EMERGENT WRITING
Subpart C - Education and Child Development Program Services

1302.30 Purpose

All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for latter success in school....
Subpart C - Education and Child Development Program Services

1302.35 Education in Home-Based Programs

(a) Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum...
Center-Based and Family Child Care Practices

Effective Teaching Practices

Child Development
Home Visit Practices

Effective Home Visiting & Socialization

Positive Parenting

Child Development
What’s Different for a Home Visitor?

Effective Home Visiting ➔ Positive Parenting ➔ Child Development
Theory of Change for Home-Based

Theory of change model for infant/toddler home visiting vs. classroom.
Source: Roggman et al, 2016
Parents Can Support Early Writing

• Help parents foster their child’s pre-drawing, early drawing, and scribbling. Have them:
  • Provide writing materials for children and encourage their use
  • Ask their child to talk about their drawing (when possible)
  • Revisit children’s drawings between home visits and explain what it is or says
Parents Can Support Later Writing

Support parents in:

• Starting with name writing with their child
• Modeling writing throughout the day and in different contexts
• Engaging in shared and independent writing with children
• Including authentic opportunities for writing throughout the day
• Finding opportunities to practice writing with peers
Learning Activity: Writing in Your Setting

• Have parents select samples of their child’s writing or drawing, and review with them.

• Work with parents to identify which stage(s) of emergent writing their child is in.
  • Do the sample shows children’s parent-supported or independent writing?

• How can you support this parent during writing activities with their child?

• What activities can you offer parents to provide additional opportunities to practice writing?