

## HOME VISITS

### Activities

#### Home Visitor

- Assists parent in setting goals for self and child.
- Models behavior for parent.
- Provides social-emotional support and encouragement to parent.
- Builds rapport with parent.

**30 weekly visits are conducted during a program year, in which the Home Visitor:**

- Reviews previous week's curriculum packet
- Provides parent with new weekly curriculum packet
- Role-plays weekly curriculum packets with parent
- Provides parent with other educational materials, resources, and extension activities
- Establishes performance expectations for parent
- Provides parent with information about child learning and development.

### PARENT TEACHING

Parent completes HIPPY curriculum activities with child according to instructions.

## GROUP MEETING

**Program holds group meetings, during which:**

- Parents are presented with additional parenting information
- Parents receive additional educational materials, information, and resources.
- Parents learn about school culture and organization.

### Stage 1 Outcomes

Parent understands education and school terminology.

Parent increases communication skills for discussing child's educational activities.

Parent understands child development and age appropriate expectations for child.

Parent increases frequency of engaging in educational activities with child in home and community.

Parent demonstrates how to use and care for educational materials.

Parent uses HIPPY teaching skills during other activities.

Parent initiates, monitors, and directs child's pre-academic educational activities.

Parent increases time working with child on educational activities.

Parent increases time spent reading with child.

Child's pre-academic skills improve.

Parent spends more time in quality interaction with child.

Parent-child relationship improves.

**Parent demonstrates increased knowledge of:**

- Teaching skills
- Parenting skills
- Child development
- Community resources
- School involvement.

Parent increases connection with community and local school.

Parent displays increased comfort and interest in participating in school-related activities.

Parent has increased opportunities for sharing in a group setting.

### Stage 2 Outcomes

**Parent and child complete at least two years of the HIPPY curriculum, during which:**

- Parent becomes active in guiding child's educational experiences in the home
- Parent expands child's pre-academic environment
- The home literacy environment improves
- Parent involvement increases and family relationships improve

- Child acquires skills and values that display a predisposition to learning
- Child acquires learning skills and knowledge in key domains
- Child starts school ready to learn

**Parent assumes an active role as child enters the formal academic environment by:**

- Advocating for child's education
- Communicating with child's school
- Attending school events
- Volunteering in the school

### Stage 3 Outcomes

Children achieve long-term academic success.

Parent involvement in schools is increased.

Family involvement in local community activities is increased.

Families have strong parent-child relationships.

# HIPPY Logic Model