

Welcome to the Home Visiting Webinar Series!
We will begin shortly, while you are waiting...



Download the **Participant's Guide** found in the green **"Resource List"** Widget.

Use the **Guide** to take notes during the webinar.

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Virtual Home Visiting Strategies that Support All Children and Families

December 9, 2020

Presenters:
Adriana Bernal, NCEDTL
Roselia Ramirez, NCEDTL
Guest Speaker: Dr. Brenda Jones Harden

NATIONAL CENTER ON Early Childhood Development, Teaching and Learning

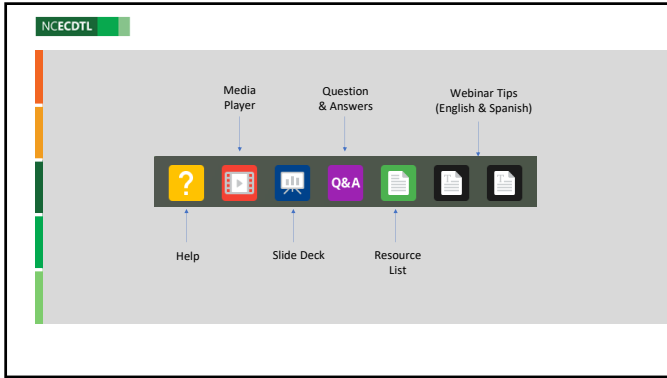
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Key Points

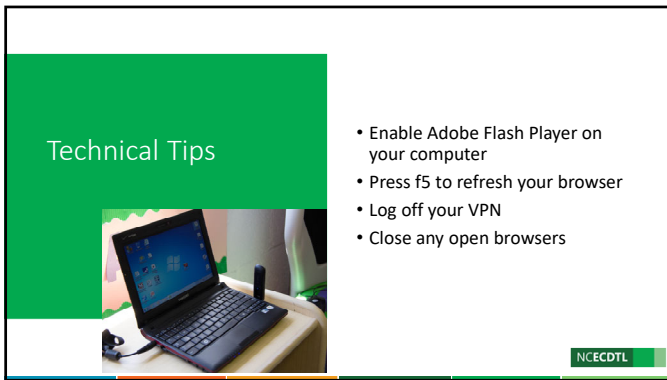
- Explore strategies and methods that support virtual home visits
- Identify and connect resources to meet the needs of all children and families

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Head Start Program Performance Standards

A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences.

HSPPS

§ 1302.35—Education in home based programs


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§ 1302.35(b) Home-Based Program Design


Home visits should:

- Be planned jointly using assessment information
- Have enough time to deliver services to all children enrolled



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Dr. Brenda Jones Harden
Alison Richmond Professor for Children and Families
University of Maryland School of Social Work

Guest Expert
Dr. Brenda Jones Harden

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What's The Focus Of The Home Visitor?

Effective Home Visiting Practices → Positive Parenting Practices → Child Development

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Remembering Our Home Visiting Purpose

- Promoting secure parent-child relationships
- High quality early learning experiences

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How Do We Define A Parent-Child Interaction?

- Shared attention
- Takes place during playtime as well as during daily routines

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Engaging Families: Virtually and by Other Means of Communication

- Provide information and maintain positive relationships
- Promote security and confidence
- Support skill building and identifying strengths

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Insert Poll

How would you gauge your engagement with virtual home visits?

- A. I am engaging with ALL families
- B. I am engaging with MOST of the families
- C. I am engaging with SOME of the families
- D. It is difficult to engage families virtually

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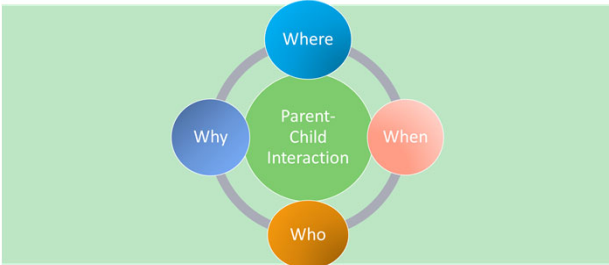
Strategies and Methods



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Virtual Home Visits




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Use of Camera

- Support parent to adjust and move the device
- All family members are welcome
- Be flexible as plans may change



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Focusing on Parent-Child Interaction

- Listen to content and context of what the family is sharing
- Ask reflective questions with focus on the child
- Connect a goal to bring focus back to the interaction interactions

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Virtual Learning at Home in Early Head Start and Head Start

- Intentional partnering with families
- Nurturing the parent-child relationship
- Child-family activities

VIRTUAL LEARNING AT HOME IN EARLY HEAD START AND HEAD START

Early Head Start and Head Start programs are working partners in their provision of remote, individualized, and family-centered services to support children and families during this time of crisis. This document provides information on how to support families during this time of crisis. It is intended to be used by program staff to guide their interactions with families and to inform their planning and implementation of virtual learning activities.

1. INTENT AND PURPOSE

The goal of this document is to provide information to program staff on how to support families during this time of crisis. It is intended to be used by program staff to guide their interactions with families and to inform their planning and implementation of virtual learning activities.

2. BACKGROUND AND RELEVANCE TO THE FIELD

The COVID-19 pandemic has disrupted the lives of many children and families. This document provides information on how to support families during this time of crisis. It is intended to be used by program staff to guide their interactions with families and to inform their planning and implementation of virtual learning activities.

3. THE COVID-19 PANDEMIC AND THE NEED FOR VIRTUAL LEARNING

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Ideas to Help Education Staff Plan for Virtual Learning

IDEAS TO HELP EDUCATION STAFF PLAN FOR VIRTUAL LEARNING

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Establish Regular Communication With Families

- Communication preferences and availability
- Staff members speak the family's home language
- Understanding of and access to electronic devices and limitations




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Tips on Virtual Learning Events

- Keep virtual meeting short
- Frequency manageable for children and families
- Follow children's lead

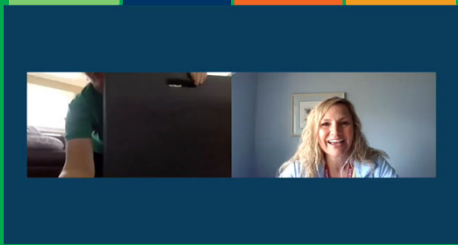


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Virtual Visit Example




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Self-Awareness

- Be aware of our own breathing and tone
- Pay attention to our body language
- Tone is everything!
- Use pauses
- Summarize the conversation
- Plan for next steps




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Ideas to Consider

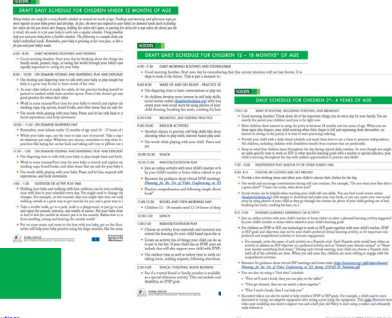
- Set up virtual small-groups
- Host a virtual story time or group activity
- Connect with IEP or IFSP service providers to support continuity of services
- Support the use of everyday routines



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Sample Daily Schedules



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Using the Family Partnership Process to Support Virtual Learning in the Home

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What about screen time?

YOUNGER THAN 18 MONTHS
For children younger than 18 months, avoid use of screen media other than video-chatting.

2 TO 5 YEARS
For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs.

18 TO 24 MONTHS
Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing.

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CREDIBLE MEDIA FOR YOUNG CHILDREN

Category	Media Type	Age Group	Guidance
Television	TV	2-5	Limit screen time to 1 hour per day of high-quality programming.
	Streaming services	2-5	Limit screen time to 1 hour per day of high-quality programming.
	Smart TV	2-5	Limit screen time to 1 hour per day of high-quality programming.
	Tablet TV	2-5	Limit screen time to 1 hour per day of high-quality programming.
Mobile devices	Smartphone	2-5	Limit screen time to 1 hour per day of high-quality programming.
	Tablet	2-5	Limit screen time to 1 hour per day of high-quality programming.
	Smartwatch	2-5	Limit screen time to 1 hour per day of high-quality programming.
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Credible Media for Young Children

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Guest Expert
Dr. Brenda Jones Harden

Dr. Brenda Jones Harden
Allen Richmond Professor for Children and Families
University of Maryland School of Social Work

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Connecting Resources

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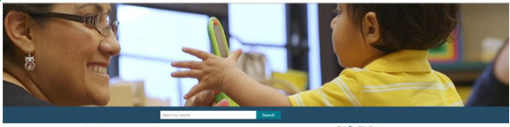
ELOF@HOME Mobile Application

YOUR MOBILE ELOF AGES BIRTH TO FIVE

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Effective Practice Guides



Effective Practice Guides

The goal for Learning Technology is to ensure that the Effective Practice Guides provide information about best practices that are based on the most current research. The goal is to provide information about best practices that are based on the most current research. The goal is to provide information about best practices that are based on the most current research.

About the Effective Practice Guides

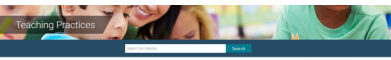
- Provide a repository of research-based teaching practices
- Provide teaching practices that are effective at supporting children's development in the classroom
- Be based on the most current research available
- Be based on research that is supported by the research community
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<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides>

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Connecting Research to Practice



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

Effective practice is based on research that is supported by the research community. The goal is to provide information about best practices that are based on the most current research. The goal is to provide information about best practices that are based on the most current research.


Related Research Topics

- Supporting Early Play for Infants and Toddlers
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<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/connecting-research-practice-how-working-infants-toddlers-their-families>

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Staying Connected and Expanding Knowledge

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ECLKC: Coronavirus Prevention and Response

The screenshot shows a webpage with a green header. Below the header is a social media-style post with a photo of a person in a blue shirt and yellow boots. To the right is a large white box with a green checkmark and the text 'Ready. Prepare. Plan. Stay Informed.' Below the screenshot is a URL: <https://eclkc.ohs.acf.hhs.gov/physical-health/article/coronavirus-prevention-response> and an NCECDTL logo.

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Q&A with your presenters!

The slide features a green header with the text 'Q&A with your presenters!'. Below the header are two circular photos of women. To the right is a 3D illustration of a white figure standing next to a large red question mark.

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Thank You!

The slide has a green box with the text 'Thank You!'. To the right is the logo for the National Center on Early Childhood Development, Teaching and Learning. Below the logo is a small paragraph of text: 'This presentation was developed with funds from Grant #2014C0012 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, and the Office of Child Care by the National Center for Early Childhood Development, Teaching, and Learning. This resource may be duplicated for noncommercial uses without permission.'

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