



**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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December 14, 2022

**Fostering Relationships to Help Children Thrive**

**Host**  
Joyce Escorcia, DTL

**Host**  
Roselia Ramirez, DTL

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**Meet Your Hosts!**

Joyce Escorcia      Roselia Ramirez



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**Guest Speaker:**

Ashley MacNish  
National Center on Early Childhood Development, Teaching, and Learning  
National Center for Pyramid Model Innovations



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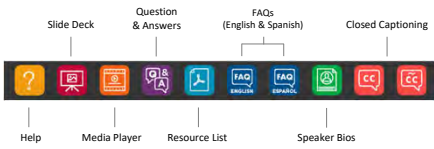
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### Webinar Features



Slide Deck    Question & Answers    FAQs: (English & Spanish)    Closed Captioning

Help    Media Player    Resource List    Speaker Bios



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**Participant's Guide**



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### Learning Objectives

1. Understand the importance of relationships by demonstrating practices focused on supporting and maintaining strong relationships.
2. Use practical strategies and share resources that support nurturing and responsive relationships.

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### Head Start Early Learning Outcomes Framework

ELOF		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

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### Social and Emotional Development Sub-Domains

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    graph TD
      A[Social and Emotional Development] --> B[Relationships with Adults]
      A --> C[Relationships with Other Children]
      A --> D[Emotional Functioning]
      A --> E[Sense of Identity and Belonging]
    
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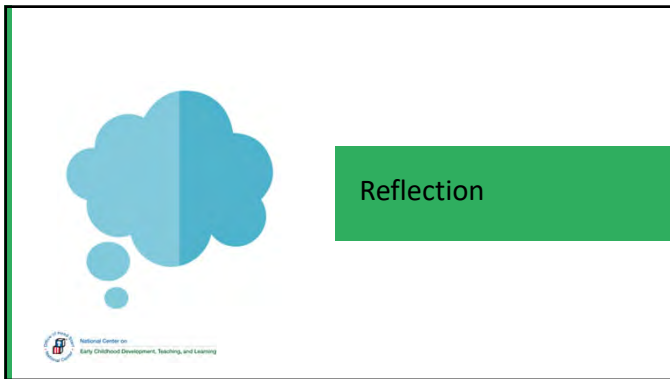
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Reflection

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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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It's All About You

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It's All About You

Supporting Your Own Self-Regulation



Self-regulation is the ability to manage our feelings, actions, and behaviors.

Our ability to self-regulate is foundational to building **strong & positive** relationships with the families we work with.

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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.

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Relationships Are Key!

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**Relationship Are Key**

- **Nurturing and responsive relationships** with adults are the foundation for children's social development.
- Children who develop **trusting relationships** with adults are better able to manage their *thoughts, feelings, and actions.*

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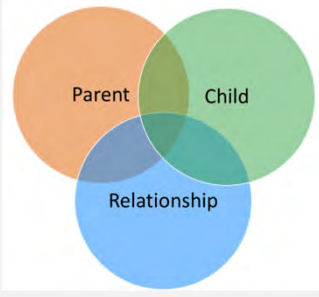

**Relationships Are Key!**

**Parents**

- Are the first and most important educators of their children

**Children**

- Are social creatures born to interact and learn from others
- Learn through secure relationships

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**Relationships and Interactions Are Unique Within Each Family**





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**Children Learn Best With Secure, Warm Relationships**

- Affection
- Responsiveness
- Encouragement
- Teaching
- Play/Fun

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**Effective Home Visiting Practices and Strategies**

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**Serve and Return**

*Center on the Developing Child at Harvard University*

[https://www.youtube.com/watch?v=m\\_5u8-QSh6A&t=1s](https://www.youtube.com/watch?v=m_5u8-QSh6A&t=1s)

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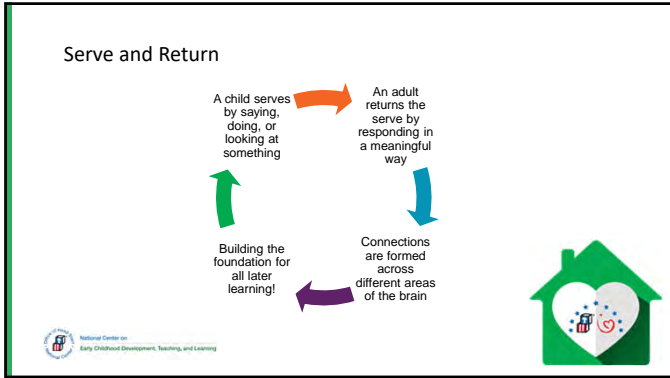
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### Effective Home Visiting Practices

- Establishing a **positive relationship**
- **Responding** to unique strengths and culture

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### Effective Home Visiting Practices

- **Facilitating** supportive interactions
- Establishing a **collaborative partnership**

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Try It Out:  
Tools and Resources

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NCPMI

Early Interventionist Pyramid  
Practices Fidelity Instrument  
(EIPFFI)  
Direct Staff: Edition 1.0

Early Interventionist  
Pyramid Practices Fidelity  
Instrument

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Implementation Checklist

NCPMI Early Intervention  
Implementation Checklist

**Responsive Relationships**  
**Building Partnerships with Families**

**Preparing for the Visit**

1. Identify roles in the team and understand how roles may change over time. Consider the family's role in the visit and how to engage the family in the visit.
2. Develop a plan for the visit, including roles, responsibilities, and resources. Consider the family's role in the visit and how to engage the family in the visit.

**During the Visit**

1. Use a checklist and follow the plan.
2. Use a checklist and follow the plan.
3. Use a checklist and follow the plan.
4. Use a checklist and follow the plan.
5. Use a checklist and follow the plan.
6. Use a checklist and follow the plan.
7. Use a checklist and follow the plan.
8. Use a checklist and follow the plan.
9. Use a checklist and follow the plan.
10. Use a checklist and follow the plan.

**After the Visit**

1. Review with staff to discuss the visit and how they might adjust their visitation with families.
2. Review with staff to discuss the visit and how they might adjust their visitation with families.

**Supportive Connections**

1. Use a checklist and follow the plan.
2. Use a checklist and follow the plan.
3. Use a checklist and follow the plan.
4. Use a checklist and follow the plan.
5. Use a checklist and follow the plan.
6. Use a checklist and follow the plan.
7. Use a checklist and follow the plan.
8. Use a checklist and follow the plan.
9. Use a checklist and follow the plan.
10. Use a checklist and follow the plan.

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**Infant-Toddler Caregiver Reflection Tool**

This is a tool for caregivers of infants and toddlers to use when thinking about how to promote their child's social and emotional development. It provides information on the role of caregivers and how to support healthy social and emotional development in infants and toddlers. It can be used in the following ways:

- Joint planning sessions between early intervention specialists and caregivers to identify potential social and emotional goals.
- Quality improvement and action planning on practices that can be used to support best social and emotional development.

**Responsive Communication**

	Yes	Not sure	Not applicable	Not applicable
Responds to the caregiver's name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to the caregiver's attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to the caregiver's attention when the caregiver is talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to the caregiver's attention when the caregiver is talking and the caregiver is looking at the child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to the caregiver's attention when the caregiver is talking and the caregiver is looking at the child and the caregiver is touching the child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to the caregiver's attention when the caregiver is talking and the caregiver is looking at the child and the caregiver is touching the child and the caregiver is holding the child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to the caregiver's attention when the caregiver is talking and the caregiver is looking at the child and the caregiver is touching the child and the caregiver is holding the child and the caregiver is holding the child's hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to the caregiver's attention when the caregiver is talking and the caregiver is looking at the child and the caregiver is touching the child and the caregiver is holding the child and the caregiver is holding the child's hand and the caregiver is holding the child's hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to the caregiver's attention when the caregiver is talking and the caregiver is looking at the child and the caregiver is touching the child and the caregiver is holding the child and the caregiver is holding the child's hand and the caregiver is holding the child's hand and the caregiver is holding the child's hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Responsive Communication Note: \_\_\_\_\_

Infant-Toddler Caregiver Reflection Tool

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**Small Change Big Impact**

**Caregiver Planning**

Please Contact Information: \_\_\_\_\_ We will call at: \_\_\_\_\_

I plan to use the following practices:

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

- Meal time
- Bedtime time
- Getting Dressed
- Diaper Changing
- Bath time
- Morning Routine
- Play
- Reading Books
- Meal
- Outdoor Play
- In the Car/Public Transport
- Community settings
- Other: \_\_\_\_\_

I plan to use the practice to (fill in how you will use, growth areas, or something you are still doing):

I can use the following resources when using the practice:

I will use the website when:

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**The Book**

CONNECT  
ADVANCED VOCABULARY  
SUPPORT ENGAGEMENT  
EXTEND BEYOND THE BOOK

Additional Resources to Support Nurturing and Responsive Relationships

Additional Resources to Support Nurturing and Responsive Relationships

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The BookCASE

### Relationship-Based Competencies (RBC's)



**RBC #4: Parent-Child Relationships and Families as Lifelong Educators:**

Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children

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The BookCASE



<https://ecec-ets.ac.ukit.gov/>

HEAD START | ECLKC  
Early Childhood Learning & Knowledge Center

View the Latest COVID-19 Updates from the Office of Head Start

Teaching Practices

Connecting Research to Practice: Tips for Working with Infants, Toddlers, and Their Families

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**PUSHPLAY**  
DTL On Demand



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

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



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Questions and Answers



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Thank You!

Join Use for Our Next Episode!



February 23, 2023



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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:  
[ecdtl@ecetta.info](mailto:ecdtl@ecetta.info)  
(Toll-free 1-844-261-3752)

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