



Guidance for Coordinators: Initial Training and Ongoing Support for Early Learning Specialists



This document includes guidance and resources for the initial training and ongoing support of Early Learning Specialists

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ParentChild+ National Center
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Context Setting

Hello Coordinators!

We are glad you are referencing this document and the updated training materials that ParentChild+ is in the process of releasing.

This document is not a manual. It is intended to provide guidance for Site Coordinators as they plan training and ongoing support for Early Learning Specialists implementing the ParentChild+ model. It is expected that you will adapt your training according to the context of your agency and your community. We also understand that you have diverse professional backgrounds and might use different words to emphasize similar concepts.

Please note: This document is not meant to be used in a linear manner and should be considered to have multiple access points. Accessing the content in this tool can depend on multiple factors, such as, your values, interests, expertise, and/or needs. Also, it is important to note that this tool is an ongoing reference guide to support your work with staff throughout the implementation of the Program.

Our hope is that this guide will provide you with the most important concepts to convey when training Early Learning Specialists. While supporting documents may vary, the ParentChild+ Framework and Core Values should be communicated across all program sites implementing the model. You will see that many of the resources cited have already been disseminated and linked in past e-blasts. We want you to be able to find answers to your questions in multiple ways, so some links included in this guide may look familiar.

Also, this guidance is evolving, so there will be future versions released on a regular basis. It will continue to be revised as you identify the need for new or different training materials. We want to be engaged in ongoing conversations with you about what content is useful, or not. As you are utilizing this guidance, please provide your feedback to inform future versions:

<https://www.surveymonkey.com/r/trainingfeedbackPC>

Before taking the survey, please think about:

- Your specific feedback on this version of the Training Guidance
- What content is missing?
- What other resources have you found particularly useful in training (articles, links to readings, websites, activities)?
- We are especially interested in resources available other languages.

Table of Contents

I.	PLANNING: BEFORE GETTING STARTED	4
	Preparation and First Steps.....	4
	Time Commitment	4
	How to Plan for Training Early Learning Specialists.....	5
	Concept 1: Training Adult Learners.....	5
	Concept 2: Training through a Race Equity Framework.....	7
II.	PARENTCHILD+ CORE VALUES AND FRAMEWORK	8
	Program Framework 1: Race Equity	9
	Program Framework 2: Data-Driven	10
	Program Structure and Core Values	11
	Home Visiting Best Practice Principles Tool (BPP)	13
	Roles of an Early Learning Specialist	15
III.	PARENTCHILD+ HOME VISITING.....	16
	Core Value 1: Parent-Child Relationship	16
	Core Value 3: Strength-Based Approach.....	19
	Core Value 4: Child-Led Practice / Focus on Child Development.....	21
	Core Value 5: Reflective Practice.....	23
	Core Value 6: Commitment to Quality Improvement	25
	Core Value 7: Lifelong Learning.....	27
	Training Resources on Virtual Visiting	28
IV.	YOUR ORGANIZATION	29
	Agency Protocols + Procedures.....	29
	Home Visiting Ethics.....	29
V.	TRAINING: NEXT STEPS.....	30

I. PLANNING: BEFORE GETTING STARTED

Preparation and First Steps

- A. Once you have hired your Early Learning Specialists (ELs), **you should plan to input their work emails into DAISY asap**. We use this information to ensure they have access to the Elevate courses. If you want to double-check that your ELs have access to Elevate courses on the Bridge platform, please email Jessica Faith: jfaith@parentchildplus.org.
- B. **Before training your ELs, please request access to the Training Library in Elevate**, a resource for Coordinators. The Training Library you will find PowerPoints, PDFs, home visiting videos, CBT, PACT, and PICCOLO assessment training videos, as well as links to other videos and resources used in the Coordinator Training Institute. This content is available to you to use as you see fit. Much of this material is editable and adaptable. To request access to the Elevate Training Library, please email Jessica Faith: jfaith@parentchildplus.org.
- C. There is other Elevate courses designed specifically for ELs. We recommend you assign these courses and/or complete them together as a part of your ongoing EL training and supervision.

Time Commitment

The completion of the 16 hours (or more) of the initial training will certify the participant as a ParentChild+ Early Learning Specialist. Reassure your Early Learning Specialists that they will be offered supervision and support every step of the way, including in:

- Weekly two-hour supervision meetings
- Online Elevate courses with corresponding self-assessment tools
- Ongoing professional development

Please hold on to the training agenda you use for your EL training as you will need it for the Certification Process.

Note: These 16 hours of initial training do not include training on becoming a Mandated Reporter (required training on suspicion of child maltreatment reporting responsibilities).

How to Plan for Training Early Learning Specialists



Concept 1: Training Adult Learners

How do we support diverse learners? How do we support adult learners? Malcom Knowles (1970, 2005) identified six principles of adult learning (adapted from Pappas, 2014):

Principle 1. **Adult Learners have a well-established sense of self in adulthood.** In a training context, this means we want a say in our learning courses. We need a healthy sense of autonomy. Otherwise, we soon lose interest.

Principle 2. **Past experiences play a pivotal role in adult learning.** To teach adult learners effectively, you must feed into what they already know. Piggy-back or scaffold from that and launch new concepts. This is crucial, because if your new data clashes with their existing knowledge base, they're not likely to accept it.

Principle 3. **Adult Learning is purpose driven.** Adults learn because they see the relevance. They consciously decide to pick up a new skill or polish a valued hobby, so their learning needs to be goal oriented. A course for adult learners should be tied to real-world applications. For example, incorporate simulations or real-world examples that allow them to see how the skill relates to their job duties.

Principle 4. **Adult Learning relies on a readiness to learn.** They see the value in it and can understand the big picture. This makes them more receptive to study the training material and it also makes them more discerning. They can recognize quality and are more vocal in demanding it. Keep training material relevant and task-based to tap into their openness and interest.

Principle 5. **Adult Learners are driven by internal motivation.** Adults develop their own methods of motivation. Focus their training on problem-solving. Offer simulations and contextual role play, showing how to translate their online training into real life.

Principle 6. **Mistakes are often the most valuable teacher.** The adult learning theory hinges on experiential learning, which means that adults are encouraged to explore the subject firsthand and learn from their mistakes. For example, branching exercises help to continually develop experiential knowledge.

Principle 7. **Adult Learners should play an active role in deciding what they learn.** A core principle of the adult learning theory is that learners should be actively involved in the process so that they're empowered and motivated. They should play a part in developing learning content, evaluating performance, and creating training criteria.

"Adult education is not only the transmission of knowledge but plays a very important role in the distribution of social, economic and political power. We shouldn't believe that any adult education activities are neutral under the condition of sequences of struggle in power and knowledge" (Cervero, Wilson, et al., 2001).

Malcolm Knowles' theory of adult learning acknowledges that adults' past experiences play a pivotal role in their learning. As previously stated, facilitators can use this to enhance the experience of

learners by scaffolding and designing activities that allow for the co-creation of knowledge to form a deeper understanding. However, it is imperative to also be mindful of how past experiences shape and color the ways in which adults interpret and view the world. [Positionality](#) describes how your identity influences, and potentially biases, your understanding of and outlook on the world (www.dictionary.com). It is also the social and political context that creates your identity in terms of race, class, gender, sexuality, and ability, and status.

Positionality in the context of adult learning means every individual, both facilitator and learner, will be bringing with them an understanding about identity and power relationships developed through their own unique experiences. In addition to one's personal understanding of their identity, participants within the learning community make assumptions about how they interpret the identity and/or the power of others.

When we constantly engage to understand how our positionality biases our epistemology – or the understanding of how people learn and retain knowledge – then we are able to greet the world with respect, interact with others to explore and cherish their differences, and live life with a fuller sense of self as part of a community (Takacs, 2003).

Possible Group Activities:

- Create an identity web: What are the multiple identities your ELSs have?
- Talk about your “positionality:” what positions do we occupy and how does this shape the way we approach learning?
- Training Workbook Page 15: Skill Building Activity

Concept 2: Training through a Race Equity Framework

The National Center defines training through a race equity framework as a developmental and iterative process – one that takes time. Through this process, we will continue to adapt, expand, and enhance our training and curricular content. We plan to support “leaderful” communities by amplifying diverse voices from our staff, program families, and the communities in which we work, and supporting parents to be leaders in their communities as they look for better educational opportunities for their children. As the National Center engages in this process to deliver training through a race equity framework, we commit to:

- Explicitly conveying the centrality and importance of racial equity in all our programming; we do this to ensure that the organizations implementing the model understand how race equity undergirds our practice.
- Vetting all aspects of the training content and the training approaches to ensure a race equity perspective - all language, whose voices are heard and how, and all resources (who do we read, who do we cite, and why). In order to do this, the entire program -- including curriculum, structure, assessments -- needs to be viewed through a race equity lens to ensure it is cleared of all bias, racism, and white supremacy and that it is truly anti-racist.
- Ensuring that all the training substance and structure intentionally reflects the program’s diverse population: Adapting both the methods of training and the training content to recognize Black, Latino/a, Asian, and other people of colors' experiences, and consider historical and current lived realities.
- Conceptualizing and operationalizing participatory processes in our training implementation and materials, such as engaging practitioners and program families to ensure their voices are heard; including co-creating and delivering knowledge and training content in collaboration with ELSs and other practitioners, developing and supporting communities of practice, and building families’ capacity to participate in development of best practices.
- Systematizing feedback loops to inform our work, reviewing the training on a continuous basis, and having a system for integrating the community's perspective every time adjustments are made.

Vetting all components of training with tools that factor in the ways in which learning is subject to bias, including learning goals, facilitation style, the language used, the expectations of participant behavior, and mechanisms for providing feedback.

II. PARENTPHILD+ CORE VALUES AND FRAMEWORK

Introduce the Early Learning Specialists (ELs) to the [ParentChild+ program framework](#) and [program core values](#) (image below). Let your ELs know that the training will provide them with a wide variety of techniques and strategies to support the parent-child relationship, early literacy development, and school readiness.

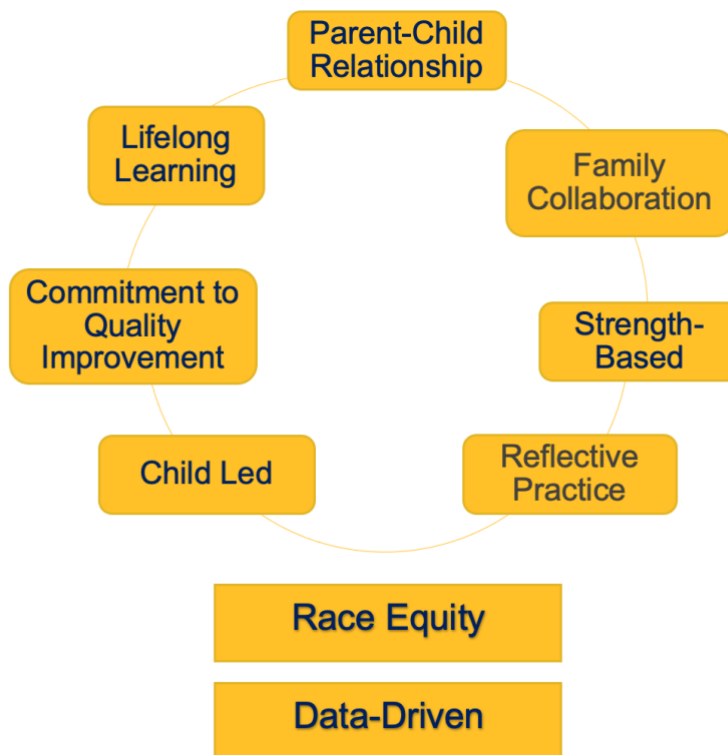
Program Framework: Two frameworks underpin all aspects of program implementation:

- Race Equity
- Data-Driven

Program Core Values: There are seven core values of the ParentChild+ program model:

- Parent-Child Relationship
- Family Collaboration
- Strength-Based
- Reflective Practice
- Child-Led (Focus on Child Development)
- Commitment to Quality Improvement
- Lifelong Learning

Core Values of ParentChild+



Program Framework 1: Race Equity



Examining all of ParentChild+'s work through a race equity lens will enable us to ensure that we are practicing our values at all levels and in all contexts of our work and are truly engaging with our mission to close the equity gap, support parents, and utilize education to provide opportunities. As such we commit to:

- Recognizing that families are always the experts on their own lives.
- Expanding hiring from within the communities where we work and supporting a livable wage for all.
- Building training and professional development that reflects the staff and families that we are working with.
- Taking a deep dive into racial equity issues internally to examine our own culture and leadership and broaden the diversity of our Board of Directors.
- We will take all necessary steps to reflect on our own implicit biases.
- We will stand for equality and against racism.
- We will intentionally work at the local, state and national level to improve racial equity with all systems, (i.e. home visiting, health, social services, schools, etc.)

As a first step to this process, the National Center has made a commitment toward building a Race Equity culture. Please learn more about it here: Download the [full document here](#). We have also created a course on vetting your own Curriculum materials through an Anti-Bias Checklist as well as a course on Implicit Bias. Please plan to complete these activities on Bridge as a team as a part of your training or ongoing training in group supervision.



Relevant Elevate Content:

- [Key Elements of the ParentChild+ Program](#)
- [Race Equity Framing for Choosing Books + Anti-Bias Book Selection](#)
- [Implicit Bias](#)
- Training Workbook Page 5: Anti-Bias Book Checklist

Program Framework 2: Data-Driven



The ParentChild+ National Center is a teaching and learning institution. This means that we rely on reciprocal learning and feedback loops, or “data,” to inform decision-making processes – including how the ParentChild+ home visiting program is implemented. Your feedback makes materials more accessible and representative to the Early Learning Specialist and families, respectively.

In a parallel way, we encourage you to ask for family and parent feedback to inform your program implementation. Specifically, data in the form of assessments, feedback sessions, and surveys can improve the ParentChild+ program implementation and answer critical questions like, “What is the program doing for your families?” And “Why it is or isn't working in your community?” Finally, funders ask for data to make choices about whether the program is having a demonstrable impact in your community.

Being data-driven at the community level might mean:

- Seeking input from the community to define and plan some of ParentChild+ program activities.
- Making family feedback a regular part of how you implement the program (ex: surveys, feedback sessions, focus groups, parent leadership, and advisory boards).
- Using anonymous data, like the Participant Satisfaction Survey, to adjust aspects of program implementation and keep pace with changing needs of families (e.g., during Covid)
- Including families in leadership or advisory groups with the goal of gathering feedback or creating activities, initiatives, and opportunities for the community.
- Using family voices, storytelling, and reviews to better understand program impact.
- Using baseline data and measuring improvement to see if program activities are having a positive impact on the families (e.g., PACT/CBT/PICCOLO).
- Measuring whether the program is responsive to the community served.

Being data-driven at the program or administrative level might mean:

- Creating a data-driven culture is about replacing gut feelings with decisions based on data-derived facts, be they simple key figures such as trends from surveys (i.e., satisfaction surveys) or results from advanced independent evaluations. The key steps in developing and maintaining a data-driven culture within your organizations are to collect, organize, and analyze/interpret data and then make decisions.
- Understanding that the skills of an ELS that are learnable and teachable with ongoing training and supervision. (We recommend the use of the Best Practice Principles Tool for this purpose.)
- Gathering data on the effectiveness of trainings - this may include feedback sessions, program completion interviews, surveys, small group feedback sessions, etc.
- Using data to identify where staff either needs and/or wants professional growth and development (ex: Best Practice Principles Tool).
- Understanding that data and making in widely available creates organizational transparency.
- Holding staff and team members accountable by asking them to identify areas of growth and learning.
- Measuring and tracking job performance with annual reviews.

Program Structure and Core Values



Basic Program Structure

- Twice a week visits: one introduction visit and one review visit
- Each visit lasts 30 minutes
- Introduction Visit is when new toy/book/activity is introduced
- Review Visit has no new curricular materials but is an opportunity for the parent or child to select a VISM they would like to use. (VISM stands for Verbal Interaction Stimulus Material. In other words, the toy or book provided for the family.)
- In the Review Visit, the family may choose (or the ELS might suggest) the idea of combining VISM. The family might choose to incorporate household items or items the child already owns in the play. Any enrichment activities provided should be open-ended and developmentally appropriate.
- The age range served are 2 and 3-year-olds, but children may be enrolled as young as 16 months old.
- Each program cycle is a minimum of 23 weeks. Additional weeks need to be added for enrollment, introduction to the ELS, set up of technology (for virtual visits), assessments, etc.
- At least two additional weeks should be interspersed in each program cycle for make-up weeks, to allow families to catch up in the curriculum if they have fallen behind.
- The program consists of two cycles, for a total of 46 weeks, or 92 visits.
- All visits should be with parent and child together.
- The target population are underserved families and populations.
- The ELS is primarily a facilitator of parent-child interaction who partners with the parent/caregiver.
- VISM selection is made at the local level, following the national center's guidelines. A guide sheet for each VISM is provided to each family and ELS.



Possible Group Activities:

- What knowledge do your ELSs already have: What is your experience working with children? What is your experience with home visiting?
- Defining the Core Values together: What associations do they have with these words or phrases above? How does it relate to their experience in the early childhood field?
- Training Workbook Page 1: Brainstorming Key Words
- Training Workbook Page 2: Key Elements of Program
- Training Workbook Page 3: Review the Logic Model
- Training Workbook Page 16: Administrative Forms Checklist



Relevant Elevate Content:

- Key Elements for Core Program Fidelity, Operations, Forms

Home Visiting Best Practice Principles Tool (BPP)



An introduction to the Best Practice Principles Tool is available on [Elevate](#). You and your staff should plan to use the tool to evaluate the home visiting practice, using sample videos housed there. When viewing videos, you can start to understand the behaviors and micro-behaviors that make up the ParentChild+ home visiting practice under the following five domains:

- (1) Encouraging parent-child interaction
- (2) Family collaboration and engagement
- (3) Building on family's strengths, values, and culture
- (4) Exploring learning and development together
- (5) Observing, reflecting, and responding to parent-child emotions

What the Best Practice Principles Tool is:

- It defines commonly accepted, research-based “best practice” principles in the home visiting field.
- It determines if the ELS exhibits the ParentChild+ practice as it was designed (Levenstein, Roggman).
- It is commonly used in a video feedback format.
- It shows observable behaviors and micro-behaviors, signaling if program activities occur.
- It will be helpful when training and supporting your ELSs.

What the Best Practice Principles Tool is not:

- It is not an assessment or job performance tool.
- It is not required by National Center.
- It does NOT address these scenarios:
 - Entering and exiting the home
 - Referrals, case management, social engagement
 - How to handle difficult situations or conversations
 - Ethics and boundaries

How can you use the Best Practice Principles Tool with your team?

- It gives more information and data for the Coordinators and ELSs to better communicate about what the home visiting practice should look like.
- Reflective practice: ELSs can self-evaluate their home visiting practice weekly, monthly, quarterly.
- One-on-one supervision: Use video feedback (not memory) to evaluate ELS growth.
- Group / reflective supervision: Use video feedback to discuss the practice together.
- Trainings: Ongoing professional development, which is reinforced in by ParentChild+ on Elevate.



Possible Group Activities:

- Training Workbook Pages 17 – 21
- Training Workbook Page 13: Adapting to the Virtual World



Relevant Elevate Content:

- [Introduction to the Best Practice Principles course](#)
- [The Best Practice Principles Program on Elevate](#) – series of 5 courses outlining the ParentChild+ home visiting approach and what makes “best practices”

Roles of an Early Learning Specialist



As you progress in training, a reminder that there are several roles the Early Learning Specialists fulfill. You might want to discuss these roles in-depth and think about organizing the training according to these roles.

1. Program Implementation: ELS role in completing administration tasks, like data management and assessments
2. The Home Visiting Practice: What the interaction with the family should look like
3. Being a representative of your agency: How to demonstrate organizational policies, procedures, and ethics in the community

Also, you can also plan to review the job descriptions of both the Early Learning Specialist and Coordinators to discuss responsibilities in each of the three areas above. Updated job descriptions can be found on the Staff Portal or Training Library [found here](#).



Possible Group Activities

- Training Workbook Page 7: Job Responsibilities for ELSs vs. Coordinators
- Ethics and boundaries activities, including role playing
- Discussing and practicing entering and exiting procedures for entering and leaving the home
- Discussing what it means to be a “guest” in someone’s home and following the family’s lead (ex: taking shoes off if they do, using words they do, etc.)



Relevant Elevate Content:

- [Key Elements for Core Program Fidelity, Operations, Forms](#)

III. PARENTCHILD+ HOME VISITING

Core Value 1: Parent-Child Relationship



Why statement:

The concept of Encouraging Parent-Child Interaction was born from theoretical and research findings from an attachment perspective. In psychology, attachment is defined as the young child's relationship to a primary caregiver as an essential part of her life forming the basis for ongoing growth and development (Bowlby, 1951). When the parent responds sensitively to the child's needs, then children begin to explore with confidence (Bornstein et al., 1992; Culp, et al, 2001). In other words, a child's secure attachment to the primary caregiver provides a sense of stability and security necessary for the child to take emotional risks, cognitive risks, and physical risks. All three of these domains support school readiness, academic success, social-emotional growth, and mental health.



In ParentChild+ home visiting practice:

- The program model support parent-child attachment by encouraging the parent to sensitively respond to the child's cues.
- The visits focus on improving parental observation skills.
- The Early Learning Specialist supports the family's role as the child's primary caregiver and first teacher, encouraging the family to "take the lead" in observing and interacting with their child, based on the child's verbal and nonverbal cues.
- The focus of the work is to facilitate reading, conversation, and play opportunities for the parent and child together.
- This experience should be interactive and fun!



Possible Group Activities:

- Brainstorm: How can we support the parent-child relationship during the course of ParentChild+ visits: What verbal and non-verbal strategies we can use to support the parent with their child?
- Self-reflection: Each participant shares a memory of a parent/caretaker playing with them, reading to them, or spending special time with them.
- Identifying strengths in the family's home and environment.
- Training Workbook Page 8: Ideas for Parent-Child Interaction



Relevant Elevate Content:

- Best Practice Principles Tool – “Principle 1: Encouraging parent-child interaction”
- [Encouraging Parent-Child Interaction](#) course in Elevate (part of the Best Practices Program)
- [Sample Virtual Visits](#) course
- Virtual Visiting [Technology Hints + Tips](#) course has suggestions for how to frame the device to capture parent-child interaction
- [Training Library](#) has sample PowerPoint and videos you can use along with the Best Practice Principles Tool

Optional resources:

- [Circle of Security](#)
- [Head Start](#) – A Secure Parent-Child Relationship
- [Rapid Response Home Visiting](#) – Parent-Child Interaction Part 1
- [Rapid Response Home Visiting](#) – Parent-Child Interaction Part 2

Core Value 2: Family Collaboration



Why statement:

Your visits with a parent should aim to build a strong relationship with the family. Having a positive relationship with the family is a critical skill in which the Early Learning Specialist engages the parent in such a way that acknowledges the primacy of the family's role as first educators who supply the main context for the child's early development. Family collaboration relays that their opinions and values are understood and supported. Building this relationship is an essential aspect of the ParentChild+ home visiting practice (Roggman, 2008).



In ParentChild+ home visiting practice:

- The ELSs prioritizes creating trusting and nurturing relationships with the families.
- The Coordinators prioritize creating trusting relationships with and among staff.
- ParentChild+ is a relationship-based program: The model is delivered through the parent/family to the child and highlights the parent's awareness of child development and awareness of their own strengths.
- Bonding or collaboration with parent/primary caregiver is a key activity to produce desired program outcomes.



Possible group activities:

- Discuss how best to form a trusting relationship with the parent: strategies and techniques to strengthen trust, and the emphasis on partnering with the parent.
- Discuss the power dynamics in the relationship with the family – how to not be viewed as an authority.
- Training Workbook Page 4: Differences Between Modeling and Facilitating



Relevant Elevate content

- Best Practice Principles Tool – “Principle 2: Family collaboration and engagement”
- [Sample Virtual Visits](#) course
- [Family Collaboration and Engagement](#) course in Elevate (part of the Best Practices Program)
- [Developmental Parenting](#) course
- [Training Library](#) has sample PowerPoint and videos you can use along with the Best Practice Principles Tool.
- Optional Book: Roggman, L. A., Boyce, L., & Innocenti, M. S. (2008). *Developmental Parenting: A Guide for Early Childhood Practitioners*.

Core Value 3: Strength-Based Approach



Why statement:

Children's economic and social outcomes largely depend on the circumstances into which they are born and raised. They are the product of their families, schools, neighborhoods, and communities – their "Culture." Culture plays a large role in shaping a child's life experiences and outcomes, yet it is not always easy to define. And it is even harder to create policy and social support programs that work within every cultural context (Future of Children, 2020). Historically, social support systems aimed at improving a child's outcomes have been deficit-oriented, focusing on a family's risk factors or problems.

In contrast, being strength-based means actively learning about each family and their unique characteristics, asking open-ended questions about the family's values and expectations, and seeing those practices as a source of resilience for the child.



In ParentChild+ home visiting practice:

- Many families have non-dominant ways of parenting, knowing, educating, worshipping, healing, and learning.
- Families are supported in the language they speak at home as a basis of cultural identity and the foundation of early literacy.
- Choosing toys and books that most closely align with each community or family.
- ELSs have diverse experiential and cultural linguistic backgrounds.
- ELSs are trained to ask open-ended, respectful questions about any aspects of culture that are not understood and employ active listening techniques to acknowledge the parent's ideas, questions, or concerns.
- The ELS aids in finding ways to use the family's strengths and values to support families in meeting their goals for their child and planning program activities (Roggman, 2008).
- Define and discuss the concept of [cultural humility](#), and how cultural humility differs from cultural competence.
- Define and discuss what strength-based practice means in the home visiting practice.
- Discuss community to be served, including language and cultural considerations.
- Define and discuss what strength-based practice mean in Program Implementation. You might include information on Protective Factors here.



Possible group activities:

- Define and discuss social-cultural, political, and historical context and its impact on child development and parenting.
- Brainstorm: What does strength-based mean in home visiting practice? How do we empower parents to be confident in supporting their child's learning?
- Self-reflection: Each participant shares a phrase or sentence that reflects one of the family values that she/he remembers from her/his own childhood.
- Use a data pull from DAISY or from your organization to discuss what demographics of the population you will be working with. What are their values? (How do you know?)
- Training Workbook Page 6: Getting to Know Families
- Training Workbook Page 11: Brainstorming Family Strengths



Relevant Elevate content:

- Best Practice Principles Tool – “Principle 3: Building on the Family's Strengths, Values, and Cultures”
- [Building on Strengths, Values, and Culture](#) course in Elevate (part of the Best Practices Program)
- [Sample Virtual Visits](#) course
- The [Training Library](#) has sample PowerPoint and videos you can use, including resources and free training link on Protective Factors

Optional resources:

- [NAEYC](#) - The Social-Cultural Context of Child Development and Learning
- [American Psychological Association](#) - Reflections on Cultural Humility
- [National Council of Teachers of English](#) - Strengths-Based Approach to Equity
- [Rapid Response Virtual Home Visiting](#) – Engaging Families: A Protective Factors Approach
- [The National Alliance of Children's Trust and Prevention Funds](#) – Free training on Protective Factors
- [Children's Trust Fund](#) – Protective Factors Training

Core Value 4: Child-Led Practice / Focus on Child Development



Why statement:

This is the Early Learning Specialist's ability to help the family respond to the child's cues and interests in ways that are interesting and relevant to the child's development and learning. In this domain, the Early Learning Specialist might ask questions to enhance language and literacy; share information about child development, social-emotional learning, exploration and play; and introduce ways to enhance communication skills. Objects or activities presented to the family recognize home language, they are child friendly, culturally sensitive, and potentially use resources available in the home (Roggman, 2008). Child-led play should be encouraged, even if it means that the child's interest moves away from the VISM.



In ParentChild+ home visiting practice:

- The parent is invited to take the lead in exploring the activity or book with the child.
- The ELS provides a high-quality toy or book and guide sheets to families each week to the family to encourage ongoing exploration and learning.
- The ELSs use scaffolding and “serve and return” techniques” help the children explore their interests further.
- The home visitor either coaches or models on ways to encourage a child's exploration.
- The ELS talks about the benefits of child-led play and how adults can support and extend child-led play. Discuss prompts and techniques that can be used, such as Dialogic Reading, taking part in imaginative play, and narrating of play.
- Discuss child development:
 - What is early literacy? Discussion of all the components of early literacy, including vocabulary development, use of “rare” words, parent-child verbal interaction (“serve and return” of conversation), scribbling, rhyming, listening to sounds in words, pretend play, and singing. Include discussion of how the curriculum of the program is used to support and enhance early literacy.
 - What is large motor development? Discuss how home visiting practice can support large motor development.
 - What is fine motor development? Point out that most of the toys used in the ParentChild+ curriculum are small motor manipulative toys that support fine motor development and share hands-on examples. Discuss the relationship between fine motor development and school readiness (writing and keyboarding). Discuss the progression of young children's grip and the progression of scribbling/writing development.
 - What is cognitive development? How early literacy is intertwined with other aspects of cognition, such as problem-solving, vocabulary development, and numeracy. Point out how the ParentChild+ curriculum addresses problem-solving: solving puzzles, building block towers, predictive reading. It also addresses math readiness: counting, sorting, labeling of shapes, sequencing.
 - Discuss child development and its relationship to your curriculum and VISM choice



Possible group activities:

- Brainstorm: What movement activities in home visiting practice can support large motor development? Fine motor development?
- Activity: Choose some of the VISMs and reflect on how they relate to child development. Supply the CDC resources (link below) to help you show what areas of development the child is working on using the VISMs.
- Using these same VISMs, brainstorm strategies to ensure:
 - The parent is included and engaged in the visit
 - The visit is child-led
- Training Workbook Page 12: Brainstorming Play and Exploration
- Training Workbook Page 10: Teaching and Encouragement



Relevant Elevate content:

- Best Practice Principles Tool - “Principle 5: Exploring of the child’s learning and development together”
- [Training Library](#) has sample PowerPoint and videos you can use to discuss the concepts of play and dialogic reading.

Optional resources:

- [Zero to Three](#) early literacy resources
- [Raising Readers](#) resources
- [Center for Disease Control](#) - Child Development Facts
- [Early Head Start](#) - Learning Outcomes Framework
- [Healthy Children](#) - Developmental Milestones (Toddlers)
- [Center on the Developing Child](#) at Harvard University

Core Value 5: Reflective Practice



Why statement:

In home visiting practice, reflective practice is the Early Learning Specialist's ability to think about themselves and their own emotional responses, in addition to the thoughts, feelings, and intentions of both the parent and child. In turn, the Early Learning Specialist helps the parent explore why the child has behaved a certain way and make comments on affective and emotional states. This often involves labeling emotions that are may or may not be articulated or expressed. In other words, the ELS helps the parent to explore the thoughts, feelings, and intentions that might cause a child's behavior.



In ParentChild+ home visiting practice:

- What is social-emotional development? Cognitive development and social-emotional development are intertwined in young children. Discuss the importance of addressing children's emotional needs: predictability, security, and behavioral limit setting. The discussion should include strategies to help parents support their children's behavioral self-regulation, along with the ability to follow direction. Discuss the relationship of social-emotional development to school readiness.
- To be an effective ELS, s/he should be able to understand behaviors of both child and parent considering underlying mental and emotional states as well as the child's behaviors considering those emotional states.
- The family should understand their child in the same way, which means that the ELS should support the parent's ability to recognize the child's actions considering his/her emotions. This requires an understanding of the child's stage of development, a growing familiarity with the temperaments of the parent and child, and self-reflection for the ELS.
- Self-reflection is reinforced and practiced using supervision and reporting tools.



Possible group activities:

- Self-reflection questions: What emotions were accepted in your own childhood? Did your parents tolerate anger, sadness, happiness, curiosity? How well can the ELS accept these emotions amongst the children/families they work with?
- Watch a video of a toddler displaying a potential range of emotions (e.g., frustrated, sad, upset, excited, happy). Discuss ways an ELS can address those emotions with a parent: What are strategies they can use or words they can say to the parent when a child is expressing these behaviors?
- Brainstorm: How do you model predictability, security, and behavioral limit setting during home visits?
- Discuss Reflective Practices and ways to address Reflective Practices in weekly two-hour Reflective Supervision.

- Training Workbook Page 9: Responsiveness and Affection
- Training Workbook Page 16: Prompt, Debrief, and Follow-Up



Relevant Elevate content

- Best Practice Principles Tool - “Principle 4: Observing, reflecting, and responding to parent-child emotions”
- [Observing, Reflecting, and Responding to Parent-Child Emotions](#) Course in Elevate (part of the Best Practices Program)
- Best Practice Principles Tool – There are self-reflection questions at the end of the Best Practice Principles Tool designed to help you and your team reflect on your home visiting practice. It is recommended to use this tool using video feedback – or reviewing 5-10 minutes of home visiting videos together. This can be done weekly, biweekly, monthly – whatever you feel is appropriate.
- [Training Library](#) has PowerPoints on reflective practice and reflective functioning.

Optional resources:

- [Zero to Three](#) – Social and Emotional Development
- [Head Start](#) – Reflective Practice
- [Rapid Response Home Visiting](#) – Reflective Supervision Virtually
- [Rapid Response Home Visiting](#) – Observing, Listening, and Understanding in a Virtual Environment
- [Rapid Response Home Visiting](#) – Supporting Families Mental Health Part 1
- [Rapid Response Home Visiting](#) – Supporting Families Mental Health Part 2

Core Value 6: Commitment to Quality Improvement



Why statement:

A commitment to quality improvement is a process by which an organization can strive to improve its internal processes and program outcomes through collecting, monitoring, and analyzing data. As mentioned in the data-driven framework section, gut feelings should be replaced with decisions based on data-derived facts, be they simple key figures such as trends from satisfaction surveys or results from independent evaluations. The key aspect of committing to quality improvement is to collect, organize, and interpret data across an array of levels (community, program, staff performance) in order to make, evaluate, and then reevaluate your decisions.



In ParentChild+ program implementation:

- The National Center is committed to ongoing quality assurance, as well as to the evaluation of the program model.
- Sites should plan to review feedback like the Participant Surveys and adjust or pivot program activities accordingly.
- Use of academic research to support and improve the model.
- Discuss the reasons for data collection.
- Practice making observations.
- Use video feedback of the ELSs to evaluate the home visiting practice and if it being practiced with fidelity.
- Review DAISY (after staff has completed DAISY training on Elevate)
- PACT or PICCOLO and CBT Training.
- ASQ training, for those organizations that use it.
- Procedures that occur during the weekly group supervision meeting.
- Videotaping protocols and files to be kept.



Possible group activities:

- Your Data's Story: Chose an activity to show how data relates to your day-to-day life
- Is it possible to review program data from the organization together: What does it mean? What is this data's story?
- Review the community demographic data together. Who is the population you are serving? How do you know? What do you think their values are – and how do you know?
- All assessments can be found in pages 22 – 32 in the Training Workbook



Relevant Elevate content:

- [DAISY Learning Program](#): All ELSs should enroll and complete this program within 30 days of hire date
- [Training Library](#) has a sample PowerPoints and Assessment training videos

Core Value 7: Lifelong Learning



Why statement:

One of the most basic beliefs we carry about ourselves has to do with how we view our own personality. For example, a “fixed mindset” assumes that our character, intelligence, and creativity are static whereas a “growth mindset” thrives on overcoming challenges. It sees failure not as evidence of unintelligence but as a springboard for growth to expand our abilities and skills (Dweck, 2007).

As mentioned above, ParentChild+ believes that mastering the skills needed to be an ELS is possible with ongoing training, supervision, and professional development. When learning is experiential and explored first-hand within your organization, ELSs are empowered and motivated to improve their home visiting practice.



In ParentChild+ program implementation:

- You can discuss what it means to be a Lifelong Learner: How do you self-assess and learn in your role as an ELS? How can the team encourage each other to keep learning and growing to improve the practice?
- Learning about the community
- Learn about race equity, bias, and implicit bias



Possible Group Activities:

- Again, the last page of the Best Practice Principles Tool has sample Reflective Practice questions for you and your team to review together. It is recommended to use this tool using video feedback – or reviewing 5-10 minutes of home visiting videos together. This can be done weekly, biweekly, monthly – whatever you feel is appropriate.
- Vet some of your books through the Anti-Bias Book Checklist
- Complete the Implicit Bias course together as a team
- Training Workbook Page 12: Skill Building Activity



Relevant Elevate Content:

- The [Implicit Bias](#) course is a part of the Lifelong Learning Program
- [Race Equity Framing for Choosing Books in Early Childhood Education + Anti-Bias Book Selection](#)

Training Resources on Virtual Visiting



In ParentChild+ program implementation:

- Budgeting for technology
- Determining the family's availability of technology
- Setting up and testing technology with the family
- Technology hints and tips (framing, lighting, etc.)
- Virtual recruitment, enrollment, and assessments
- Building relationships with the families virtually
- Spending time with parent to reflect on the child's development
- Parent's narration of child's play when off camera
- Possible use/exchange of videos (not required)
- Addressing any emergency needs and Monthly Covid Check-In Form



Possible Group Activities:

- Ask for ELSs to submit videos of their virtual visits with families. Use the BPP to watch and evaluate 5 to 10 minutes of the video if possible. Discuss the strengths of each video together and how did the ELS demonstrate best practice principles
- Offer contextual role playing, showing how to handle virtual visits with families.
- Training Workbook Page 15: Adapting to the Virtual World



Relevant Elevate Content:

[Virtual Home Visiting Program](#) is comprised of the following five courses:

1. Virtual Home Visiting: Shifting the Paradigm
2. Virtual Visits: Technology Hints +Tips
3. Sample Videos: Virtual Home Visits
4. Virtual Recruitment, Enrollment, and Assessment Tips
5. Virtual Guide Sheets

Optional resources:

[Rapid Response Virtual Home Visiting](#) – This website has several webinars and downloadable documents addressing a variety of topics around virtual home visiting and virtual management of home visiting programs across models.

IV. YOUR ORGANIZATION

Agency Protocols + Procedures

- Entering and exiting the home
- Referrals to other services and how to handle them
- Emergency and safety procedures
- Cultural expectations
- Attire and dress codes, if any
- Use of logos and communications materials
- Social media guidelines
- Roles on DAISY
- Communicating with families

Home Visiting Ethics

The ethical considerations about family confidentiality and the importance of using judgment at all times should be strongly emphasized throughout the training.

- Maintaining boundaries
- Social or group engagement outside home visiting
- Maintaining confidentiality
- Punctuality

V. TRAINING: NEXT STEPS

- A. Help us improve: Complete the survey on this Training Guidance: What did you like? What do you need more of? <https://www.surveymonkey.com/r/trainingfeedbackPC>
- B. Ensure your ELSs can log into Bridge and assign the required Elevate course content. They will need to complete the [DAISY Learning Program](#) as a part of their training within **30 days** of their hire date.
- C. Highly recommended Elevate course content on Bridge for your team to complete together or individually as a part of ongoing training and support:
 - [Best Practice Principles Program](#)
 - [Developmental Parenting](#)
 - [Virtual Home Visiting Program](#), especially the [Sample Virtual Visits](#) course
 - [ParentChild+ Key Program Elements](#) courses
 - [Race Equity Framing for Choosing Early Childhood Books](#)
- D. Schedule your Mandated Reporter Training for all ELSs
- E. Schedule weekly reflective supervision meetings (two hours long)
- F. Schedule professional development days, if any