

**EARLY HEAD START
HOME BASED TIME TABLE**

Child's Name _____ **Area #** _____

The following activities are completed on a monthly basis on the Home Visits and documented on the Home Visit Report Form (HVR):

- - Follow up on all children being tracked for Special Needs, where applicable
- Start Transition Packet for children as soon as they are between 25 and 30 months.
- Contact non-custodial parent or DCFS caseworker & document on form (if applicable)
- Follow up monthly on Social Service referrals, written information requests, and family action plans.
- Do family and cultural activities using parent's ideas.
- Document encouraging family to attend socialization and reasons why they aren't attending.
- Safety visit (see plan number for specific safety topic) Use age appropriate activities and parent handouts.
- **Home Visit Nutrition Activity and Dental Care Education. To be completed visit 6 and also the months of: October, November, January, February, March, April, May and June.**

**EHS Teachers will use food on these visits unless the child is under 12 months.
See Work Plans for appropriate food choices**

VISITS 2 THROUGH 45 SHOULD INCLUDE:

COLLECTION FOR ASSESSMENT AND PORTFOLIO to support child school readiness outcomes - Take pictures, notes, collect samples of child's work, document on HVR, and I-Pad, etc.

RESILIENCE, ENCOURAGEMENT AND PRAISE - Continue to build rapport with parents through praise and encouragement.

WEEKLY GOAL CHARTS - Plan charts with parent and encourage parents to choose goals using the assessment tools or PAT Milestones Checklist as a guide..

HOME VISIT ACTIVITIES – Teacher should make strength-based and SOC observations for each activity. Document on the HVR and/or I-Pad. Review activities & skills learned. **ACTIVITIES ON THE VISIT SHOULD BE DIRECTED TO THE CHILD'S individualized GOALS AND PROGRAM OUTCOMES FOR SCHOOL READINESS.**

HEALTH SCREENINGS- Discussion of upcoming or past due medical, dental or immunization needs. Document support offered.

REVIEW INKIND RECORD - Review and leave weekly Inkind - REVIEW TIMES RECORDED WITH PARENT-MAKE CHANGES AS NEEDED. BE SURE FORM IS FILLED OUT CORRECTLY OR IT WILL NOT BE COUNTED.

Remember to discuss, document and print 2 copies of the Family Conference Report after each outcomes collection period is complete. (Fall, Winter, Spring and Summer.

Forms administered once or twice per year

On late pick-ups, Teachers will need to remember to complete the following forms:

- *Participant Evaluation of the Program (two weeks before the end of the program year)*
- *Parent Employment Opportunity Survey*

Intake Visit

Child is enrolled upon completion of the following:

	Explain PACT for WCI home based services. Use the HB parent handbook to discuss PACT policies, screenings and assessments. Leave the Parent Handbook with family.
	<i>Complete the Begin Sheet Health Information</i> form and update health screening schedule. Discuss each missing screening and those due within 2 months. Make appointments if possible, obtain releases and payment requests. Share <i>Provider List</i> , make referrals and leave forms for parent to take to appointments.
	Complete <i>Health History</i> and obtain any needed medical alert releases or dietary forms.
	Complete <i>Parent Authorization for Health and Development Procedures</i> .
	Complete <i>Emergency Care Information</i> form and give parent Emergency Help handout.
	Complete <i>Family Outcomes Assessment</i>
	Discuss and have parent sign <i>Permission for Publicity and Public Relation Consent</i>
	Discuss pedestrian and bus safety. Leave pedestrian safety handouts for parent.
	Complete <i>Parent/Guardian Identification</i> form (if applicable)
	Discuss mental health information. Complete <i>Special Needs Intake Memo</i> , including releases, if applicable
	Discuss a regular time and day for home visits which is convenient for both parent and teacher. Discuss the preferred method of communication for changes, get email address.
	VROOM postcard and download app if desired
	Explain Inind to parents. Choose an activity from <i>Talking is Learning; Family Staycation Kit</i> or <i>VROOM</i> . Leave several <i>Weekly Goal Chart/Inkind</i> forms.

Visits 1-8 are Parents as Teachers Foundational visits

Visit # 1 Date	PAT Foundational visit #1 (sharing expectations, HV routine and paperwork, Play is Learning and learning about the family (page 14)
	Explain & Administer the appropriate screening. (Ages and Stages)
	Discuss with parents how they will use and store the materials and resources you give them including hand-outs.
	Discuss the <i>iPad agreement</i> and offer parent the opportunity to borrow iPad from PACT. Sign agreement if parent chooses to accept an iPad on loan.
	Parent Handout: <i>A Parent's Guide to the HB program option & Welcome to PAT</i>
	Complete the <i>Parent/Teacher agreement</i> form. Keep form in child's office file and review as needed
	Discuss socialization attendance and parent mileage reimbursement
	Explain Weekly Goal Chart. Review a completed one and choose an objective for the coming week. Use the ASQ or Family Staycation Kit to choose goals. Be sure parent understands they are expected to work on the goal throughout the week and record the time on the inkind chart. Praise parent and give feedback appropriately

	Have parent sign Inkind Record Form for Visit #1. Leave preplanned Weekly Goal Chart & Inkind Record for next week. Always make sure that the parent has EXTRA Inkind Record forms in case of missed visits, etc
--	--

Visit # 2 Date:	PAT Foundational visit # 2 (Child development see page 19 in PAT curriculum) Focus on health screenings in the Family Well Being section of the visit.
	Complete home safety checklist with parent including gun safety. Follow up through referrals or action plans on any obvious concerns to safety.
	Complete the first Ages and Stages and ASQ SE screening (if not completed yet.) Discuss the results of the screening with the parent. Document review of screening on HVR
	Introduce the assessment process. Give HO <i>Teaching Strategies GOLD- assessing your child's progress</i> . Start taking pictures and observations for assessment process
	Parent Education Handouts – Give <i>Care enough to call & Abuse or Violence at home affects your children</i>
	If this was a prenatal mother, complete the Edinburg post- partum scale and refer to Post-natal timetable. Give handout: <i>Understanding Postpartum depression/warning signs/ beating the after baby blues</i>
Visit # 3 Date:	PAT Foundational visit # 3 (Parenting Behaviors and attachment see page 24 in PAT curriculum) Focus on dental health in Family Well Being section of HVR
	Distribute Tooth-care kit and handout on Dental care: Brushing your child's teeth
	Parent HO- 5 Steps for Brain Building Serve and return
	Parent Education Handouts. <i>How and When to Get emergency help/CPR</i>
	Complete <i>Parent Employment Opportunities Survey</i> if applicable
	Complete the <i>Education Survey for School Readiness</i> form
	Distribute and discuss <i>Community Resource Directory</i>. Begin Social Service referrals.
	Give children who are 24 months or older school supplies: crayons, small bottle of glue, pencil and child safe scissors.

Visit # 4 Date	PAT Foundational visit # 4 (page 29 online) Topic and activities of this visit are: Health care and Dr. visit/ keeping fit.
	Introduce mental health tools: Yoga, mindfulness, Mental Health consultant
	Parent Education Handouts – <i>Healthy habits start early & U R what you eat</i>
	Discuss attendance and complete Attendance Success Plan

Visit # 5	PAT Foundational visit #5 (Brain development and Goal Setting page 34) (THIS VISIT CAN BE EXTENDED TO 2 HOURS IF NEEDED TO WRITE FAMILY ACTION PLAN.) If writing FAP, this visit will be mainly parent-teacher focused. Informal activities will be very limited.)
	Explain the Parent Resource Library. Point out resources that are available to help with Needs & Interests.
	Parent Handout-Your Baby’s Amazing Brain (PAT)
	Discuss PACT’s school readiness and family engagement goals
	Vroom Video- “You Already Have What It Takes”
	Ready, Set, Grow item- onesie, bib or shirt

Visit # 6 Date:	PAT Foundational visit # 6 (Family Culture and Perspective 39)
	Do first nutritional/snack visit and brush teeth
	Complete the <i>Child/Family Cultural Survey</i>
	Handout- <i>The Benefits of Being Bilingual</i> (for DLL families)

Visit # 7 Date:	PAT Foundational Visit # 7 (Family Supports, temperament and discipline page 44)
	Parent Education Handout – <i>SIDS: Back to sleep, Poisoning Prevention</i>
	Introduce and give Parent letter on Baby Doll Circle Time, conduct activity

Visit #8 Date:	PAT Foundational Visit # 8 (Planning as Partners page 49)
	Begin discussing long term individualized goals using PACT child outcomes, PAT milestones, child’s IFSP and TS GOLD for guidance
	Parent Education Handout – <i>Second hand smoke, family smoking survey & Fires/prevent burns</i>

Visits 9-45 will follow child and family's individualized needs and interests to choose parent/child activities, family well-being topics and development centered parenting topics.

There will also be monthly safety and nutritional/dental health activities and education.

Visit # 9	

Visit # 10	Do emergency plan safety for fires, earthquakes and tornados. This should be the topic for HVR
	Family Action Plan follow-up if needed

Visit # 11	Conduct Baby Doll Circle Time activity

Visit # 12	Discuss TS GOLD Family Conference Report with parent. Have parent choose goals for their child, sign form and give a copy to the family. Keep original in child's portfolio.

Visit # 13	Individualized Lesson Plan

Visit # 14	Do safety activities and education on safe toys and choking. Show parents how to check for recalls and purchase age-safe toys

Visit # 15	Individualized needs or lesson plan
	Conduct Baby Doll Circle Time activity

Visit # 16	Individualized needs or lesson plan

Visit # 17	Review Parent/Teacher agreement

Visit # 18	Individualized needs or lesson plan

Visit # 19	Individualized needs or lesson plan

Visit # 20	Review Emergency Medical Plan (check phone numbers etc.) Complete a “new” form if there are changes and submit as usual
	Complete Family Partnership Survey with family

Visit # 21	Do safety on cold weather and car seats/traveling and pedestrian safety with children

Visit # 22	Conduct Baby Doll Circle Time activity

Visit # 23	

Visit # 24	

Visit # 25	Do health and safety topics/education on domestic violence and mental health
	Ready, Set, Grow Video- “Brain Building Basics”
	Vroom Booklet

Visit # 26	Conduct Baby Doll Circle Time activity

Visit # 27	

Visit # 28	

Visit # 29	

Visit # 30	Do safety education/activities on first aid, CPR, and poisoning

Visit # 31	Conduct Baby Doll Circle Time activity

Visit # 32	

Visit # 33	

Visit # 34	

Visit # 35	Do Safety Activities on Falls/Climbing

Visit # 36	Conduct Baby Doll Circle Time activity
	Complete Family Partnership Survey

Visit # 37	

Visit # 38	
	Harvard Video- “ Serve and Return Interactions”
	Ready, Set, Grow bookmark and book

Visit # 39	

Visit # 40	Do safety education/activities on water- pools/ponds/bathtubs
	Explain and leave <i>Participant Evaluation of the Program</i>

Visit # 41	Conduct Baby Doll Circle Time activity

Visit # 42	
	Have parents complete <i>Parents as Teachers evaluation</i>

Visit # 43	

Visit # 44	Do safety activities and information on animals and the outdoors

Visit # 45	Complete discussion of child's placement for upcoming school year. Discuss schedule if child will be re-enrolled in EHS.
	Give the family the child's portfolio including pictures, Weekly Goal Charts and work samples.