**Maajtaag Mnobmaadzid**

**Healthy Start-Family Spirit with children ages 3-5:**

As with home visits conducted with families of younger children, a key component of every visit is establishing and building a trusting relationship with the family. Therefore, while specific assessments, content, lessons and activities are described below that make up our “curriculum”, remember that perhaps the most important thing you do is provide non-judgmental support to the family. This is accomplished by listening, empathizing, and letting the family lead as much as possible in determining what you talk about on any given visit. Social support visits where you just talk about what is going on in the family can be very helpful. Remember “How you are” is as important, if not more important, than “what you do” on a home visit.

**What is covered on home visits** :

1. Assessments and follow up, with referrals as needed, standard for all families
2. Teaching/demonstrating content, tailored to families’ interests, using Family Spirit lessons not previously cover or appropriate to repeat
3. Remember to follow the standard protocol of:

* Warm Up
* Review last lesson
* Check on referrals
* Update Medical home, insurance and medical visit status for both child and parent
* Present lesson content and/or Conduct any Assessments due
* Do Activities/tasks together
* Have participant summarize main points
* Discuss and answer questions
* Make any needed new referrals,
* Set next meeting time

**1) Assessments**: Assessments/follow up and Visitors should begin by attaining all age required assessments as indicated on the “Healthy Start/Tribal Home Visiting Form Sequence” which is provided in the programs forms binder. For example a 3 year old child would complete the following: *HS 3 Yr Child Assessment (review MICR for Immunization status), ASQ-3 and ASQ-SE 36 month, Lollipop, Infant/Child Visit Encounter Form, and Update Infant/Child Medical Chart Review Form. (Note that the home visitor should also obtain a 3 year assessment for the parent which includes the PICCOLO and PFS in addition to required program forms).*

Once these assessments are completed, the Home Visitor shall review all results with the caregiver keeping in mind, that a screening does not provide a diagnosis, but rather indicates whether a child is on track developmentally and if a closer look by a specialist is needed. These results can also be used to help determine activities that will support the growth and development of the child. For instance, Home Visitors can supplement a Family Spirit lesson by teaching and demonstrating ASQ age specific supportive activities the parent can do with the child. These suggested activities can also be left as a leave behind for the family to use between lessons. The charts of ASQ activities are attached.

**2) Teaching/demonstrating content**: Using Family Spirit and ASQ Materials.

Within the Family Spirit curriculum, there are multiple lessons that are appropriate for use with parents and children ages 3 to 5. These lessons are designed to promote the overall well-being of the parents and family, as well as for parents to gain knowledge and skills to achieve optimum development for their preschool age children across the domains of physical, cognitive, social-emotional, language learning, and self-help. Depending on how many of the Family Spirit curriculum lessons have already been presented to the family when the child turns 3, you may end up using a lot of Family Spirit lessons, or hardly any at all.

We strongly suggest that you keep a chart of Family Spirit lessons covered for each family, checking them off and noting the date covered, so that when the child(ren) get to age 3, you can, at a glance, see which lessons have and have not already been presented. The table below contains lessons that the home visitor can select from which could be relevant and of interest to families with 3-5 yr olds. In selecting which lessons to present, keep in mind the needs of the family as well as lessons that have been previously covered. Also included in the table are items from the Family Spirit participant workbook Appendix 1; that are appropriate for use with children aged 3-5.

**Family Spirit Lessons potentially appropriate for Families with 3-5 yr olds:**

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| --- | --- | --- | --- |
| **Target** | **Lesson** | **Main Topics** | **Date Completed** |
| **Parent/ Life Skills:** | **Healthy Living: Lesson 1**  **Working towards a Better You** | Short & Long term Goals, goal setting, self esteem |  |
| **Parent/Substance Abuse:** | **Healthy Living : Lesson 2**  **A Look at Drug Use in Our Community** | Overview of drug use, abuse, and addiction |  |
| **Parent/ Substance Abuse:** | **Healthy Living : Lesson 4**  **Effects of Drug Use on Our Families** | Effects of drug use; how to take action and get help |  |
| **Parent / Life Skills:** | **Healthy Living: Lesson 5**  **Skills for Healthy Living Part A** | How to handle challenges, resisting peer-pressure |  |
| **Parent / Life Skills:** | **Healthy Living: Lesson 6**  **Skills for Healthy Living Part B** | Problem solving; Think & Act positively; building supporting relationships |  |
| **Parent/Family Planning:** | **Healthy Living : Lesson 7**  **Understanding Reproduction** | Female menstrual cycle & how pregnancy happens |  |
| **Parent/Family Planning:** | **Healthy Living : Lesson 8**  **Planning Ahead** | What it takes to be ready for another baby |  |
| **Parent/Family Planning:** | **Healthy Living : Lesson 9**  **Your Family Planning Options** | Pros & Cons of family Planning options |  |
| **Parent /Sexual Health Education:** | **Healthy Living : lesson 11**  **Protecting Your Sexual Health** | STI signs & symptoms, Prevention, Testing (Well Woman Appt) |  |
| **Parent /Sexual Health Education:** | |  | | --- | | **Healthy Living: lesson 12**  **Learning More about STI's** | |  | | Description of common STI's and how they are spread & treated |  |

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| --- | --- | --- | --- |
| **Target** | **Lesson** | **Main Topics** |  |
| **Parent/ Life Skills:** | **My Family and Me: lesson 1**  **Planning for my family’s future** | Identifying career paths/goals , resumes & cover letters, job interviews. |  |
| **Parent/ Life Skills:** | **My Family and Me: lesson 2**  **Budgeting for my family** | Assessing resources; tracking expenses; savings plan, etc. |  |
| **Parent/ Life Skills:** | **My Family and Me: lesson 3**  **Planning for my family’s nutrition** | Budgeting for food, planning meals, shopping tips. |  |
| **Parent/ Life Skills:** | **My Family and Me: lesson 4**  **My health & my family’s health** | 3 priority health issues; overweight, type 2 diabetes, and high blood pressure |  |
| **Parent/ Life Skills:** | **My Family and Me: lesson 5**  **The importance of exercise** | Benefits of exercise, recommendations, developing personal plan. |  |
| **Parent / Life Skills** | **My Family and Me: lesson 6**  **Communication and Building Healthy Relationships** | Importance of communication, communication skills, barriers, & conflict resolution |  |
| **Target** | **Lesson** | **Main Topics** |  |
| **Parenting/Child Routines** | **Toddler Care: Lesson 1**  **Daily Routines for Confident & Effective Parenting Part A** | Importance of and benefits of setting a daily routine for child, practice at morning routine |  |
|  | **Toddler Care: Lesson 2**  **Daily Routines for Confident & Effective Parenting Part B** | Importance of and benefits of setting a daily routine for child, practice at bedtime routine |  |
|  | **Toddler Care: Lesson 8**  **Potty Training your Toddler** | Techniques for potty training |  |
|  | **Toddler Care: Lesson 9**  **When a New Child Enters the Home** | Managing jealousy and rivalry |  |
|  | **Your Growing Child: Lesson 8**  **Communicating with Your Child** | Positive communication, handling difficult times |  |
|  | **Your Growing Child: Lesson 9**  **Encouraging Early Learning** | Reading, play, environment and early learning activities |  |
| **Parenting/ Milestones** | **Your Growing Child: Lesson 11**  **Your Child’s Development: Age 3** | Encourage sense of identity and social skills through activities and interaction around age 3. |  |
| **Parent/ Child development** | **Participant Workbook/ Worksheets**  Appendix 1 Extra Worksheets | **Description** |  |
| Child development (Literacy) | Practicing Big Letters | Letter recognition with pictures : Trace Capitals |  |
| Child development (Numeracy) | Numbers sheet | Number recognition w pictures: Trace #'s, 1-9 |  |
| Child development/Social Emotional | I’m a Star | Daily Task/Weekly Reward Chart |  |
| Child development | Potty Training Chart | Color lily pads for using potty; reward |  |
| Parent development | Making a Weekly Meal Plan  Making a Shopping List | Planning weekly meals  Write items needed for week |  |
| Parent development (Social/Emotional) | Making a thoughts and feelings diary,  Using Spirit to Solve a problem | Record thoughts and feelings about challenging situations; tool to help you solve your problems |  |
| Parent development | My child’s daily routine | Record child’s daily routine; may be used to identify problem times; share w other caregivers. |  |

**ASQ Materials to Use with 3-5 yr olds**

Choice of which materials to use when will depend on the child’s age, any concerns of the parents, and if the child has ASQ screening scores in the cut off or below expected area on their ASQ assessments.

ASQ Learning Activity Book (Blue Book):

Activities to teach and demonstrate to parents organized by Age group (36-42 months, 42-48 months, 48-54 months, 54-60 months); and

Five Developmental Areas (Gross Motor, Fine Motor, Communication, Problem Solving, Personal S ocial)

Go to the section for the child’s age, choose the developmental area(s) to focus on during the visit. Read over the suggested activities, and choose 1-3 to teach and demonstrate to the parent. Be sure to take any needed materials along on the visit and a copy of the Activity sheet to leave with the parent.

ASQ-3 Activity Charts (less specific than the Activity Book):

Chart of suggested activities to teach and demonstrate to parents organized by Age (36-48 months, 48- 60 months).

Read over the suggested activities, and choose 1-3 to teach and demonstrate to the parent. Be sure to take any needed materials along on the visit and a copy of the Activity sheet to leave with the parent.

ASQ-SE Activity Charts (less specific than the Activity Book):

Chart of suggested social-emotional developmental activities to teach and demonstrate to parents organized by Age (36 months, 48 months and 60 months)

The first page lists some typical behaviors for that age of development, the second page has activities. Read over the suggested activities, and choose 1-3 to teach and demonstrate to the parent. Be sure to take any needed materials along on the visit and a copy of the Activity sheet to leave with the parent.

You should tailor the choice of what to cover based on ASQ assessment results and parent input. If the child has no areas of concern, the suggested schedule below can be followed:

**Sample Visit Schedule for 36-60 months:**

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| --- | --- | --- | --- |
| **Visit (Age of Child)** | **Child Assessment** | **Lesson Content (Review & Demonstrate)** | **Parent Assessment** |
| 36 months | ASQ-3, ASQ-SE, Lollipop | FS: YGC/Your Child’s Dev. Age 3,  ASQ-SE 36 months Activity Chart | HS-FS Parent 3 Yr, PICCOLO, PF Survey |
| 38 months |  | ASQ Learning Activities Book 36-42 mos: Gross & Fine Motor Sheets |  |
| 40 months |  | ASQ Learning Activities Book 36-42 mos: Communication, Problem Solving and Pers-Social Sheets |  |
| 42 months | ASQ-3, Lollipop | ASQ Activities Chart 36-48 mos (Pick a few appropriate activities) | PICCOLO |
| 44 months |  | ASQ Learning Activities Book 42-48 mos: Gross & Fine Motor Sheets,  FS lesson and/or activity |  |
| 46 months |  | ASQ Learning Activities Book 42-48 mos: Communication, Problem Solving and Pers-Social Sheets |  |

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| **Visit (Age of Child)** | **Child Assessment** | **Lesson Content (Review & Demonstrate)** | **Parent Assessment** |
| 48 months | ASQ-3, ASQ-SE, Lollipop | ASQ Activities Chart 48-60 mos (Pick a few appropriate activities),  ASQ-SE 48 months Activity Chart | HS-FS Parent 4 Yr, PICCOLO, PF Survey |
| 50 months |  | ASQ Learning Activities Book 48-54 mos: Gross & Fine Motor Sheets |  |
| 52 months |  | ASQ Learning Activities Book 48-54 mos: Communication, Problem Solving and Pers-Social Sheets |  |
| 54 months | ASQ-3, Lollipop | FS lesson and/or activity | PICCOLO |
| 56 months |  | ASQ Learning Activities Book 54-60 mos: Gross & Fine Motor Sheets |  |
| 58 months |  | ASQ Learning Activities Book 54-60 mos: Communication, Problem Solving and Pers-Social Sheets |  |
| 60 months | ASQ-3, ASQ-SE, Lollipop | ASQ Activities Chart 60-66 mos (Pick a few appropriate activities),  ASQ-SE 60 months Activity Chart | HS-FS Parent 5 Yr, PICCOLO, PF Survey |

**(Blank Charts which can be used in visit planning and tailoring Lesson content for each of your clients follow):**

**HS-FS Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent HSID: \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**

**Child HSID: \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**

**Date Plan developed: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

**Age 3 - 4 yrs:**

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| --- | --- | --- | --- |
| **Visit (Age of Child)** | **Child Assessment** | **Lesson Content (Review & Demonstrate)** | **Parent Assessment** |
| 36 months | ASQ-3, ASQ-SE, Lollipop | FS: YGC/Your Child’s Dev. Age 3,  ASQ-SE 36 months Activity Chart | HS-FS Parent 3 Yr, PICCOLO, PF Survey |
| 38 months |  |  |  |
| 40 months |  |  |  |
| 42 months | ASQ-3, Lollipop |  | PICCOLO |
| 44 months |  |  |  |
| 46 months |  |  |  |

**HS-FS Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent HSID: \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**

**Child HSID: \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**

**Date Plan developed: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**

**Age 4 – 5 yrs**

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| --- | --- | --- | --- |
| **Visit (Age of Child)** | **Child Assessment** | **Lesson Content (Review & Demonstrate)** | **Parent Assessment** |
| 48 months | ASQ-3, ASQ-SE, Lollipop | ASQ Activities Chart 48-60 mos (Pick a few appropriate activities),  ASQ-SE 48 months Activity Chart | HS-FS Parent 4 Yr, PICCOLO, PF Survey |
| 50 months |  |  |  |
| 52 months |  |  |  |
| 54 months | ASQ-3, Lollipop |  | PICCOLO |
| 56 months |  |  |  |
| 58 months |  |  |  |
| 60 months | ASQ-3, ASQ-SE, Lollipop | ASQ Activities Chart 60-66 mos (Pick a few appropriate activities),  ASQ-SE 60 months Activity Chart | HS-FS Parent 5 Yr, PICCOLO, PF Survey |