



Parents as Teachers®

SC First Steps



Supporting Care Provider
through Home Visits



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“It has been a rewarding experience having Ms. Brown and First Steps’ support and guidance here at Helping Hands with Love child care home. Our children are reaping the benefits of assistance with instruction and materials to develop and stimulate learning.”

*Care provider
Beaufort County First Steps*

Pivoting to **virtual
service delivery**
– home visits and
groups.



Behind the Services

- Strong agency
- Evidence-based model
- Skilled home visitors
- Research-based curricula



Home-based/Informal Child Care



<https://www.childtrends.org/project/building-bridges-between-home-visiting-and-early-care-and-education-blog-series>

- Family, friend, neighbor
- Low engagement in traditional professional development and QRIS
- Multi-age groups
- Some isolation

Curricula and Training

Foundational (parenting prenatal - kindergarten)

- Theoretical Foundation and Approach
- Introduction, Plans, Tools
- Child Development
- Parenting Behaviors
- Parent-Child Interaction
- Parenting Topics
- Family Well-Being
- Translations



Supporting Care Providers (six weeks – 8 years of age)

- Introduction
- Personal Visit Plans
- Development
- Special Topics
- Group Meetings
- Forms

Supporting Provider Educators, Care Providers, and Parents

Biting

Biting is a particularly difficult behavior for care providers to deal with. When children in their care bite, the care providers AND the parents may become very upset. Emotional reactions from care providers and parents range from surprise, embarrassment, and shock to horror, shame, and exasperation. Many care providers feel powerless when biting occurs in their setting.

To help them through these incidents, thoughtful, objective support is most helpful. Fact-based advice can help support the care provider who is having a bout of biting in her setting. This support will translate to the parent as well. Relating some facts about, and reasons behind, biting will help put the whole issue in a less emotional light.

Some facts about biting

- Occasional biting is a temporary part of normal early childhood development.
- Biting is bound to happen in any group care setting.
- Not all toddlers bite, but a majority of them do, some regularly.
- Biting is most common in children 1½ to 3 years old.
- Biting is a form of sensory exploration and non-verbal expression.
- When babies and toddlers bite others, it is an impulsive behavior. Toddlers don't plan to bite and it is rarely on purpose.
- The risk of children causing any serious injury or transmitting disease by biting is minimal.
- Biting is most more of a concern when biters are over 3 years old. By then, they should have developed some relatively successful skills for handling stress and conflict.

Why infants, babies, and toddlers bite

By comparing how children progress in other developmental areas with how they learn social-emotional skills, care providers can put children's biting in proper perspective. Social-emotional development is a process that occurs over a long period of time and includes mistakes along the way. Babies learning to walk fall down many times. They toddle and joggle long before they can talk and be understood. Biting is a mistake many children make along the road to self-regulation and responsible behavior.

- Teething** is only one of the reasons toddlers bite others. Other reasons include:
- **Exploration.** Babies learn through play. Oral stimulation is an important way infants and toddlers learn about their environment. They naturally put things in their mouths to explore and then bite because it feels good. Toys, food, and people must be touched, smelled, and of course, tasted, if the toddler is to learn.

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Do Toddlers in Your Care Bite?

Biting is a natural behavior for very young children—and a big challenge for care providers! If a toddler in your care is biting, don't panic. He is just beginning to learn how to get along with others. You can teach him better ways to act out his feelings and get his needs met. It is important to understand some reasons behind the behavior of biting.

Biting as a developmental issue

Language

- Toddlers don't yet have all the words to say what they want or need.

Intellectual

- Toddlers don't yet understand that biting hurts the other person.
- Toddlers love to mimic behaviors they have seen before.

Social-Emotional

- Toddlers have minimal social skills and are just learning to control their emotions.

A bit about biting

- Biting is a temporary but common part of life in young children.
- Biting is bound to happen, especially when two or more children are in the same setting, as in group care.
- Biting is a way to explore people and things.
- Biting occurs most frequently between the ages of 18 months and 3 years.
- Biting is much more of a concern when the biter is over 3 years old.

Reasons why a toddler bites

- He doesn't have the words to say what he wants or needs.
- He may feel tense or excited.
- He may be defending his toys or belongings.
- He may be teething. Most toddlers grow their second set of molars between 12 and 24 months. Biting helps the gums feel better.
- He is interested in seeing the effects of his actions.
- He may be mimicking other children or TV characters that bite.

Ways to prevent biting

- Provide teething toys, frozen breadsticks, or other safe objects to chew on.
- Offer "gonna eat you up" games and affectionate nibbling on fingers and toes. These activities send mixed messages about biting.
- Watch for signs of rising frustration or tension in the children.
- Teach words that express needs, such as "Stop!" or "Mine!"

 Care Provider
 handout

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Tidbit on Biting

Believe it or not, biting is a common part of group care. At some point, your child will most probably be bitten and he will bite another child. If your toddler is biting at his care setting, don't panic. He is learning many things and getting along with others is one of them. You and your care provider can help him learn better ways to act out his feelings by understanding why toddlers bite in the first place. If your child is bitten in his care setting, remain calm. Many bites do not puncture the skin and pose no health risk for him. Your child may have a bruise where he was bitten. Rest assured, your care provider comforted him.

A bit about biting

- Biting is a short but common part of life in young children. It occurs most often between 1½ and 3 years of age.
- Biting is going to happen when two or more children are in the same setting, as in group care.
- Biting is more of a concern when the biter is over 3 years old.

Why toddlers bite

- Biting is a way to explore people and things.
- Toddlers do not have the words to say what they want or need.
- Toddlers grow their second set of molars between 12 and 24 months. Biting helps the gums feel better.
- A child who bites may be copying other children or TV characters that bite.

Keep in mind

- Your care provider is working to keep each child happy, safe and healthy everyday.
- When biting occurs, talk with your care provider about what happened. Ask what she said to your child. If biting occurs at home, handle it in the same way.

parent page

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Building With Blocks Together

Blocks

Materials

- Any type of blocks or materials that can be used as blocks, such as empty containers, empty tissue boxes, or empty cereal boxes
- Additional building materials and props (cardboard pieces, containers, toy people, toy cars, toy animals)
- Books on building

Rationale

- Children develop confidence as they become more skillful in building and develop leadership among those with whom they play
- Building with blocks promotes children's creativity
- Children develop language as they represent ideas symbolically in the form of their block creations

Activity

- Put the containers of blocks out for the children to do their initial exploration.
- Extend the children's language by repeating what they say about their building. Add an idea or observation to it.

Questions to ask the children

- Ask open-ended questions such as: "How did you build that?" "What will happen if I put this block here?"

Things to notice

- What stages of block play are represented in the construction the children build?
- What kinds of words are the children using during their block play?
- Do some children have more experience with blocks than others?

Extend the learning by

- Add various materials to the block area and observe how the children interact with the items.
- Use a variety of materials to make homemade blocks such as brown grocery sacks stuffed with newspapers and taped closed to create large blocks.

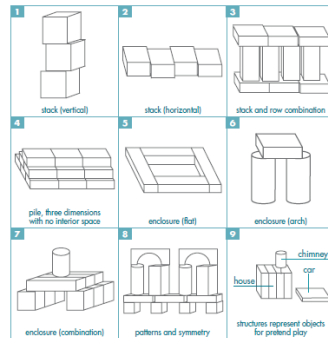
activity page

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Developmental Stages of Block Play



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What children in your care learn while playing with blocks

Social skills

- Confidence and creativity. From creating a simple tower of blocks to constructing an entire city, children gain a sense of accomplishment and a feeling of being in control. Block building stimulates their imagination and creativity as they try an idea and see if it turns out the way they thought it would.
- On the other hand, blocks allow for group collaboration. By working side by side and making a plan together for a structure, children can build mutual trust and respect for each other.

Care Provider

handout

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Bunches of Blocks

When your child plays with blocks she learns lessons which are fundamental to her growth and development. Blocks should be part of her play experiences early and often throughout her early childhood years.

What your child is learning while playing with blocks

Language skills

- Your child's vocabulary and language skills develop as she talks about what she is building and constructing.
- Her reading readiness skills are enhanced through visual discrimination, which takes place as she chooses what blocks to use based on the appearance of her existing structure.

Intellectual skills

- Your child develops many math skills such as classifying, sequencing, patterning, counting, and working with spatial relationships such as height, width, and area during block play.
- She can make predictions and comparisons, or experiment with gravity, balance, and cause and effect. All these are important skills in later science learning.

Social-emotional skills

- Confidence and creativity. From creating a simple tower of blocks to constructing an entire city, your child gains a sense of accomplishment and a feeling of being in control. Block-building stimulates her imagination and creativity as she tries an idea and sees if it turns out the way she thought it would.
- On the other hand, blocks allow for group collaboration. By working beside each other and making a plan together for a structure, you and your child can build mutual trust and respect for each other.

parent page

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Program design

- Visits
- Groups
- Screening
- Resource Network

McCabe, L. A. & Moncrieff, C. (2008, October). Can Home Visiting Increase the Quality of Home-based Child Care? Findings from the Caring for Quality Project (The Cornell Early Childhood Program Research Brief No. 3). Cornell University: Ithaca, NY.

October 2008
No. 3

The Cornell Early Childhood Program

RESEARCH BRIEF



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Can Home Visiting Increase the Quality of Home-based Child Care? Findings from the Caring For Quality Project

By Lisa A. McCabe and Moncrieff Cochran

HOME-BASED CHILD CARE IN THE UNITED STATES

Home-based child care is the most common type of non-parental child care arrangement in the United States, especially for children under age 4, and children from low-income families.¹ It includes regulated care (e.g. family child care) and regulation-exempt care (e.g. Family, Friend, and Neighbor care), paid and unpaid providers, and care by both relatives and non-relatives.² Yet, despite the prevalence of this type of child care, research also suggests that the quality of care in these settings is typically low. The Study of Children in Family Child Care and Relative Care rated less than 10% of family child care homes as good quality while 35% were rated as inadequate.³ Similarly, the National Institute of Child Health and Human Development's (NICHD) Study of Early Child Care (SECC) found that positive caregiving was "not at all characteristic" or only "somewhat characteristic" of more than half of the child care homes in the study.⁴

Despite the prevalence of family child care homes and evidence suggesting the often low quality, little work has been done to explore how best to support these caregivers to provide high quality care.⁵ Professional development and support opportunities for family child care providers typically involve group classes or workshops, often in conjunction with caregivers from center-based settings, and are taught during nights and weekends. Few programs are specifically targeted towards

the needs of home-based providers, especially those who are exempt from licensing regulations because they are caring for relatives or smaller numbers of unrelated children. In addition, programs rarely provide sustained support and training over time, and in a provider's home while she is caring for children. Caring For Quality (CFQ) represents one of the first efforts to develop a program that would meet the specific needs of home-based providers, provide long-term support through a one-on-one relationship with a home visitor, and provide training in the home setting during the hours while children are in care. This brief documents results from an evaluation of the first two years of CFQ program implementation and the effect it had on quality of care provided to young children in home-based child care settings.

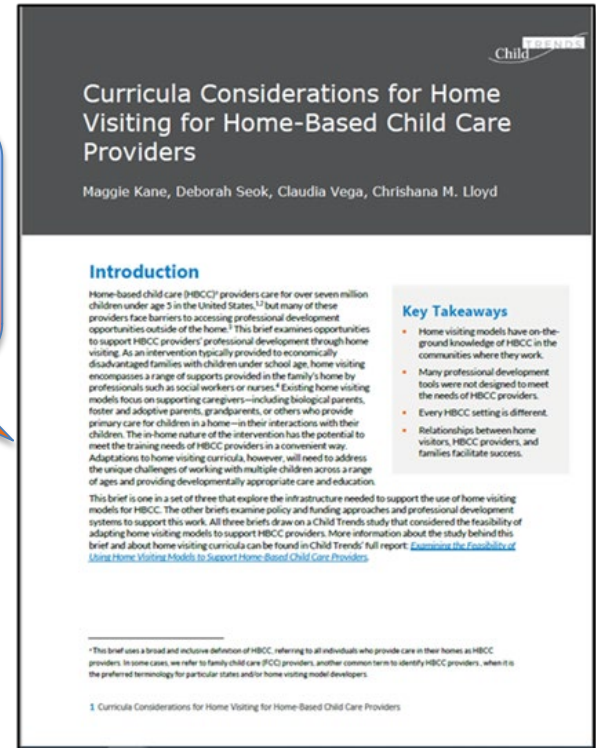
THE CARING FOR QUALITY PROGRAM

The Caring For Quality (CFQ) Program was designed to support and connect both regulated and informal home-based child care providers in order to increase the quality of care provided to young children. The program developed out of a community collaboration that included programmatic staff with experience working with family child care providers, national and local funders, and researchers. Design of the program was based on 1) the success of home visitation programs for parents,⁶ and 2) studies suggesting that relative and in-home caregivers are generally not interested in participating in training

Other Implementers

- Early Head Start/Head Start grantees
- Educare programs
- QRIS
- Community agencies
- Childcare resource and referral agencies

More information



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<https://www.childtrends.org/publications/curricula-considerations-home-visiting-home-based-child-care-providers>

