



Parents as Teachers®

FOUNDATIONAL *Home Visit 11*

Planning as Partners

Preparation for visit

- > Read Home Visitor resources:
 - [Looking at Development](#)
 - [Goal Setting](#)
 - [Child Stress and Transitions](#)
 - [Guiding Parents' Search for Child Care](#)
- > Choose from parent handouts:
 - [Your Unborn Baby's/Baby's/Child's Development](#)
 - [Helping Your Child Make Transitions](#)
 - [Reflecting on Parenting Support](#)
 - [Goal Setting: Begin With the End in Mind](#) (optional)
- > Choose activity page
- > Gather additional materials, if needed

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.
- > **Child development:** Connect key points from your chosen resource to the child.
- > **Child development:** Set child goals

Development-Centered Parenting

- > **Transitions:** Connect key points from the transitions resource to the family's situation.

Family Well-Being

- > **Early care and education:** Connect key points from the chosen resources to the family's situation
- > **Reflecting:** Provide an opportunity for reflecting on the last eight visits with the parent.
- > **Planning:** Provide an opportunity to plan for future visits with the parents.

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?

> Identify the level of parental engagement.

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

Child development

Connect key points from the child development resource you read to the parent-child activity and the child's development.

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

>

Focus observations by reviewing the levels of engagement and noticing specific engagement behaviors.



Home visitor resource(s): _____

Key points from home visitor resource:

>

Parent handout(s): _____

☐ Set Child Goals

Development-Centered Parenting

Intent: What will we focus on at this visit?

- > Improve parents' knowledge of the relationship between temperament and transitions.
- > Enhance parenting strategies for successful transitions.

Transitions

- > Facilitate a discussion connecting key points from the transitions resource to the transition you are making from the foundational visits to planning together.

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 some of the transitions your child goes through each day?"
- > "Which part of or type of transitions is stressful for you and your family?"
- > "What are some ways you help to make transitions work for your family?"
- > "How do you think your child's temperament affects his ability to make transitions?"

Home Visitor resource(s): [Child Stress and Transitions](#) or *Transitions and Continuity*

Key points from home visitor resource:

- > Transitions, even positive ones, can be stressful for babies and children because they are not in control of their routines.
- > **Horizontal** transitions refer to changes in the home and/or family members' lives that occur within a narrow time frame such as a day or a week.
- > **Vertical** transitions refer to changes occurring over a longer period of time.
- > Children's temperament plays a role in how well they adjust to transitions.

Parent handout(s): [Helping Your Child Make Transitions](#) or *Transitions Within Our Family*

- > Offer suggestions from the handout or toolkit card. Ask which idea they would like to try.
- > Use the Role Play: Footprints Toolkit card to practice how the suggestion will play out.



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

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



Family Well-Being

Intent: What will we focus on at this visit?

- > Partner with parents to recognize past learning, understand the status of current goals, and agree upon future goals.
- > Explore the family's access to and options for early care and education.

Early care and education

Facilitate a discussion connecting the key points from your chosen resource to the family's situation.

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:

- > "What are you family's early care and education needs?"
- > "What education options have you explored for your child?"

Home Visitor resource(s) or other materials: [Guiding Parents' Search for Child Care](#) or *The Importance of Early Childhood Education*

Key points from Home Visitor resource:

- >
- >

Parent handout(s) or other information: [Reflecting on Parenting Support](#)

Reflecting

- > Let the parents know you have been thinking about all the experiences you have had together from the first visit to now.
- > Use the parent handout [Reflecting on Parenting Support](#) to prompt memories of the content of past personal visits. When parents get stuck, refer them back to their Family Journal binder.
- > Reminisce about accomplishments such as "Remember when your baby _____ and you _____? Look how you managed that."
- > (Optional) Use a survey to capture parent learning.

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



Planning

- > Discuss next steps for the current or ongoing goals based on the status reported on the parent handout [*Reflecting on Parenting Support*](#).
- > Partner with the parents to discover new interests or goals. Use the Goal Setting tool.
- > Affirm and empower the parents by stating the leadership qualities you have observed and the learning that has happened over the course of the visits.
- > Invite by sharing, “I think it is time for us to take another step in planning the visits together. One way we can do that is by having you decide which developmental topic to cover.”
- > Agree on the next step in planning.

Closing

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

Review.

- > Restate key points about transitions 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 group socialization.
- > 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?”

