

CHLD 201: Child Development Practicum I

Family Visit – Virtual Alternative “Home Visit With Jake”

Learning Outcomes	1. Articulate and demonstrate skills needed to develop supportive, inclusive learning climates, including collaborative, respectful partnerships between children, professionals, family members, and communities that are culturally and linguistically diverse.
DEC Recommended Practices	C11 Environments are provided that foster positive relationships, including peer-peer, parent/caregiver – child, parent-caregiver relationships. F2 Family members and professionals work together and share information routinely and collaboratively to achieve family-identified outcomes. F8 Intra-family, informal, community and formal supports and resources are used to achieve desired outcomes. I 18 Team members focus on the between-sessions time (i.e. build in activities that can be carried out across time and contexts).
NAEYC Standards	2c. Involving families and communities in their children’ development and learning.

Teachers foster positive relationships with families in a variety of ways, including (when the need arises) arranging for additional resources that might be needed by the families. Head Start and some centers, such as the HCC Child Development Lab, have incorporated such additional family support staff into their programs. Prevention Initiative 0-3 programs in Illinois, such as Parents as Teachers, are designed around home-visiting models. There are numerous models and a variety of titles for these positions but they all strive to provide additional support for families. Most parent support specialists provide one-on-one personal visits and sometimes group visits, coordinate center-wide family activities, facilitate the screening process, and serve as a resource to link parents with appropriate community resources. For this assignment you were to shadow a teacher/specialist/home visitor on a family/personal visit. Since your instructor decided that you should complete this alternative assignment, you will be watching a video of such a visit. Sometimes families choose to meet at the center, café or park instead of their home. In this video the father welcomed us into his home.

Before you watch the video:

- Read Chapter 9: Student Teachers and Families. This chapter will caution about possible pitfalls for you as a student interacting with families. It will also help you start to visualize yourself in the role of conducting family visits.
- This video captures a visit with a single father of a little girl who is attends the Child Development Lab while her father attends his college classes.

Watch the video:

- Heartland Equity and Inclusion Project (HEIP). (2012). *Home Visit*. Available from <http://youtu.be/4nye44rof3c>

Reflect on this home visit:

1. Was the focus on family-identified topics of concern or the visitor's agenda?
2. This father is raising the little girl by himself. What concerns does he raise?
3. What did the home visitor do or say to provide these evidence-based emotional supports for the father? (McWilliam, 2004)
 - a. "Positiveness about the child and other family members"
 - b. "Responsiveness to family's overt or covert requests"
 - c. "Orientation to the whole family, especially the well-being of the primary caregiver"
 - d. "Friendliness: Treat the family as you would treat neighbors"
 - e. "Sensitivity: Walk in the family's shoes"
4. What did the home visitor learn about the child's developmental outcomes:
 - a. Socially
 - b. Knowledge and skills
 - c. Independence and self-help skills
5. What new insights did you gain about the child and her family from this home-visiting experience that would not be evident from classroom interactions with her?

The previous reflection questions are based on: McWilliam, P.A. (2004) *Vanderbilt Home Visit Script*. Chattanooga: Siskin Children's Institute. Available from http://www.siskin.org/downloads/Vanderbilt_Home_Visit_Script.pdf

Submit your Reflection to your instructor.