



Parents as Teachers®

FOUNDATIONAL *Home Visit 10*

Family Supports

Preparation for visit

- > Read Home Visitor resources:
 - [Looking at Development](#)
 - [Temperament](#)
 - [What Is Discipline?](#)
 - [Family Well-Being](#)
- > Choose from parent handouts:
 - [Your Unborn Baby's/Baby's/ Child's Development](#)
 - [Understanding Your Child's Temperament](#)
 - [Supporting Your Child's Temperament](#)
 - [My Views on Discipline](#)
 - [Focusing on Family Well-Being](#)
 - [Circles of Support](#)
- > Choose activity page
- > Gather additional materials, if needed
- > Choose a child development parent educator resource and parent handout

Child's first and last name: _____ Date of visit: _____

Monthly home visit number: 1 2 3 4 5 Total monthly home visits possible: _____

Home visit canceled by: ☐ Staff ☐ Family Reason: _____

Present: ☐ Mother ☐ Father ☐ Grandmother ☐ Grandfather ☐ Other: _____

Home visitor: _____

Follow up on ☐ CHDP ☐ Immunizations ☐ Referrals ☐ ASQ3/ASQ-SE ☐ Other: _____

Review

Review previous visit plan and personal visit record.
Complete follow-up from last visit

Consult

Check in

Ask clarifying questions, describe the visit and ask if there is anything else the family would like to include

Visit Overview

Opening

- > **Connect, reflect, agree**

Parent-Child Interaction

- > **Parent-child activity:** Involve the family in the chosen activity page and share the rationale.
- > **Temperament:** Connect key points from the temperament resources to the child and the parenting behaviors.
- > Complete DRDP 1st rating scale (due by 70 days)

Development-Centered Parenting

- > **Discipline:** Connect key points from the discipline resources to the family's situation.

Family Well-Being

- > **Family well-being:** Introduce the seven family well-being categories.
- > **Family relationships:** Explore the family's relationships and share relevant key points.

Closing

- > **Review, revisit, evaluate, share, affirm, and look ahead**

Opening

Connect, reflect, agree

Connect by sharing something from the last visit.

Reflect on the parents' and child(ren)'s experience with continuing the activity from the



Last visit

Agree on what will happen during the visit.

Parent-Child Interaction

Intent: What will we focus on at this visit?

> Provide an opportunity for parents to be their child(ren)'s play partner.

Parent-child activity

Involve the family in the chosen activity and share the rationale.

Parent-child activity page: _____

Gather the materials with the parent. "How do you think your child will respond?"

- > Describe the activity and explain the rationale.
- > Let the child(ren) play and the parent(s) observe a bit. "Let's see what she does with this ..."
- > Complete the reflection section with the parent. Prompt as needed.
- > Share the continued learning activity. "How might you incorporate this into your family's routine?"

Child development domain: ☐ Approaches to learning ☐ Social and Emotional Development

☐ Language and Literacy ☐ Cognitive ☐ Perceptual, Motor and Physical Development

Parenting behavior:

☐ Nurturing ☐ Designing/guiding ☐ Responding ☐ Communicating ☐ Supporting learning

Temperament

Facilitate a discussion around temperament and connect key points to parenting behavior and the child's actions.

Prompts or questions to understand the family's perspective and practice of the topic:

> "How does your activity level compare to your child's?"

Home Visitor resource(s): [Temperament](#) or *Understanding Temperament*

Key points from home visitor resource:

- > Each of us is born with a unique set of characteristics that determine the way we respond to people, our environment, and situations in our life
- > Babies and young children show individual differences in how emotionally reactive they are. When caregivers are familiar with a child's basic emotional temperament, they can read her cues and feelings more easily, enhancing the relationship.
- > When parents understand their child's temperament they can optimize and adapt child-rearing practices to best enhance their child's development.
- > The three main temperaments are: Easy, slow-to-warm, and spirited. Many children have characteristics of more than one type.

Remember to choose a parent educator resource and parent handout on child development to review and share with families.



Parent handout(s): _____

- > Using the parent handouts [Understanding Your Child's Temperament](#) and [Supporting Your Child's Temperament](#), introduce the temperament styles and traits.
- > Prompt observations around one or more of the temperament traits on [Understanding Your Child's Temperament](#).

Development-Centered Parenting

Intent: What will we focus on at this visit?

- > Build parents' awareness of personal and family views on discipline.

Discipline

Developmental topic:

- ☐ Attachment ☒ Discipline ☐ Health ☐ Nutrition ☐ Safety ☐ Sleep ☐ Transitions/Routines

Prompts or questions to understand the family's perspective and practice of the topic:

- > "What are your thoughts on discipline?"
- >

Home Visitor resource(s): [What Is Discipline?](#) or *A Positive Approach to Discipline and Guidance*

Key points from home visitor resource:

- > Discipline involves teaching a child the difference between acceptable and unacceptable behaviors.
- > When parents have age-appropriate expectations for behavior, they are better able to set realistic limits and expectations for their child in and outside their home.
- > As parents encourage desired behaviors and set limits on unacceptable ones, they are supporting development of social-emotional characteristics.
- > Remind parents to be mindful of conversations when their children are listening.

Parent handout(s): [My Views on Discipline](#) or *Discipline: A Positive Approach*

- > Use the handout to explore the parents' perspective and practices on discipline

Gauge parents' involvement.
Adjust to meet their needs
or interests.

Create a safe space for sharing.
Ask that family members use
"I" statements and respect
different opinions. If the
conversation becomes difficult,
use calming techniques such as
taking a deep breath or using
sensitive humor.



Family Well-Being

Intent: What will we focus on at this visit?

- > Introduce family well-being categories.
- > Explore family relationships.

Family well-being

- > Ask the parents, “What does family well-being mean to you?”
- > Introduce the seven categories.
- > Share the rationale for choosing these categories: “These are categories of things that can impact your family’s overall functioning, which affects your child’s development.” Use the parent handout Focusing on Family Well-Being.
- > Assure the parents that they can bring up these topics at any time and explain that you will frequently visit these topics as a focus for discussion.

Family relationships

- > Explore the family’s relationships and share relevant key points.

Categories:

- ☐ Basic essentials ☐ Education and employment ☐ Physical health of the family
- ☐ Mental health and wellness ☐ Early care and education ☒ Relationships with family and friends
- ☐ Recreation and enrichment ☐ Other: _____

Prompts or questions to understand the family’s perspective and practice of the topic:

- > “How do you balance the needs of your family and your individual needs?”
- > Parent educator resource(s) or other materials: Family relationships resource of your choice, based on the family’s needs and situation.

Key points from Home visitor resource:

>

Set expectations of confidentiality and assure that anything shared that is dangerous to the well-being of a person will be addressed.

Encourage the strengthening of the family’s protective factors through observation, conversation, and questioning. If needed, provide additional information, resources, or referrals.



Parent handout(s) or other information: [Circles of Support](#)

Share: “Let’s think for a minute about who helps your child grow up to be happy and successful.”

- > Introduce the Circles of Support tool and parent handout to discover the supports in and outside the family. “Let’s put you and your child(ren) in the center of these circles.”
- > For the first layer ask, “Who do you rely on for help?” Build out, prompting the parents to identify supports in progressively broader social and community networks.
- > Share that these positive social connections are a buffer to stress and promote family well-being.

Closing

Review, revisit, evaluate, share, affirm, and look ahead

Review.

- > Restate key points about temperament or discipline.

Revisit.

- > Follow up on parents’ next steps that were discussed earlier. “You mentioned that you are going to ...”
- > State parent educator actions: “I will ...”

Evaluate the time spent together.

- > “How do you think our time went today?” or “Which part of today was most valuable for you?”
- > Share group connections/community events.
- > Affirm strengths of the family.

Share Socialization/community events.

- > Invite the family to attend the next socialization/playgroup.
- > Ask if the parents know of any upcoming family-friendly neighborhood events.

Affirm strengths of the family

- > Thank the parents for participating.
- > Share a specific strength you observed in each family member. When possible, link to the parent-child interaction.

Look ahead.

- > Schedule the next visit.
- > “What would you like to see happen in the next visit?”

