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Parent-Child Interaction during Home Visiting, in
partnership with Region 9 Head Start Association

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- [Jessica] Hello, and welcome to Early Childhood Education at continued.com. My name is Jessica Lewis and I'm excited to welcome you to today's session title "Parent-Child Interaction During Home Visiting," in partnership with Region 9 Head Start Association. This session is one of six that focus on the work of home visitors. They can be viewed individually, but we do encourage you to visit all six. While they do focus on home visitors, all early childhood providers would benefit from the information shared. We are very happy to welcome back Stacy Brown to share her knowledge and expertise with us. Before we get started, though, I'd like to tell you a little bit about her. Stacy Brown has worked in the early childhood field for 25 years in private preschools, Head Start, and as a kindergarten teacher. For the past 13 years, she has worked for the Family Support Hawaii Early Head Start program, and served as the Program Director for the past eight years. Welcome everyone. Stacy, I'm going to turn it over to you now.

- [Stacy] Thank you Jessica, and thank you all for joining us today for our course on "Parent-Child Interaction "During Home Visiting." There are a couple disclosures here, so just take a second to review those. We'll get started with our workshop. So, today's Learning Outcomes, we'll review those. After this course, participants will be able to describe the importance of positive parent-child relationships and interactions for healthy child development. Participants will be able to recognize strategies to effectively facilitate positive parent-child interactions during home visits, and participants will be able to describe home visitor practices which will strengthen parent-child interactions, knowledge of child development, and parent confidence. So let's get started. All right, we're gonna talk a few minutes about the importance of positive parent-child relationships. So really, as a home visitor, one of the most important things that you will do is to support parent-child relationships, and help parents to interact and build those relationships that are for life. So as home visitors, we might be in a family's life for three years, maybe longer if we have a program that serves birth to five-year-olds, but we only are with them for a short amount of time. The relationship between a parent and a child is for lifetime, and so what we can do from

the very earliest points to support those relationships and those interactions is so very critical. So parent-child relationships develop before birth. During pregnancy, a woman can take many steps to prepare a healthy and nurturing environment for her baby, and if you look at the pictures there, that's my daughter, over there when she was expecting my grandbaby. So it's always nice to see their little picture on these slides. So some of the things that a mother can do is to eat healthy, making sure that, getting all of the food groups and following the advice of her doctor in eating, approved exercise or movement. So exercise and movement is really important for Mommy's health, and then therefore Baby's health. So we can encourage mommies to get that movement. Any kind of exercise regimen really should be approved by her doctor. So we wanna make sure that if a mom is interested in having an exercise regimen, that we encourage her to speak with her doctor. The third one on her, de-stressing. Expecting a new baby is definitely one of the more stressful events in one's life, but it can be a good stress.

A lot of times, mommies are under other kinds of stress, which can be financial, work stress, relationship stress, housing stresses. There's a number of stressors that a pregnant mommy might be experiencing, so she might not be able to completely take those stresses away, but we wanna support her in finding ways to de-stress, or to find some mindfulness or some ways to relax, and that's going to really depend individually for each mom. So if we work with mommies that are pregnant, we want to find those ways that can be de-stressing for her. The next one on here, utilizing appropriate prenatal care, very important to create that healthy and nurturing environment is to ensure that mothers are taking part in prenatal care. Talking and singing to her tummy. So we know that infants that are in the womb are able to distinguish voices, and so they are able to hear the mother's voice. They actually can learn to recognize voices, other voices as well, such as a dad or other folks that are in the mommy's life. So when we can encourage them to talk to the baby and even singing to the baby, we even encourage moms to read to the baby, even before they're born. That can really provide a safe and secure and familiar environment for the baby. Getting adequate rest,

another really important way to stay healthy during pregnancy. Sometimes it's not always easy, because it can be uncomfortable, and we might have to get up a lot to go to the bathroom or those kinds of things, but helping moms to identify ways that they can get adequate rest. Sometimes that's not just all at nighttime, but encouraging to have naps along the way. Then the last one on here, staying away from harmful substances. So we can really help moms to get hooked up with programs if they are smoking cigarettes or using other kinds of alcohol or drugs. We can give information on the harm in those substances, and also provide resources so that they can, that hopefully stop using those substances. So that can be part of our home visits, to support moms to stay away from those things that can harm the baby. If you are fortunate to work in a program which serves pregnant women, you really have an opportunity to support the parent child relationship very early on, and it's supporting them into, in being as healthy as possible, like we have here, also just talking about parenthood and expectation in general.

So we like to talk with families, expectant families about their dreams. What are the dreams that they have for their baby and for themselves? We want them to think about what parenting might be like if this is their first child. What are their expectations? What did they learn from their own families? What will they take from their own families and use in their own parenting styles? What might they change or do differently from their parenting experiences? So really having those conversations with families before a baby comes can really set the stage for those early relationships and interactions. We also like to talk with families about what kinds of challenges they might have along the way. That's one thing that's really important is to be prepared that parenting is not always the easiest thing to do, and there are a lot of challenges. It gets difficult. So we like to talk with families about that so that they don't go into it thinking it's going to be an A plus all the time, that it can be challenging. So those are some conversations that we like to have even before baby is born with families. So then we will talk about at birth. The process through which caregiver and baby sensitively interact with each from birth is called attachment. So the use of visual gaze, and if you see the picture

here, again, this is my daughter and my son-in-law using that visual gaze. So they're just looking very happily and lovingly at their new baby. So they use a visual gaze. Facial expressions, body language, and vocalizations can build powerful, lasting bonds from the very beginning. Caregivers learn to read the cues of the baby and are encouraged to respond in a timely and nurturing manner. For example, when a tired baby cries, if a parent responds with quiet rocking and a lullaby, the baby reinforces the parent's response by relaxing and falling asleep. Maybe we try that with a baby. Maybe the baby is crying and we try to soothe them and rock them, and they're still not settled, then maybe we would try something else. Maybe the baby is hungry, or maybe the baby needs their diaper changed, or maybe they just want a little space on their own.

My little grandson, that was one thing. After a few months, after he had been born, they realized that they were really responsive with him, and he would, if he was fussing, sometimes he would, they would get it right off the bat, and sometimes they realized that he just wanted to kind of lay in his little bassinet and have his own little space for a few minutes. So we learn to read those cues of our babies. That's really important. Through the attachment process, parents gain confidence and become deeply dedicated to their child's wellbeing. Babies learn that their world is a safe and reliable place where they can express their needs and expect predictable responses. There's been a lot of research over the years about attachment and interaction from the early times. Research in attachment and interaction has led to a large body of knowledge and resulted in an entire field of study called Infant Mental Health. There's one researcher named Mary Ainsworth, and she and some of her colleagues demonstrated over a lot of years of research and study, they demonstrated how responsive parenting supports the emotional health and security of infants and young children. So from the very beginning we wanna be supporting parents in gaining this positive attachment with their young babies. Early interactions between caregivers and babies or young children help to shape how their brain develops. From birth to age five, a child's brain develops more than any other time in life, and it's a little hard to see, but the slide at

the very, the picture at the very bottom kind of shows us what, that brain in that young child's little body, and how much it actually develops very early on. So at birth, the average baby's brain is about a quarter of the size of an average adult brain, which to me is so incredible that they're born with such a big brain. So their little bodies are very tiny, but that brain is already a quarter of the size of an average adult brain. Then incredibly, it doubles in size in the first year. So that's really amazing as well. It keeps growing to about 80% of adult size by age three, and 90% of the brain nearly full grown by age five. So that's what the picture down here is showing, that that, this child is five, and that brain is 90% grown. So that's incredible. The brain, we know, is very, very incredible. It acts as the command center of the human body. A newborn baby has all of the brain cells, which we call neurons, that they'll have for the rest of their life, but it's actually the connections between the cells that really make the brain work. Brain connections enable us to move, think, communicate, and do just about everything that we do, and the early childhood years are crucial for making these connections.

At least one million new neural connections, which we call synapses, are made every second, more than at any other time in life. So gone are the days where people just think that, you know, babies are just laying there and they don't really do a lot of learning until they enter school. Now we know the incredible amount of growth and development that those brains are doing in the first five years. Early brain development has a lasting impact on a child's ability to learn and succeed in school and in life. So these early years are the best opportunity for a child's brain to develop the connections they need to be healthy, capable, successful adults. The connections needed for many important higher level abilities like motivation, self-regulation, problem-solving and communication are formed in these early years, or not formed. So that is where home visitors can really have an impact, especially with vulnerable families, to help understand and share the idea of encouraging and supporting these connections. It's much harder for these essential brain connections to be formed later in life. Over the course of childhood, our brains are being built. The quantity and quality of early

experiences influence and shape how our brains are wired. How are our brains being built and wired? Well, they're built through positive interactions with parents and caregivers, and by using their senses to interact with the world. A young child's daily experiences determine which brain connections develop and which will last for a lifetime. The amount and quality of care, stimulation, and interaction they receive in these early years really makes all the difference. So this can be, again, this is a really important role that we have as home visitors, to help families to understand this, and support them in providing those interactions and experiences to continue building those little brains.

Okay, positive parent-child relationships provide the foundation for child's learning. So we know through working with families that all families want their children to be successful. They want them to go to school prepared, and they want their children to be ready for learning and to experience all of those wonderful things as they grow and develop. So these positive parent-child relationships, these interactions that parents have with their young children really provide that foundation for that later learning. It's really through the day-to-day interactions between infants, young children, and their parents or caregivers that help drive their emotional, physical, and cognitive development. When parents are sensitive and responsive to children's cues, they contribute to the coordinated back and forth communication between parent and child, and these interactions help children develop a sense of self and model various emotional expressions as well as emotional regulation skills such as self-calming or self-control skills. So families can engage in every day learning activities, even with babies and young children, and help them to develop life-long motivation, persistence, and a love of learning. So we're gonna take a look at a video now, and we're gonna look at this parent-child interaction, and see it through the lens of how it's supporting this young little child's learning experiences. Okay, so let's take a look.

- [Mom] Purple circle. Purple circle. Purple. Circle, circle. Orange cross. Orange cross. No, no. No, no. No, no. This one. This one. Good job! Green triangle. Green. Green. No, no. Don't get frustrated. This one. Good job.

- [Stacy] Okay, so after looking at this video, I'm just gonna discuss the positive pieces of it first. So looking at it from a learning standpoint, we're looking at the mom that is providing this experience or this activity. So you might be wondering where the home visitor is. So the home visitor is actually recording this. So we've placed the child and the parent in a face-to-face setting, and the home visitor is back behind the child and video recording it. So we can take full advantage of that parent and child interaction there. So we have the activity, and the activity is to place the shape in the correct slot in the box. So the parent is really good about describing what color and shape it is, and then encouraging the child to place it in the correct spot. We're gonna take a look at the video one more time, and there's a couple of things that might be a, I would see as maybe a challenge. So think about, as you're watching the video again, what might you do differently as a home visitor in this situation, or what could you possibly coach or support the parent to do differently?

- [Mom] Purple, purple circle. Purple circle, circle. Orange cross. Orange cross. No, no. No, no. No, no. This one. This one. Good job. Green triangle. Green, green. No, no. Don't get frustrated. This one. Good job.

- [Stacy] Okay, so after looking at it again, what just, the main thing that I would work with the family on, is she did say no a lot to the child, so the child was making attempts to put it in different slots, and she, the mom, did say no a lot. So in a sensitive way, I might share that with the family, or maybe just model it at another time where you would be using the word no as least as possible. But she was encouraging, and the child did get a sense of accomplishment when she finished, when she put it in the correct spot. Another thing that was good about the mom's interaction is that when the little girl seemed to get a little frustrated, she did name that emotion for her, so she

said something like, "You're getting frustrated." So that was another positive element is that she was naming an emotion for the child, so that was really nice. So I just want you to take a few seconds, and you can pause the recording, and think about, and jot down if you like, anything else that you noticed about the video, about the interaction, or what the child was learning, maybe how you would set up the parent and the child. You know, you might wanna encourage families to be down on the child's level, but in some cultures, that's not as acceptable as in other cultures. So just take a brief minute, pause the recording, and jot down any other, anything else that you want to remember from this video. Okay, great, I hope that it was helpful to watch a short parent-child interaction that was based on a learning outcome. So through nurturing and responsive interactions, children learn skills they will need to engage with others and to succeed in different environments.

So a child's relationships with the adults in their life are the most important influences on their brain development. Loving relationships with responsive and dependable adults are essential to a child's healthy development. These relationships begin at home with parents and family, but also may include childcare providers, teachers, or other members of the community. From birth, young children serve up invitations to engage with their parents and other adult caregivers. Babies do it by cooing and smiling and crying, so these are their invitations to engage with their caregivers. Toddlers and preschoolers communicate their needs and interests more directly. Each of these invitations is definitely an opportunity for the caregiver to be responsive to the child's needs. This serve and return process is fundamental to the wiring of the brain. So parents and caregivers who give attention, respond, and interact with their child are really, quite literally, building their child's brain. That's why it's so important to talk, sing, read, and play with young children from the day they're born, and even before they're born, to give them opportunities to explore their physical world and to provide safe, stable, and nurturing environments. So how do we, as home visitors, support and facilitate positive parent-child interactions during home visits? So we're gonna take a look at that. So for home visitors, the first step in supporting positive parent-child

interactions is to develop a positive relationship with the family members and with the child. So if we are going in to the home, before we can get to the meat of supporting their interactions, we need to build those positive relationships with the family members and with the child. So some of these things we have gone over in the last workshop, but we're gonna go over them quickly. So we want to learn about the unique strengths, culture, routines, traditions, values and beliefs of the family. So this is really about respecting the family. Really important that, that's a basis of building relationships is that you get to know what is important to each family. We want to show warmth and acceptance of families. So when we can really interact with them easily, and we show care for them, and really acceptance for them, they're going to be more open to building that relationship. They're gonna build trust, and they're going to, hopefully accept us back like we've accepted them. We want to understand prior experiences that the family may have had with home visiting. So this is an important element when we go into a home.

Some, for some families, this is a brand new concept, and they might have ideas about what it might be, what home visiting might be like. So if they don't have any prior experiences, that's something that we want to kind of talk about with families and have discussions and ask some open-ended questions about that. Some families have been in home visiting programs before. This is not, maybe a new experience for them. So we do wanna understand what those prior experiences may have held for them, so that we can build on the positives and also bring a unique positive experience to the family. We wanna talk about shared goals for the home visiting experience, and create those steps to reach those goals. So we might be talking about child development goals, so we wanna talk about what is it that they want their child to learn. What do they want to focus on? Maybe they wanna learn more about child development so that they can better support their child. Sometimes it's family goals that they're working on, and this might depend on the type of program that you have, how much you work with families separate of the children, but my experience with Head Start and Early Head Start is that the family development piece is very important, it's a very critical part of the home

visiting experience, and so working with families to help identify family development goals, and really creating those steps to reach those goals. In another workshop, we will talk more about family development and supporting family goals, but we do, as they're creating those steps to reach their goals, we wanna help them make sure that those steps are able to be taken, and we do it in ways that they can feel competent and confident along the way. Then build and maintain open, two-way communication with families. So we've talked about the importance of communication with families, finding those forms of communication that the family can most engage in, and understanding their form of communication and being able to self-reflect on ourselves about how we best communicate. So we should approach the facilitation of parent-child relationships in ways that value, respect, and support the child and family. So if we think about this kind of, we can kind of think about three different ways of doing this, and that's through valuing, respecting, and supporting.

So valuing, we're valuing the relationship that we have with the family and with the child, and we value, we increase our value by nurturing the relationships that we have with families. So some of the things, like I talked about with, working with prenatal families, we can also use, for any family that we're home visiting, we wanna talk about their dreams, their hopes, and some of their traditions. We want to model warm and responsive relationships. So when we model warmth and responsiveness and acceptance, they will then in turn show that to their children, and to others in their lives. When we talk about respect, we are holding families in high regard. So we want to make sure that any interactions that we have with families are respectful, flexible, and that we are learning as much as we can about the family. You know, being respectful of whatever their family situation or structure is. So we know that today's families don't all look the same. They look very, they can look very different, and when we respect that and hold that in high regard, then we will experience the growth of that relationship. We also wanna respect any diverse parenting styles, and be in coordination and communication with families about their parenting ideas, their parenting structures, their parenting choices. One thing that I can think of that

sometimes changes between different kinds of parents is potty training. So different parents will want to do, conduct potty training with their toddlers or their young preschoolers in different ways. It might depend on how they were potty trained when they were a child, what their parents did, maybe something they read about or maybe their friends are doing. So having those conversations about what that looks like, and just giving positive feedback and support if necessary. So another item that has to do with parenting is discipline. That can be a really sensitive topic for families and home visitors, and again, depends on, they have different discipline styles depending on their experiences. Maybe they wanted to have, do something different than their parents did, you know, it could be cultural, it could be something that they've read about or maybe their friends are doing.

So getting parent feedback on that and providing as much information as we can to support parents in that, and really support is such a, I say it so often, it is supporting families, and through our positive support of families in all areas, we're really going to do well to, in building those relationships with them. So we want to, in supporting families, that means partnering with them, so joining with them. They become our partners. So when we go into homes as home visitors, we don't wanna look at ourselves or come across as we're the experts and we're telling them what to do. This will, this can really hinder the building of the relationship, but when we really go in there as a support and as a partner to families, that's where we're really gonna have a lot of positive outcomes for families and our relationship with families as well as for the children. So really going in there to partner with them, connecting with them through the learning process for their child, and encouraging them to get involved in our programs and do, engage in the home visiting process. As a home visitor, facilitating parent-child interactions takes planning and intention, but also requires flexibility and creativity. So when we talk about the parent-child interactions, those are, typically take place through those experiences in, during our home visit. So these, we want to be intentional when we are helping to plan for these experiences, but sometimes we do need to be flexible and creative. So an activity that we might bring into the home as a

home visitor, we might have a lot of intention behind it, it may have been something that we planned out, and it hopefully was dependent on something that the parent has shared with us that they'd like to do, or a skill that they want to practice with their child. But sometimes we bring in an activity or we plan for an activity, and the child just wants to go in a different direction, and the child has their own ideas about what kind of interaction is going to take place that day. So that's where flexibility and creativity really come into play, because we do want to follow the child's lead as well. As you may know from working with young children, if you try to force them into doing something, especially children under three, they are going to fight back against it, get upset, and not engage in it. So we really want to read the cues of the child if they are ready and willing to take part in the activity. So we also do need to be quite flexible and creative as well. Planning home visits together with family members, really important.

This goes back to partnering. If we're always the ones as home visitors deciding what the child and the family is going to do, they're not going to be as engaged in the process, especially for caregivers. When they can have some say and they have some input, then they're going to be more engaged in the interaction as well. They are the ones that are the experts on their own child so that just makes it ever more important to plan the home visits together with them. We wanna think about the developmental needs and goals of the child as well as their individual, individual interests. So we wanna think about the child's age and where they are developmentally, what kinds of activities, what kind of developmental area might we need a little more work. Maybe they're a little challenged in one area, so we wanna think about what kind of activity could support their needs in that area. What are the goals of the child? So this has hopefully been said with our interactions and building the relationship with the family. What are their goals that they wanna work on with their child and for their development? Sometimes we have to kind of steer them in a certain direction that could be a little more developmentally appropriate, so we might have, if we talk to families about setting goals, what's their learning goal for the child, if you have a two month old, and the family wants them to learn their alphabet, we might kind of support

the family in seeing some earlier steps in meeting that goal. So it's definitely a good goal to work on, but we might set that maybe two years down the road to actually learn the alphabet, but talking with families about, what could we do early on to help them, to set that foundation for learning their alphabet later on. So for example, reading to the child, and having time set aside each day where they look at books and read to the child, that's gonna be an earlier foundation for the child to learn their alphabet down the road, as well as individual differences, so definitely we want to get the family input on what the child is interested in, and this can be, even infants have certain interests, and definitely toddlers and preschoolers do. So in this way, we can help develop activities that will engage them in their interests. So for example, if we are working on counting to five, counting five objects with a toddler, and instead of just pointing to dots on a picture and counting, we might find out what the child is interested in. So maybe the child is interested in horses. We've had children over the, many children over the years that have loved horses, so in that way, if we're practicing counting, maybe instead of counting dots, a child might be more engaged in counting objects if it's something that they're interested in.

So maybe we bring some pictures of horses or actually have little horse toys, and so by using, tapping in to the interest of the child, they will hopefully be more engaged in the learning activity that's going along with it. Materials, so sometimes you may bring materials into the home to conduct the activity or experience. So depending on the type of program that you work with, will depend on how many materials you have available to bring into homes, and that's gonna be really individual based on your program. So sometimes you might be bringing materials into the home, and other times you will be using toys or materials that the family already has in the home. So we might be utilizing their toys that they are used to playing with, and toys, as we know, can be used in all kinds of different ways. So it might not be the actual, the use of it. Let's say they have a set of blocks, and blocks we think of as, for building, that we build things with blocks. But blocks can be used in all kinds of other different ways. So we can, if they're colored block, we could work with the child to sort the blocks by

color or shape, or we can find other ways of using the blocks. We can pattern with them, and learn about different shapes, lots of different things that we can do with blocks. So we wanna utilize the materials that they already have in their home, because the child is comfortable with those, and they have experience with those. We also might use recyclable materials such as water bottles, milk containers, paper towel rolls. All of these things can be made into many different fun toys which the family can continue to use with their child throughout the week. So that's why we wanna use as many materials as they have in the home or that we can make using recyclable materials, because then they can practice the activity during the week, before you come back. If we are always bringing the materials or the toys into the home and then we're taking them with us, sometimes that makes it difficult for them to continue to have those interactions during the week that you're not there. So just something to think about. All right, effective home visitor practices. So the goal is for the parent and child to enjoy a shared activity or experience together.

However, many families feel more comfortable with the home visitor modeling the interaction first. This is really, goes along with each, we approach each family individually, and we take their comfort level and their experience into account as we provide these experiences, and that we're supporting these interactions between them. So sometimes families will just jump right in and do the activity with their child, and sometimes they might feel a little shy or might, at that point, be a little uncomfortable, and so we, as home visitors, we can always model the interaction first, we can conduct the activity with the child and we're kind of modeling what to do, and some of the communication or the speaking, the questions to ask the child, we can model that, and then have the family try, if they're comfortable. Sometimes, just a short explanation of the activity is necessary. So they might be comfortable with doing it, but we might explain it ahead of time. One thing that we do want to explain or support the family in gaining their knowledge is what is the child learning, what is the child going to be practicing or learning from the activity? So that's really important as we always kind of keep the focus on child outcomes and child development, we wanna also be building

skills in the adults to understand what the child is learning from the activity. So we might explain that with any activity that we plan. During the activity, or during the parent-child interaction, we want to, as home visitors, we want to try not to intervene too much, because it's really about the parent and the child, and them building this relationship, and them having this interaction. So this allows the experience to unfold naturally. We can give short, we wanna give short, positive, encouraging feedback. Sometimes we don't wanna give, we don't want to disturb the activity at all, but we can, we wanna give short, encouraging feedback as seems appropriate. So just giving a smile or a thumbs up can really help anyone feel confident. After the activity, the home visitor can ask the parent some open-ended questions about the interaction, such as what they observed their child doing during the activity, what they enjoyed about the experience, what their child seemed to enjoy, and what kinds of things they think their child is learning from doing that kind of activity or participating in that kind of activity. The home visitor can give additional feedback on the child's development.

So that's where, again, our expertise and our partnership really come in to play that we are sharing that feedback on the child's development with them. Infants and toddlers especially, but preschoolers as well, learn best through the context of relationship. So really through these activities and these experiences that we're providing for these young children, it's really all about them build that relationship. So they learn best through the context of these relationships, they learn through imitation. So a parent might be doing the activity or playing with the material or the toy and kind of modeling it for the child, and then the child may imitate or do the activity back. They want to, they explore, with support of a secure base. So during the activity, the part of some activities that we do with children are going to be supporting them to explore their environment. So maybe we're working with a child on learning to walk. Maybe they are about one years old, and they're starting to pull up and maybe take a couple steps. So that might be one activity or experience that we are doing during the home visits. So really that's an activity to support their exploration of their environment. So when parents are right there, and they are encouraging of their child and they're engaged

with the child, then the child is going to feel secure that they can explore their environment. So another example of my little grandson, he is, has just started crawling. So when I FaceTime with them, I always like to see him moving around and crawling around, and he really is so cute that he'll start crawling away, he'll try to get to his doggie or his, one of his toys that's kind of across the room, but he always, as he starts moving away from his mommy, he always looks back at her to make sure that she's still there and that she has that secure base so that he can go and explore his environment. So it's really, really precious. So we know that children are active learners, and they learn from doing, and they learn during the home visit. So we, when we can, when we prepare these experiences together with families, they have this wonderful opportunity to engage in active learning and things that they can do right there in their home. Through this, we are supporting families to learn about child rearing or parenting, we help them to learn about child development, and all of these things get practiced during the home visit.

So it really helps parents link their current experiences or their current expectations of their child's development with their own individual child in the context of this home visit. So both children and families are learning so much from these carefully crafted home visits that we have. Pictures or video recording can also be an excellent way to capture these interactions and drive discussions with parents, but make sure to get permission first. So we use a lot of pictures and video recording in our program, because we have to use document, we have to provide documentation for some of our child assessment systems that we have, and so we have found that those can be a really great way of documenting the child's development, and it also is such a great learning opportunity for families. But again, you do wanna make sure to get permission, and you wanna make sure that they're comfortable. Some families are just really not comfortable with being video recording in particular. Pictures are usually okay with most families, but video recording can be a sensitive, so we wanna make sure that they are, they're open to it, and we've had some really, really great opportunities in using video recording to play it back for the family and just get their

feedback on what they saw: what went well, what they liked about it, or what they, and what they might change next time. So it can be a really powerful tool, but again, we wanna make sure that the family is comfortable with it. And a few other ideas: reading, reading, reading. So important. We know that reading to and with children from the very beginning is such a strong predictor of school readiness and school success, so we can do this with our youngest, youngest little ones, even with our pregnant mommies that we can have them read a book to their belly. So we always wanna bring a book for parent-child book sharing time. Some families have well-stocked home libraries to use, but many do not, so book sharing should really be a part of most if not all home visits. Really, really important. Some, again, some families are, might be uncomfortable with reading to their child during the home visit, so we might have to model it for a little while, and then just be really encouraging of them, depending on language ability as well. We might not have books in the certain home languages, so we just wanna encourage families, even if they don't know how to read it, they can look at pictures and point at things and make up their own story. That's perfectly fine and acceptable.

We want to encourage parent-child interactions during daily routines such as mealtime, diapering or toileting, bath time or bedtime. So just giving families ideas for how they can make mealtime fun and interactive, what kinds of questions we can be asking children, what kinds of vocabulary we can be providing to young children during mealtime. During diapering and toileting, diapering a baby is a wonderful opportunity to tell a story or sing a song. Bath time, again, another opportunity for having some really great, positive interactions with children. It can be such an opportunity for learning as well. Bedtime, another routine that, we can really encourage songs, reading, calming themselves, that kind of thing. Parents and children being positioned face to face is often the best position for interaction. The home visitor can best be positioned to the side or behind the child to allow for optimal interaction between the parent and child. So as much as possible, the parent and child being face to face, but with infants, some, or mobile infants, sometimes they might be positioned on a lap, on the parent's

lap, like the picture here with the dad reading to his children. So sometimes having the child on the lap is a preferable way to, to facilitate interaction. As we've woven into the other workshops, including fathers or father figures if possible to parent-child interactions and activities during the home visits can be really important, if possible. We're gonna take a look at this video of this father and child interaction.

- Yeah.

- Purple, put the purple ones. What color is that?

- Red.

- Orange, it matches this one, so put it in that bucket, and this one goes in this bucket. What is that color?

- Yeah.

- Red.

- It's red.

- Does it look like this one?

- Yeah.

- Okay, so all the red ones.

- All the red ones.

- Okay, so what color's that? No, orange.

- Orange.

- It goes in this one, you understand?

- Yeah.

- What about this one, this one's red.

- This one?

- What about that one, let me see. What does it match, this, green.

- Green.

- Green.

- [Stacy] So from that parent-child interaction, you can see that the home visitor, again, was video recording, and didn't really interject at all. The dad was comfortable. Obviously he's had a lot of experience in conducting these interactions or activities with his child. He's down there on her level, he's integrating elements of learning, so the colors, so she's sorting colors, and they are both very much enjoying the experience. So definitely something that, so proud of when we have families get to the point where they just take the activity and run with it, and they just become expert teachers of their children. So in conclusion, all children benefit from caring, responsive, and stable relationships, strong relationships between children and their caregivers help children learn to develop connections with others and learn about the world around them, and home visitors have a unique and special role in supporting parents and children to build healthy, reciprocal relationships, and engage in positive, enjoyable, and learning-focused interactions. We may be in these family's lives for a

few years, but we can take pride in helping strengthen relationships that will last a lifetime. Here are some references for the presentation, both coming from the ECLKC, the Head Start site. So understanding family engagement outcomes and the home visiting series, and again, any questions, comments, or anything you'd like to talk to me about, I'm always available by email, so my email is here, and just want to thank you all for joining us today and learning about the, a very, very important component of home visiting, and that's promoting those positive child interactions, thank you.

- [Jessica] Thank you Stacy. This was really great, and I love all the examples and seein' your grandson, he's adorable, but the videos, and seeing the positives about it, and then the areas of improvement, just all the different examples of things, I think were fabulous on building parent-child interactions. So I appreciate you sharing this. Those of you out there watching today, I hope you really enjoyed this and learned a lot from it. We hope you'll join us with other future courses and the rest of the ones relating to home visiting. Everyone have a great day.