



4.7 Family Lesson Plan (Home-Based) **Instruction Sheet**



PURPOSE STATEMENT:

The purpose of the Family Lesson Plan is to document the services delivered through the home visit. Through home visits, staff helps parents improve their parenting skills and assist them in the use of their own home as the child's primary learning environment. The home-based program option is a unique way to offer support, guidance, information, and comprehensive Head Start Services directly to families in their homes.

TIMELINE:

Home visits occur once per week per family and last a minimum of 90 minutes.

STAFF RESPONSIBLE:

Home Visitor, Home Visitor Supervisor

INSTRUCTIONS:

Prior to the Home Visit/Planning for the Home Visit

- Review PROMIS for upcoming or past due health and developmental items. Be sure to incorporate conducting screenings completed by EHS/HS staff into the visit. For those we do not conduct, plan to do more than just remind families. If families have not made appointments or are having difficulty securing documentation from providers, plan to include a clear plan that sets timetables, helps to remove barriers and secure treatment. This may include having the parent call their provider during your home visit to schedule their next appointment.
- If families do not have medical or dental homes, be sure to include discussions on your lesson plans related to assisting families with securing a medical home.
- Review the IFPA and Strengths and Needs Assessment for the status of goals and referrals needing following-up. Incorporate next steps, appropriate referrals or resource information sharing into visit planning. Assign dates of completion to any items that require a timeframe.
- If follow up screenings, observations or evaluations are pending with the Health, Nutrition or MH/Disabilities team members, reach out to appropriate Comprehensive Services and Quality Improvement (CSQI) Program Support Staff to assess status of pending referrals, so that you can update family on where things stand.
- If a DRDP observation period has just ended, review the current DRDP Tech Report with the parent/guardian and explain the different domains and measures. Discuss what areas their child has strengths in and which ones they are currently working on. Attach the DRDP Tech Report to the



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Family Lesson Plan, and provide the parent/guardian with a copy of the report.

Warm and Positive Greeting

Document the parent(s) name(s), home visitor's name, child's name, and date of birth. If the Family Lesson Plan is being used for an SPW client, document the name of the client. Mark 'yes' or 'no' to show whether or not the father/father figure participated.

Document the Home Visit number and the date of the actual visit. Check off whether the visit is a regularly scheduled visit, a make-up visit, or an SPW home visit. Check off all areas addressed during that visit (Health & Nutrition, Safety, Family Partnerships, Parent Education/Child Development, Disabilities, Mental Health, and Transitions). Multiple areas should be addressed during home visits.

Check-In/Opening

Parent comments:

Be specific about the content of your check-in. If you left learning materials or activities to do during the week, your lesson plan should capture your intent to follow up. For example:

- Don't write: "Ask mother how things went during past week."
- DO write: "Check in with mother about whether she and child practiced sorting activities."

If there were particular parenting routines or developmental issues that you discussed during the prior week, be specific about your intent to check in about them.

- Don't write: "Ask mother what happened last week."
- DO write: "Check in with mother about progress on toilet training"

Status of follow-up items:

If there were specific items noted for follow-up, be specific about the current status of the follow-up items and what was done by both the parent and the Home Visitor since the last visit.

- Don't write: "Check in with mother about goal to attend ESL classes."
- Do write: "Find out if mother has selected the ESL course that best fits her schedule and when she will start attending."



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Family Development

Topics and/or concerns discussed:

Document discussions regarding child and family needs and concerns.

Examples by content:

Health and Nutrition-

- Screenings that you plan to conduct (height/weight, past due or upcoming health items, obtaining a medical home, follow-up treatment needed, abnormal findings noted by the child's medical provider, explanation of screening results, and/or nutrition information)

Family Partnerships-

- Completing the Strengths and Needs Assessment and/or IFPA, updates to the IFPA, addressing identified needs, or following-up on referrals

Disabilities-

- Referrals for evaluation, IFSP/IEP updates, future meetings, resources, working on IFSP/IEP goals, and activities

Mental Health-

- Screening results, referrals, and/or behavioral concerns

Parenting Education/Child Development-

- Explanation of developmental screenings/assessments conducted, attachment, milestones, age-appropriate activities, discipline, health and nutrition, safety, sleep, transitions/routines, and healthy births (if relevant)

Referrals or resources offered:

Provide details about any referrals or resources offered at the time of the visit. If providing a referral or direct service, document in PROMIS and print it out for Child File.

Child Development

Based on the child's developmental progress, select an activity that is age-appropriate and individualized for that particular child. Coach parents on how to implement the activity or CCLG. Explain the developmental benefits and provide feedback.



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Child Development Goal for this visit/DRDP Domain & Measure (not applicable to SPW)

List which domain(s) and measure(s) are supported by the activity. For example, "ATL-REG 2: Self-comforting" or COG 2: Classification".

CCLG# and Title/Description of activity:

List the Creative Curriculum Learning Game # and title OR the name/description of an activity. For example, "CCLG #85: Happy Face, Sad Face" or "Shape sorting activity with container lids."

Provide a brief description of what the activity is and what the adult does. If using a CCLG, this language can be pulled directly from the activity sheet.

Related to IFSP/IEP goals (if applicable):

Mark the box if the activities are related to the child's IFSP/IEP goals. IFSP/IEP goals should be addressed at least once a month.

Closing/Planning for Next Visit

Learning materials and/or activities for the family to work on during the week:

List the specific materials and/or home-learning activities that you and family agree they will work on during the week. If possible, leave copies of the activity/CCLG with the family so that they can practice on their own.

Home Visitor Responsibility/Parent Responsibility:

Discuss what activities/materials will be left behind and any next steps regarding follow-up items. Examples include:

"Home Visitor will leave a copy of the activity", "Home Visitor will explain what materials the parent can use in the home", "Parent will be responsible for doing the activity with their child", "Home Visitor will contact the medical provider regarding missing screening results" "Parent will read the Health Screening Fact Sheet".

Parent Comments:

After the Child Development activity is completed by the parent, list their comments about what they noticed about their child and themselves. For example, a parent might comment that the activity was very easy and that they didn't know their child was able to do it.

Parent Signature:

Parent/guardian signs the completed form at the end of the visit.

Next scheduled visit:

Document the day, time and date of the next visit and remind the parent to contact you if in advance if they need to reschedule.