

Early Childhood Development and Health Services

Abbreviations used in service area plans

Board of Directors	Board
Policy Council	PC
Executive Director	Ex. Dir.
Program Director	Prog. Dir.
Fiscal Director	Fiscal
Human Resource/Fiscal Assistant	HR
Maintenance/Custodians	Custodian
Data Encoder/Program Assistant	Tech.
Executive Secretary/Receptionist	Secretary
Program Nutrition Specialist	Nutrition
Program Health and Safety Specialists	H & S
Program Behavioral/Mental Health Specialist	MH
Program Family and Community Partnership Specialists	FCP
Education Managers	Ed. Mgr.
Program Disabilities/Transition Specialist	Disabilities
Assistant Cook	Asst. Cook
Cook	Cook
HS Teachers	Teacher
HS Teacher Assistants	T. Asst.
HS Home Visitor and EHS Home Visitor	HV
Disabilities/Transition Coordinator	Dis. Coord.
Transportation Coordinator	Trans. Coord.
Mental Health Consultant	MHC
Management Team (Directors, Managers, All Specialists)	Management Team

1304.21 Education and Early Childhood Development

Early Head Start

	Performance Standard	Implementation	Responsible	Time Frame	Documentation
1304.21 (a) (1)(i)	<p>(a) Child development and education approach for all children.</p> <p>(1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:</p> <p>(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;</p>	<p><u>HOME VISITS (weekly)(44 minimum)</u></p> <p>1. Before a home visit, a home visitor follows EHS lesson plan procedure to complete lesson plans for each child.</p> <p>2. Lesson plans include:</p> <ul style="list-style-type: none"> • Child's name & age in months. • Date and time of home visit. • If child is on IFSP/IEP. (checked off) • PAT Curriculum month and week #. • PAT activity and/or extended activity for age of child. (found in PAT Curriculum) • Other activities if child is over 3years. (PAT Curriculum goes only to month 36) • Book, materials for activities. • PAT discussion points. (this is included in PAT curriculum and gives home visitor topics appropriate for individual age of child) • Handouts related to activities/discussion or program. • Observation notes for language, cognitive, social-emotional and physical development.(home visitor and parents both observe) • Program component discussion. (Nutrition, health, mental health, transition) • Parent input of lesson/socialization plans. 	<p>Ed Mgr HV</p> <p>HV</p>	<p>Weekly before each home visit</p> <p>Weekly</p>	<p>Lesson plan and procedure</p> <p>Lesson plan</p>

		<p>input at each home visit. Home visitor then documents on the lesson plan and activities are planned accordingly for next home visit.</p> <p>4. During home visits, home visitor documents observations, made by both the parent and home visitor, in language, cognitive, social-emotional and physical development.</p> <p>5. If possible, materials from the home are used during home visits.</p> <p>6. Translators are provided to work with families in their primary language.</p> <p>7. Lesson plans are turned into Education Manager once signed and completed by parent and home visitor.</p> <p><u>SOCIALIZATIONS (2X month) (24 total)</u></p> <p>1. Socialization site is neat, clean and areas clearly defined with materials displayed in labeled child-size containers. Socialization plan is updated and posted at each site.</p> <p>2. Each socialization event supplies developmentally appropriate materials in the following areas:</p> <ul style="list-style-type: none"> • Blocks: building & stacking toys, cars, trucks, etc... • Pretend: dolls, dress-up, kitchen, etc... • Manipulative: grasping, cause/effect, problem-solving, science and textured toys. • Fine motor: art, puzzles, sensory. • Library: books, pillows, babies <p>3. Each socialization plan consists of:</p> <ul style="list-style-type: none"> • Greeting/arrival 	<p>HV/Parents</p> <p>HV/Parents</p> <p>HV, Translator</p> <p>HV, Ed Mgr</p> <p>HV, Ed Mgr</p> <p>HV, Ed Mgr</p> <p>HV</p>	<p>Weekly</p> <p>Weekly</p> <p>As needed</p> <p>Weekly</p> <p>During socializations</p> <p>During socializations</p> <p>During socializations</p>	<p>Lesson plan Anecdotal notes</p> <p>Lesson plan</p> <p>Translator schedule</p> <p>Lesson plan Annual Individual Service Record</p> <p>Observation Checklist Socialization Plan</p> <p>Socialization plan Observation Checklist</p> <p>Socialization plan</p>
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		<ul style="list-style-type: none"> • Free choice time: * provides opportunities for children of all ages experience success. *provides opportunity for home visitors to work on and observe children with their goals. *allow children to socialize with peers. • Parent training/ planned activity: • Story or finger play • Music or gross motor • Snack or meal: *family-style *teeth-brushing • Closure/departure 			
1304.21(a)(1)(ii)	(ii) Be inclusive of children with disabilities, consistent with their individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 45 CFR 1308.19);	<ol style="list-style-type: none"> 1. Children with special needs are served inclusively in our program. 2. Home Visitors are informed by Disabilities Specialist/Coordinator if a child enters the program already on an IFSP/IEP. This is documented in Creative Curriculum and on EHS lesson plans. 3. Following EHS lesson plan procedure, plans are completed focusing on activities to help the goals of the IFSP/IEP. 4. If asked by professional or parent, home visitors may attend IFSP or IEP meetings with experts in disabilities to ensure implementation of the goals. This helps in the development of EHS lesson plans. 	<p>Program</p> <p>Disabilities Dis. Coord. HV</p> <p>HV</p> <p>Disabilities Dis. Coord. HV, parent Child Find professionals</p>	<p>Ongoing</p> <p>As soon as possible</p> <p>Weekly</p> <p>As scheduled</p>	<p>Enrollment documentation</p> <p>Lesson plans</p> <p>Creative Curriculum</p> <p>Lesson plan</p> <p>Anecdotal notes</p> <p>IFSP/IEP attendance</p> <p>Lesson plan</p>
1304.21(a)(1)(iii)	(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;	<ol style="list-style-type: none"> 1. When planning activities for home visit lesson plans, home visitors focus on individual family cultures, language, environment and values. 2. When planning activities for 	<p>HV</p> <p>HV</p>	<p>Weekly before each home visit</p> <p>When planning</p>	<p>Lesson plan</p> <p>Socialization plan</p>

		<p>socializations, home visitors focus on all enrolled families, keeping in mind the different cultures, languages and values.</p> <p>3. OCDC staff will work with community partners to obtain a translator when needed.</p> <p>4. Socialization environments include materials that represent the culture and diversity of the area.</p>	<p>Prog. Dir.</p> <p>HV Ed Mgr</p>	<p>socializations</p> <p>As needed</p> <p>Ongoing</p>	<p>Translator contract</p> <p>Socialization plan Observation checklist</p>
<p>1304.21(a) (1)(iv)</p>	<p>(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities; and</p>	<p>1. Socialization activities are planned to provide opportunity for group activities, child choice activities, active and quiet times. Socialization plan is posted in the socialization room for parents to read.</p> <p>2. Home visit lesson plans provide opportunity for adult and child-directed activities based on child’s individual goals. Activities are planned to encourage parents to interact with their child. i.e. turn-taking, pretend play, reading, singing, etc...</p> <p>3. Home visitor provides activities for children to develop decision-making skills and problem-solving skills consistent within OCDC curriculum and philosophy. i.e. puzzles, cause and effect, matching, etc.</p>	<p>HV Ed. Mgr</p> <p>HV</p> <p>HV</p>	<p>When planning socializations</p> <p>Weekly</p> <p>Weekly & During Socializations</p>	<p>Socialization plan Observation checklist</p> <p>Lesson plan Anecdotal notes</p> <p>Socialization plan Lesson plan Anecdotal notes</p>
<p>1304.21(a) (1)(v)</p>	<p>(v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.</p>	<p>1. Child-sized bathroom is located in Tri-County socialization site. Children as will be assisted as needed in toileting. A small potty or toilet seat is stored and available as needed. Diaper changing station is available at Tri-County site.</p> <p>2. Outlying socialization sites provide small potty or toilet seat as needed. Diaper changing station is available at each site.</p> <p>3. Parents are encouraged to share information about child’s toileting</p>	<p>HV H & S</p> <p>HV H & S</p> <p>HV Parents</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As needed</p>	<p>H & S Checklist</p> <p>H & S Checklist</p> <p>Lesson plan</p>

		<p>experiences and any concerns they may have.</p> <p>4. PAT Curriculum provides information and hand-outs on preparing for toilet training during age-appropriate plans.</p> <p>5. As requested by parents, toilet training information is provided by disabilities specialist and/or mental health specialist.</p>	<p>HV</p> <p>HV, Parents Disabilities MH</p>	<p>Ongoing</p> <p>As needed</p>	<p>Lesson plan</p> <p>Staffing documents</p>
<p>1304.21(a) (2)(i)</p>	<p>(2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education;</p>	<p>1. At enrollments, parents:</p> <ul style="list-style-type: none"> • are asked if they are interested in being on Policy Council. • are given a Parent Handbook which defines, describes and discusses the involvement at OCDC. • fill out Parent Information/Training Form (PIT) which asks for input on Parent Meetings. <p>2. Parents are asked for input on themes and lesson plans based on child’s interest and needs for curriculum. This occurs at each home visit and each socialization event.</p> <p>3. Parents serve on committees that involve program’s curriculum and child development.</p> <p>4. Parents serve on Policy Council to provide input on program design and management issues, budget, hiring, policies and more.</p> <p>5. Parents participate in interviews for possible new hires for OCDC.</p>	<p>Enrollment team Parents</p> <p>HV Parents</p> <p>Ed Mgr Parents Ex. Dir. Prog. Dir. Parents Interview team Parents</p>	<p>At enrollment</p> <p>Weekly home visits, 2X at socializations</p> <p>4X per year</p> <p>Monthly</p> <p>As needed</p>	<p>Enrollment documentation, Parent Handbook, PIT form</p> <p>Lesson plan Socialization plan</p> <p>Curriculum minutes/Agenda Policy Council minutes</p> <p>Interview documentation</p>

<p>1304.21(a) (2)(ii)</p>	<p>(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and</p>	<p>1. During home visit, using the EHS lesson plan, home visitors will make observations and ask for input from parents on observations. These are documented in the 4 domain boxes on lesson plan. (language, cognitive, social-emotional, physical) 2. Discussion with parents about children’s development, routines, nutrition, special needs, health, and mental health are done during home visits and documented on lesson plan. 3. Parents complete multiple child-monitoring screenings based on child’s age and returned to disabilities specialist for scoring and/or monitoring. 4. Staffings are held 4X per year to inform Specialists of the overall well-being of each child and their families. This includes development, health, mental health, nutrition, family needs, transitions and special needs if any.</p>	<p>HV Parents</p> <p>HV Parents</p> <p>Disabilities Parents, HV</p> <p>Specialists, Ed. Mgr. HV</p>	<p>Weekly</p> <p>Weekly</p> <p>Ongoing</p> <p>4X per year</p>	<p>Lesson plans Anecdotal notes</p> <p>Lesson plans</p> <p>ASQ’s</p> <p>Staffing forms Child’s files</p>
<p>1304.21(a) (2)(iii)</p>	<p>(iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child’s development and education (see 45 CFR 1304.40(e)(4) and 45 CFR 1304.40(i)(2).</p>	<p>1. Home visits are offered weekly throughout the program year to communicate with parents about their child’s development and education. A minimum total of 44 home visits are conducted per program year. 2. Parents are asked for input about lesson plans and socialization plans during home visits. 3. Parents complete multiple child-monitoring screenings based on child’s age.</p>	<p>HV</p> <p>HV Parents</p> <p>Disabilities Parents</p>	<p>Weekly</p> <p>Weekly 2X monthly</p> <p>Ongoing</p>	<p>Lesson plans</p> <p>Lesson plans Socialization plans</p> <p>ASQ’s</p>
<p>1304.21(a) (3)(i)(a)</p>	<p>(3) Grantee and delegate agencies must support social and emotional development by: (i) Encouraging development which</p>	<p>1. Social-emotional activities are planned for home visits and socializations. 2. All staff model respectful relationships with children and adults through respectful</p>	<p>HV</p> <p>All staff</p>	<p>Weekly 2X Monthly Ongoing</p>	<p>Lesson plans Socialization plans</p>

	enhances each child's strengths by: (A) Building trust;	tone of voice, body language and eye contact. 3. Staffing is consistent as possible throughout the program year. 4. Parents complete multiple mental health screenings based on child's age. These are returned to mental health specialist for scoring and monitoring.	Ex. Dir. Prog. Dir. HV, parents MHS	Ongoing Ongoing	HR records ASQE's
1304.21(a) (3)(i)(b)	(b) Fostering independence;	1. Individual activities for home visits provide opportunities for child to choose materials and engage in play at own pace. 2. During socializations, activities are provided to give children opportunity to choose developmentally appropriate materials.	HV Ed. Mgr. HV	Weekly 2X Monthly	Lesson plans Anecdotal notes Socialization plans Observation checklist
1304.21(a) (3)(i)(c)	(c) Encouraging self-control by setting clear, consistent limits, and having realistic expectations;	1. Socialization plan consists of scheduling child and adult directed activities, a meal, active and quiet activities which are appropriate for the attention span of each child. 2. During home visits, home visitor discusses, with parents, about child development including self-control, limits, and expectations. Hand-outs are available through PAT curriculum regarding these subjects.	HV Ed. Mgr. HV	2X Monthly Weekly and as requested by parents	Socialization plan Observation checklist Lesson plan Hand-outs
1304.21(a) (3)(i)(d)	(d) Encouraging respect for the feelings and rights of others; and	1. During home visits and socializations, home visitor acknowledges and encourages the expression of each child's feelings as well as models respect for feelings of others. 2. Home visitors plan activities that foster cooperation and turn-taking. Activities also include materials such as books, puppets or pretend play, to assist children to deal with and communicate their feelings.	HV Ed Mgr HV	Weekly Weekly	Lesson plan Observation checklist Lesson plan Anecdotal notes

		3. Home visitor will discuss appropriate discipline measures with parents as requested.	HV MHS	As needed	Lesson plan Hand-outs
1304.21(a) (3)(i)(e)	(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child’s health and well-being; and	<p>1. Activities are planned in respect for each child and family’s language, culture and structure.</p> <p>2. Socialization sites will provide books and materials that reflect families’ home languages and culture, as well as that of others in the community.</p> <p>3. Translators are provided to work with families in their primary language.</p>	<p>HV</p> <p>HV Ed. Mgr.</p> <p>HV Translator</p>	<p>Weekly 2X monthly</p> <p>2X monthly</p> <p>As needed</p>	<p>Lesson plan Socialization plan</p> <p>Socialization plan Observation checklist</p> <p>Lesson plan Translator contract</p>
1304.21(a) (3)(ii)	(ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.	<p>1. Home visitors will only shorten the scheduled 1 ½ hour home visit if:</p> <ul style="list-style-type: none"> • Parent requests shortened time • Child is uncooperative due to circumstances such as tiredness, illness or not wanting to participate and every effort is made <p>2. The socialization schedule will include time for transitions between activities and will be flexible enough to accommodate needs of the children and families and special events and circumstances.</p>	<p>HV</p> <p>HV Ed. Mgr.</p>	<p>As requested or needed</p> <p>2X monthly</p>	<p>Lesson plan</p> <p>Socialization plan Observation checklist</p>
1304.21(a) (4)(i)	(4) Grantee and delegate agencies must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration;	<p>1. Home visit lesson plan activities provide opportunities to enhance the development of child’s cognitive and language skills.</p> <p>2. Creative Curriculum and PAT curriculum provide activities to help take the child to the next step of their development. Home visitor will adjust activities to meet individual needs of each child if necessary.</p> <p>3. Socialization activities and materials are</p>	<p>HV</p> <p>HV</p> <p>HV</p>	<p>Weekly</p> <p>Ongoing</p> <p>2X monthly</p>	<p>Lesson plans Anecdotal notes</p> <p>Creative and PAT Curriculums Anecdotal notes</p> <p>Socialization plan</p>

		set up in a way to enhance cognitive and language development keeping in mind each child's age.	Ed. Mgr.		Observation checklist
1304.21(a) (4)(ii)	(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;	1. Home visitor provides developmentally appropriate activities at home visits and socializations to provide for self-expression including art, music and movement, puppets, pretend play props, drawing and writing.	HV	Weekly 2X monthly	Lesson plan Socialization plan Anecdotal notes
1304.21(a) (4)(iii)	(iii) Promoting interaction and language use among children and between children and adults; and	1. During socializations, children have a chance to interact with other children and their families. 2. Home visitors model descriptive language when talking to children during home visits and socializations. 3. Home visitors model appropriate language, expand upon, rather than correct, children's speech, and speak in tones pleasant to children during home visits and socializations.	HV Ed. Mgr. HV Ed. Mgr. HV Ed. Mgr.	2X monthly Weekly 2X monthly Weekly 2X monthly	Observation checklist Observation checklist Observation checklist
1304.21(a) (4)(iv)	(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	1. Children's names and pictures if possible are placed on personal items: birthday board, toothbrush, and their work. 2. Toys are labeled around socialization sites as appropriate and, as needed, in different languages in respect of the families served. 3. Simple displays of infant/toddler pictures, letters, shapes, numerals at child's level. 4. Children's artwork is displayed and parent-child interaction is encouraged. 5. Home visitors share, with parents, ways the home environment can encourage literacy and numeracy. 6. Literacy activities are provided during home visits and socializations including books, writing and drawing.	HV Ed. Mgr. HV Ed. Mgr. HV Ed. Mgr. HV HV	Ongoing Ongoing Ongoing Ongoing Weekly Weekly 2X monthly	Observation checklist Observation checklist Observation checklist Observation checklist Lesson plan Lesson plan Socialization plan

		7. Socializations provide stories from children’s own and other cultures.	HV Ed. Mgr.	2X monthly	Observation checklist
1304.21(a) (5)(ii)	(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s developmental level; and	<p>1. Home visitors provide manipulative materials such as nesting, pegboards, stringing, blocks, art and sensory toys that will help in the development of fine motor skills.</p> <p>2. Home visitor fosters self-help skills and encourages parents to also enhance them.</p> <p>3. Home visitor provides time for children to demonstrate and practice new skills and increases complexity of materials as children master theirs. If child has difficulty increasing development, home visitor will adjust activities until skill can be mastered.</p> <p>4. Along with parent supervision, home visitor provides adult supervision and guidance during all activities.</p>	<p>HV</p> <p>HV, Parents</p> <p>HV</p> <p>HV Parents</p>	<p>Weekly</p> <p>Weekly 2X monthly Weekly 2X monthly</p> <p>Weekly 2X monthly</p>	<p>Lesson plan Anecdotal notes</p> <p>Observation checklist Creative Curriculum Assessments Anecdotal notes</p> <p>Observation checklist</p>
1304.21(a) (5)(iii)	(iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.	1. With the help of Disabilities Specialist and Disabilities Coordinator, home visitors adapt materials and equipment so that all children can share activities and participate.	Disabilities Dis. Coord. HV	As needed	Lesson plan
1304.21(a) (6)	(6) In home-based settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children’s outdoor and indoor active play, and guide children in the safe use of equipment and materials.	<p>1. Home visitors provide gross motor activities during home visits with use of balls, dancing, bean bags, hopscotch, etc...Gross motor activities may be done outside if possible.</p> <p>2. Gross motor activities are part of the socialization schedule to provide active play and movement.</p>	<p>HV</p> <p>HV Ed Mgr</p>	<p>Weekly</p> <p>2X monthly</p>	<p>Lesson plan Anecdotal notes</p> <p>Socialization plan Observation checklist</p>

<p>1304.21(b) (1)(i)</p>	<p>(b) Child development and education approach for infants and toddlers. (1) Grantee and delegate agencies' program of services for infants and toddlers must encourage (see 45 CFR 1304.3(a)(5) for a definition of curriculum): (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2));</p>	<p>1. Each home visitor is assigned to a specific group of children during the program year to maintain emotional security and valuing continuity in language and culture. 2. The home visitor, along with the enrolled child and their family, is present at all times when attending socializations or parent events. 3. Socialization sites provide a safe and secure environment for child to nurture positive relationships with peers and adults. 4. Families are encouraged to share their cultural heritage during home visits, socials and other parent events. 4. A translator will be provided as needed to help with positive relationships between family and others.</p>	<p>HV HV Ed. Mgr. H & S HV Ed Mgr HV Parents HV Translator Prog. Dir.</p>	<p>Ongoing Ongoing Ongoing Ongoing As needed</p>	<p>Class lists Observation checklist Inkind H & S checklist Observation checklist Translator contract</p>
<p>1304.21(b) (1)(ii)</p>	<p>(ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level; and</p>	<p>1. Socialization rooms are set-up in a way to provide safe environment to allow for exploration and development of independence and control. 2. During home visits, home visitor allows individuality of children through choices and opportunities to do things for themselves.</p>	<p>Ed. Mgr. HV HV Ed Mgr</p>	<p>2X monthly Weekly</p>	<p>Observation checklist Lesson plan Observation checklist Anecdotal notes</p>
	<p>(iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.</p>	<p>1. Based on age of child, whether the child is on an IFSP/IEP, and/or the individual child's goals, home visitor provides different materials, toys and activities weekly to stimulate and challenge child at home visit. 2. Home visitor encourages parents to continue to engage their child through their</p>	<p>HV HV Ed Mgr</p>	<p>Weekly Ongoing</p>	<p>Lesson plan Anecdotal notes Observation checklist</p>

		<p>senses with touch, sound, sight, tasting and smelling after home visit and ongoing.</p> <p>3. Home visitor encourages face-to-face interaction of parent child during routine activities such as diapering and feeding.</p> <p>4. PAT Curriculum provides hand-outs regarding sensory and motor activities.</p>	<p>HV Ed Mgr</p> <p>HV</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Lesson plan</p> <p>Observation Checklist</p> <p>Lesson plan</p> <p>Lesson plan</p> <p>PAT hand-outs</p>
<p>1304.21(b) (2)(i)</p>	<p>(2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that: (i) Encourages the development of self-awareness, autonomy, and self-expression; and</p>	<p>1. Home visitor provides activities that give each child the opportunity for success and to develop social skills individually and at their own pace.</p> <p>2. Home visitor provides activities that challenge children to work to their capability and to acquire new skills to increase self-confidence.</p> <p>3. Socialization sites are set up to allow for free choice by children infant to 3 years.</p>	<p>HV</p> <p>HV</p> <p>HV Ed. Mgr.</p>	<p>Weekly</p> <p>Weekly</p> <p>2X monthly</p>	<p>Lesson plan</p> <p>Anecdotal notes</p> <p>Lesson plan</p> <p>Anecdotal notes</p> <p>Observation checklist</p>
<p>1304.21(b) (2)(ii)</p>	<p>(ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express him or herself freely.</p>	<p>1. During home visits, home visitor informs parents of the importance of verbal and nonverbal methods of communication through but not limited to:</p> <ul style="list-style-type: none"> • Conversations • Pretend play • Reading • Singing • Descriptive language during daily routines <p>2. Home visitor encourages parents to attend social events to provide opportunities for interactions among peers.</p> <ul style="list-style-type: none"> • Socialization events • Parent meetings • Cluster home visits 	<p>HV</p> <p>HV Ed. Mgr.</p>	<p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Lesson plan</p> <p>Observation checklist</p> <p>Attendance of events</p> <p>Inkind</p> <p>Observation</p>

		<ul style="list-style-type: none"> • Program events <p>3. Home visitor encourages parents to use descriptive language during routine activities. PAT Curriculum provides hand-outs based on communication/language.</p> <p>4. Home visitor provides books and literacy/language activities during home visits. Home visitor encourages book sharing at home.</p>	<p>HV Ed Mgr</p> <p>HV</p>	<p>Weekly Ongoing</p>	<p>checklist</p> <p>Lesson plan Anecdotal notes</p>
<p>1304.21(b) (3)(i)</p>	<p>(3) Grantee and delegate agencies must promote the physical development of infants and toddlers by: (i) Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and</p>	<p>1. Socialization site provides both indoor and outdoor space for children to practice skills such as crawling, walking, running, reaching, etc...</p> <p>2. During home visits, home visitor will provide activities that will enhance the physical skills of the child including grasping, pulling, pushing, crawling, etc...</p> <p>3. If possible, and weather providing, gross motor may be done outside the home to enhance development of large muscles. Riding toys, walking, crawling, etc...</p> <p>4. PAT Curriculum activities allow for the development of physical skills in the child's age in months.</p>	<p>HV Ed Mgr</p> <p>HV</p> <p>HV</p> <p>HV</p>	<p>2X monthly</p> <p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Socialization plan Observation checklist</p> <p>Lesson plan Anecdotal notes</p> <p>Lesson plan Anecdotal notes</p> <p>Lesson plan PAT hand-outs</p>
<p>1304.21(b) (3)(ii)</p>	<p>(ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.</p>	<p>1. Home visitor provides activities and materials that involve grasping, dropping, pulling, pushing, throwing, touching, mouthing, cause and effect, and eye-hand coordination.</p> <p>2. Socialization site provides materials such as grasping, dropping, pulling/pushing, throwing, that allow children to practice fine motor development at their own pace.</p>	<p>HV</p> <p>HV Ed. Mgr.</p>	<p>Weekly</p> <p>2X monthly</p>	<p>Lesson plan Anecdotal notes</p> <p>Socialization plan Observation checklist</p>