



VERSION 1.3



Training Workbook

www.parentchildplus.org

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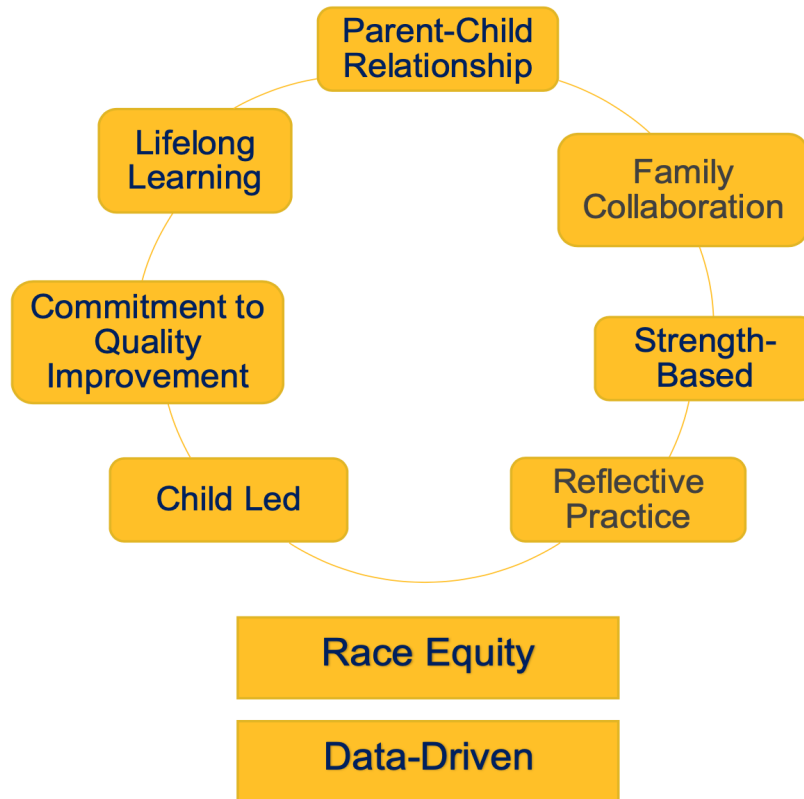
BRAINSTORMING: SCHOOL READINESS

In small groups, brainstorm the answers to the following questions:

- How would you define and describe “school readiness?”
- From your perspective, how do children become “school ready?”
- Could you describe the ways in which: 1) the family supports “school readiness?”
2) ParentChild + supports “school readiness?”
- In what ways, do you think the children in the ParentChild+ program are “school ready” upon entering formal school settings?
- In what ways, if any, has COVID affected your understanding and definition of school readiness?

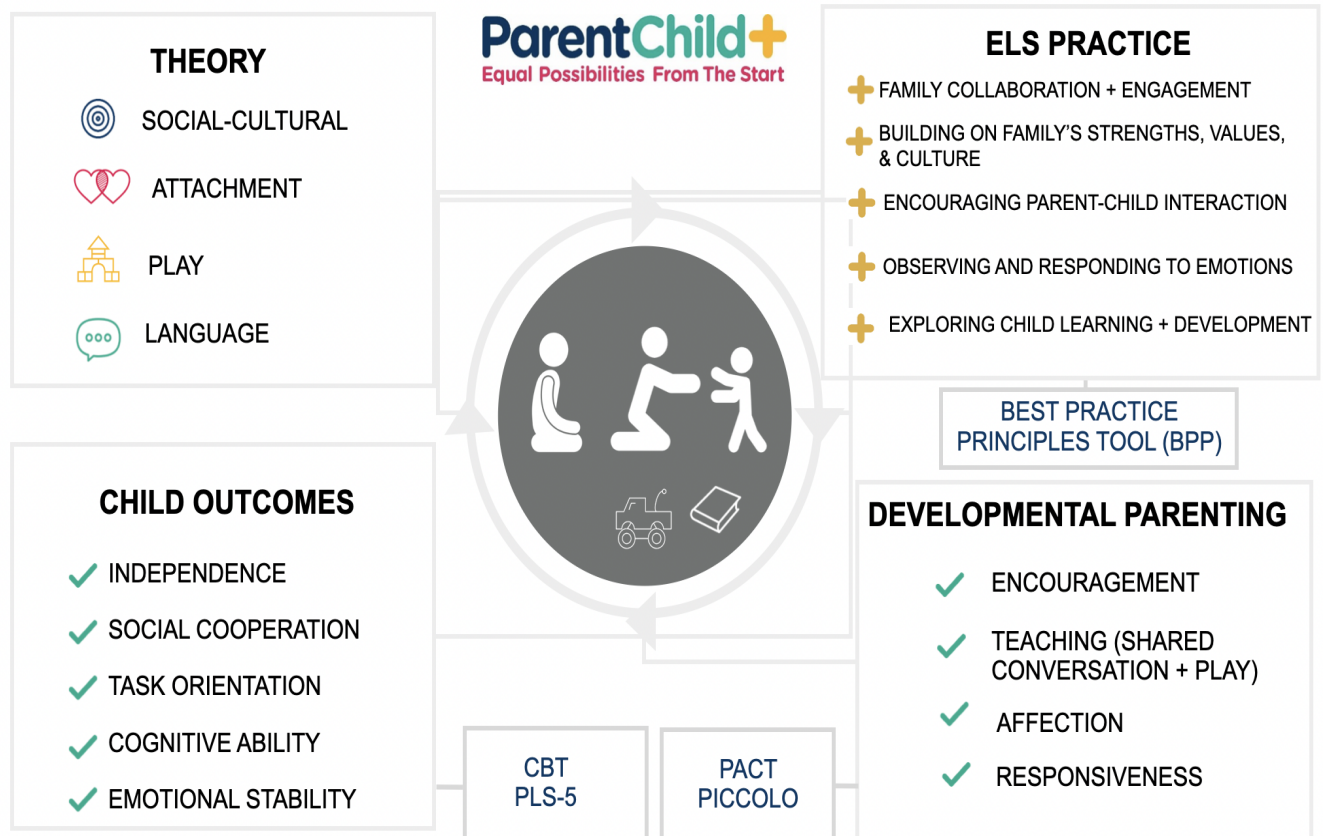


PARENTCHILD+ CORE VALUES



 **Notes**

LOGIC MODEL + THEORY OF CHANGE



THEORY OF CHANGE CONVERSATION

1) What are the intended outcomes for ParentChild+ program activities?

2) What activities happen during home visits to promote the intended outcomes?

3) How and with whom do you work to achieve the goals in your program?

PARENT COLLABORATION: GETTING TO KNOW FAMILIES

How can ELSs be "parent-focused" during home visits?

Self-reflection: Remember a time when someone noticed your effort or commented on something you did well. How did that make you feel?

What types of open-ended questions can you ask to get to know the families better? What questions can you ask them to uncover what they already do with their children?



MY SOCIAL IDENTITIES PORTRAIT

1. In each row, read the social identity term in column 1 and write in column 2 whatever word(s) you used to describe yourself as a child and the words you use now. Then, circle the identities in columns 3 and 4 that apply to your life. You may not always have words to describe these identities. That's okay. Write down your best thoughts at the moment. Don't leave the section blank. You can always redo this as time goes on.

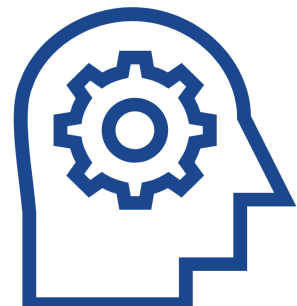
Social Identity	Description of Self		Groups Defined as the Norm; Recipients of Societal Advantages	Groups that Are Marginalized and Targets of Institutional Prejudice and Discrimination
	Childhood	Currently		
Ethnicity or heritage			European American "melting pot"	All other ethnicities, including indigenous peoples
Place of birth			Born in the country you now live in	Immigrant
Language			English	Home language other than English
Racialized identity			White	People of color; biracial; multiracial
Gender			Male	Female, nonbinary, transgender, etc.
Sexuality			Heterosexual	Asexual, bisexual, gay, lesbian, polyamorous, etc.
Religious beliefs			Christian or Christian tradition	Muslim, Jewish, Buddhist, Hindu, pagan, atheist, etc.
Age (currently)			Productive adults (ages 20-50 for women, 20-60 for men)	Children, adolescents, women over 50, men over 60
Education (currently)			College degree(s); Highly literate	High school education or less; struggle with literacy
Body type/size			Slim, fit; Medium height for women; Tall for men	Large, overweight; Very short or very tall
Able self (physical, mental, emotional health)			Healthy, Functional; No apparent disability	Any form of disability; physical, mental, emotional, learning, behavioral
Economic class			Middle to upper class	Poor or working class
Family structure			Male/female married; parents with one to three biological children	Unmarried; single parent; gay or lesbian parents; no children; divorced; adoptive, foster, or blended family; more than three children

2. Look at the pattern of circled identities and think about the following questions, then discuss a few of your insights with a partner: In what ways have you experienced either prejudice and discrimination or privilege and visibility because of these identities? What identities made life harder for you, and which ones opened doors? Which of your identities have had the biggest impact on you? In which identities do you feel the most pride?

BRAINSTORMING: STRENGTHS

A strengths perspective shows how the program can work positively towards partnership with the family by building on what they already do. How can the Coordinator and/or ELS build on family strengths to support the program's relationship with the family? How can the ELS build on parent strengths within the context of play, reading, or other program activities?

Self-reflection: List your own strengths that help you support and encourage the families you work with. Write down an experience related to this strength and share it with your colleagues.



ANTI-BIAS CURRICULUM CHECKLIST

BOOKS + TOYS
SHOULD BE

- FREE OF STEREOTYPES
- FREE FROM TOKENISM
- AVOID LOADED WORDS
- ACCURATE AND RESPECTFUL

SOME BOOKS + TOYS SHOULD

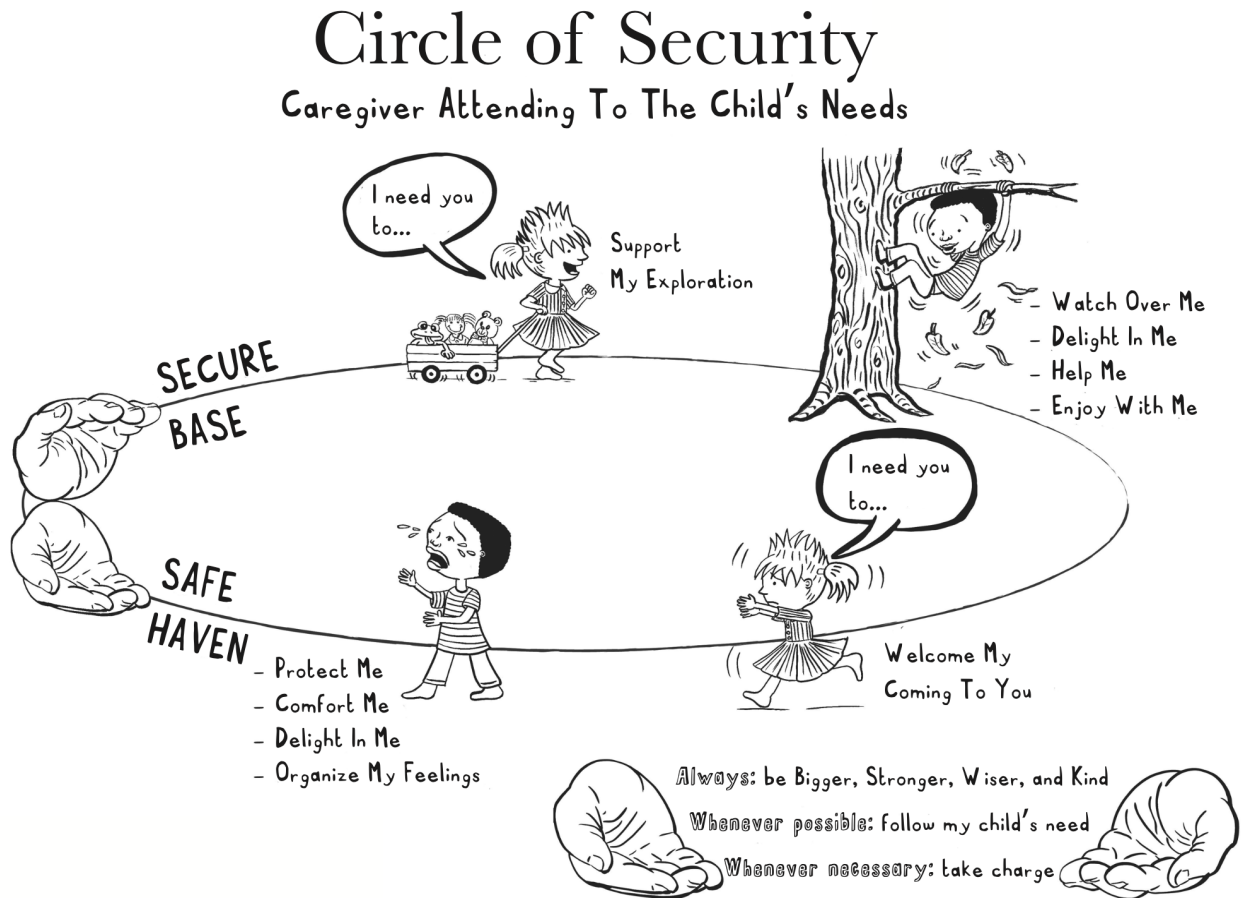
- SHOW FAMILIES AND LIFESTYLES THAT REPRESENT YOUR PROGRAM FAMILIES AND THEIR COMMUNITY
- INCLUDE PEOPLE, NOT ONLY ANIMALS
- REPRESENT PEOPLE GROUPS WHO ARE OFTEN EXCLUDED OR UNSEEN
- SHOW DIVERSE ABILITIES
- BE WRITTEN OR ILLUSTRATED BY PEOPLE OF COLOR
- INCLUDE "DOERS" OF ALL AGES AND GROUPS
- PORTRAY ACTION TOWARD CHANGE

ALSO
CONSIDER

- CHOOSING BOOKS + TOYS WITH RECENT PUBLICATION OR DESIGN DATES (AS THEY MORE ACCURATELY REFLECT OUR DIVERSE SOCIETY)

ATTACHMENT CONTEXT

What do toddlers need to feel securely attached to their caregivers? What gets in the way of parents being able to provide this?



Notes



ENCOURAGING PARENT-CHILD INTERACTION

Parent-child interaction is any moment of shared attention between a parent and child. This includes how the child experiences the parent, how the parent experiences the child, and how those experiences impact the relationship. Interactions can take place during playtime or during daily routines. In each of the scenarios below, what could the ELS say or do to promote positive parent-child interactions?

1. The parent sits across the room watching the visit.
2. The parent has an important family issue to discuss with the ELS.
3. The child often moves away from the screen during a virtual visit.
4. The child seems upset.
5. The parent intervenes as the child concentrates on completing a puzzle.
6. The child achieves a developmental milestone (for example, building a tower).
7. The parent often asks the child to recite his colors during visits.

DEVELOPMENTAL PARENTING + FACILITATING VS. MODELING

Definitions: "Developmental parenting" is what parents do to support their children's learning and development - it is the kind of parenting that values a child's development, supports a child's development, and changes along with a child's development. To "facilitate" means to help something run more smoothly or effectively. To "model" means to set an example to follow or imitate.

What sorts of things can the ELS do that facilitate the parent's understanding of her child's development?

When the ELS models the 'right' way to interact with a child, is this "mutually competent?" What do you think mutually competent means and do you agree or disagree? When might modeling be appropriate or not appropriate?



Directions: Reword the following modeling prompts into facilitating/coaching prompts.
For example, MODELING PROMPT: ELS says to the child, "Let's see if the square block will fit on top of the tower." / FACILITATING PROMPT: ELS says to the parent, "Mommy, do you want to help Justin pick out the next block to fit on to the tower?"

MODELING PROMPT: ELS says to the child, "Can you find the picture of the mouse on each page?"
/FACILITATING PROMPT:

MODELING PROMPT: ELS says to the child, "This is a book about going to the store. Let's start on the first page." / FACILITATING PROMPT:

MODELING PROMPT: ELS says to the child, "Look at all the puzzle pieces. Can you begin fitting them in?"
/ FACILITATING PROMPT:

BRAINSTORMING: PLAY + EXPLORATION

What is the purpose of the toys or activities on a home visit? Why do we plan activities for the visit?

How would you describe the way children play at ages 16 months to 2 years vs. ages 3 to 4 years?

What is guided play and how can caregivers guide play for these age groups? What are some ways that parents can support a child's vocabulary development during play?

What are some ways that a toddler might play with this block cart? Brainstorm some ideas below.



BRAINSTORMING: EARLY LITERACY

Why are serve-and-return conversations such an essential part of early literacy?”

How can an ELS facilitate parent-child dialogue during book reading? During other household activities?

How can you incorporate family cultural practices into early literacy activities?

What are some ways an ELS can adapt reading activities to a caregiver with low levels of literacy?



KEY ELEMENTS OF THE ONE-TO-ONE MODEL

1. In ParentChild+ one-to-one model, families receive _____ home visits a week for a total of _____ weeks.
2. Each home visit lasts on average _____ minutes.
3. Each weekly group supervision should last at least _____ hours.
4. The first visit of the week is known as the _____ visit, while the second visit is called a _____ visit.
5. VISMs are curricular materials that families receive during home visits. VISMs are _____ and _____ that are gifts given to families free of charge.
6. Each VISM must be accompanied by a _____ that explains what it is about.
7. Coordinators are expected to provide _____ hours of training to each Early Learning Specialist before they begin home visits.
8. During the weekly supervision, ELSs should have the opportunity to have hands-on practice with that week's _____ and to discuss what happened in the _____ week's visits.
9. During weekly supervision, ELSs and Coordinators could use the _____ as a way to reflect on the quality of the home visiting practice.
10. Each family in the program, receives _____ number of toys and _____ number of books.



True or False?

1. Families receive that week's VISM during the introductory visit. _____
2. Children usually begin at ParentChild+ at two years old, but can begin as young as 16 months. _____
3. It is important that the coordinator meet every family enrolled in the program. _____
4. If a parent is busy, the ELS can do a visit alone with a child. _____
5. Families must voluntarily choose to participate in ParentChild+. _____
6. Half of the weekly supervision meetings should be used to handle administrative tasks. _____

FORMS CHECKLIST

Name of Form	When Completed	What it is and why needed?	Where Stored
Family Information Form	Intake	This form captures basic contact and demographic information about families.	Entered into DAISY
Literacy Activity Survey	Intake	This form is required for WA state-funded sites only . For other sites, it is optional.	Uploaded into DAISY, Optional
KEEP	End of Cycle	Useful to review at beginning of program cycle - is the site implementing the program with fidelity?	Uploaded into DAISY, Required
PACT / PICCOLO ** (Pre/Baseline)	Btw 4 th and 6 th visit	Use one or the other. Observation assessments measuring parent-child interactions. **New sites trained post-2018 are using PICCOLO only.**	Entered into DAISY, Required
CBT (Pre/Baseline)	Btw 4 th and 6 th visit	Observation assessment that measures Child Behaviors and Traits.	Entered into DAISY, Required
ASQ (Pre/Baseline)	Btw Intake and 8 th visit	Child development screening tool. Each site will have policies on ASQ use and follow-up, especially if a child is below cutoff.	Entered into DAISY, Optional
Home/Virtual Visit Form or Home Visit Record	Each Visit	Records valuable information about each visit and family. Helpful for supervision and self-reflection. Must use – but you can adapt to fit your needs. Uploading on DAISY is optional.	Uploaded into DAISY, Optional
Receipt of VISM / Sign-In Form	VISM drop-off	To confirm receipt of VISMs.	- Keep in your files - Uploaded into DAISY Notes, optional
Guide Sheets	Annually	Upload two samples onto DAISY annually.	Upload two into DAISY, Annually
Monthly COVID-19 Status Form	Monthly	Track work in the COVID context to advocate for families.	Entered into DAISY, Optional
Referrals	As needed	To be reviewed and supported by Coordinator.	Entered into DAISY, Required
PACT / PICCOLO** (Post)	End of cycle	Answers critical question, has the quality of parent-child interaction improved?	Entered into DAISY, Required
CBT (Post)	End of cycle	Answers critical question, are the child's social-emotional skills developing?	Entered into DAISY, Required
ASQ (Post)	End of cycle	Child development screening tool	Entered into DAISY, Optional
Participant Satisfaction Survey	End of cycle	An opportunity for families to give you feedback. Use this data to course correct, as needed	Uploaded into DAISY, Optional
Program Completion Survey	End of cycle	To track completion rate and reasons for drop-off	Entered into DAISY, Required
ELS Training Agenda	Annually	As a part of ongoing quality assurance	Uploaded into DAISY, Required
VISM List	Beginning of cycle	Must add VISM that are not on DAISY VISM List	Entered into DAISY, Required
VISM Schedule	Annually	Annual schedule and sequence of VISMs used in both program cycles.	Uploaded into DAISY, Required



JOB RESPONSIBILITIES

The ELS and Coordinator might have some responsibilities in common, but their overall roles are different. Look at the responsibilities below and decide whether they'd be designated to an ELS, Coordinator, or both.

1. Responsibility: Leads reflective supervision during weekly meetings.
 - a. ELS
 - b. Coordinator
 - c. Both
2. Responsibility: Complete pre-and post assessments of families.
 - a. ELS
 - b. Coordinator
 - c. Both
3. Responsibility: Provide community-based referrals, such as food banks and health clinics.
 - a. ELS
 - b. Coordinator
 - c. Both
4. Responsibility: Provide emergency referrals for things like domestic violence, substance abuse, child abuse, as well as early intervention services.
 - a. ELS
 - b. Coordinator
 - c. Both
5. Responsibility: Train and hire Early Learning Specialists.
 - a. ELS
 - b. Coordinator
 - c. Both
6. Responsibility: Form and maintain professional relationships with parents.
 - a. ELS
 - b. Coordinator
 - c. Both
7. Responsibility: Provide regular home visits with program families.
 - a. ELS
 - b. Coordinator
 - c. Both
8. Responsibility: Collect data and input it into DAISY.
 - a. ELS
 - b. Coordinator
 - c. Both
9. Responsibility: Enroll program families.
 - a. ELS
 - b. Coordinator
 - c. Both



PICCOLO: TEACHING + ENCOURAGEMENT

Self-reflection: What is a memory of when you were encouraged as a young child? Or, if you have a child, how do you show encouragement?

What might encouragement or teaching look like in the families you work with?

What can ELSs do or say to support families in these two domains?



PICCOLO: RESPONSIVENESS + AFFECTION

Self-reflection: What did affection look like for you growing up? Or, if you have a child, how do you show affection?

What might responsiveness and affection look like in the families you work with?

What can ELSs do or say to support families in these two domains?



REFLECTIVE PRACTICE: PROMPT, DEBRIEF + FOLLOW-UP

Oftentimes, Early Learning Specialists experience a parent or child who is dealing with strong emotions during a visit. When encountering these emotions, ParentChild+ recommends that the ELS prompts, models, debriefs, or follow-ups. For example, if a child is having a tantrum, how might the ELS prompt, model, debrief, or follow-up with the family during or after these emotions are experienced by the child? If a parent is expressing anger during a visit, how might the ELS either prompt, debrief, or follow-up?

- Prompt - What can an ELS say to a parent to help them recognize their child's feelings and emotions?
- Model - What can an ELS say to a family to help model reflective practice for their child?
- Debrief - After a visit, how can an ELS summarize the emotions that you talked about during that visit? How can you help a caregiver understand the root causes of the behavior during a session?
- Follow Up - During the next visit, follow-up and ask how the child is feeling today?

Prompt:

Model:

Debrief:

Follow-Up:

Self-reflection question: Think about the following emotions: curiosity, happiness, sadness, and anger. To what extent were you allowed to express these emotions by your family growing up? Does that affect how you potentially relate to families when they express these emotions?



Best Practice Principle 1: Encouraging Parent-Child Interaction

Name: _____ Family/video reference ID: _____ Date: _____

Definition: The Early Learning Specialist supports the family's role as the child's primary caregiver and first teacher, encouraging the family to "take the lead" in observing and interacting with their child's strengths and needs based on verbal and nonverbal cues. The focus of the home visit should always be on the relationship between parent and child.

Does the Early Learning Specialist....?	Not Observed or N/A	Need Support	Meet Often	Excel
Interact with both parent and child together.				
Support ongoing parent-child interactions and reinforce positive parent-child interactions. This might mean observing and commenting or waiting and listening.				
Encourage parent responsiveness to child by either highlighting the child's cues or asking questions to help the parent enrich interaction with the child.				
Have supportive body positioning to encourage parent-child interaction or togetherness.				

Comments:

Best Practice Principle 2: Family Collaboration and Engagement

Definition: The Early Learning Specialist collaborates with the family to incorporate their ideas on how the direction of visits and activities impact the child's development and learning outcomes. These practices should always be family centered, inclusive, and respect their ideas and insights.

Does the Early Learning Specialist.....?	Not Observed or N/A	Need Support	Meet Often	Excel
Ask questions about parent preferences and respond accordingly				
Involve parents in planning activities they want to complete with their child during the next visit.				
Reflect and share the child's development and learning observations with the family.				
Hand the VISM material to the parent and/or encourage parental lead with the VISM or materials in the home environment.				

Comments:

Best Practice Principle 3: Building on the Family's Strengths, Values, and Cultures

Definition: This is the Early Learning Specialist ability to actively learn about each family and their unique characteristics, asks about the family's values and expectations, and see them as a source of strength. The Early Learning Specialist assists in finding ways to use the family's strengths to meet their children's developmental needs and considers those strengths when planning program activities. This information can be also used to help the family identify ways that they can integrate learning into every day, pre-existing activities or routines.

Does the Early Learning Specialist...?	Not Observed or N/A	Need Support	Meet Often	Excel
Ask open-ended questions about family behaviors, beliefs, and practices as it relates to the child.				
Acknowledge ways the child is positively supported in the family and community environment.				
Adapt to the environment in a way that honors their strengths, values, and culture. One way to do this is by including other family members or making use of objects within the home environment.				
Plan or model activities that build on the family's activities, strengths, and culture.				

Comments:

Best Practice Principle 4: Observing, Reflecting, and Responding to Parent-Child Emotions

Definition: This is the Early Learning Specialist's ability to think about the thoughts, feelings, and intentions of both the parent and child. The Early Learning Specialist helps the parent explore why the child has behaved a certain way and make comments on affective states. This often involves labeling emotions that are not yet being articulated or expressed – exploring the thoughts, feelings, and intentions that might underlie a child's behavior.

Does the Early Learning Specialist....?	Not Observed or N/A	Need Support	Meet Often	Excel
Facilitate awareness of emotions by responding to positive or negative feelings by mirroring, labeling, and describing the affect for both the child and parent.				
Engage empathetically with the parent and promote empathy towards the child by the parent.				
Verbally encourage child's efforts, rather than praise the outcome.				
Reflect or ask reflective questions on the child's behavior and actions, providing parents with the language or tools that help the parent to understand the child's socio-emotional needs.				

Comments:

Best Practice Principle 5: Exploration of the Child's Learning and Development

Definition: This is the Early Learning Specialist's ability to help the family identify and respond to their child's interests in ways that are interesting and relevant to the child's development and learning. In this domain, the Early Learning Specialist might: 1) ask questions to enhance language and literacy; 2) share information pertaining to child development, social-emotional learning, exploration and play; and 3) introduce ways to enhance communication skills. Objects or activities presented to the family recognize home language, they are child friendly, culturally sensitive, and potentially utilize resources available in the home. Child-led play should be encouraged, even if it means the child's interest moves away from the VISM.

Does the Early Learning Specialist....?	Not Observed or N/A	Need Support	Meet Often	Excel
Ask questions and offer suggestions to help the parent and child engage in the activity or understand when the activity should shift to child-led play.				
Pause and wait for child's response after making a suggestion or asking a question AND/OR alter the pace of activities to meet the child's needs.				
Respond to child's vocalizations and behaviors by showing attention, encouragement, enthusiasm, or interest in what s/he is doing.				
Make suggestions to parent to engage in or extend child's play, especially symbolic play. Accept the parent and child's play ideas and encourage creative behavior in play.				
Support the parent in having developmentally appropriate expectations and in making developmentally appropriate choices with their child.				
For Cycle 1: Label characteristics of the book or object, including features like color, shape, texture, and movement. (This is developmentally appropriate for younger toddlers.) For Cycle 2: Ask the child open-ended or prediction questions about a book or object, like "who, what, when, where, why, how?" (This is developmentally appropriate for older toddlers).				

Comments:

ADAPTING TO THE VIRTUAL WORLD

The Best Practice Principles tool (BPP) was initially designed for in-person visits, but it is likely that virtual visits will continue in some way in the future. Using the BPP domains located at the back of this workbook, brainstorm some ways that the ELS can adapt the practices listed for virtual visits.

1. BPP 1: Encouraging Parent-Child Interaction



2. BPP 2: Family Collaboration and Engagement

3. BPP 3: Building on the Family's Strengths, Values, and Cultures

4. BPP 4: Observing, Reflecting, and Responding to Parent-Child Emotions

5. BPP 5: Exploration of the Child's Early Learning and Development

INSTRUCTIONS: Look closely to see behaviors in a quiet parent. Frequency is more important than complexity often includes several examples.

SCORING: 0 - "Absent" - no behavior observed
1 - "Barely" - brief, minor, or emerging behavior
2 - "Clearly" - definite, strong, or frequent behavior

Affection <i>Warmth, physical closeness, and positive expressions toward child</i>				
#	Parent...	Observation guideline	Ob 1	Ob 2
1	speaks in warm tone of voice	Parent's voice is positive in tone and may show enthusiasm or tenderness. A parent who speaks little but very warmly should be coded highly.		
2	smiles at child	Parent directs smiles toward child, but parent and child do not need to be looking at each other when smile occurs. Includes small smiles.		
3	praises child	Parent says something positive about child characteristics or about what child is doing. A "thank you" can be coded as praise.		
4	is physically close to child	Parent is within easy arms reach of child, comfortably able to soothe or help. Consider context: Expect more closeness for book reading than for playing house.		
5	uses positive expressions with child	Parent says positive things or uses words like "honey," "kiddo," or an affectionate nickname. (Note: Emphasis on verbal expressions.)		
6	is engaged in interacting with child	Parent is actively involved together <i>with</i> child, not just with activities or with another adult.		
7	shows emotional warmth	Parent shows enjoyment, fondness, or other positive emotion about child and directed to child. (Note: Includes verbal but emphasis on nonverbal.)		
Affection total =				

SCORING: 0 - "Absent" - no behavior observed
 1 - "Barely" - brief, minor, or emerging behavior
 2 - "Clearly" - definite, strong, or frequent behavior

Responsiveness				
<i>Responding to child's cues, emotions, words, interests, and behaviors</i>				
#	Parent...	Observation guideline	Ob 1	Ob 2
1	pays attention to what child is doing	Parent looks at and reacts to what child is doing by making comments, showing interest, helping, <i>or</i> otherwise attending to child's actions.		
2	changes pace or activity to meet child's interests or needs	Parent tries a new activity or speeds up or slows down on activity in response to where child looks, what child reaches for, what child says, or emotions child shows.		
3	is flexible about child's change of activities or interests	Parent accepts a child's choice of a new activity or toy <i>or</i> shows agreeableness about the change or about child playing in unusual ways with or without toys.		
4	follows what child is trying to do	Parent both responds to <i>and</i> gets involved with child's activities.		
5	responds to child's emotions	Parent reacts to child's positive or negative feelings by showing understanding or acceptance, suggesting a solution, reengaging the child, labeling or describing the feeling, showing a similar feeling, or providing sympathy for negative feelings.		
6	looks at child when child talks or makes sounds	When child makes sounds, parent clearly looks at child's face or (if eyes or child's face are not visible) parent's position and head movement face toward child.		
7	replies to child's words or sounds	Parent repeats what child says or sounds child makes, talks about what child says or could be saying, <i>or</i> answers child's questions.		
Responsiveness total =				

SCORING: 0 – “Absent” – no behavior observed
 1 – “Barely” – brief, minor, or emerging behavior
 2 – “Clearly” – definite, strong, or frequent behavior

Encouragement				
<i>Active support of exploration, effort, skills, initiative, curiosity, creativity, and play</i>				
#	Parent...	Observation guideline	Ob 1	Ob 2
1	waits for child's response after making a suggestion	Parent pauses after saying something the child could do <i>and</i> waits for child to answer or do something, whether child actually responds or not.		
2	encourages child to handle toys	Parent offers toys or says positive things when child shows obvious interest in toys. (Does not include preventing children from mouthing toys.)		
3	supports child in making choices	Parent allows child to choose activity or toy <i>and</i> gets involved with activity or toy child chooses.		
4	supports child in doing things on his or her own	Parent shows enthusiasm for things child tries to do without help, lets child choose how things are done, <i>and</i> lets child try to do things before offering help or suggestions. Parent can be engaged in activities child does “on his/her own.”		
5	verbally encourages child's efforts	Parent shows verbal enthusiasm, offers positive comments, <i>or</i> makes suggests about child's activity.		
6	offers suggestions to help child	Parent gives hints or makes comments to make things <i>easier</i> for child without interfering with child's play.		
7	shows enthusiasm about what child is doing	Parent makes positive statements, claps hands, or shows other clear positive responses to what child is <i>doing</i> , including quiet enthusiasm such as patting child, nodding, smiling, or asking child questions about activities.		
Encouragement total =				

SCORING: 0 - "Absent" - no behavior observed
 1 - "Barely" - brief, minor, or emerging behavior
 2 - "Clearly" - definite, strong, or frequent behavior

Teaching				
<i>Shared conversation and play, cognitive stimulation, explanations, and questions</i>				
#	Parent...	Observation guideline	Ob 1	Ob 2
1	explains reasons for something to child	Parent says something that could answer a "why" question, whether child asks a question or not.		
2	suggests activities to extend what child is doing	Parent says something child could do to add to what child is already doing but does not interrupt child's interests, actions, or play.		
3	repeats or expands child's words or sounds	Parent says the same words to make the same sounds child makes <i>or</i> repeats what child says while adding something that adds to the idea.		
4	labels objects or actions for child	Parent names what child is doing, playing with, or looking at.		
5	engages in pretend play with child	Parent plays make believe in any way - for example, by "eating" pretend food.		
6	does activities in a sequence of steps	Parent demonstrates or describes the order of steps or does an activity in a way that a definite order of steps is clear even if parent does not say exactly what the steps are. Book reading counts <i>only</i> if parent makes the steps explicit by exaggerating or explaining the steps while reading.		
7	talks to child about characteristics of objects	Parent uses words or phrases that describe features such as color, shape, texture, movement, function, or other characteristics.		
8	asks child for information	Parent asks any kind of questions or says, "tell me," "show me," or other command that requires a yes/no response, short answer, or long answer - whether or not child replies. Does not include questions to direct attention ("See?") or suggest activities ("Wanna open the bag?").		
Teaching total =				

NEXT STEPS SKILL BUILDING ACTIVITY

Here are some potential self-reflection questions at the end of the training session to complete individually and discuss together:

1. Goals: Now that you've completed the training, identify 1-2 specific skills you want to improve on?

2. Steps + Resources: What are the things you will do to improve this skillset?

3. Challenges: What might make it hard to meet your goal?

4. Helpers: Who can help you meet your goal?

5. First Steps: What is something you can do next week to get started?

