

# Teaching a Child's First Teacher

## Adult Learning in Early Intervention

Paula Landry & Steven Lindauer  
June 2023



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### About Paula

- Founder, Program Lead, and Early Intervention Teacher of the Visually Impaired with A Shared Vision
- Certified VIISA and INSITE trainer
- Former Program Lead with Anchor Center for Blind Children (Infant and Parent Programs)
- Mother of daughter who is blind

### About Steve

- Founder and Executive Director with A Shared Vision
- Leadership and human performance consultant
- Accenture, organizational engineering consultancy, online education platform provider, career school system
- Emergenetics Advanced Associate

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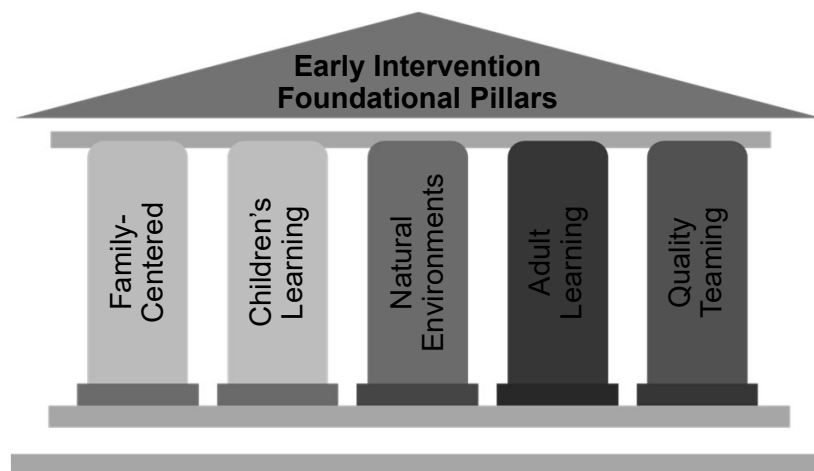
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## Objectives

- Expand your knowledge about adult learning
- Adopt frameworks, tools, and techniques to enhance preparation and effectiveness of EI services
- Improve your ability to build caregivers' capabilities to be their child's first teacher
- Be even more consciously competent

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<http://universalonlinepartceicurriculum.pbworks.com/w/page/100926430/Foundational%20Pillars%20of%20Early%20Intervention>

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**The real impact of early intervention occurs  
after the provider leaves**

Robin McWilliam, 2010

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**Parents are the experts on their child's behavior...**

T. Berry Brazelton, M.D., and Joshua Sparrow, M.D. The Touchpoints Model of Development, 2003.

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**...each practitioner is the expert within the context of  
their practice setting**

T. Berry Brazelton, M.D., and Joshua Sparrow, M.D. The Touchpoints Model of Development, 2003.

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**There are unknown unknowns -  
the things we don't know we don't know**

Donald Rumsfeld, "There are known knowns." 2002

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## Dissonance

Learning process (Taylor and Hamdy)

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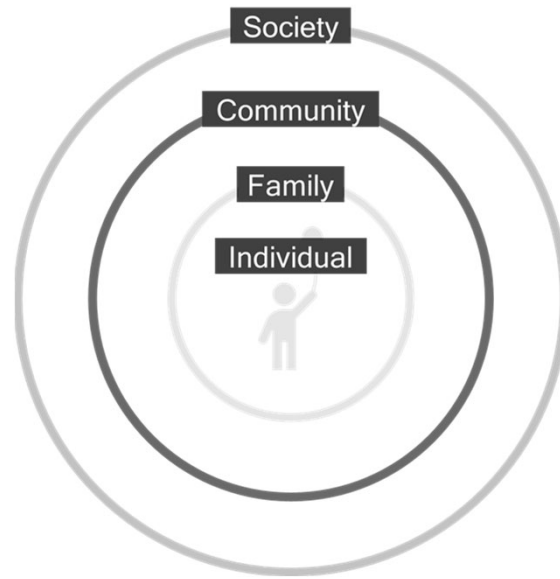
## Agenda

- Welcome
- Context
- Caregiver competency
- Adult learning principles
- Know your audience
- Applying learning principles to build caregiver competence
- Home visit best practices
- Wrap up

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### Risk Factors Affecting Children's Development and Outcomes

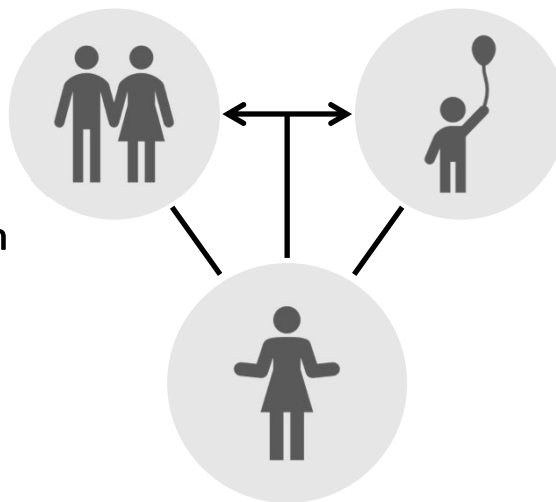


<https://www.eif.org.uk/why-it-matters/what-is-early-intervention>

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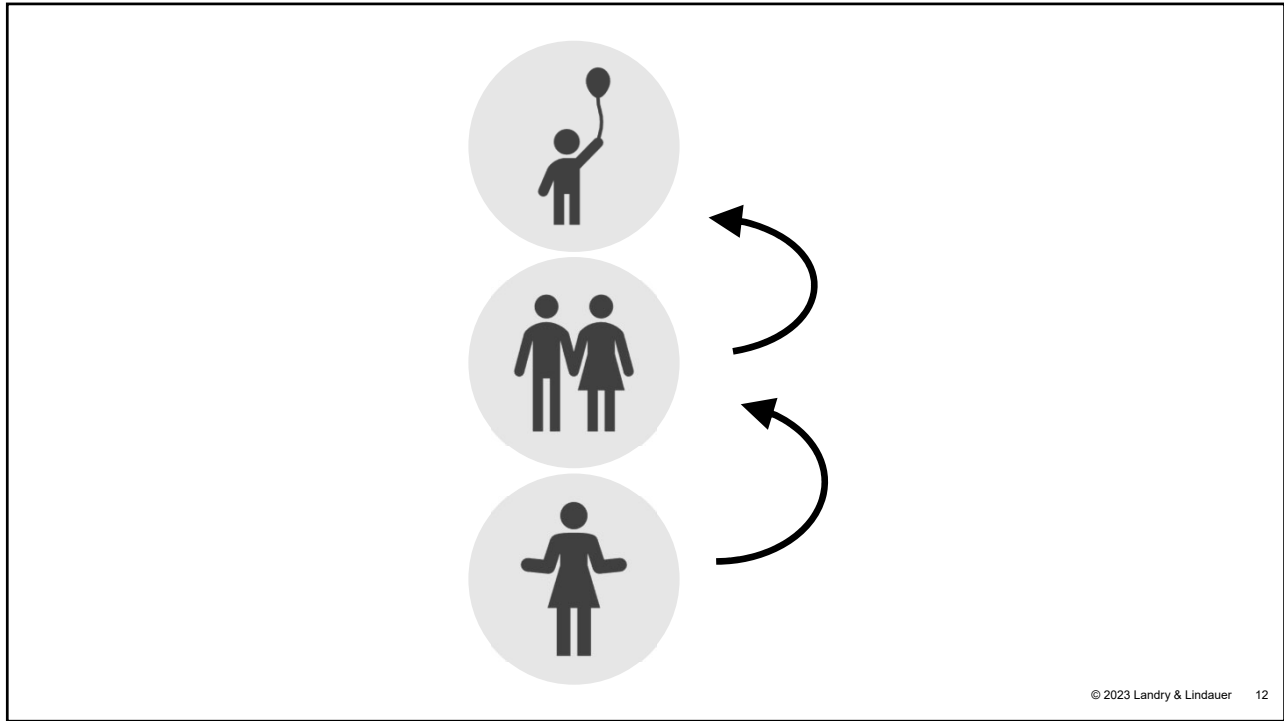
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### Triadic Strategies in Early Intervention

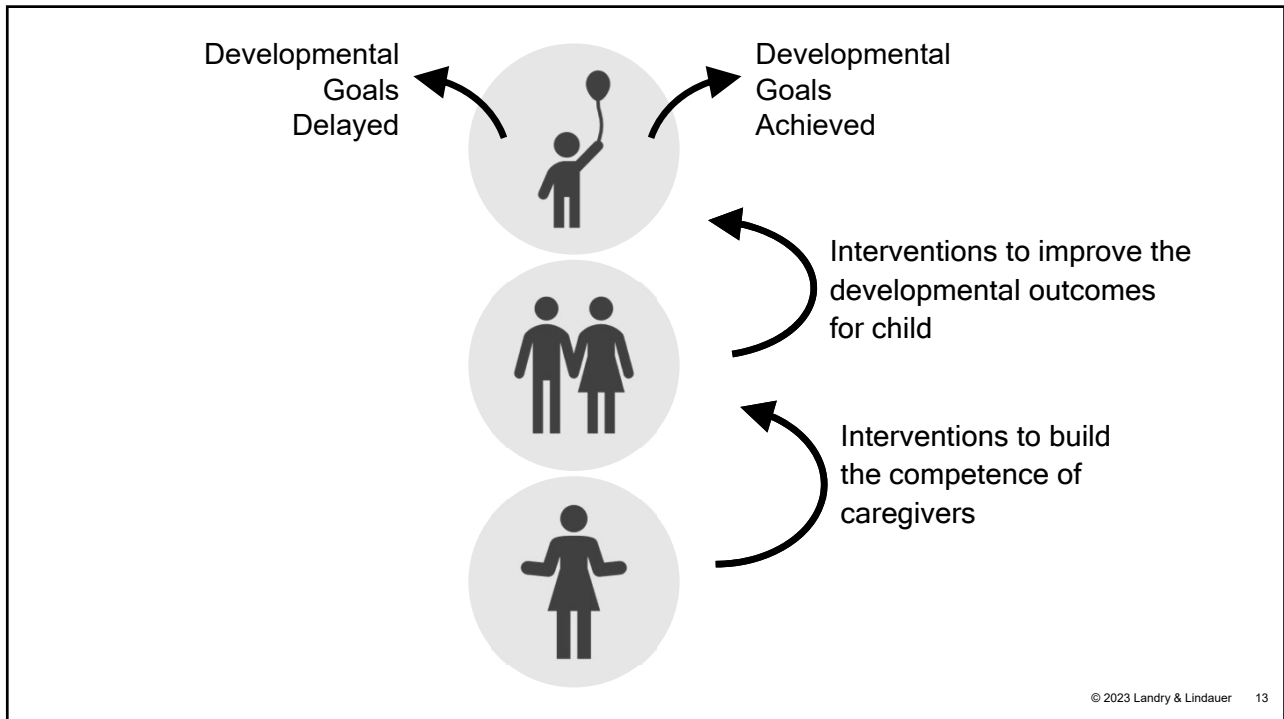


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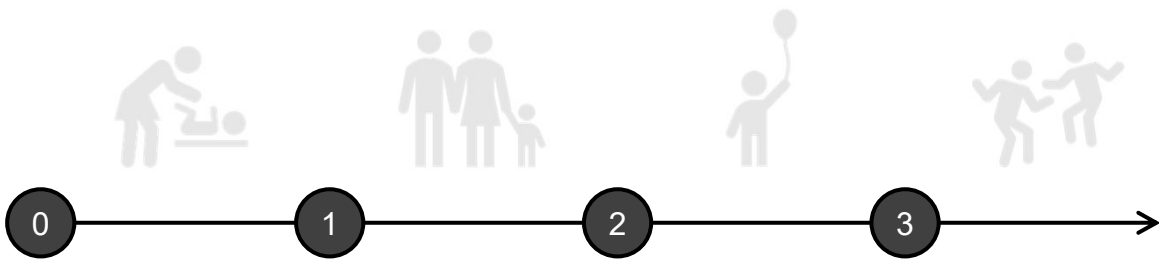


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## Caregivers' Journey as Their Child's First Teacher





## Caregiver Competency Domains as Their Child's First Teacher

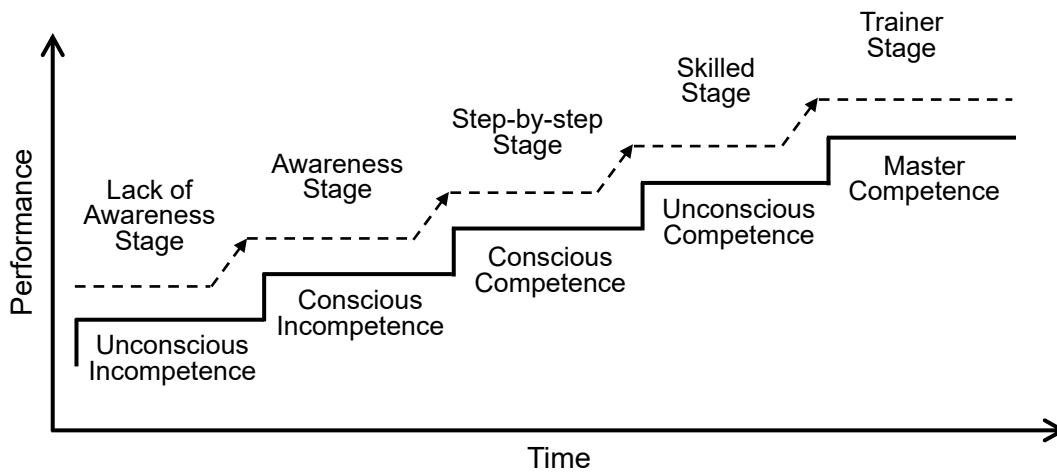
Self Care	Finances, insurance, budgeting	Communication
Family logistics (time, organization)	Health and safety	Physical environment
Child assessments	Early child development	Working with providers
Content (curriculum)	How to teach my child (pedagogy)	Community support and resources
My child's diagnosis/ delay	Early intervention	Strategies to support child development

Adapted from [www.earlychildhood.org](http://www.earlychildhood.org)  
<https://www.google.com/url?sa=t&rc=1&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiSip6CtvP1AhW0MX0KHcAAAhEQFn0ECAkQAQ&url=http%3A%2F%2Fwww.earlychildhood.org%2Fpdfs%2FChart2.pdf&usq=AOvVaw0bqnb4OA4TBSqNdpRzOTJH>

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## Stages of Competence



Adapted from [https://en.wikipedia.org/wiki/Four\\_stages\\_of\\_competence](https://en.wikipedia.org/wiki/Four_stages_of_competence)

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## Components of Competency



### Knowledge

What is known in a particular field, facts and information

+



### Skills

Ability to do something well

+



### Behaviors

Motivation to act and the way in which a person acts in response to a situation or stimulus

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## Key Takeaways

- Build caregivers' competencies within the context of their early intervention journey – birth to age three
- Seek to help caregivers achieve unconscious competence as their child's first teacher
- Caregiver knowledge, skills, and behaviors are the components of competency



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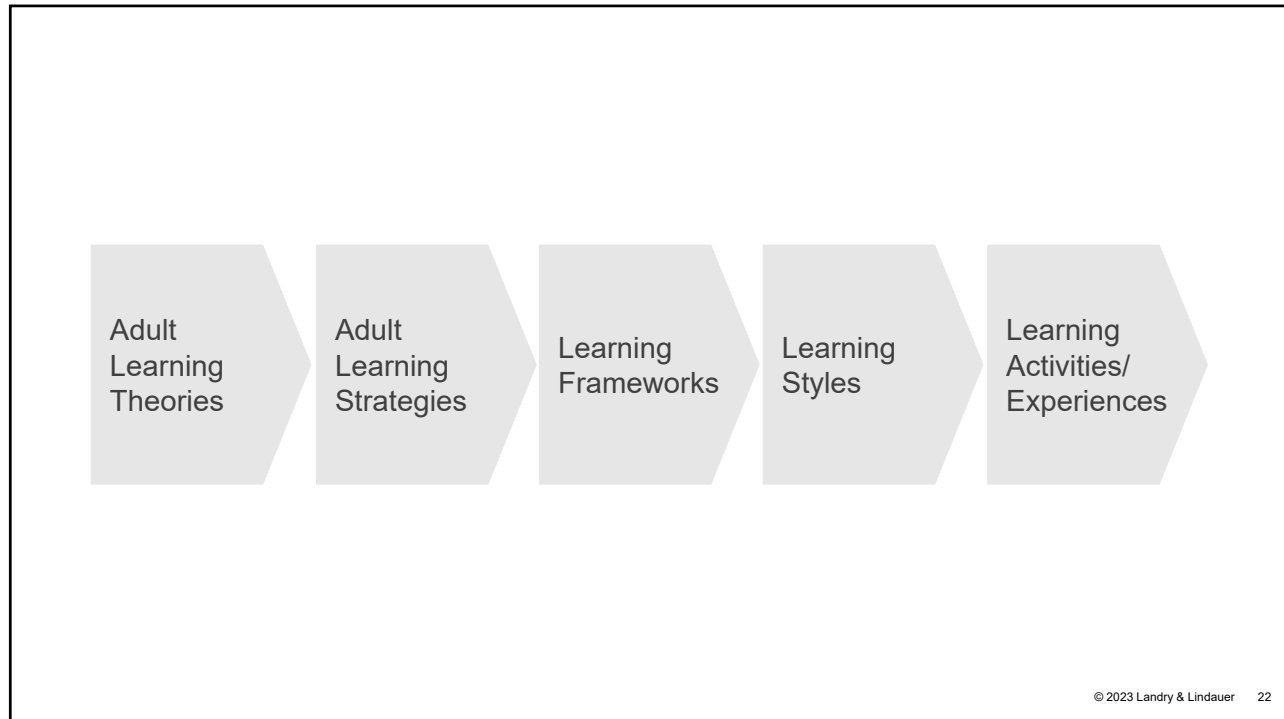
## Adults Learn Best When...

- Actively involved in learning
- Real-life experiences are the basis for learning
- Learning is immediately relevant
- Learning is practice-centered rather than content-centered

El Colorado – El Provider Training module 3.

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## Adult Learning Theories

- Andragogy. Provides context for adults' motivation and disposition to learning
- Experiential Learning. Focuses on the development of competencies and skills in a specific context
- Transformative Learning. Explores how critical reflection can be used to challenge a learner's beliefs and assumptions
- Self-Directed Learning. Adults plan, conduct, and assess their own learning
- Project-Based Learning. Utilizes real-world scenarios and creates projects for learners that they could encounter in a job or activity in the future

<https://www.wgu.edu/blog/adult-learning-theories-principles2004.html#close>  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4005174/>

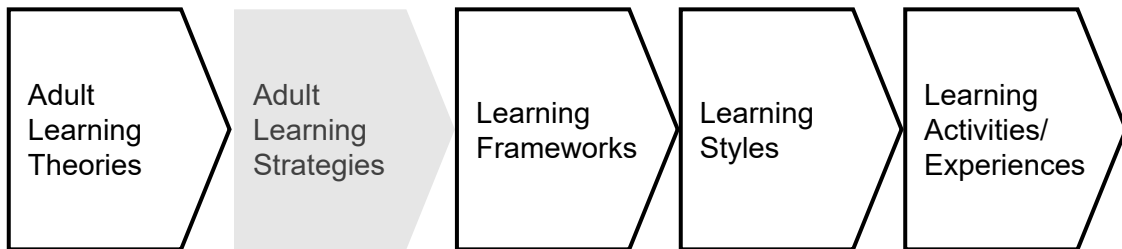
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# Adult Learning Theories

Handout Packet

THEORY	SUMMARY	BEST SUITED FOR
Andragogy	<ul style="list-style-type: none"> <li>Adult learners are autonomous and self-directed and seek out learning based on personal needs.</li> <li>Adult learners must be able to apply what they learn in a practical way.</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Structured formal learning</li> <li>Learners with a defined need to know</li> </ul>
Experiential Learning	<ul style="list-style-type: none"> <li>A hands-on approach where individuals learn by doing.</li> <li>Puts the learner at the center of the learning process.</li> <li>Learning happens through an active process of doing and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Mechanical skills</li> <li>Leadership skills</li> <li>Process improvement</li> <li>Systematic thinking</li> </ul>
Transformational Learning	<ul style="list-style-type: none"> <li>A person's beliefs and expectations shape their view of the world.</li> <li>Through a rational analytical process, a person can consciously change their old beliefs and implement new ones.</li> </ul>	<ul style="list-style-type: none"> <li>Complex analytical processes</li> <li>Evaluation and analysis</li> <li>Long-term personal growth</li> </ul>
Self-Directed Learning	<ul style="list-style-type: none"> <li>Process where individuals take complete ownership of the learning process to diagnose learning needs, identify resources, implement learning, and assess their results.</li> </ul>	<ul style="list-style-type: none"> <li>Process updates</li> <li>Self-motivated learners</li> <li>Technology and software skills</li> </ul>
Project Based Learning	<ul style="list-style-type: none"> <li>Learners engage in active investigation of a real-world problem.</li> <li>Gives learners a voice in the overall process through a process of inquiry, critical thinking, problem solving, collaboration, and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Project management</li> <li>Process improvement</li> <li>Manufacturing</li> </ul>
Action Learning	<ul style="list-style-type: none"> <li>Learning is the result of programming and questioning.</li> <li>Learners take action on a problem and reflect upon the results.</li> </ul>	<ul style="list-style-type: none"> <li>Team building</li> <li>Fill in knowledge gaps</li> <li>Uncover areas of learning need</li> </ul>



## 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

<https://www.wgu.edu/blog/adult-learning-theories-principles2004.html#close>

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## Adult Learning Strategies and Techniques (cont.)

- 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.learningrevolution.net/strategies-for-teaching-adult-learners/>

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# Adult Learning Strategies and Techniques

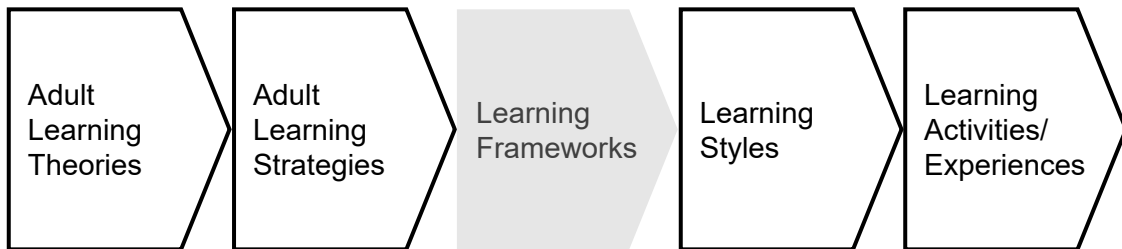
Handout Packet

**Handout**

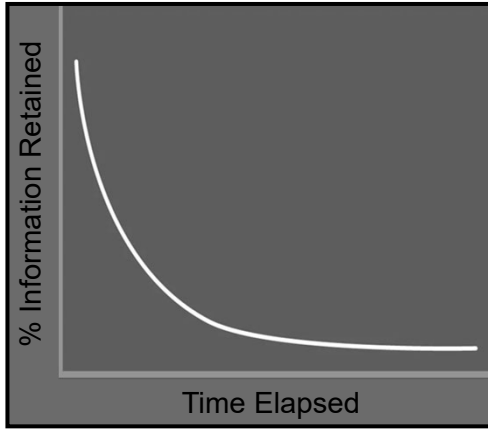
### Adult Learning Strategies and Techniques

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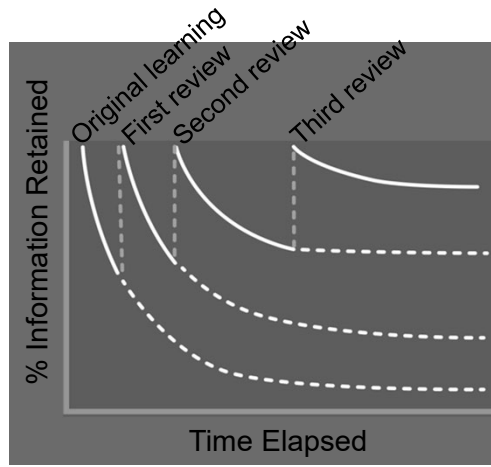
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### The Forgetting Curve (Herman Ebbinghaus)



People forget 80% of what is learned in 30 days

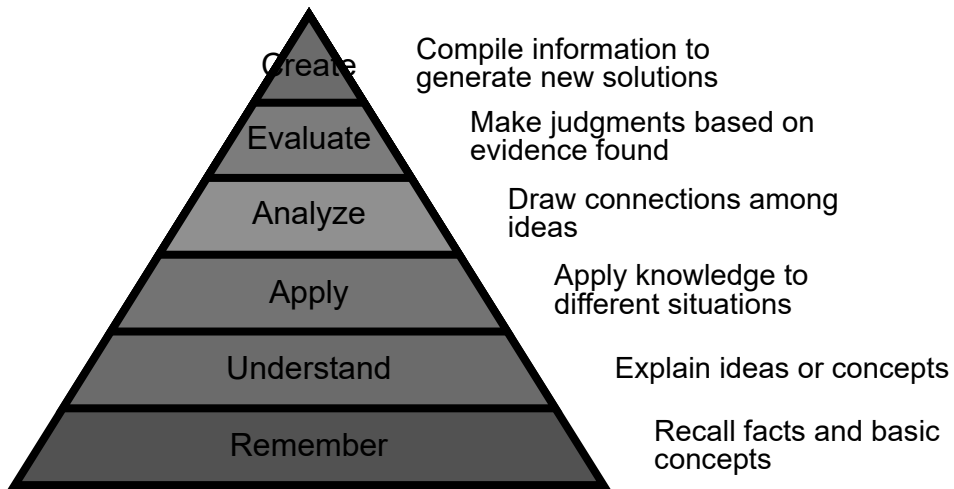


<https://www.mindtools.com/pages/article/forgetting-curve.htm>

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### Blooms Taxonomy



<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

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**Blooms Taxonomy - Verbs**

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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 Define Identify Indicate Label List Match Memorize Recall Recite Recognize	Compare Classify Describe Explain Give examples Interpret Paraphrase Predict Present Report Rewrite Summarize	Calculate Complete Demonstrate Execute Illustrate Implement Modify Organize Practice Prepare Solve Show Use Write	Categorize Critique Debate Differentiate Experiment Inspect Infer Investigate Organize Outline Question Separate Test	Attribute Argue Assess Conclude Critique Defend Examine Justify Measure Recommend Support Reflect	Compose Construct Design Develop Devise Formulate Generate Hypothesize Plan Produce Propose Revise Summarize Synthesize

Adapted from: <https://www.kirkpatrick.com/wp-content/uploads/downloads/2015/04/Understanding-the-Kirkpatrick-Model-Verbs-for-Higher-Order-Verbs.pdf>

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### Kirkpatrick Evaluation Model

- Level 4:**  
**Results**

Did the training influence performance?  
 (measurement)
- Level 3:**  
**Behavior**

Did the training change behavior?  
 (observation)
- Level 2:**  
**Learning**

Did learning occur? (quiz, test)
- Level 1:**  
**Reaction**

Did the learner enjoy the training?  
 (smile sheet)

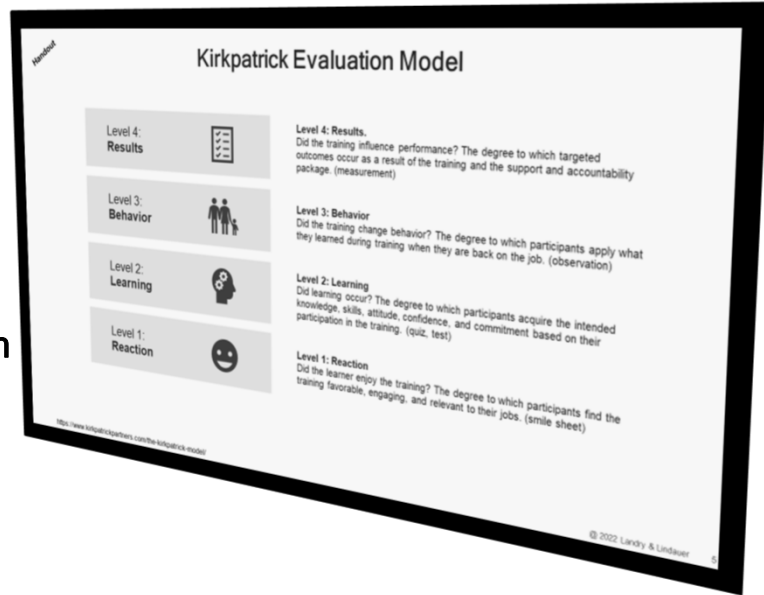
<https://www.kirkpatrickpartners.com/the-kirkpatrick-model/>

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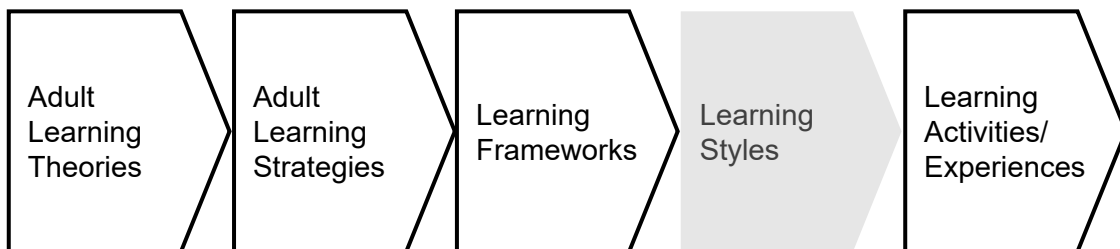
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# Kirkpatrick Evaluation Model

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## Learning Styles




**Visual**

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



**Auditory**

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




**Kinesthetic**

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

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## 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**

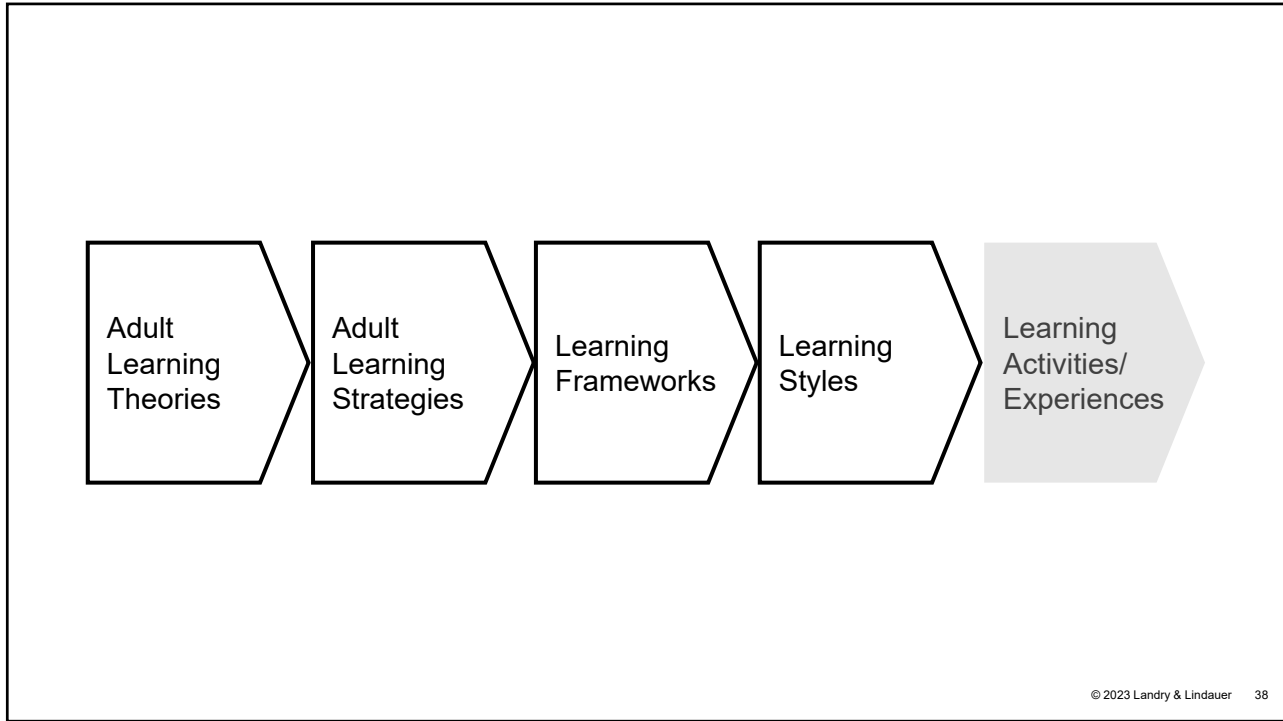
Individual processes information more effectively when using their bodies and when they are doing something

- 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

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## Learning Styles

Handout Packet



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### Adult Learning Methods in Early Intervention

<b>CONTENT FOCUS: SELF STUDY</b>	<b>CONTENT FOCUS: LEADER LED</b>	<b>ACTIVE LEARNING: COACH LED</b>
<ul style="list-style-type: none"> <li>• Text-based materials</li> <li>• Podcasts</li> <li>• YouTube/ video</li> <li>• Recorded trainings or presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Modeling</li> <li>• Storytelling</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practice</li> <li>• Role play</li> <li>• Feedback</li> <li>• Reflection</li> </ul>

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**‘Performance support’ refers to tools that help caregivers - in the moment of need - to perform a task to the highest possible level**

**Adult Learning Methods and Performance Support**  
Handout Packet

		Adult Learning Methods and Performance Support			
		CONTENT FOCUS	ACTIVE LEARNING	ASSESSMENT	PERFORMANCE SUPPORT
Method	SYNCHRONOUS	<ul style="list-style-type: none"> <li>• Presentation/ lecture</li> <li>• Modeling</li> <li>• Storytelling</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practice</li> <li>• Feedback</li> <li>• Debate</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Projects</li> <li>• Simulation</li> <li>• Role plays</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Job-aids (forms, checklists, schedules)</li> <li>• FAQs</li> <li>• Websites, mobile apps</li> <li>• Infographics</li> <li>• Videos of procedures</li> <li>• Audios or podcasts</li> <li>• Questionnaires for decisions</li> </ul>
	ASYNCHRONOUS	<ul style="list-style-type: none"> <li>• Text-based materials</li> <li>• Podcasts</li> <li>• YouTube</li> <li>• Recorded lectures/ trainings</li> <li>• Computer-based training</li> <li>• Website exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Social media communities (e.g., Facebook)</li> <li>• Computer-based applications/ practice</li> </ul>	<ul style="list-style-type: none"> <li>• Computer-based simulation</li> </ul>	

## Key Takeaways



- Leverage adult learning strategies and techniques that meet the needs of different learning styles
- You will encounter learning dissonance from caregivers
- Use a variety of teaching methods – content focused (self study and leader led), plus active learning. Mix it up!
- Design training to meet specific learning outcomes (Blooms Taxonomy) and evaluate the effectiveness of the training (Kirkpatrick Model)
- Adults quickly forget what they learn – repetition is essential, performance support tools that you leave in the home are invaluable

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I need time to process this by myself. Can you connect me with others?

I want all the details of what to do



I need to talk things through to process information.

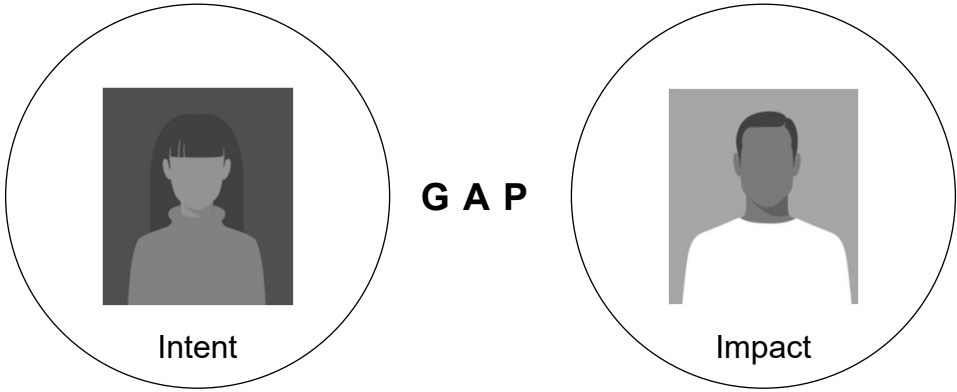
What's the bottom line?

www.Emergenetics.com

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### Intent Impact Model



Intent

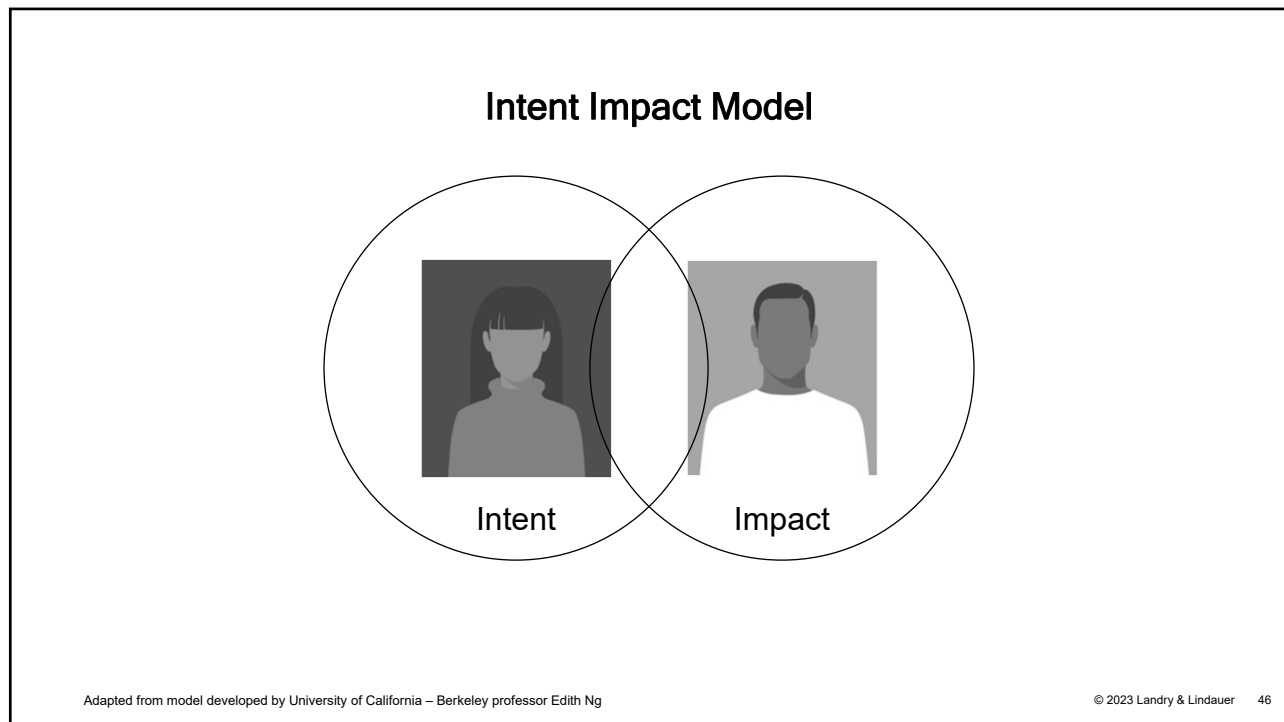
G A P

Impact

Adapted from model developed by University of California – Berkeley professor Edith Ng

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### Behaviors - What Do Your Caregivers Prefer?

- Expressiveness. The outward display of emotions toward others and the world-at-large
- Assertiveness. The style and pace with which someone advances their thoughts, feelings, and beliefs
- Flexibility. The willingness to accommodate the thoughts and actions of others

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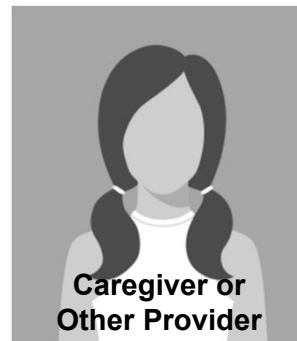
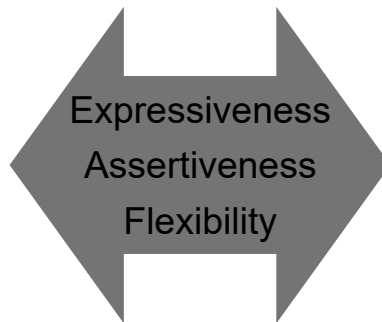
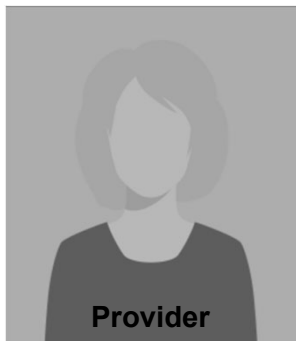


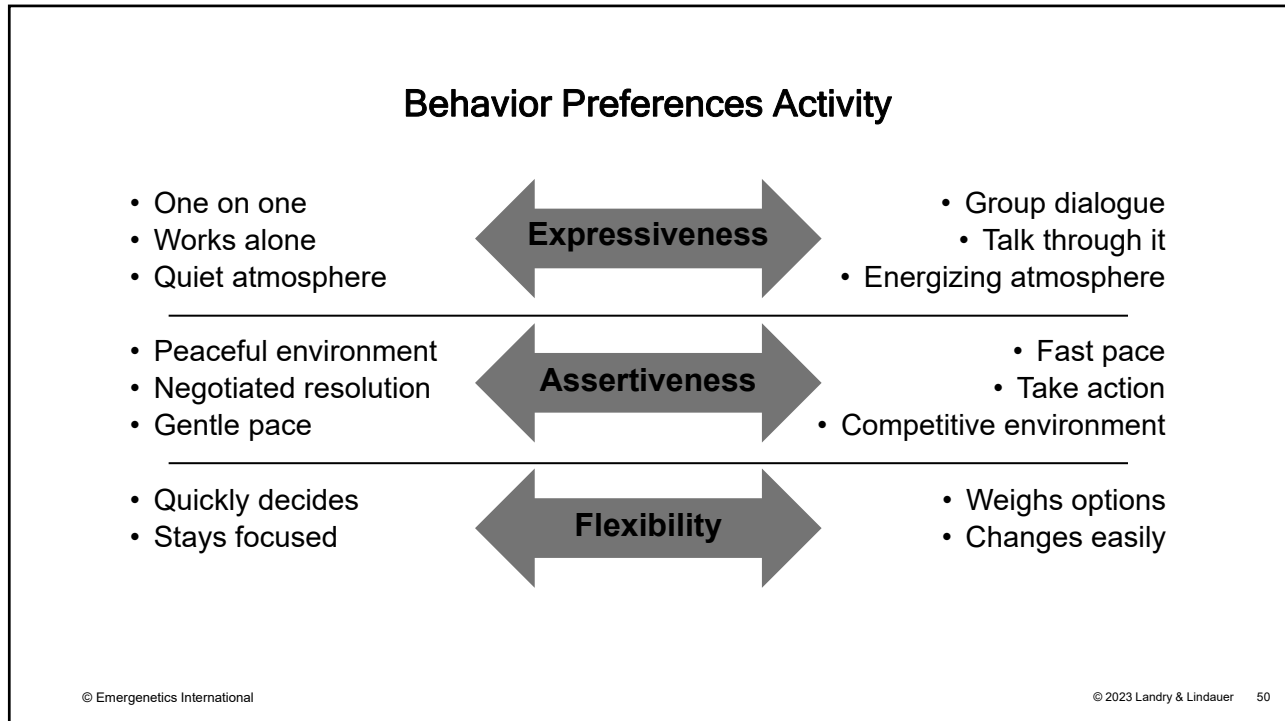
# Behavior Preferences in Action

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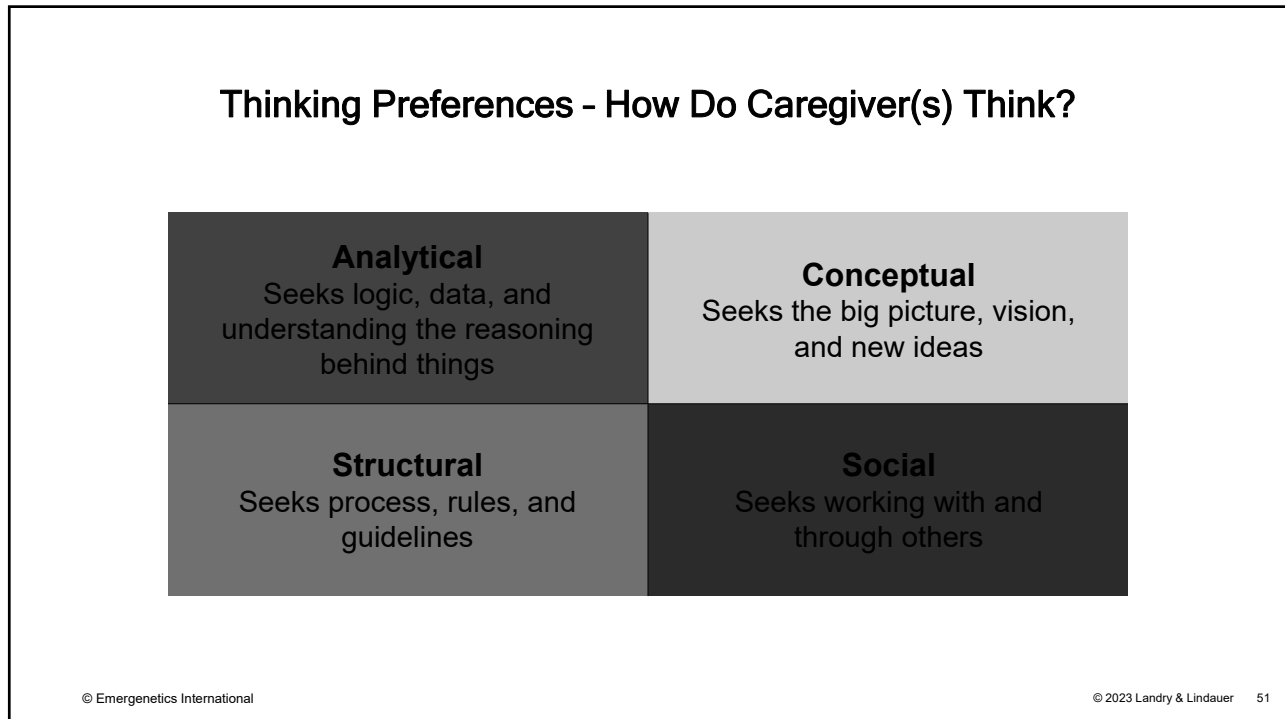
Expressiveness	Assertiveness	Flexibility
<b>CHARACTERISTICS</b> <ul style="list-style-type: none"> <li>• Quiet</li> <li>• Calm</li> <li>• Introverted</li> <li>• Reserved</li> <li>• Private</li> <li>• Outgoing</li> <li>• Lively</li> <li>• Extroverted</li> <li>• Gregarious</li> <li>• Demonstrative</li> </ul>	<b>CHARACTERISTICS</b> <ul style="list-style-type: none"> <li>• Peacekeeper</li> <li>• Accepting</li> <li>• Amiable</li> <li>• Deliberate</li> <li>• Compliant</li> <li>• Determined</li> <li>• Telling</li> <li>• Forceful</li> <li>• Driving</li> <li>• Aggressive</li> </ul>	<b>CHARACTERISTICS</b> <ul style="list-style-type: none"> <li>• Focused</li> <li>• Firm</li> <li>• Strong opinions</li> <li>• Impatient with change</li> <li>• Decides easily</li> <li>• Sees many options</li> <li>• Easy going</li> <li>• Affable</li> <li>• Changeable</li> <li>• Accommodating</li> </ul>
<b>LEARNING APPROACH</b> <ul style="list-style-type: none"> <li>• One on one</li> <li>• Works alone</li> <li>• Quiet atmosphere</li> <li>• Group dialogue</li> <li>• Talk through it</li> <li>• Emerging atmosphere</li> </ul>	<b>LEARNING APPROACH</b> <ul style="list-style-type: none"> <li>• Peaceful environment</li> <li>• Negotiated resolution</li> <li>• Gentle pace</li> <li>• Fast pace</li> <li>• Take action</li> <li>• Competitive environment</li> </ul>	<b>LEARNING APPROACH</b> <ul style="list-style-type: none"> <li>• Quickly decides</li> <li>• Stays focused</li> <li>• Weighs options</li> <li>• Changes easily</li> </ul>
<b>COMMUNICATION TIPS</b> <ul style="list-style-type: none"> <li>• Think before speaking and words</li> <li>• Allow silence, feel free to leave them alone</li> <li>• Be understated</li> <li>• Speak up</li> <li>• Gesticulate</li> <li>• Constant conversation with more than one person at a time okay</li> <li>• Exaggerating okay</li> </ul>	<b>COMMUNICATION TIPS</b> <ul style="list-style-type: none"> <li>• Keep your actions at a steady pace</li> <li>• Be conciliatory</li> <li>• Ask for their opinion</li> <li>• Keep in mind they will appear polite no matter what they are thinking</li> <li>• Fast-paced actions okay</li> <li>• Confrontation and lively debate okay</li> <li>• Promote your opinion</li> <li>• What you see is what you get</li> </ul>	<b>COMMUNICATION TIPS</b> <ul style="list-style-type: none"> <li>• Do it their way</li> <li>• Stay the course</li> <li>• Suggest fewer changes</li> <li>• Make a decision now</li> <li>• Do it anyway</li> <li>• Give them options</li> <li>• Changes and revisions are okay</li> <li>• Punt the decision until later</li> </ul>

# Behavior Preferences Activity





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## Thinking Styles - Implications to Home Visits

### **ANALYTICAL**

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

### **STRUCTURAL**

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

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## Thinking Styles - Implications to Home Visits

### **SOCIAL**

- Good rapport between provider and caregiver
- Stories, parables, vignettes
- Give opportunity for them to respond
- Information personalized
- Eye contact crucial
- Emotion
- Music when appropriate

### **CONCEPTUAL**

- Show data graphically
- Changing something every 10-15 minutes
- Allow them to fantasize, visualize
- Creativity
- Visual impact crucial
- Overview and summary vital

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## Thinking Styles in Action

**ANALYTICAL**

**STRUCTURAL**

**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

**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

**How to PRESENT To**

- Provide "home visit plan" with important information prior to meeting
- Detail is crucial
- Clear 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
- Lots 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

**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

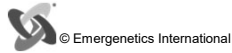
**CONCEPTUAL**

**SOCIAL**

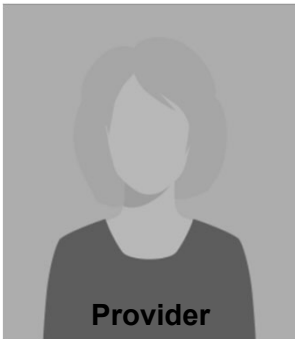
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## Thinking Styles in Action

Handout Packet



## Thinking Styles Activity



**Provider**


**Most/ Least Preferred**

**Analytical**

**Structural**

**Social**

**Conceptual**



**Caregiver or Other Provider**

**Most/ Least Preferred**

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### Thinking Styles Activity

**Provider**

Analytical	Conceptual
Bottom Line Logical Objective	Visionary Creative Experimenter
Dependable Thorough Predictable	Connector Empathic Tactful
Structural	Social

**Most/Least Preferred**

**Caregiver or Other Provider**

Analytical	Conceptual
Bottom Line Logical Objective	Visionary Creative Experimenter
Dependable Thorough Predictable	Connector Empathic Tactful
Structural	Social


**Most/ Least Preferred**

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### Key Takeaways

- Each of a child’s caregivers has a unique profile of behavior preferences and thinking styles
- Adults tend to teach others based on their preference (as opposed to the preferences of their audience) – affects intent versus impact
- Providers must recognize differences and flex to each caregiver’s preferences and styles for learning to occur and behaviors to change



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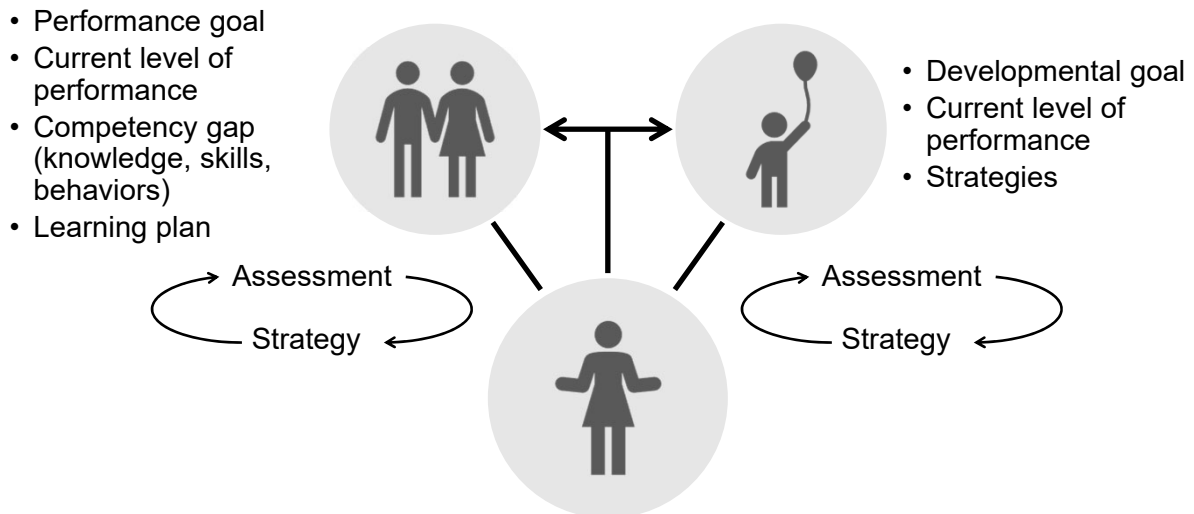
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# Agenda

- Welcome
- Context
- Caregiver competency
- Adult learning principles
- Know your audience
- Applying learning principles to build caregiver competence
- Home visit best practices
- Wrap up

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## Putting It All Together - It's a Process



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### Example: 14-month-old male with CP & CVI

- Two Caregivers: mom, dad
- Providers: PT, EI-TVI
- Challenges: sitting, using vision, using hands and vision together
- Overall goals: Integrate sitting, use vision and hands to enable the child to play independently

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### Example: IFSP Goals & Strategies

IFSP goal: Participate in playtime by using hands and vision to explore a variety of toys while sitting independently

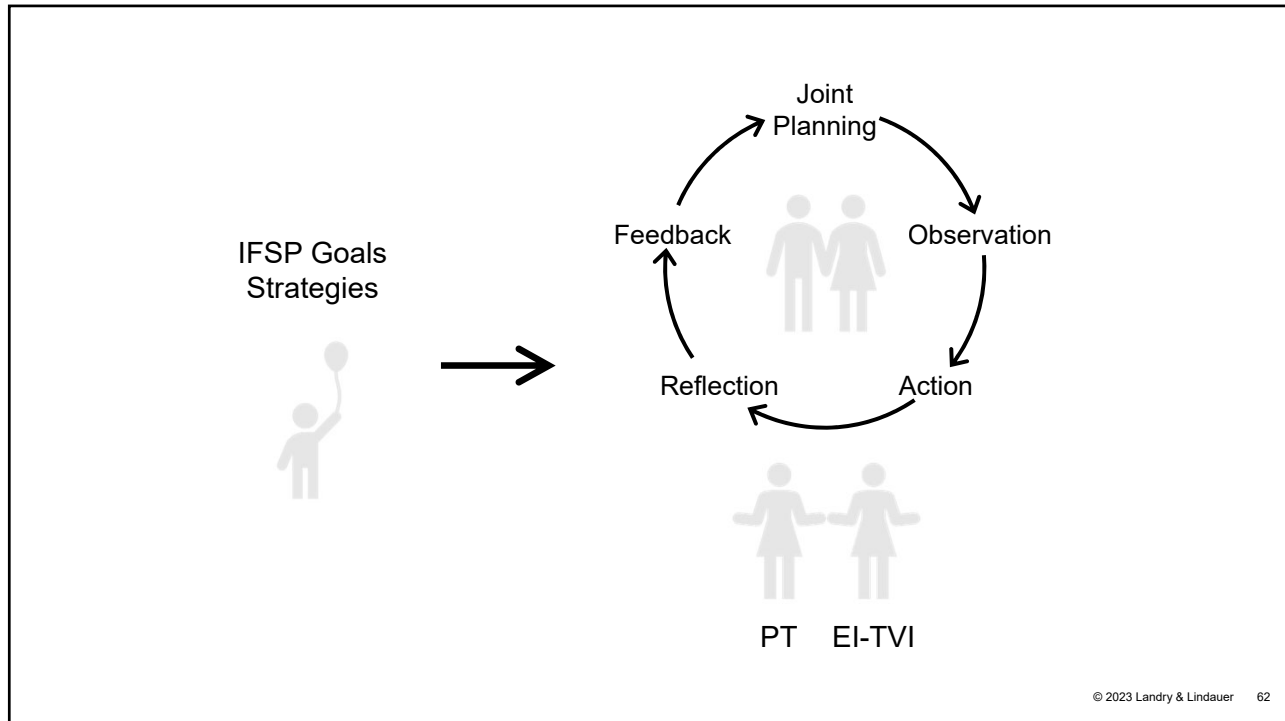
- Assist him in a supported sitting position to look and reach for toys in front of him
- Place toys against solid-colored background
- Use light-up toys and/ or high-contrast colors to gain his visual attention
- Use hand-under-hand to support his reaching for toys

IFSP goal: Participate in mealtime by making choices between two options and communicating when he's all done

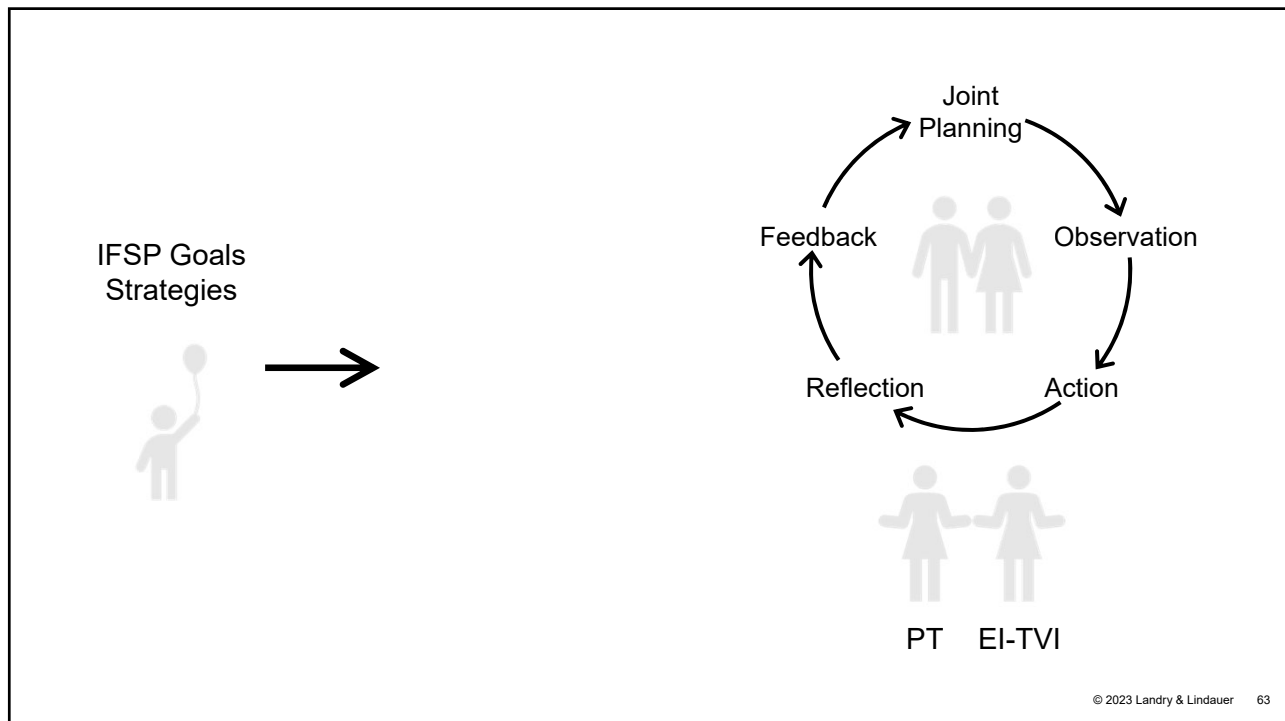
- Present two food options within arms reach at face level and give wait time for him to look and reach for what he wants
- Watch for cues (e.g., sounds, gestures, facial expressions) to indicate when he's finished
- Use single words when presenting food choices to label what they are

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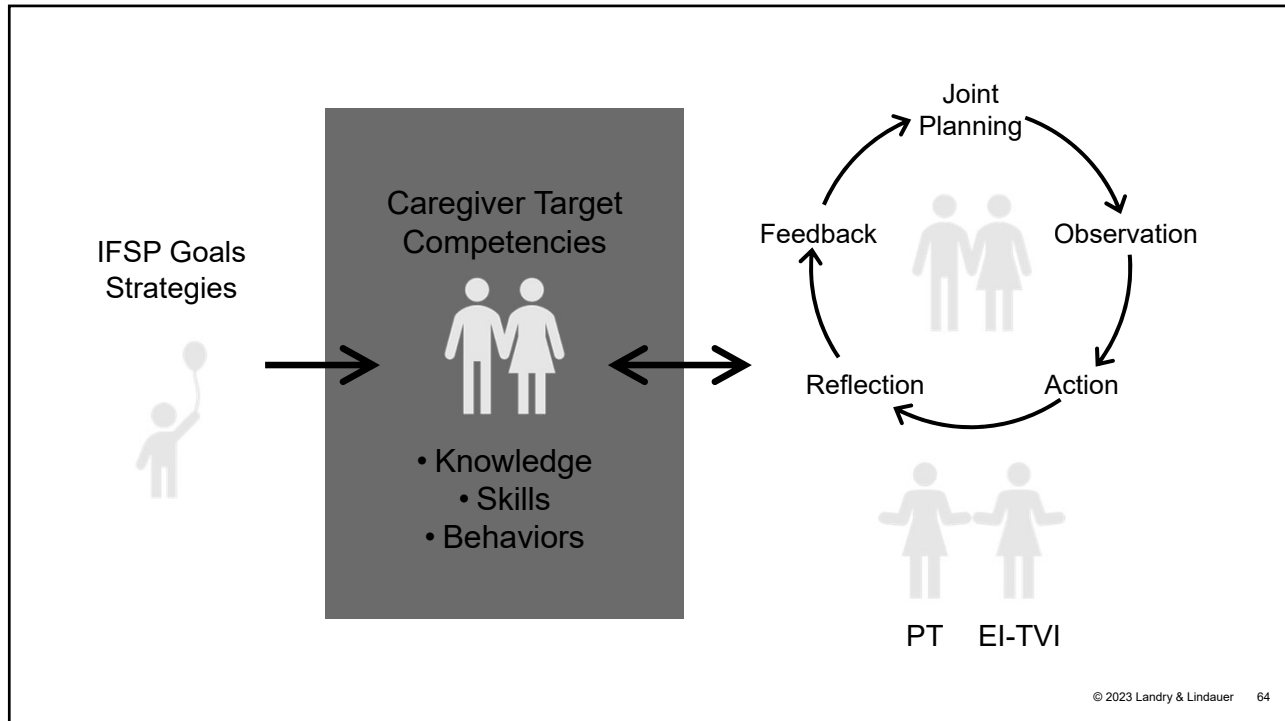


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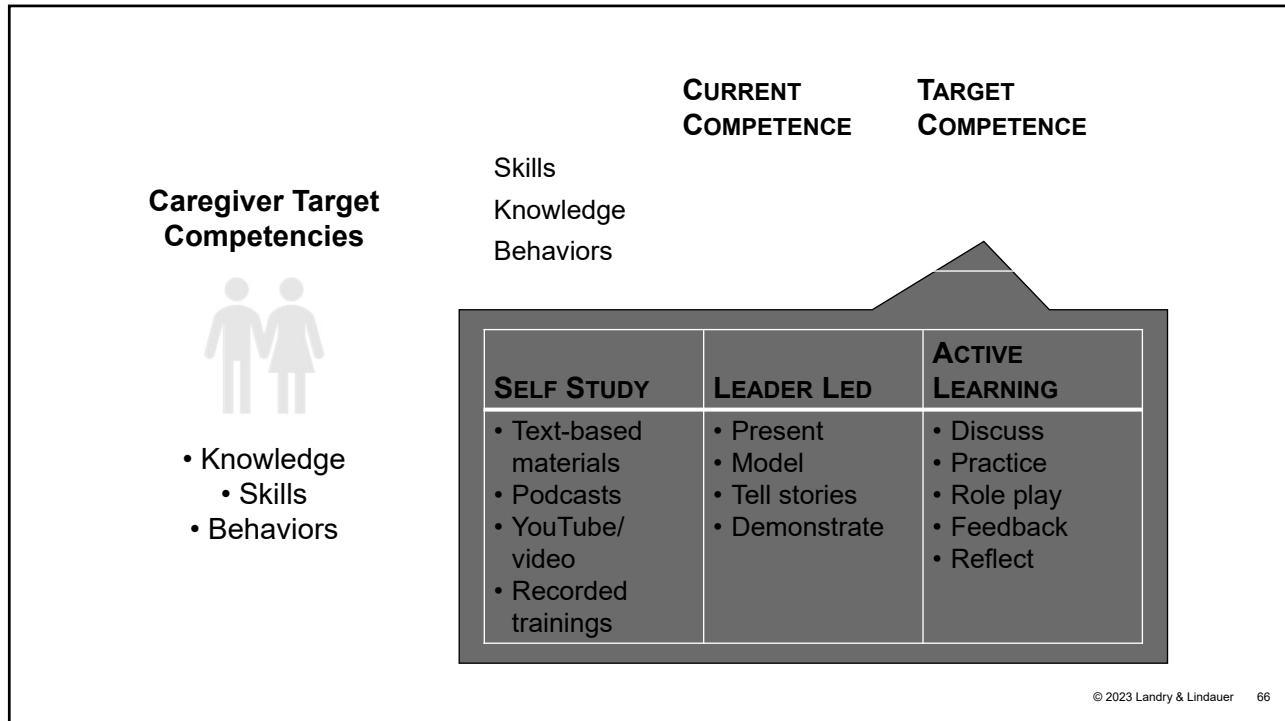
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### Example: Caregiver Target Competence (EI-TVI Domains)

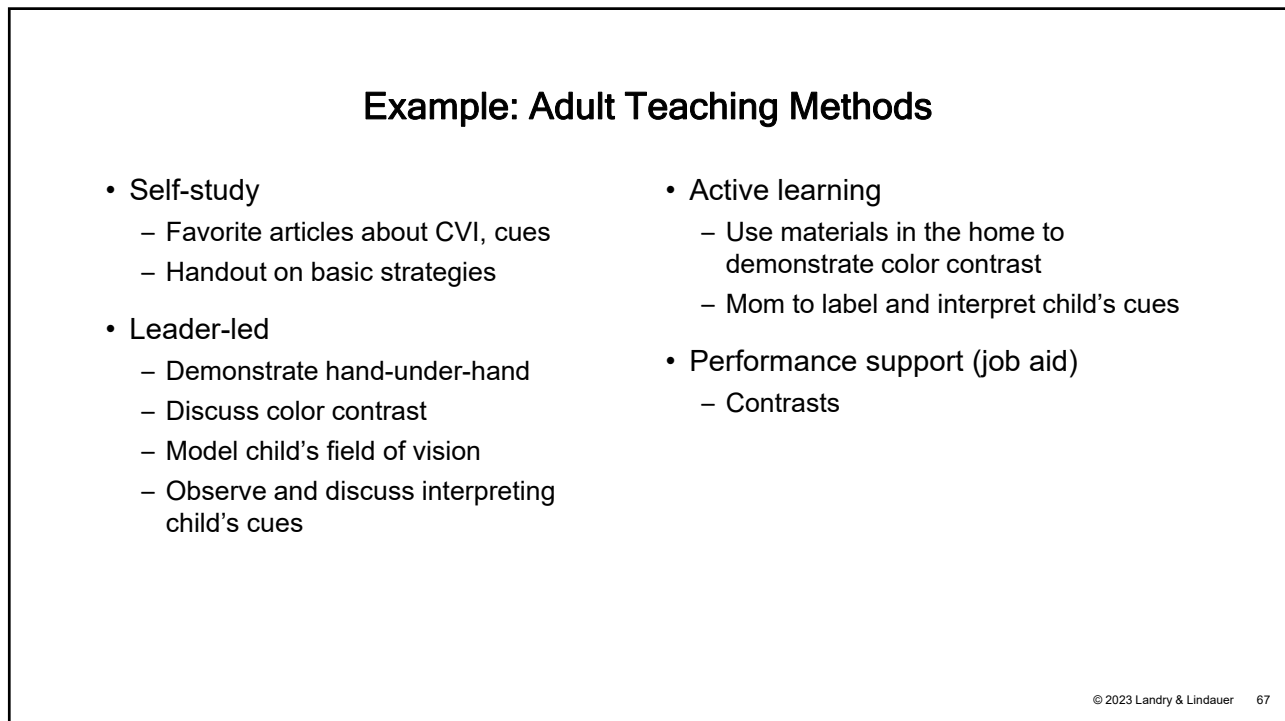
	<b>Target Competence</b>
<p><b>Knowledge</b> (Demonstrates knowledge of...)</p>	<ul style="list-style-type: none"> <li>• CVI and implications</li> <li>• Functional vision and preferences</li> <li>• Nonverbal communication</li> <li>• Basic strategies for working with children with B/VI</li> </ul>
<p><b>Skills</b> (Demonstrates ability to...)</p>	<ul style="list-style-type: none"> <li>• Use best placement for visual access</li> <li>• Read and interpret cues</li> <li>• Use hand-under-hand with their child</li> </ul>
<p><b>Behaviors</b> (Performs without prompting based on situational need)</p>	<ul style="list-style-type: none"> <li>• Responds to their child's cues and takes appropriate action</li> <li>• Approaches their child from preferred location</li> <li>• Consistently uses hand-under-hand</li> </ul>

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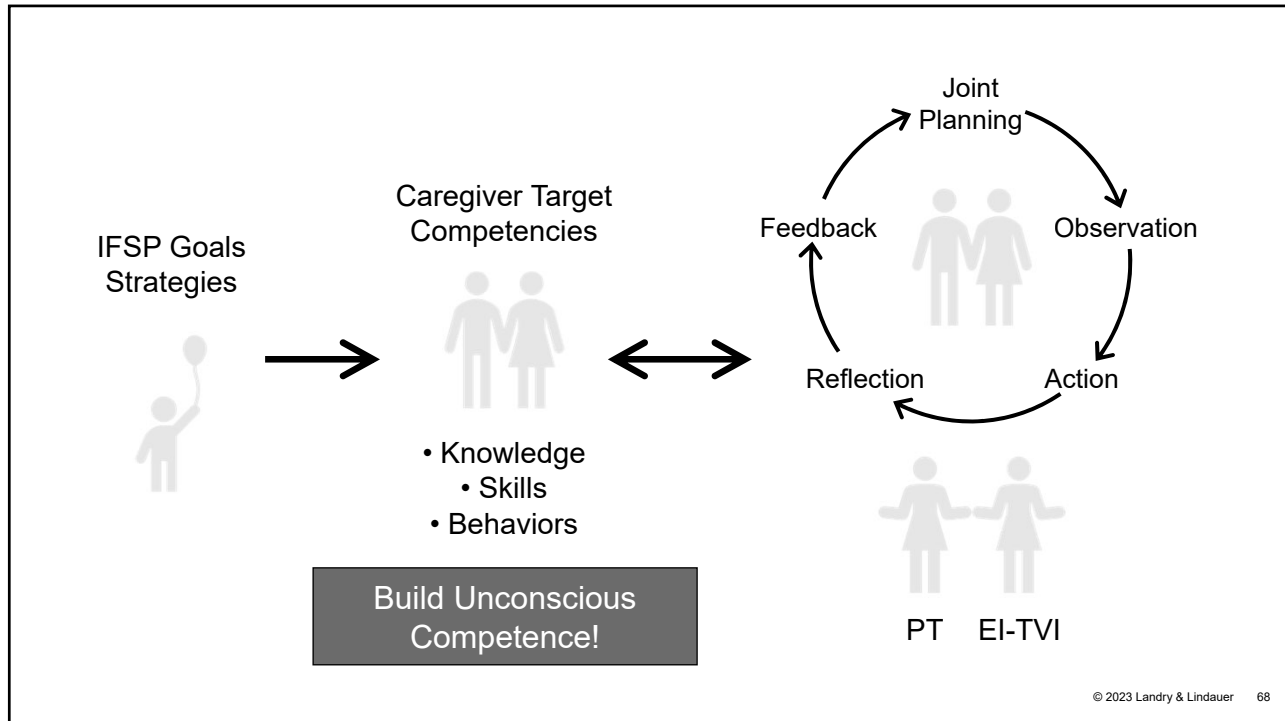
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### Target Competencies Job Aid (Reading Cues)

CURRENT COMPETENCE	TARGET COMPETENCE
<p><b>Knowledge</b> (Demonstrates knowledge of...)</p>	<ul style="list-style-type: none"> <li>• Non-verbal communication</li> <li>• Types of non-verbal communication</li> <li>• Understand importance of non-verbal communication</li> </ul>
<p><b>Skills</b> (Demonstrates ability to...)</p>	<ul style="list-style-type: none"> <li>• Recognize cues (e.g., turn head)</li> <li>• Attach meaning to cues</li> <li>• Generalize cues in other situations</li> </ul>
<p><b>Behaviors</b> (Performs without prompting based on situational need)</p>	<ul style="list-style-type: none"> <li>• Patience to read cues</li> <li>• Expecting cues</li> <li>• Label cue</li> <li>• Respect cue</li> <li>• Respond appropriately to cue</li> </ul>

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## Target Competencies Job Aid (Physical Environment)

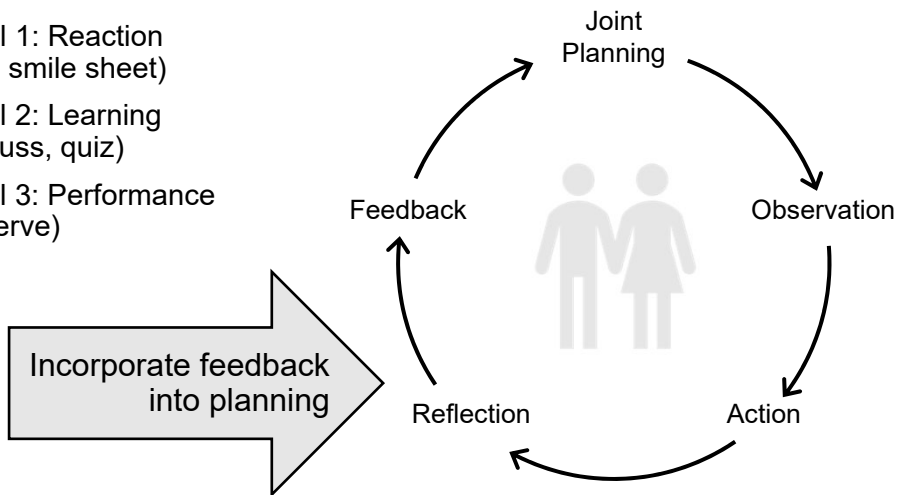
CURRENT COMPETENCE	TARGET COMPETENCE
<p><b>Knowledge</b> (Demonstrates knowledge of...)</p>	<ul style="list-style-type: none"> <li>• Furnishings and equipment</li> <li>• Impact of environment on mental health and learning</li> <li>• Emotional environment for supporting learning</li> </ul>
<p><b>Skills</b> (Demonstrates ability to...)</p>	<ul style="list-style-type: none"> <li>• Plan room arrangements</li> <li>• Organize materials</li> <li>• Assess and reduce environmental stress</li> <li>• Plan effective learning environments</li> <li>• Plan, respond, and intervene to make environment psychologically safe</li> </ul>
<p><b>Behaviors</b> (Performs without prompting based on situational need)</p>	<ul style="list-style-type: none"> <li>• Observant</li> <li>• Clean, neat</li> <li>• Flexible</li> <li>• Responsible</li> <li>• Sensitive</li> <li>• Responsive</li> </ul>

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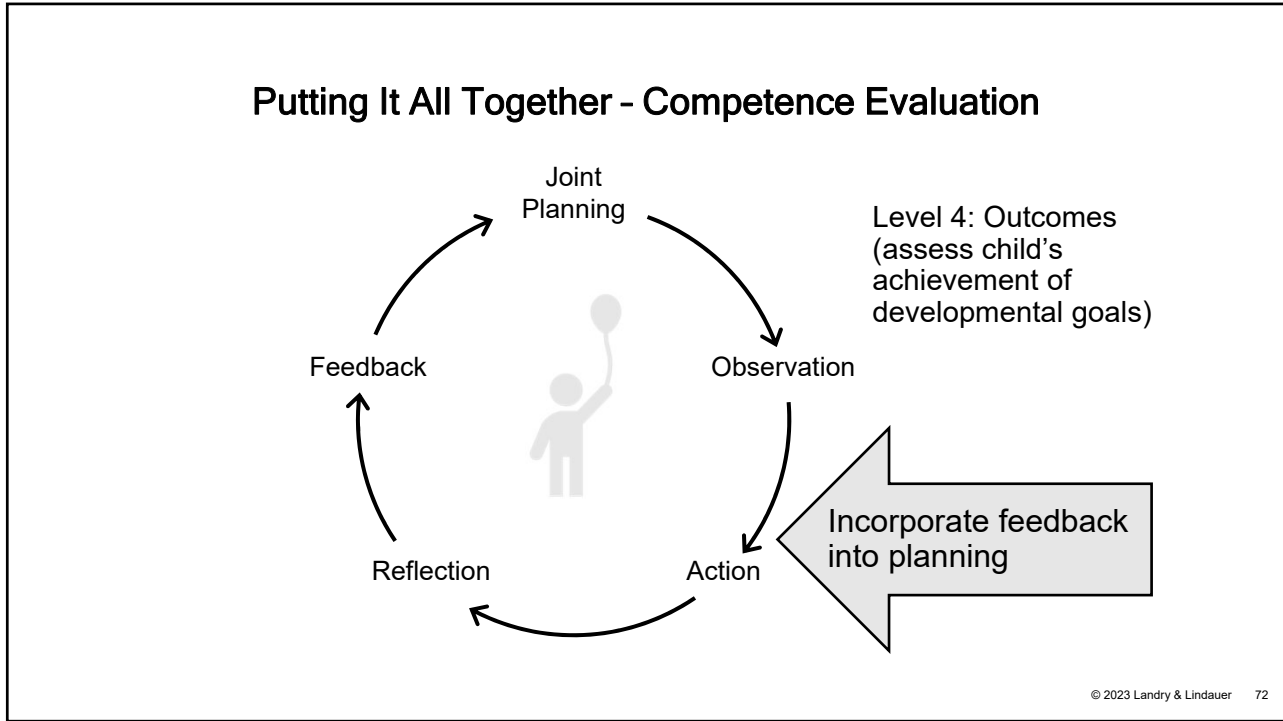
## Putting It All Together - Competence Evaluation

- Level 1: Reaction (ask, smile sheet)
- Level 2: Learning (discuss, quiz)
- Level 3: Performance (observe)



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## Lesson Planning

Handout Packet

Lesson Planning

	CURRENT COMPETENCE	TARGET COMPETENCE
Skills		
Knowledge		
Behaviors		

CONTENT FOCUS: SELF STUDY	CONTENT FOCUS: LEADER LED	ACTIVE LEARNING: COACH LED
<ul style="list-style-type: none"> <li>• Text-based materials</li> <li>• Podcasts</li> <li>• YouTube video</li> <li>• Recorded trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Present</li> <li>• Model</li> <li>• Tell stories</li> <li>• Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss</li> <li>• Practice</li> <li>• Role play</li> <li>• Feedback</li> <li>• Reflect</li> </ul>

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## Key Takeaways



- Assess caregivers' target knowledge, skills, and behaviors just as we assess children
- Seek to understand caregivers' behavior preferences and thinking styles
- Develop home visit plans that build caregivers' target outcomes
- Incorporate a variety of teaching methods, change it up over time
- Explicitly evaluate OUR performance in teaching caregivers, especially when caregivers are struggling to achieve their target competence

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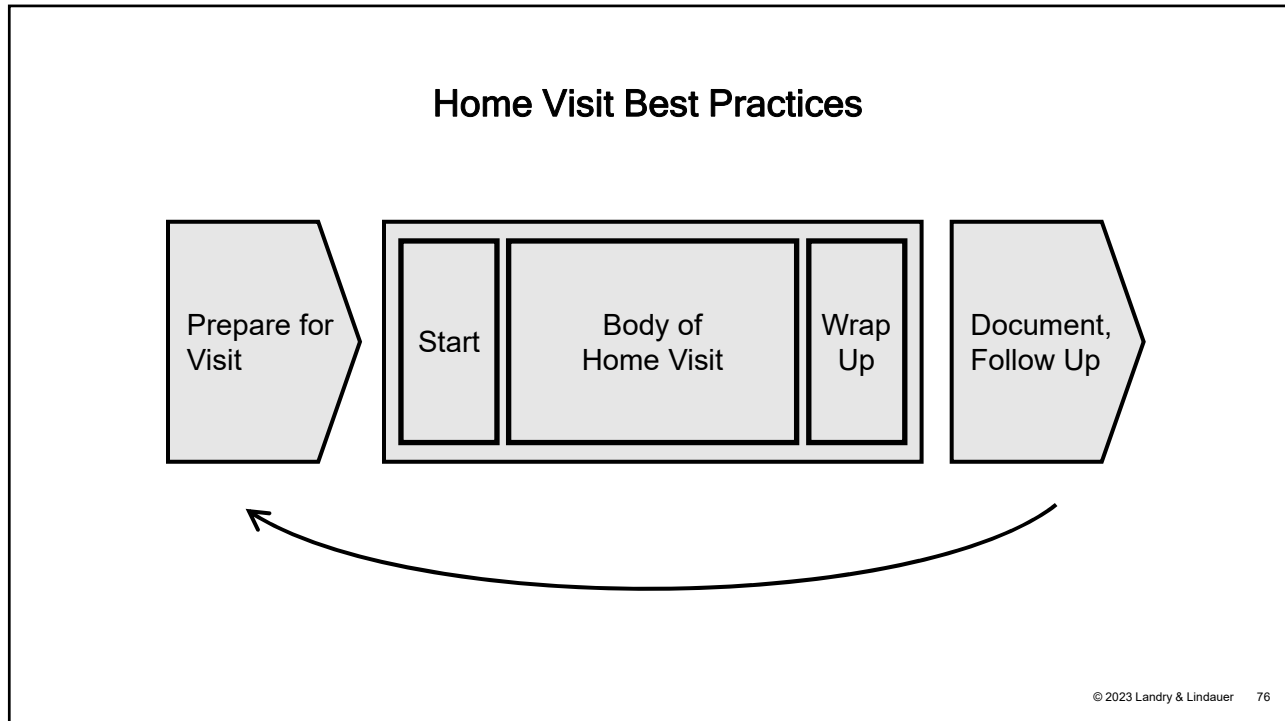
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## Agenda

- Welcome
- Context
- Caregiver competency
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- Know your audience
- Applying learning principles to build caregiver competence
- Home visit best practices
- Wrap up

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### Home Visit Best Practices

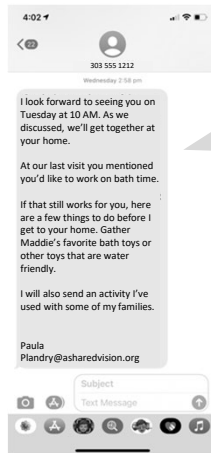
- Identify learning activity based on caregiver's goals, child's needs
- Provide "home visit plan" and pre-reads to caregivers prior to visit
- Establish roles during visit (multiple providers)

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## Send Home Visit Plan (An Example)

Email, text – 2 to 5 days  
before the home visit



- Confirm upcoming visit: “I look forward to seeing you [date, time, in person or telehealth]”
- Confirm caregiver’s goal for visit: “When we met last, you mentioned you’d like to work on... (objective or goal for the visit)”
- Set expectations: “If that still works for you, here are a few things to do before I get there... [materials, toys, supplies, etc.] parents will need during the home visit”
- Send pre-read background materials via email to build caregivers’ knowledge (Blooms Taxonomy)

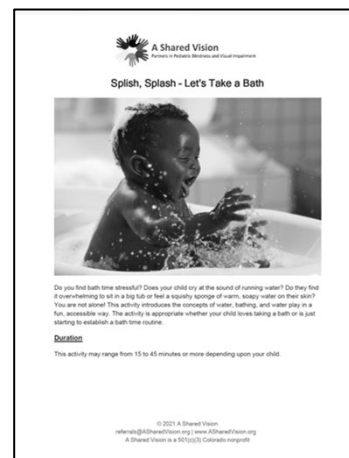
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## Learning Experience (An Example)

- Introduction
- Objectives
- Duration (estimated range)
- Materials required
- ECC areas supported
- Everyday routines supported
- Suggested next steps to use this activity with caregiver and child
- Activity steps (recommended, flexible)
- Extension activities

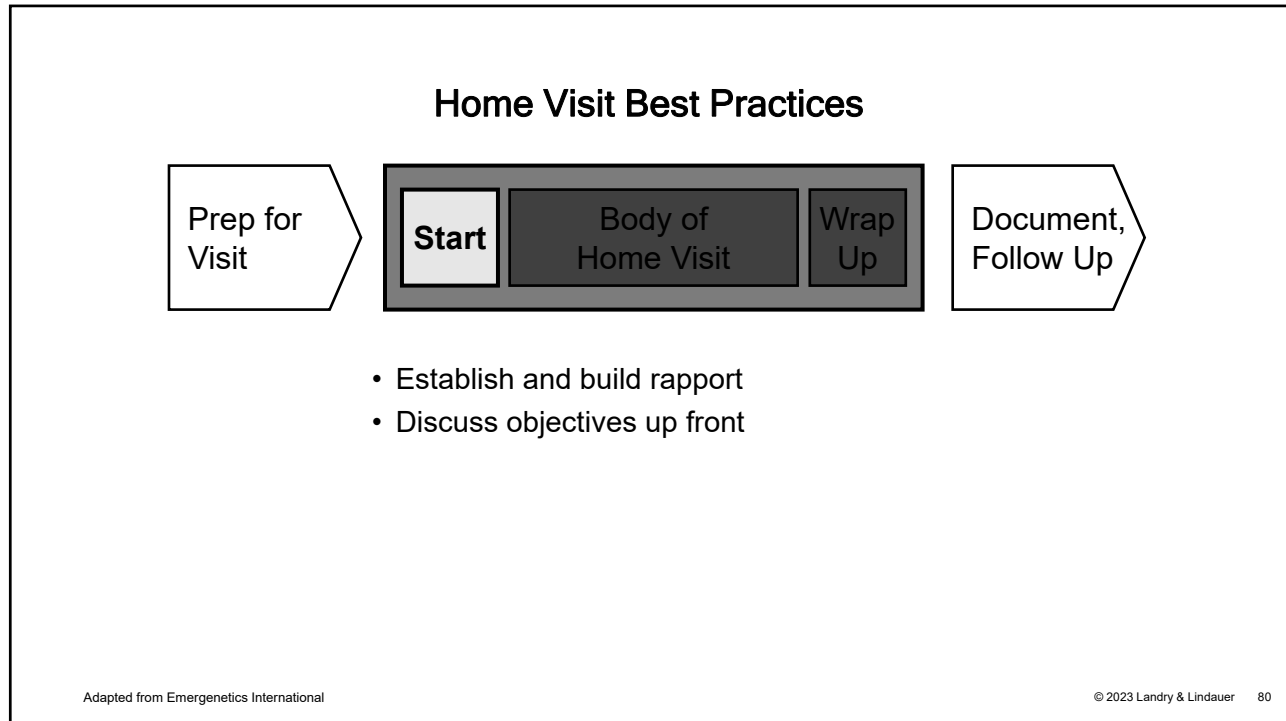
### “Splish, Splash – Let’s Take a Bath”



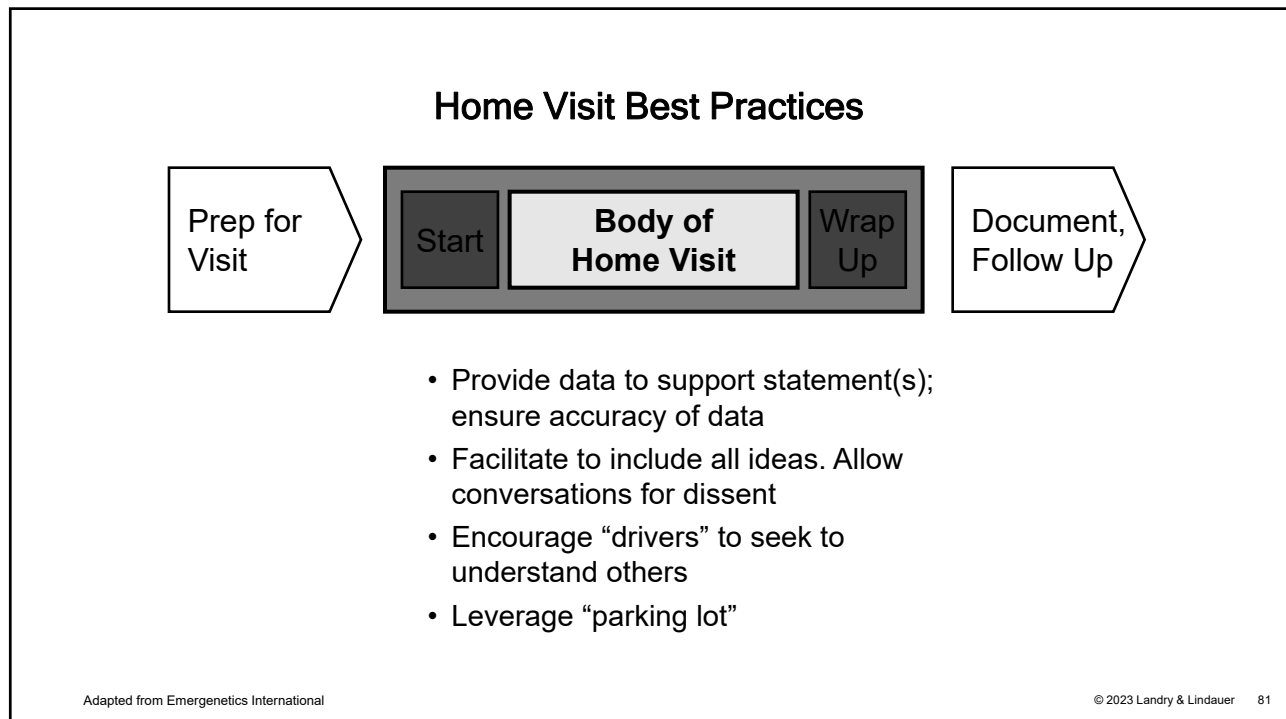
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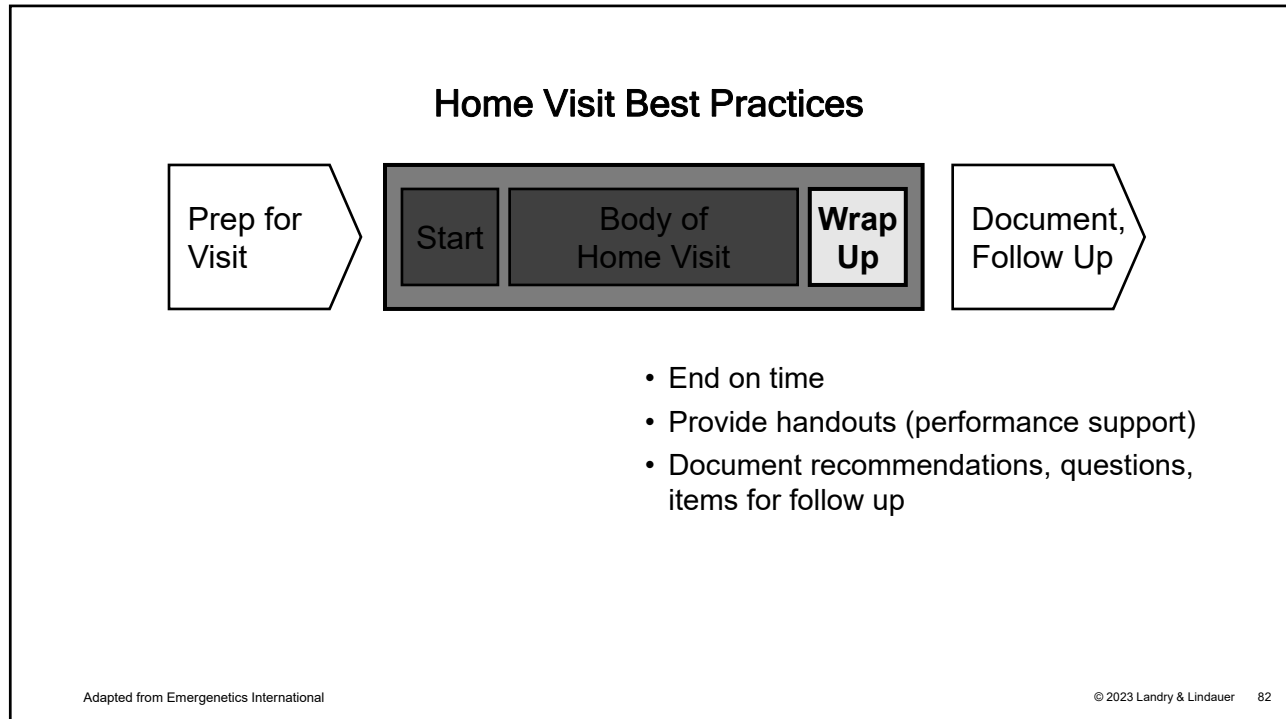




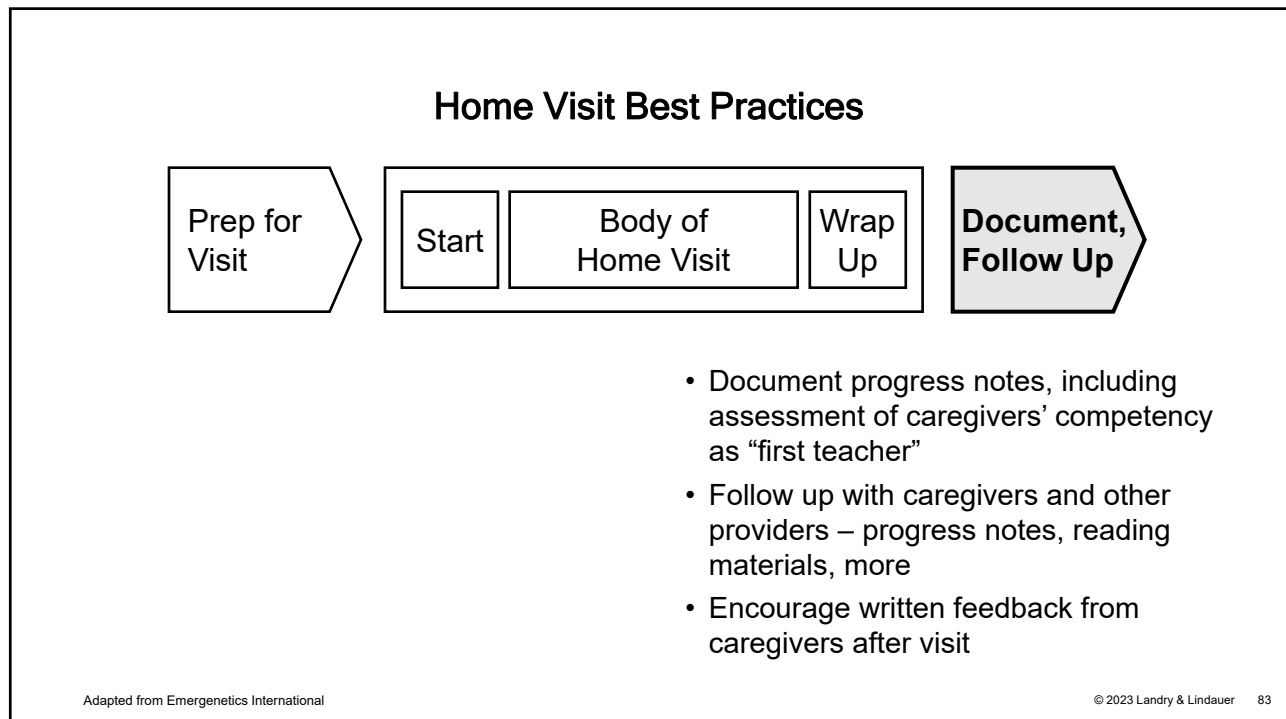
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## Home Visit Best Practices Considerations

Handout Packet

Home Visit Best Practices Considerations				
PRIOR TO THE VISIT	START OF THE VISIT	DURING THE VISIT	WRAPPING UP VISIT	AFTER THE VISIT
<ul style="list-style-type: none"> <li>Plan learning activity for the next visit with caregiver</li> <li>Provide "home visit plan" and pre-reads prior to visit</li> <li>Send meeting reminder (text, email)</li> <li>Establish roles during visit (multiple providers)</li> </ul>	<ul style="list-style-type: none"> <li>Begin on time</li> <li>Establish and build rapport</li> <li>Discuss objective(s) of the home visit up front</li> <li>Follow "home visit plan"</li> <li>Work towards timelines</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Provide data to support statement(s), ensure accuracy of data</li> <li>Discuss impact on people</li> <li>Suspend judgment</li> <li>Ask what else, where else, allow for brainstorming</li> <li>Provide quiet moment to reflect</li> <li>Provide opportunity to discuss</li> </ul>	<ul style="list-style-type: none"> <li>Leverage "parking lot"</li> <li>Gently encourage people to provide opinions and suggestions</li> <li>Encourage "drivers" to seek to understand others</li> <li>Encourage caregivers to describe the impact of change AND the benefits of change</li> <li>Facilitate to include all ideas</li> <li>Allow conversations for dissent</li> </ul>	<ul style="list-style-type: none"> <li>End on time</li> <li>Create an action plan</li> <li>Capture opinions, recommendations</li> <li>Document progress notes, including work required for caregiver(s) to achieve target competency as their child's "first teacher"</li> <li>Follow up with caregivers and other providers – progress notes, reading materials, more</li> <li>Encourage written feedback from caregivers after visit</li> <li>Survey caregivers for feedback</li> </ul>

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## Key Takeaways

- Challenge traditional home visit approaches and practices – before, during, and after
- Share home visit plans with caregivers prior to home visits, even more important in telehealth
- Role definition and agreement among multiple providers is respectful to caregivers, improves impact



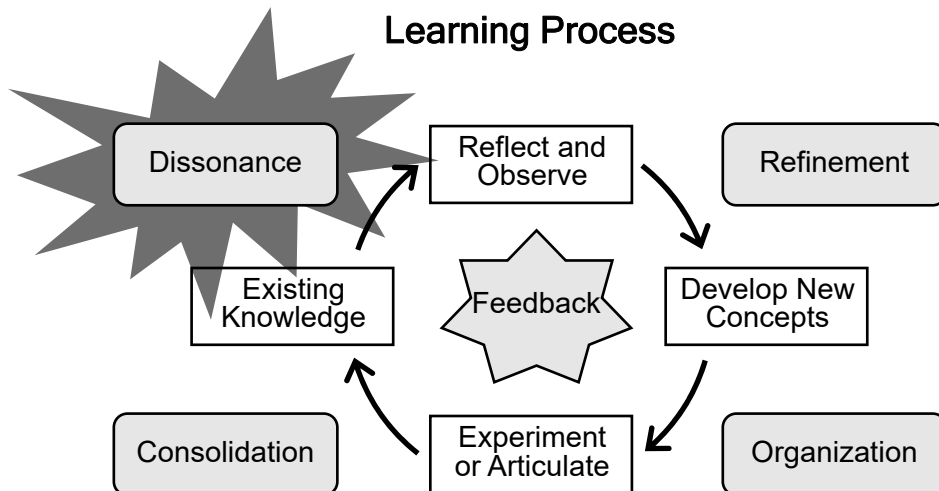
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# Agenda

- Welcome
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## Learning Process



## Objectives

- Expand your knowledge about adult learning
- Adopt frameworks, tools, and techniques to enhance preparation and effectiveness of EI services
- Improve your ability to build caregivers' capabilities to be their child's first teacher
- Be even more consciously competent

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**Adults don't know what they don't know -  
caregivers and other providers with whom you work**

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**Share your expertise with caregivers (collaboratively, sensitively, flexibly) to help them understand what they don't yet know - their "why," their journey ahead of them, their competency gaps to be their child's first teachers**

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### Caregiver Competency Domains as Their Child's First Teacher

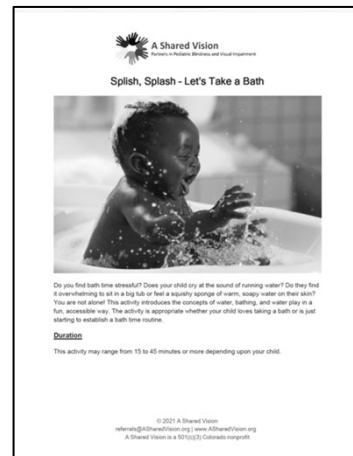
Self Care	Finances, insurance, budgeting	Communication
Family Logistics (time, organization)	Health and safety	Physical environment
Child assessments	Early child development	Working with providers
Content (curriculum)	How to teach my child (pedagogy)	Community support and resources
My child's diagnosis/ delay	Early intervention	Strategies to support child development

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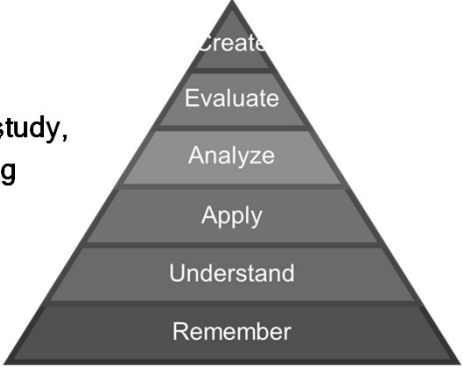
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Identify target competencies for caregivers (knowledge, skills, behaviors) to inform strategies and learning plans; share results amongst all the family's provider team

Create training plans BEFORE entering families' homes (especially important with telehealth); be flexible to adjust DURING the visit



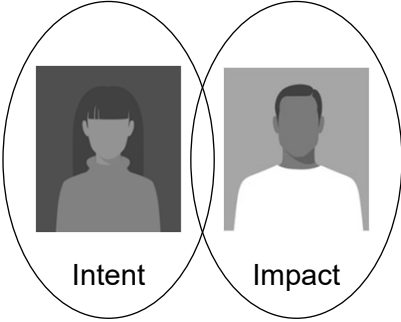
**Leverage a variety of training methods (self-study, leader led, active learning) to achieve learning objectives towards specific caregivers' competencies**



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**Incorporate caregivers' behavior preferences and learning styles into plans to maximize impact - before, during, and after home visits**



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Assess caregivers' and child's learning progress during each home visit to inform mid-course adjustments

Level 4:  
Results



Level 3:  
Behavior



Level 2:  
Learning



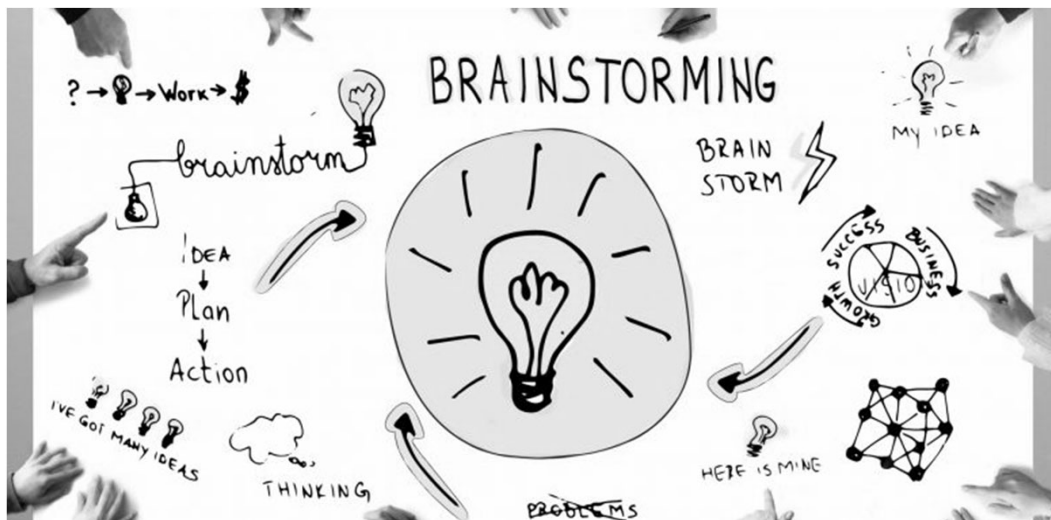
Level 1:  
Reaction



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### What's Next?



<https://www.fletchergruopl.com/why-virtual-teams-build-better-brainstorms/>

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## Considerations



- Individuals
- Teams
- Agencies/ organizations

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### *Brainstorm #1*

**What frameworks should we consider to improve home visits and child outcomes? Adult learning, behavior preferences, learning styles, visit planning (including learning activities), home visit best practices**

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Brainstorm #2

**How can we and how should we assess and communicate caregivers' competencies as their child's first teachers?**

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Brainstorm #3

**How can we improve our approach to teaching caregivers - planning, teaching methods, assessment?**

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*Brainstorm #4*

**How can we enhance the structure and processes of in-home visits within context of EI foundational pillars?**

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**Paula Landry**

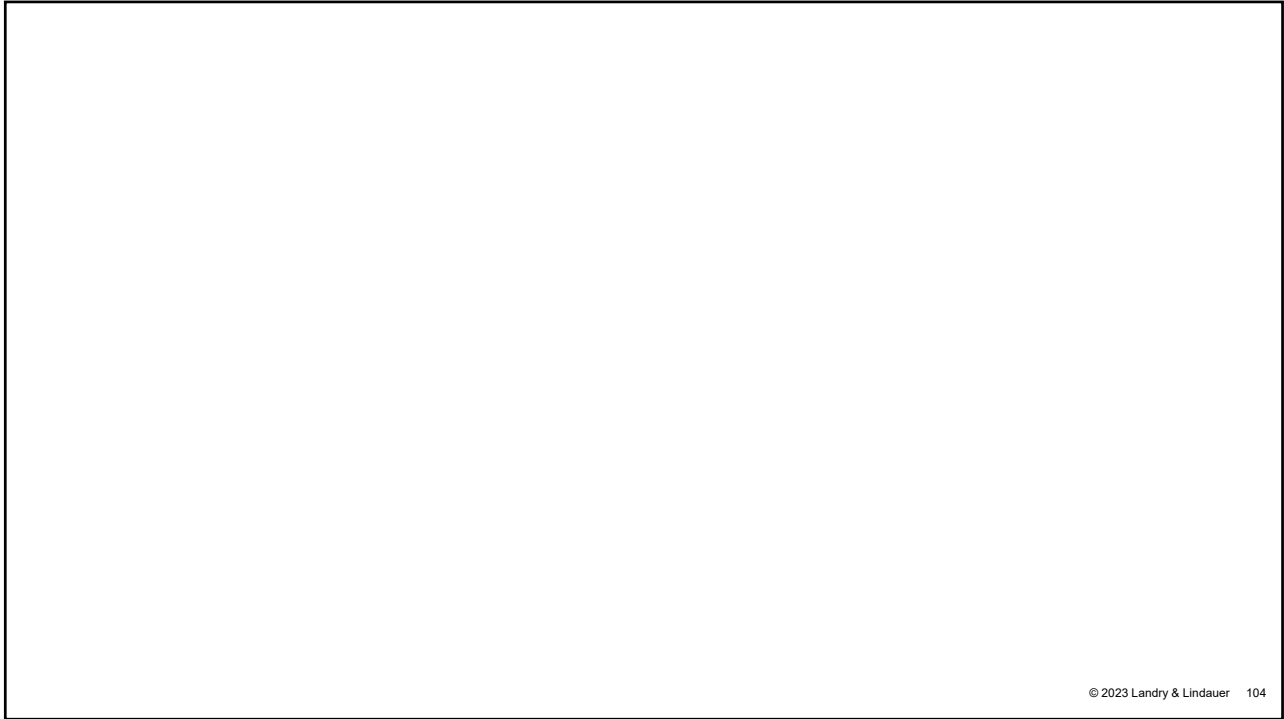
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