

Webinar Synopsis

Teaching a Child's First Teacher

Adult Learning in Early Intervention

★★★★☆ 83% rating. *“Great information shared in a short amount of time; the handout is invaluable.”*

How Do You Teach a Child's First Teacher?

While the focus of early intervention is to improve a child's developmental outcomes, a provider's energies and efforts focus on the child's caregivers. We are teachers and coaches for parents, not teachers and therapists for the children. Our goal is to enable caregivers to be effective first teachers – to be consciously competent about how to support the unique needs of their child. As one early intervention provider commented, “the real impact of early intervention occurs after the provider leaves.”

Participant Learning 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; and
- Be even more consciously competent.

Webinar headlines:

- Adult learning is one of the five Early Intervention Foundational Pillars. The others are family-centered practices, children's learning, natural environments, and quality teaming.
- While parents are the experts on their child's behavior, each practitioner is the expert within the context of their practice setting. (T. Berry Brazelton, M.D., and Joshua Sparrow, M.D.).
- Caregivers do not know what they do not know about their child, how to support their child's development, and their own personal journey.
- Early intervention providers are uniquely positioned to help caregivers understand their competencies (comprised of knowledge, skills, and behaviors), including their

competency strengths and opportunities for improvement to support their child's development.

- Early intervention providers should consider their own competence as teachers of a child's first teacher, from "unconscious incompetence" to "master competence."
- Caregiver competency assessment is as important as a child's developmental assessment.
- Research-based frameworks serve as the foundation for adult learning to build caregiver's competencies. Relevant frameworks include stages of competence, components of competency, the Forgetting Curve (Ebbinghaus), Blooms Taxonomy, the Learning Process (Taylor and Hamdy), Kirpatrick Evaluation Model.
- Adult learning strategies include setting goals, discussing with caregiver's their "why," reviewing information regularly, and creating experiences to help facilitate their learning.
- Within the early intervention coaching model, providers define and leverage learning experiences to build caregiver's competencies as their children's first teachers.
- A mix of learning methods maximizes caregiver learning, including self-study (e.g., text-based materials, podcasts, videos), leader-led interactions (e.g., presentations, modeling, storytelling), and coach-led interactions (e.g., discussions, practices, reflection).
- Lesson planning is essential in early intervention – from detailed, written plans to summary planning based on the experience and "conscious" competence of the provider. Lesson plans must accommodate the situational needs of the caregivers.
- Performance support materials provide meaningful point-of-need information for caregivers during everyday routines with their families (e.g., forms, checklists, schedules, FAQs).
- Understanding and applying insights of thinking styles and behavioral preferences will help ensure intended impacts are achieved in educating caregivers.
- One personality profile tool that is quite simple to understand and apply is Emergenetics. Behavioral preferences of both providers and caregivers include ranges of expressiveness, assertiveness, and flexibility. Thinking styles include analytical, structural, social, and conceptual.
- Regardless of the preferred profile tool, key concepts of personality should be incorporated into early intervention's coaching model for home visits, including planning, interactions with caregivers during home visits, educating caregivers, and home visit follow-up. The presenters suggest several best practices to improve the effectiveness of home visits.

About Presenters:

Paula Landry is a cofounder of A Shared Vision, Early Intervention Teacher of the Visually Impaired, and mother of a daughter who is blind.

Steven Lindauer is a cofounder of A Shared Vision, Executive Director, and human performance and leadership consultant.

Webcast information:

Webcast date: March 3, 2022

Webinar length: 1 hour, 57 minutes

Host: Texas School for the Blind and Visually Impaired

Link: <https://www.tsbvi.edu/videos-webinars/coffee-hour-archive-2021#caregiver>

Materials available: presentation, plus handout for providers to maximize adult learning during home visits

Webinar Evaluation:

243 people signed up, 129 attended (53%, typical is 50-60%), 77 completed survey.

**Participants' comments (random order):**

- Enjoyed the materials and handouts as well.
- Excellent.
- Excellent information at a perfect pace...thank you.

- Great information shared in a short amount of time; the handout is invaluable. Additional trainings on this and related topics would be wonderful!
- Great presentation!
- I appreciate the suggestions and ideas to help adult learners. One thing to remember is how busy we can get as providers. There's a lot expected of us, and much of it we don't get paid for!
- I appreciate you providing the handouts and slides since there was a large amount of information shared during the session.
- I do like the format of this webinar. It leads to more conversation between colleagues than purely informational.
- I like that this webinar made me think and question if I am meeting the needs of the parents in the families I serve.
- I liked the added parent perspective balanced with the professional perspective.
- I liked the style of presentation a lot and the two presenters were passionate about the topic, and it showed. They worked well together.
- I really enjoyed this presentation. I need more practice on the topic of adult learning/teaching to adults, but this gave me a framework from where to start in EI. Thank you!
- I was surprised that rapport was not mentioned at all. In my practice, this is number 1. The most important aspect to my thinking on parent training and coaching is understanding where the parents are coming from and how I can connect with them to help them acquire the skills they need. I adjust my behavior to accommodate the parents and guardians and teachers I work with and I very much view this as my job in EI. Also, the terms "assessment" of skills and "competencies" as ?negative? was surprising, even shocking to me. I present these concepts to families as empowering! When we look at what we are doing (assessing our competency) we are identifying things we can change to make things work better! I present it as, what we are doing needs to change in order for us to get change in the kids' repertoires. HOW EXCITING! If we change, they change! Assessment of ourselves is a positive all. the. way. I literally state, "Let me empower you by understanding how what we do directly impacts our kids behavior!" I never saw such hesitancy in a provider to evaluate ourselves, or towards terms that are around assessing competency.
- It is most helpful if the speaker is talking to the camera mostly and not the other person in the room. My understanding is that this is a presentation. If the intention is to have a conversation, then can there be an opportunity to have the conversations without presentation slides?

- Loved the conversation style of the presenters; helped keep me engaged.
- Loved the discussions and perspective.
- Loved the presentation! A ton of good information was presented. It would have been helpful to have strategies or ways to use this adult learning information when coaching but I also realize that your goal was to leave it open ended and not give the answers.
- Thank you for taking feedback and slowing down. The information was very helpful, and I appreciated having the therapist input with the research backing it.
- Thank you so much for your preparation and willingness to share your expertise.
- This training felt more like a university lecture. There were a lot of graphics with terminology that wasn't fully explained, lots of jargon; I felt like we should have read a textbook chapter first to get enough background schema for the presentation.
- This training did not have a variety of presentation styles, even though it was talking about different learning styles. Videos with examples of what was being talked about, or slower, descriptive case studies would have helped make this information more applicable to real life situations. There were not enough real-life examples in general.
- Thank you.
- Very educational session and I'm hoping it helped a colleague that was also attending realize she does need to be leaving activities for the family to work on and checking in with them. I'm a Myers-Briggs person for too many years to count because I like Jungian psychology. I looked into the Emergenetics right away out of curiosity, but at \$199 a test, I won't be pursuing it. I appreciated all the materials provided as well.
- Very fast paced.