

## PARENT'S SUPPORT FOR CHILDREN'S LEARNING IN THE HOME ENVIRONMENT

USE OF LITERACY MATERIALS	USE OF TV/VIDEO	HOME LANGUAGE AND LEARNING	PRIORITY ON LEARNING TOGETHER
1. Home has few books or writing/drawing materials; little or nothing is age appropriate.	1. There is no monitoring of TV; children watch whatever and whenever they choose.	1. Parent does not recognize role of home routines and play in literacy learning. Parent limits child's opportunities for play, doesn't join in child's play, doesn't set up opportunities for learning.	1. Family does not have experience of devoting time to family activities and learning together. Family doesn't yet place value on learning together.
2. Home has some books and/or writing/drawing materials but they are not appropriate nor accessible to child. Parent does not yet seek out materials for the child.	2. Parent is aware that it is his/her role to limit television but has not successfully done so.	2. Parent is interested in doing more to build child's literacy learning but parent's choices for child often do not match child's age or ability. Parent and child experience frustration.	2. Family relies on support from outside the immediate family to participate occasionally in family learning opportunities.
3. The home has some examples of appropriate reading, writing, & drawing materials. Parent seeks books and writing materials for child. Parent will read and/or write/draw with child several times a week.	3. Parent encourages some watching of age-appropriate programming.	3. Parent seeks information about age-appropriate learning opportunities and is able to use information to set up appropriate learning activities and/or occasionally join in child's play to extend learning.	3. Parent is aware of the importance of family learning activities and expresses desire to initiate them. Parent occasionally plans family learning opportunities.
4. Home includes books and materials that parent has chosen because parent believes child will like them. Parent uses literacy materials every day with child in engaging ways.	4. Parent tries to set some viewing limits on the type and times for viewing. Parent consistently reinforces viewing rules.	4. Parent often bases his/her choice of activities on observations of child's skills and interests. Parent facilitates learning opportunities for child several times per week and regularly joins play to extend language.	4. Family members routinely make an effort to initiate family opportunities that foster learning, e.g., attending field trip.
5. Home has a variety of materials for reading, writing, & drawing that are accessible to child. Materials are used daily. Parent and child select books based frequently on child's interest and skill levels.	5. Parent uses television as a learning tool; parent watches with child and moderates messages from TV.	5. Parent regularly uses "teachable moments" with child. Parent takes cues from child and allows child to guide choices of learning activities. Parent frequently participates in play and takes proactive role in expanding language.	5. Family members take pleasure in family learning opportunities. Parent is able to make learning opportunities from everyday activities.