

Preschool Home Based Instruction and Support - Home Visit Protocol

Before Instruction Begins:

- A pre-assessment must be completed. GaDOE MEP website has a tool for measuring growth over the time the child is served by the Implementation Plan. A shorter assessment tool should be created, based on the focus of instruction during the home visit, and used to measure growth within an individual home visit session.
- Review the pre-assessments to determine needs of the child. Consult with your local staff or the GaDOE MEP Resource Specialists.
- Gather materials.

During the Visit:

- Read a book to the child.
 - Sit next to the child. If parent is present, put the child between the adults.
 - Hold the book and point to the cover. Read the title and author.
 - Take a “picture walk” by flipping through the pages and talking about what is on the page.
 - Prediction – ask the child to tell you what the book might be about. If no response, point to the pictures to try to encourage an oral response.
 - Ask child to point to the words and say any words on the page s/he knows.
 - Ask child to point to the pictures.
 - On any given page, ask the child to point to where we start reading and where we stop reading.
 - Read the book to the child.
 - Use expression and animation.
 - Track your finger under the words (don’t just touch the words – tracking helps children see that words begin and end).
 - Most picture books have a direct correlation between the picture and the text. Some children will be able to identify words based on the picture.
 - When done, ask the child to tell you about the story.
- Read a book with the child. (It is acceptable to read the same book multiple times.)
 - Sit next to the child. If parent is present, put the child between the adults.
 - Allow the child to hold the book. Reach over the child and point to the cover and read the title and author.
 - Take a “picture walk” by allowing the child to flip through the pages and talking about what is on the page.
 - Prediction – ask the child to tell you what the book might be about. If no response, ask the child to point to the pictures to try to encourage an oral response.
 - Ask child to point to the words and say any words s/he sees on the page that s/he knows.
 - Ask child to point to the pictures.
 - Read the book with the child by allowing the child to turn the pages and interact with the text and pictures by asking questions, restating, sharing, etc.
- Some children will be able to retell the story on their own. Allow this to happen. The child can use the book to retell what they remember and pretend to be the adult.
- Work on skills based on the child’s pre-assessment. Examples:
 - Color Identification
 - Shape Identification

Title I, Part C – Migrant Education Program

- Numbers sense
- Letter identification
- Letter and sound connection
- Fine motor skills
 - Cutting, sewing, coloring, drawing, etc.
- At the end of the lesson, talk to the parent about strategies to continue before the next visit.
 - Example – Increase oral language and conversation with child
 - Example – Read to and with the child daily
 - Example – Use games/materials delivered by the migrant staff
- Administer a post-assessment at the end of the learning session.
- Administer post-assessment at the end of the Implementation Plan period.

After the Visit:

- Compare pre/post-assessment from the individual home visit.
- Document child progress and ideas for next visit. This should be done on a profile or tracking form.

After Implementation Plan Completion:

- Compare program pre-assessment and final post-assessment.
- Turn in summary to the district MEP Contact for the IP Evaluation Report.