Overall competency goal: The home visitor will demonstrate understanding in *Strengthening Parent/Child Relationships, Positive Parenting, Early Learning and School Readiness.*
In home visiting, relationships are the foundation upon which all other work is built. This knowledge area closely intersects and overlaps with another competency goal: Building and Strengthening Relationships with Families, Planning and Conducting Effective Home Visits (GOLD).

Area of Expertise	As demonstrated by the ability to:
Theoretical Foundation **Knowledge Area: Family Dynamic & Child Development** 1. Principles of human growth & development 2. Culture, gender, language, and family influences on human growth & development 3. Child growth, attachment development, and learning 4. Typical ranges of development 5. Adult learning theory & adult behavior 6. How family members' communication and relationships affects a child's development 7. Dynamics of change in families	a. Provide information/assistance to parents/or caregivers that demonstrates how children develop in a sequential way. b. Apply understanding of cultural competence through establishment of positive relationships with families and demonstrating respect for each family's culture. c. Apply meaning of adult-infant attachment by recognizing that development occurs within the context of a secure relationship with a consistent caregiver. d. Recognize that children respond to situations differently. e. Adjust and adapt care and education to each child's temperament as well as their changing & unique needs. f. Understand the relationship between meeting a child's basic needs and its impact on development. g. Adapt care and education to parent(s) to bring effective meaning and understanding to their child's development. h. Understand effective, respectful strategies and techniques for communication.

	i. Guide families in using conflict resolution and problem solving skills
Direct Service Skills Knowledge Areas – <u>Early Learning and School Readiness</u>	As demonstrated by the ability to:
1. Child learning styles, preferences, modalities, strengths, weaknesses 2. Critical role parents/families play as the primary teachers in a child's learning 3. Importance of early and family literacy in a child's learning 4. Facilitate parental involvement in schools/child care settings; including, communication, learning at home, decision-making, volunteering, and collaborating 5. The role that sensory experiences, free exploration and play have in a child's growth and learning	a. Understand that cognitive skills/abilities and language/communication develop along a continuum. b. Recognize that learning for a child takes place in the context of a relationship, and that children learn and develop through play. c. Understand how caretaking and daily activities are opportunities to be used to foster healthy development and learning through positive adult/child interactions. d. Guide parents in establishing routines. e. Foster the importance of a print-rich home environment and parent-child activities. f. Model and use other strategies to encourage parents to read, sing, and talk to children using varying levels of voice and inflection. g. Model advocacy skills.
Working with Others Skill Areas:	As demonstrated by the ability to:

1. Communication skills	a. Develop and use effective verbal and non-verbal communication skills.
2. Professional ethics, boundaries and limitations	b. Practice healthy boundaries and ethical behavior.
3. Referral	c. Recognize the need for and facilitate referral to other programs.
4. Integration of current research into professional practice	d. Select effective, evidence based programs for the population being served and implement with appropriate fidelity.

Reflection Skill Areas:	As demonstrated by the ability to:
1. Self assessment of knowledge, attitudes, and skills 2. Awareness of related professional support services 3. Self-care	a. Seek emotional support when needed. b. Plan for personal safety. c. Maintain a healthy balance between work and family responsibilities.