

# Adult Learning Principles

Remember these five key adult learning principles when you're partnering with parents and other caregivers!



Dana, Ben & Lisa

## Adult Learning Principle

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

### Example

Lisa asks for ideas for how to entertain Ben while she makes dinner. She and Dana, the OT, practice activities with Ben in the kitchen that encourage his development and keep him busy.



Matt, Dylan & Kayla

## Adult Learning Principle

Adults learn best when new knowledge is built on prior knowledge.

### Example

Rather than putting Dylan in her own lap, Kayla, the educator, watches as Matt shows her what he knows about how to hold his son to provide trunk support while they play. Matt wants Dylan to activate the toy, so Kayla helps Matt support Dylan around his elbows so he can reach the buttons on the toy.



Crystal & Gina

## Adult Learning Principle

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

### Example

Crystal's mother, Gina helps her daughter play on the family's iPad to practice eye-hand coordination with support from the speech-language pathologist.



Katie & Denaye

## Adult Learning Principle

Adults learn and remember when what they are learning is practiced in context and in real time.

### Example

The PT joins Denaye and her daughter, Katie, in the backyard to practice strategies that challenge Katie's balance and coordination during the family's favorite ball game.



Ben, Justin & Lisa

## Adult Learning Principle

Adults learn and remember best when they receive feedback and reflect on their learning and performance.

### Example

Justin, the OT, coaches Lisa in how to hold the shoe so that Ben can help with getting ready to go outside to play.

# Adult Learning Principles

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

YES NO

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Are you finding out and addressing the family's priorities and interests?

Do the IFSP outcomes reflect those priorities and interests?

OR

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Do outcomes or activities during EI visits focus on missed skills and milestones?

Adults learn best when new knowledge is built on prior knowledge.

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Are you asking families what they already know and what they have already tried?

Are you building your intervention visit on what family members already know?

OR

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Do you share your ideas and strategies before asking the family what they know?

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

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Are families actively engaged and participating with their child during the session?

Are you giving the responsibility over to the family to practice with their child during the EI session?

OR

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Are you the one who spends most of the EI visit interacting with the child?

Adults learn and remember when what they are learning is practiced in context and in real time.

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Are your visits scheduled around real routines and activities that belong to the family?

Are you helping the family practice strategies with the child during the real time routine?

OR

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Do you see the family the same day of the week at the same time regardless of the routine?

Are the majority of your visits on the floor in the living room focused around play?

Adults learn and remember best when they receive feedback and reflect on their learning and performance.

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Do you and the family share feedback and reflect on learning?

Does the family feel comfortable with what they practiced so they know what to do when you are not there?

OR

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Do you assume that if you model a strategy that is enough for the family to learn and practice on their own?