run smoothly

Helps to minimize anxiousness and challenging behaviors

Opportunities to embed learning

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### Providing Choices

Transition Cue

What's coming next

Offer choices when possible

Choice #1

Choice #2

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**Importance of Rules and Expectations**

- Safety first!
- Involve the child in development
- Keep list short
- Teach proactively
- Consistency

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**Small Change Big Impact**

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**Small Change Big Impact**



**Getting to Know Children and Families**

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**Visuals: Rules and Routines**

While I'm waiting I can...

- Sing the ABC's
- Count to 10
- Play on the Bus
- Play Toys
- Use the Toilet
- Use the Table
- Use the Chair
- Use the Spoon

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**Try It Out: There's No Place Like Home!**

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**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 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?

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Parents' engagement in everyday learning activities helps children develop lifelong motivation, persistence, and love of learning.

(Dunst, Bruder, Trivette, and Hamby 2006)



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The BookCASE

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**The BookCASE**

**RESEARCH NOTES**

**RESPONSIVE LEARNING ENVIRONMENTS**

Learning environments are the settings, spaces that support children's development. They include your home, outdoor spaces, and other areas your child visits each day. Responsive environments are tailored to meet each child's developmental needs, needs, and interests. Here are some tips you can try.

**THE TAKE HOME**

Responsive learning environments are built and adjusted all day long. They are not one-time events. They are ongoing and evolving. They are not just for learning, but for play, too. They are not just for learning, but for play, too. They are not just for learning, but for play, too.

**CONNECTING AT HOME**

**RESPONSIVE LEARNING ENVIRONMENTS**

Learning environments are the settings, spaces that support children's development. They include your home, outdoor spaces, and other areas your child visits each day. Responsive environments are tailored to meet each child's developmental needs, needs, and interests. Here are some tips you can try.

**GET CREATIVE**

Provide a variety of materials for your child to choose or play with. You don't need a big fancy or expensive toy. How can you play with common household items, like cooking pots and empty boxes? Can you make different sounds with items around the house?

**ADD A COZY SPACE**

Try to set up a cozy space for your child. Sometimes children can get overwhelmed. Look for cues that your child needs some quiet time. Are they wanting quiet? Or listening or playing at their leisure? Try snuggling up together and reading a book with some cozy pillows.

**ADD SAFE CHALLENGES**

Children need opportunities to work on their motor skills throughout the day. This means activities like cooking, walking, or jumping. Add in fun and safe physical challenges in your home. Could a round of chess? Does it seem hard?

**LET THEM SHOW YOU WHAT THEY CAN DO**

Find ways for children to do things on their own. Can they reach the sink to wash their hands? Can they access their favorite books or toys? Do they have eating utensils that they can hold comfortably in their hand? This builds their physical, motor, and perceptual skills.

**Responsive Learning Environments**

- What does the research say?
- What does it look like?
- Try this!
- Connecting At Home

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**The BookCASE**

**BUILDING A DIVERSE BOOKCASE TO PROMOTE AWARENESS, BELONGING, AND RACIAL/ETHNIC EQUITY: CHILDREN'S LITERATURE**

**Key Messages:**


- Children of different races and cultures, which affect their social experiences and their families' cultural practices, traditions, and values. Building a diverse bookcase allows every child and family, and allows equity by providing a sense of belonging.

**Key Messages for Educators to Advocate for:**

- Read your own story to children or provide books to read with family and encourage them to read.
- Engage families in reading books about diverse children or characters in their neighborhood, community, their city, county, state, or country. Families can do this with their child at home and bring a group to school.
- Engage families in reading a book about a child from a different culture or background to read to their child and their family and their children can use the Family Readiness Guide to help the child throughout the day. Use the book during story time or a quiet reading time.
- Encourage all young children, community members, and others to bring books and sharing books to school. Encourage families to read about children, community members, or events in their area and share them with their children. Encourage families to share their own stories and experiences with their children.
- Engage your family members for an action plan for building a diverse bookcase to support learning.

**Key Message for Families:** Encourage your child to read with family and encourage them to read.

**Key Message for Educators:** Encourage families to read to their child and their children can use the Family Readiness Guide to help the child throughout the day. Use the book during story time or a quiet reading time.



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- Resource list of storybooks to share with families
- Starting point
- Books depict children of different races and cultures

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**Let's hear from you!**



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<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>

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<https://eclkc.ohs.acf.hhs.gov/>



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[http://bit.ly/iPD\\_ECLKC](http://bit.ly/iPD_ECLKC)



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<https://bit.ly/DTL-PUSHPLAY>



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Thank You!

Join Use for Our Next Episode!

**SAVE THE DATE**

December 14, 2022

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We Want to Hear From You!

Please take some time to complete the session evaluation.

**Evaluation link will pop up at the end of the session**

For more information contact:  
[ecd1@ecetta.info](mailto:ecd1@ecetta.info)  
 (Toll-free 1-844-261-3752)

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