



Parents as Teachers®

## FOUNDATIONAL Home Visit 6

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: \_\_\_\_\_

## Parenting Behaviors

### Preparation for visit

- > Read Home Visitor resources:
  - [Attachment and Brain Development](#) or [Supporting Prenatal Attachment](#)
  - [Parenting Behaviors](#)
  - [Looking at Development](#)
- > Choose from parent handouts:
  - [Ways to Build Attachment With Your Baby](#) or [Attachment Is Good for Your Baby's Brain](#) or [Prenatal Attachment](#)
  - [Parenting Makes a Difference](#)
  - [Your Unborn Baby's/Baby's/Child's Development](#)
  - [What's on Your Mind? Exploring Hopes, Desires, Questions, and Concerns](#)
- > Choose activity page:
  - Prenatal – [Your Baby Can Hear](#)
  - B-1½ – [Hush, Little Baby](#)
  - 1½-3½ – [A Soft, Gentle Breeze](#)
  - 3½-5½ – [I Am Special](#)
  - 5½-8 – [Baby Games](#)
  - 8-14 – [Mirror Play](#)
  - 14-24 – [Imitation Play](#)
  - 24-36 – [Pretend Play](#)
- > Gather additional materials, if needed

### Review

- > Go back to previous personal visit plan, and personal visit record.
- > Complete the actions or follow-up from last week.

### Consult

- > Talk with your supervisor about parent engagement and potential barriers.

### Check in

- > Restate that the plan is to discuss parenting and to do an activity that encourages \_\_\_\_\_  
(area of development).

### Visit overview

#### Opening

- > **Connect, reflect, agree**

#### Parent-Child Interaction

- > **Parent-child activity:** Involve the family in the developmentally appropriate activity page and share the rationale.
- > **Parenting behaviors:** Connect key points from the parenting behaviors resources to the parent's actions and the child's development.
- > **Practicing parenting behaviors:** Provide an opportunity for practice during the parent-child activity.
- > **Continued learning:** Introduce the Continued Learning section of the activity page.
- > **Introduce Messy mats (optional)**

#### Development-Centered Parenting

- > **Attachment:** Connect key points from the attachment resources to the development of the child.

#### Family Well-Being

- > **Education and employment:** Connect key points from the education and employment resources to the family's overall well-being.

#### Closing

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



## Opening

### Connect, reflect, agree

**Connect with something you remember from the last visit or the result of a positive parenting behavior.**

- > Share the results of your follow-up from the last visit and ask the parents how things went with theirs.

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

- > "Were you able to observe any other skills on the parent handout [\*What Is Special About This Age?\*](#) Did you check off any?"
- > "Did you have a chance to do the activity? How did it go?"
- > "What are your questions from our last visit?"

**Agree on what will happen during the visit.**

- > "We planned to talk about parenting and support your child(ren)'s \_\_\_\_\_ development.
- > "You mentioned (from the check-in) that you wanted to discuss \_\_\_\_\_."
- > "What else would you like to talk about or address?"

## Parent-Child Interaction

### Intent: What will we focus on at this visit?

- > Improve the parents' understanding of parenting behaviors that support their child's development.
- > Provide an opportunity to try a new parenting skill or strengthen an existing one.

### Parent-child activity

*Use the parent-child interaction as the context for the discussion on parenting behaviors.*

**Parent-child activity page:** \_\_\_\_\_

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

- > Describe the activity and explain the rationale.
- > Let the child(ren) play and the parents observe a bit. "Let's see what she does with this ..."

**Child development domain:**

- ☐ Approaches to Learning ☐ Social and Emotional Development ☐ Language and Literacy
- ☐ Cognitive ☐ Perceptual, Motor and Physical Development



Notice how each adult interacts with each child.



## Parenting behaviors

*Facilitate a discussion that connects key points from the parenting behaviors resources to the parents' actions and the child's development.*

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

- > "What do you like most about having a child(ren)?"
- > "What is your biggest parenting challenge?"

**Home Visitor resource(s):** [Parenting Behaviors](#) or *Parenting Behaviors: Growing and Changing*

### Key points from Home Visitor resource:

- > Research consistently shows that certain parenting behaviors are critical to a child's development and well-being.
- > The Parents as Teachers approach emphasizes five key parenting behaviors: nurturing, designing/guiding, responding, communicating, and supporting learning.
- > The parent-child relationship provides the major context for much of early development, and it is the interactions between parents and children that promote development in the major developmental domains.
- > Parenting a child is just as much about the parents' growth as it is about their child's development.
- > Parents can enhance their parenting behaviors by assessing what they are doing and seeking ways to improve, thereby mindfully parenting their child.

Parent handout(s): [Parenting Makes a Difference](#) and [Your Baby's/Child's Development](#)

## Practicing parenting behaviors

- > Introduce each of the behaviors and share the relationship between them and their child's well-being.
- > Share a previous observation of when you noticed the parent demonstrating one of the behaviors.
- > Ask the parents, "Can you think of an example of another one of the behaviors?"
- > Have the parents choose a behavior or skill they would like to work on today.

### Parenting behavior (check targeted behavior):

- ☐ Nurturing ☐ Designing/guiding ☐ Responding ☐ Communicating ☐ Supporting learning
- > "How do you think that behavior looks in this activity?"
  - > Point out the parenting behavior on the activity page.
  - > Encourage the parents to try the behavior. Coach if needed.
  - > "How do you think it went?" "Would you do anything differently next time?"
  - > Acknowledge their efforts.



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

Parents may need more time to recognize these behaviors in themselves before they are ready to practice. If so, continue with self-awareness and revisit practicing at a later visit.



## Continued learning

- > Using the Activity Page, complete the reflection section. Prompt their observations:
- > “How did you feel when you tried to ...?”
- > “What worked, what didn’t?”
- > “I noticed that ...”
- > Share the Continued Learning activity and assist the parents in incorporating the idea into their family routine.

☐ **Introduce Messy Mats** (optional)

## Development-Centered Parenting

### Intent: What will we focus on at this visit?

- > Enhance the parents’ knowledge of attachment and identify obstacles to responsiveness.

### Attachment

*Facilitate a discussion about attachment. Help parents connect key points from the attachment resources to the development of their child.*

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

- > “What are three words that describe your relationship with your child(ren)?”
- > “How does your child(ren) show you that he is connected to you?”
- > “What gets in the way or makes it difficult to respond to your child(ren)?”

#### Developmental topic:

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

**Home Visitor resource(s):** [Attachment and Brain Development](#) or *Attachment*

#### Key points from home visitor resource:

- > Attachment is the relationship that develops between a baby and his main caregivers.
- > The quality of this attachment affects the baby’s social, emotional, and cognitive development.
- > The best predictor of secure attachment is a parent’s sensitive response to the child’s cues.
- > Attachment continues to grow and develop throughout early childhood, serving as a pattern for children’s future emotional relationships.
- > Children who have secure attachment are more likely to show approaches to learning that will help them achieve in school and in life – including curiosity, persistence, pleasure, eagerness to explore, and initiative.



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

**Parent handout(s):** [Ways to Build Attachment With Your Baby](#), [Attachment Is Good for Your Baby's Brain](#), or [Attachment with Your Child](#)

> Relate the attachment information to the parents and child.

## Family Well-Being

**Intent: What will we focus on at this visit?**

- > Explore the topic of education and employment.
- > Introduce and explore goal setting.

## Education and employment

*Connect key points from the education and employment resources to the family's overall well-being.*

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

- > "What are your thoughts about your own education?"
- > "Tell me about the type of work you do."

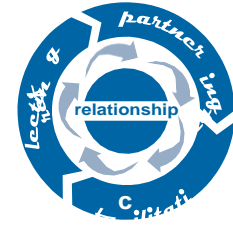
**Categories:**

- ☐ 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: \_\_\_\_\_

**Home Visitor resource(s) or other materials:** \_\_\_\_\_

**Key points from home visitor resource:**

- > Parents do not parent in isolation; outside factors such as their education and employment have bearing on their parenting.
- > Balancing your attention on your needs and your family's needs leads to better well-being for the entire family system.
- > One family member's pursuits and interests influence the pursuits and interests of the others.



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



## Closing

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

#### Review.

- > Restate key points about attachment or parenting behaviors.
- > Draw parents' attention to any key points in the parent handouts.

#### Revisit.

- > Follow up on parents' next steps that were discussed earlier. "You mentioned that you are going to ..."
- > Share the "Continued Learning" section of the [Activity Page](#). Assist the parents in incorporating the idea into their family routine.
- > State home visitor 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 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 the specific strength you observed in each family member. When possible, link to the parents' dreams, hopes, or concerns.

#### Look ahead.

- > Schedule the next visit.
- > Let the parents know the focus of the next visit.
- > "What would you like to see happen in the next visit?"
- > "Is there an area of development the parents would like to talk about

