

Supercharge Home Visiting with Adult Learning Principles

Early Childhood Investigations
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1. Check our focus
2. Discuss the "why"
3. Identify 6 adult learning principles and lots of strategies!
4. Put the principles in context with Emily's family
5. Practice self-reflection
6. Complete action planning

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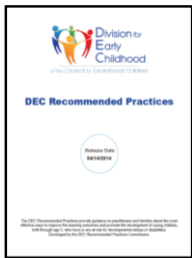
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MISSION of EI

“Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children’s learning and development through everyday learning opportunities.”

Workgroup on Principles and Practices in Natural Environments, 2008

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F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.

F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.

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There is considerable evidence to suggest that families have a significant effect on their children's development.

Bronfenbrenner, 1986; Bruder, 2010; Moore, Barton, & Chironis, 2014; Yang, Houssain, & Sitharhan, 2013



Parents can be skilled implementers of intervention and affect positive long-term effects on child outcomes.

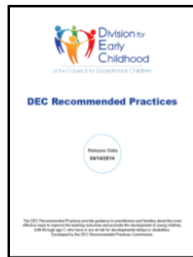
Barton & Fettig, 2013

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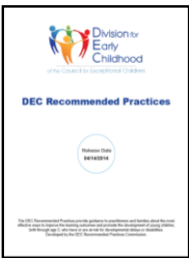


E1. Practitioners **provide services and supports in natural and inclusive environments during daily routines and activities** to promote the child's access to and participation in learning experiences.

INS5. Practitioners **embed instruction within and across routines, activities, and environments** to provide contextually relevant learning opportunities.



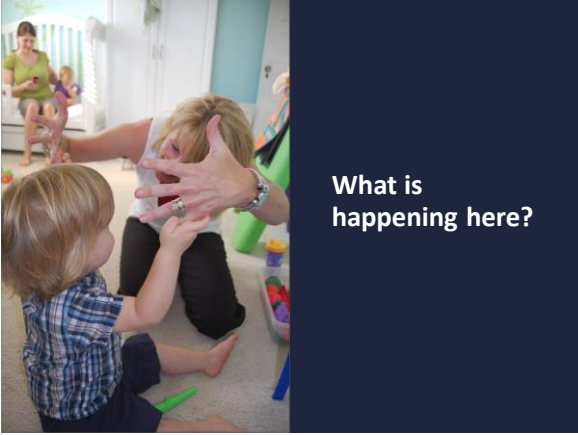
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INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to **facilitate positive adult-child interactions and instruction** intentionally designed to promote child learning and development.

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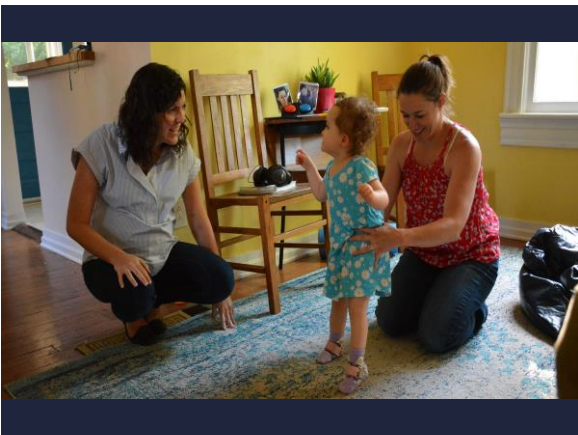


What is happening here?

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POLL



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Service providers' use of capacity-building practices that **actively involve caregivers in learning during visits** appear to be related to improved caregiver and child outcomes.

Bruder, 2010; Dunst et al., 2014; Swanson et al., 2011

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“Family-centered principles guide practitioners on **WHAT** to do,

and adult learning theory facilitates **HOW** to do it.”

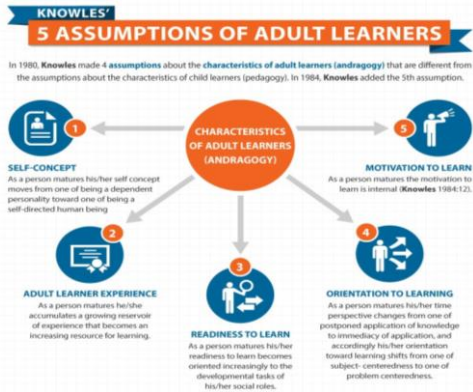
Woods & Brown, 2011, p 241

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Emily and her Family

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Source: <https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/>

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Adult Learning Principle #1

Parents learn best when what is being learned is **immediately relevant and useful** to them.

Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009

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Adult Learning Principle #2

Parents learn best when **new knowledge is built on prior knowledge and experience.**

Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009

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Relevancy and Prior Experience



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Strategies for Balanced Intervention

1. Ask about what the parent wants to child to be able to do (**relevancy**)
2. Explore what the parent already knows and is doing first (**prior knowledge**)
3. Build on parent-child interactions

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Adult Learning Principle #3

Parents learn best when they **understand what they are learning, why it is important, and how to use it.**

Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009

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Understanding Why

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Strategies for Balanced Intervention

- 4. Be specific when suggesting a strategy by explaining **what** and **why**
- 5. Let the parent decide
- 6. Use descriptive language when explaining **how** the strategy could be used

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Adult Learning Principle #4

Parents learn best through **actively participating and practicing** what they are learning.

Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009

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Adult Learning Principle #5

Parents learn and remember best when what they are learning is **practiced in context and in real time.**

Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009

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Practice in Context and Real Time

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Strategies for Balanced Intervention

- 7. Explore natural learning opportunities together by discussing what typically happens and what could be adjusted (**active participation**)
- 8. Make space for or facilitate parent-child interaction (**practice**)
- 9. Ask if you can observe (**context and real-time**)
- 10. Keep your focus on 1-2 skills

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Adult Learning Principle #6

Parents learn and remember best when they have **opportunities to reflect and receive feedback on their learning and performance.**

Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009

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Strategies for Balanced Intervention

- 11. Ask open-ended questions to facilitate **reflection**
- 12. Provide specific **feedback**
- 13. Link what you observe with the parent's priorities
- 14. Plan for between visits (**relevancy, active participation**)

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Self-Assessment: How Are You Supporting Caregiver Learning during Balanced Intervention Visits?

Instructions: Read each item and check the box that most closely resembles how often you implement the practice in your work. Be honest with yourself and add notes about your answers as needed. Discuss your insights and your plan for improvement with your team or a colleague. Add a reminder on your mobile device or calendar to repeat this self-assessment in month to see how you've grown. For additional information about balanced intervention, adult learning, and early intervention, see Pause and Reflect: Your Guide to a Deeper Understanding of Early Intervention Practice (2021).

Name: _____ Date: _____

	Never	Sometimes	Most of the time	Always	Notes
Supporting Caregiver and Child Learning within the Early Intervention Triad					
1. I focus my energy on facilitating learning for both caregivers and children during each visit.					
2. I share my expertise during visits in ways that facilitate the caregiver's active involvement and engagement with the child (rather than expecting the caregiver to primarily observe me and know what to do).					
3. I value the caregiver's expertise and try to learn from and with the caregiver about the child's skills and daily activities.					
4. I reflect on my practices after most visits to consider how my work matches or does not match the Mission of Early Intervention.					
Using Adult Learning Principles					
5. I relate intervention to what is immediately relevant and useful to the family.					
6. I ask questions to explore what the caregiver already knows or has already tried before discussing strategies or intervention activities.					
7. I help the caregiver understand how and why to use intervention strategies/activities with the child.					

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Keep On Learning!

Pause and Reflect (book)

Supporting Caregiver Learning during EI Visits (free online course)

Adult Learning and Early Intervention (resource page)

8 Concepts (article)

EI Strategies for Success Blog

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What are **YOU** going to do with what you learned today?

What's **YOUR** action plan?

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Questions? Need More Support?
Dana Childress, PhD
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