ParentChild+

Equal Possibilities from the Start

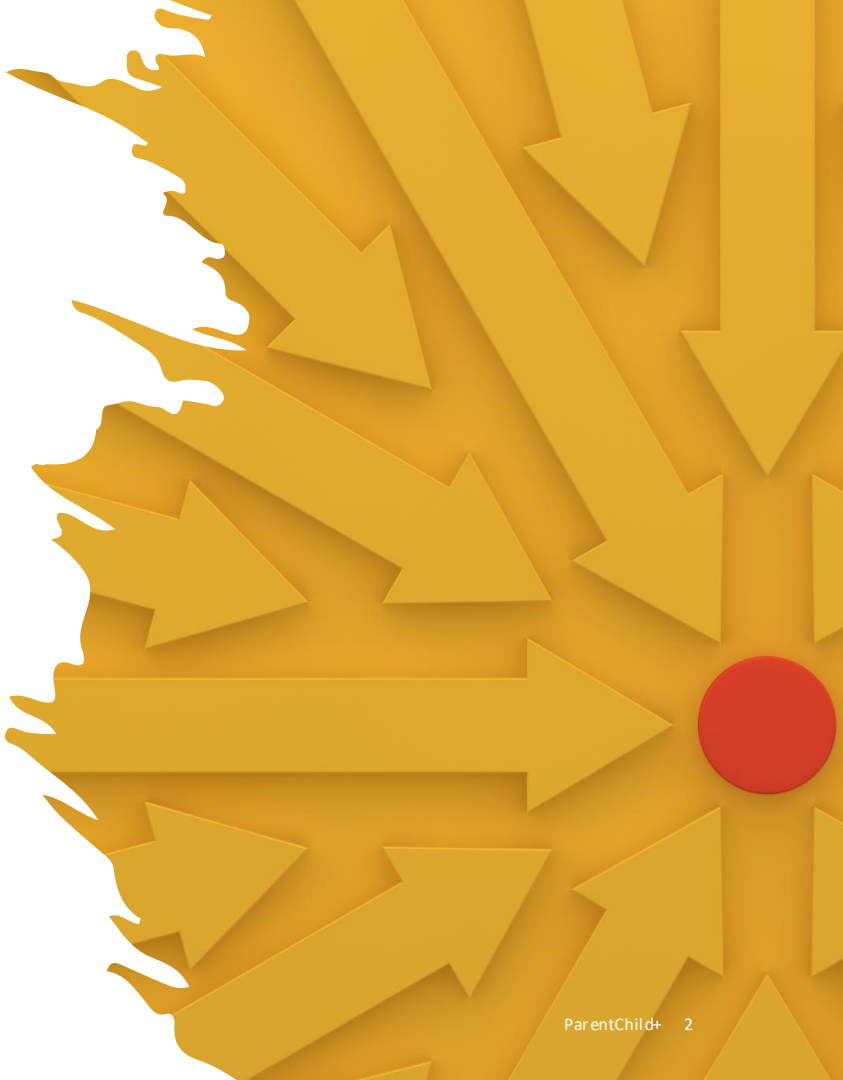
Observation and DP



Oct 2026

Objectives

- Observation in PC+
- ELS observation +
- Observation and DP
- Coordinator observation



Observation data

What is observation? What is interpretation?

Watch this video and share your key take away in the chat

Objective vs Subjective Observation (p 19)

Objective Observation	Subjective Interpretation
Based on what we see and hear	Based on opinions, assumptions, or feelings
Describes observable facts without drawing conclusions	May be influenced by personal experiences or cultural biases
Use: “I observed…” “The caregiver said…” “The child pointed to…”	Avoid: “The child was happy.” “The caregiver wasn't interested.”
What happened	What you think it means

Observation in the Family Model

	ELS Observation	Coordinator Observation
Who is observed?	Caregiver–child interaction	ELS practice during home visits
What are we looking for?	Caregiver strengths, child cues, developmental parenting practices	ELS facilitation, caregiver engagement, Family Model practices
How is it used?	Guide facilitation, reflection, and co-planning with caregivers	Guide ELS coaching, professional development, and quality improvement

ELS: What do you observe?



Observation vs. Interpretation

- Observation – Objective; the developmental characteristics of the child
- Interpretation – Subjective; Connects child development to your own ideas and responses



Observe and turn into language for the parent



Objective	Subjective/Interpretation
Digging sand	Father engaged (maybe dad and son)
Child is looking at the sand, piling something	Close and have a good relationship
Adult and a child	Child is interested in activity
parent/caregiver is communicating with child with visual cues	Sensory play
	Child is calm and focus
	Quality time

Formalizing ELS Observation

- Refle



Coordinator Observation

Coordinator Observation

Why do Coordinators observe ELS practice?



Coordinator Observation



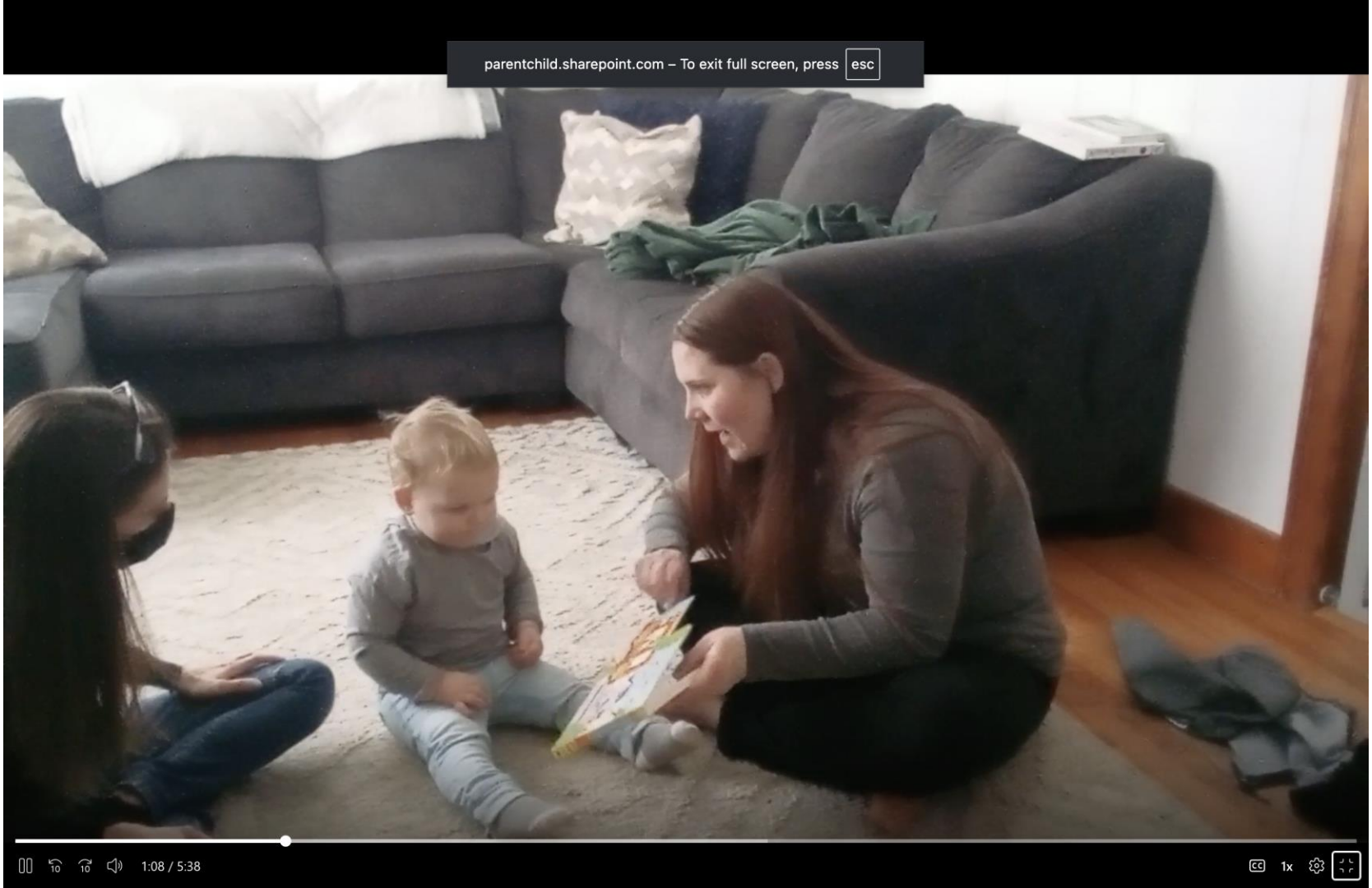
Why do Coordinators observe ELS practice? Purpose:

- Observation supports reflection, coaching, and continuous improvement – it's not performance evaluation.
- **Recognize strengths:** Identify effective ELS practices through objective observation.
- **Support growth:** Reflect with ELSs and collaboratively set goals.
- **Strengthen fidelity and accountability:** Reinforce Family Model expectations and support consistent, high-quality practice.

As you watch, how does the ELS recognize caregiver strengths and support developmental parenting practices?



What do you observe?


parentchild.sharepoint.com – To exit full screen, press esc
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What developmental parenting practices do you observe, and what does the ELS do to support them (p.18)

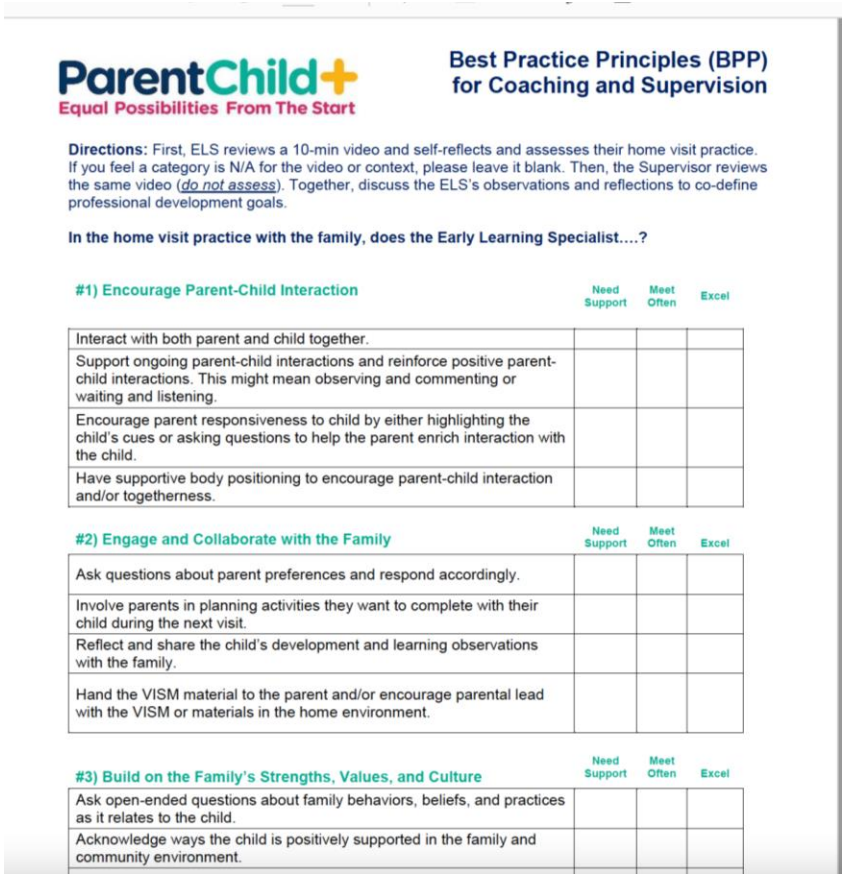
	Evidence from interaction (observation)	How does ELS support it
Affection	Smiles(?), singing along	Warmth
Responsiveness	ELS observed, pointed	Flow, Mom lead
Encouragement	Floor level, affirming language	Affirming to Mom, teaching
Teaching	Noted what she observed, turning page, starting to do XYZ, expect on track	Compliment mom, "that's what expect"

Coordinator Observation Requirements

- **Observe:** Conduct at least two home visit observations per ELS annually.
- **Follow up:** Hold a coaching session after each observation.
- **Document:** Record observations, feedback, and agreed-upon next steps.



Best Practice Principles



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Best Practice Principles (BPP) for Coaching and Supervision

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.			
Encourage parent responsiveness to child by either highlighting the child's cues or asking questions to help the parent enrich interaction with the child.			
Have supportive body positioning to encourage parent-child interaction and/or togetherness.			

#2) Engage and Collaborate with the Family	Need Support	Meet Often	Excel
Ask questions about parent preferences and respond accordingly.			
Involve parents in planning activities they want to complete with their child during the next visit.			
Reflect and share the child's development and learning observations with the family.			
Hand the VISM material to the parent and/or encourage parental lead with the VISM or materials in the home environment.			

#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.			
Acknowledge ways the child is positively supported in the family and community environment.			