FLORIDA HIPPY HOME VISITOR ORIENTATION TRAINING

MODULE 1
HISTORY OF HIPPY

The HIPPY program is the invention of Professor Avima D. Lombard and she led the team that developed the HIPPY curriculum and program model in Israel in the late 1960s. Avima got the idea for the HIPPY program when she was involved with early versions of Head Start, as part of getting her doctoral degree at UCLA. Avima found that all parents want what's best for their children, educationally and otherwise, but that not all parents have the tools, skills or confidence they need to get involved with their children's education. HIPPY was designed to help those particular parents work with their children in a way they always wanted.

In 1969, and back in her homeland of Israel, Avima worked with an education team at the National Council of Jewish Women (NCJW) Research Institute for Innovation in Education at the Hebrew University in Israel. The first HIPPY families in Israel were immigrants with lower levels of education and income. Many children of immigrants lagged behind the native Israeli children in school achievement, and HIPPY was implemented to help this group of children come to school better prepared.

In 1975, the Israel Ministry of Education and Culture saw the tremendous impact and potential of the HIPPY program and made it into a national early childhood program. HIPPY in Israel has since developed, expanded and improved, and continues to be a national program.

The Research Institute for Innovation in Education (RIFIE) continues to be the hub for HIPPY in Israel, as well as the home of HIPPY International. In 1980, RIFIE sponsored an international seminar on HIPPY and in 1982, the Ford Foundation sponsored the first international workshop, which led to the HIPPY program spreading to several countries around the world.

HIPPY was brought to the United States in 1984, when programs started in Richmond, VA and Tulsa, OK. The following year, 1985, Hillary Rodham Clinton (then First Lady of Arkansas) learned about HIPPY during a visit to Miami, Florida. She decided it would be a great program for the state, and in 1986, Arkansas started its first HIPPY programs.

A national HIPPY office – HIPPY USA – was established in 1988 under the leadership of Miriam Westheimer. The role of HIPPY USA was – and is – to oversee the start-up and implementation of HIPPY programs around the United States, to develop and enhance the HIPPY curriculum, to conduct outreach and advocacy activities, and to gather data and support evaluations and research. As one of its first important efforts, HIPPY USA held its first pre-service training for new Coordinators in the
summer of 1990. In 1991, HIPPY USA received its own independent non-profit status, with a Board of Trustees under the leadership of Nan Rich.

Also in 1991, an Arkansas state HIPPY office was established at the Arkansas Children’s Hospital. The Arkansas state legislature had passed the ABC (Arkansas Better Chance) Act, benefiting both center-based and home-based early education programs. This led to a great increase in the number of HIPPY programs in Arkansas and the need for a regional training and technical assistance center within the state – the state office.

The number of HIPPY programs continued to grow across the United States through the 1990’s. In particular, there was a great groundswell of new programs in 1993, and the HIPPY network reached a total of 110 programs. Also in 1993, HIPPY USA celebrated its 5th anniversary with the national conference in New York. HIPPY USA invited many of its collaborators to this event, to exchange ideas and learn about best practices.

During the 1990s, HIPPY USA also worked to develop and improve the HIPPY curriculum, collect data and conduct research studies, and enhance the systems of training and technical assistance. In 1995, the Age 3 curriculum was added (in English only) to the HIPPY materials and in 1996 it was offered in Spanish also.

In the fall of 1996, HIPPY USA held its first meeting with HIPPY state leaders; individuals who had taken leadership in coordinating outreach, training, and evaluation activities among all programs and coordinators within the state. HIPPY USA supports the idea of keeping resources closer to local programs and making the resources fit better with the specific needs of the local community. The state offices and leaders have since expanded to include 10 entities and this trend continues.

HIPPY USA celebrated its 10th anniversary as a national office, during the national HIPPY conference in DC in 1998. This anniversary was marked by a Gala Dinner that was attended by several dignitaries, including Secretary of Education Richard E. Riley. As part of the celebration, HIPPY program staff and volunteers from around the country also met with their Senators and Representatives, to educate them about the successes and benefits of HIPPY.

In 2001, the HIPPY USA changed its official name to Home Instruction for Parents of Preschool Youngsters, following the lead of HIPPY International and to put the focal point more strongly on parents. In 2002, HIPPY USA changed its logo and look, to show its new commitment to professionalism and a more established organization.

In spring 2003, HIPPY USA celebrated its 15th anniversary with a Gala Dinner that included the presentation of the first Avima D. Lombard Award. Parallel to the development of HIPPY in the United States, other countries began HIPPY programs, increased their number of programs, enhanced their materials, and developed national offices. In spring 2003, there were HIPPY programs in six
countries around the world: Australia, Canada, Germany, Israel, New Zealand, and the United States.

During the summer of 2007, HIPPY USA moved its headquarters from New York, New York to Little Rock, Arkansas.

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**MODULE 2**

**MISSION AND GOALS OF HIPPY**

**MISSION STATEMENT of HIPPY USA**

HIPPY programs empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences. HIPPY USA supports the development and operation of HIPPY programs in communities across the United States through ongoing program development and technical assistance informed by research and public policy.

**GOALS OF HIPPY**

In a meeting of representatives of HIPPY programs around the world, the goals of HIPPY were defined as follows:

HIPPY is dedicated to:

1. Increasing the chances of positive early school experience among children who may be educationally at risk.
2. Empowering parents to view themselves as primary educators of their children.
3. Creating an educational environment in the home that encourages literacy.
4. Fostering parental involvement in school and community life.
5. Providing parents with the opportunity of becoming home visitors in their own community.
6. Helping home visitors develop skills and work experience needed to compete successfully for other jobs in local labor markets.
7. Stimulating the cognitive development of the child.
8. Improving interaction between parents and their children.
9. Teaching parents and children the joy of learning.
10. Breaking through the social isolation of the parents.

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**MODULE 3**

**THE HIPPY MODEL: OVERVIEW AND ESSENTIAL FEATURES**

**OVERVIEW OF THE HIPPY MODEL**

HIPPY is based on the basic tenet that all parents want the very best for their children. They can and they want their children to succeed. Nonetheless, not all parents know how to develop their children's potential. HIPPY reaches out to hard-to-reach families and gives parents an opportunity to help their children.

HIPPY in the United States is a three-year program. In two of the three years, there are 30 weeks of activities for parents that are scheduled to coincide roughly with the school year. The Age 5 curriculum was revised in 2006 and consists of 15 weeks of activities and 11 “Let’s Read, Talk and Play” booklets. Participating parents have children who are three, four, or five years old and they work together fifteen to twenty minutes each day. One of the major reasons for choosing ages three to five is to stress the importance of the parental role in a child’s transition from preschool to kindergarten.

Each HIPPY program is supervised by a professional coordinator whose primary responsibilities are recruiting parents, hiring and training home visitors, organizing parent group meetings, and developing enrichment activities. The coordinator and the home visitors meet weekly to role-play the materials, to discuss the previous week’s activities, and to share experiences and problems. Sometimes problems arise that the coordinator may handle by making a home visit, or by referring a parent to an appropriate social agency.

The HIPPY program is delivered by home visitors who are members of the participating communities and themselves parents in the program. They visit participating parents in their homes biweekly to instruct them in using the HIPPY educational materials. Home visitors are crucial to the HIPPY model. Their knowledge of their unique communities allows them to develop trusting relationships with the families and, since the home visitors are using the HIPPY
materials with their own children, they identify with the kinds of challenges parents face.

On alternate weeks, parents, home visitors, and the coordinator meet as a group to role-play that week’s activities. Each group meeting also consists of additional enrichment activities which vary considerably from site to site, including general issues of parenting and family life and often addressing the parents’ interests in improving their own situation through further education and training. The formation of this support group breaks the social isolation many of the parents feel and enables them to perceive each other as valuable sources of support and information.

This basic HIPPY model is replicated and applied by a wide variety of institutional settings. Since each setting is different, each local program is modified while still following national guidelines.

**ESSENTIAL FEATURES OF HIPPY**
There are four essential features that every HIPPY program must include:

1. All HIPPY programs must use the curriculum that has been specifically developed for the HIPPY program.

   - 3 year home based curriculum
   - 30 weeks per year Age 3 & 4 …15 activity packets and 11 Let’s Read, Talk, and Play booklets per year for Age 5

2. All HIPPY programs must employ a coordinator and home visitors to operate the program.
All HIPPY programs must use Role Play as the instructional technique with home visitors and parents.

Role Playing
Instructional Technique

All HIPPY programs must provide the curriculum (delivery system) to the parents during home visits and group meetings.

Home Visits and
Group Meetings
MODULE 4
THE HIPPY CURRICULUM

OVERVIEW OF THE HIPPY CURRICULUM

The HIPPY Materials for three years consist of 26 storybooks; a set of 20 plastic shapes; 75 weekly activity packets; 11 “Let’s Read, Talk and Play activity packets (Age 5 only); and weekly instructions for home visitors. The weekly home activity packet provides a springboard for educational enrichment. The packets themselves are highly structured. The structure can be compared to that of a well-written lesson plan for a novice teacher, and are designed to facilitate the learning of new concepts, along with semi-structured manipulation of materials and open ended creative application of these concepts. But HIPPY materials are not lesson plans for professional educators; they are designed to provide parents, who have little (and often unsuccessful) formal education, a structure for implementing a school-readiness, early literacy home instruction program.

The weekly activity packets are designed for parents who may have little confidence in their ability to teach. The instructions outline parent/child activities step by step. This structured approach, which includes careful sequencing of activities so as to guarantee success and offer immediate gratification for teaching efforts, gives parents the confidence to take on increasing responsibility in their roles as educators. The structure is for the parent, not the child. Many activities are open ended, leaving room for creativity and joint exploration. All of the activities lend themselves to broad generalization in children’s play and everyday family life.

Specific skills are developed during a given parent/child interaction; each day’s work comprises one activity from each of one, two or three different series (in the age 3, 4 and 5 curricula respectively). Overall, each day’s activities take parents and children about fifteen to twenty minutes to complete. Books are introduced and reread over a period of 2-3 weeks. The series that focus on discrimination, problem solving and early reading literacy evolve over as many as five to thirty units.

THE HIPPY CURRICULUM

All HIPPY Curriculum activities meet the following standards:

- Developmentally appropriate for the child, based on child development research and best practice
- Can be done in the home using household items or other easy-to-find materials
- Naturally interesting to the child
- Prepares children for school, especially the cognitive development of the child
- Is meaningful to the parent

**Additionally, the HIPPY curricula include the following:**

- 30 weeks each year, to coincide with the school year. The Age 5 curriculum consists of a total of 26 weeks (15 activity packets and 11 Let's Read, Talk and Play activities)
- 9 books each year (8 for Age 5), Age 3 “trade books” which are books that can be purchased or found in local libraries, Age 4 and 5 are HIPPY storybooks which were specifically designed for HIPPY
- Age 3 Curriculum provides one (1) activity per day
- Age 4 and 5 generally provide two (2) activities per day
- Skill boxes for parents are presented at the beginning of the activity packet to help them understand the learning objectives for each activity
- Manipulative shapes are provided for each child
- Crayons, pencils, and household items are used
- Each activity packet includes extension activities
- Creative games are also provided

The curricula are currently provided in English, Spanish, Chinese, and Native Hawaiian in the United States.

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**MODULE 5**

**THE HIPPY HOME VISITOR**

The HIPPY Home Visitor is very essential to the HIPPY program. This person must possess a variety of skills to be a successful home visitor. However, there are some basic requirements of a HIPPY Home Visitor.
A HIPPY home visitor:
- Is a parent in the program
- Is a good communicator
- Relates well with people
- Has a positive attitude
- Knows the community he/she serves
- Is a team player
- Has good reading and writing skills
- Is mature
- Is sensitive
- Is flexible
- Is a motivator
- Has good organizational skills

Responsibilities of the Home Visitor

General Schedule
- Meet with coordinator and other staff weekly
- Meet with each parent weekly (alternating between home visits and group meetings)

Weekly Staff Meeting
- Report on each family's progress
- Discuss any problems encountered in home visits
- Role play new activity week
- Plan group meetings and special events
- Turn in required forms
- Maintain family files (forms, pull pages, referrals)
- May enter MIS information on computer

Home Visits
- Visit parents in their home at least once every two weeks
- Review the completed activity packet from the previous week
- Collect pre-selected activity sheets (pull pages) as examples of children's work
- Discuss problems parent and child encountered when completing the previous week's activity
- Make a note of any problems, concerns, or questions, to share with coordinator
- Complete home visit scheduling and progress reports accurately and promptly
- Role play the materials for the upcoming week
**Group Meetings**

- Plan and prepare (speakers, flyer, refreshments, transportation)
- Remind and encourage each family to come to each meeting
- Set up the meeting space on the day of the meeting
- Participate in the role play, or provide childcare on the day of the meeting
- Assist in the clean up of the group meeting site
- “Catch up” parents who miss a group meeting, by conducting a home visit

**Periodically**

- Participate in all HIPPY sponsored activities (i.e. field trips, celebrations, etc.)
- Attend staff development as deemed necessary by the coordinator, for the purpose of enrichment and upgrading skills
- Assist in the office and other tasks, as requested by coordinator

**BUILDING RAPPORT**

One of the most important tasks of the HIPPY home visitor is to build a positive relationship with each of their HIPPY parents so they will feel confident in their role as teach to their child. Some tried and true techniques to build rapport with your families are listed below:

- A few days after the first visit, call back or send a little note to let the parent know you’re thinking about them.

- Find out the parent’s interests – hobby, sport, collection, etc. and take an interest in it too.

- As you are introduced to various family members, try to remember their names.

- Talk less and listen more.

- Seek out the positives in the home and parent and point them out.

- When you arrive, direct your attention and greeting to the parent, make them feel special.

- Watch carefully to find things to praise the parent for.

- Make the parent the focus of your visit.

- Be patient – don’t expect adults to change established behaviors quickly.

- Be organized and prepared, it shows you care.
- Use down-to-earth language.
- Tell the child “Your Mom/Dad is your teacher.”
- Ask the parent for ideas and opinions, and incorporate their ideas into the program.
- Ease any embarrassment about their home/reading level/child’s behavior, etc. by letting them know that you’re there to assist, not judge them.
- Say things like “We’re a great team”.
- Give the parent the lead. Support her/him as the child’s primary teacher.

**Note:** All these rapport building techniques can and do work. However, they should not be the main focus of your visit and should only take a small amount of time. Remember, you are building a positive working relationship with the parent, which will assist the ultimate goal of helping the child learn and grow.

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### MODULE 6

#### WEEKLY STAFF MEETING

The purpose of weekly staff meetings for home visitors and the coordinator is to provide an update on families, discuss problems or issues and review and discuss the next week's activity packets. There are certain procedures that should be consistent for all weekly HIPPY staff meetings. Below is a list of duties/tasks each home visitor should complete, prepare or provide for weekly staff meetings:

**Before Weekly Staff Meeting**

- Complete written report (if required) on progress of assigned HIPPY families
- Review training materials in Home Visitor Guide for each age curriculum you work with and note questions to ask coordinator
- Make sample activity packet and make available at weekly meeting (can also be made during staff meeting)
- Prepare curricula request
- Prepare props
- Update/complete paperwork that you must turn in
During Weekly Staff Meeting

- Provide oral/written report and discussion of individual families
- Set-up role play materials (if necessary)
- Take notes
- Role-play curriculum with co-workers and supervisor round robin style
- Use home visitor guide for each lesson (one per person)
- Turn in weekly reports, signature sheets and weekly schedule
- Turn in other program/agency paperwork that is due
- Pick up curricula for next week

After Weekly Staff Meeting

- Prepare materials for weekly home visits
- Update family files/MIS
- Confirm home visit appointments with parents

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**MODULE 7**
**ROLE PLAY**

*Role Playing as a Method of Instruction*

Role play provides opportunities for discussing the purposes of particular activities, for reflecting on the specific needs of learners (both adults and children), and for developing new teaching skills. This method of instruction promotes a comfortable, non-threatening learning environment in which there is always room for mistakes.

Additionally, role play promotes parental empathy for the developmental capabilities of young children. Finally, the role playing method of instruction is easily managed by home visitors and allows for parents with limited reading ability an opportunity to become effective first teachers of their children.

Role playing is used throughout the HIPPY program by all participants. Coordinators and home visitors role play HIPPY activities every week, taking turns in the roles of parent and child. Home visitors then role play the activities with parents at home or in group meetings. The parent does the activities alone with his/her child.
HIPPY Role Play Flow Chart

Home visitors role play a week of HIPPY activities with the HIPPY Coordinator

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Each home visitor and his/her practice child work 15-20 minutes per day on the same week of HIPPY activities

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On the following calendar week, the home visitors role play the same week of HIPPY activities with 12-25 parents during home visits or at a group meeting

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The 12-25 parents work 15 to 20 minutes per day with their child on the same week of HIPPY activities in which they received instruction during the home visit or at the group meeting.

**Round Robin Role Play**

Round Robin Role Play is a cycle of taking turns in a group setting. It is used by coordinators and home visitors during weekly staff meetings and by home visitors and parents at group meetings.
**How Round Robin Role Play Works**

In the diagram above: 1 represents the HIPPY Coordinator and 2-8 represent HIPPY home visitors. The coordinator (1) will begin role play with home visitor 2. Together they will role play day 1, activity 1 of the HIPPY curriculum. The coordinator will play the role of the home visitor and the home visitor will play the role of the parent (or child). At the start of the next activity (or day for Age 3), home visitor 2 will role play as the HIPPY home visitor with home visitor 3 playing the role as the parent (or child). This cycle continues until all activities for the week have been role played.

During role play between two people, only one set of HIPPY materials (activity packet, book and supplies) should be used. The sample activity packet should be used by the two people role playing. Skills and objectives should be reviewed before role play begins for EACH activity.

**Note:** Other important keys to role play will be shared with you by your coordinator.

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**MODULE 8**

**HOME VISITS**

The primary purpose of the home visit is delivery of the HIPPY curriculum. A HIPPY home visit is divided into three (3) sections: (1) The entrance, (2) the role play and (3) the exit.
During your **ENTRANCE**, you should set the tone for the visit, engage in some rapport building and review the previous week's activity packet. This should take approximately 5-10 minutes to complete.

During the **ROLE PLAY**, you should follow the role playing procedures and keys to role play. This section should take approximately 30-40 minutes to complete.

During the **EXIT**, you should praise the parent on his or her efforts, set or confirm the next home visit date and time, get parent signature on appropriate documentation, remind parent of upcoming group meeting/event and thank the parent for the his/her time. This should take about 5-10 minutes to complete.

**The First Home Visits**  
During the recruitment and intake (before regular home visits begin), HIPPY staff meet periodically with parents. Keeping in contact also helps keep parents interested in the program. The first few weeks provide an opportunity for information exchange between parents and program staff. Both parents and program staff are learning more about each other and how the program will be provided to the family and the community.

Remember home visits are where you work on building a strong rapport with parents.

**MODULE 9**  
**GROUP MEETINGS**

Group meetings enable parents to network together and support one another. There is strength in numbers. Additionally, group meetings can help fuel parents’ commitment to be actively involved in their child’s education.

Group meetings provide parents with the opportunity to break away from the stronghold of social and psychological isolation many of them are so accustomed to. Some parents are alone, isolated, cut off from the world and lonely.

Group meetings provide a wonderful opportunity for parents to receive information on parenting and childrearing by participating in workshops and discussion groups led by professionals in a variety of fields.

When children are present with parents at group meetings, and especially when parents and children work on joint projects, parents witness alternative methods of child rearing which they may want to adopt. Group meetings provide an opportunity for parents to learn from each other.
Since the coordinator does not, nor is s/he required to make regular home visits, the group meetings provide her/him with the opportunity to maintain close contact with the HIPPY families and to assess, quite informally, any specific needs of the family.

Group meetings also allow coordinators the opportunity to assess home visitors’ interaction with their families, providing a natural setting for supervision and support, as well as acting as a springboard for meaningful supervisory conferences at a later date.

**Group Meeting Checklist**
Many elements must be considered for a successful parent group meeting. The following checklist can be used as a planning tool.

- Prepare role play materials: sample packet, activity packets, materials and props.
- Choose group topic based on needs of parents
- Contact speaker
- Advertise and promote the meeting among the parents
  - Generate interest and invite each parent each time
  - Excite children by telling them what activities are in store for them at the group meeting
  - Remind each parent just before the meeting
  - Show samples of what parents will receive at meeting (if there is a craft activity, make and take, book distribution, etc.)
- Gather materials for the meeting:
  - Sign in sheets
  - Agenda
  - Refreshments
  - Door prizes or incentives (preferably related to the topic)
  - Handouts
  - Evaluations
- Select or develop warm up activity
  - Connect it to the topic presented
  - Inspirational material such as poem, or reading
- Arrange and plan for childcare
  - Materials
  - Stickers or other inexpensive motivators
  - Refreshments
  - Room arrangement
  - Contact childcare providers/volunteers
**HIPPY Childcare Guidelines**

The safety of the children left in your care is a very serious one. At all times you should be professional in your care of the children you are responsible for.

The following procedures should be followed every time the children are left under your care:

**Safety:**

1. Never place a child in the care or arms of another child.

2. If there are more than 8-10 children to every adult, ask a few parents of the smallest or oldest children to please take the child with them.

3. Do not let children go near standing water, sharp objects, uncovered garbage cans, toxic or flammable materials, drainage ditches, stray animals, machinery or custodial equipment.

4. If a child is injured in any way (scratched, cut, bruised, bumped, bitten, etc) please inform the parents immediately if there are any marks, blood, etc. on the child’s body or if the child is very upset. If the injury was minor and the child is calm, inform the parent when the child is picked up.

**Supervision:**

1. Supervise children at all times. Do not allow them to leave your sight, and do not leave the area they are in.

2. Constantly mingle and interact with the children as they play in groups. Do not remain seated, or at a desk or away from them.

3. Be aware of the needs of each child in your care. For some small children this is their first school experience, ease their fears and help them make this a positive experience.

4. Discipline must be limited to: “time out” in a quiet corner or chair within the room. Repeated behavior problems should be discussed with the coordinator and parent.

**Children’s Activities in Group Meetings**

While HIPPY parents are in the group meetings with other parents, arrangements must be made for their young children. For many children, their group participation becomes their first school experience. It is very important that these small group experiences are positive, interesting and relevant to young children.
The following developmentally appropriate practices for working with young children should be used as guidelines for children’s group socialization experiences during parent group meetings:

- Children carry out most activities independently, with adults providing materials for children to use in their own safe ways.
- Children are deeply involved in learning. They are free to move about, to talk with each other, to determine the direction of their play.
- Group times are typically brief and designed to keep children actively involved. Children are active participants, not passive observers.
- Socialization builds upon children’s real experiences. Learning takes place in context of the family, and community.
- Children have many opportunities to be successful. They learn primarily in their home language, and learn to solve problems themselves.
- Adults encourage play by observing the action, making supportive comments, asking a few open-ended questions, and occasionally offering suggestions or additional materials. They may play with one group of children for a bit, but soon move to another group, and are constantly alert to all the children.

While parents are role playing with some home visitors and the coordinator, other HIPPY staff members should supervise the children’s activities. Periodically, special programs can be planned for parents and children to complete together (arts and crafts, games, and storytelling). It is very important that each program, using the feedback of staff and parents, establish guidelines for their childcare setting. This information should be reviewed with new parents and updated periodically.