Teaching a Child's First Teacher

Adult Learning in Early Intervention

HANDOUTS – PERFORMANCE SUPPORT FOR PROVIDERS

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Adult Learning Theories

THEORY	SUMMARY	BEST SUITED FOR
Andragogy	• Adult learners are autonomous and self-directed and seek out learning based on personal needs. • Adult learners must be able to apply what they learn in a practical way.	• Problem solving • Structured formal learning • Learners with a defined need to know
Experiential Learning	• A hands-on approach where individuals learn by doing. • Puts the learner at the center of the learning process. • Learning happens through an active process of doing and reflection.	• Mechanical skills • Leadership skills • Process improvement • Systematic thinking
Transformational Learning	• A person's beliefs and expectations shape their view of the world. • Through a rational analytical process, a person can consciously change their old beliefs and implement new ones.	• Complex analytical processes • Evaluation and analysis • Long-term personal growth
Self-Directed Learning	• Process where individuals take complete ownership of the learning process to diagnose learning needs, identify resources, implement learning, and assess their results.	• Process updates • Self-motivated learners • Technology and software skills
Project Based Learning	• Learners engage in active investigation of a real-world problem. • Gives learners a voice in the overall process through a process of inquiry, critical thinking, problem solving, collaboration, and communication.	• Project management • Process improvement • Manufacturing
Action Learning	• Learning is the result of programming and questioning. • Learners take action on a problem and reflect upon the results.	• Team building • Fill in knowledge gaps • Uncover areas of learning need

Adult Learning Strategies and Techniques

- **Set goals**: Adult learners need these goals because their learning is more in their own hands than younger learners

- **Discuss their why**: Understanding why different topics will help them reach their goal can make sure they stay motivated

- **Review information regularly**: Adult brains are less plastic. They have a harder time creating new neural pathways. They need to review material more regularly to help create new pathways

- **Find experiences to help facilitate learning**: Leverage a variety of methods for a firmer grasp of their learning to help translate it to real life

- Keep your lessons relevant

- Focus on your learners' life experience

- Tell stories as you're teaching

- Break up information to avoid cognitive overload

- Provide feedback in the moment of need

- Make your material visually stimulating

- Encourage questions and discussion

- Be flexible

https://www.wgu.edu/blog/adult-learning-theories-principles2004.html#close
https://www.learningrevolution.net/strategies-for-teaching-adult-learners/

Blooms Taxonomy – Verbs

REMEMBER	**UNDERSTAND**	**APPLY**	**ANALYZE**	**EVALUATE**	**CREATE**
Recall facts and basic concepts	Explain ideas or concepts	Apply knowledge to different situations	Draw connections among ideas	Make judgments based on evidence found	Compile information to generate new solutions
Arrange	Compare	Calculate	Categorize	Attribute	Compose
Define	Classify	Complete	Criticize	Argue	Construct
Identify	Describe	Demonstrate	Debate	Assess	Design
Indicate	Explain	Execute	Differentiate	Conclude	Develop
Label	Give examples	Illustrate	Experiment	Critique	Devise
List	Interpret	Implement	Inspect	Defend	Formulate
Match	Paraphrase	Modify	Infer	Examine	Generate
Memorize	Predict	Organize	Investigate	Justify	Hypothesize
Recall	Present	Practice	Organize	Measure	Plan
Recite	Report	Prepare	Outline	Recommend	Produce
Recognize	Rewrite	Solve	Question	Support	Propose
	Summarize	Show	Separate	Reflect	Revise
		Use	Test		Summarize
		Write			Synthesize

Learning Process (Taylor and Hamdy)
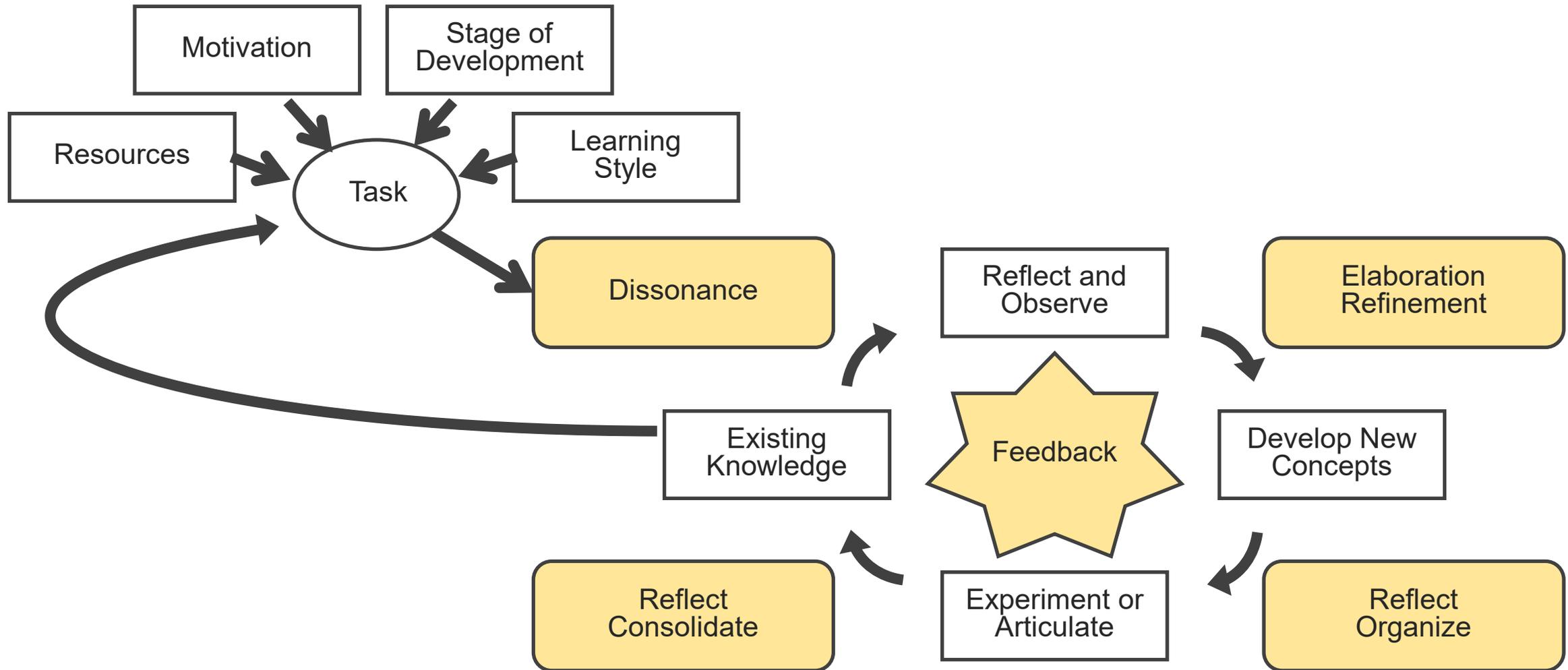
Kirkpatrick Evaluation Model

Level 4: **Results**		**Level 4: Results.** Did the training influence performance? The degree to which targeted outcomes occur as a result of the training and the support and accountability package. (measurement)

Level 3: **Behavior**		**Level 3: Behavior** Did the training change behavior? The degree to which participants apply what they learned during training when they are back on the job. (observation)

Level 2: **Learning**		**Level 2: Learning** Did learning occur? The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training. (quiz, test)

Level 1: **Reaction**		**Level 1: Reaction** Did the learner enjoy the training? The degree to which participants find the training favorable, engaging, and relevant to their jobs. (smile sheet)

Learning Styles

Visual

Individual learns more effectively when information is visually presented (e.g., pictures, videos, diagrams)

- Use visual aids
- Provide visual analogies and metaphors to help with visual imagery. Use storytelling to help with visualization
- Write key points in front of the learner to provide visual cues; complement words with colors and pictures
- Ask learners to write down explanations and take notes
- Include exercises where the learner creates mind maps
- Color-code and organize any materials to help organize things in their minds

Auditory

Individual prefers learning with sound, music, recordings, rhymes, rhythms, etc.

- Encourage your learners to participate in discussions
- Encourage problem-solving aloud
- If reading is required suggest audio books if appropriate
- Allow recordings of your lessons or make your lessons accessible online
- Pair up and explain concepts to each other
- Suggest rereading their notes back to themselves
- Use mnemonic devices and rhyming

Kinesthetic

Individual processes information more effectively when using their bodies and when they are doing something

- Use physical exercises and provide hands-on experiences
- Include activities where they use pen and paper to map out their thoughts and problem-solve because writing is a physical exercise
- Encourage them to draw diagrams, graphs, and maps
- Get them to interact with physical objects or solve puzzles
- Role-playing
- Suggest reviewing their notes while engaging in physical activity
- Ask them to teach other class members some of the lesson content

Adult Learning Methods and Performance Support

	CONTENT FOCUS	ACTIVE LEARNING	ASSESSMENT	PERFORMANCE SUPPORT
SYNCHRONOUS	• Presentation/ lecture • Modelling • Storytelling • Demonstration	• Discussion • Practice • Feedback • Debate • Reflection	• Observations • Projects • Simulation • Role plays • Case studies	• Job-aids (forms, checklists, schedules) • FAQs • Websites, mobile apps • Infographics • Videos of procedures • Audios or podcasts • Questionnaires for decisions
ASYNCHRONOUS	• Text-based materials • Podcasts • YouTube • Recorded lectures/ trainings • Computer-based training • Website exploration	• Social media communities (e.g., Facebook) • Computer-based applications/ practice	• Computer-based simulation	

Behavior Preferences in Action

Expressiveness	Assertiveness	Flexibility

CHARACTERISTICS

- Quiet
- Calm
- Introverted
- Reserved
- Private

- Outgoing
- Lively
- Extroverted
- Gregarious
- Demonstrative

LEARNING APPROACH

- One on one
- Works alone
- Quiet atmosphere

- Group dialogue
- Talk through it
- Energizing atmosphere

COMMUNICATION TIPS

- Think before speaking
- Use fewer gestures and words
- Allow silence; feel free to leave them alone
- Be understated

- Speak up
- Gesticulate
- Constant conversation with more than one person at a time okay
- Exaggerating okay

CHARACTERISTICS

- Peacekeeper
- Accepting
- Amiable
- Deliberate
- Compliant

- Determined
- Telling
- Forceful
- Driving
- Aggressive

LEARNING APPROACH

- Peaceful environment
- Negotiated resolution
- Gentle pace

- Fast pace
- Take action
- Competitive environment

COMMUNICATION TIPS

- Keep your actions at a steady pace
- Be conciliatory
- Ask for their opinion
- Keep in mind they will appear polite no matter what they are thinking

- Fast-paced actions okay
- Confrontation and lively debate okay
- Promote your opinion
- What you see is what you get

CHARACTERISTICS

- Focused
- Firm
- Strong opinions
- Impatient with change
- Decides easily

- Sees many options
- Easy going
- Affable
- Changeable
- Accommodating

LEARNING APPROACH

- Quickly decides
- Stays focused

- Weighs options
- Changes easily

COMMUNICATION TIPS

- Do it their way
- Stay the course
- Suggest fewer changes
- Make a decision now

- Do it anyway
- Give them options
- Changes and revisions are okay
- Punt the decision until later

Thinking Styles in Action

ANALYTICAL

HOW TO PRESENT TO
- Bottom line
- Key facts, figures up front
- Provider/ therapist must have credibility
- Written documentation for later review
- One color print/font type is okay
- Must see value in time expended

LEARNING
- Learns by thinking and watching
- Seeking facts
- Testing theories
- Thinking through ideas
- Prefers ideas/ concepts to people
- Likes traditional classrooms

PROBLEM SOLVING
- Gathers ideas
- Analyzes data
- Concern is for the bottom line
- Approach is abstract and theoretical

HOW TO PRESENT TO
- Show numbers graphically (e.g., pie charts)
- Changing something every 10-15 minutes
- Allow them to fantasize, visualize
- Creativity
- Visual impact crucial
- Overview and summary vital

CONCEPTUAL

LEARNING
- Trial and error – self-discovery
- Taking risks
- Thinking about options
- Doing several things at once
- Looking at the whole picture
- Pictures and color enhance learning

PROBLEM SOLVING
- Takes in a lot of data
- Looks for hidden possibilities
- Concern is for creative, unusual answers
- Approach is intuitive and global

STRUCTURAL

HOW TO PRESENT TO
- Provide "home visit plan" with important information prior to meeting
- Detail is crucial
- Neat and orderly format
- Date and times important
- Action plan and next steps
- Use traditional structure, format

LEARNING
- Likes hands-on experiences
- Likes black and white concepts
- Thinks through steps
- Outlines, organization, sequence
- Learns by doing

PROBLEM SOLVING
- Approach is systematic/pragmatic
- Concern is for implementation
- Selects from options
- Lists many options

HOW TO PRESENT TO
- Good rapport between caregiver and provider(s)
- Stories, parables, vignettes
- Give opportunity for caregiver and others to respond
- Information personalized
- Eye contact crucial
- Emotion
- Music when appropriate

SOCIAL

LEARNING
- Learns by doing, sensing, watching
- Intuition (gut) reaction
- Through personal experience
- Talking and listening to others
- Relating concepts to self
- Color, music helps learning process

PROBLEM SOLVING
- Discusses options
- Decides based on others input
- Concern is for how it will impact others
- Approach is emotional and intuitive

Lesson Planning

	CURRENT COMPETENCE	TARGET COMPETENCE
Skills		
Knowledge		
Behaviors		

CONTENT FOCUS: SELF STUDY	CONTENT FOCUS: LEADER LED	ACTIVE LEARNING: COACH LED
• Text-based materials • Podcasts • YouTube/ video • Recorded trainings	• Present • Model • Tell stories • Demonstrate	• Discuss • Practice • Role play • Feedback • Reflect

Home Visit Best Practices Considerations

PRIOR TO THE VISIT	START OF THE VISIT	DURING THE VISIT		WRAPPING UP VISIT	AFTER THE VISIT
• Plan learning activity for the next visit with caregiver • Provide "home visit plan" and pre-reads prior to visit • Send meeting reminder (text, email) • Establish roles during visit (multiple providers)	• Begin on time • Establish and build rapport • Discuss objective(s) of the home visit up front • Follow "home visit plan" • Work towards timelines	• Stay on task • Provide data to support statement(s), ensure accuracy of data • Discuss impact on people • Suspend judgment • Ask what else, where else, allow for brainstorming • Provide quiet moment to reflect • Provide opportunity to discuss	• Leverage "parking lot" • Gently encourage people to provide opinions and suggestions • Encourage "drivers" to seek to understand others • Encourage caregivers to describe the impact of change AND the benefits of change • Facilitate to include all ideas • Allow conversations for dissent	• End on time • Create an action plan • Capture opinions, recommendations	• Document progress notes, including work required for caregiver(s) to achieve target competency as their child's "first teacher" • Follow up with caregivers and other providers – progress notes, reading materials, more • Encourage written feedback from caregivers after visit • Survey caregivers for feedback