



4.4A Second Home Visit (EHS) **Instruction Sheet**



PURPOSE STATEMENT:

The second home visit provides opportunities to enhance parent/guardian's knowledge and understanding of the developmental progress of his/her child, and to discuss changes the parent/guardians have noticed in the child and/or the family during the program year. The Second Home Visit form documents the content of the second home visit.

TIMELINE:

The teaching staff schedule home visits to comply with the current program year's Education Timeline.

STAFF RESPONSIBLE:

Early Head Start (EHS) Teacher, EHS Associate Teacher, Site Supervisor/Assistant Site Supervisor

INSTRUCTIONS:

- Complete the top portion of the form and fill in the child's name, date of birth, site and date of the home visit. Mark 'Yes' or 'No' indicating whether or not the father/father figure participated.
- Questions 1 through 3. Interview the parent/guardian and record their response to each question. Ask all of the questions in a conversational manner, additional questions may be necessary in order to obtain a complete response.
- Question 4. Review the current Learning Genie Child Report with the parent/guardian and explain the different domains and measures. Discuss what areas their child has strengths in and which ones he/she is currently working on.
 - List the Creative Curriculum Learning Games that have been selected for the parent/guardian to work on with the child and explain that the Learning Games help support growth in the targeted areas. Provide the parent/guardian with copies of the Learning Games.
 - Indicate whether you have provided the parent/guardian with the Learning Genie Child Report; which shows their child's developmental levels of progress within the five domains for the observation period. Both the parent and staff will then sign the report. The parent/guardian receives the original signed report; a copy of the signed report is filed behind the Second Home Visit form in Section 4 of the Child File.
 - Indicate whether you have reviewed and/or updated the second INHQ/TNHQ form with the parent. Both the parent/guardian and staff will sign the original INHQ/TNHQ form after it's been reviewed/updated.



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- Question 5. This question applies only to families with children over 24 months; if not applicable, write "N/A." Discuss both the teacher's and the parent/guardian's goals for the child that are related to transition to preschool.
- Question 6. This question applies only to families that have an IFSP; if not applicable, write "N/A." Discuss the child's progress on their IFSP goals as noted by both the teacher and the parent/guardian.
- Question 7. Using the PROMIS Year to Date Absent Reason Report, review the child's attendance history. Discuss any challenges/barriers to attendance. Indicate that attendance is discussed by checking the "Yes" box.
- Question 8. Ask the parent/guardian whether they've had the opportunity to volunteer. If so, note what their experience was like. If not, provide them with examples of volunteer opportunities at the site and/or in the classroom, including male involvement if applicable.
- Parent/guardian and staff will print and sign their names.
- Enter the visit in PROMIS, per the PROMIS Record Keeping Standard Operating Policy and Procedure, and file the completed form and the signed copy of the Learning Genie Child Report in the Child File under Section 4: Education.