Teaching a Child’s First Teacher

Adult Learning in Early Intervention

**HANDOUTS - PERFORMANCE SUPPORT FOR PROVIDERS**

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# Adult Learning Theories

<table>
<thead>
<tr>
<th>THEORY</th>
<th>SUMMARY</th>
<th>BEST SUITED FOR</th>
</tr>
</thead>
</table>
| 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        | • 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                                                                                                                               |
| 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.wgu.edu/blog/adult-learning-theories-principles2004.html#close)
[https://www.learningrevolution.net/strategies-for-teaching-adult-learners/](https://www.learningrevolution.net/strategies-for-teaching-adult-learners/)
# Blooms Taxonomy - Verbs

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

Adapted from: https://www.mesacc.edu/employees/course-management/curriculum/resources/blooms-higher-level-verbs
Learning Process (Taylor and Hamdy)

Task
- Reflect and Observe
-反思和观察
- Develop New Concepts
- 发展新概念
- Elaboration Refinement
- 精细化
- Reflect Organize
- 反思组织

Stage of Development
- Experiential Learning
- 经验式学习
- Reflection
- 反思
- Conceptualization
- 概念化

Learning Style
- Sensory
- 感觉型
- Visual
- 视觉型
- Auditory
- 听觉型

Motivation
- 内在动机
- 外在动机

Resources
- 资源

Existing Knowledge
- 存有的知识
- Dissonance
- 矛盾

Feedback
- 反馈
- Reflect
- 反思
- Consolidate
- 整合
Kirkpatrick Evaluation Model

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)

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 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 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)

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

https://virtualspeech.com/blog/adult-learning-styles-vak-model
# Adult Learning Methods and Performance Support

<table>
<thead>
<tr>
<th>CONTENT FOCUS</th>
<th>ACTIVE LEARNING</th>
<th>ASSESSMENT</th>
<th>PERFORMANCE SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Synchronous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation/ lecture</td>
<td>• Discussion</td>
<td>• Observations</td>
<td>• Job-aids (forms, checklists, schedules)</td>
</tr>
<tr>
<td>• Modelling</td>
<td>• Practice</td>
<td>• Projects</td>
<td>• FAQs</td>
</tr>
<tr>
<td>• Storytelling</td>
<td>• Feedback</td>
<td>• Simulation</td>
<td>• Websites, mobile apps</td>
</tr>
<tr>
<td>• Demonstration</td>
<td>• Debate</td>
<td>• Role plays</td>
<td>• Infographics</td>
</tr>
<tr>
<td><strong>Asynchronous</strong></td>
<td>• Reflection</td>
<td>• Case studies</td>
<td>• Videos of procedures</td>
</tr>
<tr>
<td>• Text-based materials</td>
<td></td>
<td></td>
<td>• Audios or podcasts</td>
</tr>
<tr>
<td>• Podcasts</td>
<td>• Social media communities</td>
<td></td>
<td>• Questionnaires for decisions</td>
</tr>
<tr>
<td>• YouTube</td>
<td>(e.g., Facebook)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recorded lectures/ trainings</td>
<td>• Computer-based applications/ practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer-based training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Website exploration</td>
<td></td>
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</tr>
</tbody>
</table>
# Behavior Preferences in Action

<table>
<thead>
<tr>
<th>Expressiveness</th>
<th>Assertiveness</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics</strong></td>
<td><strong>Characteristics</strong></td>
<td><strong>Characteristics</strong></td>
</tr>
<tr>
<td>- Quiet</td>
<td>- Peacekeeper</td>
<td>- Focused</td>
</tr>
<tr>
<td>- Calm</td>
<td>- Accepting</td>
<td>- Firm</td>
</tr>
<tr>
<td>- Introverted</td>
<td>- Amiable</td>
<td>- Strong opinions</td>
</tr>
<tr>
<td>- Reserved</td>
<td>- Deliberate</td>
<td>- Impatient with change</td>
</tr>
<tr>
<td>- Private</td>
<td>- Compliant</td>
<td>- Decides easily</td>
</tr>
<tr>
<td>- Outgoing</td>
<td>- Determined</td>
<td>- Easy going</td>
</tr>
<tr>
<td>- Lively</td>
<td>- Telling</td>
<td>- Affable</td>
</tr>
<tr>
<td>- Extroverted</td>
<td>- Amiable</td>
<td>- Changeable</td>
</tr>
<tr>
<td>- Gregarious</td>
<td>- Deliberate</td>
<td>- Accommodating</td>
</tr>
<tr>
<td>- Demonstrative</td>
<td>- Compliant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Approach</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- One on one</td>
<td>- Peaceful environment</td>
<td>- Sees many options</td>
</tr>
<tr>
<td>- Works alone</td>
<td>- Negotiated resolution</td>
<td>- Easy going</td>
</tr>
<tr>
<td>- Quiet atmosphere</td>
<td>- Gentle pace</td>
<td>- Affable</td>
</tr>
<tr>
<td></td>
<td>- Fast pace</td>
<td>- Changeable</td>
</tr>
<tr>
<td></td>
<td>- Take action</td>
<td>- Accommodating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Tips</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Think before speaking</td>
<td>- Speak up</td>
<td>- Do it their way</td>
</tr>
<tr>
<td>- Use fewer gestures and words</td>
<td>- Gesticulate</td>
<td>- Stay the course</td>
</tr>
<tr>
<td>- Allow silence; feel free to leave them alone</td>
<td>- Constant conversation with more than one person at a time okay</td>
<td>- Suggest fewer changes</td>
</tr>
<tr>
<td>- Be understated</td>
<td>- Exaggerating okay</td>
<td>- Make a decision now</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Do it anyway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Give them options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Changes and revisions are okay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Punt the decision until later</td>
</tr>
</tbody>
</table>
Thinking Styles in Action

**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**
- 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**
- 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**
- 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
# Lesson Planning

<table>
<thead>
<tr>
<th>CONTENT FOCUS: SELF STUDY</th>
<th>CONTENT FOCUS: LEADER LED</th>
<th>ACTIVE LEARNING: COACH LED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Text-based materials</td>
<td>• Present</td>
<td>• Discuss</td>
</tr>
<tr>
<td>• Podcasts</td>
<td>• Model</td>
<td>• Practice</td>
</tr>
<tr>
<td>• YouTube/ video</td>
<td>• Tell stories</td>
<td>• Role play</td>
</tr>
<tr>
<td>• Recorded trainings</td>
<td>• Demonstrate</td>
<td>• Feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRENT COMPETENCE</th>
<th>TARGET COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Behaviors</td>
<td></td>
</tr>
</tbody>
</table>
### Home Visit Best Practices Considerations

<table>
<thead>
<tr>
<th>Prior to the Visit</th>
<th>Start of the Visit</th>
<th>During the Visit</th>
<th>Wrapping up Visit</th>
<th>After the Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan learning activity for the next visit with caregiver</td>
<td>Begin on time</td>
<td>Stay on task</td>
<td>End on time</td>
<td>Document progress notes, including work required for caregiver(s) to achieve target competency as their child’s “first teacher”</td>
</tr>
<tr>
<td>Provide “home visit plan” and pre-reads prior to visit</td>
<td>Establish and build rapport</td>
<td>Provide data to support statement(s), ensure accuracy of data</td>
<td>Gently encourage people to provide opinions and suggestions</td>
<td>Follow up with caregivers and other providers – progress notes, reading materials, more</td>
</tr>
<tr>
<td>Send meeting reminder (text, email)</td>
<td>Discuss objective(s) of the home visit up front</td>
<td>Discuss impact on people</td>
<td>Encourage “drivers” to seek to understand others</td>
<td>Encourage written feedback from caregivers after visit</td>
</tr>
<tr>
<td>Establish roles during visit (multiple providers)</td>
<td>Follow “home visit plan”</td>
<td>Suspend judgment</td>
<td>Encourage caregivers to describe the impact of change AND the benefits of change</td>
<td>Survey caregivers for feedback</td>
</tr>
<tr>
<td></td>
<td>Work towards timelines</td>
<td>Ask what else, where else, allow for brainstorming</td>
<td>Facilitate to include all ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide quiet moment to reflect</td>
<td>Allow conversations for dissent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide opportunity to discuss</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Adapted from Emergenetics International

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