



## Implementing Information About Adult Learners in Early Intervention: Self-Assessment

YES NO

- | YES                      | NO                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. <b>Are family members comfortable?</b> Have they identified the place and activities? Are caregivers seated comfortably with easy access to child and materials? Did the family have input into the time, materials and goals of the activity? Is the atmosphere friendly among participants? Is the environment arranged to support intervention sequence?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. <b>Am I aware and respectful of the family?</b> Do I listen for the family's values and priorities in our conversations? Do I accommodate the family's concerns and priorities' in our planning and implementation? Are all family members who care for the child included? Do I listen to and respect family members thoughts, beliefs, and ideas?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. <b>Am I an effective communicator?</b> Do I seek the family's observations/information? Do family members have opportunities to ask questions or seek clarification? Do I present information at a time and in formats specific to the family members? Do I use words that make sense to families? Do I communicate respectfully to the family as team members?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. <b>Am I aware of the positive and negative educational experiences that effect family members as adult learners?</b> Do I build family members' confidence in their ability to help their child? Do I use print, video, visuals, technology or conversations to support involvement? Do I listen and respond to family members' comments about teaching and learning for their child? Are the strategies already used by family members identified and incorporated into the routine? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. <b>Does the intervention reflect family's priorities?</b> Are family priorities the basis for the plan? Are family members' recommendations identified as strategies? Are family members assured that plans are flexible and can be modified as the need arises? Does the family make the choice of where, when, and how often to intervene?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. <b>Do I provide opportunities for collaborative problem solving?</b> Do family members have the opportunity to "brainstorm" concerns and issues? Is information available and offered to families to assist them in generating ideas? Are they encouraged to discuss alternatives before deciding on the best solution? Do I respect and support the family's plan?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. <b>Can the intervention be used by the family member in real situations?</b> Did the family choose the routines? Did I observe family members in the routine? Are materials readily available and easy to use? Does intervention adopt or modify the routine as little as possible? Did the family members offer and receive feedback on the ease of intervention in routine?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. <b>Are the various commitments of family members recognized?</b> Are family members given options for involvement? Do I seek to involve multiple family members or caregivers recognizing the family's schedule? Are competing variables identified and negotiated during planning? Do family members have the opportunity to make final decisions in determining frequency and amount of participation?  |