

Chiclet
197
a, b, c

HABLA: Language Intervention for Disadvantaged Children

Fall curriculum

Instructor of record: Virginia Mann, Ph.D., Sspa 5119, vmann@uci.edu
949-824-6680

Instructor and Site Coordinator: Gerardo Canul, Ph.D, sspa4102, gcanul@uci.edu
949-824-5296

Office hours for Prof. Mann: Mondays 9am to 10am or by appointment

Prerequisite: Subjects must pass an interview by the instructor and be fluent in English and one other language (Spanish most typically)

Course Objectives:

1. Demonstrate an understanding of the aspects of providing instruction in a home-based literacy program.
2. Have an awareness of the use of books and toys as means for providing language acquisition to two-year-olds and/or three-year-olds.
3. Be able to demonstrate knowledge of a home-visitor's role and duties.
4. Be able to identify developmental and cultural issues related to understanding children and their families.
5. Learn to use scaled ratings of parent and child behavior in the home, and learn to administer parent questionnaires.
6. Learn UCI IRB protocol and complete the on-line tutorial.

Required Readings:

Readings will be made available from the instructor (see the attached HABLA home visitor manual) supplemented by the text:

T.M. McDevitt and J. E. Ormrod (2002) Child Development and Education. NJ: Merrill Prentice Hall.

Course Requirements:

The requirements for this course will be:

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| 40% of grade: | Midterm exam given in class 5 weeks into the course |
| 40% of grade | Final oral exam given during finals week to test knowledge of home visitation strategies. |
| 20% of grade: | Attendance and participation in weekly class meetings, including oral presentations on families being served |

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Winter curriculum

Instructor of record: Virginia Mann, Ph.D., Sspa 5119, vmann@uci.edu
949-824-6680

Instructor and Site Coordinator: Gerardo Canul, Ph.D, sspa4102, gcanul@uci.edu
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Office hours for Prof. Mann: Mondays 9am to 10am or by appointment

Prerequisite: Completion of the fall quarter course

Course Objectives:

1. Demonstrate an understanding of the aspects of providing instruction in a home-based literacy program.
2. Model for two families twice each week the use of books and toys as means for providing language acquisition to two-year-olds and/or three-year-olds.
3. Be able to fulfill home-visitor's role and duties.
4. Show appropriate developmental and cultural issues related to understanding children and their families.
5. Assess parent and child behavior in the home using methods taught in the fall quarter.

Required Readings:

Readings will be made available from the instructor (see the attached HABLA home visitor manual), supplemented by the text from the fall quarter.

Course Requirements:

The requirements for this course will be:

80% of grade: Submission of completed Home Visitor Reports weekly for the entire quarter by the end of Finals week.

20% of grade: Attendance and participation in weekly class meetings, including oral presentations on families being served

Class Schedule:

Week 1	HABLA home visiting curriculum
Topics:	OCERS survey VISM 1(see Program 1 and Program 2 VISM Lists)
Week 2	
Topics:	VISM 2
Week 3	VISM 3
Topics:	Initial assessments of parent and child behavior
Week 4	VISM 4
Topics:	
Week 5	
Topics:	VISM 5
Week 6	
Topics:	VISM 6 Career opportunities
Week 7	
Topics:	VISM 7
Week 8	
Topics:	VISM 8
Week 9	
Topics:	VISM 9
Week 10	
Topics:	VISM 10 Rating forms
Finals week:	VISM 11 and completion of all reports

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Spring curriculum

Instructor of record: Virginia Mann, Ph.D., Sspa 5119, vmann@uci.edu
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Instructor and Site Coordinator: Gerardo Canul, Ph.D, sspa4102, gcanul@uci.edu
949-824-5296

Office hours for Prof. Mann: Mondays 9am to 10am or by appointment

Prerequisite: completion of the fall and winter quarters

Course Objectives:

6. Demonstrate an understanding of the aspects of providing instruction in a home-based literacy program.
7. Have an awareness of the use of books and toys as means for providing language acquisition to two-year-olds and/or three-year-olds.
8. Be able to demonstrate knowledge of a home-visitor's role and duties.
9. Be able to identify developmental and cultural issues related to understanding children and their families.

Required Readings:

Readings will be made available from the instructor (see the attached HABLA home visitor manual), supplemented by the text from the fall quarter.

Course Requirements:

The requirements for this course will be:

- 80% of grade: Submission and evaluation of completed Home Visitor Reports weekly and for entire quarter by end of Finals week.
- 20% of grade: Attendance and participation in weekly seminars, including oral presentations on families being served

Class Schedule:

Week 1	
Topics:	VISM 13
Week 2	
Topics:	VISM 14
Week 3	
Topics:	VISM 15
Week 4	
Topics:	VISM 16
Week 5	
Topics:	VISM 17
Week 6	
Topics:	VISM 18
Week 7	
Topics:	VISM 19 Preparation for termination of service
Week 8	
Topics:	VISM 20
Week 9	
Topics:	VISM 21 alternate phone number & address
Week 10	
Topics:	VISM 22 Rating forms
Finals week:	VISM 23 and completion of all reports including final assessment of parent and child behavior

**HABLA: Language Intervention for Disadvantaged Children
Syllabus for 144a,b,c (same as Chc/Lat 197a, b, c): a three-quarter upper-
division course sequence**

Faculty: Virginia Mann, Professor, Cognitive Sciences

Assoc. Dean for Graduate Studies and Research, Social Sciences

Director, HABLA

Course Overview:

HABLA is a bilingual UCI-based program that operates in collaboration with the Corbin Family and Community Center in Santa Ana, CA and the National Parent-Child Home Program (PCHP) and is funded by the Children and Families Commission of Orange County. Its goal is to promote school readiness among children from low SES and low educational backgrounds. Created as an outreach program, HABLA currently enlists both community members and UCI undergraduates as home visitors who help disadvantaged families to prepare their children for optimal entry into kindergarten and success in learning to read. To date, through course credit for Psychology 149 over 24 UCI students have been trained between Fall 2000 and Spring 2002 to visit the families of two-to three-year-old children. They have learned about current theories of language and cognitive development, they have learned how to apply these theories as they introduce home-based activities for shared reading and verbal play and as they learn how to monitor key developmental traits. In the fall quarter, the undergraduates are taught to model the types of activities that promote mental development, language acquisition and literacy. They learned to coach parents to become their children's first and most important teachers. After this pre-requisite training, the winter and spring quarters are spent in supervised home visitation where students provide the set curriculum of visitation to 24 families.

Each week the home visitors bring a toy or book to the child and family and use it (in Spanish or English, as appropriate) to show the parents how to increase verbal interaction and how to help their children to think and learn. The toys and books stay with the families and the books (which may be the only books in the home) often become the first books that the children learn to read. Extensive evaluations of the program show that it increases school readiness; to confirm this expected outcome we assess both children's language skills and parental style of interaction at yearly intervals during the intervention and beyond.

We now request approval of our 3-quarter curriculum as an upper division course. We are completing the second year of the program and we are on schedule to become a national replication site of the parent-child home program as well as a potential site for JumpStart and a site for Americorp membership. At present we target Diamond, King, Lincoln and Monte Vista Elementary Schools with family resource centers, kindergarten teachers, the Reading Readiness coordinator (Nydia Hernandez) as key contacts. These schools serve a largely Latino clientele thus the majority of our home visits are in Spanish. We require Spanish language competence and we require students to pass an interview where we discuss prior experience with children and ethical behavior. Over time we anticipate developing other language curricula and we also serve a small number of English speakers.

What follows is a syllabus for each quarter with a set of readings (HABLA Home Visitor Manual) and a list of the toys and books (VISMS) that we use in home visitation.