



Training Workbook

Version 2.0

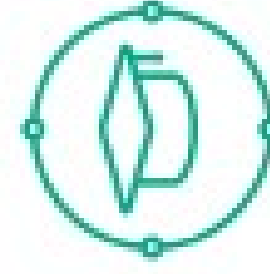
www.parentchildplus.org

Table of Contents

Technology Supports at ParentChild+.....	3
Orientation to Operations	4
Notes.....	5
ParentChild+ Core Values and Definitions.....	6
Know, Want, Learn Chart.....	7
Brainstorming: School Readiness.....	8
Program Activities + Theory of Change conversation.....	9
Socio-Cultural Context.....	10
Notes.....	11
My Social Identities Portrait.....	12
The Race Equity Framework.....	13-15
Anti-Bias Curriculum Checklist.....	16
Child Development.....	17
Family Strengths + Asset Based Approach.....	18
Data-driven Approach + Observations.....	19-20
Funds of Knowledge	21-22
Annual Data Checklist for Family Model.....	23-24
Developmental Parenting + PICCOLO Domains.....	25
Developmental Parenting + Facilitating	26
Anatomy of a Home Visit.....	27-28
Coaching Families.....	29
Reflection Record ,Supervision + Reflective Consultation	30-31
Key Operational Elements of the Family Model	32
Job Responsibilities for ELSs and Coordinators.....	33
Best Practice Principles for Coaching (BPP)	34-36
Coaching the ELS.....	37
Practice-based coaching	38
Data Entry Goals: Family Model.....	30-40
Coaching the ELS.....	41
Turnkey Training & Reflective Questions.....	42
Next Steps: Skill Building Activity.....	43

Technology Tools for Program Support

For on-boarding new employees and keeping current employees connected



STEP 1:
ELEVATE

<https://parentchildplus.bridgeapp.com>

What is it?

eLearning platform with video tutorials and continuing education opportunities.

Why is it important?

- This is the FIRST STEP in on-boarding & training new staff.
- Useful tool for supervision and training.

First steps:

- Complete the Best Practice Principles Program.

Contact for Support:

Email: elevate@parentchildplus.org



STEP 2:
DAISY

<https://daisydata.org>

What is it?

Web-based tool designed to help program staff input, store, and report on participant and program data.

Why is it important?

- Using DAISY is a mandatory requirement for local sites implementing our program.
- The primary goal of data collection and reporting is to ensure that program decisions are supported by data and help local sites improve their practice.
- Allows local sites to met funder requests for program outcome reporting.

First steps:

- **Coordinators:** request DAISY account through support email
- **ELS:** request DAISY account from coordinator
- Complete DAISY training.

Contact for Support:

Email: support@parentchildplus.zendesk.com



STEP 3:
STAFF PORTAL

<https://www.parentchildplus.org/member-login>

What is it?

"Backend" of ParentChild+ website, where key documents are stored.

Why is it important?

Here you will find:

- training manual,
- implementation manual,
- administrative forms,
- logos,
- sample grant language,
- and more!

First steps:

Coordinators + ELSs: The login to the portal is located at the bottom of the ParentChild+ website.

Contact for Support:

Login provided at training.

Email: jfaith@parentchildplus.org



STEP 4:
SLACK

<https://slack.com>

What is it?

Online communication channel to chat in real-time with fellow Coordinators + ELSs.

Why is it important?

- Stay current with info from ParentChild+ National Center.
- Ask a quick question to a group of people or to our entire network.

First steps:

- **Coordinators + ELSs:** Download Slack on your computer or cell: @parentchildplus.slack.com.
- Join Channels to participate in group conversations.

Contact for Support:

If needed after download, email:

rabreu@parentchildplus.org

Orientation to Operations

Eligibility and Target Population:

- Who is your target population? How might your agency further think about or expand upon the ParentChild+ definition of eligibility?
- How will your site find participants who meet "eligibility" for the program?
- For the family model, what is the target age of children at the time of enrollment? When is a child too old to enter the program?
- What languages are spoken by the target population? Is there a specific ethnic or cultural group represented?
- How do these factors affect your program's implementation?
- When does your program introduce the concept of referrals to families or providers? When and how do you make these referrals?
- What are the community strengths and assets of your target population?

Job Roles:

- How do you plan to recruit community-based Early Learning Specialists (ELs)?
- How will you ensure that the ELs share a cultural and/or language match with the target community?
- What is a strength-based hiring concept you can utilize?
- Between the Coordinator/EL - How will you handle referrals? Who takes on which types of referrals?
- Do you have any questions regarding your role as a Coordinator?

Schedule, Dosage, Caseloads, and Annual Calendar:

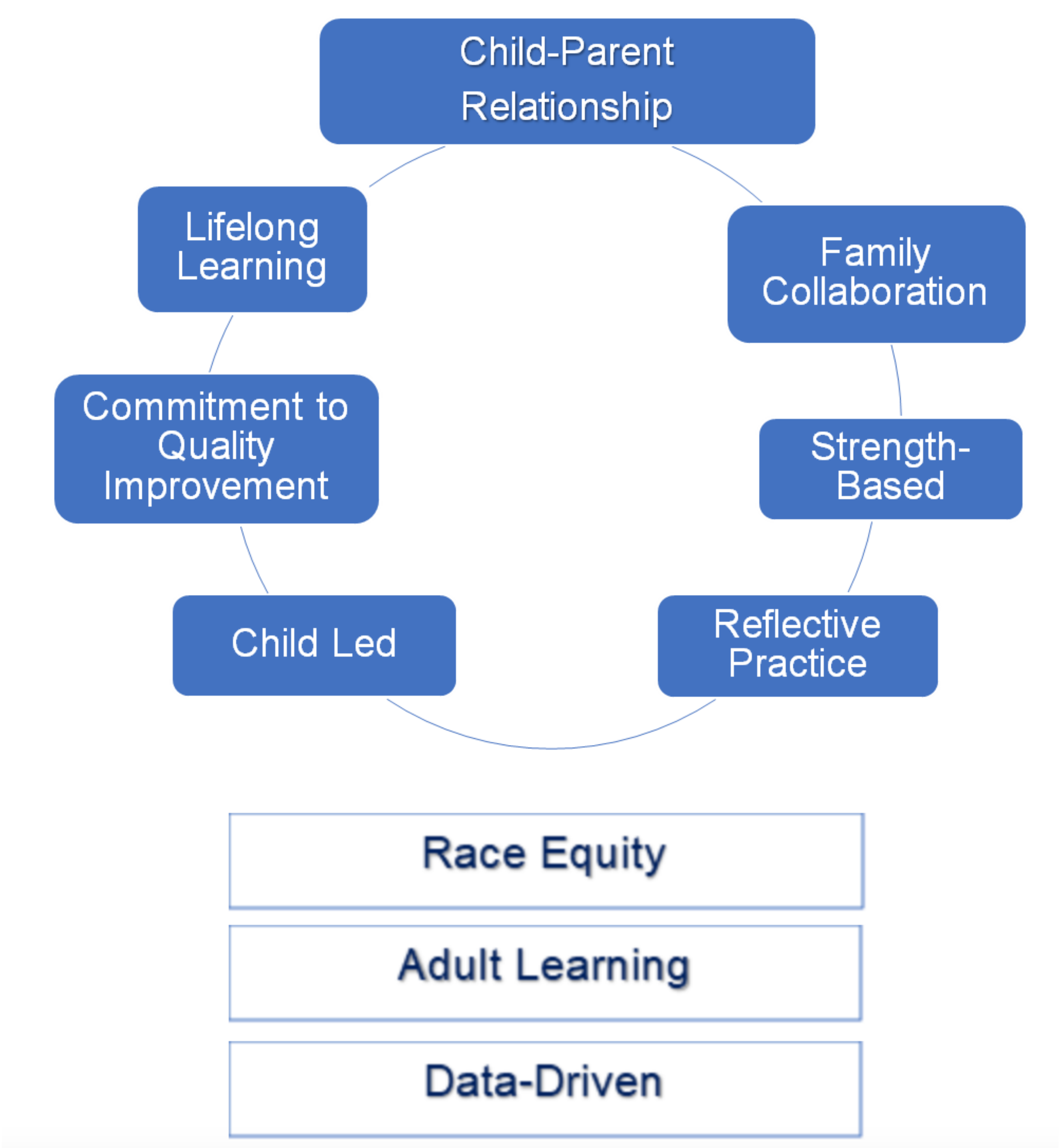
- What does the annual schedule look like for your site (e.g., rolling, calendar, cohort)?
- What are the staffing implications for this implementation plan?
- How many families or providers do you plan to serve in year one? In year two? What is your target for serving families or providers at scale?
- Will you conduct all sessions in-person, or will they be hybrid (alternating between in-person and virtual sessions)?

Books and Toys

- How many books and toys do you need to purchase based on the number of families you are serving?
- Do some of the selected books and toys align with the community demographics and the linguistic needs of the families?
- How do you determine if books and toys are developmentally appropriate for the target age, or not? What steps can you take to ensure they follow a developmental sequence?
- Where will you store your VISM materials?

Notes

ParentChild+ Core Values



Definition of Parallel Process:



Definition of Turnkey Training:



Name: _____ Date: _____



KWL Chart



Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

What I K now	What I W ant to Know	What I L earned

Trainer vs. Facilitator

Please select a facilitator for your small group and also choose a person to share your feedback with the larger group. Each group discusses and creates a working definition of the core concepts as they relate to early childhood, home visiting, or program administration:

- Group 1) Parent-child interaction, child-led, and parent collaboration
- Group 2) Strength-based + reflective practice
- Group 3) Commitment to quality improvement + lifelong learning + race equity
- Group 4) Data driven + adult learning

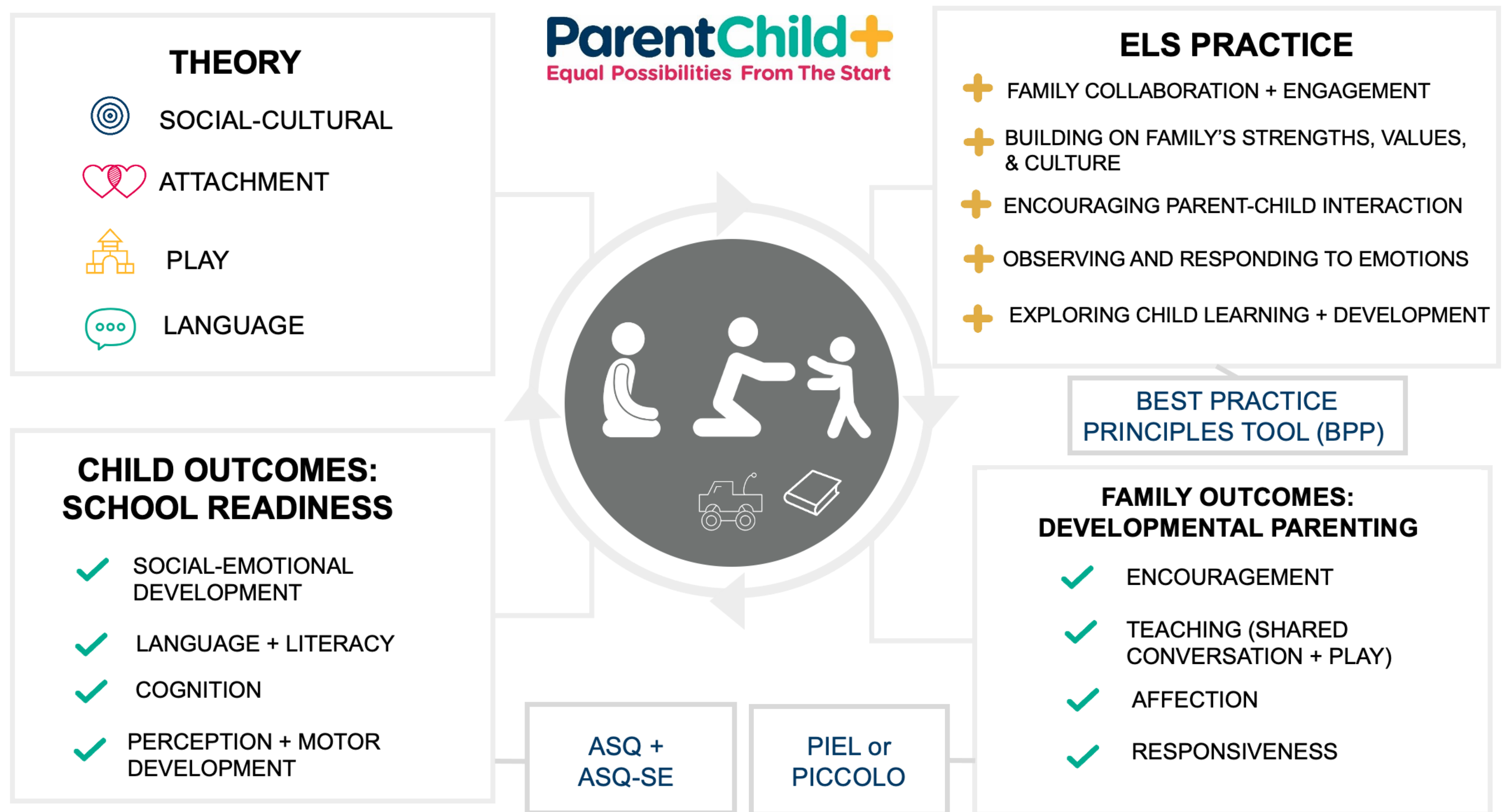
Brainstorm: School Readiness

In small groups, brainstorm the answers to the following questions:

- How would you define and describe “school readiness?”
- From your perspective, how do children become “school-ready?”
- Could you describe how the family supports “school readiness?” Parent-Child+ supports “school readiness?”
- In what ways do you think the children in the ParentChild+ program are “school-ready” upon entering formal school settings?



Overview: Program Activities



Theory of Change

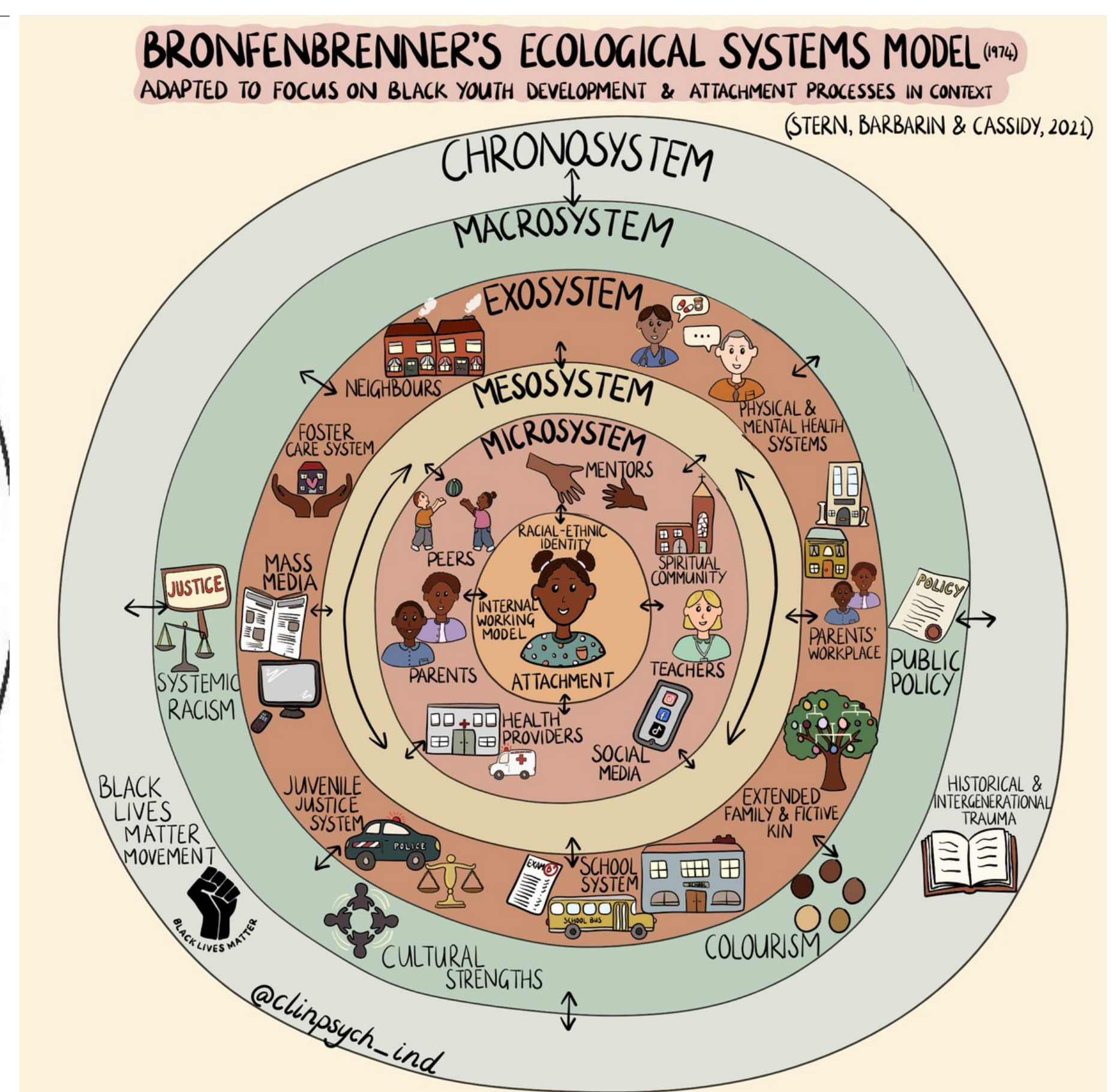
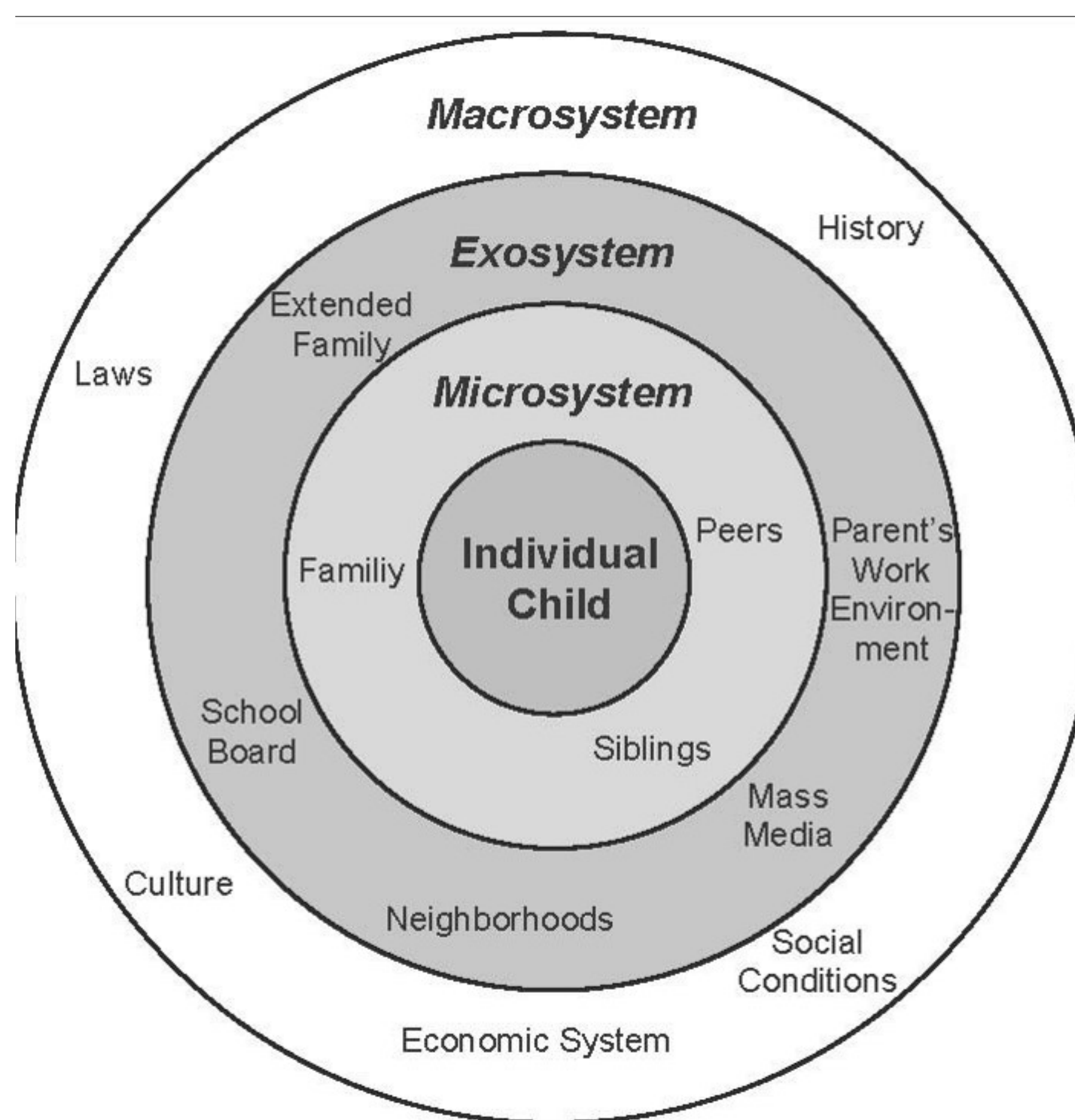
1) Who is the main audience of your home visit?

2) What are the main outcomes for the ParentChild+ program?

3) What activities happen to promote these outcomes?

4) What is the purpose of the books and toys in the home visit?

Socio-cultural Context



Race equity: Social identity and cultural humility

Community Guidelines: What Do You Need to Feel Safe? What do you need for the group to feel safe?

How do you compile this information to help home visitors build equity into their practice with families?

How do you operationalize equity into the home visits?

How do you incorporate race equity into training for ELSs?

Notes

My Social Identities Portrait

In each row, read the social identity term in column 1 and write in column 2 whatever word(s) you used to describe yourself as a child and the words you use now. Then, circle the identities in columns 3 and 4 that apply to your life. You may not always have words to describe these identities. That's okay. Write down your best thoughts at the moment. Don't leave the section blank. You can always redo this as time goes on.

Social Identity	Description of Self		Groups Defined as the Norm; Recipients of Societal Advantages	Groups that Are Marginalized and Targets of Institutional Prejudice and Discrimination
	Childhood	Currently		
Ethnicity or heritage			European American "melting pot"	All other ethnicities, including indigenous peoples
Place of birth			Born in the country you now live in	Immigrant
Language			English	Home language other than English
Racialized identity			White	People of color; biracial; multiracial
Gender			Male	Female, nonbinary, transgender, etc.
Sexuality			Heterosexual	Asexual, bisexual, gay, lesbian, polyamorous, etc.
Religious beliefs			Christian or Christian tradition	Muslim, Jewish, Buddhist, Hindu, pagan, atheist, etc.
Age (currently)			Productive adults (ages 20-50 for women, 20-60 for men)	Children, adolescents, women over 50, men over 60
Education (currently)			College degree(s); Highly literate	High school education or less; struggle with literacy
Body type/size			Slim, fit; Medium height for women; Tall for men	Large, overweight; Very short or very tall
Able self (physical, mental, emotional health)			Healthy, Functional; No apparent disability	Any form of disability; physical, mental, emotional, learning, behavioral
Economic class			Middle to upper class	Poor or working class
Family structure			Male/female married; parents with one to three biological children	Unmarried; single parent; gay or lesbian parents; no children; divorced; adoptive, foster, or blended family; more than three children

Look at the pattern of circled identities and think about the following questions, then discuss together: In what ways have you experienced either prejudice/discrimination or privilege/visibility because of these identities? What identities made life more complicated for you, and which ones opened doors? Which of your identities has had the most significant impact on you? In which identities do you feel the most pride?

For over 50 years, ParentChild+ has attempted to eradicate the educational opportunity gap for children and families from marginalized communities. From the beginning, our founder, Dr. Phyllis Levenstein, designed the program to equalize access to early childhood education and support so that all children could enter school ready to succeed because every parent has the information, skills, and resources to build school readiness where it starts: the home. Now, building and expanding on that goal and with a growing understanding of the work to be done to overcome systemic racism, ParentChild+ seeks to expand its work with children and families to end racial inequities in the early childhood arena. With a commitment to incorporate a racial equity lens and evolve its operations and practice, ParentChild+ will grow its work with families to build a future where all children, regardless of race and socio-economic status, succeed.

A New Focus and Commitment

Recent events and our growing understanding of the devastating impacts of systematic racism have caused ParentChild+ to take a new look at our own organizational structure, training, and programming, and how we in our national and international work can address structural racism. This examination has prompted ParentChild+ to expand our goal of bridging the opportunity gap, to intentionally include eradicating systemic racism in home visiting, early childhood care and education, and family support work.

We are also reviewing how we approach and partner to provide services to families and children in multi-ethnic, multi-lingual communities. ParentChild+ is committed to embedding its race equity lens throughout the organization: Developing a more inclusive and diversified Board of Directors; hiring national staff who reflect the communities that we work in; being inclusive in our training and curricular materials, content, and approach by utilizing books and toys that give voice to the communities in which we work; and working with our partners and state and local staff to elevate the voices of our staff, families, and communities. We also commit to re-emphasizing a key aspect of our approach to hiring home visiting staff, requiring staff who are community-based, a linguistic and experiential match with the families they are working with, and, as often as possible, parent graduates of ParentChild+.

What is the ParentChild+ Racial Equity Lens?

According to the Government Alliance Racial Equity Guide and Toolkit, a racial equity lens is defined as a means of paying systematic attention to race and ethnicity in

examining and analyzing problems or issues within any social or cultural environment, or relational or group dynamics. It focuses organizations on increasing individual and group skills and capacity to see patterns related to inequities, separating symptoms from causes, seeking effective strategies and solutions, and creating pathways for improving life chances, outcomes, and success for all groups.

Developing and applying a racial equity lens requires looking both internally and externally – building both personal and institutional awareness. It takes into account history, technological and cultural context and patterns, identity, and requires us to institutionalize new policies and practices for improving and equalizing life chances for all groups.

ParentChild+ recognizes that racial equity is critically important to getting to the desired outcomes in the communities in which we work. We must go beyond “closing the gap in education” as a goal, and create benchmarks that lift up all populations, while amplifying voices from communities that have for too long been excluded because of systemic racism. As such, we are exploring the most effective ways to create these new benchmarks, which include, but are not limited to, raising the voices of the families and children we work with, hiring from the community, co-creating new training materials with and for our staff and those implementing the program across the country and internationally, and re-examining our current curricular materials. We will also explore new strategies to “close the gaps” that limit success for families by recommitting to and enhancing our “strengthening families” approach” and embedding it across ParentChild+’s unique practice and all operations.

By adopting this focus and commitment, ParentChild+ seeks to put into action “Racial Justice,” “the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people can achieve their full potential in life, regardless of race, ethnicity or the community in which they live. Racial justice — or racial equity —goes beyond “anti-racism.” It is not just about what we are against, but also what we are for.”¹

We are committed to early education of children and the strengthening of families that is focused on achieving equitable positive outcomes from the start and that leads to future success and community impact.

ParentChild+ Values

Examining all of ParentChild+’s work through a racial 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.



Equity is small groups: Discuss what equity looks like in small groups? How might this apply to your team meetings?

ANTI-BIAS
CURRICULUM CHECKLIST

BOOKS + TOYS SHOULD BE	<div><div></div>FREE OF STEREOTYPES</div> <div><div></div>FREE FROM TOKENISM</div> <div><div></div>AVOID LOADED WORDS</div> <div><div></div>ACCURATE AND RESPECTFUL</div>
SOME BOOKS + TOYS SHOULD	<div><div></div>SHOW FAMILIES AND LIFESTYLES THAT REPRESENT YOUR PROGRAM FAMILIES AND THEIR COMMUNITY</div> <div><div></div>INCLUDE PEOPLE, NOT ONLY ANIMALS</div> <div><div></div>REPRESENT PEOPLE GROUPS WHO ARE OFTEN EXCLUDED OR UNSEEN</div> <div><div></div>SHOW DIVERSE ABILITIES</div> <div><div></div>BE WRITTEN OR ILLUSTRATED BY PEOPLE OF COLOR</div> <div><div></div>INCLUDE "DOERS" OF ALL AGES AND GROUPS</div> <div><div></div>PORTRAY ACTION TOWARD CHANGE</div>
ALSO CONSIDER	<div><div></div>CHOOSING BOOKS + TOYS WITH RECENT PUBLICATION OR DESIGN DATES (AS THEY MORE ACCURATELY REFLECT OUR DIVERSE SOCIETY)</div>

Child Development

What child development resources do you consult?

What resources might you use to support ELSs in their understanding of child development?

What does it mean to purchase books from an equity framework?

ParentChild+

Guide Sheet Wooden Building Blocks

Melissa & Doug



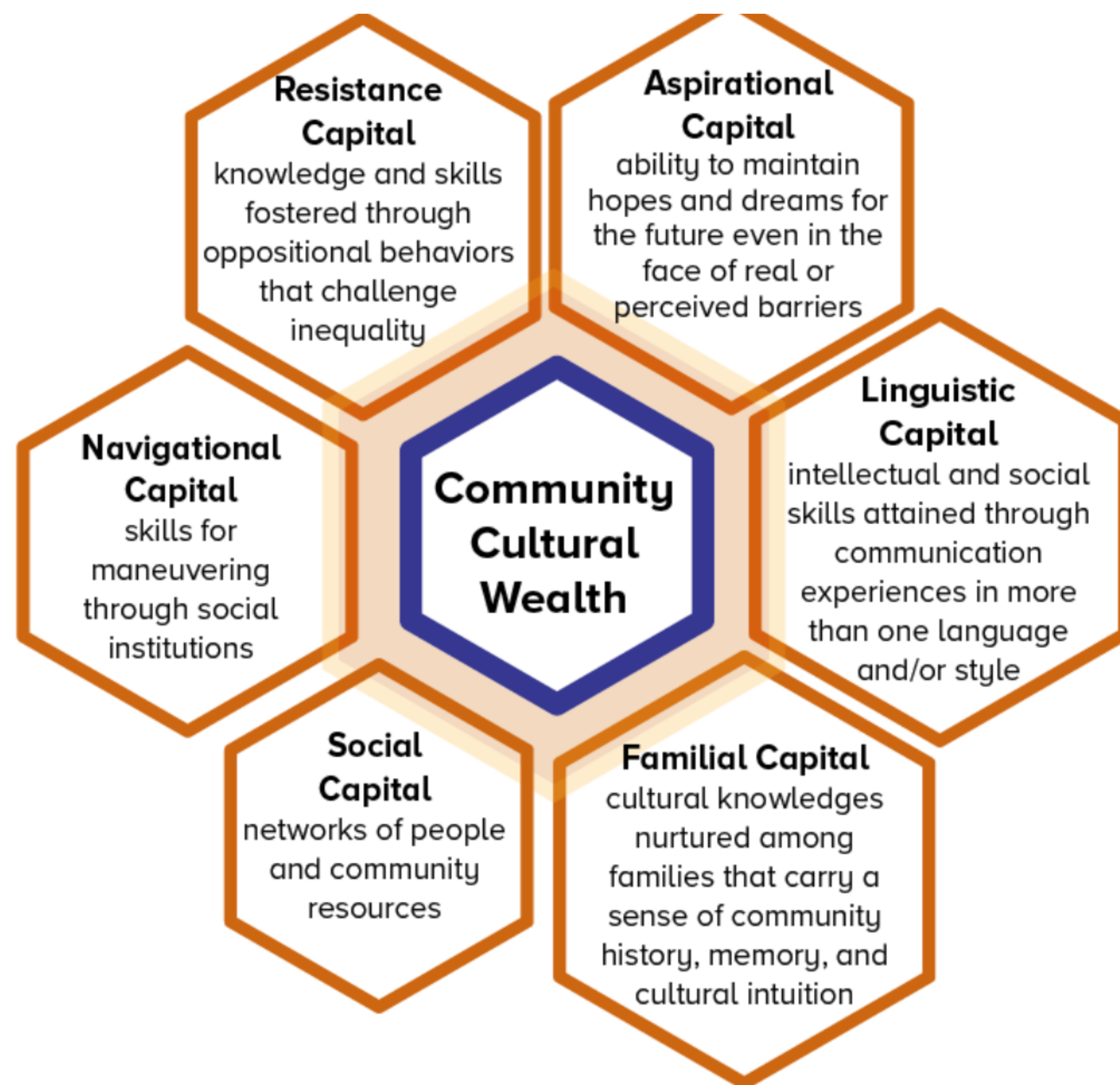
Connecting VISM to Developmental Stages:

Linking VISM to Key Developmental Domains:

Extending Learning Through VISM:

Family Engagement Questions/Prompts:

Identifying Family Strengths



List your own strengths that will assist you in your role. Write down an experience related to this strength and share it with your colleagues.

What are the assets or strengths of the community where you work?

How is the ParentChild+ practice strength-based or strengths-led? How do we address areas of support that families might need?

Data Driven-Approach: Observations

Table 1.1: Objective Observations vs. Subjective Observations

Objective Observations	Subjective Observations
Objective observations are based on what we observed using our senses, we record exactly what we see, hear, taste, touch, and smell	Subjective observations are often influenced by our past events, personal experiences and opinions, and can be biased based on our cultural backgrounds
Objective information is based on the facts we gather. If we don't see it, we don't report it. We report only details and provide vivid descriptions	Subjective information is based on our opinions, assumptions, personal beliefs, prejudice feelings or can be based on suspicions, rumors and guesses
Results are more likely to be valid and reliable from child to child	Results are often inconsistent and vary from child to child
Objective Terms that can be Used: Seems to be; Appears to	Subjective Words to Avoid: Just; because; but; always, never; can't; I think; happy, smart, helpful, pretty, angry, shy, likes, loves, hates, sad

Table 1.2: Observation and Documentation Do's and Don'ts

Observation and Documentation DOs:	Observation and Documentation DON'Ts
<ol style="list-style-type: none"> 1. Note the date, time, setting, 2. Note the child (or children) involved 3. Record only the facts – in a concise (to the point) manner 4. Record the facts in the order as they occur and exactly as you see it 5. Collect vivid details and quotes 6. Use a variety of Observation Methods 7. Observe with an open heart, an open mind and a clear lens, free of bias 	<ol style="list-style-type: none"> 1. Do not interfere or pressure the children to perform 2. Do not assume or state your opinion while recording evidence 3. Do not record anything you do not see 4. Do not label behaviors, actions or feelings 5. Avoid using subjective, bias or judgmental terms 6. Avoid using exaggerations and conditional words

Data Driven-Approach

What is data?

How would you define being data-driven? Can you provide examples of how you've utilized data in your day-to-day work?

Examine the satisfaction data collected from "Site A" families closely: What works and doesn't work for Site A? How can Site A use the data?

What do you observe? What tools can you use to record and track observation data? How do you store and retrieve this data to make decisions about the program or the curriculum?

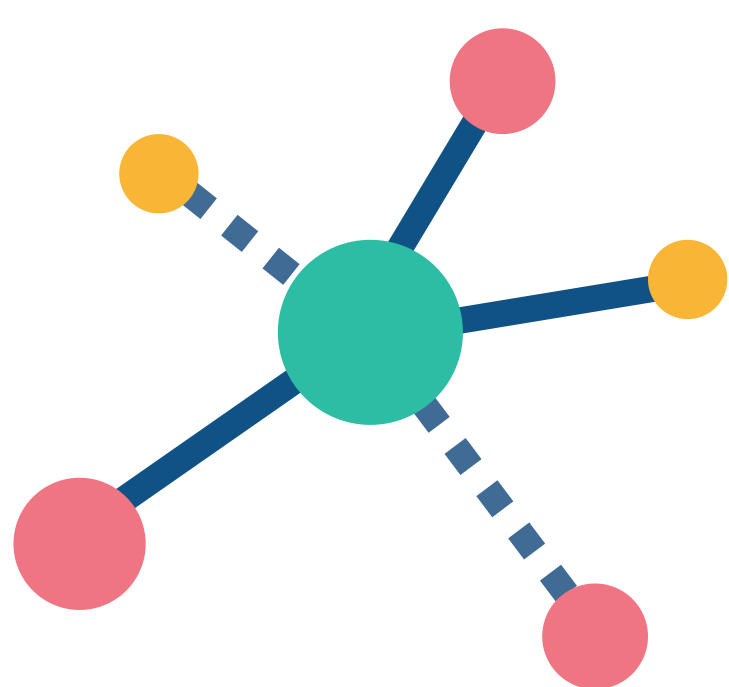
How do you use book analysis data to inform your site practice?

Family Enrollment using Funds of Knowledge

What are some skills, traditions, or ways of knowing that have been passed down to you from your family or community?

How have your culture, community, and personal experiences shaped the way you navigate challenges or support others?

What "Community Guidelines" might you need or want to make with a family during the enrollment process? What commitment might the families need from ELS? What commitment might the ELS need from the family?



Family Enrollment using Funds of Knowledge

- **Funds of Knowledge definition:** A family’s funds of knowledge can be described as: personal background knowledge, accumulated life experiences, skills and knowledge used to navigate everyday social contexts, and world views structured by broader historically and politically influenced social forces. Funds of Knowledge can include learning how to make tortillas from scratch or keeping the score at a futbol match. It could be quilting or spinning wool into yarn. It could be how to fix a car, care for a crying baby, or prepare a meal.
- **In relation to home visiting practice:** This is an *optional tool* that ELS can use to get to know the family during the enrollment process (first 3-5 visits) to meaningfully guide interactions and enhance engagement with the family. This is NOT to be interpreted as transactional form to be completed in one sitting. For example, one way to approach this is to focus on 1-2 themes as you get to know the families and then continue referring to this document when co-planning program activities or selecting program materials.

Funds of Knowledge (Open ended questions)	What is the home/community practices: Conversations + ELS observations	How will you use this in application to home visiting?
<i>Your child + child development</i> Ex: Tell me a story about your child. What are your goals for your child? What do you like to do together?		
<i>Culture, language, food</i> Ex: What is your family’s cultural identity? What holidays do you celebrate? What foods are important to your family		
<i>Fun, entertainment, technology</i> Ex: What do you like to do for fun?		
<i>Community</i> Ex: Where do you go in the community?		
<i>ParentChild+ Program</i> Ex: What do you expect from the program?		

What types of open-ended questions can you ask to get to know the families/caregivers better?

What questions can you ask to uncover what they already know or do as a family?

How can you incorporate funds of knowledge into home visits?

Data enhances program implementation and answers questions like, “How effective is the intervention?” It supports decision-making and provides evidence for stakeholders evaluating program outcomes. ParentChild+ recommends that sites follow our Data Quality Framework to ensure the accuracy, completeness, timeliness, and consistency of the data.

Name	Description	When collected	Required for program	Required in DAISY
Family Information form	This form collects contact and demographic information from families. It doesn't need to be fully completed at intake, but families' contact information must be entered into DAISY within 30 days	Between intake and 8 th visit	✓	✓
Funds of Knowledge	It facilitates engagement and co-planning with families by asking: Who are they? What is important to them? What do they enjoy?	Between intake and 8 th visit		
PIEL or PICCOLO ¹ (pre)	The PIEL surveys parents' involvement in learning. PICCOLO is an observational measure of caregiver behaviors. Sites should use one measure only.	Between intake and 8 th visit	✓	✓
ASQ-3 (pre)	Please select age-appropriate screener to identify children who need further assessment for early intervention (EI). Children under 16 months not eligible.	Between intake and 8 th visit	✓	✓
ASQ:SE-2 (pre)	Please select age-appropriate screener questionnaire to identify children who need further assessment for social-emotional. Children under 16 months not eligible.	Between intake and 8 th visit	✓	✓
ELS practice observation (pre)	A formal observation of ELS practice is required min. 2x annually to determine if the model is being practiced with fidelity. Use live or recorded observations to coach ELS on performance or goals. Observe or record a full 30 minutes.	In the first three months	✓	

Name	Description	When collected	Required for program	Required in DAISY
Reflection Record	This form provides key details for family visits and engagement, highlighting family goals and supervision for self-reflection and ongoing support. Your site can determine the questions.	One per week	✓	
Guide sheets	Each family should receive guide sheets in their home language. Guide sheet requirements on page 3.	One per week	✓	
Receipt of VISM/ Sign-in Form	The family should confirm that they have received the VISMs.	VISM drop-off	✓	
Family Information form	By the program's midpoint, the site should fully update family information in DAISY.	Between 44 th and 46 th visit ²	✓	✓
Family Check-In or Survey	Administer anonymous surveys to collect family feedback for program adjustments through the streamlined feedback process.	Between 44 th and 46 th visit	✓	
PIEL or PICCOLO (mid)	See above for description.	Between 44 th and 46 th visit	✓	✓
ASQ-3 (mid)	ASQ screenings should be age-appropriate , with rescreening as needed to refer for developmental delays. Please see the ASQ User's Guide.	Between 44 th and 46 th visit	✓	✓
ASQ:SE-2 (mid)	ASQ-SE screenings should be age-appropriate , with rescreening as needed to refer for detection of developmental delays. Please see the ASQ User's Guide.	Between 44 th and 46 th visit	✓	✓
ELS home visit – video or live observation (mid)	A formal observation of ELS practice is required min. 2x annually to determine if the model is being practiced with fidelity. Use live or recorded observations to coach ELS on performance or PD goals. Recommended to watch or record a full 30 minutes.	Between 44 th and 46 th visit	✓	

Post-Assessment and Family Exit				
Name	Description	When collected	Required for program	Required in DAISY
PIEL or PICCOLO (post)	See above for description.	Between 88 th and 90 th visit ³	✓	✓
ASQ-3 (post)	See above for description.	Between 88 th and 90 th visit	✓	✓
ASQ:SE-2 (post)	See above for description.	Between 88 th and 90 th visit	✓	✓
ELS home visit practice video (post)	A formal observation of ELS practice is required min. 2x annually to determine if the model is being practiced with fidelity. Use live or recorded observations to coach ELS on performance or PD goals. Recommended to watch or record a full 30 minutes.	Final three months	✓	
Satisfaction survey	Administer to families anonymously as an opportunity for families to provide program feedback to guide program adjustments. Reach out to You Zhou if you'd like to use Survey Money.	Last visit completed	✓	
Program completion survey	Update program status, reason for family not completing program, and next steps after program completion.	Last visit completed	✓	✓

Annual Requirements for Program Fidelity				
Due January 31 st each year (FAQs and Help here)				
Name	Description		Required for program	Required in DAISY
ELS Training Agenda	Are key topics addressed in training with ELS? Implicit bias and cultural humility, family strengths, child development, facilitating parent-child interaction, child-led play, and administering assessments. If no new ELSs exist, upload staff meeting agendas instead.		✓	✓
Site VISM List	Find your site's VISM list in DAISY and review it for the following: <ul style="list-style-type: none"> Books and toys follow a developmental sequence from young to old Toys are open-ended and can be used in many ways Books and toys have cultural awareness with representation Multiple domains addressed: gross and fine motor, cognitive (problem-solving, early STEM), language and early literacy (vocab, storytelling, print awareness), social-emotional (self-regulation, empathy, cooperative play), and creative arts (imagination, self-expression). 		✓	✓
KEEP Form	Use this checklist annually to confirm your site follows the program design.		✓	✓
Guide sheets	Upload two sample guide sheets from your site for a book and toy to show: <ul style="list-style-type: none"> The name of the toy or book, its picture, and the author or illustrator Describe how VISM fits the child's stage (e.g., safety) or how the child might relate to the toy differently as a two-year-old vs. three-year old (e.g., exploration vs. symbolic play) Explain how VISM supports child development or school readiness skills. Include ideas for extended play or family engagement questions, like open-ended prompts, to help families explore VISM after the visit. 		✓	✓
Home visit practice videos	If your site seeks certification only: Each ELS submits a full, 30-minute visit. ParentChild+ is looking for the following: <ul style="list-style-type: none"> Did the parent engage directly with the child (rather than ELS)? Did the ELS include time for observation? Did the ELS facilitate parent-child interaction, or coach the parent on their goals? Did the ELS help 		✓	✓

Developmental Parenting

What are some of the barriers or challenges you think could prevent parents from practicing "developmental parenting" naturally?

What facilitates or helps caregivers with developmental parenting?

What do you think the dimensions should capture?

How do you know ELS practice is effective? How do you know there might be room for improvement?

Consider the developmental parenting dimensions (affection, responsiveness, teaching, and encouragement) and discuss their strengths.



Facilitating the parent-child relationship

What does the ELS observe about the parent-child interaction? What are the family strengths? How do the family's strengths support child development? For example,

What does OSCAR stand for? How do you turn parent-child observations into "OSCAR" language?

When I watched you, I noticed that you did...

I noticed your child responded...

This helps your child's development because...

What did I observe? About the child's development or parents' behaviors	How do I comment on observations? Connecting to child development or family strengths

Opening

- Greet the family warmly.
- Set up for video recording, if needed.
- Check-in about any updates, routines, or goals previously set.
- Explain the purpose of the book or toy and introduce relevant child development concepts.
- Begin with the opening ritual, if applicable (e.g., a song or culturally relevant routine).
- If the ELS is modeling any techniques, demonstrate and discuss the approach being used.

During visit

Body Positioning:

- The Early Learning Specialist (ELS) should encourage physical closeness between parent and child by sitting beside the caregiver.

Invite and allow:

- Follow the lead of the caregiver and child. A simple way to do this is to hand the book or toy to the parent.

Use coaching + facilitation principles:

- **Observe** the parent-child interaction without interrupting positive moments or flows. (Try for 3 mins at a time.)
- **Comment** on positive interactions and share successes observed.
- **Connect** the caregiver's actions to the child's development.
- **Ask:** prompt questions that encourage reflection, using open-ended formats.

Closing

- Complete any closing rituals (e.g., a routine signifying the end of the visit).
- Reflect on the visit by discussing observations from the parents about themselves and their child: What strengths did they identify?
- Set or reaffirm family goals: How can the ELS provide support to the caregivers?
- Engage in co-planning: Does the family have ideas for the next visit?

Observation prompts:

- "I'm going to observe you both play together for a few minutes."
- If you want to practice _____ with your child, I can watch you.
- "How do you think she wants to play with it?"
Let's watch her.
- "I'll watch for a bit to see what he is learning."
- "What do you think she is learning?"

Open-ended questions:

- "What happened when...?"
- "What have you tried?"
- "What do you think about...?"
- "What would happen if...?"
- "What might you try next time?"
- "How did that compare with....?"
- "How do you feel about...?"
- "How would it work if you tried...?"
- "Where could you find out more?"
- "Would you like a suggestion?"
- "Can I offer you any resources on...?"

Starter phrases for a strength-based approach:

- "I noticed you..."
- "I observed you did _____. This is important because..."
- "I noticed when you did _____, your child responded by...."
- "I saw when you did _____, it supported your child's development because...."
- "This behavior (or skill) from your child matters because...."
- "It was interesting to see..."
- "How did you know to do that?"
- "Tell me what you were thinking when..."

Being with families: **praise vs. specific encouragement**

- **Praise:** "Good job, Mom!" **Try instead**
- **Encouragement:** "I see you've been working on that."
- **Praise:** "I liked how you _____." **Try instead**
- **Encouragement:** "Look at how reacted to you when you did _____. Tell me about it."

This approach focuses more on recognizing the effort, which can engage the caregiver in conversation and encourage further expression.

Coaching Families

In your own words, define what it means to 'facilitate' vs. "coach" families. What is the difference?

While watching the video, please note all of Mom's strengths. How does she support her child's development?

In your breakout rooms, and using the prompts on the ELS Checklist, what might you say to this parent to acknowledge her strengths? Write down what you would say if you were an ELS in this moment.

Choose one person to be ELS and one person to be Mom. Pretend Mom's response to question #1 of the Reflection Record is: "I think the baby distracts us. My goal is to manage the baby better while I'm reading with my daughter." With this goal in mind, how do you help her develop a strategy? What does this conversation look like? What questions can you ask her to help her generate ideas for future visits?



Reflection Record

What is the purpose of the Reflection Record? How does it support self-reflection by the family? By the ELS? How does it support weekly team meetings and supervision?

Part I - Caregiver and ELS together: During the last five minutes of the session, reflect on these questions together. Reflection Records may be completed 1x per week for each family instead of every visit:

1. Goals: In the caregiver's words, do you have any goals? Has your goal changed? Or how can I continue support your goals? (**Reminder: This is a moment for the caregiver to reflect on goals for themselves, child, family, or broader community. Goals can change each week or be the same for multiple weeks at a time.*)

2. Observations: In caregiver's words, describe the interaction with the child during this session. What did the caregiver observe about the child's behavior, development, or learning? What were the child's strengths?

3. Co-Planning: Does the caregiver have any ideas or activities that can be incorporated into the next visit?

Part 2 - ELS self-reflection: This section will be completed by the ELS after the session:

4. My Practice: What domain of Best Practice Principles did I focus on during this session with this family?

- ☐ 1 - Encouraging parent-child interaction
- ☐ 2 - Building the relationship (caregiver collaboration and engagement)
- ☐ 3 - Acknowledging family strengths, values, and cultural context
- ☐ 4 - Acknowledging parent-child emotions
- ☐ 5 - Encouraging parent-child play and exploration together

Comments or other:

5. Strengths: What did I say or do to acknowledge the caregiver's strengths?

(**Reminder: ParentChild+ recommends frequently acknowledging family strengths that can relate to child development, parent-child interaction, or how the child is supported within the home or community. In addition to commenting, you can send a motivational text to the caregiver between visits.*)

6. Supervision: Overall, what is my reflection on this visit? Is there anything that needs to be brought to supervision (e.g., referrals, support needed for family, or support for my practice)?

Team meetings + virtual visiting

What should team meetings be used for? Discuss what has worked well in previous team meetings. How have you or other supervisors made it a supportive and reflective space?

What considerations do ELSs and programs need to make when visiting families virtually?

How might the virtual modality affect the relationship with families?

Key Operational Elements: Family Model

- In the ParentChild+ family model, families receive _____ home visits a week for a total of _____ weeks.
- Each home visit lasts on average _____ minutes.
- Each weekly group supervision should last at least _____ hours.
- Weekly supervision should primarily consist of _____ or _____.
- The first visit of the week is known as the _____ visit, while the second visit is called a _____ visit.
- Each family in the program, receives _____ number of toys and _____ number of books.
- VISMs are _____ and _____ that families receive during home visits. VISMs are gifts that are given to families free of charge.
- Each VISM must be accompanied by a _____ that explains what it is about.
- Guide sheets should match the _____ of each family.
- Coordinators are expected to provide _____ hours of training to each Early Learning Specialist before they begin home visits.
- Before team meetings, the Coordinator should plan to consult the _____.
- After observation, during ELS coaching sessions, ELSs could use the _____ as a means to discuss the quality of the home visiting practice.
- If referrals are needed, it should be noted in _____. Supervisors can use this to monitor families' goals, activities, and the resources they need.



True or False?

- _____ Families receive that week's VISM during the introductory visit.
- _____ Children usually begin at ParentChild+ at two years old, but can begin as young as 16 months.
- _____ It is important that the coordinator meet every family enrolled in the program.
- _____ If a parent is busy, the ELS can do a visit alone with a child.
- _____ Families must voluntarily choose to participate in ParentChild+.
- _____ Half of the weekly supervision meetings should be used to handle administrative tasks.

Job Responsibilities

The ELS and the Coordinator may share many responsibilities, but their overall roles differ. **Review the below and determine whether they should be assigned to an ELS, Coordinator, or both.**

1. Responsibility: Leads reflective supervision during weekly meetings.
 - ELS
 - Coordinator
 - Both
2. Responsibility: Complete pre- and post-assessments of families.
 - ELS
 - Coordinator
 - Both
3. Responsibility: Provide community-based referrals, such as food banks and health clinics.
 - ELS
 - Coordinator
 - Both
4. Responsibility: Provide emergency referrals for things like domestic violence, substance abuse, child abuse, as well as early intervention services.
 - ELS
 - Coordinator
 - Both
5. Responsibility: Train and hire Early Learning Specialists.
 - ELS
 - Coordinator
 - Both
6. Responsibility: Form and maintain professional relationships with parents.
 - ELS
 - Coordinator
 - Both
7. Responsibility: Provide regular home visits with program families.
 - ELS
 - Coordinator
 - Both
8. Responsibility: Collect data and input it into DAISY.
 - ELS
 - Coordinator
 - Both
9. Responsibility: Enroll program families.
 - ELS
 - Coordinator
 - Both

Directions: First, ELS reviews a 10-min video and self-reflects and assesses their home visit practice. If you feel a category is N/A for the video or context, please leave it blank. Then, the Supervisor reviews the same video (*do not assess*). Together, discuss the ELS's observations and reflections to co-define professional development goals.

In the home visit practice with the family, does the Early Learning Specialist....?

#1) Encourage Parent-Child Interaction

Need Support Meet Often Excel

Interact with both parent and child together.			
Support ongoing parent-child interactions and reinforce positive parent-child interactions. This might mean observing and commenting or waiting and listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage parent responsiveness to child by either highlighting the child's cues or asking questions to help the parent enrich interaction with the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have supportive body positioning to encourage parent-child interaction and/or togetherness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#2) Engage and Collaborate with the Family

Need Support Meet Often Excel

Ask questions about parent preferences and respond accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve parents in planning activities they want to complete with their child during the next visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflect and share the child's development and learning observations with the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand the VISM material to the parent and/or encourage parental lead with the VISM or materials in the home environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#3) Build on the Family's Strengths, Values, and Culture

Need Support Meet Often Excel

Ask open-ended questions about family behaviors, beliefs, and practices as it relates to the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acknowledge ways the child is positively supported in the family and community environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapt to the environment in a way that honors their strengths, values, and culture. One way to do this is by including other family members or making use of objects within the home environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan or model activities that build on the family's activities, strengths, and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#4) Observe, Reflect, and Respond to Parent-Child Emotions

	Need Support	Meet Often	Excel
Facilitate awareness of emotions by responding to positive or negative feelings by mirroring, labeling, and describing the affect for both the child and parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage empathetically with the parent and promote empathy towards the child by the parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbally encourage child's efforts, rather than praise the outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflect or ask reflective questions on the child's behavior and actions, providing parents with the language or tools that help the parent to understand the child's socio-emotional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#5) Explore of the Child's Learning and Development

	Need Support	Meet Often	Excel
Ask questions and suggest ways to help the parent and child engage in the activity or understand when the activity should shift to child-led play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pause and wait for child's response after suggesting or asking a question AND/OR alter the pace of activities to meet the child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to child's vocalizations and behaviors by showing attention, encouragement, enthusiasm, or interest in what s/he is doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make suggestions to parent to engage in or extend child's play, especially symbolic play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept the parent and child's play ideas and encourage creative behavior in play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support the parent in having developmentally appropriate expectations and in making developmentally appropriate choices with their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Cycle 1: Label characteristics of the book or object, including features like color, shape, texture, and movement. (This is developmentally appropriate for younger toddlers.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Cycle 2: Ask the child open-ended or prediction questions about a book or object, like "who, what, when, where, why, how?" (This is developmentally appropriate for older toddlers).			

Optional questions to guide conversation together:

1. In this recording, what BPP principle I was most using or trying to use with this family? What was I trying to accomplish?
2. How was I communicating this?
3. What was the child communicating and doing (nonverbally and non-verbally)?
4. What was the parent communicating and doing (verbally and non-verbally)?
5. What was I thinking and feeling during this session?
6. In what areas of my practice do I wish I had done more? Where was I stuck and didn't know what to do?
7. For the "missed opportunities" listed above, if any, are there 1-2 alternative things I might have said or done?

For ELS: Practice Goal(s) and Action Plan

Coordinator: Comments and Supports to ELS

Signature: _____ Signature: _____ Date: _____

Coaching the ELS

What is the goal when coaching an ELS? How is coaching different than supervision? What does developmental coaching mean?

Practice-based Coaching

Define PBC:

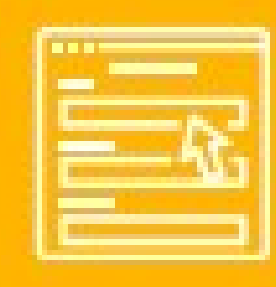
How is the coordinator the coach?

What are the similarities vs. differences btw training and coaching? Use the PBC video.

Role play takeaways, if time allows:

Data Management & Data Quality Framework

Data Entry Goals (Family Home Visiting)



ParentChild+'s data quality framework is designed for both staff at the local site and national center staff to measure data quality within our organization. To assist in workflow management, **data entry goals** are designed to specify data entry expectations to our entire network; however, they are not performance standards.

Family

- For each child, one family record is entered
- Section 1-3 of Family Information form are entered by 8 completed visits (Family Contact Information through Adult Demographics)
- Section 4-7 of Family Information form are entered by 46 completed visits (Household Demographics through Program Information)

Developmental Screeners

ASQ-3 & ASQ:SE-2

- Pre measure is entered by 8 completed visits
- Mid measure is entered by 46 completed visits
- Post measure is entered by 90 completed visits
- All developmental screeners are entered within 30 days from administration date

If using external database to collect developmental screeners (for example, ASQ Online), local sites will be required to submit data files once a year by January 31st instead of entering developmental screeners into DAISY to prevent double data entry.

Parent Measures

PIEL or PICCOLO

- Pre measure is entered by 8 completed visits
- Mid measure is entered by 46 completed visits
- Post measure is entered by 90 completed visits
- All parent measures are entered within 30 days from administration date

Visits

- For each enrolled family, 37 to 46 visits are completed by the middle of the program (30-36 weeks)
- For each enrolled or completed family, 74 to 92 visits are completed by the end of the program (65-85 weeks)
- For each completed visit with family, one entry is entered

If using external database to collect visit information, local sites will be required to submit data files once a year by January 31st instead of entering all completed visits into DAISY to prevent double data entry. However, practitioners are required to enter the first and last completed visit per family into DAISY.

Referrals

- For each family, at least one referral is entered
- For each child who scored at or below cutoff on ASQ-3, a follow up action or referral is entered
- For each child who scored at or above cutoff on ASQ:SE-2, a follow up action or referral is entered
- All referrals are entered within 30 days from referral date

If using external database to collect developmental screeners, local sites are expected to come to data quality check-ins with total number of families who should have received a referral based on the follow up actions per the developmental screener.

If a family did not receive any referrals because they were not in need of a referral to a service or resource outside of the ParentChild+ program, please inform our data support team during your data quality check-in.

If using external database to collect general referral information (not connected to developmental screeners), local sites will be required to submit data files once a year by January 31st instead of entering all referrals into DAISY to prevent double data entry.

In addition to data entry goals that are used throughout the year to make sure data forms are entered completely and on time, there is a list of annual requirements that are to be completed once a year.

Annual Requirements

- For each active staff member, demographic information is completed
- The following are uploaded by January 31st
 - KEEP form
 - ELS Training Agenda
 - Two guide sheets (one book and one toy)
 - VISM List
 - One video record of one Early Learning Specialist

Coaching the ELS

- What happened when _____?
- What have you tried_____?
- Why do you think_____?
- What do you think would happen if_____?
- What do you think you might do next time?
- How did that compare to_____?
- How did you feel about_____?
- I noticed that you_____. That is important because_____.
- It was interesting to see what happened.
- You decided_____.
- How did you know to do that?
- Could you tell me a little bit about what you were thinking when you_____.
- How would it work if you used that same strategy during the same period?
- Where could you find out more about _____?
- Would you like me to give you a suggestion?

Coaching the ELS:

Observations - What did I observe? ELS practice	Comment or Prompt - What do I want to share or ask? ELS strengths

Turnkey Training

Using your experience with this training and the table of contents in the Turnkey Training Guidance, work together as a team to develop an initial training agenda for ELSS.

1. Brainstorm: What are the topics that need to be covered?

2. Organize: What is the order that makes the most sense?

3. Design: Create a flexible agenda that meets the needs of implementation and staff. What training techniques will you use for each session? How will you evaluate ELS professional development?

Reflections + Next Steps

1. Goals: Now that you've completed the training, identify 1-2 specific skills you want to improve on.

2. Steps + Resources: What are the things you will do to improve this skillset?

3. Challenges: What might make it hard to meet your goal?

4. Helpers: Who can help you meet your goal?

5. First Steps: What is something you can do next week to get started?

