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# Roadmap for Early Head Start Home Visiting

## Identifying Information

Child's Name: \_\_\_\_\_ Enrollment date: \_\_\_\_\_

Parent Informant: \_\_\_\_\_ Child's DOB: \_\_\_\_\_

Home Visitor: \_\_\_\_\_ Child's Age: \_\_\_\_\_

## Introduction

The *Roadmap for Early Head Start Home Visiting* is an assessment and planning tool to assist parents and Early Head Start home visitors develop an individualized curriculum to promote a young child's learning during real-life family activities and routines, using materials and experiences accessible to families 100% of the time and responsive teaching strategies parents can practice and adopt. The *Roadmap for Early Head Start Home Visiting* helps the home visitor use a coaching approach to supporting and strengthening the parents' abilities to identify and use the family's real-life activities to help the child learn.

The *Roadmap for Early Head Start Home Visiting* includes a conversation guide to demonstrate the appropriate flow of a conversation intended to empower the parents to identify and use their own environment, materials, and interactions to teach their young child(ren). The model interaction represented on the *Roadmap for Early Head Start Home Visiting* helps parents develop the knowledge, skills, and confidence to support their child's learning.

## Instructions

**Step One:** Explain to parents the research behind the approach. Explain that parents have all the resources needed to help their child learn and get ahead in school and in life. Parents have more opportunities than home visitors to help their child develop because of the amount of time they spend with him/her and because of the relationship they have with their children. Explain that as a home visitor, you can be most effective by working in partnership with the parent to identify and plan how to use everyday activities, routines, and interactions (i.e. meal time, rides in the car or bus, grocery shopping, bath time, bedtime routines) to help their child learn and monitor how family activities are supporting the child's development.

**Step Two:** Gather interest and activity information. Use the conversation guide to assess child interests and family activities and document on the opposite page. The interests and activities should be updated every four to six months and provide you and the parents with the assessment information needed to individualize curriculum experiences to maximize opportunities for child learning.

**Step Three:** Select one to five real-life activities to focus on. Ask the parent to select the real-life activities and routines that happen the most frequently, are the most interesting to the child, and are the easiest for the parent to have the time and energy to engage the child. The more frequent the activities, the more opportunities the parent will have to practice using responsive strategies to engage the child and the more opportunities the child will have to learn from the environment and develop strong positive relationships with the family members.

**Step Four:** Make a plan. Using the responsive teaching strategies on the back of the booklet, talk with the parents about which strategies are most effective for them. Provide opportunities for parents to learn and practice new strategies during the home visit. Using the checkboxes, keep track of the strategies that the parents use and work best to keep the child engaged in an interest-based activity. The *Roadmap for Early Head Start Home Visiting* includes a planning tool that can be duplicated for every real-life activity setting the parents focus on. Home visitors can keep the active plans handy at each visit and file the plans that have completed outcomes.

**Step Five:** Follow-up on and refine the plan until the outcome is met. The *Roadmap for Early Head Start Home Visiting* includes a follow-up conversation guide to illustrate how home visitors can spring board each home visit into the next and make measurable progress with the family.

Start Here

# Roadmap for Promoting Interest-Based Learning in the Home Environment

Tell me a little about what you would like for your child and your family to get out of Early Head Start

**A**  
What are some of your child's interests?

When does your child get to do those things the most?

**B**  
What are your thoughts about other times of the day or activities that your child might enjoy being more involved?

How do you think those opportunities have helped him/her grow and learn so far?

Provide informative feedback about how children learn when they are interested and engaged.

When children are interested  
↓  
They spend more time  
↓  
Interactions become more complex  
↓  
Children learn

What could you do to encourage your child to do more during that activity?

What are your thoughts about that information?

How do you think that would impact his/her development?

Provide informative feedback about responsive teaching strategies.

**C**  
Of all the activities we discussed today, where would you like to focus this week? What will your child get to do during that activity? How will you support him/her?

What would make the most sense for us to focus on during our next visit?

**D**  
What other support do you need?

**E**  
Restate the plan and start the next visit with the follow-up Roadmap.

Ask until you have 3-7 activities to make up this child's individualized curriculum

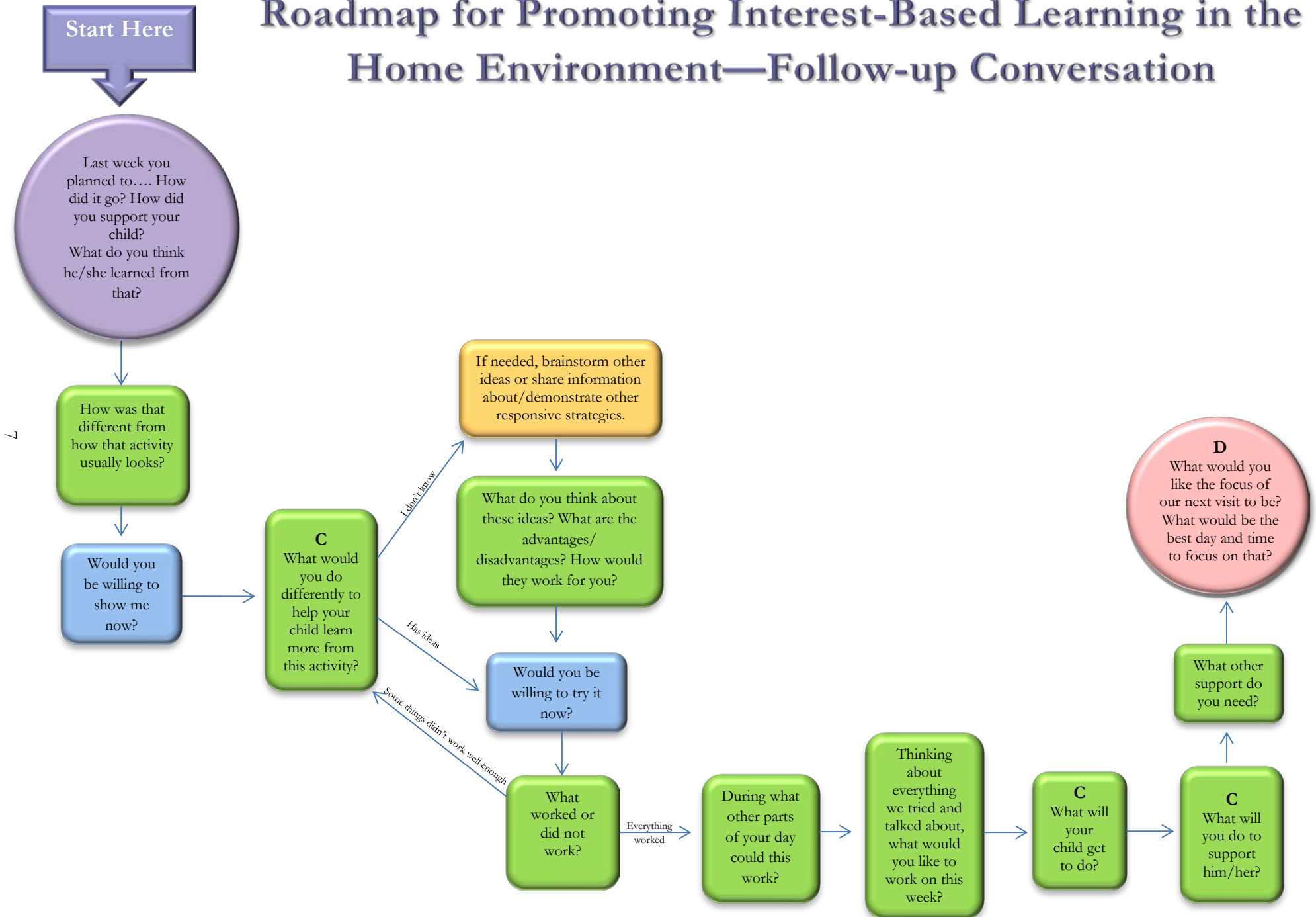
Knows

Knows

Doesn't know

Doesn't know

# Roadmap for Promoting Interest-Based Learning in the Home Environment—Follow-up Conversation





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