

Directions: First, ELS reviews a 10-min video and self-reflects and assesses their home visit practice. If you feel a category is N/A for the video or context, please leave it blank. Then, the Supervisor reviews the same video (*do not assess*). Together, discuss the ELS's observations and reflections to co-define professional development goals.

In the home visit practice with the family, does the Early Learning Specialist....?

#1) Encourage Parent-Child Interaction

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 and/or togetherness.			

#2) Engage and Collaborate with the Family

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.			

#3) Build on the Family's Strengths, Values, and Culture

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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.			

#4) Observe, Reflect, and Respond to Parent-Child Emotions

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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.			

#5) Explore of the Child's Learning and Development

Need Support Meet Often Excel

Ask questions and suggest ways 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 suggesting 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).			

Optional questions to guide conversation together:

1. In this recording, what BPP principle I was most using or trying to use with this family? What was I trying to accomplish?
2. How was I communicating this?
3. What was the child communicating and doing (nonverbally and non-verbally)?
4. What was the parent communicating and doing (verbally and non-verbally)?
5. What was I thinking and feeling during this session?
6. In what areas of my practice do I wish I had done more? Where was I stuck and didn't know what to do?
7. For the "missed opportunities" listed above, if any, are there 1-2 alternative things I might have said or done?

For ELS: Practice Goal(s) and Action Plan

Coordinator: Comments and Supports to ELS

Signature: _____ Signature: _____ Date: _____