



FSU *Partners for a Healthy Baby* Home Visiting Curriculum Alignment with Head Start Early Learning Outcomes Framework **Implementation Guide**

Partners for a Healthy Baby (*Partners*) is a nationally recognized, research-based curriculum used by many home visiting models to improve birth outcomes, reduce rates of child abuse, increase intervals between pregnancies, strengthen families, enhance child health and developmental outcomes, and support family stability and economic self-sufficiency. The *Partners* curriculum was developed by a highly experienced multi-disciplinary faculty team at Florida State University, and designed to support a systematic approach to planning and conducting effective home visits.

The FSU *Partners* curriculum focuses on ensuring parents are supported to provide responsive care and offer effective learning experiences in an environment that encourages their child's growth and development. The *Partners* curriculum is designed to prepare parents with the knowledge and skills needed to care for their young child, and support optimal bonding and attachment. The curriculum also encourages parents to become their child's first teacher by providing activities that support all aspects of a child's development.

The Head Start Performance Standards require that Early Head Start program's curriculum aligns with the Head Start Early Learning Outcomes Framework (HSELOF). The newly revised FSU *Partners* curriculum provides rich content for home visitors and caregiving staff to support parents' efforts to ensure the healthy development and learning of their infants and toddlers. There are approximately 200 Parent Handouts designed to be used by the family to promote their child's development across all of the HSELOF domains. The intent of these Parent Handouts is to provide parents with activities—often using materials found in the home—to support their child's development. A subset of interactive Parent Handouts provides the family an opportunity to “Reflect, Observe, and Review,” and complete questions that support their ongoing ability to consider their child's development, strengths, likes, and dislikes.

This document provides an overview of the content found in the *Partners* curriculum that aligns with each of the five HSELOF domains. The format of this document was intentionally designed to follow the guidelines offered by the Head Start Early Learning Outcomes Framework Implementation Toolkit: *Using the ELOF to Inform Curriculum Planning and Implementation*.

Approaches to Learning—focuses on the skills and behaviors that children use to engage in learning.

Emotional and Behavioral Self-Regulation

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Partners* curriculum contains extensive Detailed Information Pages and Parent Handouts in the Topics: Fatherhood; Parenting & Guidance; Developmental Skills; and Social Emotional Development that offer practical ideas on ways to foster emotional self-regulation. There are topics on how young children experience stress (*Stress makes it hard to learn and grow*) and parenting guidance on dealing with big emotions (*How to reduce tantrums; Help me get my emotions under control*). See more examples in the Social and Emotional domain alignment.
- The *Watch My Social Emotional Skills Grow* Parent Handout series features sections on Emotions and Self-Regulation. They outline age appropriate expectations and emerging skills, and offer suggestions for parental supports. The *Watch Me Grow* series also spotlights emotional development.
- Responding to fears and new situations in a way that supports emotional self-regulation is addressed on numerous Detailed Information Pages and on Parent Handouts such as *Helping your baby through stranger anxiety; A trip to the doctor; Nightmares*.
- Sometimes adults need help identifying the trigger and meanings behind a child's emotions. In the reflective Developmental Skills Parent Handout series (e.g., *My 25-27 month old*) parents are asked to consider how their child shows he/she is upset or happy. These questions can spark conversations on ways to support and grow the child's ability to manage and express emotions.
- Parent educational materials address recognizing and managing age-appropriate behaviors. The curriculum focuses on providing support (*Plan ahead & have patience*), and the importance of establishing routines (*Children thrive on routines*), and offers appropriate guidance strategies (*Ways to redirect what baby is doing; Guiding your 1-year-old's behavior*).
- The Topic: Parenting & Guidance offers specific recommendations for dealing with common behavioral challenges on Detailed Information Pages and on the accompanying Parent Handouts such as *Calming your fussy baby; Keep your child busy when you need her to be quiet; Handling kicking, biting & out-of-control behaviors*.
- Alternatives to punishments that stunt self-regulation are addressed on the Detailed Information Pages and on Parent Handouts such as: *Spanking: More harm than good; What to do instead of spanking; Learning new ways to calm down; Time to slow down*. The Detailed Information Pages provide home visitors and parents with support and suggestions for managing these sensitive topics.

Approaches to Learning—focuses on the skills and behaviors that children use to engage in learning.

Cognitive Self-Regulation (Executive Functioning)

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Partners* curriculum addresses Cognitive Self-Regulation on numerous Detailed Information Pages and Parent Handouts within the Topics: Fatherhood; Developmental Skills; Social Emotional Development; and Play, Learning, & Cognition. It is specifically addressed in the Detailed Information Page and accompanying Parent Handout *Brain Games*, which highlights playful ways to promote the sub-domain.
- The periodic *Watch My Thinking Skills Grow* and *Watch My Play Skills* Parent Handout series feature sections on Memory and Observing. They outline age-appropriate expectations and emerging skills, and offer suggestions for parental supports. The *Watch Me Grow* series also spotlights cognitive development milestones related to attention, persistence, and flexibility.
- Specific strategies for managing transitions in both daily routines and larger life events are provided in Detailed Information Pages and accompanying Parent Handouts such as *Helping baby change gears*; *Easing toddler's separation anxiety*; and *Helping toddlers adjust to new situations*. There is an emphasis on providing loving support to promote flexibility when change is necessary.
- Suggestions for parental and environmental supports that promote persistence and sustained attention are woven throughout the *Partners* curriculum. Examples of Parent Handouts that address this include *Supporting your toddler's success*; *Get rid of clutter*; *Encourage & empower your toddler*; and *Try, Try Again*.

Approaches to Learning—focuses on the skills and behaviors that children use to engage in learning.

Initiative and Curiosity

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Partners* curriculum addresses Initiative and Curiosity on numerous Detailed Information Pages and Parent Handouts within the Topics: Fatherhood; Nutrition & Feeding; Daily Care Routines; Developmental Skills; Language & Literacy; Social Emotional Development; and Play, Learning & Cognition.
- The *Partners* curriculum content outlines the kinds of toys, materials, and experiences that foster initiative and curiosity in infants and toddlers. The diverse living circumstance home visiting programs encounter are considered and the use of everyday objects and learning opportunities in daily routines is promoted. Examples of relevant Parent Handouts that address Initiative and Curiosity include *Ways to help your baby's brain develop*; *Toys for 1-year-olds*; *Learning out and about*; and *Why mommy?*
- The *Partners* curriculum encourages parents to identify and respect their child's unique strengths and interests, thereby building their sense of Initiative and providing opportunities to satisfy their Curiosity. *Types of smart or intelligence*; *A new way to read*; and the questions on the reflective Developmental Skills Parent Handout series (e.g., *My 17-18 month old*) are examples of Parent Handouts and Detailed Information Pages that support this sub-domain.
- The periodic *Watch My Thinking Skills Grow* and *Watch My Play Skills* Parent Handout series feature sections on Problem-Solving and Exploring. They outline age appropriate expectations and emerging skills, and offer suggestions for parental supports. The *Watch Me Grow* series also spotlights signs of cognitive development related to Initiative and Curiosity.
- The *Partners* curriculum includes ideas for fostering Initiative and Curiosity by offering age appropriate choices (*Let Toddler Choose*) and suggestions for supporting toddler's increased independence (*Loving your busy 1-year-old*; *Help your toddler feel important*; *I do it myself...now help me!*).
- Detailed Information Pages and Parent Handouts address common conflicts or challenges associated with children's growing sense of independence. Examples of conflicts that are addressed on Parent Handouts include managing meal times (*Create "Happy Meals" with your toddler*; *I can feed myself!*) and reframing "defiant" behavior (*Changing No! No! No! to Yes! Yes! Yes!*).

Approaches to Learning—focuses on the skills and behaviors that children use to engage in learning.

Creativity

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Partners* curriculum addresses Creativity on numerous Detailed Information Pages and Parent Handouts in the Topic: Play, Learning & Cognition, which is found in the Category: Baby's/Toddler's Development.
- The *Partners* curriculum spotlights novel uses of everyday objects in play. For example, when parents and caregivers model using materials in unconventional ways, it sparks and supports the child's creativity. Sample Parent Handouts that address this include *Smart toys from your kitchen* and *Home-made toys to help me learn*.
- Art and messy play activities are rich with opportunity for creative exploration and expression. The *Partners* curriculum includes age appropriate, safe suggestions for infants and toddlers with information on numerous Detailed Information Pages and Parent Handouts, including *Supporting your little artist*; *Learning with water play*; and *Messy play builds brain power*.
- The playful use of sounds, language and storytelling is another way the *Partners* curriculum supports budding creativity in children. There are many Detailed Information Pages that explain the connection between language and creativity, as well as Parent Handouts with specific finger-plays, songs, and prompts for parents to use with their young children. Sample Parent Handouts include *Having fun with sounds, words & songs*; *Help your toddler tell a story*; and *What's so funny?*
- The periodic *Watch My Thinking Skills Grow* and *Watch My Play Skills* series of Parent Handouts feature sections on Problem-Solving, Exploring, and Imitating. They outline age appropriate expectations, emerging skills and suggestions for parental supports. The *Watch Me Grow* series also spotlights signs of cognitive development related to experimenting, pretend play, and exploring.

Approaches to Learning—focuses on the skills and behaviors that children use to engage in learning.

OPTIONAL

To be completed by Home Visiting Program:

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide and appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. If applicable, list any supplemental resources your program is using that provide additional content in this domain.

Social and Emotional Development—refers to a child’s ability to create and sustain meaningful relationships. Emotional development refers to a child’s ability to express, recognize and manage emotions.

Relationships with Adults

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Social Emotional Skills Grow* series of handouts in the *Partners* curriculum feature sections on relationships and social interactions related to familiar adults. They outline age appropriate expectations, emerging skills and suggestions for parental supports. The *Watch Me Grow* series also spotlights emotional development.
- The *Partners* curriculum focuses heavily on the formation of safe, stable relationships with familiar adults. Across the full range of the curriculum there are Detailed Information Pages and Parent Handouts on promoting secure attachments. Sample Parent Handouts that address secure attachments include *The Power of Touch; Falling in Love with Your Baby; Trust is the basis for relationships; Loves You So Big!* and *Checking In*.
- Conversations on the negative impact of witnessing or experiencing abuse and volatile/unsafe home environments on identity development are facilitated with numerous Detailed Information Pages and Parent Handouts including *Always watching & listening; Managing your anger; and Violence can scare & scar children*.
- *Partners for a Healthy Baby* also addresses challenges related to specific family circumstances such as dealing with:
 - ✓ Co-Parenting/Shared Custody: *Tips for sharing custody of your baby; Please don’t forget about me*
 - ✓ Changes in partners: *How will my relationships impact my baby?; When your partner changes...be sensitive to your toddler’s needs!*
 - ✓ Fatherhood: *Why fathers are so important; Why doesn’t my 1-year-old want me?*
 - ✓ Incarcerated Parents: *Help your toddler stay connected with their incarcerated parent*
 - ✓ Military Deployment: *Helping military families deal with separation; Staying connected: Reuniting*
 - ✓ Extended Family: *Good relationships with grandparents; Tips for successful co-parenting*
- The *Partners* curriculum includes support for choosing, introducing, and communicating with other caregivers. Attention is paid to the different developmental and temperamental needs of the child. Sample Parent Handouts that address this include *Why a familiar caregiver is important to your baby; Helping your shy toddler; and Communication between parents & caregivers*.

Social and Emotional Development—refers to a child’s ability to create and sustain meaningful relationships. Emotional development refers to a child’s ability to express, recognize and manage emotions.

Relationships with Other Children

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- Relationships with other children often starts with siblings. The *Partners* curriculum includes strategies for promoting positive relationships between the children in the home. Whether the enrolled child is the older sibling or a new baby, there are Detailed Information Pages and Parent Handouts that recommend picture books and strategies for smoothing the transition for growing families. Sample Parent Handouts include *Books to help children adjust to a new baby*, and *Helping toddler cope with a new baby*. Strategies for handling typical sibling disputes are addressed in handouts such as *It’s all mine* and *What about me? Reducing sibling jealousy*.
- *Partners for a Healthy Baby* also includes support for establishing and maintaining friendships with other children first as an extension of the parents’ friendships on Detailed Information Pages and Parent Handouts such as *Talking with other mothers*; then more individually on Parent Handouts such as *Playmates*; *Making & keeping special friends*; and *Your love helps me love others*.
- The periodic *Watch My Social Emotional Skills Grow* series of handouts feature sections on relationships and social interactions related to interactions with other children. They outline age appropriate expectations, emerging skills and suggestions for parental supports. The *Watch Me Grow* series also spotlights emotional development.

Emotional Functioning

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Partners* curriculum is structured to include recommendations for ongoing social-emotional screenings and to build on the parent’s capacity for, and understanding of, development in this domain. The Parent Handout series *Watch My Social Emotional Skills Grow & Social Emotional Well-Being* break down the continuum of skills and supports at regular intervals. The goals of the Emotional Functioning sub-domain are specifically addressed in the Emotions and Self-Regulation categories of the *Watch My Social Emotional Skills Grow* Handouts. The *Watch Me Grow* series also spotlights emotional development.
- Examples of strategies to support emotional functioning found in the *Partners* curriculum include building emotional vocabulary, addressed on the Handout *Happy, mad or sad? Help toddlers name their emotions*; promoting self-soothing, addressed on the Handout *Security blankets & favorite toys*; managing the unfamiliar, addressed on the Handout *Helping toddlers adjust to new situations*; and fostering care for others, addressed on the Handout *Understanding others’ feelings*.
- Infant/toddler emotional well-being and development is fundamentally linked to that of their primary caregivers. The *Partners* curriculum highlights this connection and provides home visiting staff with strategies for opening conversations on this sensitive topic. Numerous Detailed Information Pages and Parent Handouts are provided including Handouts such as *Depression can hurt your baby*; *Mood swings can confuse your baby*; and *Babies feel stress too*.

Social and Emotional Development—refers to a child’s ability to create and sustain meaningful relationships. Emotional development refers to a child’s ability to express, recognize and manage emotions.

Sense of Identity and Belonging

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Partners* curriculum promotes children’s developing sense of body awareness, identity, and belonging through specific learning activities such as songs with hand motions (*Songs and games to boost my baby’s language*), home-made books (*Make an “I like me book”*) and discussions on diversity (*I’m learning about the people in my world*). Family traditions & history are also recognized as valuable (*Family Traditions; Let’s talk about us!*)
- Parent education about the impact of positive relationships on the development of self-worth and belonging are woven throughout the *Partners* curriculum. Parent Handouts such as *Baby’s feelings of self-worth; Respect!; Encourage and empower your toddler* offer suggestions and strategies for understanding and supporting the young child’s developing sense of self.
- The *Partners* curriculum fosters parents’ understanding of attachment formation — a foundational element of one’s sense of identity and belonging. Detailed Information Pages and Parent Handouts such as *Help your toddler feel secure in an insecure world* spark conversations and provide suggestions for how to promote security and attachment.
- The *Watch Me Grow* series also spotlights emotional development. Milestones in the Feelings domain often highlight the way baby shows awareness of self, makes preferences known, and connects with others through developing skills.

Social and Emotional Development—refers to a child’s ability to create and sustain meaningful relationships. Emotional development refers to a child’s ability to express, recognize and manage emotions.

OPTIONAL***To be completed by Home Visiting Program:***

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide and appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. If applicable, list any supplemental resources your program is using that provide additional content in this domain.

Language and Communication—Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).

Attending and Understanding

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Language Skills Grow* series of handouts feature sections on Receptive Language. They outline age appropriate expectations, emerging skills and suggestions for parental supports. The *Watch Me Grow* series also spotlights language development.
- The *Partners* curriculum highlights the importance of talking to your child about what is happening and what will happen next, starting in infancy (*Learning to Listen; Talking with your baby*). Encouraging caregivers and family members to talk through daily care routines as they occur is a common theme in the *Partners* curriculum. There are suggestions on ways to use age appropriate guidance strategies to foster children’s ability to follow instructions (*Make directions easy to follow*).
- The benefits of using strategies such as “Parentese” (*What helps babies learn language*), singing (*Songs and fingerplays build language skills*) and oral storytelling (*Let’s talk about us*) in developing the capacity to attend and understand language are explained across age levels.

Communication and Speaking

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Language Skills Grow* series of handouts features sections on Speech Sounds and Expressive Language. The series outlines age appropriate expectations, emerging skills, and suggestions for parental supports. The *Watch Me Grow* series also spotlights language development.
- Content provided on the Detailed Information Pages and Handouts is intended to guide parents’ ability to interpret their baby’s cries and non-verbal cues (*Learning your newborn’s signals*). Nonverbal communication is valued and discussed across age levels in the *Watch My Language Skills Grow: Communicating with Gestures* handouts.
- Infants and toddlers learn conversational turn-taking when caregivers make room for them to respond. Content in the *Partners* curriculum supports this give and take (*Taking turns; It takes two to talk; Pause & talk*). The process of Listen, Imitate, Pause, & Stretch (LIPS) is used repeatedly in the curriculum.
- Resources for modeling the playful use of sounds through the songs, finger plays, and storytelling prompts are found throughout the *Partners* curriculum.

Language and Communication—Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).

Vocabulary

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- Parents are encouraged to expand on their young child's vocabulary through a variety of strategies represented in the curriculum. Examples of relevant Parent Handouts that support this include *Encouraging toddler talk*; *E-X-P-A-N-D your toddler's words*; *Labeling everyday objects*; and *Open-ended questions: Expand your child's language*.
- Parents are supported in their abilities to reflect on their child's growing vocabulary with interactive Parent Handouts such as *Words I know*, and through specific questions on the reflective Developmental Skills Parent Handout series, such as *My 28-30 month old*.
- The importance of reading and singing for expanding vocabulary is a common theme, addressed on numerous Detailed Information Pages and Parent Handouts such as *Fingerplay favorites*; and *A book a day goes a long way*.

Emergent Literacy

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Partners* curriculum places an ongoing emphasis on incorporating reading throughout the day, offering specific strategies and prompting conversations about daily routines in Parent Handouts and Detailed Information Pages (*Books: Shared moments of delight!*; *Making more time for books*; *Special book times with toddlers*)
- *Partners* encourages family members to keep the child's interests and developmental level in mind when choosing books (*What books are best for my baby?*; *I love this book! Read it again!*). Parent Handouts and Detailed Information Pages give specific recommendations based on age, relevant life events (e.g., new baby, incarcerated parent, etc.), and individual child preferences. The Developmental Skills series (e.g., *My 4 month old*) provides an opportunity for parents to observe their child's development and behavior, and reflect on what they are seeing and what it might mean. These Parent Handouts typically start out with a question about the child's interests or behaviors regarding books and stories.
- Home-made books and the use of environmental print are ways that all parents can promote emergent literacy even when books are scarce. Examples from the *Partners* curriculum include Handouts such as *My book about me & I spy...the pictures and letters in my world*.
- *Partners* encourages parents to let infants and toddlers take an active role in reading. Parents are introduced to and encouraged to use interactive reading strategies like asking questions and talking about the pictures (*A new way to read*, *Toddlers love picture books*). This approach is particularly helpful when parents have low literacy levels.
- Involvement of family members in reading to children (*Help me learn to read*) and reading to younger siblings (*Book sharing: I can do it too!*) is spotlighted as ways to promote children's identity as a reader.

Language and Communication—Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).

OPTIONAL

To be completed by Home Visiting Program:

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. If applicable, list any supplemental resources your program is using that provide additional content in this domain.

Cognition—Cognitive development includes reasoning, memory, problem-solving and thinking skills. These skills are the foundation young children use to understand and organize their world.

Exploration and Discovery

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Watch My Play Skills Grow* and *Watch My Thinking Skills Grow* series of Parent Handouts feature sections on Exploring and Problem Solving related to this sub-domain. They outline age appropriate expectations, emerging skills, and suggestions for parental supports. The series also spotlights cognitive development related to Exploration and Discovery.
- The suggestions for sensory play and art experiences provide opportunities for exploration and discovery. Tips are included for managing mess, following the child’s lead, and extending the play in ways that foster exploration. Sample Parent Handouts include *Messy play builds brain power*; *Supporting you little artist*; and *Learning with water play*.
- The *Partners* curriculum encourages parents to choose toys or use materials around the home for play that encourage exploration and discovery in the Parent Handout series on age appropriate toys including *Toys for 1-year-olds*, and additional Parent Handouts such as *Ways to help your baby’s brain develop* and *Homemade toys to help me learn*.
- Parents may restrict exploration and discovery efforts out of concern for safety. *Partners* includes extensive materials on creating indoor and outdoor environments that allow for safe exploration and discovery. Relevant handouts include *Keep your baby from choking*; *Is our home safe for baby?* and *Be safe & have fun at the playground*.
- Infants and toddlers engage in exploration and discovery in the context of everyday routines and relationships. The *Partners* curriculum provides guidance for ways parents can facilitate learning through their communications with information from Parent Handouts such as *Why Mommy?*; the inclusion of infants and toddlers in daily tasks with information from Parent Handouts such as *Keeping baby busy & happy so you can do chores*; and the emotional support they provide with information from Parent Handouts such as *Encourage & empower your toddler*.

Memory

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- In the periodic *Watch My Thinking Skills Grow* Parent Handout series there is a section on Memory that highlights developmental milestones, emerging skills to watch for, and ways parents can support memory development. The *Watch Me Grow* series also spotlights cognitive development related to memory.
- The *Partners* curriculum provides extensive parent guidance and support surrounding the importance of routines and consistency. The link between stable, familiar environments, and memory development is discussed repeatedly in relationship with parents, easing transitions, and promoting positive behaviors. Relevant handouts include *Good night & sweet dreams* and *Why a familiar caregiver is important for your baby*.
- Songs, finger-plays, games and books provide rich opportunities for building memory and accessing recall skills. *Partners for a Healthy Baby* encourages parents to choose books and incorporate songs that support memory development. Examples of Detailed Information Pages and Parent Handouts that provide guidance and support include *Song & games to boost my baby’s language*; *Brain Power*; and *Toddlers love picture books*.

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Reasoning and Problem-Solving

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Thinking Skills Grow* and *Watch My Play Skills Grow* series of Parent Handouts feature sections on Problem-Solving and Imitating related to this sub-domain. They provide age appropriate expectations, emerging skills, and suggestions for parental supports. The *Watch Me Grow* series also spotlights cognitive development related to reasoning and problem-solving.
- Adults support children’s attempts to apply reasoning and problem-solving skills through the language they use and the help they provide. *Partners* includes information to support parents’ skills and capacity with Parent Handouts such as *Open-ended questions: Expand your child’s language; The ‘just right’ amount of help, & I do it myself...but now help me!*
- Problem-solving requires persistence. *Partners* assists parents in their efforts to encourage and support their child’s repeated efforts to figure things out with Parent Handouts such as *Try, try again; Encouraging your toddler & Help your toddler become a problem-solver.*
- Helping parents understand developmental milestones across learning domains helps establish realistic expectations. As their understanding of child development grows parents become more adept at balancing their child’s changing needs for independence and support, leaving room for attempts at problem-solving. The curriculum Topics: Developmental Skills; Play, Learning & Cognition; and Parenting and Guidance thoroughly address these issues. Sample Parent Handouts include *What toddlers learn by playing & I can do it!*

Emergent Mathematical Thinking

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Thinking Skills Grow* series of handouts feature sections on Concepts & Numbers related to this sub-domain. They outline age appropriate expectations, emerging skills and suggestions for parental supports. The *Watch Me Grow* series also spotlights cognitive development related to emergent mathematical thinking.
- The periodic *Watch My Motor Skills Grow* series of handouts feature Fine and Gross Motor play experiences that promote spatial awareness related to this sub-domain. They outline age appropriate expectations, emerging skills and suggestions for parental supports. The *Watch Me Grow* series also spotlights spatial awareness concepts.
- *Partners* encourages parents to talk about math concepts like size, shape, and quantity during every day experiences such as planning the day (what comes first, next, etc.), running errands, and meal times. Examples of Parent Handouts that include these ideas are *The most important moments are the ones that happen every day; Learning out & about; and Food Math.*
- Numerous Detailed Information Pages and Parent Handouts discuss how appropriate toys and the playful use of household objects can foster understanding of mathematical concepts. Relevant handouts include *Toys for 2-year-olds* and *Ways to help your baby’s brain develop.*
- Songs, finger-plays and book suggestions to support mathematical thinking are included across age groups with Parent Handouts such as *Songs & games to boost my baby’s language.*

Cognition—Cognitive development includes reasoning, memory, problem-solving and thinking skills. These skills are the foundation young children use to understand and organize their world.

Imitation and Symbolic Representation and Play

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The *Partners for a Healthy Baby* curriculum offers much information for parents and caregivers related to supporting their child's ability to learn through Imitation, Symbolic Representation, and Play. The *Partners* curriculum Topic: Play, Learning, & Cognition provides numerous Purposes, Detailed Information Pages, and Parent Handouts to support this important cognitive skill.
- The periodic *Watch My Thinking Skills Grow* and *Watch My Play Skills Grow* series of Parent Handouts feature sections on Everyday Knowledge and Imitating related to this sub-domain. They outline age appropriate expectations, emerging skills and suggestions for parental supports. The *Watch Me Grow* series also spotlights social emotional and cognitive development related to imitating and symbolic play.
- The content in the *Partners* curriculum highlights the way infants and toddlers engage in imitation of adults and how this can be used to spark conversations surrounding this topic. Examples include the Parent Handouts *Toddlers learn by imitation* and *I wanna be like you*.
- *Partners for a Healthy Baby* encourages parents to include infants and toddlers in everyday chores and routines. Imitation and Representative Play is built through opportunities to copy and practice. Relevant Parent Handouts that offer suggestions and strategies to support this include *My little copy cat* and *Help your toddler feel important*.
- The *Partners* curriculum offers suggestions for how parents can use art experiences, books, songs, and finger-plays to help their infants and toddlers explore symbolic expression. Relevant Parent Handouts include *Supporting your little artist*; *A new way to read*; and *Learning with water play*.

Cognition—Cognitive development includes reasoning, memory, problem-solving and thinking skills. These skills are the foundation young children use to understand and organize their world.

OPTIONAL***To be completed by Home Visiting Program:***

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide and appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. If applicable, list any supplemental resources your program is using that provide additional content in this domain.

Perceptual, Motor, and Physical Development—Perception refers to how children use their senses to gather, understand, and respond to information. Motor skills include moving large and small muscles.

Perception

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Motor Skills Grow* series of Parent Handouts feature sections on how infants and toddlers use their senses to understand and respond to what is happening in their world. The series helps parents understand what to expect their baby is able to do at that age, what to expect will be happening in the next few months, and what they can do to support their baby's development.
- The periodic *Watch My Language Skills Grow* series of Parent Handouts addresses expressive and receptive language, and how young children use both to respond to people and things in their environment.
- In *Baby's 1st Year* parents are coached on the power of touch and sensory information in daily care routines such as swaddling baby to assist in settling down for bed. Examples include *The power of touch* and *What can you do to have a happy baby*.
- Detailed Information Pages and Handouts remind parents to watch for signs of overstimulation in their infant or toddler, and recommendations for helping the child reorganize are included in Handouts such as *Calming your fussy baby*; *When it's just too much for your toddler*; & *Time to slow it down*.
- A variety of sensory play and learning experiences are suggested throughout the curriculum. Some suggestions highlight the value of messy or water play experiences, such as those in *Art experiences for your toddler*. Others build on the sensory experiences in everyday life such as discussing the sights, tastes, textures, and smells associated with grocery shopping (*Learning out and about*), or while helping prepare meals (*Let me help!*). The value of active play in sensory processing is also discussed (*Building brains with active play*).

Perceptual, Motor, and Physical Development—Perception refers to how children use their senses to gather, understand, and respond to information. Motor skills include moving large and small muscles.

Gross Motor

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Motor Skills Grow* series of handouts feature sections on Gross Motor & Balance. They outline age appropriate expectations, emerging skills, and suggestions for parental supports. The *Watch Me Grow* series also spotlights Gross Motor development.
- The *Partners* curriculum seeks to build parents' understanding of Gross Motor development as more than just "running around." Detailed Information Pages and Parent Handouts like *Building brains with active play*; *Brain Games*; and *Types of smart or intelligence* provide information about brain development and specific suggestions for activities parents can do with their children.
- Detailed Information Pages and Parent Handouts include information on toys and materials that safely and effectively support children's Gross Motor development. Examples of Parent Handouts that address this include *Equipment Safety Tips* (see Detailed Information Page); *Fun with Tricycles*; and *Toys for 1-year-olds*.
- *Partners for a Healthy Baby* emphasizes ways that parents and children can engage in exercise and active play together—fostering whole family health, well-being, and development. The Topic: Nutrition & Exercise (found in the Category: Family Health) offers a wide range of suggestions and opportunities for discussion with the family. Examples of Parent Handouts that address exercise and active play include *Get active outdoors* and *Outside play can get your heart pumping*.
- Finger-plays and songs suggested in the curriculum give opportunities for Gross Motor play as well. When using the series of Parent Handouts: *Songs & Games to Boost My Baby's Language*, families and their young children stretch wide while playing "So Big," and they circle and swish arms when singing "Wheels on the Bus."

Perceptual, Motor, and Physical Development—Perception refers to how children use their senses to gather, understand, and respond to information. Motor skills include moving large and small muscles.

Fine Motor

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Motor Skills Grow* series of handouts feature sections on Fine Motor & Hand-Eye Coordination, as well as Feeding & Self-Help. They outline age appropriate expectations, emerging skills and suggestions for parental supports. The *Watch Me Grow* series also spotlights fine motor development.
- Detailed Information Pages and Parent Handouts include information on toys and materials that safely and effectively support children’s fine motor development. Manageable ways to incorporate art and sensory activities with little ones are featured on many Parent Handouts. Examples include *Toys for 1-year-olds*; *Art experiences for your toddler*; and *Learning with water play*.
- *Partners for a Healthy Baby* encourages parents to support self-help skills like self-feeding and participating in dressing, which promote fine motor development. The curriculum offers a wide range of suggestions and information on managing safety concerns and realistic expectations. Relevant handouts include *Finger foods help babies learn to self-feed*; *I can feed myself*; and *I do it myself...but now help me!*.
- Fingerplays and songs suggested in the *Partners* curriculum give opportunities for fine motor play. Parents and toddlers work their fingers and hands while doing fingerplays such as “Itsy Bitsy Spider” and “Open Shut Them.”
- The *Partners* curriculum encourages parents to give infants and toddlers an active role in frequent reading times. Following the suggestions from Parent Handouts like *Special book time with toddlers*, parents can give their child lots of opportunities to practice fine motor skills such as turning pages and pointing.

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Health, Safety, and Nutrition

What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?

- The periodic *Watch My Motor Skills Grow* series of Parent Handouts feature information on Feeding and Self-Help. They outline age appropriate expectations, emerging skills, and suggestions for parental supports.
- The *Partners* curriculum content addresses signs that toddlers may be ready to potty train, along with suggestions for tackling the milestone in a supportive way. Parent Handouts on this topic include *Get ready for potty time* and *Using the potty*.
- The *Partners* curriculum content supports the idea that infants and toddlers adopt and cooperate with healthy behaviors when they see them modeled by caregivers and family members. The Purposes found in the Categories: Family Health and Caring for Baby offer extensive parent education, prompts for conversation, and suggestions for including infants and toddlers in everyday routines and healthy behaviors. Examples of relevant Parent Handouts include *Diapering your baby*; *Rub-a-dub-dub: Bathtime fun & safety*; and *Exercise with your toddler*.
- The *Partners* curriculum encourages families to follow good health practices such as finding a medical home, having regular checkups and dental visits, and not smoke and drink. Sample Parent Handouts, which have corresponding Detailed Information Pages, include *Smoke can hurt your baby*; and *Good dental habits start early*.
- The *Partners* curriculum includes numerous Detailed Information Pages and Parent Handouts on maintaining safe home environments and teaching safe behaviors. Relevant Parent Handouts include *Prevent accidents: Ways to keep your child safe*; *Keeping toddlers safe outdoors*; and *Keep toddler safe in and around cars*.
- The Purposes found in the Categories: Nutrition & Exercise and Nutrition & Feeding offer a wide range of information related to nutrition. Families are encouraged to model healthy food choices and are offered assistance accessing resources, educational materials, and practical ideas for ensuring good nutrition for themselves and their family. Examples of relevant Parent Handouts include *Women, Infants, & Children (WIC)*; *Control your portions!* and *Healthy meals on a budget*.
- The *Partners* curriculum promotes the benefits that mom and baby receive from breastfeeding. There are numerous Detailed Information Pages and Parent Handouts that provide information about the benefits of breastfeeding and strategies to support breastfeeding. Fathers are also encouraged to support their partner's efforts around breastfeeding. Relevant Parent Handouts include *Breastfeeding is best for my baby & me!*; *Breastfeeding basics*; *You can go to school or work & breastfeed too!*; and *Healthy eating tips for breastfeeding mom*.
- Ideas and activities to encourage infants and toddlers to try new, nutritious foods are provided in Parent Handouts such as *Nutritious snacks for toddlers*; *Let me help!* and *Food math!*

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OPTIONAL***To be completed by Home Visiting Program:***

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide and appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. If applicable, list any supplemental resources your program is using that provide additional content in this domain.