CURRICULUM FOR HEAD START HOME-BASED

by

EMILY HELENE KLASSEN

B.A. Tabor College, 1976

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degreee

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1987

Approved by:
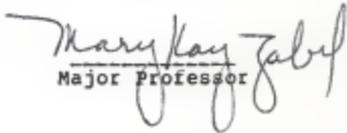
Major Professor

TABLE OF CONTENTS

INTRODUCTION

The goal of this project was to develop a curriculum that could be used in a Head Start home-based program. The curriculum presented in this paper was specifically designed for a small Kansas community but, with minor changes it would be applicable to any community.

The literature review focuses on several topics concerning early childhood education programs: 1. The rationale for early intervention; 2. An historical review of curriculum, noting how society's attitudes and view of the nature of children have always influenced curriculum; 3. A brief description of early childhood home-based program models and, 4. A closer look at the Head Start program, in particular. The second part of the report includes: 1. the curriculum overview, 2. a description of a home visit, 3. four sample lesson plans and 4. an example of an activities calendar.

EARLY INTERVENTION

The rationale for early intervention is derived from theory and empirical research. Psychodynamic theory argues that the child, from the very earliest days acts on

1

the environment to obtain gratification. Eventually the child learns to accommodate his pattern of needs to the opportunities for gratification which exist in his environment. The child's earliest experiences have lasting impact according to this theory (Zimiles 1982). Piaget (1963) argues that the early years are critical for cognitive development. Early learning, according to Piaget, is an irreplaceable and prerequisite step in the process of developing more complex and abstract forms of thinking and cognitive operations

Early theorists believed that intelligence was "fixed" and unchangeable. Hunt (1961) presented evidence that challenged the belief of fixed intelligence and offered a model of information processing that stressed the importance of experience for intellectual growth. He concluded that educators need to discover ways to govern the early experiences of children (as opposed to leaving them to chance) so as to foster optimal intellectual development.

Bloom (1964) suggested that the environment will have more impact on a characteristic when that characteristic is undergoing rapid, in contrast to little or no, change. Bloom suggested that about 50% of

intellectual development occurs between conception and age
4. White (1975) notes that most children around 2 1/2 and
3 years of age begin to perform on achievement measures in
ways that are increasingly reflective of their levels of
achievement in later years. The impications are clear: if
the environment has the greatest impact during the first
four years of life, then careful attention should be given
during this time to providing an environment for optimal
growth.

The notion of critical periods (Lorenz, 1937)
suggests that there exist certain sensitive periods when a
child is most susceptible and responsive to learning
experiences. Derived from animal research, the idea of a
critical period is descriptive of human development, too.
Specifically, educators have stressed that the time
between birth and 4 years of age is a time of
unprecedented growth, development, and learning which
affects the child's subsequent development and learning.
Skills such as language and motor are acquired at
predictable ages in these early years. If early
opportunities are missed, later learning may be more
difficult and occur at a slower rate. (This is not to
imply that learning would not occur, but only that it

would be more difficult and occur more slowly.)

An early empirical study (Skeels & Dye,1939) established the effects of early intervention. Thirteen institutionalized children under 3 years of age were placed in a ward with institutionalized mentally retarded women. There, they received lots of stimulation as they were cared for by the residents and were given toys and educational materials. The control group remained in the orphanage. Results showed that the children in the experimental group showed IQ gains while all but one child in the control group had a loss in IQ.

Kirk (1958) placed 15 institutionalized mentally retarded children who were 3-5 years of age in a preschool training program for two years. Children in the control group received no intervention. Results showed that children who received preschool intervention showed IQ gains while the children in the control group lost IQ points.

Most of the research in the area of early intervention effectiveness has been conducted on children who are at environmental risk. White and Casto (1984), for example, found in their meta-analysis of early intervention efficacy literature that only 20% of the

4

effect sizes came from studies that used handicapped samples; 80% came from studies that used at-risk or disadvantaged populations. Because of these limitations the researchers at the Early Intervention Research Institute at Utah State University began a more comprehensive review of the early intervention research literature which was restricted to handicapped populations.

Four variables were analyzed: (1) Involvement of parents in the intervention program (2) Age at which intervention began (3) Degree of structure in the intervention curriculum and (4) The duration and intensity of programs. Casto and Mastropieri (1986) found that parents were not essential to intervention success and that those intervention programs that utilized parents were not more effective than those programs which did not use parents. With respect to the age at which intervention began, researchers concluded that there were few data to support the notion that "earlier is better." In fact some data suggested that handicapped children who started later did better.

Researchers found that the structure implemented by a program has little effect on the program's

effectiveness. When the effect sizes were adjusted there was a trend that favored the more structured programs, but the data were inconclusive. Finally researchers concluded that the intensity and duration of a program were important variables for handicapped populations. Specifically, the data suggested that longer and more intense programs were associated with interventon effectiveness for handicapped populations.

In conclusion, it appears that early intervention does result in moderately large immediate benefits for handicapped populations. These benefits are seen in the areas of IQ, motor, language and academic achievement. At this point, however, there are too few longitudinal data available for handicapped populations to draw definite conclusions on the long term effects (Casto & Mastropieri, 1986).

The Consortium for Longitudinal Studies was formed in 1975 to answer the question of whether early education programs had measurable long-term effects on the performance of children from low-income families (Conary, 1983). Programs were invited to join the consortium if they had a specific curriculum, focused on children from low-income families, were completed prior to 1969, and had

6

an original sample in excess of 100 subjects (Royce, Murray, Lazar, & Darlington, 1982). The programs varied in their delivery, curriculum, parental involvement, ages of children and program duration, yet they all shared the goal of enhancing the children's cognitive development.

Each of the programs in the Consortium conducted their own evaluations concerning program effectiveness. Royce and his associates (1982) addressed questions about common patterns of long-term effects across the different programs. The theoretical constructs measured in the analyses were: background demographics, developed abilities, school competence, achievement orientation, educational attainment, and early occupational status. These constructs were selected on the basis of their relation to the program goals and the feasibility of collecting the data. The data were gathered from interviews, school record forms, the Stanford-Binet, the WISC and WISC-R.

The early education programs produced an immediate increase in children's IQ that lasted for several years after completion of the program. The program children started first grade with a significant advantage over control children (5.80 IQ points on the average). However,

the effect was not permanent. By 1976, when the children were 10-19 years of age, there were no significant program/control differences on WISC scores in most Consortium projects (Royce et al., 1982).

The effects of school competence were analyzed to determine any differences between the program and control groups. Progression through the grades was measured as the child's competence in adapting to the demands of his school. Failure to adapt was measured by the child being placed in special education or being retained in a grade. The conclusion drawn from the study by Royce and his associates (1982) was that children benefited from early education programs initially, but after three or four years, the difference on IQ scores between control and program children was not significant.

The study looked at the differences between the program and control children who completed high school. There was a significant difference between the two groups; more program children finished high school. There was a high correlation between the students who completed 9th grade and those who graduated, particularly those who were never retained.

Programs in the Consortium had both cognitive and

8

non-cognitive goals. Prior to the Consortium there were no measures of non-cognitive outcomes common to all of the programs. No differences were found in 1976 between program and control children in terms of their educational or occupational aspirations, their employment experiences, or their leisure activities. There were, however, differences in their attitudes toward the self that were linked to achievement. When asked to "tell me something you've done that made you feel proud of yourself," program children were more likely to respond with achievement-related answers such as school or job achievements, rather than other reasons such as altruistic acts (Royce et al., 1982).

In summary, the findings reported in each individual program as well as the Consortium's pooled analyses indicate that children from low-income families benefited from early educational intervention. They were more likely to succeed in school, they had higher self-esteem, had more realistic vocational expectations, and were prouder of their achievements than were the control children. These benefits existed as a result of a variety of early education programs. No one program was found to produce better results than another.

9

CURRICULUM

When asked to define curriculum, each professional
questioned is likely to have a personal definition.
Steller (1983) notes that "there is no single accepted
definition of curriculum among educators." Spodek (1985)
defines curriculum as organized experiences designed to
provide opportunities for learning. How does one decide
what experiences to provide for children to enhance
learning?

Educators have used various sources to determine
their curriculum. For example, Friedrich Froebel (1887)
and Maria Montessori used their own observations of
children as the main source of their curricula. Froebel
concluded that young children possess an impressive
repertoire of inborn knowledge and skills (Seefeldt,
1987).

Educators have been greatly influenced by the
psychologists, Erik Erikson and Jean Piaget. Erikson
(1963) maintained that the essential nature of human
beings was instinctual and manifested itself through
feeling and emotion. He defined a series of conflicts
created by societal demands that a child must resolve in
order to achieve integration and maintain balance.

Curriculum developers influenced by Erikson have emphasized the activity of play centering on day-to-day events and familiar objects. These experiences provide an arena for children to come to terms with their existential dilemmas, and encourage cognitive development by channeling childhood fantasies.

Piaget (1960) concluded that the essential nature of human beings was their power to construct knowledge through adaptation to the environment. Play is essential in Piaget's theory because he believes that it is through acting on and reacting to the environment that a child constructs his knowledge. As children progress through the four cognitive stages defined by Piaget, play assumes a variety of forms and, within any one period, it can have multiple functions. The one common feature of these curricula is an abundance of manipulable materials and sufficient time for the child to interact directly with them.

In addition to these influences, social and political forces as well as theories of learning have greatly influenced early childhood curriculum and curriculum in general. For example, Bloom (1964) and Hunt (1961) built a strong theoretical case for the concept of

11

tne flexible intelligence quotient (IQ) and provided
justification for early learning experiences. At tne same
time there was an increasing awareness of the inequalities
in U.S. society and the gross differences in educational
opportunities among different groups of children. In an
attempt to equalize opportunities and solve tne problems
of tne poor a variety of early childhood education program
models were developed.

The influence of the national government on
curriculum is imparted through court decisions,
legislationly mandated programs, and financial
appropriations (Saylor, Alexander, & Lewis, 1981).
Curricular content in the U.S. was affected by tne passing
of Public Law 94-142, whicn mandated a free and
appropriate education for all children. As a result of
tnis law any child receiving special services was required
to have a documented Individualized Education Program
(IEP). Currently tne most significant factor involved in
special education curriculum development is the IEP
(Mayer, 1982).

Another source for developing early childhood
curricula has been tne content of later schooling (Spooek,
1985). For example the content (reading, language and

mathematics) in the Bereiter-Engelmann Program (1966) is required for later schooling. The program also prepares children for appropriate school behavior.

<center>HOME-BASED PROGRAMS</center>

The Portage Project. The Portage Project was designed to explore, study, and involve parents directly in the education and treatment of their young children with handicaps. The program began in 1969 and the project was designed to work with both handicapped and non-handicappped young children with developmental ages ranging from birth through six years. All instruction took place in the child's home and the teaching was done by the parents. The home educators were trained professionals or trained paraprofessionals. Each family was visited once a week for one-and-a-half hours. The purpose of the weekly home visit was to instruct the parents in what to teach, how to teach it, what to reinforce, and how to observe and record behavior. The precision teaching model that was used relied upon modeling, reinforcement, corrective feedback and written activity charts to provide parents with the necessary structure and support to effectively instruct their own child. An IEP was written for each

<center>13</center>

child based upon standardized testing and informal assessment results (Shearer & Shearer,1974).

Evaluation studies of the initial model showed that children made significant gains in the acquisition of physical, cognitive, language, social and self-help skills. Data comparing the performance of children receiving home visitation with those attending local classroom programs for culturally and economically disadvantaged preschoolers showed a significant difference in favor of project children in terms of their mental age and IQ scores, as measured by the Cattell Infant Intelligence Scale, Stanford-Binet Intelligence Scale, and Gesell Developmental Schedule (Shearer & Shearer, 1972). Significant differences were also found in their language, academic, and socialization skills as measured by the Alpern-Boll Developmental Profile (Peniston, 1972).

Since 1969 the Portage Project has been replicated across the United States. A number of advantages inherent in the model have become apparent (Shearer 1984). One, behaviors selected for learning, as well as the teaching method, are likely to be highly functional since teaching and learning are occurring in the environment where behaviors will naturally be used and rewarded. Two, the

professional time spent benefits both parent and child, as they are both learning skills. Three the individual home-visit allows the professional to work on a one-to-one basis with the parent and child resulting in the individualization of instructional goals and teaching strategies for both. A wide variety of handicapping conditions can therefore be given specific attention. Four, differences in familial lifestyles and cultural values can be accommodated. These accommodations in goals and teaching methods increase the practicality of behaviors learned. Five, the child's learning rate is accelerated when parents are directly involved in the intervention (Fredericks, Baldwin & Grove, 1976) and the siblings can benefit as well (Klaus & Gray, 1968). Six, the regular visits by the teacher who focuses on the particular needs of the family and child can provide support to the parents and help alleviate some of the emotional stress associated with having a child with special needs.

Karnes Home-Based Language Program . The Karnes program began in 1965. In her work with young mentally handicapped children from low-income families, Merele Karnes observed that the child-rearing practices of the

parents were generally not compatible with approved
practices. Karnes found that the best way to effect change
was by giving specific suggestions, in contrast to global
suggestions, to the parent. Information derived from
extensive reviews of research concerning culturally
disadvantaged children and their families was coupled with
Karnes' own observations and experience working with
parents to set curriculum goals and objectives. The goals
of the home education intervention program can be divided
into two sections, one for parents and one for children.
The major goal for the parents was to help them become
better teachers of their children. For the child, the goal
was development of skills, knowledge, and attitudes
appropriate for his or her stage of development (Karnes &
Zehrbach, 1977).

The curriculum for this program was designed to be
taught by the mother or another family member. Because
language is a key element in the development of the child,
the curriculum places a heavy emphasis on enhancing
language skills. A game format is used to present the
lesson and the materials used are readily accessible in
the home or can be easily made by the parent. Specific
instructions are given for carrying out the activity and

there are suggestions for extending the activity (Karnes &
Zehrbach, 1977).

The program requires one trained parent
coordinator to work with 10 to 15 parents on a half-time
basis or two groups of 10-15 parents on a full-time basis.
The parent-coordinator meets with his or her group of
parents on a weekly basis for two hours. The first hour is
devoted to mother-centered topics selected by the group
and the second hour is child-centered; the parents learn
teaching strategies for stimulating the development of the
child. The parent coordinator demonstrates teaching
strategies and allows time for the parents to make
educational games that will be used during the following
week. The mothers also learn songs and fingerplays. A
lending library is available to the parents to check out
books, puzzles, and toys to use with their children
(Karnes & Zehrbach, 1977).

The second and most important phase of the
delivery system is a biweekly visit by the parent
coordinator to each parent's home to reinforce the
principles of teaching stressed in the weekly meetings. He
or she helps the mother select appropriate materials to
use with her child and helps her solve any particular

problems (Karnes & Zehrbach, 1977).

The results from a short-term pilot project (Karnes, Studley, Wright, & Hodgins, 1968) endorse the provision of home intervention as a viable alternative to the direct delivery of services to the young child. The subjects of the study were 30 black children from an economically disadvantaged neighborhood. The Stanford-Binet and the experimental edition of the ITPA were given prior to and following the intervention. The children were randomly assigned to the experimental and control groups.

The mothers from the experimental group met for 12 weekly sessions, each one lasting two hours. The parents were paid $1.50 to attend the sessions but were not paid for working with their children at home. They were told that their involvement was important in the benefits to their children as well as other children. Sessions with the mothers were well attended. When a mother was absent, others would make a copy of the game for her and the parent coordinator would deliver this, along with toys, books, and puzzles from the library to her.

The children from the experimental group showed a six-and-one-half-month Stanford-Binet mental age growth

18

during the 12-week treatment period, a greater gain than
would be expected by increase in chronological age only.
The control children made a gain in mental age of only
three months. The Stanford-Binet IQ gain of the
experimental group was 7.5 points, while the control group
did not make any gains.

The children from the experimental group also
showed significantly greater gains in psycholinguistic
functioning than the children in the control group. On the
post test (ITPA) the children in the experimental group
had reduced the discrepancy between the chronological age
and language age by five months, whereas the children in
the control group had increased the discrepancy between
the chronological age and language age by one month.

   The Mother-Child Home Program . The aim of the
Mother-Child program which began in 1965 was to foster
cognitive and affective growth by stimulating verbal
interaction between mother and child. Bruner's model of
cognitive growth forms the theoretical base for the
program's emphasis on the development of concepts and
symbolization. The basic goals of the program were to: (1)
enhance the sensory-motor, conceptual, language, and
psychosocial development of the child; (2) enhance the

mother's parenting skills and self-esteem; and (3) strengthen the family as a whole (Levenstein, O'Hara, & Madden, 1983).

The program consisted of 46 semi-weekly home visits by Toy Demonstrators to low-income mother-child dyads. The Toy Demonstrators were former parents or other people who had been trained in an initial workshop and in weekly sessions during the program. The Toy Demonstrator modeled verbal interaction techniques, focusing on a series of toys and books. The techniques modeled were drawn from a structured cognitive curriculum. Accompanying each toy or book was a list of concepts and activities that would encourage the child to communicate and label objects and events. The materials presented were increasingly complex (Levenstein, 1977).

To evaluate program effectiveness, the project used a quasi-experimental research design (experimental and comparison groups randomized by geographical location of each group rather than by subject) and standardized cognitive tests (different instruments for different ages). Because of the limitations of design and of measures, interpretation of the results was hampered. However, it appeared that the program was accomplishing

its short-term cognitive objectives. The research also indicated that the full-program graduates retained their cognitive advantage into second grade (Levenstein, 1970). The project developed instruments to evaluate changes in the child's and mother's affective behavior. The results of the evaluation did indeed indicate positive changes in both the child's socioemotional competence and the mother's parenting skills.

Research using experimental designs was conducted from 1973-1975 (Levenstein, O'Hara, & Madden, 1983). The Mother-Child Home Program (MCHP) was contrasted with various comparison treatments. Each year a factorial design was used to control for important demographic variables such as sex and sampling site. Dyads were individually recruited for a "lottery" whose alternatives were the MCHP or some other services (evaluation service only, and a Verbal Interaction Stimulus Materials-only program (VISM) in which the toys and books were delivered on a regular schedule without home sessions. Children were pretested on standardized IQ tests, except in 1975.

Results from the experimental design (Levenstein, et al., 1983) indicated that the effects of the MCHP on IQ were not significantly different from the effects of the

VISM-only treatment. There seemed to be a significant short-term effect of the MCHP on IQ, but an effect that could not be discriminated from that of a VISM-only treatment and an effect that was appreciably less than the short-term effects estimated from the quasi-experiments.

On the other hand, the research did reveal an effect on Maternal Interactive Behavior (MIB) scores. The mothers' performance on this program-referenced measure indicated that program mothers were able to produce the kind of interactive behavior that had been modeled for them by the Toy Demonstrator. The MIB Scale effects did not correlate with the IQ. The IQ effects were a direct consequence of exposure to the program. It is uncertain however, whether MIB differences mediate later IQ or school performance differences (Levenstein et al., 1983).

The MCHP can be reliably provided as a coherent, inexpensive, minimal intervention program in a wide variety of settings and across an extended period of time. The program is both validated and feasible for implementation.

HEAD START

Head Start, a federally funded program for children from low-income families, began in 1965 as a

social action program to help fight the "War on Poverty."
Several forces were working simultaneously in the nation
that created the right climate for the birth of Head
Start, including; 1) new ideas about the nature of the
developing child, 2) an increasing awareness of poverty in
America, 3) social and political struggles in the
civil-rights era, and 4) tne efforts of a small group of
dedicated individuals, both in and outside the federal
government (Richmond, Stipek, & Zigler, 1979). The
effectiveness of Head Start and the validity of the
social, political and intellectual theories on which it
was based are still debated. This is evidenced by the fact
that after twenty years Head Start is still considered a
pilot program.

Head Start took a comprehensive approach to early
childhood intervention. The emphasis was and continues to
be on the whole child. The Head Start Program Performance
Standards (1975) identified six objectives:

1. Improvement of the child's health and physical
abilities and the family's attitude toward future health
care and physical abilities.

2. Encouragement of self-confidence, spontaneity,
curiosity, and self-discipline.

3. Enhancement of the child's mental processes and skills with particular attention to conceptual and communication skills.

4. Establishment of patterns and expectations of success for the child.

5. Increase in the ability of the child and the family to relate to each other and to others.

6. Enhancement of the sense of dignity and self-worth within the child and her or his family (pp. 1-2).

One of the most innovative ideas in the Head Start program initially was the involvement of the parents and the community in the intervention effort. Head Start parents continue to be involved in the program planning and operation.

There is wide variation in Head Start programs throughout the United States. This is because each program is tailored to the needs of its community. While communities have been given latitude in developing a program to suit their needs, each Head Start program is required to include four service components: education, parent involvement, health services (including physical and mental health, dental health, nutrition, and safety),

and social services for families (A Guide for Operating A Home-based Child Development Program,1986).

Various related programs have followed Head Start, such as Follow Through, Parent and Child Centers, and Home Start. Home Start was a national demonstration program funded by the U.S. Department of Health, Education and Welfare's Office of Child Development in 1972. The goal of the program was to provide Head Start health and educational services to children and parents in their own homes (Hewett, 1978). As a result of the Home Start program Head Start has both center-based and home-based programs. The goals for both types of programs are the same. The difference lies in the delivery of services.

Evaluations of the Head Start program have been ongoing from the program's beginning. Interpretations of the results have changed over the years, however. Between 1965 and 1968 Head Start enjoyed positive evaluations and was considered a success. However, from 1969 to 1974 the success of Head Start was questioned (Datta, 1979). The 1969 Westinghouse report was interpreted by most as saying that Head Start had failed by the criterion of lasting effects. There were immediate gains, but these gains did not remain with the child very long.

The Head Start Evaluation, Synthesis and Utilization Project (1985) is the latest effort in program evaluation. The final report, submitted in 1985, presented findings on the impact of Head Start on children's cognitive and socioemotional development, children's health, families of Head Start enrollees, and communities where Head Start programs operate.

Findings from the Head Start Evaluation, Synthesis and Utilization Project clearly show there are strong immediate effects on the cognitive and socioemotional development of children enrolled in Head Start programs. Again, whether these gains last over time is uncertain. However, there is some evidence that Head Start graduates outperform comparison children on long-term measures of school success. Compared to non-Head Start peers, Head Start graduates seem to adapt better to the school environment. They are also less likely to fail a grade in school or be assigned to special education classes than are their non-Head Start peers. The studies conducted after 1970 showed that the impact of Head Start on children for the first two years after leaving the program was greater then the studies conducted prior to 1970. This suggests that changes made in Head Start programs in the

1970s may have had positive effects on cognitive performance.

Head Start has enjoyed a very successful record in improving the general health of the children it serves by providing the necessary health care. Head Start students have received medical and dental services that otherwise would not have been obtained or would have been obtained only with significant delay (North, 1979). However, results from the Head Start Evaluation, Synthesis and Utilization Project (1985) show that Head Start appears not to be as successful in health education and influencing better home health practices.

Family involvement in the program is encouraged. Parents are welcomed as observers or volunteers in the classroom as well encouraged to become members of the Parent Policy Council, a policy and decision making board. However, as in many organizations, there is usually a core of parents providing the majority of volunteer hours. There is evidence from the studies in the Head Start Evaluation, Synthesis and Utilization Project (1985) that the more active parents and their children benefit more from the program. These parents have high levels of psychological well-being, they improve their economic and

27

social status, and their children also have high levels of developmental achievement.

In conclusion, the results from the Head Start Evaluation, Synthesis and Utilization Project (1985) show that Head Start has a positive impact on the communities in which they are located. As a community-based program, Head Start maintains linkages with local school systems and acts as an information and referral source to families concerning community health and social service systems. Institutions that have changed as a result of Head Start's influence include: education - Some of the Head Start concepts and practices have been adopted by some public school systems; health & social services - Head Start has advocated for the provision of local services to low-income families; and economy - Head Start provides jobs for people within the community, often people representing minority groups, and people who were previously unemployed.

CURRICULUM OVERVIEW

Included in the curriculum overview are topics to
be covered during the year in the following areas: safety,
health, nutrition, self-concept/individual strength,
social, behavior guidance, and social service. Several
sources were used in developing the curriculum. In the
area of nutrition some of the topics were taken from the
curriculum developed by Davis, Bassler, and Weber (1981).
Topics in the area of self-concept/individual strength and
social were selected from the curriculum designed by Davis
(1977). The curriculum by Bavolek and Bavolek (1985)
provided the basis for the topics in the behavior guidance
area. In the area of social service the goal was to
introduce the family to the resources in the community
that might be able to assist them in some way. The
activities in the remaining areas; small motor, large
motor, cognitive, language, creative, self-concept/
individual strength, and parent involvement are planned
according to the lesson plan theme and the individual
goals of the child.

Each visit is individualized to meet the needs of
the child and family. For example, the discussion on drug

and alcohol dependency may occur at a different time than that stated in the overview depending upon whether the family needs the information sooner. The curriculum overview presented in this paper provides the framework and helps set a direction for designing the lesson plans for each family's home visit.

A chart is kept which identifies the skills and the date of the lesson that focused on a particular skill to assure that all the necessary skills are being covered. The chart is continually updated to provide the parent and teacher with information that is helpful in planning activities for each week's lesson plan.

DATE:
THEME: Let's Get Acquainted

SAFETY:
    Street/bus safety
HEALTH:
    Definition of Health and wellness / Signs of health
NUTRITION:
    Explain food experience
LANGUAGE:
    Book - <u>Let's find out about school</u> by Shapp
    Nursery Rhyme - Mary had a little lamb
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Define self-concept / development of self-concept
SOCIAL:
    Recognize the difference of being alone and being in a
    group
BEHAVIOR GUIDANCE:
    Introduction to Nurturing program
SOCIAL SERVICE:
    Introduction to social service component / community
    resource book

DATE:
THEME: Assessment

SAFETY:
    Dental safety / emergency dental care
HEALTH:
    Good dental care
NUTRITION:
    Introduction to nutrition
LANGUAGE:
    Book - <u>My dentist</u> by Rockwell
    Nursery Rhyme - Little boy blue
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize that small people can be as helpful as big
    people

SOCIAL:
   Recognize the difference between behavior in a group
   versus being alone
BEHAVIOR GUIDANCE:
   Nutrturing philosophy of raising children
SOCIAL SERVICE:
   Services offered by Riley County - Manhattan Health
   Department

DATE:
THEME: Assessment

SAFETY:
   Eye safety / emergency eye care
HEALTH:
   Signs of eye trouble
NUTRITION:
   Calcium - what it does for our bodies
LANGUAGE:
   Book - <u>Eyes, ears, fingers, and toes</u> by Krauss
   Nursery Rhyme - Three blind mice
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognize advantages and disadvantages of different
   physical size
SOCIAL:
   Recognize the importance of listening to others
BEHAVIOR GUIDANCE:
   Discipline and Punishment
SOCIAL SERVICE:
   Social and Rehabilitation Services

DATE:
THEME: Me - I'm special

SAFETY:
   Emergency phone numbers
HEALTH:
   Mental and emotional health
NUTRITION:
   Calcium - what foods contain calcium

LANGUAGE:
    Book - <u>Green grass and white milk</u> by Aliki
    Nursery Rhyme - Peas porridge hot
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Identify physical features and abilities. Recognize
    how physical abilities and features change as we grow
SOCIAL:
    Recognize the importance of taking turns talking and
    listening
BEHAVIOR GUIDANCE:
    Family rules
SOCIAL SERVICE:
    Services available through Pawnee Mental Health

DATE:
THEME: Fire Prevention

SAFETY:
    Fire safety - develop fire plan, practise fire drill,
    check for fire hazards
HEALTH:
    How to stay healthy - nutrition
NUTRITION:
    Food and your pre-schooler
LANGUAGE:
    Book - <u>Eddie and the fireman</u> by Haywood
    Nursery Rhyme - Jack be nimble
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize physical differences as part of individual
    uniqueness
SOCIAL:
    Identify family members and roles within families
BEHAVIOR GUIDANCE:
    Ages and stages
SOCIAL SERVICE:
    Services offered by Riley County Extension

DATE:
THEME: Make believe

SAFETY:
    Bath safety
HEALTH:
    How to stay healthy - exercise and physical fitness

NUTRITION:
   Iron - what it does for our bodies
LANGUAGE:
   Book - Where the wild things are by Sendak
   Nursery Rhyme - Pussy cat, pussy cat
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognize physical strengths/limitations and that
   everyone has them.
SOCIAL:
   Identify ways to join a group / Identify appropriate
   ways to behave in order to be accepted into a group
BEHAVIOR GUIDANCE:
   Skill strips
SOCIAL SERVICE:
   Conduct family needs assessment

DATE:
THEME: Halloween

SAFETY:
   Halloween safety
HEALTH:
   How to stay healthy - personal hygiene
NUTRITION:
   Iron - what foods contain iron
LANGUAGE:
   Book - Pumpkin moonshine
   Nursery Rhyme - Little miss muffet
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognize different ways we learn
SOCIAL:
   Recognize we learn from others and they learn from us
BEHAVIOR GUIDANCE:
   Personal needs and payoffs to behavior
SOCIAL SERVICE:
   GED / Vo-Tech / Job Training and Partnership Act (JTPA)

DATE:
THEME: Fall

SAFETY:
    Safety with scissors and knives
HEALTH:
    How to stay healthy - home cleanliness, comfort, and
    safety
NUTRITION:
    Establishing a nurturing mealtime
LANGUAGE:
    Book - Now it's fall by Lenski
    Nursery Rhyme - Baa baa black sheep
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize individual creative abilities
SOCIAL:
    Identify ways of showing thoughtfulness and kindness
    for others in the group / Recognize the effects of
    kind behavior
BEHAVIOR GUIDANCE:
    Spoiling your children
SOCIAL SERVICE:
    Single Parent / Displaced Homemaker Services

DATE:
THEME: Harvest

SAFETY:
    Choking - What to do if it happens / how to prevent it
HEALTH:
    Your child's growth and development
NUTRITION:
    Vitamin B1 - what it does for our bodies
LANGUAGE:
    Book - Autumn harvest by Tresselt
    Nursery Rhyme - Little bo peep
SELF-CONCEPT INDIVIDUAL STRENGTH:
    Recognize ways children can help at home

SOCIAL:
    Recognize that people sometimes want to work or
    play alone
BEHAVIOR GUIDANCE:
    Personal power
SOCIAL SERVICE:
    Flint Hills Breadbasket / fill out application for
    holiday food basket

DATE:
THEME: Indians

SAFETY:
    Poison Prevention / emergency action for poisoning
HEALTH:
    Immunizations and physicals - family records
NUTRITION:
    Vitamin B1 - what foods contain vitamin B1
LANGUAGE:
    Book - Indian signs and signals
    Nursery Rhyme- The apple tree
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize the good feelings that result from doing
    things for oneself
SOCIAL:
    Learn to respect play areas of others
BEHAVIOR GUIDANCE:
    Praise for being and doing
SOCIAL SERVICE:
    Winter Weatherization Program

DATE:
THEME: Thanksgiving

SAFETY:
    Safe playing / toy safety
HEALTH:
    Threats to health and life - drugs, smoking,
    obesity
NUTRITION:
    Meal planning
LANGUAGE:
    Book - Story of Johnny Appleseed by Aliki
    Nursery Rhyme - Old king cole

SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognize the importance of trying to do something
   yourself before asking for help
SOCIAL:
   Sharing work by taking turns is a way of cooperating /
   Taking turns is also a way to use group materials
BEHAVIOR GUIDANCE:
   Red, White, and Bruises
SOCIAL SERVICE:
   Manhattan Housing Authority / Manhattan Emergency
   Shelter

DATE:
THEME: Homes and houses

SAFETY:
   Child proofing the house
HEALTH:
   Illness: what it means and how to recognize it
NUTRITION:
   Protein - what it does for our bodies
LANGUAGE:
   Book - <u>Everybody eats and everybody has a house</u>
   by Green
   Nursery Rhyme - There was an old woman who lived in
   a shoe
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognize times when it is appropriate/inappropriate
   to ask for help
SOCIAL:
   Identify games that cannot be played alone and tasks
   that cannot be done alone
BEHAVIOR GUIDANCE:
   Hurting touch
SOCIAL SERVICE:
   Energy assistance -LIEAP Program - fill out application

DATE:
THEME: Family

SAFETY:
   Christmas tree safety tips
HEALTH:
   Common childhood illnesses
NUTRITION:
   Protein - what foods contain protein
LANGUAGE:
   Book - <u>All kinds of families</u> by Simon
   Nursery Rhyme - Diddle, diddle, dumpling, my son John
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Effective ways of asking for help
SOCIAL:
   Recognize ways that people live together and help each
   other / Identify ways that children can help each
   other
BEHAVIOR GUIDANCE:
   Verbal and physical redirection
SOCIAL SERVICE:
   Crisis Center / FONE Crisis Center Fill out
   application for holiday food basket

DATE:
THEME: Christmas

SAFETY:
   Check home heating unit
HEALTH:
   Stocking the family medicine cabinet
NUTRITION:
   Grocery shopping / budgeting
LANGUAGE:
   Book - <u>Rudolph the red-nosed reindeer</u>
   Nursery Rhyme - Christmas is coming
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Identifying people who can provide assistance -
   parents, teachers, friends, store clerks, police.

SOCIAL:
   Recognize what can be accomplished when several people
   share their ideas / Recognize the importance of each
   person's contribution to a group
BEHAVIOR GUIDANCE:
   Touch and talk
SOCIAL SERVICE:
   Information about free toys for Christmas

DATE:
THEME: Winter

SAFETY:
   Winter travel tips
HEALTH:
   First Aid for home emergencies
NUTRITION:
   Vitamin A - what it does for our bodies
LANGUAGE:
   Book - _The snowy day_ by Keats
   Nursery Rhyme - The mulberry bush
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognizing skills and concepts that one has learned
   over time
SOCIAL:
   Recognize the importance of listening to directions
   and the consequences of not listening
BEHAVIOR GUIDANCE:
   Time out
SOCIAL SERVICE:
   Parents Anonymous / Parents without Partners, Inc.

DATE:
THEME: Cold weather animals

SAFETY:
   Safe ear care
HEALTH:
   Symptoms for ear infections / detecting hearing loss
NUTRITION:
   Vitamin A - what foods contain vitamin A

LANGUAGE:
   Book - <u>Animals in the winter</u> by Bancroft
   Nursery Rhyme - Three little kittens
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognizing skills can be improved through practice
SOCIAL:
   Identify the concept of ownership and control over
   personal property
BEHAVIOR GUIDANCE:
   Choices and consequences
SOCIAL SERVICE:
   Flint Hills Legal Services

DATE:
THEME: Conservation

SAFETY:
   Safe food storage and spoilage chart
HEALTH:
   Stress and stress related illnesses
NUTRITION:
   Food storage / food spoilage chart
LANGUAGE:
   Book - <u>Brown pelican at the pond</u> by O'Reilly
   Nursery Rhyme - Hickory, dickory, dock
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognizing the feeling of pride and satisfaction in
   accomplishment
SOCIAL:
   Recognize the rights of ownership and the importance of

   respecting personal property of others
BEHAVIOR GUIDANCE:
   Anger
SOCIAL SERVICE:
   Riley County Extension - energy conservation

DATE:
THEME: Taking care of our bodies

SAFETY:
   Safety tips for winter fun
HEALTH:
   Stress management

NUTRITION:
    Vitamin C - what it does for our bodies
LANGUAGE:
    Book - _No measles, no mumps for me_ by Showers
    Nursery Rhyme - Old mother hubbard
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Identify and label happy feelings / Recognize happy
    feelings that can be accompany some sensory
    experiences / Associate various experiences and
    activities with happy feelings
SOCIAL:
    Recognize how kind behavior or kind words affect
    people who feel sad. Recognize ways to show
    kindness by encouraging others
BEHAVIOR GUIDANCE:
    Handling stress
SOCIAL SERVICE:
    Utilities Counseling - Budgeting
_____

DATE:
THEME: Feelings and emotions

SAFETY:
    Safety tips for automobile travel
HEALTH:
    The importance of sleep for good health
NUTRITION:
    Vitamin C - what foods contain vitamin C
LANGUAGE:
    Book - _Otto shares a tear_ by Morley
    Nursery Rhyme -Hush little baby
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Identify and label sad feelings. Associate various
    experiences and activities with sad feelings
SOCIAL:
    Identify feelings of someone whose personal
    property is damaged or taken away
BEHAVIOR GUIDANCE:
    Helping Children with feelings
SOCIAL SERVICE:
    Birthright of Manhattan

DATE:
THEME:Valentines

SAFETY:
  Burn prevention / emergency action for burns
HEALTH:
  Dressing appropriately for the weather
NUTRITION:
  "The body building express" story
LANGUAGE:
  Book - <u>A friend is someone who likes you</u> by Anglund
  Nursery Rhyme - Queen of hearts
SELF-CONCEPT / INDIVIDUAL STRENGTH:
  Identify and label feelings of anger/frustration /
  Recognize positive and negative ways to respond to
  frustration and disappoinment / Identify positive
  ways to deal with angry feelings
SOCIAL:
  Identify ways to avoid conflict
BEHAVIOR GUIDANCE:
  Personal space / scary touch
SOCIAL SERVICE:
  Manhattan Public Library - Ogden Extension

DATE:
THEME: Tavel by land

SAFETY:
  Child safety rules / strangers
HEALTH:
  The importance of outdoor play time for good health
NUTRITION:
  Nutrition and mental health
LANGUAGE:
  Book - <u>Things that go</u>
  Nursery Rhyme - Banbury fair
SELF-CONCEPT / INDIVIDUAL STRENGTH:
  Recognize nondestructive ways to handle feelings from
  unresolved conflict
SOCIAL:
  Conflict resolution strategies
BEHAVIOR GUIDANCE:
  Criticism and confrontation
SOCIAL SERVICE:
  Big Brothers/Sisters Program

DATE:
THEME: Communication

SAFETY:
    Ident-a-kid
HEALTH:
    The importance of expressing feelings in order to be
    mentally healthy
NUTRITION:
    Empty calories - junk food junkie
LANGUAGE:
    Book - <u>Frog and toad are friends</u> by Lobel
    Nursery Rhyme - London bridge
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize feelings involved in conflict and the
    consequences of misbehavior
SOCIAL:
    Recognize consequences of not doing your part in
    a group
BEHAVIOR GUIDANCE:
    I statements and you messages
SOCIAL SERVICE:
    Remind parents to file income tax returns

DATE:
THEME: Wind / Air

SAFETY:
    Review emergency information / name, address, parent's
    name, phone number
HEALTH:
    Review good dental care / visiting the dentist
NUTRITION:
    Improving the family's breakfast
LANGUAGE:
    Book - <u>Gilberto and the wind</u> by Ets
    Nursery Rhyme - Blow, wind, blow
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Identify and label feelings of fear / Identify fears
    and positive ways to deal with them

SOCIAL:
Recognize that sometimes one needs or wants to work or
play alone
BEHAVIOR GUIDANCE:
Problem solving and decision making
SOCIAL SERVICE:
Saint Mary Hospital / Memorial Hospital

DATE:
THEME: St. Patricks Day

SAFETY:
Kite safety
HEALTH:
First aid kit for the car
NUTRITION:
Nutritious snacks
LANGUAGE:
Book - <u>Green eggs and ham</u> by Seuss
Nursery Rhyme - Rub-a-dub-dub
SELF-CONCEPT / INDIVIDUAL STRENGTH:
Recognize that feelings change and sometimes quickly
SOCIAL:
Recognize how we learn about other people and their
cultures
BEHAVIOR GUIDANCE:
Ignoring behavior
SOCIAL SERVICE:
Salvation Army

DATE:
THEME: Things in the sky

SAFETY:
Child proofing the yard
HEALTH:
The importance of rabies shots and other
immunizations for pets
NUTRITION:
Cooking with children
LANGUAGE:
Book - <u>Sun, moon and planets</u>
Nursery Rhyme - Twinkle, twinkle, little star

SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize how our feelings are affected by behavior of
    others
SOCIAL:
    Recognize how we learn about other people and their
    cultures
BEHAVIOR GUIDANCE:
    Improving specific self-esteem
SOCIAL SERVICE:
    Encore Shop

DATE:
THEME: Stars, space, moon

SAFETY:
    Rule setting for outdoor play
HEALTH:
    Proper care of animal bites and scratches
NUTRITION:
    Fiber in your diet
LANGUAGE:
    Book - _Rockets and spaceflight_
    Nursery Rhyme - Sally go round the sun
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize good feelings that can accompany sharing
    experiences
SOCIAL:
    Recognize how we learn about other people and their
    cultures
BEHAVIOR GUIDANCE:
    Stimulating and communicating
SOCIAL SERVICE:
    Manhattan Emergency Shelter
_____

DATE:
THEME: Spring weather

SAFETY:
    Tornado safety
HEALTH:
    The importance of self-help skills to a healthy
    positive self-concept.

```
NUTRITION:
    "Master Mix" cooking
LANGUAGE:
    Book - Goodbye thunderstorms , by Marine
    Nursery Rhyme - The eency, wency, spider
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize what it means to be dependable and to
    depend on other people.
SOCIAL:
    Recognize the effect of our words and actions on our
    relationship with others
BEHAVIOR GUIDANCE:
    Verbal management
SOCIAL SERVICE:
    Encourage involvement in community clean up


DATE:
THEME: Easter

SAFETY:
    Natural disasters
HEALTH:
    Tips on weight control
NUTRITION:
    Dieting and good nutrition
LANGUAGE:
    Book - Make way for ducklings  by McCloskey
    Nursery Rhyme - Humpty, dumpty
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize feelings that result from helpfulness
SOCIAL:
    Recognize the importance of social responsibility
BEHAVIOR GUIDANCE:
    Self-expression
SOCIAL SERVICE:
    Riley County Extension - Nutrition and dieting
    information
```

DATE:
THEME: Plants - Growing Things

SAFETY:
   Mowing safety
HEALTH:
   Allergies
NUTRITION:
   Nutrition labeling
LANGUAGE:
   Book - <u>The carrot seed</u> ,
   Nursery Rhyme - Mistress Mary
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognize that everyone has a responsibility to
   care for the environment
SOCIAL:
   Recognize that there are times when it is more fun to
   share
BEHAVIOR GUIDANCE:
   People and possessions
SOCIAL SERVICE:
   Provide gardening information

DATE:
THEME: Water, Water Everywhere

SAFETY:
   Water safety
HEALTH:
   Chemicals and healthy living
NUTRITION:
   Nutrition and fast food restaurants
LANGUAGE:
   Book - <u>Raindrop splash</u> , by Tresselt
   Nursery Rhyme - Jack and Jill
SELF-CONCEPT / INDIVIDUAL STRENGTH:
   Recognize the feelings from interacting with a
   pleasant environment
SOCIAL:
   Recognize ways that friends share and play together
BEHAVIOR GUIDANCE:
   Situations and solutions, review of behavior guidance
SOCIAL SERVICE:
   Swimming lesson information

DATE:
THEME: Camping / Nature

SAFETY:
  Camping safety
HEALTH:
  Dehydration - how to prevent it
NUTRITION:
  "So-Tired" story
LANGUAGE:
  Book - <u>Just me and my dad</u>
  Nursery Rhyme - Little fishes in a brook
SELF-CONCEPT / INDIVIDUAL STRENGTH:
  Recognize we learn from our experiences, both good
  and bad
SOCIAL:
  Recognize the importance of showing respect for living
  things
BEHAVIOR GUIDANCE:
  Positive self-talk
SOCIAL SERVICE:
  Douglas Community Center

DATE:
THEME: Zoo / Hot weather animals

SAFETY:
  Bicycle safety
HEALTH:
  Proper care of bites and stings
NUTRITION:
  Seasonal cooking
LANGUAGE:
  Book - <u>Animal friends</u> by Dunn
  Nursery Rhyme - The lion and the unicorn
SELF-CONCEPT / INDIVIDUAL STRENGTH:
  Recognize each of us may feel differently about the
  things we do

SOCIAL:
    Recognize that we all have a responsibility to care
    for the environment
BEHAVIOR GUIDANCE:
    Families and chemical use
SOCIAL SERVICE:
    Alcoholics Anonymous / Narcotics Anonymous

DATE:
THEME: Summer

SAFETY:
    Heat exposure
HEALTH:
    Proper skin care for summer
NUTRITION:
    The importance of fluids in your diet / thirst
    quenching drinks
LANGUAGE:
    Book - On a summer day by Lenski
    Nursery Rhyme - She sells sea-shells on the sea-shore
SELF-CONCEPT / INDIVIDUAL STRENGTH:
    Recognize social skills and concepts that have been
    learned
SOCIAL:
    Recognize the importance of caring for the
    environment
BEHAVIOR GUIDANCE:
    Emergency parenting and survival kits
SOCIAL SERVICE:
    Summer recreational information

DESCRIPTION OF THE HOME VISIT

Each family in the Head Start home-based program receives one visit a week which lasts ninety minutes. Each month the child also visits the center at least once for a social experience. The parents also have one regularly scheduled meeting a month with babysitting provided.

The approach taken in the home visit is parent-focused; the emphasis of the visit is reaching the child through the parent. While the home visitor works with the child for demonstration purposes, the focal point of the visit is providing information to the parent on what and how to teach the child. The goal of the program is for the parents to learn how to teach on their own. As parents become more skillful with the new techniques they can generalize the skills to teach in new settings with a variety of materials.

The responsibility for planning the home visit begins with the home visitor and gradually passes on to the parent based on the individual ability of the parent. The role of the home visitor is one of facilitating learning.

The elements of a home visit are always the same. The visit begins with a greeting which is first directed to the parent and then to the child.

The follow-up time is spent reviewing the activities of the last week, new skills the child learned, appointments the family kept, or other ways the family followed through from the last visit. This review provides an opportunity for the home visitor to reinforce the family for their accomplishments and to discuss any problems the family might have encountered.

The activity time of the home visit is divided into parent/child interaction activities and parent activities. The parent/child interaction activities accomplish several purposes. 1. To teach "new" developmentally appropriate skills. 2. To generalize and expand skills the child has learned. 3. To present component information for the child (nutrition, health, safety, etc.). These purposes are met through games and other motivating activities designed by the parent and home visitor. Whenever possible the materials used in the activities are ones found in the family's home. Another goal is to use the home more effectively as a learning environment. Routine events can become learning

experiences for children. Parents can learn how to teach children while doing the laundry, grocery shopping, cleaning house etc.

The parent activities focus directly on parents. The children are usually given activities or toys to play with during this time. There are three types of information or activities which are shared with the parent: 1. component information (medical, dental, nutrtion, mental health, child development, safety, social services and parent involvement); 2. Program information (dates of meetings, upcoming workshops, social events); 3. Meeting the needs expressed on the family needs assessment. A variety of approaches can be taken during this time. An activity in one of the component areas could use a handout or pamphlet on which to base the discussion with the parent. Filmstrips are also useful. Time is also spent setting goals and working on activities to meet the needs identified on the family needs assessment. When working on these activities, the role of the home visitor is not as much an educator as a resource person, helping the parent locate, contact and follow up with appropriate resources and apply information from various sources.

Planning is an important part of each visit. The planning is always done together by the parent and home visitor. Two types of planning occur during the visit. The first is planning family activities for the week based on the lesson plan for the present visit. The home visitor helps the parent plan for the week by selecting activities from the lesson plan to meet particular goals. These might include: attend the parent meeting; visit the library, make a snack with the child, take the child for a physical, or practice a particular skill.

The second type of planning involves preparing for the next home visit. The home visitor might share the suggested unit theme for the next visit and together the parent and home visitor would plan activities around that theme or one suggested by the parent. Attention would be given to the goals for the child when designing the activities. Planning the materials that parents and home visitor will provide is also done at this time.

An evaluation time ends each visit. The discussion centers around what has been learned during the visit, and what they liked or what they would like to change. A report of the visit is made by the home visitor and signed by the parent. This part of the visit can also include

socializing with the parents, a way to build a good relationship.

While all of the elements mentioned above need to be included in each visit, the order and time spent on each varies depending upon the home visitor, the family situation, activities planned, and unexpected needs which arise. The elements are not always distinctly divided but are sometimes incorporated together. Flexibility is one of the keys to a successful visit.

Each month the family receives an activities calendar that corresponds to the weekly themes. The purpose of the activities calendar is to extend the theme into each day of the week, giving parents an activity to do with their child that relates to the theme.

<u>Lesson Plans</u>

The format for the lesson plan is based on the
Child Development Associate competencies for home visitors
and Head Start components. Learning experiences in the
following areas are included in each home visit lesson
plan: safety, health, nutrition, small motor, large motor,
cognitive, language, creative, self-concept/individual
strength, social, behavior guidance, social service, and
parent involvement.

At the beginning of each visit the mother and home
visitor decide what they want to cover during the visit.
The remainder of the activities are to be carried out by
the mother during the week. At the beginning of the next
visit the home visitor reviews the past week's activities
with the mother, giving suggestions when necessary.

DATE:
THEME: Spring Weather
GOAL: To introduce the child to rain, thunder, and
lightening.

OBJECTIVES:
1. to develop an emergency plan for a tornado.
2. To discuss aspects of a healthy self-concept.
3. To execute activities on a balance beam.
4. To read a story about rain and discuss it.
5. To identify appropriate clothing for rain.
6. To enjoy creative drama and use our bodies in
creative drama.

LEARNING EXPERIENCES:

SAFETY:
-Tornado safety - what to do in the case of a tornado.

HEALTH:
-The importance of self-help skills to a healthy
positive self-concept.

NUTRITION:
-"Master Mix" cooking
-Make a Thundercloud salad for snack.

SMALL MOTOR:
-Draw a picture. Dip brush in blue tempera paint and
shake over picture allowing paint to fall in drops.
-Connect the dots to draw a streak of lightning.
-Trace lines to make a rainbow. Color between the
lines.

LARGE MOTOR:
-Rainy Day Balance Beam: Do activities on a balance
beam.
-Play "Stay out of the rain." Child moves around room
while music plays. When music stops it signals that
it is beginning to rain. The child crawls under the
table to take shelter from the rain.
-Jump in the puddles. Make puddles on the floor
using masking tape.

COGNITIVE:
   -Talk about rain. How does it feel, what does it sound
    like, what do you do when it rains, what should you
    wear in the rain, why do we need rain, where does
    the water go after it rains?
   -Reinforce math concepts more and less. Have two
    clouds and place a different number of raindrops
    under each cloud. Ask child appropriate questions.
    Tell child to place a particular number of raindrops
    under each cloud. Repeat the questions.
   -Let the child sort and classify clothes. What would
    you wear on a rainy day?

LANGUAGE:
   -Read the book, Goodbye Thunderstorms , by Marine
   -Nursery Rhyme: The eency, wency, spider.
   -Vocabulary for the week: Thunder, lightning, rain,
    umbrella, rain coat, boots, puddles,
   -Talk about rain.

CREATIVE:
   -Role play what you would do if you wanted to go
    outside in the rain. Take a walk in the rain, jump
    in the puddles.
   -Thunder and Lightning Drama: Pretend to go for a
    walk. There are large gray clouds in the sky.
    Drip. Drop. Drip. Drop. Rain begins to fall.
    Run quickly! Lightning flashes (clap hands).
    Thunder roars (stamp feet). Run faster. The
    house is just ahead. Climb the stairs. Open
    the door. There is a fire burning in the
    fireplace. Warm your hands. Change into dry
    clothes. Go to sleep by the warm fire.
    Safe at last!

SELF CONCEPT / INDIVIDUAL STRENGTH:
   -Recognize what it means to be dependable and to
    depend on other people.
   -Encourage child to put boots on by himself.

SOCIAL:
   -Recognize the effect of our words and actions on our
    relationship with others.

BEHAVIOR GUIDANCE:
   -Verbal management

SOCIAL SERVICE:
   -Encourage involvement in community clean up

PARENT INVOLVEMENT:
   -Do the activities on the calendar.

DATE:
THEME: Easter
GOAL: To introduce and participate in traditional Easter
      activities

OBJECTIVES:
1. To share Easter holiday traditions.
2. To color eggs with each family.
3. To teach the oval shape.
4. To reinforce knowledge of colors.
5. To reinforce counting skill.
6. To discuss tips on weight control.

LEARNING EXPERIENCES:

SAFETY:
-Natural disasters - What to do when one occurs.

HEALTH:
-Tips on weight control.

NUTRITION:
-Dieting and good nutrition.
-Hard boiled eggs.

SMALL MOTOR:
-Crack and peel hard boiled egg.
-Cut rabbit ears from pink construction paper and
 staple them to a headband.
-Have child lace egg shaped lacing card.
-Cut ears from open end of flattened, lunch bag. Add
 facial features. Unfold bag and attach paper strip
 for handle.
-Using tongs pick up cotton eggs from basket and place
 in another basket.

LARGE MOTOR:
-Hop like a rabbit.
-Hide Easter eggs. Whenever child finds an egg give
 directions on how he should bring it back to his
 basket; hop, skip, jump, walk, run, etc.

COGNITIVE:
  -Talk about rabbits. What color are rabbits, what
   do they feel like, what do they eat, where do they
   live, etc.
  -Talk about eggs, what shape are they, where do they
   come from, the natural color of eggs, etc.
  -Egg sounds: fill plastic egg with different
   materials. Shake each one and match the sounds.
  -Count colored plastic eggs in Easter basket.
   Sort eggs by color and count how many eggs there
   are of each color.
  -Make cracked egg puzzles. Put eggs together by
   matching two correct pieces of each egg.
  -Which egg is missing: Display several plastic eggs,
   each a different color. Cover eggs with a cloth.
   Remove one egg. Child identifies missing egg by
   naming the color.

LANGUAGE:
  -Read the story, <u>Make Way for Ducklings</u> , by McCloskey
  -Vocabulary: rabbit, duck, eggs, basket, hop, waddle,
   fur, holiday.
  -Nursery rhyme: Humpty, Dumpty.
  -Sing songs and fingerplays (handout).

CREATIVE:
  -Dye Easter eggs.
  -Make Easter egg basket.

SELF-CONCEPT:
  -Recognize feelings that result from helpfulness.

SOCIAL:
  -Recognize the importance of social responsibility.

BEHAVIOR GUIDANCE:
  -Self expression

SOCIAL SERVICE:
  -Riley County Extension - Nutriton and dieting
   information.

PARENT INVOLVEMENT:
  -Dye Easter eggs with your child. Hide the eggs
   and let your child find them.
  -Discuss handout "how to make a bunny cake."

DATE:
THEME: Plants, Growing Things
GOAL: To introduce plants, how they grow and are used.

OBJECTIVES:
1. To let parent and child plant a seed and watch it grow.
2. Parent and child will make a salad and identify various parts of a plant.
3. Child will identify what a plant needs to grow - dirt, water, sunshine, seeds.
4. Child will put together sequence puzzle depicting the growth of a seed and with the help of the parent the child will be able to verbalize the process.
5. To discuss safety tips concerning yard work.
6. To identify types of allergies and symptoms of allergies.
7. To introduce nutrition labeling - how to understand the labels.

LEARNING EXPERIENCES:

SAFETY:
-Discuss handout on mowing safety tips.

HEALTH:
-Discuss handout on allergies - types of allergies, symptoms of allergies.

NUTRITION:
-Nutrition labeling - how to understand the labels.
-Make a garden salad - ingredients used representing the various parts of a plant.

SMALL MOTOR:
-Plant a seed.
-Cut pictures of flowers to paste in the garden picture.
-Put together sequence puzzle depicting the growth of a seed to a plant.

LARGE MOTOR:
-Let child pretend to hoe the garden.
-Let child play and dig in the dirt outside.

61

COGNITIVE:
- Let child make a small book depicting the things that plants need to grow; seeds, earth, water, and sunshine.
- Let child play matching game with seeds and pictures of plants.
- Display a picture of a plant and talk about the stem, leaves, roots, and flower.
- Make a seed number book.
- Make an inchworm using colored circles. Inchworm grows when child names the colored circle correctly and adds it to the worm.

LANGUAGE:
- Read the book, _The Carrot Seed_ by Kraus.
- Nursery Rhyme: Mistress Mary.
- Songs and Finger Plays. (handout)
- Vocabulary: seed, dirt, water, sunshine, root, leaves, flower, sprout.

CREATIVE:
- Pantomime planting a seed and then the growth process of the seed.
- Color the nursery rhyme picture.
- Cut and paste flowers to make a garden.

SELF CONCEPT / INDIVIDUAL STRENGTH:
- Recognize that everyone has a responsibility to care for the environment.
- Let child plant seed by himself.

SOCIAL:
- Work together outside.
- Plant seeds together.
- Recognize that there are times when it is more fun to share.

BEHAVIOR GUIDANCE:
- People and possesions - defining personal property

SOCIAL SERVICE:
- Provide gardening information

PARENT INVOLVEMENT:
- Work together in the garden.

DATE:
THEME: Water, Water Everywhere!
GOAL: To introduce the child to the uses of water.

OBJECTIVES:
1. To discuss water safety tips.
2. To identify the ways we use water every day.
3. To identify what objects float and sink in water.
4. To identify the various forms of water.
5. Discuss the uses of chemicals in our everyday use and the effects on our health.
6. To check the nutritional value of various food items at fast food restaurants.
7. To review behavior guidance techniques.
8. Child will identify pictures of children sharing.

LEARNING EXPERIENCES:

SAFETY:
   -Discuss water safety.

HEALTH:
   -Chemicals and healthy living.
   -Discuss the importance of water for our bodies.
   -Encourage child to wash hands and face.

NUTRITION:
   -Nutrition and fast food restaurants.
   -Orange Julius, crackers and cheese for snack.

SMALL MOTOR:
   -Wash and dry dishes.

LARGE MOTOR:
   -Jump in the puddles. Make puddles on the floor using masking tape.

COGNITIVE:
   -Discover what objects float and sink. Talk about the reasons some float and sink.
   -Do science experiments that illustrate water in its various forms.
   -Talk about the uses of water.

LANGUAGE:
-Read the book, _Raindrop Splash_ , by Tresselt.
-Nursery rhyme: Jack and Jill.
-Vocabulary for the week: Water, rain, snow, ice,
 steam.
-Songs and finger plays. (handout)

SELF CONCEPT / INDIVIDUAL STRENGTH:
-Recognize the feelings from interacting with a
 pleasant environment.
-Encourage child to wash his own hands and face.
-Let child help wash and dry dishes.

SOCIAL:
-Recognize ways that friends share and play together.

BEHAVIOR GUIDANCE:
-Situations and solutions, a review of behavior
 guidance.

SOCIAL SERVICE:
-Provide swimming lesson information.

PARENT INVOLVEMENT:
-Do the dishes together with your child.

APRIL ACTIVITIES CALENDAR

APRIL 1-7 SPRING WEATHER
        April 1: Raindrop painting.
        April 2: Make and play "Rain or Shine" game.
        April 3: Make fluffy cloud vegetable dip for
                 snack.
        April 4: Make a rain gauge.
        April 5: Science experiment - what makes the rain?
        April 6: Make a Drizzle Day Sundae for snack.
        April 7: Make a rainy day obstacle course.

APRIL 8-14 EASTER
        April 8: Make an Easter egg tree, design Easter
                 eggs to hang on the tree.
        April 9: Decorate an egg to look like a bunny or
                 a chick. Make an Easter egg stand for
                 your egg bunny or egg chick.
        April 10: Make a bunny salad for snack.
        April 11: Play the game "What can you do Mr.
                 Rabbit."
        April 12: Science experiment - Humpty Dumpty game.
        April 13: Make deviled eggs for snack.
        April 14: Decorate an Easter hat using a paper
                 plate and odds -n- ends.

APRIL 15-21 PLANTS, GROWING THINGS
        April 15: Make egg carton flowers.
        April 16: Make seed balls for snack.
        April 17: Take a walk, look for signs of spring.
        April 18: Play game, "Need Seed, Heed Seed."
        April 19: Science - observe growing plants -
                 potato in a water jar, seeds on a
                 wet paper towel, or a carrot in a
                 water dish.
        April 20: Make a Garden Cup for snack.
        April 21: Imagination Stretcher: Tell a story
                 with open-ended comparisons. Children
                 complete the sentence. Ex. "Ted
                 planted a seed that was as little as
                 a ... He watered it with water that was
                 as wet as..." etc.

APRIL 22-30 WATER, WATER, EVERYWHERE
    April 22: Set up waterplay in the bathtub
             or kitchen sink.
    April 23: Science experiment - air contains water.
    April 24: Make colored ice cubes.
    April 25: Science experiment - experiment with
             ice cubes.
    April 26: Make a snow cone for snack.
    April 27: Let child do some hand wash, maybe
             doll clothes.
    April 28: Paint with watercolors.
    April 29: Let child bathe their dolls, or
             themselves.
    April 30: Make snowflake swirls for snack.

| STANDING |
| WALKING |
| RUNNING |
| JUMPING |
| HOPPING |
| KICKING |
| BALANCE BD. |
| CATCHING |
| THROWING |
| BALL BOUNCE |
| RHYTHM |
| WHEEL TOYS |

| EYE/HAND COORD. |
| BLOCK CONSTR. |
| PUZZLES |
| PEG STRINGING |
| DRAW PERSON |
| SCISSORS |
| DRAWING |
| PAINTING |
| CLAY |

| PERSONAL DATA |
| VOCABULARY |
| VERBAL EXPRESSION |

| REPEATS 4s |
| REPL. MEMORY |
| SINGING |
| BODY PARTS |

| COLOR MATCH |
| COLOR POINT |
| COLOR NAME |
| DESIGN MATCH |
| DESIGN POINT |
| DESIGN NAME |

| SIZE CONCEPTS |
| QUANTITATIVE |
| DIRECTIONAL |
| FORMS -S/C/R |
| WEATHER |
| CLASSIFYING |

| USE OF OBJECTS |
| COMMUNITY HELPERS |
| COMMUNITY SERVICES |

| NUMBER CONCEPTS |
| ROTE COUNTING |
| READS NUMERALS |
| TIME |

| LETTERS |
| SELF HELP |

67

LESSON PLAN & GOAL SHEET

Parents: _____ Date: _____

Children/ 1 _____ Age: _____ 3 _____ Age: _____ 5. _____ Age: _____

2 _____ Age: _____ 4. _____ Age: _____ 6. _____ Age: _____

Home Visitor: _____ Next Visit: _____

Home Visit Objectives: _____

1. SAFETY:	8. LANGUAGE:
2. HEALTH:	9. CREATIVE:
3. NUTRITION:	10. SELF CONCEPT:
4. SMALL MUSCLE SKILLS:	11. INDIVIDUAL STRENGTH (self help):
5. LARGE MUSCLE SKILLS:	12. SOCIAL (getting along with others):
6. COGNITIVE (thining/reasoning):	13. BEHAVIOR GUIDANCE:
7. SOCIAL SERVICE:	14. PARENT INVOLVEMENT:

68

Family's Name: _____ Home Visitor: _____ Contact Initiated By: _____ Date of Visit: _____ Time: _____ to _____

Date of
Phone Contact: _____

People Present: _____

	Objective for visit and materials taken	Factors Affecting Accomplishment of Objectives Problems Identified Progress Made	Objectives for next visit
CHILD DEVELOPMENT			
NUTRITION			
HEALTH			
SOCIAL SERVICE			

Resource Used: _____

Referrals: _____

REFERENCES

Bavolek, S.J. & Bavolek, J.D. (1985). *Nurturing programs*
For parents and young children . Eau Claire, WI: Family
Development Resources, Inc.

Beckman, C., Simmons, R., & Thomas, N. (1982). *Channels*
to children . Colorado Springs, CO: Channels To
Children.

Bereiter, C., & Engelmann, S. (1966). *Teaching*
disadvantaged children in the pre-school . Englewood
Cliffs, N.J.,: Prentice-Hall.

Bloom, B.S. (1964). *Stability and change in human*
characteristics . New York: John Wiley & Sons.

Brigance, A. (1978). *Brigance Diagnostic Inventory of*
Early Development . North Billerica, MA: Curriculum
Associates, Inc.

Bruner, J.S. (1960). *The process of education* .
Cambridge, Mass.: Harvard University Press.

Casto,G., & Mastropieri, M.A. (1986). *The efficacy of*
early intervention programs: A meta-analysis .
Exceptional Children, 52, 417-424.

Condry, S. (1983). History and Background of preschool
    intervention programs and the Consortium for
    Longitudinal Studies. _As the twig is bent: Lasting_
    effects of preschool programs . Hillsdale, NJ: Lawrence
    Erlbaum Associates, Publishers.

Datta, L. (1979). Another spring and other hopes: Some
    findings from national evaluations of Project Head
    Start. In: Zigler, E., & Valentine, J. (Eds.), _Project_
    Head Start: A legacy of the War on Poverty . New York:
    The Free Press.

Davis, D.E. (1977). _My friends and me_ . Circle Pines,
    Minnesota: American Guidance Service, Inc.

Davis, S., Bassler, E. & Weber, D. (1981). _The ABC'S of_
    nutrition education: a curriculum for preschool .
    Manhattan, KS: Kansas State University.

Erikson, E. (1963). _Childhood and society_ . New York:
    W.W. Norton.

Fredericks, H.D., Baldwin, V., & Grove, D. (1976). A
    home-center based parent training model. In:: Lillie,
    D., Trohanis, P. (Eds.), _Teaching parents to teach_ .
    New York: Walker Publications.

Froebel, F. (1887). _The education of man_ . (W. Hailman,
Trans.) New York: D. Appleton.

_A Guide for operating a home-based child development
program_ . (1987). Washington D.C.: OHDS,DHHS.

Gutek, G.L. (1972). _A history of the western educational
experience_ . New York: Random House.

Halpern, R. (1984). Lacks of effects for home-based early
intervention? Some possible explanations. _American
Journal of Orthopsychiatry_ . 54.

Head Start Program Performance Standards. (1975).
Washington, D.C.: ACYF, DHHS.

Hewett, K.D. (1978). _Partners with parents: The Home
Start experience with preschoolers and their families_ .
Washington D.C.: OHDS, DHEW.

Honig, A.S. (1984). _Parent involvement in early childhood
education_ . Washington D.C.: National Association for
the Education of Young Children.

Hunt, J.M. (1961). _Intelligence and experience_ . New York:
Ronald Press.

Jesien, G. (1984). Home-based early intervention: a
description of the Portage Project model. In Scrutton,
D. (Ed.), _Management of the Motor Disorders of
Children with Cerebral Palsy_ .

Karnes, M.B., Studely, W.M., Wright, W.R., & Hodgins, A.S. (1968). An approach for woorking with mothers of disadvantaged preschool children. *Merrill-Palmer Quarterly* , 14, 174-184.

Karnes, M.B., Zehrbach, R.R. (1977). Educational intervention at home. In: Day, M.C. & Parker, R.K. (Eds.), *The preschool in action: Exploring early childhood programs* . Boston, MA: Aallyn and Bacon, Inc.

Kirk, S.A. (1958). *Early education of the mentally retarded: an early study* . Urbana: University of Illinois Press.

Kirk, S. A. (1973, July). The education of intelligence. *Slow Learning Child* , 20.

Kirk, S.A. (1977). General and historical rationale for early education of the handicapped. In N.E. Ellis & L. Cross (Eds.), *Planning programs for early education of the handicapped* . (First Chance Series). New York: Walker.

Klaus, R.A., Gray, S.W. (1968). The early training project for disadvantaged children: A report after five years. *Monographs of the Society for Research in Child Development* . 33, No. 120.

Lazar, I., & Darlington, R. (Eds.). (1982). Lasting
effects of early education: A report from the
Consortium for Longitudinal Studiees. _Monographs of
the Society for Research in Child Development_ , 47(2-3,
Serial No. 195). (Summary report, DHEW Publication No.
OHDS 80-30179)

Levenstein, P. (1977). The Mother-Child Home Program. In
Day, C.M. & Parker, R.K. (Eds.), _The preschool in
action: exploring early childhood programs_ . Boston MA:
Allyn and Bacon, Inc.

Levenstein, P., O'Hara, J., & Madden, J. (1983). The
Mother-Child Home Program of the Verbal Interaction
Project. _As the twig is bent:Lasting effects of
preschool programs_ . Hillsdale, NJ: Lawrence Erlbaum
Associates, Publishers.

Lorenz, K.Z. (1937). The companion in the bird's world.
Auk , 54, 245-273.

Mayer, C.L. (1982). _Educational administration and
special education: A handbook for school administrators_
. Boston: Allyn & Bacon.

Montessori, M. (1964). _The Montessori methods_ . New York:
Schocken Books.

Nichols, P. Koehler, M. (1982). Together we can .
Resources for Children, Youth and Families.

North, F.A. (1979). Health services in Head Start. In:
Zigler, E. & Valentine, J. (Eds.), Project Head Start:
A legacy of the War on Poverty . New York: The Free
Press.

Pantell, R.H., Fries, J.F., & Vickery, D.M. (1981).
Taking care of your child: A parents' guide to medical
care . Reading, MA: Addison-Wesley Publishing Co.

Peniston, E. (1972). An evaluation of the Portage Project
. Portage, WI: Cooperative Educational Service Agency
No. 12. (Unpublished manuscript.)

Peters, D.L., Neisworth, J.T., & Yawkey, T.D. (1985).
Early childhood education: From theory to practice .
Monterey, CA: Brooks-Cole Publishing Company.

Peterson, N.J. (1987). Early intervention for handicapped
and and at-risk children: An introduction to early
childhood-special education . Denver: Love Publishing
Company.

Piaget, J. (1960). The psychololgy of intelligence .
Patterson, NJ: Littlefield, Adams.

Piaget, J. (1963). The origins of intelligence in
children . New York: W.W. Norton.

Reynolds, L., Egan, R., Lerner, J. (1983). Efficacy of
early intervention on preacademic deficits: A review of
the literature. *Topics in Early Childhood Special
Education* .

Richmond, J.B., Stipek, D.J., & Zigler, E. (1979). A
decade of Head Start. In: Zigler, E. & Valentine, J.
(Eds.), *Project Head Start: A legacy of the War on
Poverty* . New York: The Free Press.

Roberts, T.M., Tinter, K.M. & Kemper, D.W. (1979).
Healthwise handbook . Garden City, NY: Doubleday & Co.

Royce, J.M., Darlington, R.B., & Murray, B.W. (1983).
Pooled analyses: Findings across studies. *The twig is
bent: Lasting effects of preschool programs* .
Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Saylor, J.G., Alexander, W.M., & Lewis, A.J. (1981).
Curriculum planning for better teaching and learning ,
(4th ed.). New York: Holt, Rinehart & Winston.

Seefeldt, C. (1976). Determining the curriculum. In
Seefeldt, C. (Ed.), _Curriculum for the_
preschool-primary child: A review of the research .
Columbus, OH: Charles E. Merrill Publishing Co.

Seefeldt, C. (1987). _The early childhood curriculum: A_
review of current research . New York: Teachers College
Press.

Shearer, D.E. & Shearer, M.S. (1972). The Portage Project:
A model for early childhood education. _Exceptional_
children . 38, 210-217.

Shearer, M.S. (1984). _The Portage Project: A home-based_
early intervention model . Seattle: Educational Service
District No. 121.

Simeonsson, R.J., Cooper, D.H., & Scheiner, A.P. (1982). A
review and analysis of the effectiveness of early
intervention programs. _Pediatrics_ . 69.

Skeels, H.M., & Dye, H.B. (1939). A study of the effects
of differential stimulation on mentally retarded
children. _Proceedings and Addresses of the American_
Association on Mental Deficiency , 44, 114-136.

Spodek, B. (1985). _Teaching in the early years_ .
Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Steller, A.W. (1983). Curriculum planning. _Fundamental_
    curriculum decisions: 1983 ASCD yearbook. Alexandria,
    VA: Association for Supervision & Curriculum
    Development.

The impact of Head Start on children, families and
    communities. (1985). Washington, D.C.: CSR,
    Incorporated.

White, B.L. (1975). _The first three years of life_.
    Englewood Cliffs, NJ: Prentice-Hall, Inc.

White, K.R. (1985). Efficacy of early intervention. _The_
    Journal of Special Education. 19.

White, K.R., & Casto, G. (1984). _An integrative review of_
    early interventiin efficacy studies with at-risk
    children: Implications for the handicapped.
    (Publication of the Early Intervention Research
    Institute). Logan: Utah State University.

Williams, L.R. (1987). Determining the curriculum. In
    Seefeldt, C. (Ed.), _The early childhood curriculum: A_
    review of current research. New York: Teachers College
    Press.

Wolfe, B. & Herwig, J. (Eds.), (1987). _The Head Start_
    home visitor handbook: Building a home-based program.
    Washington, D.C.: OHDS, DHHS.

Zigler, E., Valentine, J. (Eds.), (1979). Project Head Start: A legacy of the War on Poverty . New York: The Free Press.

Zimilies, H. (1982). Psychodynamic theory of development. In Spodek, B. (Ed.), Handbook of research in early childhood education . New York: Free Press.

CURRICULUM FOR HEAD START HOME-BASED

by

EMILY HELENE KLASSEN

B.A., Tabor College, 1976

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1987

ABSTRACT

        This report examined curriculum development, early
intervention for young children at risk, home-based
program models, and Head Start.

        A curriculum was developed for use in a Head Start
home-based program. The report includes an overview of the
curriculum and lesson plans for one month. An example of a
monthly activities calendar to compliment the lessons is
also part of the report. A description of a home visit is
included to familiarize anyone who does not have knowledge
of how a home visit is conducted.