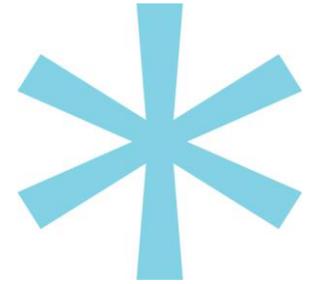




Parents as Teachers

Personal Visit Snapshot



Part of the PAT Portfolio of Fidelity and Quality Resources



Overview

The Personal Visit Snapshot is a companion to the Personal Visit Observation Tool.

The Snapshot highlights key aspects of a quality Parents as Teachers personal visit, including advance planning and final activities after the visit.

As a result, the Personal Visit Snapshot provides the parent educator with a clear picture of what an observer focuses on when he/she observes a parent educator delivering a personal visit.

How to use this tool

The Personal Visit Snapshot can be used in a number of ways. *The following are a few examples:*

1. The Snapshot can be very helpful in the new parent educator orientation process, as well as in ongoing supervision sessions. The supervisor can use the Snapshot to discuss preparation for the visit, structure of the personal visit, and tasks to be completed following the visit.
2. The supervisor should review the Personal Visit Snapshot and Personal Visit Observation Tool with each parent educator during the supervision session prior to his/her 6 month or annual observation.
3. The supervisor can share the Snapshot with all the parent educators during a staff meeting, facilitating discussion among the staff about the various items on the Snapshot. This discussion might highlight professional development needs that could be addressed through a future in-service or training.
4. Parent educators might find it helpful to print and laminate a copy of the Personal Visit Snapshot to carry with them as a reference tool and guide.



A Snapshot of the Parents as Teachers Personal Visit

The Snapshot is written from the perspective of the parent educator, outlining what the parent educator does to plan and deliver a high quality PAT personal visit.

Visit Preparation

- > Reviews previous Personal Visit Records, assessments, parent/child goals, screening results and PAT milestones
- > As needed, consults with supervisor, mental health professional, early interventionist and/or mentor
- > Checks in with the family, using their input to further individualize the visit as appropriate
- > Completes a written plan before the visit using a Foundational Visit Plan or the Personal Visit Planning Guide, considering assessments or screenings that need to be completed
- > Identifies an intent/focus for each area of emphasis (parent-child interaction; development-centered parenting; and family well-being)
- > Reads Parent Educator Resources (PERs) and chooses key points of information to share
- > Chooses handouts and gathers additional materials for the visit

Opening

- > Connects with the family around something from the last visit
- > Reflects with the family on what has happened since the last visit
- > Agrees with the family on what will happen during the current visit

Parent-Child Interaction

- > Facilitates parent-child interactions, sharing rationale for the activity
- > Helps parents reflect on the parent-child activity
- > Facilitates the parents' observation of their child(ren)'s development and links it to parenting behaviors
- > Discusses 1 or more child development domain with the family, including the child(ren)'s emerging development
- > Acknowledges and directly supports 1 or more parenting behavior (Nurturing, Designing/guiding, Responding, Communicating, Supporting learning)

Development-Centered Parenting

- > Discusses 1 or more of the 7 developmental topics with the family (Sleep, Attachment, Discipline, Health, Transitions/ Routines, Safety, Nutrition)
- > Helps the family connect their child's behavior(s) with his stage of development

Family Well-Being

- > Addresses family well-being through discussion, information sharing, and/or resource connections
- > As applicable, helps the family prepare for accessing a resource, helping the family address potential barriers
- > Follows up with the family about the outcome of previously recommended resources

Closing

- > Reviews the content of the visit; shares handouts and screening results as applicable
- > Affirms strengths of the family
- > Engages the family in discussion of how the visit went
- > Shares information about upcoming group connections and community events
- > Revisits parent and parent educator next steps
- > Asks the family for input regarding the next visit & schedules visit

Across the Visit

- > Partners, facilitates and reflects with the family throughout the visit
- > Solicits and discusses the family's perspective
- > Respects family's culture and parenting practices
- > Works with the family to establish, discuss, review, and/or modify goals
- > Uses parent handouts facilitate understanding
- > Incorporates literacy into the visit (e.g. book-sharing activity, giving a book, encouraging family to engage with books beyond the visit, etc.)
- > Helps the family recognize and build on their strengths and protective factors

After the visit

- > Reviews and, as applicable, updates the PAT milestones
- > Documents the personal visit no more than 2 work days after the visit, using a personal visit record (paper or electronic version)