

Buffett
Early Childhood
Institute
at the University of Nebraska

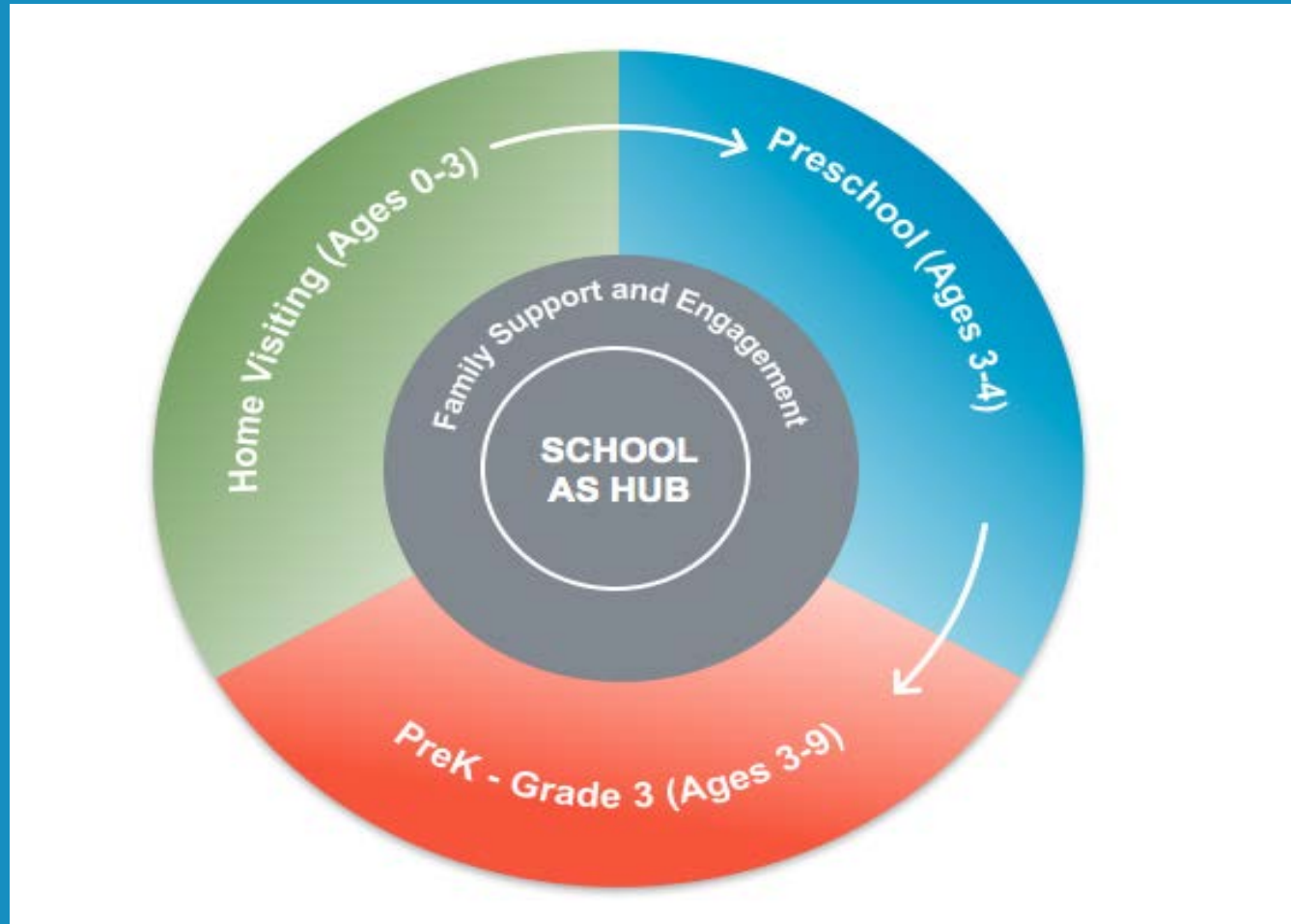
Come along on a Home Visit

Molly Colling: Program Specialist
Meghan McCormack: Belleaire Elementary
Jennifer Sanchez: Westbrook Elementary
Helen Evans: Sandoz Elementary
Rocio Silva: Gomez Heritage Elementary

Start early. Start well.

Superintendents' Plan

Omaha districts and the Buffett Early Childhood Institute school as hub for early learning and family partnership systems, birth to third grade.



A School Wide Initiative

Collective responsibility for families and children starting at birth

Baby Alerts

Shared lessons along the way

School as Hub

Welcoming physical environment that mirrors that families in the school community

Responsive Relationships

Connections to resources





Goals of the Home Visiting Initiative:

- **Parents will have the skills and knowledge to support their children's education.**
- **Children will enter school with the skills necessary for school success.**
- **Strong Home/School connections**
- **Parents and young children will be connected with community resources that will benefit the family well being and children's development.**



Introduction to the Ages and Stages Questionnaire (ASQ) and Intentional Planning





ASQ-3

What is the ASQ-3?

Why is this a valuable assessment tool?

Developmental Domains: *Communication, Gross Motor, Fine Motor, Problem Solving and Personal-Social – and an overall section that addresses general parental concerns*

Intentional Planning

- Activities
- Continued learning
- Follow-up





Sample Lesson Plan: Putting it all Together

Activity: Bathing Baby

Symbolic Play - The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.

Material: basin, baby or toy, washcloth (optional), towel, brush, bottle

Prepare a basin with warm soapy (optional) water. Encourage the caregiver to support their child's learning by helping bathe the baby (toy). Narrate the experience.

Talking points:

What parts of the body are being washed?

Ask the child to point to the dolls (toys) body part, then their own.

What temperature is the water?

Explain why caring for the baby (toy) is important.

Discuss the importance of hygiene and self-care.

Is the baby too cold or hot?

Does this make the baby happy or sad?

Why this matters: This activity encourages language development as the caregiver narrates the play session. Several new and enriching words (introduce/expand on feelings vocabulary) can be introduced during this activity. Furthermore, it communicates the importance of social-emotional and self-care skills, fostering independence, confidence and positive self-esteem. Through the support of parents, children build a strong sense of self-efficacy – or belief in oneself and their ability to accomplish tasks and problem solve – which are key factors in school success. **(Personal-Social & Communication - ASQ)**

Persistence of Effort

ASQ-3 10 Month ASQ-3 Information Summary 11 months 0 days through 12 months 30 days

Baby's name: _____ Date ASQ completed: _____
 Baby's ID #: _____ Date of birth: _____
 Administering program/provider: _____ Was age adjusted for prematurity when selecting questionnaire? ☐ Yes ☐ No

1. **SCORE AND TRANSFER TOTALS TO CHART BELOW:** See ASQ-3 User's Guide, Chapter 6, for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding to the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	22.87	40													
Gross Motor	30.07	45													
Fine Motor	37.97	20													
Problem Solving	32.51	40													
Personal-Social	27.25	30													

2. **TRANSFER OVERALL RESPONSES:** Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

- | | | | |
|---|---|--|---|
| 1. Uses both hands and both legs equally well?
Comments: <i>Has more difficulty w/ left hand. - team aware</i> | Yes <input type="radio"/> NO <input checked="" type="radio"/> | 5. Concerns about vision?
Comments: <i>left eye is weaker. patching hour a day - per doctor</i> | YES <input checked="" type="radio"/> No <input type="radio"/> |
| 2. Feet are flat on the surface most of the time?
Comments: <i>mostly tip-toe</i> | Yes <input type="radio"/> NO <input checked="" type="radio"/> | 6. Any medical problems?
Comments: | YES <input type="radio"/> No <input checked="" type="radio"/> |
| 3. Concerns about not making sounds?
Comments: | YES <input type="radio"/> No <input checked="" type="radio"/> | 7. Concerns about behavior?
Comments: | YES <input type="radio"/> No <input checked="" type="radio"/> |
| 4. Family history of hearing impairment?
Comments: | YES <input type="radio"/> No <input checked="" type="radio"/> | 8. Other concerns?
Comments: <i>none mentioned</i> | YES <input checked="" type="radio"/> No <input type="radio"/> |

ASQ-3 12 Month ASQ-3 Information Summary 11 months 0 days through 12 months 30 days

Baby's name: _____ Date ASQ completed: _____
 Baby's ID #: _____ Date of birth: _____
 Administering program/provider: _____ Was age adjusted for prematurity when selecting questionnaire? ☐ Yes ☐ No

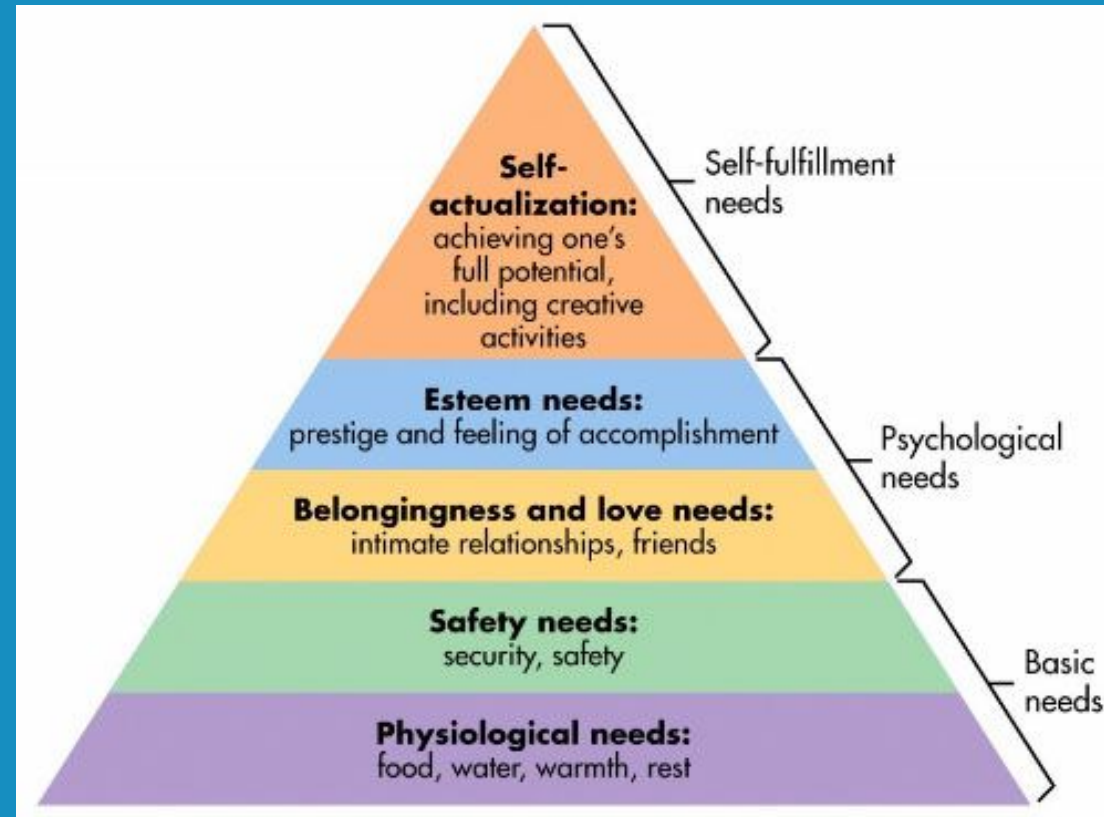
1. **SCORE AND TRANSFER TOTALS TO CHART BELOW:** See ASQ-3 User's Guide, Chapter 6, for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding to the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	15.64	30													
Gross Motor	21.49	40													
Fine Motor	34.50	50													
Problem Solving	27.32	55													
Personal-Social	21.73	40													

2. **TRANSFER OVERALL RESPONSES:** Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

- | | | | |
|---|---|--|---|
| 1. Uses both hands and both legs equally well?
Comments: | Yes <input checked="" type="radio"/> NO <input type="radio"/> | 6. Concerns about vision?
Comments: <i>left eye weaker - patching/drops</i> | YES <input checked="" type="radio"/> No <input type="radio"/> |
| 2. Plays with sounds or seems to make words?
Comments: | Yes <input checked="" type="radio"/> NO <input type="radio"/> | 7. Any medical problems?
Comments: | YES <input type="radio"/> No <input checked="" type="radio"/> |
| 3. Feet are flat on the surface most of the time?
Comments: <i>tip-toe half the time</i> | Yes <input type="radio"/> NO <input checked="" type="radio"/> | 8. Concerns about behavior?
Comments: | YES <input type="radio"/> No <input checked="" type="radio"/> |
| 4. Concerns about not making sounds?
Comments: | YES <input type="radio"/> No <input checked="" type="radio"/> | 9. Other concerns?
Comments: <i>as aforementioned</i> | YES <input checked="" type="radio"/> No <input type="radio"/> |
| 5. Family history of hearing impairment?
Comments: | YES <input type="radio"/> No <input checked="" type="radio"/> | | |

Maslow's Hierarchy of Needs



www.simplypsychology.org

Meet families basic needs with support & resources

Address the need before leaving the home

This helps build a relationship with families



Individualized Relationships for Learning

Treat families as their own individual and unique family unit

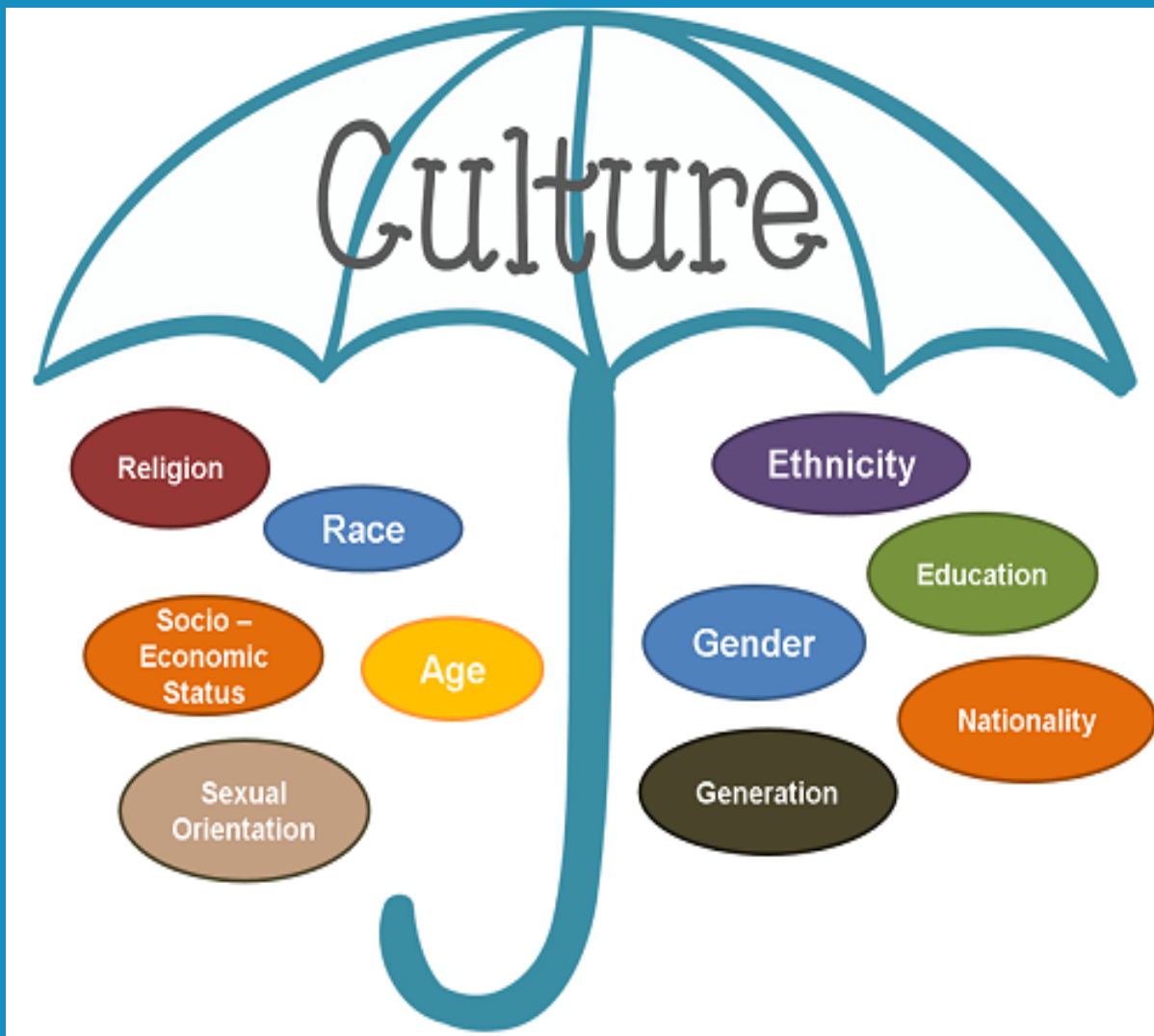
Respect family dynamics and expertise

Supporting a family within the context of the school and community


Looking Through the Cultural Lens



Digging Deeper



Gathering the Information and Putting it all Together

 The Many Pieces of _____

I am good at...	My Family
My favorite thing...	I think I am...
I want...	Sometimes I need help with...
	When I grow up, I want to be...

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Home School Connections



What is a Parent Child Interaction Group?

- Opportunity for parents and children to have meaningful and purposeful learning and bonding experiences
- Build and support topics, experiences and questions from home visits
- Foster connections between families and schools
- Building skills through play

Who is Invited?

You and your child are invited to our Playgroup!

(For children ages 0-3)



Please join us on
Friday, May 12th
9:00a.m. to 11:30a.m.
in the cafeteria at
Gomez Heritage Elementary

We will have family games that support relationship development. We will also create a handprint keepsake that you will be able to take home. The discussion will be about promoting relationships and we will have a small surprise. Food will be provided!



If you would like to attend, please **RSVP** by calling Teresa or Rocio at (402) 898-2801 ext. 1018. We hope you can attend!

¡Usted y su hijo/a están invitados a nuestro grupo de juego! (Para niños de 0 a 3 años)



Por favor acompáñenos
el viernes, 12 de mayo
de 9:00a.m. a 11:30a.m.
en la cafetería de
la Escuela Gomez Heritage

Tendremos juegos familiares para fomentar el desarrollo de relaciones. También vamos a crear un retrato con huellas de pintura que se podrá llevar a casa. La discusión será sobre como promover relaciones y tendremos una pequeña sorpresa. ¡Habrà alimentos!



Si le gustaría asistir, por favor **anótese** con Teresa o Rocio al (402) 898-2801 ext. 1018. ¡Esperamos que pueda asistir!



What happens at a Playgroup?

- Welcome families
- Share information around a specific developmental topic
- Provide a play based experience focusing on related topic
- Partner and involve families with planning process
- Home-School-Family Connections

CLOSING VIDEO

<https://www.youtube.com/watch?v=RHDVtX5hans>



Thank You!

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