

Initial Home Visits 0-5

Procedure/Approach

Family engagement is an integral component of Head Start program, and we recognize parents as their children's primary teacher. One of the ways this occurs is through home visits and family conferences. Teachers must make two visits to each child's home; one is the initial home visit, and the other may be for a family conference or during other supplemental educational home visits.

Head Start Program Performance Standards:

1302.33 Child screenings and assessments

1302.34 Parent and family engagement in education and child development services

1302.50 Family engagement

1302.34 Parent and family engagement in education and child development services

1302.50(b) Family Engagement Approach

1302.51 Parent Activities to promote child learning and development

Procedure:

Initial Home Visit (IHV)

Approach:

- Remember: the goal of the first home visit is to build partnerships and relationships. This visit is a time to reinforce the family as the child's first and forever teacher. The family is the senior partner in the relationship and knows the child best. The partnership focuses on school readiness.
- This visit is an opportunity for the teacher to learn from the family about the child's strengths, interests and needs, and the family's goal for their child's school experience.
- Ask any relevant questions based on the file review. The visit should be ONE hour in length. Initial home visits, which include the ASQ screening, may take up to an hour and a half. **Be on time.** (Mention the time you need to leave at the beginning of the visit.) Remember, you are a representative of the Agency. **Be professional, respectful, and appropriate.** Sit near the family member, but not between the child and the family member. Speak with enthusiasm and in a positive, accepting manner.
- If an interpreter is needed, remember the conversation is still between you and the family member.

- As you begin to fill out the forms, discuss with the family how this information is used to support development of the curriculum and individualization for their child. This information also will contribute to the first checkpoint.
- All forms become part of the child's file.
- The Initial Home Visit form is to be completed in English.
- The Initial Home Visit will be completed within two weeks of the child's enrollment. If possible, complete the visit before the child begins class. For EHS the Initial Home Visit **must** be completed PRIOR to the child attending the center.

SAFETY PRACTICES:

- Southern Oregon Head Start values a Safe and Responsive Culture. Therefore, our sub-value "Be Proactive and Protective" must be applied. "Be proactively vigilant of your surroundings and ready to protect yourself and others from potential harm and danger".

Plan Ahead:

- IHV's will be done in the home to the greatest extent possible utilizing a "buddy" system for new families.
 - This can include FA, TA, CA, SM, etc.
 - With the Buddy system, plan for the activities in advance and be prepared. (Teacher completes ASQ while FA discusses documents with parent. OR Teacher talks with mom while TA engages child with puzzles etc.)
- Prior to each visit, complete the destination log and include the child's last name, why you are leaving (IHV), the time you left, the location of visit (home or other location), and when you intend to return.
- Ensure you have a fully charged cellphone (utilizing agency cellphone if needed).
- You have enough gas in your vehicle.
- Be aware of your surroundings.

*** If you find yourself in an unsafe situation** in which your phone calls are being monitored, use the code phrase "purple file" to alert the caller that authorities will need to be called. Example: "Can you have that purple file ready for me when I return?"
(Refer to Home Visit Safety Training for more details on how to be prepared and safe on Family Services SharePoint)

If a family declines an in-home visit, document as always and conduct the visit at the center.

Before Home Visit:

1. Read the entire electronic child file (all tabs in SHINE) including;
 - Parent Permissions.
 - The transition report from the previous program year.
 - Any Dis./Mental Health referrals.
 - IFSP or any other counseling services.
 - Primary Language spoken in the home.
 - Guidance Plans and modified day if applicable.
2. Read through the “Family Service Home Visit” case note to gather more information on the family and any safety concerns
3. Initial Home Visit Scheduling Call: Call families to schedule your Initial Home Visit.
 - Shine Documentation- Home Visit Planning Note:
 - Status- Home Visit/PTC Scheduling
 - Attempted Date- date the call was made
 - Reason- Home Visit/PTC Schedule
 - Notes- Date/Time and Location of schedule Initial Home Visit
1. Gather appropriate forms:
 - [Initial Home Visit Form](#)
 - [Home Language Survey](#) from Creative Curriculum (This is REQUIRED for all children)
 - Ready to Start & Next Steps post card
 - EHS in center only- Blank Educational Individual Care Schedule
 - EHS in center only (Infants)- First Food Form
 - EHS OT (30-months olds) - Early Head Start to Head Start Transition Next Steps Guide
 - Health Individual Care Plan, if applicable
 - Food Sub list, if applicable
 - ASQ-3 Screening (Required for all newly enrolled children including EHS to HS transitioning children).
 - ASQ-SE Screening (Required for all newly enrolled children including EHS to HS transitioning children).
 - Articulation Screening for newly enrolled children 3 and older.

- If a child has an IFSP, bring a copy to the home visit to review goals with the family and a new D-8 ROI for guardian to sign so that we have a new one that will last all year.
 - If a child has a Guidance Plan, bring two copies to the home visit to review goals with the family.
 - Copy of Daily Schedule – Give a brief description of an average Head Start/Early Head Start day. Talk about family-style meals, and bottle feeding of infants (if applicable). Discuss Safe Sleep practices for infants (if applicable).
 - Schedule / share other important day(s) and time(s).
 - Emergency Card – **Must be completed before the child begins school.**
 - Complete/review current form at the visit.
 - Camera: to take a photo of the child to upload into SHINE, and family pictures to display in class.
 - Appropriate toys/activities for the child and siblings and ASQ Kit.
2. IHV will be scheduled by the Teacher and request an interpreter as needed.

Tasks and Required activities during the Initial Home Visit:

1. Thoroughly complete the Initial Home Visit form with detailed information.
2. Complete the Home Language Survey for **all children** from Creative Curriculum (attached to IHV form).
3. Discuss and review the Daily Classroom Schedule; Discuss Staggered Start for Head Start families.
4. Complete EHS Individual Care Schedule for all EHS children enrolled in in-center services.
5. Review and discuss First Food Form with families of infants ages 6 weeks (about 1 and a half months) to 12 months.
6. Review Health Individual Care Plan, if applicable (follow up with Health Supervisor if updates/changes are needed)
7. Review Food Sub list, if applicable (follow up with Health Supervisor if updates/changes are needed)
8. Complete ASQ and ASQ/SE, if applicable.
9. Review IFSP, if applicable. and get a new D-8 ROI, if applicable.
10. Complete Guidance Plan review, if applicable. Leave a copy with the parent.

11. Ensure the Emergency Card is complete and accurate.
12. Take a photo of the child to upload into SHINE, and any additional photos for classroom displays.
13. Discuss SmartTeach online messaging system and how we use it to communicate and gather virtual observations. Encourage families to accept an invitation from the teacher to create an account in SmartTeach or to refer to their account if they have one from previous years.
14. Develop 3 individualized child goals in collaboration with families.
 - a. If a child is on an IFSP, their IFSP goals will be used
 - b. If a child is on a guidance plan, a child and family goal should be created to reflect the guidance plan.
15. Discuss Next steps or any follow ups needed.

Follow Up and Documentation:

1. Give completed Emergency Card to Site Manager for review and sign off.
2. Schedule and complete 1st staffing with Family Advocate and document in Shine per the Staffing procedure.
3. Document Initial Home Visit in SHINE: Education Tab>Home Visit
 - a. Date Initial Home Visit occurred
 - b. Location: choose a location from the drop down
 - c. Father Figure Involvement: choose No or Yes from the drop down
 - d. Notes Section:
 - i. Include who was present: Teacher, FA, Family Members, etc.
 - ii. ASQ and ASQ-SE completed (for children newly enrolled in the program or transitioning from EHS to HS only)
 - iii. Goals: List the three goals identified during the IHV and any activities sent or discussed to support those goals and bridging home with school.
 - iv. Other important information gather/concerns from visit (example, parent concerns, behavior concerns, etc.)

EXAMPLE: Present: Sarah (Teacher), Marlinda (FA), Nathan (dad), and Felix (child).

ASQ and ASQ-SE completed

Goals: 1) Managing feelings, 2) Identifies and names letters, 3) forms relationships/interact with peers

Other Information: Dad has speech concerns, child is very shy and

slow to warm, never been in care before, parents recently split

- e. Update the 0-5 Individual Child Planning Form and file in the Planning/Debrief Binder in accordance with the Policy and Procedure.
4. Complete ASQ & ASQ SE scoring, per ASQ procedure.
5. Health Individual Care Plan as needed- if a change or update is needed email the Health Supervisor in accordance with the Policy and Procedure.
6. Food Subs list, as needed- if a change or update is needed email the Health Supervisor in accordance with the Policy and Procedure.
7. Send families the invitation through SmartTeach
8. Add relevant observations into SmartTeach observed in the home and gathered through the ASQs. (Connect with SM if permissions have changed)
9. **EHS in center only** – file the Individual Care Schedule in the debrief binder with parent signature. Upload document in Shine w/ IHV packet in Ed tab.
10. Document IFSP review with parent in SHINE (if applicable):
 - a. Go to Disabilities and Mental
 - b. Health Tab>Notes Section and use title “Case Conference” and associate with IEP/IFSP
 - c. State in note that the IFSP review was completed during IHV and give summary listing any concerns.
 - d. If a new D-8 ROI is signed, send to Disabilities and Mental Health Service Area Assistant
11. Submit completed IHV packet, including, Initial Home Visit Form, Home Language Survey, EHS Individual Care Schedule and ASQ/ASQ SE w/score, to AA to upload and data enter in Shine.
 - a. If child is identified as a Dual Language Learner, the Area Assistant will set SmartTeach to assess the child in Spanish language and literacy.
 - b. Shred the IHV packet once attached in SHINE for confidentiality.

*If a child is newly enrolled within 3 weeks prior to the checkpoints being due; the IHV counts as both an IHV and Conference. This will be double documented as both an IHV and PTC. Follow the IHV documentation procedure. For the conference, a note on who was present and the child goals that were created and a note to see the IHV form.

Example: IHV and Fall conference completed with Linda (mom) and Sue (grandma). Child goals: learn letters and sounds, play with peers and ask for help when needed. See IHV documentation for more info.

Transfer/Transition:

For children transitioning from EHS to HS, Home-Based services to in center services or transferring from one EHS/HS classroom to another EHS/HS classroom, an IHV is required. (See [*Transition Procedure 0-5*](#) for additional important guidance)

1. Prior to the visit, review current IHV form and entire electronic child file in SHINE, print out the current IHV found in Shine from the previous teacher, and gather any documents needed to complete the IHV.
2. Receiving Family Advocate will schedule a Staffing with both Teachers, Site Manager (s) and Family Advocate prior to the child starting.
3. Review the previous IHV form with parents during the Initial Home Visit and make updates to reflect any new information acquired directly on the form (no need to complete a new form).
4. For children transitioning from EHS to HS, complete an ASQ SE/ASQ-3 and an Articulation Screening in accordance with the Policy and Procedure above and complete a new home language survey.
5. For EHS children transferring from home base to in center services, an Individual Care Schedule must be completed prior to the child starting. (See the above portion for details on documenting and filing).
6. Document in SHINE as a home visit with a note of who was present, if ASQs were completed, and what goals were identified.
7. Paper forms to be uploaded into the SHINE Child File. Then shredded (for confidentiality)
8. Please refer to the above procedure for details on completing the IHV to fidelity.