

A Resource to Support the Home Based Option

Peter Pizzolongo: Hello, everyone. This is Peter Pizzolongo. Welcome to the first of three webinars on home visiting and the OpenDoors resource, presented by the National Center on Early Childhood Development, Teaching, and Learning, or NCECDTL, as we call ourselves. As I said, I'm Peter Pizzolongo. I'm director of training and technical assistant services at the center. Today's webinar is presented by Colleen Murphy, an early childhood specialist with NCECDTL. Before we begin, I'd like to go over some information regarding the webinar. We'll be using some of the Adobe Connect features to help us to interact.

At times, we'll ask you to type in the chat box located to the right of the PowerPoint in response to specific -- oh, what happened to my mouse? -- in response to specific questions, and I see many of you have already discovered the chat box, and I'm glad to see you all saying hello to us. And Lissette Santiago and Jose Marrero from the Bronx, I want to give a special shout-out to you because I, too, am originally from the Bronx. I'd also like to point out that there's a Q-and-A box on the lower-right side of your screen. If, at any time, you have questions related to the presentation or other related topics, type your question in there. We'll be monitoring that box throughout and get to the answers of those questions. You'll also see your supporting documents for this webinar that includes a PDF of this presentation. You can find that in the supporting-documents box in the bottom of your screen.

We're going to be showing a few videos in this session. Now, for those of you who are listening via telephone, you'll not be able to hear the audio of those videos over the phone. So when we get ready to show the video, you'll have to mute your phone and turn on the audio on your computer for those moments, and then, when the video is over, you turn off the computer audio and unmute your phone. Now, we all have different breadbands at different Internet capabilities. I'm sure you're familiar with that. And sometimes, a video doesn't come through exactly the way it should, based on how strong your Internet connection is. So what we've done is we've also put those video clips in the supporting documents. So if you can't see it really well, if it gets a little choppy, et cetera, while you're viewing it during the webinar, then you can download those video clips and then review them after the webinar.

Sorry about that, but that's the way the world is -- the world of technology is, right now. And, also, if, for any reason, you get disconnected from the webinar, use the same link that you used previously to rejoin the webinar. And finally, we want to let you know that this session will be recorded. So, hello, everyone. We're up to 220, 221, 222 participants, so so glad you're all here. So we're going to begin.

[Clears throat]

And here we are. This is me, Peter Pizzolongo, and Colleen Murphy. I'll go over the session objectives. During this session, we want to provide an overview of quality home-based services as they're addressed by the new Head Start Program Performance Standards, and I trust you all know that we have new Head Start Program Performance Standards. Another objective is, we want to offer strategies and techniques that support families as primary educators, and, actually, we're going to be calling upon you to let us know, via the chat box, what some of the strategies and techniques are that you use to support families. And then we'll talk about using the OpenDoors as a resource with grantees.

we'd like you to share, what is your role? What role do you play? And I see some of you. Luis Rosado, I see you are a home visitor in Middleburgh, and, Darcy Jacques, you are a home visitor in Early Head Start program in Rancho, New Mexico. So it's great to have so many home visitors here. I'll tell you -- way, way back in the day, I was a Head Start center director, and we had a combination program.

We had center-based, and we had home-based, so I fell in love with the home-based program option very early on.

Wow. Look at all of these folks. That's wonderful.

We have Janet Bookie, a home visitor from Elizabethtown. And, ooh, they're -- they're buzzing by so fast. Christine Marku, home visitor in Early Head Start home-based program. We have -- We have Quentin Ranco, who's a family advocate. Excellent to have some family advocates on here, as well. Tom Dolan is a family-engagement coordinator. Tiffany Clark, with the Early Head Start program in Philipsburg, PA. So -- Oh, we have Marcy Hannah. She is a ZERO TO THREE advisor. Okay. Now, that -- I've heard all the positions in Head Start, and that is a new one on me, so thank you for sharing that with us. We have a QA manager, Mary Robertson, Head Start of Morgan Community Action Program, Maria Gomez, a home visitor from Chicago, Julia Goldberg, a program specialist in Chicago. So we welcome our program specialists and other essential staff who are joining us. Hello, Michelle Russo, a home-based educator. So that's wonderful to see. We have many, many home visitors, and we also have a number of staff who work with home visitors, as well. So let us know -- what is it that you most want to know about the home-based program option?

As I said, we'll be addressing what goes into a high-quality home-based program during this webinar, and we'll also be looking at the OpenDoors resource. We'll look at what goes into a home-based program, what goes into the quality of a home-based program, looking at the new Head Start Program Performance Standards, as well. So what materials are appropriate to take into the home visit? Oh. This is a question that has been around since the home-based program option has been around, and that is something that we're going to get to. What are some of the changes that are in the new standards?

[Chuckles]

Brenda de Voight says, "Going toyless." Yes. That's related to -- So, what -- what do you bring? Do you bring anything to -- to the home visit? What curriculum do you all use for your home-based program? Yes. Folks can start sharing those curricula. That would be very helpful, as well. So -- So, okay. So how do you better utilize the home environment for the visit?

Oh, oh, and I see Melanie King tells us that you use the Parents as Teachers program -- excellent.

How do we communicate with family? How do we balance home visiting, documentation, and travel time, fitting it all into a 40-hour week? I'm feeling your pain, Christine Marku. Yes. That is another age-old question in the home-based program option. You have the Growing Great Kids, Growing Great Families curriculum. It's another one that's been identified. Parents as Teachers and Creative Curriculum, Partners for a Healthy Baby. So we have many curricula that are -- that are being identified. That's -- That's wonderful. So, at this point, I'll -- I'll turn the presentation over to Colleen Murphy, and I'll be -- I'll be jumping back in several times during the presentation, and then I'll come back at -- at the end, as well, to -- to do the closing. So, Colleen, take it away.

Colleen Murphy: All right. Thank you so much, Peter. I am so excited to have the opportunity to talk about something I am very, very passionate about, and that is the home-based program option. I also want to thank everyone for continually keeping that chat box moving. That is something that we are going to request though you -- for -- from you throughout this webinar, to have you put some thoughts into the chat box. I am a big believer in one of the best ways to learn is from each other, and we're going to give you many, many different opportunities to plug in some thoughts into the chat box. So, thank you.

So, we are going to get started. We are going to jump into that home-based option, and we want to look at, specifically, what do those new performance standards say? So, whenever -- when in doubt, go to the performance standards. That's always been a motto of mine. So I hope that you have those close to you often, and you're -- you're consulting them. So, the home-based option is provided in Early Head Start and in Head Start, and the thing they have in common is both of them offer a 1 1/2 or 90-minute visit in the child's primary residence.

Where they're a little bit different is the Early Head Start option offers 46 visits per year, and the Head Start option offers 32 visits per year, and I think that goes back to that comment, Peter, that you just read that said, "How do we fit in the paperwork, the travel time, and all of that?" And I certainly heard that. I was just reminded last week -- I was talking to a home visitor who was commenting on the fact that there's 52 weeks a year and 46 of those are involved with Early Head Start home visits.

So we recognize that. We know that that can be a challenge and why the home-based option is not for the faint of heart. The home-based caseload averages 10 to 12 families per home visitor, but the maximum really is at 12 families. That is -- That is the most that a home visitor would be expected to have. So, especially in terms when you think of having individualized services for each family, each child, you wouldn't want more than 12. Let's look a little bit closer at those weekly home visits.

So, we do recognize that there are multiple children in the home, and for those of you who are home visitors, you may have more than one child in a family that you are providing services to, and we recognize that, and so we just want to give a shout-out for those 90-minute visits when we talk about that -- that we -- we want individualized services for each child. So if you have those multiple children in the same family that you are giving those 90-minute visits to each one of those, and as you can imagine, the needs of a 6-month-old child are going to look very, very different from the needs of a preschool child. So we know that it makes it a little more challenging when you have multiple children in the home, but we highly praise you for your attention to making sure that each one of those children gets their individualized attention. So now is one of those times, and we're going to ask you to type into the chat box. We have some questions here for you. The first one is, we're going to switch to this idea of the socialization. As you know, we have home visits, and then we have the socialization component in the home-based option. So how many socializations must an Early Head Start home-based program offer?

All right, I see that we have some coming in -- some answers coming in. So, if you said 22 socializations per year, you are spot-on, and I saw some of you did see that. I see Tara Peck. You've got the 22. Judy, Cheryl, good job. They're scrolling so fast. So I wish I could call out to all of you who have that.

Peter: [Speaking indistinctly]

Colleen: And how about --

Peter: Erica Gonzales.

Colleen: Good job, Peter. And how many socializations are needed in the Head Start option? Let's see -- Let's see how we do there. Miriam, you are absolutely correct. Miriam says 16, and that is correct. Dina, again, has the 16.

Peter: Dina Hadidi, 16.

Colleen: Good job, and, you know, I want to give a shout-out to the socialization piece. I know that there are a lot of home visitors who are on this call as we were scrolling who's on this, and I do know, in my experience working with home visitors across the nation, that the socialization piece is something that I know you have concerns about. I know that home visitors really want to have those peer-to-peer opportunities for parents, for the child, places for them to interact, to focus on, you know, whether -- whether it's support for parenting or support for more early learning opportunities.

I know that -- Feedback we get a lot is, you know, "But we can't get our families to our socializations," and -- and, certainly, something that I know that you are looking for some resources in, and so I want you to know that, when we get to the OpenDoors resource, we will be talking more about different things that are out there for you. But I do want to give a plug to one of the most critical pieces of the home-based program, which is that joint planning that occurs between the home visitor and then the family. And, certainly, research shows that the more involved the parents are in creating those in that joint planning piece, then the more likely it is that we are going to get people into those socializations. So, again, I can see the chats coming in. That attendance is a challenge at socializations.

You are not alone. So, please, if you are a program that has figured that out, please share that in the chat box because we know -- we know it is a challenge, and it's something that, I think -- I think we need more resources in that area. So we all know, not just with socializations, but, also, with that family home visit, that a lot of times, these visits may get canceled. There's times when we as the home visitor cancel, and then there are times when the family cancels. So we want to take you back to the performance standards, and we want to hear, what do you do when a family cancels a home visit or a scheduled socialization activity? I'll give you a chance to put that in.

Again, it looks like we really did strike a chord by talking about the attendance at socialization, so that's something we will certainly note. Perhaps we can do some resources around that specific topic. Claudia says, "We try to reschedule," and it looks like a lot of you are saying reschedule, which you are spot-on. Any time the home visitor cancels that home visit, that is something that should be made up. When the family cancels, then, whenever possible, we also want to get that made up. Again, going back, recognizing how many weeks you already are in the home, that that can be quite challenging sometimes to try to get that rescheduled during the week. So I applaud -- I applaud the hard work that it takes to get those rescheduled.

And I just wanted to throw out a question out there for you -- What do you think that does when we have those repeated cancellations for these home visits? What effect do you think that has on the child outcome? So I can see a lot of you are typing in your thoughts on this, and while those thoughts are coming in, I want to throw out -- Yes, Brenda, you're spot-on. It lowers the child outcome. No relationship is built up. Your scores go down. Grace, I love that you put that you're out of the routine.

You know, and -- and, really, I think all of these things -- you are all spot-on, you are absolutely correct, and I think, really, what this comes down to is, you know, the thing that is so unique but yet so challenging with the home-based option is you're in that home -- you're in the home, you're working with families, and, really, a lot of trust and relationship-building goes into that, and when we -- when we're canceling, when -- or when they're canceling -- I saw someone just put in a lot of frustration, and it can be very, very frustrating. And I think that the trust starts to go down. And, Patricia, you are absolutely correct -- the child starts to suffer, and, Grace, again, ruins the relationship.

So, absolutely. You're all spot-on.

So, one question that we hear often is, "Well, can we count the medical or social service appointment as a replacement for one of those home visits?" And the answer to that is no, and so I want to throw that question out to you because you are all so brilliant. Why do you think that we do not want to replace the home visit with one of those appointments? Ah, stability. We are not interacting or teaching with the child -- great, great comments. There are no parent-child activities. Again, you guys are really spot-on. One, we have noticed that if -- if we allow that home visit to be replaced with an appointment, then that actually becomes a precedent, and they try to start -- a lot of times, the families try to capitalize on that, if you will. You know, they keep going back, right? "Well, we -- we replaced it this one time. Can't we replace it again?" And then, just like Cheryl is saying, you're not giving the full services. There's no interaction there. We really want to make sure that those high-quality learning experiences are happening in the home, and that's not the case if we're not actually in the home, doing the home visit.

So really great comments -- and, again, the loss of interest. I find that, Lisa, the loss of interest is huge. I see that quite a bit. You know, if we're not there on a consistent basis, then our presence in the home begins to lose interest and lose the value. So great, great comments coming through.

All right, so, the home-based option has to be conducted with the child's parent or legal guardian. And, you know, every now and then, we get some families that ask, "Well, can't you have that visit with the babysitter?" or, you know, "Could I -- Could I have Grandma come over and be here for the visit?" And so that -- that happens. We get asked that a lot, and we don't actually recommend that, and, in fact, it has to be conducted with the child's parent. So, again, we would love to hear your comments on, why do you think that it's so important that you're working with the parents and not -- parents or legal guardian and not some other caregiver in the child's life? Okay. So we see someone is referencing going back to those performance standards. Tori, you're saying parents' involvement is important. Parent is the primary caregiver -- Tara, that -- I couldn't say it better myself, and it looks like the majority of the comments are recognizing that bond, so, absolutely. We know that it is important to engage with that primary teacher in the child's life, and that primary teacher is the parent or caregiver.

And, you know, I think it's important, you know, and it's something that I always try to drill and say many, many times in home visits is we're just here for 90 minutes a week. The parent -- you're -- you're here 24 hours a day. You're the -- the constant presence in your child's life, and we want to make sure that you are the main focus in this transfer of knowledge that we're giving to the child. So, absolutely. The parent is the teacher. I can't stress that enough. And -- And it's not a home visitor teaching the child -- it's the parent teaching the child. So, again, you guys have really strong answers coming in the chat box. I hope that all of us are able to quickly read through what's coming through because there are some really, really great answers.

Peter: Colleen, this is -- this is Peter. I've done home -- I've done home visits where the parent is present, and then other family members are there, as well. Do you think that happens very often?

Colleen: You know, I think that's a great question, and I'd love to see some -- what the chat box has to say about that. I have noticed, you know, and I've actually had some really great experiences with that extended family there, with, you know, grandparents, or I've even had some home visits where the parent was there but they had actually brought in the babysitter or the caregiver for some of those visits. I especially love when Mom and Dad are in the visit. So I -- It looks like other people, also, have had that same experience. Other family members are there. Sometimes, the father is there. It looks like it's great to see when you can get some of those other family members coming in. It looks like a lot of people are using that grandparent piece, and, you know, what's been very interesting to me over the years, and I've been doing this a lot of years, is -- is that value of having the grandparents in -- in those home visits, especially in terms of giving them that -- letting them have the opportunity to hear some of the new child development options because one thing I've noticed is that we've come a long way in terms of early childhood and -- and what is appropriate and what isn't.

And I've seen some really great learning and growth opportunities with the grandparents when they are there, but, again, we -- we want to make sure that the parents -- legal guardian -- is the prime person that we -- we are working. And, Julie, I just want to give a shout-out. Julie Wright says she's done visits with four generations. So that -- that is amazing, and I think that really speaks a lot to this concept of the two-generation approach, and, really, really, I think there's a lot that can be said for that. So, thank you for those -- those comments. So, we've talked a little bit about the requirements for the home-based program option, and we now want to show some principles and strategies for improving those home visits. I think all of us are here on this webinar today because, you know, we want to improve our work. We want to make sure we're getting those best outcomes for our children and families, so I'll just show you two resources. So, this first one -- hopefully, this looks familiar to everyone on the call. This is the Head Start Early Learning Outcomes Framework, and interesting enough, I was just having a conversation with some home visitors last week where some of them had -- We were having a conversation about how they were struggling with how to use the -- the Framework in their home visit, so I just want to give a shout-out to the Framework and to -- and to make sure everyone knows, you know, all programs across the board are using the Early Learning Outcome Framework, or the ELOF, as we -- we tend to call it. And it's also intended for all children, so whether the child has disabilities, is a dual language learner, this is something that should be used and utilized. So I highly recommend that -- that we look at that, and so, with that, we want to ask you a question. So, the -- the Early Learning Framework really connects activities and ideas to school readiness, and so, with that, I'd like to hear from all of you. So how are you promoting school readiness in the home-based program? So, one thing that I have noticed before, especially in terms of younger families, is I have gone in, and I have been told, "It's a baby. What -- I'm not worried about school readiness -- that will come." And -- And, really, we -- we want to make that connection to school readiness. So how are you doing that? How are you promoting school readiness in your home-based program?

All right, Rochelle is mentioning some of the things that she's using through the Parents as Teachers activities and the transition plans and the assessments. Miriam discusses prereading and premath skills. You know, Miriam, I really want to thank you for pointing that out because I really see that as something that sometimes parents may miss is that, you know, that prereading, the -- the cooking with your child and -- and talking to your child are building those literacy, you know, the language skills, the math skills. I saw TS GOLD pop up here in portfolios, really getting down to developing goals for the children with parental input. Way to go, Michelle. Thank you for putting in the parental input. We love to see that. So,

there -- As you can see, there's a lot of different ways. You know, I want to give a shout-out that it really looks like we have a good sense of this home visitor as a coach. So you're really coaching the parent as that primary educator. We saw that in some of the comments about -- Chastity is -- is saying the parent should be setting the goals for their child, and I absolutely agree with that. Also, something that I like to connect for the family is the idea that the socialization piece is really helping with school-readiness goals. I think that that's something that sometimes is overlooked, that this ability to socialize with other children really builds, like Grace is saying, the social-emotional skills, and it can really help get them ready for school. So -- So way to go. It looks like you guys have a lot of great things that you are using. I love that someone just put in -- Debbie says the IFSP or the IEP to assist the family with school readiness. Absolutely. So, all of these school-readiness goals -- everything that happens in the home-based option, I think, is very helpful to help tie back for the family that they -- they are working on getting ready for that. I'm going to show you another resource.

So this is the Parent, Family, and Community Engagement Framework. I'd be curious, how many of you are aware of this particular framework? So, all programs are working toward the outcomes in the ELOF - we talked about that. Every program has the ELOF and is using them, but the -- the thing I love about the home-based model is the fact that it is so different than any other model. It's very different from a center-based or family childcare. So in home-based, there's that different theory of change, and we really see that in the context of this PFCE Framework. So, if you look at this, pretty much all of the outcomes that we are working toward -- they are -- they're reached through the work of the family.

So, in particular, if you look at the family-engagement outcomes listed here on this -- on this slide, the positive parent-child relationship, this idea of the family as a lifelong educator of the children -- all of those are things that improve the child outcome. And we want-- So, we wanted to put this in context with the ELOF and see how all of these different pieces fit together. I wanted to see -- I love that Debbie -- Debbie is saying the children are encouraged to play with others during socialization, as well as the parents communicating to each other, which allows them to learn from their peers, and I think that's exactly right. And you can see how that fits here in this PFCE framework, that we are providing those community partnerships, these opportunities for family partnerships, and, really, if you think of the strengthening families work, you know, having this -- this ability for parents to have someone in a partnership with them really improved their outcome.

So, with that, what we have done is we have come up with a number of principles based on the differences in the family-based model versus the other models that we think will increase success, and so we're going to present them to you, and we're excited to get your feedback on these different principles. So, principle number one -- ensure it is a good fit. So, I can't stress enough this -- this idea of ensuring it is a good fit. So, home-based is very, very different. You have someone in your home, and it - it is not for everyone, nor is it -- nor is every good early childhood educator a good fit to be a home visitor, and so what really helps is to make sure that the people that are involved in this program really understand that program option so they can ensure that it's a good fit for them, ensure it's a good fit for the community, and by that, you know, I -- It is very different to say, "We're going to come into your home once a week for 46 weeks or 32 weeks." That -- That is something that you want to make sure is going to work, and you want to make sure that the parents are -- are realizing what they're committing to.

And if not, then there may be another avenue that is a little more appropriate, and, then, really stressing the value of what happens when you're in that home -- the home. We -- We like the words "the home-field advantage," so it's -- it's a very thoughtful approach. It's a very different approach than just sending

the child to a center-based program. Now, I do want to say -- something that I hear often, and I just want to caution us on it is, sometimes I hear -- I'm in programs, and I'll hear them say, "Well, we're just going to put you in the home-based option until a slot opens up in center-based." I don't know if any of you have ever heard that happen before, but we -- we don't -- At least I personally, I prefer not to use that language because it's -- it's very, very different. The home-based option is, again, is comprehensive, and it -- it offers different benefits to those. I've worked with families who -- It's just not appropriate for them to go into the center-based program every day, and this is just a better option. Or we have parents that don't work your traditional work hours, that the home-based is just a better option.

So, hopefully, when we are explaining the program to our families that we are really doing a good job to ensure this is a good fit for the family, and then, in concert with that, for the home visitor. All right, let's go to principle number two. Principle number two is -- da-da-da -- emphasize school readiness. So we've talked about this already, but I just want to go back to -- to this, to -- to talk about the emphasis on the school readiness. Again, I think a lot of times when I've been in the home, some of the feedback I have gotten is, you know, "I just -- just play with my child. And -- And what does this have to do to school readiness?" So I think it's really important to always keep school readiness in mind. And -- And our families need to be clear that school readiness is the purpose of the program. I think this really helps set the expectations about the role that we'll -- that we'll take, and I've actually had feedback from families before that, because of the expectations set up in terms of school readiness in the home-based option, it actually made them better about getting their child to school once the child started kindergarten, once they started first grade -- you know, that it really helped them accept that -- that idea of how important it is to -- to be at these visits and to -- and to -- to recognize where that school readiness is, and one thing that I think really helps with that is to be connecting.

Again, as we're jointly planning these visits with our families, you know, as we share their ideas, one thing that can be very, very helpful is then to explain to their families where that joint planning piece falls in terms of the -- the ELOF. Where does that fall in terms of the different things that they need further down? And, Grace, it looks like you're -- you're echoing exactly how I feel. "Explain to families each category that will make their children school-ready." Absolutely. I love, Becky, that you're saying that you bridge the gap between home and school. And -- And absolutely. I love, also, Becky -- Becky is noticing -- I love that she's doing a shout-out of that. Some families tried the classroom, and it doesn't work, but we still want to make sure that they're ready for school, and so this could be an absolutely great way to -- to help them. Hand in hand with that, I think it's also important to make sure our families are aware that we are using data and -- and the -- the program planning will have a data component, whether it's looking at assessments. I saw earlier some of you were saying that you use ASQs. You know, we know that we're doing development screenings. We're using all sorts of different ways to look at where the child is in terms of that school readiness, and that data does play a part in acknowledging and -- and picking out where we'll be going. So, again, we just -- we just really like to stress that the whole philosophy of the home-based program is that the families, the children, the community -- we all play this big role in getting children ready for school. All right, principle number three -- this I cannot stress enough -- focus on relationships, and, really, the relationship piece is at the heart of the home-based option -- it is. Everything we do comes back down to the focus on the relationships. So whether it's the relationship between the home visitor and the family, and I, you know, I think this goes in, Carla, with what you're saying involving the family, the parents in the lesson planning. You know, that relationship is critical. We also have that parent-child relationship and making sure that we are doing everything we can to build those strong, strong relationships.

And, again, this is where that PFCE Framework really can come into play. That can be a really great resource for you in -- in that building of the strength-based, relationship-based approach. And, really, to -- to build those strong relationships we know from the research, from feedback, that really what goes a long way is that respect for the family and this idea that, as a home-based visit, we're going to come in, and we are going to meet the child where the child is. We are not going to try to bring the child to our level. We're going to actually go in and meet the child at their level, and part of that is really this idea that we need to have that trust piece. We need to be reliable, and we need to be following through with consistency and -- and, again, really give them all those comprehensive services that are really going to impact their learning and their development. With, again -- I do want to give a shout-out to the family circumstances and how the resources, especially in the PFCE, relationship-based competencies -- I would recommend you look at that because it really helps that idea, Debbie, like you were saying, that -- find those strengths in the family and moving on from there. Principle four is know your role, and this one, again, if you go back to the performance standards, they are very, very clear that the family is the child's primary educator, and it is not the home visitor's role to be the educator.

And I sometimes would, especially at the very start, when I first start working with families, something that I would notice quite often is, I would come into the home -- maybe this resonates with you -- but I would come into the home, and the mom would be like, "Great. Here's my child. I'm going to do the dishes," or, "I am going to catch up on my texts," or, "I am going to catch up on some of this stuff," and -- and that is not the intention of it, the home-based visit. So, with that in mind, this is not an easy concept for everyone -- families, home visitors. Especially if you have been a teacher, it's sometimes difficult to take that teaching hat off and put on the hat of the coach, but it is very, very important that we do that, and, also, in terms of knowing the role, I like to give a little shout-out to the fact that one of the things that's so difficult is you get so entrenched in some of these family situations, and when the family is in crisis, it can be very, very difficult for the home visitor, as you feel responsible, you want the family to be successful, and you really start taking on a lot of the -- the family baggage.

So I hope that we are very mindful in coming up with supports and things to help our home visitors in -- in this role and to make sure that they're building that relationship, but, also, having that professional relationship, so it is certainly something that we have talked about. We know that there is a need for more resources in these areas, so we appreciate the feedback that we are getting from the field, that this is something that they -- they need more of. So what we're going to do now -- we're going to watch this video. And what this is, is it's a mother talking about a home visit. And we're going to -- As you watch this, I want you to be thinking about what the mother has learned through her experience.

Mother: And then, like I said, I really didn't know how to raise the kids. I just knew the basics. And one thing that they -- she did teach me is something called "floor time." And that's one of the visits that I really dreaded because I'm like, "Wait a minute. I have to let you in. On top of that, I have to sit on my floor? You know, can I just watch you?"

[Laughter]

And she's like, "No. You need to sit down here. You are not going to give up on your kids." And I'm like [Sighs] "Fine," and after a while, I got it. You know, I got what it took to make them successful and see how happy they were when you engage them.

Colleen: All right, so, again, we -- we hope that you had your computer audio turned up. Thank you, Peter, for reminding everyone in the chat box to turn up your speakers for that, and, again, if you are

just on the phone, I just want to remind you that you can download these videos so that you can see them. So, Barbara -- I really like what Barbara Cotton says. She says, "Most of my families think of me as the teacher. I struggle with explaining my role to families, especially when it's grandparents that are raising the child." And, absolutely, you -- you are not alone, Barbara. I think we get that all the time, and that is something I think we certainly heard here, in this video clip, and it's why I love this video clip because I can't tell you -- I would probably say that the majority of my families I've worked with have had this question to me or this thought of, "Wait. You want me to get down on the floor?" Especially my young teen mothers feel very uncomfortable at the beginning when I say, "Hey. We want you to sit down on the floor, and you're going to do this, and I want you to talk to your baby," and, you know, as I've reviewed some of these videos with families over time, you can really see a change of that uncomfortableness leaving. Melody, I just want to give a shout-out to you, also, that -- that you are saying that, "Five months into this program year and I still get looked at and called the teacher by many of my families," and -- and, you know, I think, in some -- some regards, that's easier for them to say, "Well, you're the teacher. You take it, and you run with it," and so that is why the home-visiting option is so different than any other option.

Peter: Colleen -- Colleen, if I can -- if I can jump in, for those who didn't hear what the -- the parent was saying, you know, she said that, you know, to the home visitor, "Well, first, you're going to come into my home, and now you're telling me I have to sit on the floor with my child?" And I think, for those of us, particularly who began as teachers, sitting on the floor with a child is like second nature to us, but I think for a number of parents, you know, it didn't dawn on them that's something that they should be doing. So something as simple as that -- get on the floor with your child -- is something that a home visitor has to introduce. And it -- you know, and it could be a little tricky, a little -- a little sensitive about how -- how you introduce that with a -- with a parent.

Colleen: I absolutely agree with you, Peter, and not just getting on the floor with the child but even this concept, and I think it's another waters that we navigate carefully, but even this idea of put down your smartphone and interact with your child. I think that that is something that is really important, and that mother, if you notice, in the video, for those of you who didn't hear, you know, she said, "I really didn't know -- I knew the basics, but I didn't -- I didn't know how to do these other pieces," and so it's something that I think they need a lot of help with. And, Debbie, I wanted to give a shout-out. Debbie had a comment on there about really making sure to be very in tune with the parent and encouraging them to try these new things.

It looks like several of you -- Anna, you're saying the same thing -- that it might be something that you need to work with them over time to really ease them into it. I find that this is often another area where, if you are one that videotapes these interactions, it's something that you can go back and show the parents -- "Look how much more comfortable you are on the floor now than you were at the beginning." All right, principle number five -- I want to make sure we touch upon this because this was something that some of you typed into the chat box when we first started the webinar is this idea of bag the bags. So many, many, many years ago, when I started this work, we -- it was very common to come into the home, and you had -- you had huge bags with you, and you really brought in all of these things to use in the -- in the home.

You brought them in, you -- you played with them, you packed them up, and you left with them. And this is something that we -- we really steered away from is this idea, bag the bags, and -- and, you know, if you look at the performance standard, it really stresses that the point of this is to use what's in the family's home. Do the learning in the context of the home. So, especially if you have, you know -- this

parent doesn't have a sense of all the things in their home and all of the ways that their home can offer this rich place of learning. And so, really, it's very valuable for the home visitor to really start building upon those skills and showing the parent the possibility of what is there in their home. It's not going to cost them a lot of money.

It doesn't have to be a toy with batteries. But these are all very, very important things to help do with the family. So, one thing that I like to say is, as you've done that joint planning, is to really take a step back and look at that and first look at, where does the joint plan align to the ELOF? Because it's going to give you some great ideas and activities there for what to do, and then think about what is in the home. And, Janet, I absolutely agree with you that, you know, homemade toys are amazing, and it really shows those low-income families that you -- you can still participate and give your child every possible advantage in doing these activities without having to have a lot of money and resources at your -- your hands. And, Monica, I love that you're saying that you do a lot of reusing of items.

You -- You look at what's in -- in the home. I think that is so very important. So if this is something you would like some more information on, let -- let us know because we certainly can look at getting you some more ideas for how to use what's in the home and bag the bag. Okay. So, we are going to look at another clip. This one is a home visitor, and we're going to just look at what she's doing in the home. And what we want you to be thinking about are -- are -- and you can start putting them in the chat box -- some of the different things that you see that this home visitor is doing in the home to -- to really help the -- the family have some good outcomes.

Woman: You just light up. Your face just gets so bright and sweet.

Ann: She's covered in glitter from daycare. [Laughter]

Woman: All right. She's talking so much, Ann.

Ann: Yeah. She's got some stuff to say. Don't you? You got some stuff to say. Well, she just got up from a nap, and she's probably going to be getting hungry. So we'll see how she does, okay?

Woman: All right. We'll just take it as it goes. Yeah. Absolutely. So, last week, we were talking about her tracking.

Ann: Uh-huh.

Woman: And so how did that go?

Ann: Mm-hmm. Good. She really watches my husband and I when we walk around the room, and she watches things when they fall off her high chair to see where they go, so I feel like she's looking out.

Woman: I know you had said last week that she -- when you were changing her diaper, that you weren't sure if she was tracking. How's that? How did that go when you watched that?

Ann: Good. Good. I usually try to give her something to keep her entertained while she gets her pants changed, and that usually goes pretty well.

Woman: Great. Great. Well, this week we had talked about focusing on how do you know when she likes something. So we gathered a few things from your living room...

Ann: Okay.

Woman: ...to check them out. And so, can you tell me about this item?

Ann: Sure.

Woman: This one in particular?

Ann: Sure. She likes this. This is pretty fun. So she'll probably...

Woman: And what do we see there?

Ann: And she's reaching for it.

Woman: Yeah.

Ann: So -- So do you want me to bring it closer? What's this? What's this? What's this, hon? What's that?

Woman: Can you see her face? She's just lighting up.

Ann: Yeah, she likes that.

Woman: Mm-hmm. She says, "Mama knows."

Ann: Are you smiling?

[Music]

Woman: Mama knows you like that, huh?

Ann: And she shows interest, too. So she's actually reaching for it. Yeah. Yeah.

[Music]

[Laughter]

I know! I see you!

Woman: So, what does she normally do to tell you she's not enjoying something?

Ann: She would probably make, like, an unhappy kind of a noise or push whatever it is away or maybe even pick it up and throw it -- she does that already, so -- or just completely not even look in that direction.

[Music]

Colleen: Okay. So again, we -- we know we -- Looking at the chat box, some of you were having trouble, maybe with your broadband, getting the video to play correctly, and others were having issues with the sound. So, again, we do have these videos posted with the supporting documentation so that you can download them, and you can -- you can see them. So some of the things that I saw that you were shouting out in the chat boxes that I really wanted to draw some attention to -- one is that the home visitor reviewed what was said the week before. So if you -- One of the things, if you could not hear, was that the home visitor really starts by talking about, "Well, what -- what happened last week? And we talked about this last week, and -- and how did that go?" So that idea of really connecting visit to visit, so that they know, "I am going to come back. I'm going to follow through with that." One of the other things that I saw in here is, you know, the home visitor made a point of making sure that the materials being used were materials in the home and then pointing out things that were happening in terms of...the great engagement. We saw that in, "Hey. Can you see her face?" and, "Look how she's lighting up," and, "Look how she's reaching for that." So just really being engaged in the visit and making sure that Mom is visit-- is engaged that whole time and sometimes I think that that is something that we forget.

We get so caught up in all the cute things Baby is doing that we forget that piece of making sure Mom is just as engaged. So -- And, yes, we want to point out that they are all on the floor, and the -- the mom is the one with the hands on. So, great comments there. Principle six -- I just want to go -- This is the last principle we're going to share with you today, and this is that -- I think one of the most crucial pieces of the home-based program, and that is to make sure that we are ensuring support. So home visiting is incredibly emotionally based. It's very, very rewarding, but it's also very, very isolating. If you figure -- there are times when home visitors -- You're just -- You're out in the field, and you're not really connected sometimes to some of the other things going on in the -- in the office. And I always like to tell my programs that, just as we do those socializations so that the parents and the children have a chance to get together, don't forget your home-visitor socializations, and -- and these are great opportunities to bring them together for professional development and make sure that they're getting that support that they need.

Also, make sure that you have your policies and procedures in place for keeping home visitors safe. That is something I was reminded again last week. I was at a conference, and that was one of the things that came up is, how do we keep our home visitors safe, and how do we teach them that, and -- and what -- what do we do? And that's where your policies and procedures come into play. You want to make sure you have them and that your home visitors know about them. And then, really just that ongoing support piece -- so here, the thing that I really appreciate is all the great feedback going on in the chat box. That is a way, as peers, that we are supporting each other, and -- and I hope that that is happening more than just on these webinars. So -- So it's opportunities to really learn from peers and then take advantage of some of these great resources and tools, like practice-based coaching, reflective supervision, and then making sure that we are accessible to these home visitors as they have concerns, as they have questions, and as they're trying to improve their work. We want to make sure we're doing all that we can. So real fast -- I know our time is getting low, but we promised we were going to go to the OpenDoors resource, and so I want to do that now. So, on this slide, you can see the landing page of the OpenDoors resource. And I believe we are going to show one final video now on this OpenDoors resource.

[Music]

[Tapping]

Woman: Introducing OpenDoors, an online collection of books and multimedia on home visiting. OpenDoors supports home visitors and their supervisors by presenting regulations... topic overviews... strategies... publications... and resources in a way that's interactive, flexible, and adaptable. Inside, you'll find resources, including video, audio, even an interactive book that allows you to take notes and bookmark your progress.

[Music] Filter the resources by the amount of time you have, beginner, intermediate, or advanced levels.

[Music]

OpenDoors is available online across all devices. Visit the ECLKC and start using OpenDoors today.

[Music]

Colleen: Knowing our time is short, I do want to take a second to go to the live OpenDoors page. So, you should be able to see my screen. And so I just wanted to show you real fast. When you go to the OpenDoors resource screen, you will see that there are two different handbooks here that you are able to access, and that's one of the things I really think makes this a strong resource is you have it from a Home Visitor's Handbook point of view, and then you have a Supervisor's Handbook, so you can toggle back and forth between them. And, then, you can also -- If you scroll down, you'll see all the different chapters here listed with the hyperlink so that it'll take you right to the place that you want to go, and the other thing I like to point out is you can also just click this Resources tab, and it will then pull up for you all the different resources that are sitting there. So, there's PDFs in there. There's videos in there. There's all different things, and you can actually sort them by your skill level or by how much time do you have to read and watch, or maybe you just want to look at the newest things available. So that makes it really handy for you to find what you want in a very, very quick amount of time.

So just -- We want to just walk you through. We're going to go to chapter 10 because that is the "School Readiness" chapter, and we've talked a lot about school readiness. And I just want to show you a couple things on this actual -- once you get in and start using it. So, one thing you'll notice is you can highlight. As you're reading through this, you can highlight different things that stick out to you. You can make notes, also, and it will save those for you. So you can go back, and you can revisit those. Also, each part of the chapter has its own little hyperlink, or if you would rather, at the bottom of each page, you can click it to go to the next section. So this one, you can see -- it's "Approaches to Learning," and it really breaks down what is the approaches to learning, how do I do that, and then one of the things that I really appreciate is this opportunity to check your knowledge, so you can experience it. This particular one, you can watch a video, and then, after the video clip, it's going to ask you some specific questions, and then it provides you the answers. And then, if you're like me and you want to learn everything you possibly can about a topic, there's even a tab to learn more, so it gives you other resources that you can click on so that you can really get the most out of this resource. So, as we've been talking, reflective supervision -- I saw someone said in the chat box earlier that that is something that they need some more practice with. You could certainly come here, and you could look for that specifically and get more resources. So, then, just the final question I have for you, and then I'm turning it back over to Peter, but I just wanted to get a temperature reading from all of you on, are any of you using this OpenDoors resource? Have you maybe used it in a staff training? Have you used it to self-study? Or maybe you've used it in your coaching.

So just -- I'm interested to hear if any of you have had much experience with this. And while you are typing those, I just would encourage you -- if this is something that you want more -- more information on, you want to get more familiar with it, then, as Peter said at the beginning, this is the first in a series of three webinars, so, hopefully, you'll tune back in for more of these webinars to hear more about what to do with this. So, again, I see a lot of people are saying this is the first time they've ever heard of this resource, and then we've also heard that some of you have found that it's been very beneficial as it connects the performance standards to this. And absolutely, and, Lisa, I'm glad you said that because I do want to make -- let you know that the OpenDoors resource will be updated with the new performance standards, and it makes it a really handy way for you to connect the performance standards to -- to the resources. So, with that, I'm going to turn this back over to -- to Peter so he can bring us home.

Peter: Thank you very much, Colleen. Boy, my -- my head is spinning from all of this information and my fingers from -- from typing. So this has been a wonderful walk-through down the home-visit lane, and I'm just -- I'm just so thrilled that we've had well over 300 of you chatting with us, and it's showing me that perhaps some visitors would really like to have opportunities to chat with other home visitors from -- home visitors from other programs, as well, so that's something that we're going to look into. I just want to just do a quick walk-through of the objectives. We said we wanted to provide an overview of quality home-based services, and I trust that is what you perceive. The strategies and techniques that support families as primary educators, the information that Colleen provided and, certainly, the information that you all provided through the chat box is really invaluable -- and our walk-through of OpenDoors as a -- as a resource with grantees. So I'd like to thank you all for your participation, and I want to note -- somebody asked about the other OpenDoors webinars. We have one scheduled for April 11th and then another scheduled for August 8th. They're both at 3:00 p.m. Eastern Time, and -- and so, during the -- between now and -- and April and August, we are -- we are working on the OpenDoors resources. As Colleen mentioned, we're going to be ensuring that they are consistent with the new Head Start Program Performance Standards wherever regulations are cited in -- in those resources and that we'll also be -- Colleen also showed you that there's a Home Visitor's Handbook, and then there's also a Supervisor's Handbook. We're working on two other resources -- an interactive administrator's guide to the home-based program option, and then we're also creating a parent's video so a video that will help parents understand, "This is what I'm getting when I'm -- when I'm involved in the -- in the Head Start home-based program option." So, look forward to those.

I don't know if any of you are aware of the -- the MyPeers online discussion forum, the -- the platform that the Office of Head Start has initiated this year, and there are some communities already growing on -- on that. And it is something that we are looking into here at the National Center on Early Childhood Development, Teaching, and Learning, so -- so, stay tuned.

You'll be getting an e-blast in the near future saying that there will be a community for home visitors, and so for those of you that have participated so beautifully in this chat box, we'll have more opportunities for that. So, I'd like to thank my -- my co-facilitator, Colleen Murphy, and here is her team's e-mail address, and I am Peter Pizzolongo, and there's my e-mail address if you'd like to drop us a line.

Thank you very much again for your participation, and we look forward to chatting with you in the future.

[End video]