

Note to Learner: The Institute for the Advancement of Family Support Professionals (IAFSP) encourages you to complete the training and activities with the support of your supervisor. The notes below will guide you in preparing to take the training, following up with your supervisor after the training, supporting transfer of learning into daily practice, and extending learning through individual supervision.

Ongoing: View the Professional Development Program and each training module as an investment in skills and knowledge to help improve home visitor effectiveness.

Before the training:

- Learner and supervisor review course objectives and family support professional competencies
- Learner rates knowledge of learning objectives

During the training, the learner:

- Completes activities
- Reflects on own response
- Identifies questions and concerns
- Prints Reflective Responses to share with supervisor
- Completes post-training evaluation

After the training:

- Learner:
 - Rates knowledge of learning objectives
 - Completes post-training activities, as required
 - Develops an action plan for applying skills and knowledge in daily practice
 - Meets with supervisor to:
 - Review pre- and post-training activities
 - Discuss reflections, questions, and concerns
 - Review action plan for applying skills and knowledge in daily practice
 - Assess personal learning goals, transfer of learning, and action plan over time

This 45-minute online module describes the importance of the parent-child relationship for the child's growth and development and parent-child interactions as the building blocks for the relationship. Through these interactions, the child forms attachment to his parent, learns, grows and explores, with his parent providing a safe and secure base.

The module also covers best practices for supporting parent-child interactions through coaching provided during home visits.

NATIONAL FAMILY SUPPORT PROFESSIONAL COMPETENCIES

Domain 1: Infant and Early Childhood Development

Dimension 1: Typical and atypical development

Component c: Individual needs and differences

Dimension 5: Early learning

Component a: Routines and Interactions

Component c: Developmentally appropriate

Domain 2: Child Health, Safety and Nutrition

Dimension 6: Typical and atypical development

Component a: Brain development

Domain 3: Parent-Child Interactions

Dimension 11: Influences on parenting

Component d: Parental Self-Efficacy

Dimension 12: Parent-child relationship

Component a: Attachment

Component b: Sensitivity and responsiveness

Component c: Facilitation of interactions

Domain 10: Professional Practice

Dimension 36: Professional development

Component b: Current research

BEFORE THE TRAINING

Rate Your Knowledge (Scale of 0 to 5, 0 = no knowledge, 5 = significant knowledge)

Learning Objective	Before the Training	After the Training
Describe parent-child interactions and their importance for the child’s growth and development, including brain development.		
Recognize the impact of a relationship with a consistent caregiver on parent-child interactions.		
Differentiate between the approaches of modeling and coaching parent-child interactions and identify the appropriate use of each strategy.		
Identify the role of coaching parent-child interactions as the best practice to promote positive child outcomes and parental self-efficacy.		
Recognize the role of individually appropriate practice in coaching parent-child interactions.		
Understand how to use observations to effectively coach parent-child interactions.		
Understand the importance of including all family members in child interactions.		

My personal learning goals for this training are:

1. _____
2. _____
3. _____

AFTER THE TRAINING

Reflections on what I learned:

Questions and concerns I identified:

Action Plan: (Each learner’s plan will be unique. To get you started, some ideas are listed below.) As a result of this training, I will...

- Share the “Behavioral Analysis of Beginning Years Lab,” video from Cornell University with parents to demonstrate how their babies contribute to parent-child interactions.
- Develop a list of reciprocal or serve-and-return activities I can share with parents.
- Talk with my supervisor about my program and model’s requirements for using parenting assessment tools. If a tool is required, I’ll make sure I know how and when to use it.
- Share my “Home Visiting Red & Green Flags” self-assessment results with my supervisor for help in identifying opportunities to increase my coaching skills.
- Engage in role-play to practice my coaching skills with my supervisor or a colleague. I may videotape these interactions to watch later so I can identify areas of strength and opportunities for additional learning.
- Seek out current and new research on child development and parent-child interactions through Zero to Three, HARC and other organizations.

My Action Plan

ACTION	TARGET DATE	DATE COMPLETED