# EARLY HEAD START

## HOME BASED SOCIALIZATION TRAINING GUIDE

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2013-2014

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This training guide supports and details information from the Early Childhood Development and Health Services section of the Work Plans. Please refer to that section of the Work Plans for specific Federal Requirements.

I. The Goals for Children’s Development and Learning  
See EHS Home Based Home Visit Training Guide.

**Education Approach**  
The program will provide an education program which is individualized to meet the special needs of children from various populations by having a curriculum which is reflective of the needs of the population. The population served is rural isolated and predominately English speaking Non-Hispanic Whites. A variety of materials are supplied to each teacher in the Basic Supply and Socialization Inventory, and with access to storeroom supplies if located at a PACT center. Materials are chosen to provide multi-cultural activities and experiences. Cultural activities are monitored by the Education Coordinator.

In the event that a child is enrolled that speaks another language, every attempt will be made to provide on a regular basis, an Aide or Volunteer who speaks the child’s language. Materials and supplies will be provided for a bilingual program.

The child development and education approach for infants and toddlers will focus on the development of secure relationships, and understanding of the child’s family and culture; the development of trust and security; and the opportunity to explore sensory and motor experiences with the support from EHS staff and family members.

**The Developmentally Appropriate classroom environment is one where the children most often:**

- Lead…….rather than follow the teacher.
- Create…….rather than duplicate
- Move…….rather than wait
- Make the lines…….rather than color in the lines
- Speak…….rather than listen passively
- Initiate…..rather than imitate’
- Raise Questions……rather than answer the teacher’s question
- Solve their own problems…..rather than the teacher’s problem
- Make art……rather than do crafts
- Emphasize the process…..rather than the product
- Use authentic skills…..rather than drill and practice
- Make books…..rather than fill in workbooks
- Decide…..rather than submit
- Choose wisely…..rather than follow the teacher’s lead
- Make a plan…..rather than follow the teacher’s plan
- Try again…..rather than fail

Curriculum goals for children’s development and learning are established in partnership with parents and based on the child’s ongoing developmental assessment. The Ounce Scale Developmental Profile and Family Album will be used to track the developmental progress of the child. The curriculum goals will support:

**Approaches to Learning** (arts, initiative, curiosity, attentiveness, and cooperation)

**social and emotional** (building trust, sense of self, feelings, relationship with others, independence)

**language** (receptive and expressive)

**cognitive** (memory and problem-solving)

**motor skills** (gross and fine motor and healthy practices)

These skills are integrated and work together to promote important developmental outcomes for children, including the ability to form close, trusting relationships, curiosity and the motivation to learn; intentionality; problem solving; self-regulation; and the capacity to communicate.

Curriculum includes routines and experiences. The daily routines are opportunities to build relationships with children that promote trust. Routines used at Socializations can include:

- Hellos and goodbyes
- Diapering and toileting
- Snacks or mealtimes
- Clean-up

The following experiences can offer parents and children appropriate interaction time:

- Playing with toys
- Imitating and pretending
- Enjoying books and stories
- Connecting with music and movement
- Creating with art
- Tasting food
- Exploring sand and water
- Going outdoors
General Socialization Goals
The socialization group experiences are designed to facilitate the development of emotional security through trusting relationships with a limited number of consistent and familiar people. Socialization experiences provide home-based Early Head Start staff the unique opportunity to focus on the parent-child relationship and interaction in the context of the group setting.

II The Experiences Through Which They Will Achieve These Goals

Home Based Group Socialization Activities
Teachers must plan & conduct group socialization activities with parents and for parents and children. The purpose of group socialization activities is to support child development by strengthening the parent-child relationship. The content of the group experience reflects this emphasis and incorporates the goals of the program and participating families such as:

- Helping parents to better understand child development
- Encouraging parents to share their parenting challenges and joys with one another
- Providing activities for parent and child to enjoy together
- Offering structured and unstructured learning opportunities for both children and Parents
- Modeling successful strategies for engaging children and supporting their development

When planning the socialization routine, remember to consider:

Arrive early & prepare the site - The classroom needs to be safe, secure, attractive, and inviting.

Family’s Arrival - Help each family feel welcome when entering the classroom. When the family arrives greet each one of them by name. Direct parents and children to wash their hands before starting socialization activities.

Name tags & cubbie labels - Give the parents and the children name tags. Make sure that any other PACT staff or visitors also have name tags. All name tags should be removed from the children before they leave. Also have the individual cubbie spaces labeled with the child’s name.

Room Labeling - Familiar items (table, chair, window, door, etc.) are labeled at the child’s level. This will promote a “print rich environment”. Icons will be used with the labeling for the children to become familiar with the words.

Welcome - Be sure that everyone is made to feel welcome and that everyone is introduced, and be sure for the parents to sign in (for inkind)

Individualization- Have completed Linking Home Visit to socialization forms ready for each child in attendance. Direct parents to use the form to work on generalizing and extending the child’s skills.
Group Discussion - This is a time to share parent education and handouts. Encourage the parents to join in the discussion about their child’s development etc. During this discussion parents will be asked to predict what they think their child will be interested in that day.

Prepare for Snack - Even at the young ages of the children, be sure to promote good hand washing routines- all adults in attendance should also practice good hand washing routines.

Parent-Child Activities/Observations - You should have activities available for all age groups that will be attending. The activities should provide both child/parent interaction, as well as the parent being able to observe their child in the activities. These activities should include some gross motor skills, and can be planned for outside if weather permits.

Closing Group Discussion - This time is a time to share today’s observations and experiences, give parents information on upcoming events, distribute parent feedback forms, and collect (use this information to plan future socializations) and say Good-bye’s.

Making Transitions and Routines Work
Transitions can often be difficult for small children. These are the times that children and parents will be moving from one activity to another. With sufficient warning, parents will be able to aide their infants and toddlers in moving to the next activity. If this is a particularly difficult time for the child, the parent may need some encouragement and guidance in ways to make this a more pleasant experience for their child.

Learning Centers
When planning and setting up learning centers, teachers will need to consider:
- Your children’s group as well as individual interest
- Quiet and active areas
- Traffic pattern to help control movement between areas
- Size of each center area
- Type of furniture, shelving, and equipment available
- Establish and enforce guidelines on how to use the materials/equipment in each center
- Monitor the centers closely to avoid disruption and accidents
- Keep all of the equipment in safe and good working condition
- Promote constructive use of materials through neat and orderly organization
- Have the materials in containers-label shelves & containers
- Post signs, posters, murals, children’s projects, etc. AT CHILD’S EYE LEVEL
- Post and review Pictorial schedule, classroom rules. Post other charts, etc. as needed
- Change the accessories in the centers so they stay challenging and inviting
- Have as many of the centers open as much of the time as possible
**Purpose of center set-up**

- Children learn by doing
- Children are free to make choices
- Children can “work” at their own pace
- Staff can work with small groups
- Specific skills can be targeted

The following centers are appropriate for 0-3 classrooms:

- Imitating and pretending such as housekeeping or dress-up
- Stories and book reading
- Music and movement
- Water play (with one on one supervision)
- Art
- Manipulatives such as blocks, cars, animals
- Table toys such as puzzles

**III What Staff and Parents Do To Help Children Achieve These Goals**

**Teacher and Parent Roles**

All children/families assigned to the same teacher are provided the opportunity to participate in the group socialization activity. When a child has a handicapping condition which might limit his ability to participate, the Disability Services Coordinator is notified and will locate additional services or equipment needed to permit the child to participate to the maximum extent feasible. On home visits, socialization plans are discussed. Parents are asked to give input as to skills they wish their children to learn and suggestions for activities/topics with which they may wish to assist at the group socialization activity. Parents are also asked to complete a group feedback form after the socialization. This input will help the teacher and Education Coordinator make changes or adjustments to better meet the needs of enrolled families.

Group socialization activities are scheduled for 2 hours. The teacher is responsible for cleaning, replacing consumable supplies, and organizing spaces after socialization activities. Care is given to leave the site in excellent condition in order to maintain a positive rapport with the churches or agencies donating space for socializations. Shared sites will also be returned to the original condition.

*(See the Safety Training Guide page 6 for more details on cleaning items in the Socialization classroom.)*

Parents are required to attend all socializations. Parents should be made to feel welcome and a part of the Early Head Start program.

**Siblings can be in the classroom under the following special circumstances.**

1. The parent understands our insurance covers only the enrolled child
2. Any child not enrolled must stay with the parent at all times.
**Logistics and Planning**
The scheduled group socialization activities are marked on the program calendar. A minimum of 24 socializations, two hours (2 hrs) in length, are provided in each home based area. If 24 socialization activities are not scheduled, the teacher has the responsibility to schedule extra activities. **Any canceled Socialization must be re-scheduled.** The teacher will write the dates of the Group Socialization Activities on individual family calendars prior to distribution.

Health and safety activities should be included monthly and as scheduled on the *Time Table*. Health activities can include field trips to local health facilities, role playing with classroom props, reinforcement of daily healthy habits such as hand-washing and proper use of tissue. Safety themes must include fire and tornado drills and pedestrian safety. Other ideas for healthy activities at the socialization are:

- ✓ routine hand-washing
- ✓ daily movement and exercise with Choosey
- ✓ Teacher planned MVPA
- ✓ Go, Slow, Whoa information and nutritional activities
- ✓ Books/puzzles about doctors, dentists, hospitals
- ✓ Dress up clothes and puppets of health and community helpers
- ✓ Instruments used by health professionals
- ✓ Nutritional education
- ✓ Inviting health and emergency response professionals to the socialization

*(See Safety Training Guide for more details)*

**Physical Activity-MVPA**
Scheduled and planned activities should include stop and go movement, balancing, running, jumping, vigorous movements to enhance stamina and flexibility. Children should be encouraged at each socialization to move in ways that demonstrate control, balance, and coordination. Equipment to promote gross motor skills can include hoops, bean bags, balls, mats, riding toys, push-pull toys, etc.
The classroom area should be set up to encourage play and active exploration for infants and toddlers. Teachers will encourage physical development by:

- Allow infants and toddlers to play with and explore objects in a safe environment
- Provide open indoor and outdoor space
- Provide materials for grasping, pulling, dropping, pushing, throwing, and touching
- Provide soft spaces for children to sit or lie down
- Safe space for infants to lie, sit or crawl as well as space for toddlers to climb and run
- Encourage movement and playfulness
- Encourage children to use their senses
- Interact face to face in all kinds of routines
- Move infants from one area or position to another
- Change the environment to stimulate interest.
**Coordinated Socializations**

Head Start and Early Head Start Home Based areas which serve the same counties and have a socialization site separate from the centers will often have socializations scheduled for overlapping times. The two groups will have separate classrooms, but may come together for times appropriate for both age groups. This time would include snack time and some field trips or time when a speaker is presenting information to parents. Combined times must be conducted in an environment safe for the youngest children. EHS children should not be in the 3-5 Head Start classroom unless the classroom has been checked for choking hazards and has been converted to have developmentally appropriate materials.

Teachers will work together to plan the socialization for safety themes when appropriate. Teachers will also plan who will purchase the snack and set up eating area. This should be a joint effort. Parent volunteers may also be utilized to aid in the set up and clean up.

Head Start socializations are three hours in length so they will start one hour before the EHS socialization. Parents who have children enrolled in both the Head Start and Early Head Start Home Based programs may bring all children to the socializations. Teachers should be aware that younger children will be present in the classroom and make safety adjustments and inform parents of their responsibilities. After the first hour, the parent and child enrolled in Early Head Start should move to the EHS classroom. The family will come together again for family meal time or snack.

The reasoning behind coordinated socializations is to minimize scheduling conflicts for families enrolled in both the Head Start and Early Head Start programs. By combining socialization times, it is hoped that parents will be more able and willing to attend all program activities. If problems arise due to coordinated socialization times, the teachers should contact their HB supervisor.

**RECORD KEEPING AND FORMS**

**Group Socialization plans are to be written two weeks before the scheduled activity date.** Teachers send a copy to their supervisor. Before writing the lesson plan, the teachers ask for parent ideas regarding activities/topics to use during the group socialization. If changes occur in plans or activities, they should be documented on the back of the plan. Teachers may write and submit plans for approval up to 2 months in advance. Teachers should include parent suggestions and children’s interest when planning. Since these things can change, planning for further than 2 months in advance is discouraged.

These written plans should include activities and objectives for: group discussions, nutritional education, parent-child interaction activities, observations, exploration, parent education/skills, child development, minimum of 10 minutes of MVPA and self-help skills. The group socializations should include 20 minutes for Parent-Child Activities/Observations. Children and parent’s names should be used frequently and in a positive manner. All staff should promote language development with the infants and toddlers, as well as be involved with the parents conversations regarding the development and/or concerns of their child.
The Original Socialization Plan should be posted in the room so parents will be aware of what is going to happen for that day and the objectives for the activities.

A copy of the Group Socialization lesson plan should be sent to the Education Coordinator two weeks prior to the socialization. The plan will be reviewed by the Education Coordinator for approval and if changes are needed to the plan, the HB Education Coordinator will communicate with the teacher. After the Socialization, the teacher makes any changes to the plan to have it accurately reflect what happened. Document children and parents in attendance and complete the questions on the back. Teacher signs the form attaches the safety checklist, Linking HV to SA for all children who completed one, cleaning schedule, and Parent-Child Group Feedback and sends these to the HB Education Supervisor. The volunteer inkind form is sent to the Parent Involvement Coordinator even if no one attends.

Linking Home Visit to Group Socializations
This form is completed monthly with each family who plans to attend Socializations. It is used to tie the child’s individual home activities and goals into the group socialization. It also promotes parent/child interaction at the socialization with a guided and pre-planned activity. This form is one more way for the teacher to state the value and advantages of attending socializations. Goals should be consistent with the child’s SRSR and assessment. The advantage to the child is they are given another learning environment and new strategy for accomplishing goals. The parent becomes the teacher and learns the value of intentional teaching and also observing and assessing the child’s response to the activity.

The teacher will complete the form with input from the parent. Later in the year the parent might be ready to write the goal and activity on their own. They will discuss if any special materials or set-up are required and teacher will note the needs on the plan and make adjustments to the classroom environment. It is important to give the parent leadership and support on completing the form and the activity at socialization. Complete the information at the top of the page including parent and child’s name, age, socialization date, time and topic. Special considerations is where you can put any special materials, etc. needed. Then write the child’s goal and what the parent will do to help the child accomplish this goal. Remember it is supposed to be a parent/child activity, not something the child can accomplish on their own. An example would be: Child’s goal: Child will imitate adult behaviors.

This is what I will do to help my child: Parent will go to housekeeping area and use some of the items such as vacuum or phone to model adult behavior and then encourage the child to imitate their actions.

The teacher might want to provide two vacuums or two phones so it is easier for the child to imitate the parent while continuing to see the parent model the desired behavior.

After the activity is completed the parent should assess how it went and write their observations on the form. Before the socialization the teacher places the Linking HV to Socialization form and the parent group meeting feedback in a folder for the parent. These folders will be available for the parent upon entering the classroom and parent is encouraged to do the activity during the arrival transition and then throughout the socialization, if appropriate.

The teacher will attach the completed Linking HV to Socialization forms monthly to the lesson plan and send them to the HB Education Coordinator.
A Large Pictorial Schedule should also be displayed in the room. This generic schedule will show the order that the activities will occur. The parents should be able to tell at a glance what will happen next.

Transportation Request forms
Any teacher transporting a child and/or family member in her own vehicle must have a Transportation Request form filled out, and this form should be mailed to Central Office after transportation has occurred. Teacher should have Emergency Care Information & first aid kit when transporting any child/family.

Safety Checklists are completed just before each scheduled activity and posted next to the written plan, and then attached to the completed Group Socialization form.

Within one week after the socialization, the teacher sends the completed plan, with the Safety Checklist attached to the Central Office. The completed plan includes the names of children, staff, and parents attending the activity. Providing a safe environment, conducting the socialization, obtaining parental assistance, and all other arrangements are the responsibility of the Home Based Teacher.

HB Playground Safety Checklist
If the socialization site has an outdoor play area or if a park will be used as a field trip, the teacher will assess the environment for safety prior to children using the area. The Teacher will also complete the Playground Safety Checklist form. Mail completed form with socialization paperwork to HB Education Coordinator. (see Safety Training Guide for additional guidelines for playground safety.) This does not have to be completed if socialization is at a center where a center staff member has already completed an outdoor safety inspection.

Cleaning and Sanitizing of Socialization Materials
Post the cleaning schedule on the Health and Safety Board. Cleaning of materials used for socializations will be completed after each socialization. Documentation of the cleaning will be mailed to the Home Based Education Coordinator monthly.

Health and Safety Notebook
These notebooks are used at every Socialization/Field Trip to ensure the safety of staff and children. Notebooks must have copies of the following forms for each child:

- Emergency Care Information
- Medical Alert (if applicable)
- Medication (if applicable)
- Dietary (if applicable)
- No Permission Publicity
- HB Annual Facility checklist
The Crisis Management Manual specific for the center will also be in the Notebook.

Staff will also put their Employee change of status form for information for emergency contacts in the Health and Safety notebook for their area.
Medical Alert/Medication Checklist - this checklist is on the back of the Safety Checklist and is completed prior to each Socialization. Not all of this information will pertain to EHS, so just mark those areas N/A.

Health and Safety Board
The Health and Safety Board will include the following information and needs to be in every classroom.

- Location sign with the following information: location of- telephone, first aid kits, fire extinguisher, child’s medical and emergency info, and clean-up kit.
- Poisonous plant reference
- Dental emergency booklet
- First aid guide including choking and CPR
- Safety drill procedures (Fire and Tornado)
- Classroom alert list

* First aid kits must be inventoried monthly and a copy of the completed inventory sent to the Health Coordinator at the Central Office.

Evacuation plans and Storm safety response
All rooms used at Home Based office and socialization sites will have emergency routes for fire and tornados posted by exit doors.

Parent Information
There should be a designated area or bulletin board at the Socialization site with information for parents. The following items should be included:

- Parent Chat newsletter
- Mission statement of PACT
- Policy Council minutes
- Dates and times for next Parent Meeting and Socialization
  Other recommended items could include:
  - Current newspaper clippings concerning families
  - Recall notices
  - Parents are also requested to sign the Volunteer sign-in sheet for inkind.

Parent-Child Group Meeting Feedback Form
Parents are requested to complete this form after each Socialization. This form is used by the teacher and Supervisor to evaluate the quality of the plan and the parents’ perception of how well it met their needs. Feedback is used to determine if the teacher or program should make changes to the format or information given or develop teacher’s skills or attain more resources. The teacher sends the completed forms to the HB Education Coordinator.

Field-Trips - It is required that each home based area plan a field-trip for one of the group socializations to the community library sometime throughout the year. This plan should be written on a Field-Trip plan and sent to the Education Coordinator two weeks prior to the trip. With the age group served by Early Head Start it might be somewhat difficult to plan further
age appropriate field trips. If the teacher or the parents have a request for any further field trips, that should be discussed with the Education Coordinator, before making the plans.

After the field trip, on the back of the Field Trip Form a written evaluation of the trip and the names of those attending is are documented. The completed form should be mailed to the supervisor no more than one week after the field trip. The supervisor then files the completed plans.

**Field Trip Permission Forms**
Teacher will have all parents complete a *field trip permission* form if they plan to attend a field trip with their child.

**Leaving the Socialization Site for Field Trips**
You must post a copy of the written plan or a note stating when you left, where you are going, and a return time. Place this where it is easily visible for emergencies.

**Parent Stipend**
Parents will be given a stipend for bringing their child to socializations. The rates for the stipend will be $5.00 if their one way distance from home to the socialization site is 10 miles or less; $10.00 if one way distance is 11-20 miles; and $15 if the one way distance is 21 miles or more. The parents may carpool, be transported by someone of their choice, or walk to the socialization and each parent would be given the stipend. **PACT Employees are not to be involved in making ANY transportation arrangements for the family.** The families must arrange any plans with other parents, etc. on their own. The HB teacher will be responsible for handing out the stipend due to the parents at each socialization and completing the appropriate receipts, & requesting petty cash as directed by the Fiscal Officer.

**Parent Stipend Process** –
- Each Home Based Teacher will be responsible for maintaining their parent stipend money bag
- Each parent stipend custodian will sign a receipt for the fund
- All parent stipend funds will be kept in a locked drawer or file cabinet
- Disbursements will be made at each socialization. This money is for paying each family that attend socializations
- Prior to the first socialization of the year, the Teacher will need to complete the Parent Mileage Grid. This grid is to be used by stating each family and how many miles (one-way) from the socialization site. The parent is reimbursed only the miles to the socialization site even if they may be driving to a different location due to a field trip. The reimbursement amounts are: 10 miles or less $5; 11-20 miles $10; and over 20 miles $15. Since socializations are held twice monthly, that total amount was doubles + $30.00
- At each socialization, the Teacher will complete a parent stipend receipt. You will indicate the receipt number, date, total one-way mileage, and dollar amount. The parent will need to sign the receipt. Then the teacher will need to sign the receipt. The Teacher will complete one for each family. The numbering of receipts will be starting with #1 and will continue numerically throughout the year. The only time you will start over is at the beginning of the fiscal year.
- No reimbursements shall be made without the parent stipend receipt being properly completed.
• After you have had two socialization, you will need to complete the Parent Stipend Reconciliation Form. After completing you will need to submit the reconciliation form along with the parent stipend receipts to the Fiscal Office for reimbursement.
• At all times, the parent stipend money bag will contain receipt and cash totaling the amount of the bag.
• Parent Stipend reimbursement checks will be made out to the (Employees Name), Parent Stipend Custodian.

• Any management member has the right to ask to see your parent stipend bag to determine that no funds were used improperly.
• Any irregularities in the parent stipend bag will be immediately report to the Executive Director/Fiscal Officer.
• Under no circumstances will loans be made from the parent stipend bag.

IV The Materials Needed To Support The Implementation of The Curriculum

The curriculum also includes the physical environment of the classroom. Each Socialization class has their own inventory which includes multiple items to promote learning in all areas including social/emotional, approaches to learning, physical, cognitive and language. The arrangement of the classroom has a definite effect on the overall smooth running of the program and the atmosphere in the classroom. The teacher will need to organize the classroom environment to accommodate all age groups that will be attending - from young infants thru toddlers. The environment will support child development by strengthening the parent-child relationship. The classroom will include materials that will: help parents to better understand child development; encourage parents to share their joys and challenges with one another; provide activities for parents and children to enjoy together; offer structured and unstructured learning opportunities for both children and parents; and will model successful strategies for engaging children and supporting their development. Materials in the classroom will be reflective of differing cultures, as well as depicting a variety of disabilities. The parents are used as a resource for information about their child and their community. Parents as well as community members will be resources for cultural activities and activities specific to family customs.

The group socializations for infants and toddlers will provide opportunities for children to observe and interact with adults and with each other. These group experiences will also facilitate the development of emotional security through trusting relationships with a limited number of consistent and familiar people. Activities and materials should enhance a child’s independence and require a minimal amount of adult intervention or participation to reach success.

An observation checklist is completed by the management staff if she/he attends. Observations made by management staff may be unscheduled and are considered in the evaluation process.