

Introduction to Parents as Teachers: A Home Visiting Model

You are your child's first and most influential teacher

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Counties served: Muskogee, Wagoner, Cherokee, Okmulgee, Okfuskee, Adair, Sequoyah, Creek

What is Parents as Teachers (PAT)?

PAT promotes optimal early development, learning and health of children by supporting and engaging their parents and caregivers

All children will learn, grow, and develop to realize their full potential



Target Population & Referral Source

- The population served will be **families giving birth at local Hospital, referred from local Pediatricians, and CREOKS clients needing parenting support.**
- Additional referrals will come from: WIC, Sooner Start, Children's 1st (C1), Zoey Pregnancy Center, local Head Start programs, High School/Alternative School & sometimes DHS.

Evidence-Based Model

- A comprehensive home-visiting, parent education model which provides services to families with children from prenatal through kindergarten completion. **Ages Zero to 6th Birthday**
- Four Dynamic Components to the PAT Model
 - Personal Visits
 - Group Connections
 - Resource Network
 - Child Screening
- Four Primary Goals
 - Increase parent knowledge of early childhood development and improve parent practices
 - Provide early detection of developmental delays and health issues
 - Prevent child abuse and neglect
 - Increase children's school readiness and success

What are Parent Educators?

- ☐ Trained in the model and curriculum
- ☐ Provide families with a resource network
- ☐ Deliver home visitation services
- ☐ Provide Group Connections once a month
- ☐ Provide **primary caregiver screenings**:
 - ☐ General Anxiety Disorder **GAD7**
 - ☐ Patient Health Questionnaire **PHQ9**
 - ☐ Intimate Partner Violence Screening **IPV**
 - ☐ Life Skill Progression **LSP**
- ☐ Provide child screenings:
 - ☐ ASQ-3 and ASQ:SE 2
 - ☐ Vision screening
 - ☐ Hearing screening
 - ☐ Child Health Review
 - ☐ Home Safety Checklist
 - ☐ Milestones
- ☐ Parenting Outcome Tools: (new)
 - ☐ Parenting Interactions with Children: Checklist of Observation Linked to Outcomes (**PICCOLO**)

Demographics

- The average parent who enrolled in 2017 was 27 years of age, the youngest being 14 years of age and the oldest was 60 years of age
- Twenty-five percent of parents who enrolled identified as minorities
- Ninety-seven percent are female
- A little over half of the parents enrolled were single and had never been married
- Forty-one percent did not have a high school diploma at the time of enrollment
- A little over half were unemployed
- Forty-eight percent of the children living in the home were two years old or younger
- Fifty-five percent of parents who enrolled reported having a household income less than \$15,000

Outcomes

- Of the 619 children who received at least 1 home visit in 2017, 588 of them (95%) had **never been named as a potential victim in an OKDHS report** after enrolling in *PAT*.
- 42% of families did not co-sleep at time of enrollment.
- 95% of *PAT* parents reported always traveling with their child appropriately restrained in a car seat in SFY 2017.
- 93% of *PAT* households had at least one working smoke detector in SFY 2017.
- During SFY 2017, 70% of new mothers participating in the *PAT* program initiated **breastfeeding**.
- 92% of *PAT* parents reported that their children were up-to-date on vaccines.
- Of the *PAT* parents who smoked, 64% either did not increase or reduced smoking between enrollment and the end of SFY 2017.

What does a personal visit look like?



Parents as Teachers ACTIVITY page Multi-age

What do we have?

- > Drop cloth or blanket
- > Favorite toys
- > Blocks
- > Basket of books – 3 or 4 age-appropriate books, including 1 wordless book

Book sharing

Snuggle with your children and talk about the pictures or stories in the book.

Your baby enjoys bright, simple pictures and listening to your voice. Your toddler may want to choose the book or read the same one over and over. He may move around or hold onto a toy while you read. Go with the flow.

Play to Learn: Observing and Responding During Floor Time

How do we do it?

1. Spread the drop cloth or blanket on the floor.
2. Sit at the same level with your children. Encourage the whole family to join in.

Birth to 5 months

3. Place your baby on his back. Talk to him. Repeat the sounds he makes.
4. Turn your baby onto his belly and encourage him to push up on his arms. Give him things to look at such as your face, a block, or one of his toys. (Your baby may be more interested in you than toys.)
5. Talk about what he is doing or what he sees.
6. Hold him in your lap and offer him small, safe things to reach for and hold.
7. Watch your baby's eyes and body language. When he turns away he is telling you he needs to rest for a while. He will play again when he is ready.

6 to 36 months

3. Let your children choose what to play with and how to play.
4. Imitate them. If they fill a container with blocks, do the same.
5. Closely observe what your children are saying and doing. They may be trying to direct you.
6. Talk about what they are doing. Talk about what you are doing as you follow their lead.
7. To stretch their attention, ask questions: "What do you want to do next?" or "Where should we put this block?" Add a new idea or item to the play.
8. Keep playing as long as your children are interested.

Safety tip

Household items like measuring cups and clean food containers can be interesting playthings for your children. Make sure there are no rough edges or sharp points on everyday items your children like to play with.



Parents as Teachers

ACTIVITY page

8-14 months

What do we have?

- > 2 empty containers with different sized openings (1 large opening and 1 small opening)
- > Items to put in the containers, like balls, jumbo crayons, or drinking straws cut into pieces
- > Lift-the-flap book

Fill the Jug: Picking Up and Turning

How do we do it?

1. Sit on the floor together. Offer your baby the container and crayons, straws, or balls.
2. Show him how to put an object in the opening of one container. Observe how he approaches this activity. If he doesn't turn the objects in his hands, show him how to do it.
3. Switch container size based on your baby's degree of frustration. If he needs support, hold the container while he works to place an object in the container.
4. When the items have all been inserted, turn the container over and shake them out.
5. Play as long as your baby is interested.

What's in it for us?

- > **Motor:** As he inserts objects into the round openings, your baby is exercising his fine motor muscles. He is also practicing hand-eye coordination.
- > **Social-emotional:** He is learning from you. Encourage your baby and show him you are there to help him learn.
- > **Cognitive:** Your baby is learning to solve problems when he tries to fit the items into the openings.

(child skill or parent skill defined by the parent/parent educator)

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Book sharing

Your baby is developing fine motor skills, so this is a good time to share lift-the-flap books. He will like to look under the flaps for the hidden picture.

While your baby notices the picture, you read the words on the page.



Your child's brain

Turning objects over and over in his hands allows your baby to form a three-dimensional image in his memory.



Safety tip

These objects could be a choking hazard for your baby. Remember: If it is small enough to fit through a paper towel tube, then your baby shouldn't play with it unsupervised.



Parents as Teachers

ACTIVITY page

14-24 months

What do we have?

- > 3 or 4 socks
- > ½ cup (per sock) dry beans, rice, gravel, or small rocks
- > Full-length mirror
- > Toddler book, perhaps about body parts



Book sharing

Talk to your child about body parts she sees in the illustrations. Ask her to point to things. "Look, that boy in the book is pointing to his head. Can you point to your head?"

Body Parts: Looking and Listening

How do we do it?

1. Fill a sock with dry beans, rice, gravel, or small rocks. Knot the end of the sock.
2. Place a bean bag on your head and say, "There's a bean bag on my head."
3. Hand a bean bag to your child. See what she will do. Will she imitate you?
4. Play together. Place the bean bag on other body parts.
5. Look in the mirror. Play while you are both standing in front of the mirror.
6. Name body parts in a sequence. Let your child name the last body part. Add another body part each time:
Toes, nose,
Toes, nose, tummy,
Toes, nose, tummy, shoulder!

What's in it for us?

- > **Motor:** Your child is using her large muscles to twist, turn, bend, stretch, and reach.
- > **Language:** She is learning body parts and positional words when you tell her where the bean bag is. "It's **ON** my head" or "It's **UNDER** your chin."
- > When your child makes movements across her body – for example, holding a bean bag under her left leg with her right arm – both sides of her brain are active.

> _____

(child skill or parent skill defined by the parent/parent educator)



Safety tip

Do not fill the socks too full or make them too heavy. You don't want to make a weapon!

Check the socks regularly to make sure they are still knotted tightly and do not have holes. The small objects in the socks could be a choking hazard if they fall out.



Parents as Teachers

ACTIVITY *page*

Multi-age

What do we have?

- > Wooden or plastic blocks
- > Empty boxes or containers (such as oatmeal cylinders, cereal boxes, or tissue boxes)
- > Newspaper or other paper for stuffing the boxes (optional)
- > Basket of books – 3 or 4 age-appropriate books, including 1 wordless book



Book sharing

Books about building, construction, and houses may give your children new ideas for building. Even The Three Little Pigs could spark an idea for your children's next block tower.

Block Play: Solving Problems, Using Small Muscles, and Building

How do we do it?

With babies

1. Use large blocks or boxes that your baby can handle easily. They need to be light enough for his developing muscles.
2. Let your baby explore the blocks by touching them, mouthing them, and investigating them with all his senses.
3. Show your baby how to hold a block in each hand and bang the two blocks together. He may want to throw them or try to hold more than one in each hand.
4. When your baby starts to pull up, put some blocks on a couch or low table. He will want to pull up to find them.
5. Your baby may like to put the blocks in containers, try to line them up, or stack one on top of another. He will definitely like to knock towers down!

With young children

1. Your child will follow a progression of skill as he builds with blocks. First, he will set up low stacks of two or three blocks and line up the blocks end to end.
2. Around age 2, children start to stack higher towers and make straight lines of blocks. Your child will be interested in using blocks of different shapes and sizes.
3. Then your child will start to make turns and angles in lines of blocks.
4. As your child gets more skilled and his imagination develops, he will build things such as a barn yard, a bridge, or his house. He may want to add things to his block creation like cars, animals, and other building materials.



Safety tip

Allow your children to build in a place where they can leave the blocks out for a while. Choose a table or a corner of the room where you rarely walk – you don't want to trip over their towers!

As your child's towers get taller, make sure the blocks are not so heavy that they will hurt anyone if the tower topples.

What is the purpose of Group Connections?



Provides an opportunity for parents to gain new insights, share experiences, and talk about topics of interest.

Creates another layer of support for parents.

Children have the opportunity to interact with other children

What do group connections look like?



Children don't
come with an
instruction
manual.

**BUT WITH SUPPORT, PARENTS
CAN RAISE SMARTER, SAFER,
HEALTHIER CHILDREN.**

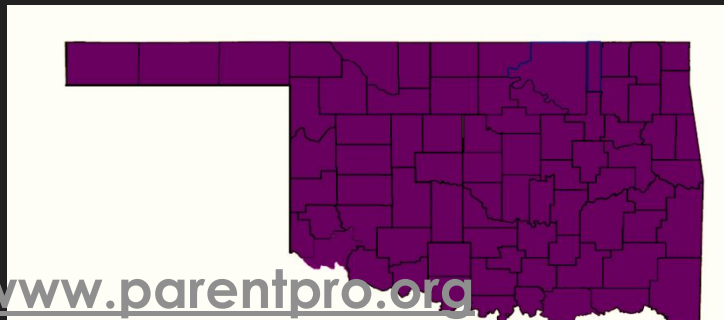


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