

# Strengthening Practitioner Competence Using a Participatory Adult Learning Strategy

Carl J. Dunst, Ph.D.

Orelena Hawks Puckett Institute  
Asheville, North Carolina, USA

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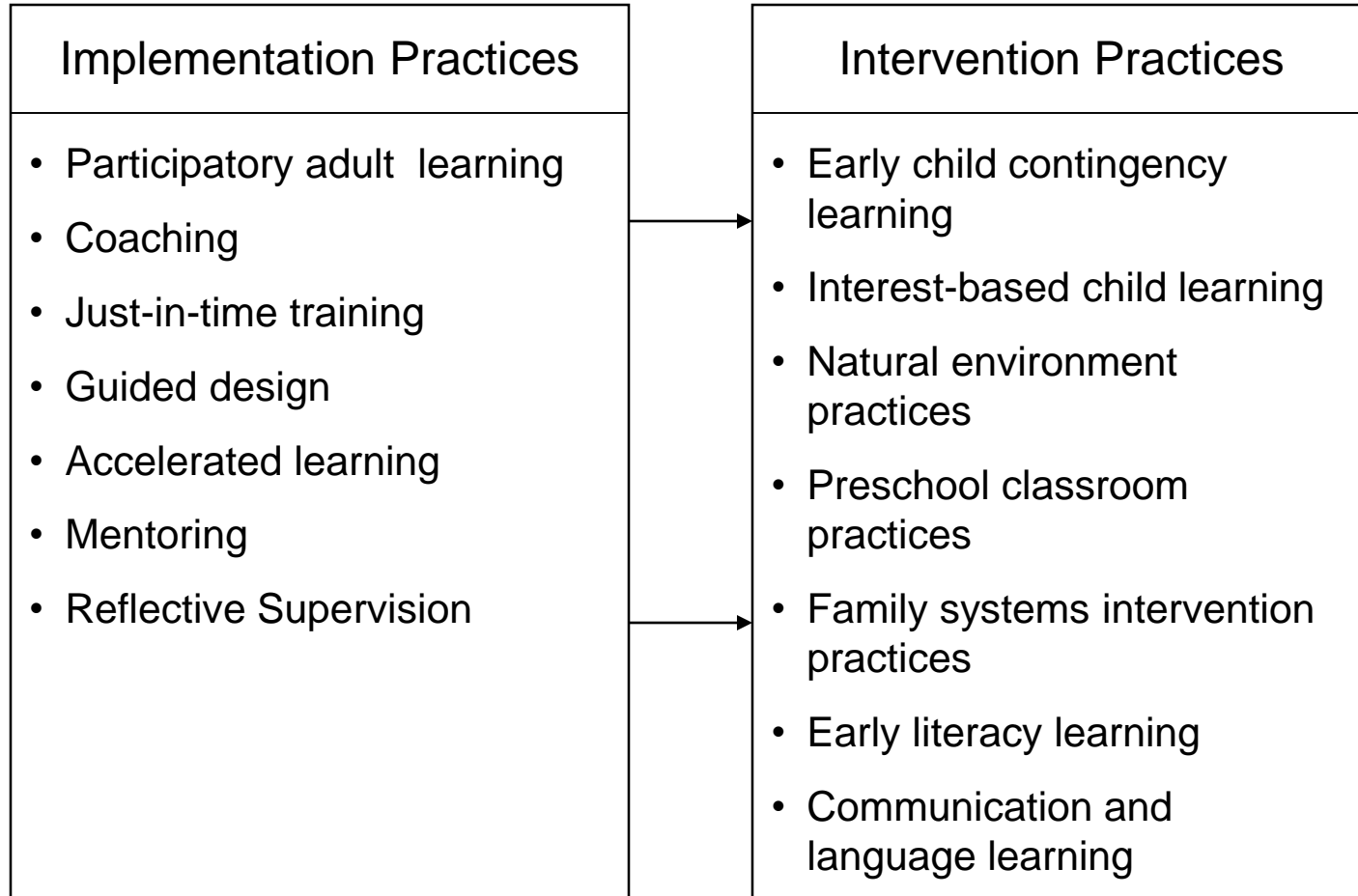
# Purpose

- Describe the key characteristics of an evidence-based approach to professional development
- Illustrate how the evidence base was used to develop a participatory approach to professional development and adult learning
- Describe the findings from several evaluation studies using the evidence-based professional development practices
- Illustrate the use of the participatory adult learning strategy currently being used at the *Center for Everyday Child Language Learning*

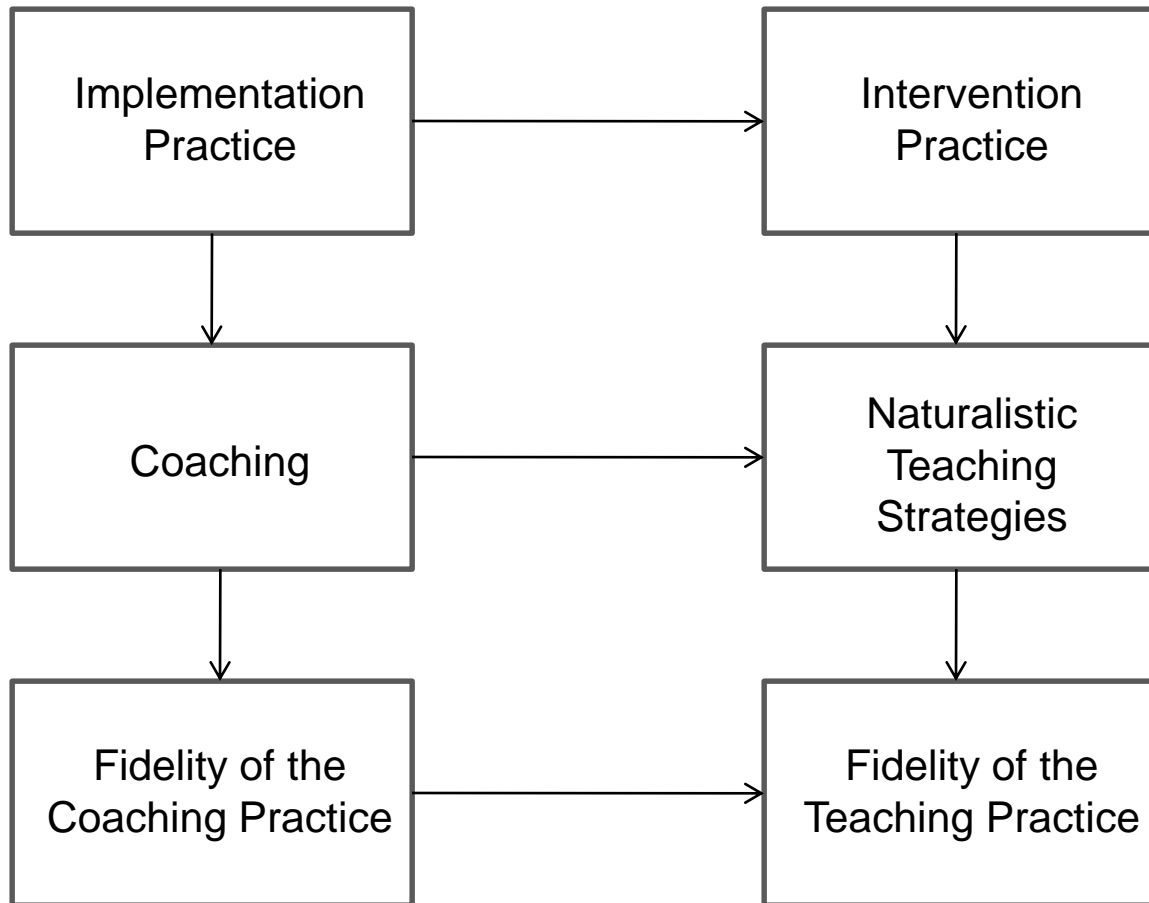
# Two Types of Evidence-Based Practices

- Evidence-Based Intervention Practices
  - Naturalistic language instructional practices
- Evidence-Based Implementation Practices
  - Adult learning methods

## Relationship Between the Two Types of Practices



## An Example of An Implementation and Intervention Practice



# Research Synthesis of Adult Learning Studies<sup>a</sup>

- Research synthesis of studies of accelerated learning, coaching, guided design, and just-in-time-training
- 58 randomized control design studies
- 2,095 experimental group participants and 2,213 control or comparison group participants
- Combination of studies in university and nonuniversity settings
- Learner outcomes included learner knowledge, skills, attitudes, and self-efficacy beliefs

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<sup>a</sup> Dunst, C.J., Trivette, C.M., & Hamby, D.W. (in press). Meta-analysis of the effectiveness of four adult learning methods and strategies. *International Journal of Continuing Education and Lifelong Learning*.

# Adult Learning Methods and Strategies

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Methods	Description
Accelerated Learning	“Creating a relaxed emotional state, an orchestrated and multi-sensory learning environment, and active learner engagement” (Meier, 2000).
Coaching	“Method of transferring skills and expertise from more experienced and knowledgeable practitioners to less experienced ones” (Hargreaves & Dawe, 1990).
Guided Design	“Method characterized by decision-making and problem solving processes that include procedures for using real world problems for mastering learning content (through) facilitator guidance and feedback” (Wales & Stager, 1998).
Just-in-Time Training	“Training methods and strategies used in the context of real-life challenges in response to learner requests for guidance or mentoring” (Beckett, 2000).

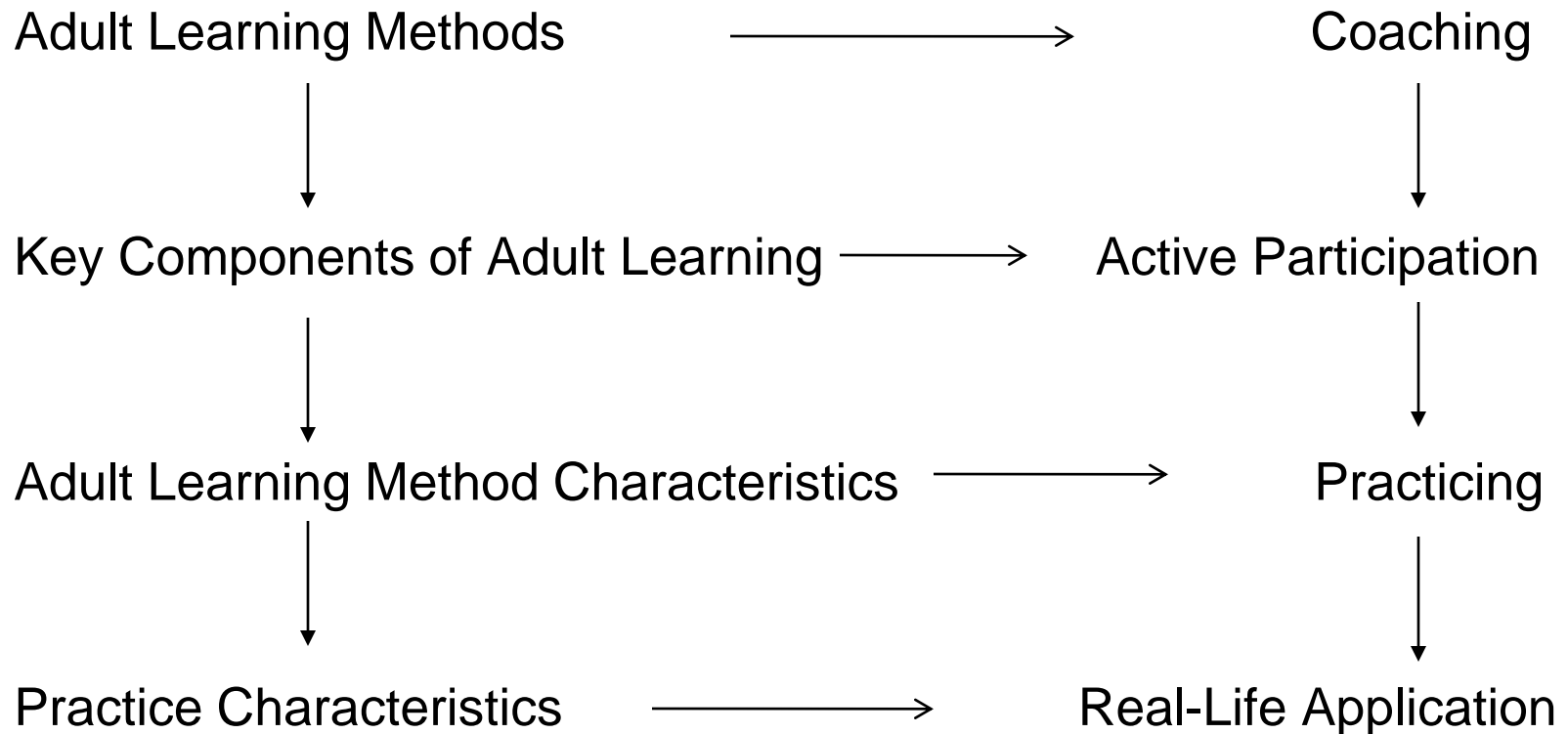
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# A Practice-Based Approach to Research Syntheses

Practice-based research syntheses go beyond tests of efficacy and effectiveness to identify the practice characteristics that *matter most* in terms of explaining optimal learner outcomes and benefits



# Unpacking and Disentangling “What Matters Most”



# Characteristics Used to Evaluate the Adult Learning Methods<sup>a</sup>

## *Planning*

- |            |   |
|------------|---|
| Introduce  | Engage the learner in a preview of the material, knowledge or practice that is the focus of instruction or training |
| Illustrate | Demonstrate or illustrate the use or applicability of the material, knowledge or practice for the learner           |

## *Application*

- |          |  |
|----------|--|
| Practice | Engage the learner in the use of the material, knowledge or practice   |
| Evaluate | Engage the learner in a process of evaluating the consequence or outcome of the application of the material, knowledge or practice |

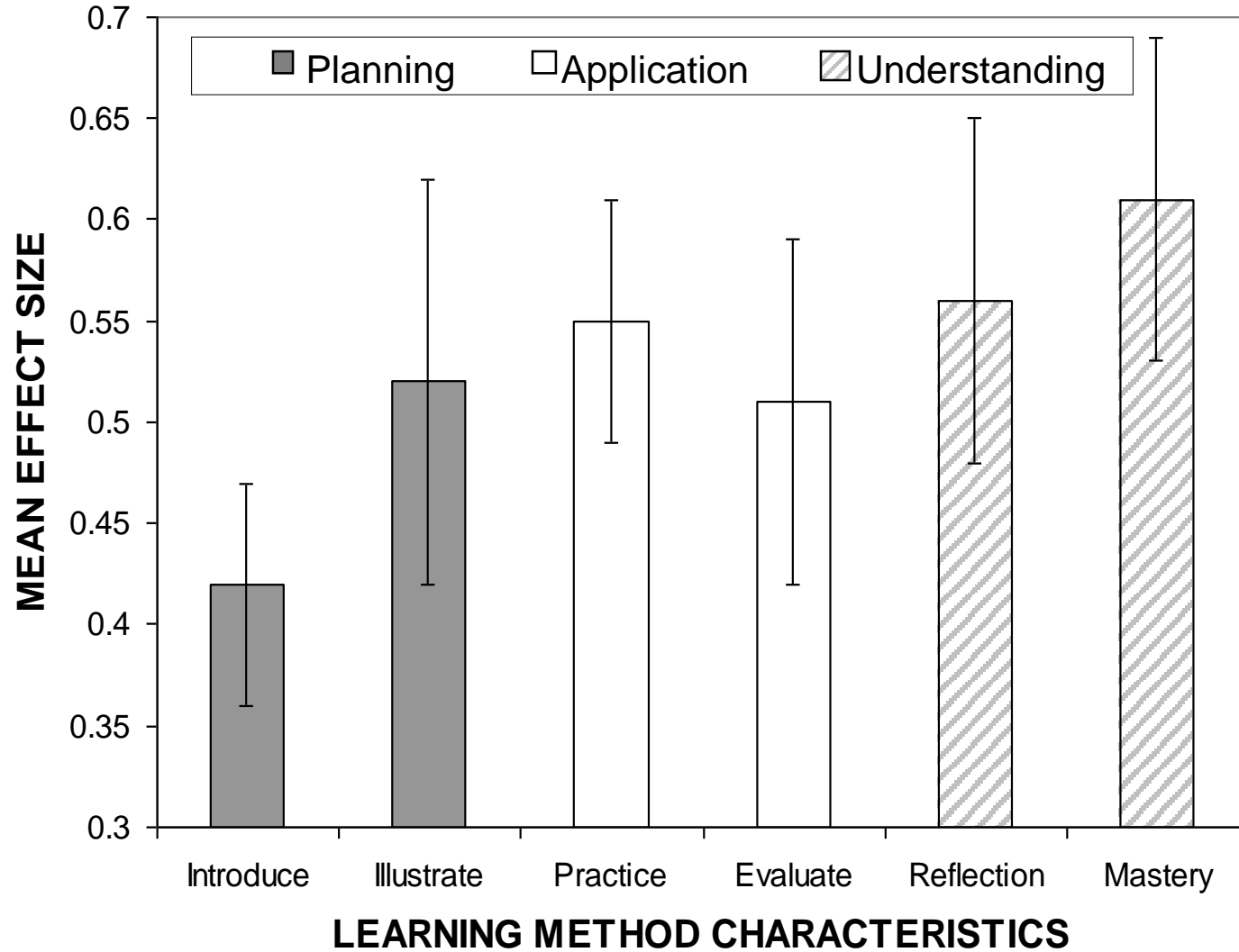
## *Deep Understanding*

- |            |   |
|------------|---|
| Reflection | Engage the learner in self-assessment of his or her acquisition of knowledge and skills as a basis for identifying “next steps” in the learning process                             |
| Mastery    | Engage the learner in a process of assessing his or her experience in the context of some conceptual or practical model or framework, or some external set of standards or criteria |

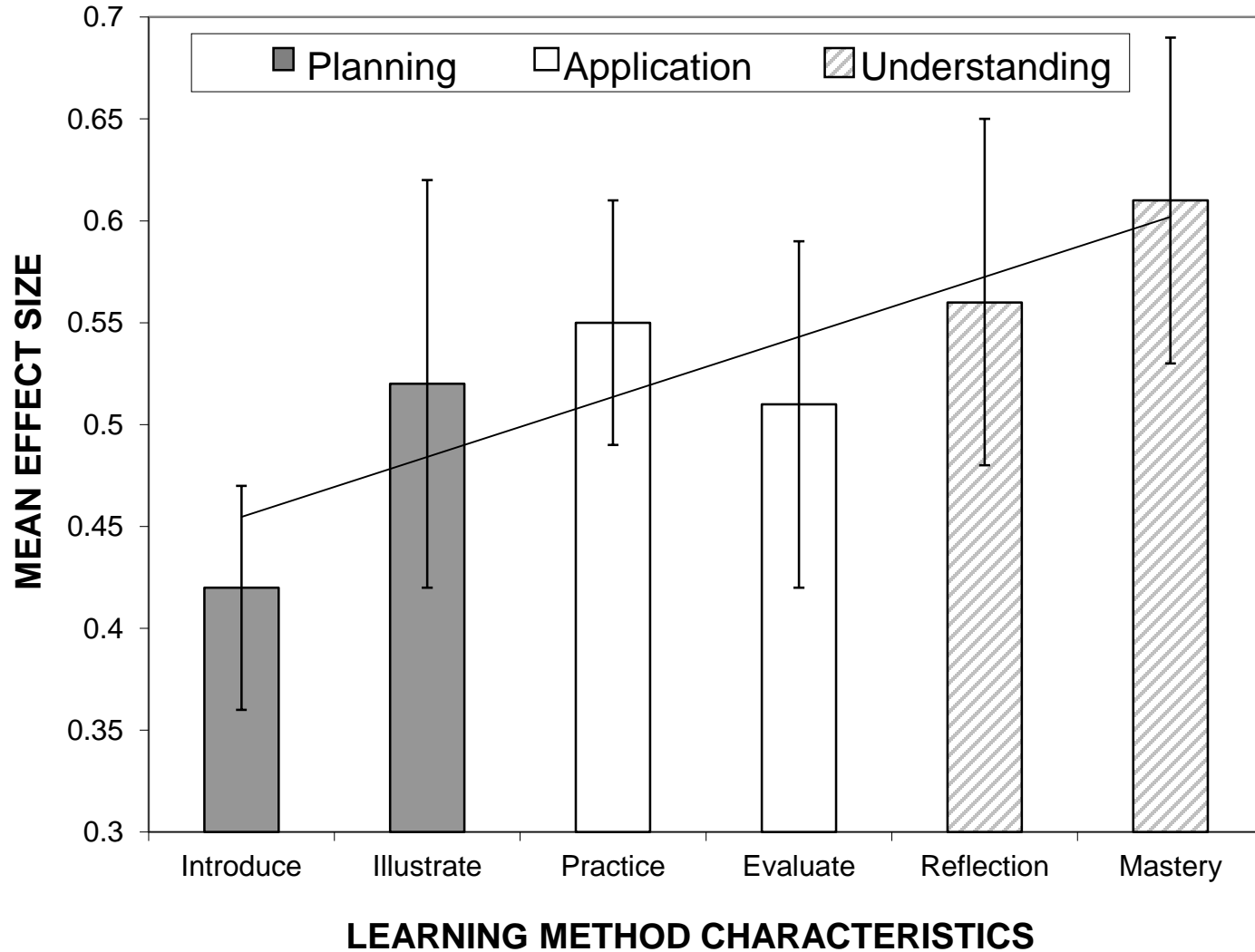
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<sup>a</sup> Donovan, M. et al. (Eds.) (1999). *How people learn*. Washington, DC: National Academy Press.

## Major Findings from the Research Synthesis



# Linear Relationship Between the Learning Method Characteristics and Learner Outcomes



## Effect Sizes for Introducing Information to Learners

Practices	Number		Mean Effect Size ( <i>d</i> )	95% Confidence Interval	Z
	Studies	Effect Sizes			
Out of class activities/self-instruction	9	11	.64	.52 - .77	10.43**
Classroom/workshop lectures	21	31	.63	.53 - .72	13.14**
Pre-class exercises	5	5	.54	.38 - .71	6.44**
Dramatic readings/imagery	4	8	.28	.07 - .49	2.57*
Dramatic readings	15	21	-.01	-.14 - .12	0.15
Imagery	4	6	-.02	-.19 - .15	0.25

\*p. < 01. \*\* p < .0001.

## Effect Sizes for Illustrating/Demonstrating Learning Topic

Practices	Number		Mean Effect Size ( <i>d</i> )	95% Confidence Interval	Z
	Studies	Effect Sizes			
Role playing/simulations	14	21	.55	.42 - .68	8.20**
Learner input	4	4	.53	.34 - .72	5.41**
Real life example/real life + role- playing	3	4	.45	.14 - .76	2.85*
Instructional video	4	6	.34	.00 - .68	1.97

\*p. < 01. \*\* p < .0001.

## Effect Sizes for Learner Practicing/Application

Characteristics	Number		Mean Effect Size ( <i>d</i> )	95% Confidence Interval	Z
	Studies	Effect Sizes			
Real life application	9	13	.94	.79 – 1.09	12.15**
Real life application + role playing	5	7	.86	.61 – 1.03	6.75**
Problem solving tasks	13	19	.49	.39 - .58	10.10**
Learning games/writing exercises	6	8	.38	.23 - .54	4.80**
Role playing (skits, plays)	8	14	.35	.19 - .51	4.21**

\*p. < 01. \*\* p < .0001.

## Effect Sizes for Learner Evaluation

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Practices	Number		Mean Effect Size ( <i>d</i> )	95% Confidence Interval	<i>Z</i>
	Studies	Effect Sizes			
Assess strengths/weaknesses	7	9	.94	.65 – 1.22	6.49**
Review experience/make changes	16	24	.47	.38 - .56	10.19**

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\* $p < .01$ . \*\*  $p < .0001$ .



## Effect Sizes for Learner Reflection

Practices	Number		Mean Effect Size ( <i>d</i> )	95% Confidence Interval	<i>Z</i>
	Studies	Effect Sizes			
Performance improvement	4	6	1.27	.89 – 1.65	6.56*
Journaling/behaviour suggestion	5	5	.82	.52 – 1.12	5.33**
Group discussion about feedback	13	19	.49	.39 - .58	10.10**

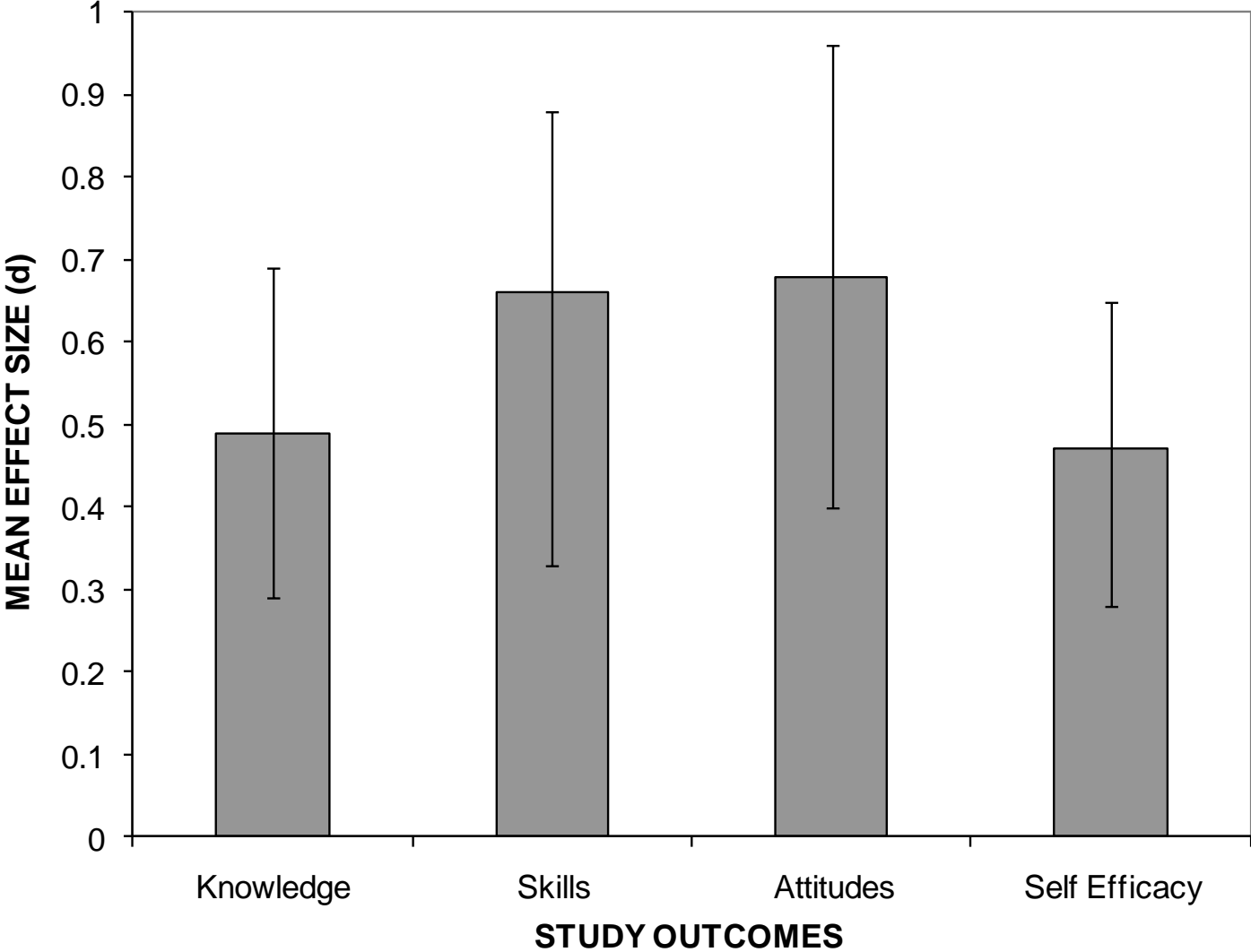
\* $p < .01$ . \*\*  $p < .0001$ .

## Effect Sizes for Self-Assessment of Learner Mastery

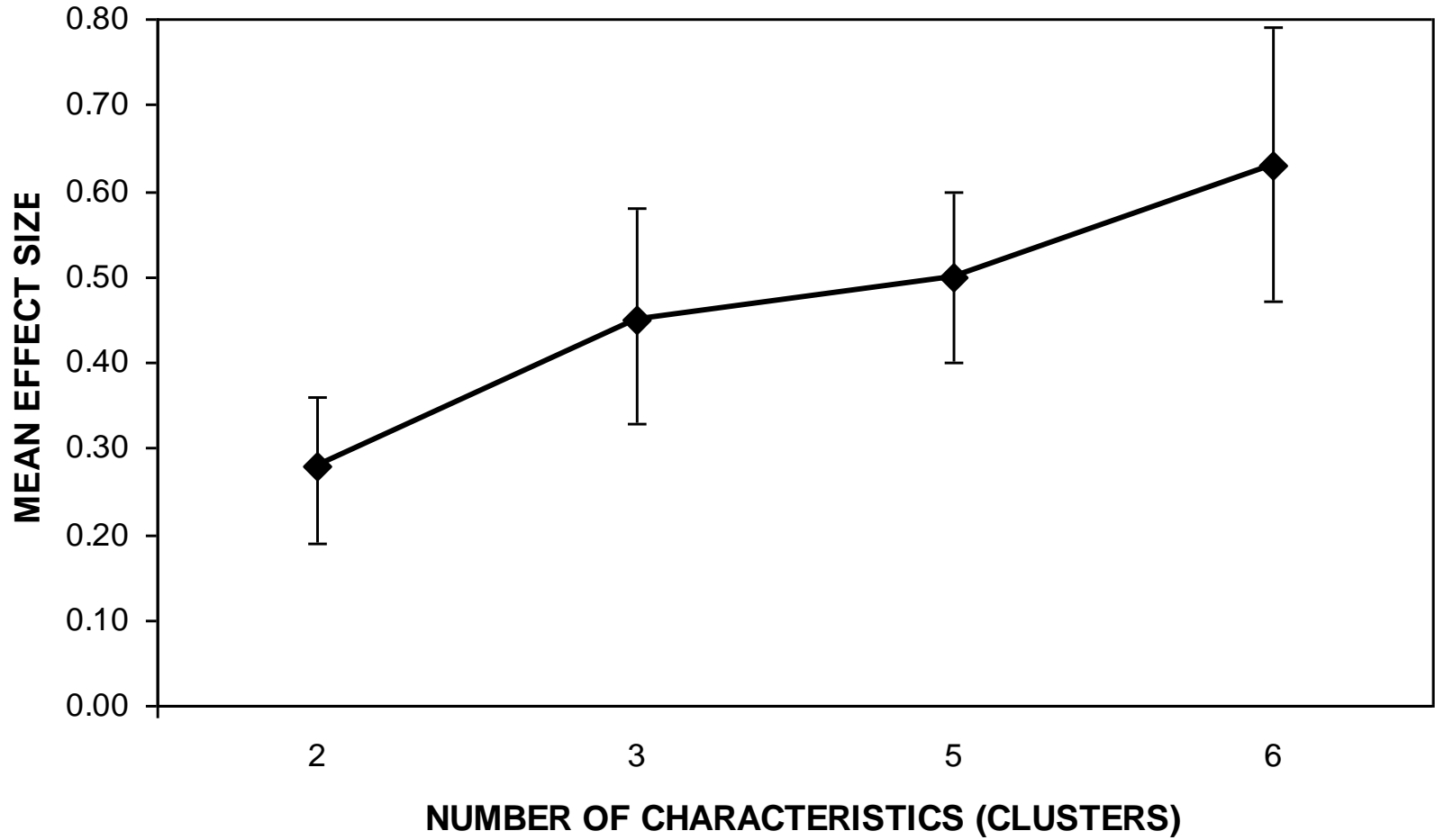
Practices	Number		Mean Effect Size ( $d$ )	95% Confidence Interval	$Z$
	Studies	Effect Sizes			
Standards-based assessment	8	11	.86	.72 - .99	12.47**
Self-assessment	13	19	.49	.39 - .58	10.10**

\* $p < .01$ . \*\*  $p < .0001$ .

# Effect Sizes for the Four Study Outcomes



## Cumulative Effects of the Adult Learning Characteristics



## Evidence-Based for Active Learner Participation in the Learning Process

Practice	Characteristic	Target	Mean Effect Size	95% CI
Performance Improvement	Reflection	Learner	1.27	.89-1.65
Real Life Application	Practicing	Learner	.94	.65-1.22
Assess Strengths/Weaknesses	Evaluation	Learner	.94	.79-1.09
Standards-Based Assessment	Mastery	Learner	.86	.72-.99
Real Life Application/Role Playing	Practicing	Learner	.86	.61-1.03
Journaling/Behavior Suggestion	Reflection	Learner	.82	.52-1.12
Out-of-Class Activities	Introduction	Instructor	.64	.52-.77
Classroom/Workshop Lectures	Introduction	Instructor	.63	.53-.72
Role Playing/Simulations	Illustration	Instructor	.55	.42-.68

## Moderators of the Effectiveness of the Adult Learning Methods

Moderators	Number		Mean Effect Size	95% Confidence Interval
	Studies	Effect Sizes		
<i>Learners</i>				
Practitioners	21	31	.70	.60 - .80
College Students	37	51	.29	.22 - .35
<i>Setting</i>				
Work Environment	11	16	.64	.53 - .74
University Classroom	46	64	.32	.25 - .38
<i>Number of Participants</i>				
Small (9 to 34)	15	22	.91	.71 - 1.11
Medium (35 to 75)	25	36	.48	.38 - .58
Large (76 to 300+)	18	24	.33	.26 - .40
<i>Length of Training</i>				
1 to 10 hours	16	23	.21	.13 - .30
11 to 40 hours	23	35	.55	.44 - .67
40 + hours	18	22	.60	.51 - .70

## Evidence-Based Adult Learning Method<sup>a</sup>

Findings from the meta-analysis were used to develop an adult learning method called PALS (Participatory Adult Learning Strategy) that emphasizes (a) active learner participation in learning new material or practices and (b) instructor/trainer guided learner experiences

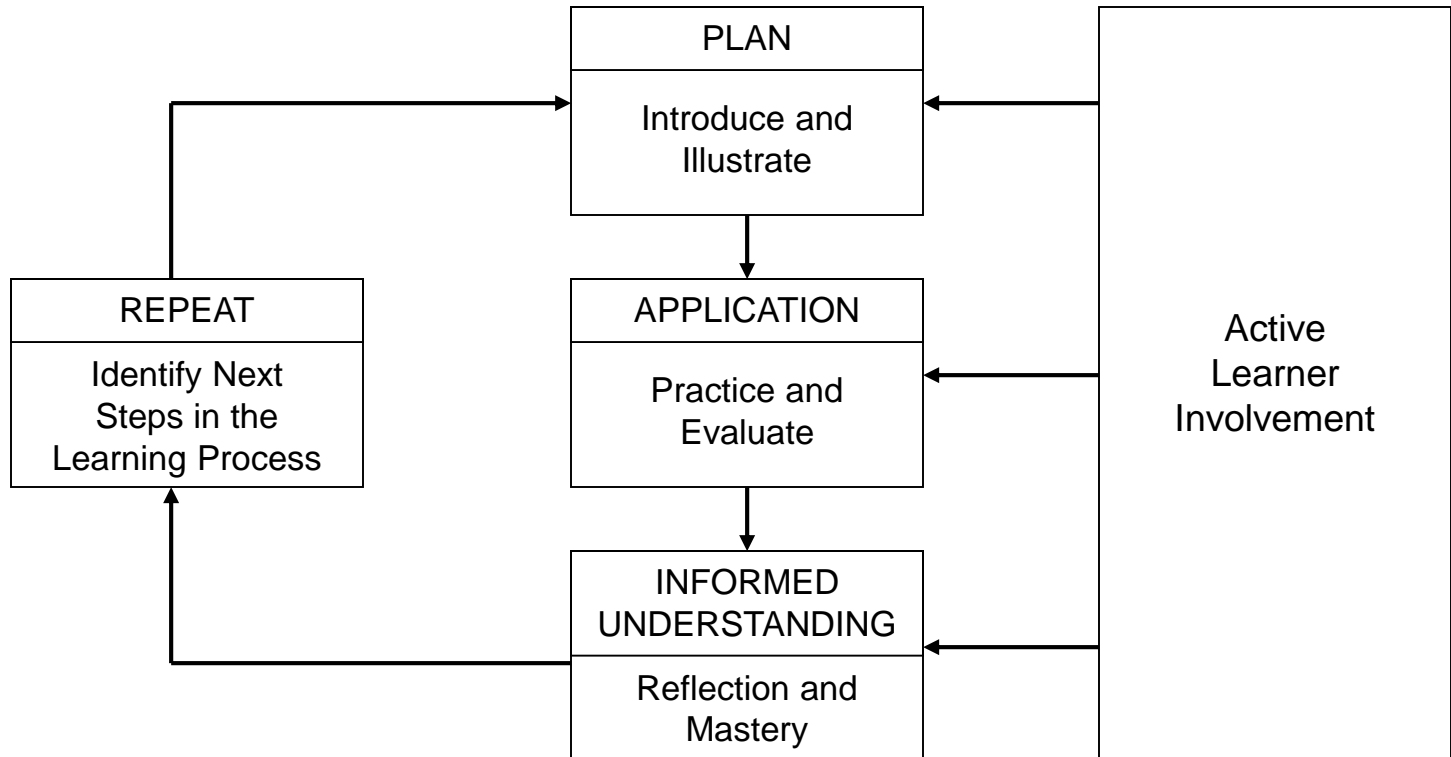
The PALS models is based on the findings from adult learning method research syntheses as well as findings from evaluation studies of use of the adult learning method

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<sup>a</sup> Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants and Young Children*, 22(3), 164-175.

# PALS

(*P*articipatory *A*dult *L*earning *S*trategy)





# Trainer and Trainee Roles in the Different Phases of PALS

<b>PALS Phases</b>	<b>Trainer Roles</b>	<b>Trainee Roles</b>
<i>Introduction</i>	<ul style="list-style-type: none"> <li>Preview learning topic</li> <li>Describe key elements/provide examples</li> <li>Include trainee input</li> <li>Illustrate/demonstrate application</li> </ul>	<ul style="list-style-type: none"> <li>Complete pretraining preview</li> <li>Pre-class/workshop exercises</li> <li>Provide input on the learning topic</li> <li>In-class/workshop warm-up exercises</li> </ul>
<i>Application</i>	<ul style="list-style-type: none"> <li>Facilitate application</li> <li>Observe trainee application</li> <li>Provide <i>in vivo</i> feedback/guidance</li> <li>Facilitate learner assessment of options</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of application</li> <li>Trainee role playing, games, etc.</li> <li>Implement/practice use of the subject matter</li> <li>Evaluate use of the knowledge or practice</li> </ul>
<i>Informed Understanding</i>	<ul style="list-style-type: none"> <li>Establish learning standards</li> <li>Engage learners in self-assessment</li> <li>Provide guidance to learners</li> <li>Provide behavioural suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Standards-based evaluation</li> <li>Conduct self-assessment</li> <li>Trainer-guided learner reflection</li> <li>Journaling</li> <li>Group discussions of understanding</li> </ul>
<i>Repeat Learning Process</i>	<ul style="list-style-type: none"> <li>Joint planning</li> <li>Trainer guidance</li> <li>Trainer/trainee mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Joint planning</li> <li>Identify needed information/experiences</li> <li>Trainer/trainee mentoring</li> </ul>

# Promoting Adoption of Evidence-Based Practices Using PALS

- Early childhood intervention classroom practices
- Family-systems early intervention practices
- Head Start teacher effectiveness project
- Early Head natural learning environments project
- Early childhood literacy learning practices
- Everyday early childhood language learning practices

## Promoting Preschool Teachers Adoption of Evidence-Based Classroom Practices<sup>a</sup>

- 255 early childhood teachers and aides in 26 United States
- 4 types of training (presentations, workshops, institutes, and on-site in-classroom)
- Outcome measures included self-assessment of the usefulness of the training content and the extent to which the training improved the teachers' abilities to use the targeted classroom practices

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<sup>a</sup> Dunst, C.J., & Raab, M. (2010). Practitioners' self-evaluations of contrasting types of professional development. *Journal of Early Intervention*, 32, 239-254.

# Major Components of the Preschool Classroom Model

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Classroom Component	Classroom Practices
Classroom Foundations	Program philosophy, staff management, staff training
Classroom Organization	Environmental organization, staffing patterns, instructional contexts
Instructional Practices	Responsive teaching, instructional style, behavior management
Outcome Evaluation	Child engagement, child behavior, child development

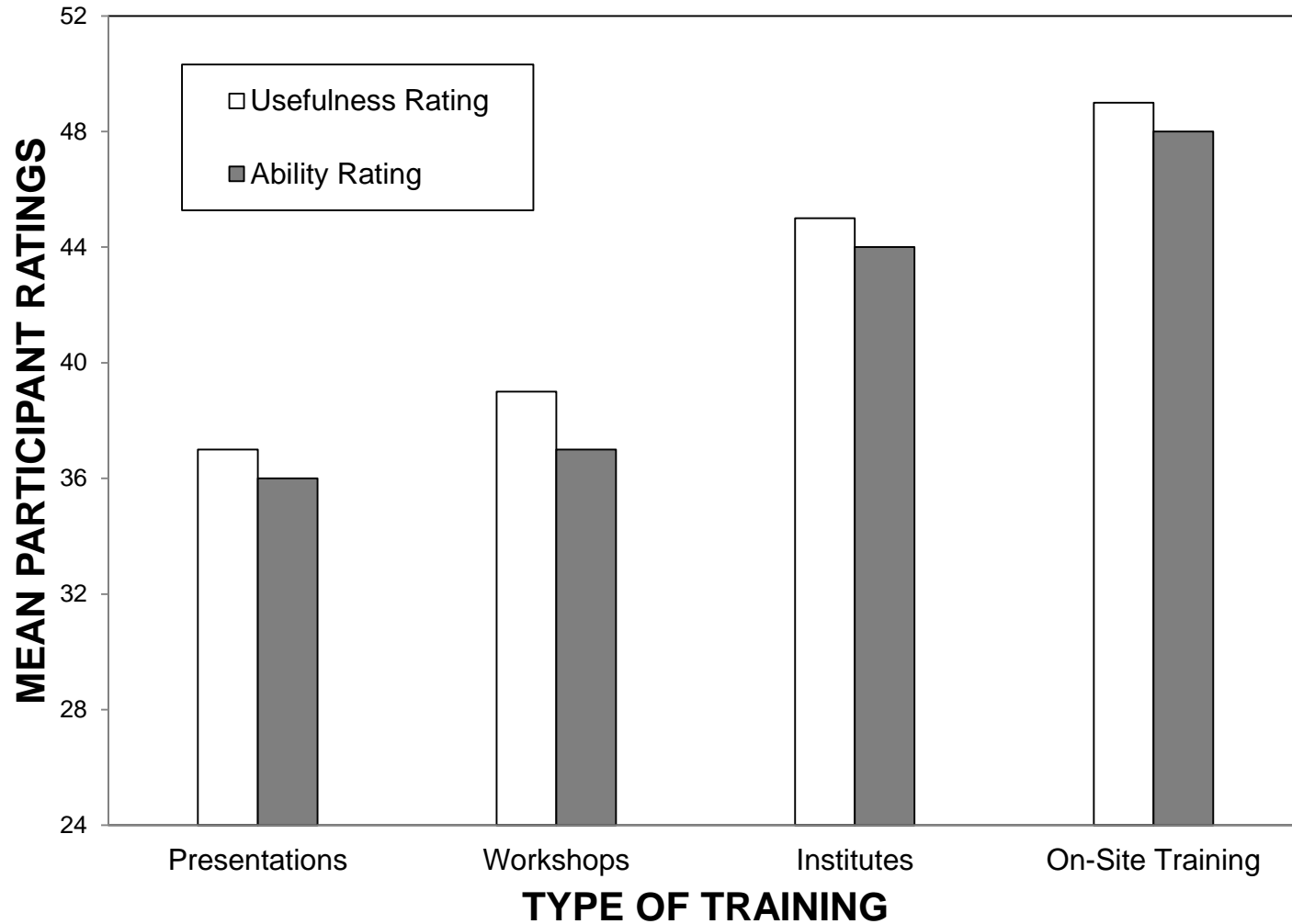
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## Characteristics of the Different Types of In-service Training

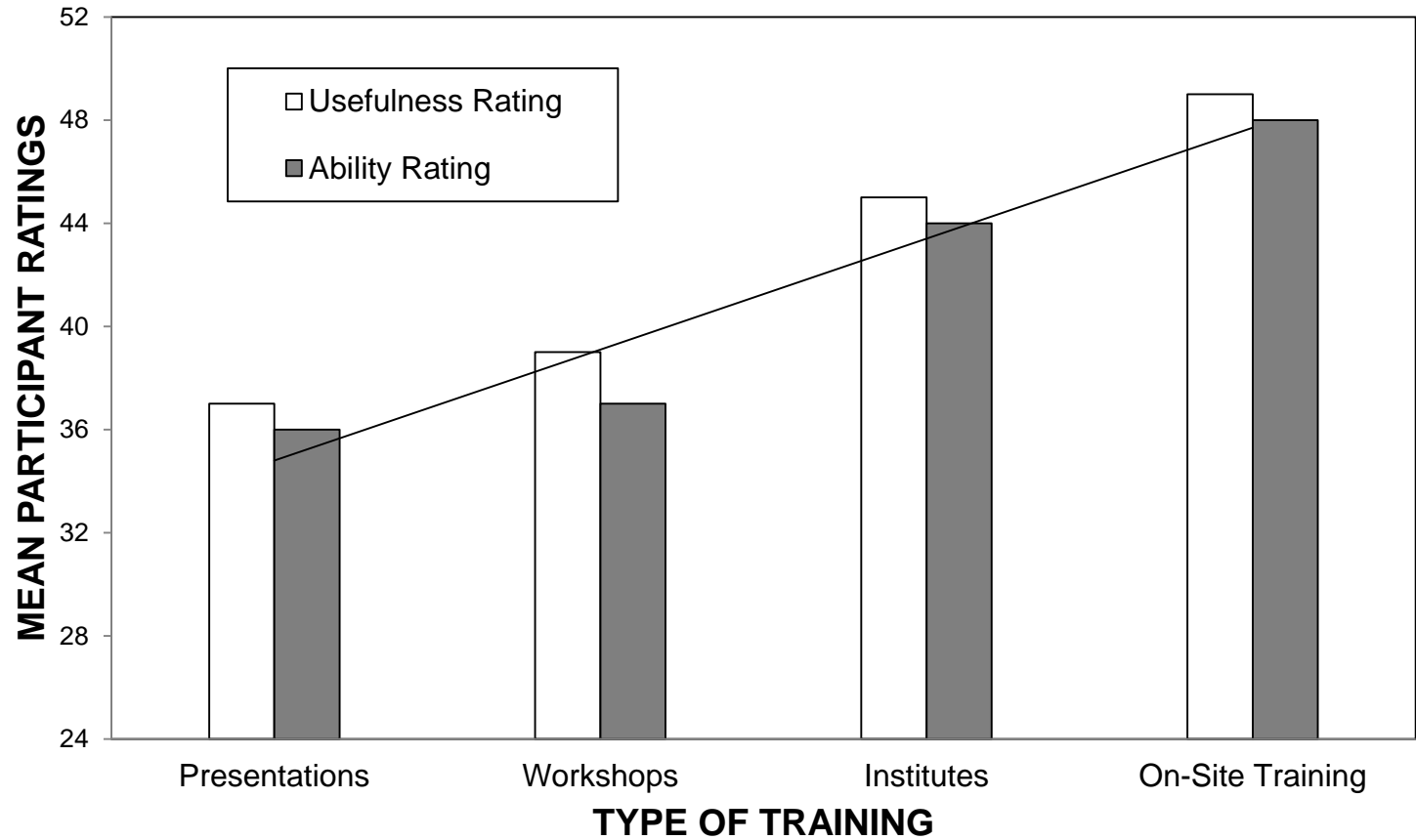
Practice Characteristics	Type of In-Service Training			
	Conference Presentations	Workshops	Institutes	Onsite Field-Based Training
Trainer introduction of the practices	+	+	++	++
Trainer illustration of use of the practices	±	+	++	++
Trainee application/use of the practices	-	±	+	++
Trainee evaluation of his/her use of the practices	-	-	+	++
Trainee reflection on his/her learning	-	-	+	++
Trainee assessment of learner mastery	-	-	+	++
Multiple learning sessions	-	-	±	++

NOTE. - = No activity or opportunity, ± = limited opportunity, + = multiple opportunities, and ++ = multiple and varied opportunities.

## Participants' Judgments of the Different Types of Inservice Training



## Linear Relationship Between Type of Inservice Training and Participants' Judgments of Their Abilities



## Promoting Adoption of Family-Systems Intervention Practices<sup>a</sup>

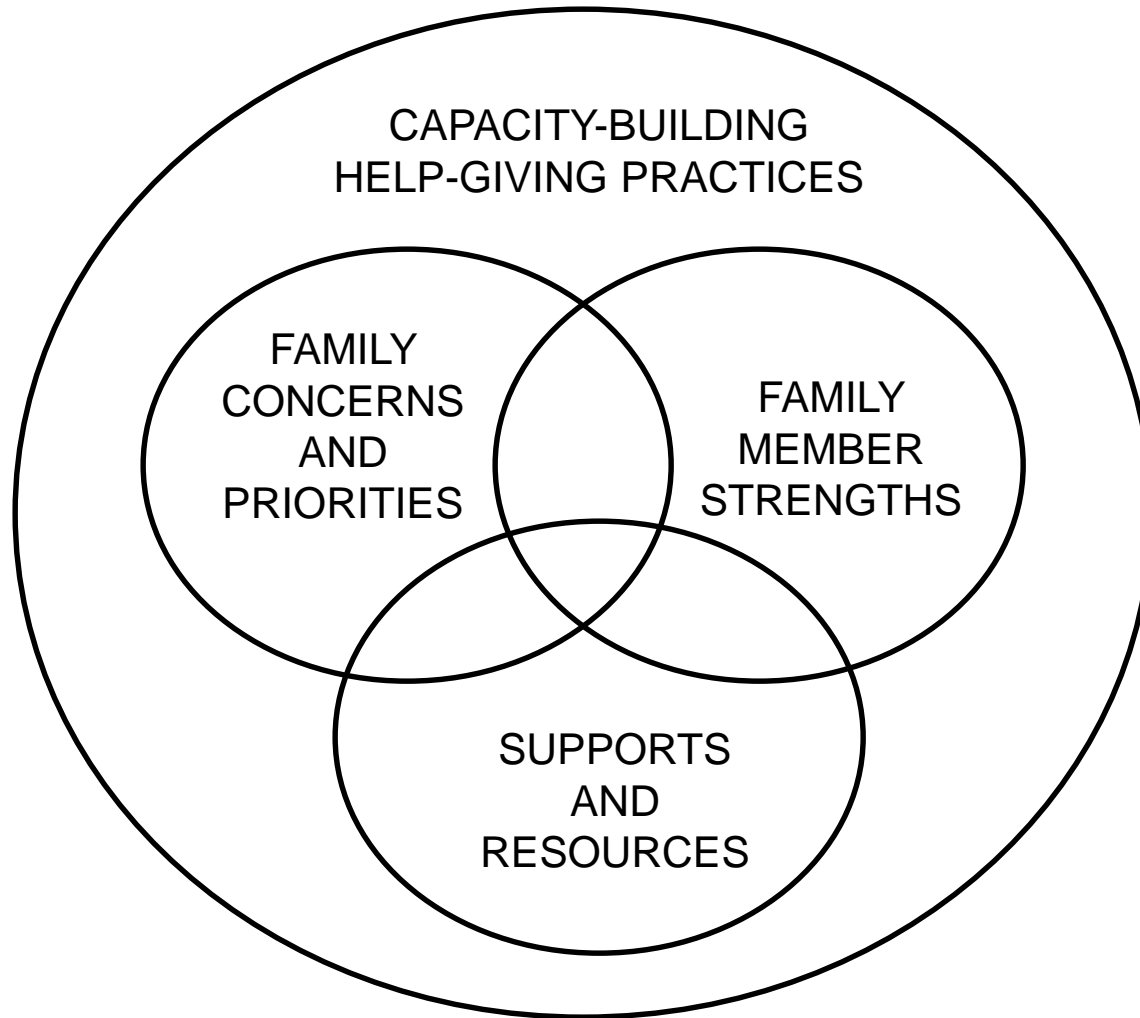
- 473 early intervention practitioners in 46 United States
- 5 types of training (presentations, day and multi-day workshops, field-based and enhanced field-based)
- Outcome measure included self-assessment of the usefulness of the training content and the extent to which the training improved participants' abilities to work with families

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<sup>a</sup> Dunst, C. J., Trivette, C. M., & Deal, A. G. (in press). Effects of in-service training on early intervention practitioners' use of family systems intervention practices in the USA. *Professional Development in Education*.



# Major Components of the Family-Systems Intervention Model Constituting the Focus of Inservice Training

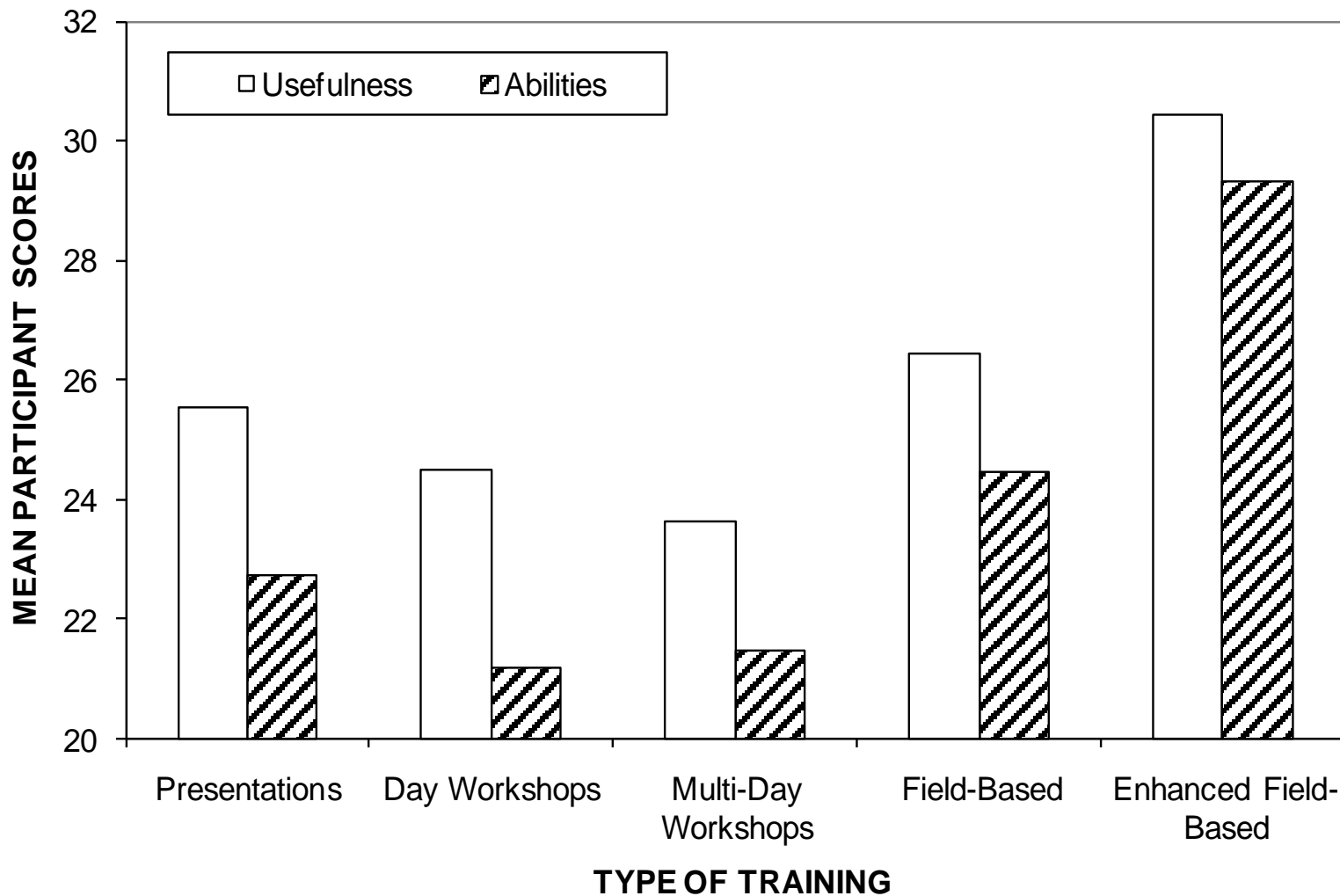


# Characteristics of the Different Types of Inservice Training

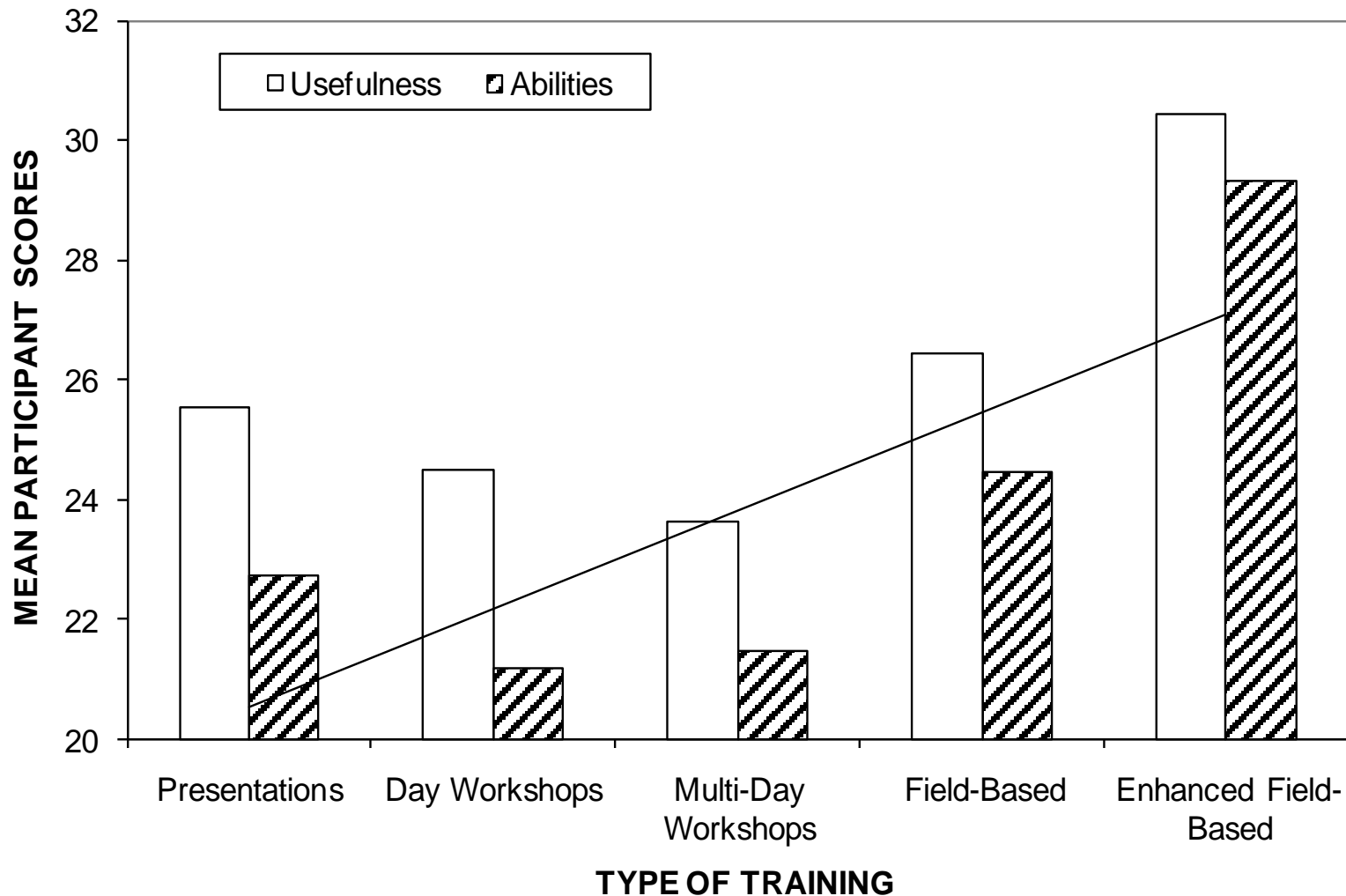
Practice Characteristics	Type of In-Service Training				
	Conference Presentations	Half Day/ Full Day Workshops	Multi-Day Workshops	Field-Based Training	Enhanced Field-Based Training
Trainer introduction of the practices	+	+	++	++	++
Trainer illustration of use of the practices	±	+	+	++	++
Trainee application/use of the practices	-	±	+	+	++
Trainee evaluation of his/her use of the practices	-	-	±	+	++
Trainee reflection on his/her learning	-	-	±	+	++
Trainee assessment of learner mastery	-	-	-	++	++
Multiple learning sessions	-	-	+	++	++

NOTE. - = No activity or opportunity, ± = limited opportunity, + = multiple opportunities, and ++ = multiple and varied opportunities.

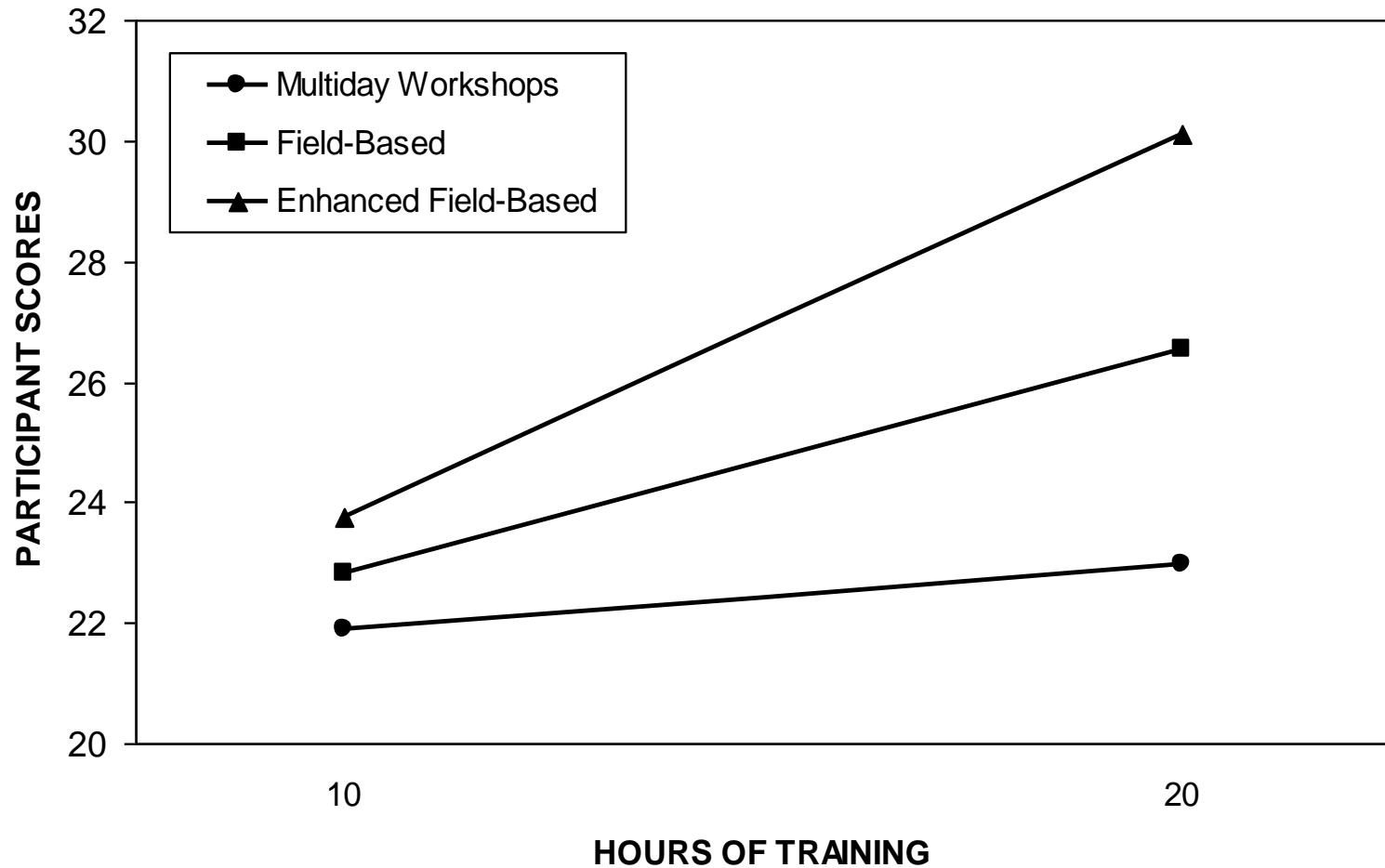
## Participants' Judgments of the Different Types of Inservice Training



## Linear Relationship Between Type of Inservice Training and Participants' Judgments of Their Abilities



## Interaction Between Hours and Type of Training for Improved Family Systems Intervention Abilities



# From Research to Practice

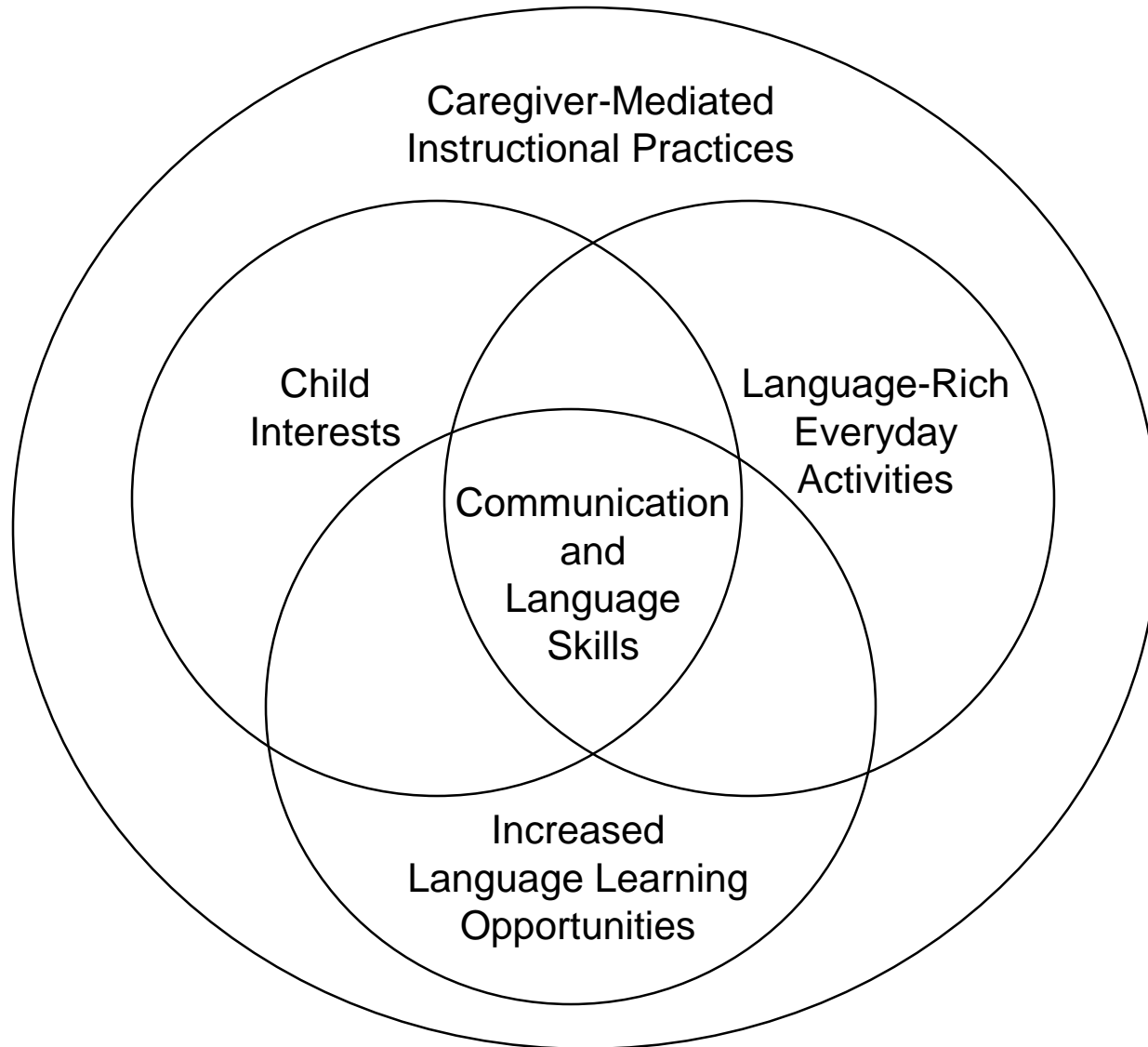
## *Center for Early Literacy Learning*

- Promote birth to age six children's participation in interest-based everyday activities providing context for preliteracy, emergent literacy, and early literacy learning and development
- Scaling up use of the CELL model and practices (CELL Staff → State Technical Assistance Providers → Practitioners/Parents)

## *Center for Everyday Child Language Learning*

- Promote birth to age three children's participation in interest-based everyday activities providing contexts for communication and language learning
- Use PALS to promote practitioners' use of the CECLL model and adult learning practices to promote parents' use of the CECLL intervention practices

# Four Major Components of a *Caregiver-Mediated Everyday Language Intervention Model*



## Interest-Based Child Learning

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Terms	Definition
Interests	A child's likes, preferences, and favorites that engage attention and excitement
Personal Interests	The characteristics of a child that influence engagement in activity or with people and objects
Situational Interests	The characteristics of the social and nonsocial environment that encourage child engagement in activity with people or objects
Engagement	The time spent involved in an activity or interactions with people or objects
Competence	Child behavior, abilities, or skills used to initiate interactions with people or objects
Exploration	A child's engagement or interactions characterized by discovery or curiosity
Mastery	A child's recognition and understanding that his or her behavior is the source of an expected or unexpected consequence

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## Everyday Learning Activities

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Terms	Definition
Everyday Activity	Those experiences and opportunities that happen as part of daily living that are the contexts of child learning
Development-Instigating	Those child and social and nonsocial environment characteristics that invite, encourage, and sustain child interactions with people and objects
Development-Enhancing	Child competence manifested and displayed as a consequence of involvement in an activity or interaction with people or objects

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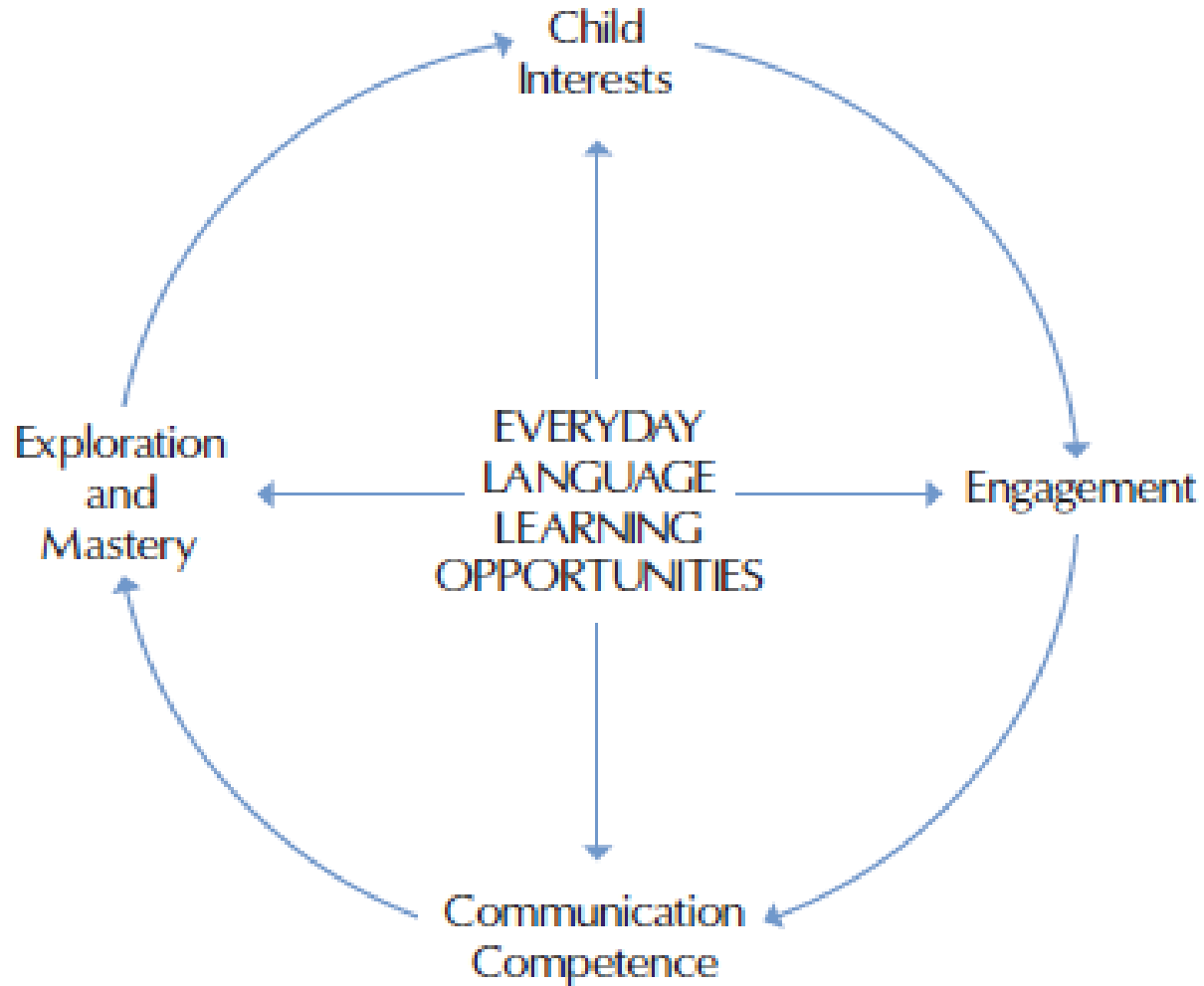
## Caregiver-Mediated Instructional Practices

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Terms	Definition
Responsive Teaching	An instructional practice that uses caregiver responsiveness to child behavior as a way of encouraging and supporting child competence
Caregiver-Mediated Instruction	A parents' ability to provide a child interest-based everyday learning opportunities and use responsive teaching to encourage child communication and language competence

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# Model for Depicting the Flow of Influences Associated with Interest-Based Everyday Child Language Learning Opportunities



# Examples of Everyday Family Activities That Are Contexts for Communication and Language Learning

## ***Parenting Routines***

Doing laundry with mom or dad  
Family meal times  
Helping feed/care for pets  
Helping make a shopping list  
Helping with household chores  
Getting ready for bed

## ***Child Routines***

Diaper changing/toileting  
Dressing/undressing  
Picking up toys  
Bath time  
Washing hands/face

## ***Physical Play***

Playing in water (sprinkler, backyard pool)  
Playing with balls/balloons/bubbles  
Riding in a wagon  
Roughhousing

## ***Parent/Child Play***

Listening to music/songs  
Looking at books/catalogs  
Looking at family photo album  
Listening to bedtime stories  
Playing lap games/finger games  
Playing rhyming or naming games  
Playing parent/child vocal games  
Singings songs/nursery rhymes  
Snuggling with parent  
Watching TV/videos

## ***Play Activities***

Drawing/scribbling on paper  
Having pretend phone conversations  
Playing with dolls/action figures  
Playing with playhouse toys  
Playing with talking toys  
Playing with music toys

## ***Family Rituals***

Listening to family talks  
Listening to family prayers or spiritual readings  
Participating in family meetings  
Saying grace at meals  
Saying bedtime prayers

## ***Family Celebrations***

Having a family birthday party  
Having holiday dinners  
Helping decorate for holiday

## ***Socialization Activities***

Having family gatherings  
Having family visitors  
Having friends over to play  
Play dates  
Talking on the phone

## ***Gardening Activities***

Helping plant flowers  
Working in vegetable garden with mom or dad  
Helping with yard work

# Examples of Everyday Community Activities That Are Contexts for Communication and Language Learning

## ***Family Excursions***

- Doing errands with parent
- Going on family car/bus rides
- Picking out foods at grocery store
- Picking up siblings from school or child care

## ***Family Outings***

- Eating out
- Going on picnics with family
- Shopping at the mall
- Taking neighborhood walks
- Visiting friends and neighbors

## ***Play Activities***

- Going on a play date
- Going to a parent/child class
- Playing at indoor play land
- Playing on park/playground equipment

## ***Community Activities***

- Attending a children's festival
- Going to a community fair
- Helping celebrate community events
- Watching a parade

## ***Outdoor Activities***

- Camping with mom or dad
- Going on a hike/nature walk with parent
- Going on a bike trip with parent
- Helping family at a community garden
- Playing in a stream/creek

## ***Children's Attractions***

- Feeding ducks at a pond
- Visiting animals at a pet store
- Visiting a nature reserve
- Watching animals at a zoo/animal reserve

## ***Recreational Activities***

- Going fishing with mom or dad
- Going to a ball game with parent
- Playing at a community recreation center
- Sledding with mom or dad
  
- Swimming at a community pool

## ***Art/Entertainment Activities***

- Attending a children's theater
- Choosing books at a library/bookstore
- Going to children's concerts
- Listening to story tellers

## ***Organizations/Groups***

- Going along to parents' community chorus practice
- Going to sister's club meeting
- Being in a gymnastics/movement class

## Checklists for Promoting Use of Caregiver-Mediated Everyday Child Language Intervention Model Practices

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Checklists	Main Focus
Everyday Child Language Learning	Implementing the key characteristics of each component of the model
Child Interests	Identifying child personal and situational interests, preferences, etc.
Everyday Family and Community Activities	Identifying the everyday family and community activities as contexts for communication and language development
Increasing Everyday Learning Opportunities	Increasing the number, frequency, and quality of interest-based learning activities
Caregiver Responsive Teaching	Methods for supporting and encouraging child communication and language learning in everyday activities
Evaluation	Measuring the effectiveness of caregiver-mediated child communication and language learning

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## Types of Performance Checklist

- Multi component checklist (used to promote understanding of the relationship between the different model components)
- Component specific checklists (used to promote deeper understanding and routine use of the practices for each component of the model)

## Everyday Child Language Learning Checklist

This checklist includes questions for you to consider for helping a parent provide his or her child interest-based everyday communication and language learning opportunities. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interactions with a parent. Following your interactions with a parent, complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the parent use the practices.

<i>Did you help the parent...</i>		Yes	No
Child Interests	1. Identify the objects, people, activities, and actions that <i>capture and hold the child's attention</i> ?		
	2. Identify the objects, people, events, and activities that the child <i>prefers</i> , are the child's <i>favorites</i> , and make the child <i>smile and laugh</i> ?		
	3. Identify the actions and behaviors that the child <i>enjoys</i> doing, <i>chooses</i> to do, <i>does most often</i> , or <i>works hard at doing</i> ?		
Everyday Learning Activities	4. Identify the activities, events, and experiences that make up the child's <i>everyday family and community life</i> ?		
	5. Identify which everyday family and community activities provide the child <i>interest-based learning opportunities</i> ?		
	6. <i>Select</i> the interest-based activities that are used to provide the child <i>everyday language learning opportunities</i> ?		
Increasing Learning Opportunities	7. Use a reminder list or other activity schedule to <i>increase how often the child participates</i> in the interest-based language learning activities?		
	8. Increase the <i>number and variety of everyday activities</i> providing interest-based language learning opportunities?		
	9. Increase the <i>number and variety of</i> interest-based language learning opportunities <i>in any one activity</i> ?		
Responsive Teaching	10. <i>Pay attention to when and how</i> the child uses or tries to use language in interactions with people or objects in the everyday activities.		
	11. Respond to the child's language use in ways (e.g., comments, gestures, joint interaction, etc.) that <i>support the child's engagement</i> in the activities?		
	12. Respond to the child's language use in ways that support and encourage the child to use <i>new and increasingly complex language skills</i> ?		
Evaluation	13. Determine whether the child used a <i>greater variety of and more complex</i> language in interactions in the everyday activities?		
	14. Determine what the caregiver did that <i>supported and encouraged</i> the child's language learning?		
	15. Use the evaluation information to <i>continue, modify, or provide new</i> everyday language learning activities?		



## Child Interests Checklist

This checklist includes questions you can use to help a parent identify his or her child's interests. The checklist includes indicators that ensure a broad range of child interests are identified during your interactions with a parent. Following your interactions with a parent, complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the parent recognize and identify child interests.

<i>Did you help the parent...</i>	Yes	No
1. Identify the objects, people, activities, and actions that capture and hold the child's attention?		
2. Identify the objects, people, activities, and actions that are the child's favorites?		
3. Identify the objects, people, activities, and actions that make the child smile and laugh?		
4. Identify the objects, people, activities, and actions that are especially exciting to the child?		
5. Identify the child's preferences for different objects, people, activities, and actions?		
6. Identify the objects, people, activities, and actions that the child chooses most often?		
7. Identify the objects, people, activities, and actions that the child spends the most time with or doing?		
8. Identify the objects, people, activities, and actions that the child works hard at doing?		

## Everyday Learning Activity Checklist

This checklist includes questions you can use to help a parent identify and select everyday family and community learning activities that would provide a child interest-based language learning opportunities. The checklist includes indicators for ensuring the most appropriate everyday activities are selected as sources of language learning opportunities. Following your interactions with a parent, complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the parent use the practices.

<i>Did you help the parent...</i>	Yes	No
1. Identify the family and community activities that are the child's everyday life experiences?		
2. Identify those family activities that do or could provide the child interest-based language learning opportunities?		
3. Identify those community activities that do or could provide the child interest-based language learning opportunities?		
4. Select interest-based family and community activities that provide many different kinds of interest-based language learning opportunities?		
5. Select interest-based family and community language learning activities that do or could happen often?		
6. Select interest-based family and community learning activities where each activity provides lots of different language learning opportunities?		
7. Select interest-based family and community learning activities that are especially likely to help the child practice emerging language abilities and develop new ones?		
8. Select interest-based family and community activities that allow the child to try to use language in different ways?		

## Increasing Everyday Child Learning Opportunities Checklist

This checklist includes questions you can use to help a parent increase the *breadth* and *depth* of interest-based everyday child language learning opportunities. The checklist includes indicators for increasing the number, types, and quality of interest-based everyday language learning opportunities. Following your interactions with a parent, complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the parent use the practices.

<i>Did you help the parent...</i>	Yes	No
1. Use a reminder list, calendar, or other kind of activity schedule to provide the parent a way of ensuring a child experiences interest-based everyday language learning activities?		
2. Increase <i>how often</i> the child gets to participate in interest-based everyday language learning activities?		
3. Increase the <i>number</i> of interest-based everyday child language learning activities?		
4. Increase the <i>variety</i> of interest-based everyday child language learning activities?		
5. Increase the <i>number</i> of child language learning opportunities <i>in</i> any one family or community activity?		
6. Increase the <i>variety</i> of child language learning opportunities <i>in</i> any one family or community activity?		
7. Increase participation in those activities that occur frequently enough to provide lots of child language learning opportunities?		

## Caregiver Responsive Teaching Checklist

This checklist includes questions you can use to help a parent understand how to use responsive teaching for supporting and encouraging child language learning in interest-based everyday activities. The checklist includes those features of responsive teaching that are most likely to increase child language in the context of interest-based everyday learning activities. Following your interactions with a parent, complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the parent use the practices.

<i>Did you help the parent...</i>	Yes	No
1. Engage the child in interest-based family and community language learning activities?		
2. Provide the child time to initiate interactions with people or objects in the activities?		
3. Pay attention to and notice when and how the child uses or tries to use language in interactions with people and objects in the everyday activities?		
4. Respond promptly and positively to the child's language use in ways that match the amount, pace, and intent of the child's behavior?		
5. Respond to the child's language use with comments, joint interaction, and gestures to support child engagement in the activity?		
6. Respond to the child in ways that encourage the child to use language in new and different ways?		
7. Use different materials or arrange the environment to encourage the child to use language in new and different ways?		
8. Encourage the child to elaborate on his or her language in ways that are increasingly more complex?		
9. Provide the child frequent opportunities to use and practice newly learned language abilities in the everyday activities?		

## Caregiver-Mediated Child Learning Evaluation Checklist

This checklist includes questions you can use to help a parent assess the benefits of efforts to provide his or her child interest-based everyday language learning opportunities. The checklist is used to ensure your interactions with a parent involve the parent's judgments of the benefits of interest-based, everyday child language learning. Following your interactions with a parent, complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the parent assess the consequences of using the practices.

<i>Did you help the parent...</i>	Yes	No
1. Determine if the child had the opportunity to participate in many different family or community activities providing language learning opportunities?		
2. Determine if the child had chances to use language in different ways in any one family or community activity?		
3. Determine if the child initiated using more language in interactions with people and objects in the everyday activities?		
4. Determine if the child displayed a greater variety of communicative behaviors in the everyday activities?		
5. Determine whether the child used more complex language in interactions with people and objects in the everyday activities?		
6. Determine whether the child smiled, laughed, or showed enjoyment in response to his/her accomplishments using language during everyday activities?		
7. Determine those parenting behaviors that supported and encouraged child language learning in the activities?		
8. Determine which aspects of their provision of interest-based child language learning opportunities were most gratifying to the parent?		
9. Recognize the important role the parent had in providing his or her child interest-based language learning opportunities?		
10. Use the evaluative information to change the everyday activities used for interest-based language learning?		

## Practitioner Tip Sheets

- Child Interests
- Everyday Learning Activities
- Increasing Learning Opportunities
- Responsive Teaching

## Child Interest Tip Sheet

- 1. Introduce information about child interests and the importance of using child interests as the foundation for learning.**
  - Explain what child interests are
  - Explain the basis for children's engagement and learning in activities and why
  - Describe personal interests
  - Describe situational interests
  - Explain child cycle of mastery figure
- 2. Provide examples, demonstrate, or otherwise *illustrate* for the parent how to identify child interests.**
  - Provide the parent examples of interest indicators and ways to identify child interests
  - Point out and show the parent examples of indicators of his/her own child's interests
- 3. Involve the parent in actively *identifying child interests*.**
  - With a parent, observe his/her child and use interest indicators to help the parent recognize child interests
  - Use the *Interest Activity List* with the parent to identify child interests

## Child Interest Tip Sheet, continued

4. **Assist the parent in *examining* what was done, what happened, and what worked when he or she identified child interests.**
  - Refer to the *Child Interest Checklist* to help the parent examine what he/she did
  - Assist the parent in examining his/her ability to identify child interests
  - Provide the parent feedback that assists the parent to identify child interests
  
5. **Determine what the parent *understood* and the extent to which the parent was able to *identify child interests*.**
  - Determine if the parent understands the importance of interest-based learning
  - Determine if the parent is able to identify his/her child's interests
  
6. **Determine what *additional opportunities* will be provided to build upon the parent's understanding and ability to identify child interests.**
  - Determine the additional opportunities that can build on the parent's abilities to identify child interests
  - Help the parent decide if his/her child was interested in selected activities
  - Help the parent expand his or her understanding and use of child interests as a basis for child learning



# Everyday Learning Activities Tip Sheet

## 1. **Introduce information about everyday learning activities and how they are selected.**

- Describe both family and community activities
- Describe how selecting a variety of activities as contexts for learning must:
  - Be based on the child's interest
  - Have opportunities for language learning
  - Happen frequently or could happen frequently

## 2. **Provide examples, demonstrate, or otherwise *illustrate* for the parent the selection of everyday activities that have language learning opportunities.**

- Provide the parent different examples of everyday family and community activities that have language learning opportunities
- Use different examples you know from the family's life home and community life
- Provide the parent examples of how to select activities as contexts for child learning

## 3. **Involve the parent in actively trying out and *selecting* everyday language learning opportunities.**

- Use the CECLL *Selecting Interest-Based Everyday Activities* tool with the parent to help him/her practice selecting interest-based activities
- Use the *Interest Activity List* with the parent to select interest-based everyday activities for his/her child's learning

## Everyday Learning Activities Tip Sheet, continued

4. **Assist the parent in *examining* what was done, what happened, and what worked when everyday language learning activities were selected.**
  - Refer to the Everyday Activities Checklist to help the parent examine his/her practice
  - Help the parent determine whether selected activities are interest-based, have language learning opportunities, and happen or could happen often
  - Provide the parent feedback on his or her selection of interest-based everyday activities
  
5. **Determine what the parent *understood* and the extent to which the parent was able to *select* everyday language learning activities.**
  - Determine if the parent is able to use the *Interest Activity List* to select interest-based everyday language learning activities
  
6. **Determine what *additional* opportunities will be provided to build upon the parent's understanding and ability to select everyday language learning activities.**
  - Determine additional opportunities that can build on the parent's abilities to select activities as contexts for language learning
  - Help the parent decide whether to continue, discontinue, or modify the selected activities
  - Help the parent expand his/her understanding and use of everyday activities as contexts for child language learning

# Increasing Learning Opportunities Tip Sheet

- 1. Introduce information about everyday child language learning opportunities and how learning opportunities are increased.**
  - Describe why it is important to increase learning opportunities
  - Discuss the importance of having lots of learning opportunities across activities (*breadth*)
  - Discuss the importance of having lots of learning opportunities within activities (*depth*)
  - Describe the importance of using frequently occurring activities
- 2. Provide examples, demonstrate, or otherwise *illustrate* for the parent how to increase language learning opportunities.**
  - Provide examples of language learning opportunities within and across selected activities
  - Use CECLL practice guides with a parent to highlight examples of language learning opportunities across and within different activities.
  - Show the parent how to plan to increase language learning opportunities (e.g., weekly activity schedules)
- 3. Involve the parent in actively *trying out* and *increasing* everyday language learning opportunities.**
  - Have the parent use an activity reminder schedule to increase the frequency of child participation in selected activities
  - Have the parent identify ways to increase language learning opportunities within an activity

## Increasing Learning Opportunities Tip Sheet, continued

4. **Assist the parent in *examining* what was done, what happened, and what worked when language learning opportunities were increased.**
  - Help the parent examine the language learning opportunities that were provided in selected activities
  - Help the parent determine whether the child had increased opportunities to participate in the interest-based language learning opportunities
  - Help the parent determine whether child language learning was increased as a result of participation in activities
5. **Determine what the parent *understood* and the extent to which the parent was able to *increase everyday language learning opportunities*.**
  - Determine if the parent can increase child language learning opportunities *within* and *across* activities
  - Determine if the parent can use an activity reminder schedule to increase the frequency of child participation in selected activities
6. **Determine what *additional opportunities* will be provided to build upon the parent's understanding and ability to increase everyday language learning opportunities.**
  - Determine ways to further the parent's abilities to increase child language learning opportunities
  - Help the parent examine the language learning opportunities that were provided
  - Help the parent determine additional activities that could provide interest-based language learning opportunities

# Responsive Teaching Tip Sheet

- 1. Introduce information about responsive teaching and its important features.**
  - Explain adult response to child-initiated behavior in everyday activities
  - Describe the components:
    - Attention to child interests/signals/behavior
    - Responsiveness to child behavior to encourage continued engagement
    - Responsiveness to child behavior to encourage elaboration
  - Use the *Caregiver Responsive Teaching Checklist* as a guide in providing information about the practice to the parent.
- 2. Provide examples, demonstrate, or otherwise illustrate for the parent what responsive teaching looks like.**
  - Use CECLL practice guides with a parent to illustrate examples of responsive teaching strategies
  - Demonstrate responsive teaching strategies to a parent (use the *Caregiver Responsive Teaching Checklist* as a guide)
  - Point out responsive teaching strategies the parent uses in everyday activities
- 3. Involve the parent in actively trying out and doing responsive teaching.**
  - Observe the parent trying out responsive teaching strategies in an activity and provide feedback
  - Help the parent plan how he/she can practice using responsive teaching strategies in the different selected activities

## Responsive Teaching Tip Sheet, continued

4. **Assist the parent in *examining* what was done, what happened, and what worked when responsive teaching was used.**
  - Jointly with the parent, examine the parent's practice to determine what responsive teaching strategies were used
  - Help the parent examine what happened and what worked when responsive teaching strategies were used
5. **Determine what the parent *understood* and the extent to which the parent was able to *use* responsive teaching strategies.**
  - Determine if the parent can use responsive teaching strategies in ways that promote his/her child's language learning
6. **Determine what *additional* opportunities will be provided to build upon the parent's understanding and use of responsive teaching strategies.**
  - Determine additional opportunities that can build upon the parent's abilities to use responsive teaching strategies
  - Determine ways to advance the parent's abilities to be responsive to his/her child's attempts to communicate

## Parent Tools and Reminders

- Encouraging Everyday Child Language Learning
- Interest Activity List
- Responsive Teaching Reminder

# ENCOURAGE

## Everyday Language Learning





## 1 Identify your child's interests.



- What makes your child smile and laugh?
- What are your child's favorite things, activities, and actions?
- What does your child spend the most time with or doing?
- What does your child choose to do most often?
- What catches and holds your child's attention?

*Alise watched her two-year-old son, Vinnie, to find out about his interests. She noticed that he spent a lot of time playing with cars and trucks and playing his toy drum. He often asked to dig outside in the garden, draw and paint, and look at books together. He would smile, laugh, and get excited whenever he played in water, and he would seek out and do almost any activity with water (bath time, watering plants, helping wash dishes, washing toys, etc.). Alise realized that all of these actions and activities were things that interested Vinnie.*

## 2 Select everyday activities that are or could be best for your child's learning.



- What home and community activities match your child's interests?
- Which interest-based activities can happen often?
- Which interest-based activities would give your child lots of chances to communicate?
- Which interest-based activities would let your child communicate in different ways?

*Aloe thought about the things her family did at home and in the community. She identified things they did that held Vinnie's interests and a few new activities that would be interesting to him. Aloe chose about 10 activities that were interest-based, could happen often, and provided many opportunities for Vinnie to communicate. These were activities that would be best for Vinnie's learning. The family activities Aloe chose were both fine, looking at books, playing with cars and trucks, finger painting, playing on a drum set, and digging in the garden. Community activities included playing in the creek, driving a fire engine at the park, and attending library story hour.*

### 3 Give your child lots of interest-based learning opportunities.

- Let your child do the interest-based activities you chose more often.
- Add other activities when you know your child is interested.
- Give your child lots of chances to communicate in each activity.

*Aloe wrote the activities she chose on a To Do list and used it as a reminder to give Vinnie lots of chances during the week to do those activities. She made sure she provided a variety of activities that matched Vinnie's interests. She knew that Vinnie loved water, so she gave him chances to play in water while he was bathing, gardening, helping wash dishes, playing in the creek, and feeding ducks at the pond. Aloe also made sure Vinnie got to communicate in a lot of different ways in each activity. During bath time, there were chances for him to talk about splashing, filling bowls, pouring, and floating things in water. He could ask for a squirt toy and bubbles, sing songs about bath time, and let mom know when he was finished.*



## 4

### Remember to respond to what your child does in the activities.

- Pay attention to what your child does. Notice what your child tries to say or how he/she "tells" you something.
- Respond positively to your child's words and signals during activities to get him/her to stay involved with you. You can do things like talk about what your child is doing. You can join your child in play and take turns. You can copy your child.
- Help your child use words and signals in new or different ways. You can do things like expand what your child says, use new words, or give more information. You can ask an open-ended question. You also can do something surprising so your child has a need to say something.



*Alise tried to support Vinnie in each of the activities she chose by responding to his words and gestures. One day, while they were at the creek, Alise noticed Vinnie give her a pleading look as he tried hard to lift a rock. Alise asked, "Do you need help?" Vinnie repeated, "Hep" and reached toward his mom. Alise handed him a stick and showed him how he could lift the rock and look underneath. Vinnie laughed and pointed. Alise exclaimed, "You found a bug!" Vinnie reached toward another rock, saying, "'gain!" Alise asked, "Again? Do you want to look again?" Vinnie nodded and repeated, "Again." He looked for bugs for a long time, each time asking for help looking again.*

## 5 Decide if the activities are working.

- Is your child using more words during the activities?
- Does your child use more complex ways to tell you something during the activities?
- Should you keep doing the same activities or try new ones?
- Should you change an activity to keep your child interested?



*Alice thought about the ways Vinnie's language had changed since she had focused on the interest-based activities. Vinnie now said a lot more words than he used to say. He knew the names of a lot of his favorite things and used words more often than gestures to let Alice know what he wanted. Alice saw that the activities she provided and the ways she interacted had helped Vinnie learn these new things. She decided to keep doing the interest-based activities. She also noticed that Vinnie was enjoying playing with his dogs and oats and paying attention whenever they saw animals. She decided to visit the petting zoo with Vinnie so he could enjoy interacting with the animals there.*



# CEOLL Interest Activity List

Center on Everyday Child Language Learning

Child's Name: \_\_\_\_\_ Child's Age: \_\_\_\_\_

Name(s) of Person(s) Completing Checklist: \_\_\_\_\_

Relationship(s) to Child: \_\_\_\_\_

Date Checklist Completed: \_\_\_\_\_

Young children are interested in many different things. Studies have shown that children's participation in activities that interest them is filled with powerful learning opportunities, including opportunities to build language and communication skills.

This checklist includes a list of activities that may be of interest to your child or that your child may find interesting. Please read through the list of activities and make a check mark in the boxes to indicate whether an activity is an interest of your child (first column) or is something that you think your child may find interesting (second column). The last page of the checklist includes space for recording interests not listed on this form.

After you have identified activities that are/would be interesting to your child, you want to pick those activities that are most likely to help your child communicate and talk more. You and the person working with you on this project can use your child's interests to decide how best to use the activities for your child's language learning.

<b>This activity . . .</b>	<b>Is my child's interest</b>	<b>Would be interesting to my child</b>
Being part of feeding/caring for pets	<input type="checkbox"/>	<input type="checkbox"/>
Being part of mealtime conversations	<input type="checkbox"/>	<input type="checkbox"/>
Picking up and "naming" toys	<input type="checkbox"/>	<input type="checkbox"/>
Listening to songs or nursery rhymes during bath time	<input type="checkbox"/>	<input type="checkbox"/>
Talking about colors, body parts, and clothes while dressing	<input type="checkbox"/>	<input type="checkbox"/>
Looking at picture books	<input type="checkbox"/>	<input type="checkbox"/>
Listening to bedtime stories	<input type="checkbox"/>	<input type="checkbox"/>
Playing parent/child vocal games	<input type="checkbox"/>	<input type="checkbox"/>
Looking at photo albums	<input type="checkbox"/>	<input type="checkbox"/>

- |   |                          |                          |
|---|--------------------------|--------------------------|
| Snuggling with a parent   | <input type="checkbox"/> | <input type="checkbox"/> |
| Looking at alphabet books   | <input type="checkbox"/> | <input type="checkbox"/> |
| “Typing” letters or words on a computer keyboard                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Listening to e-mails, letters, or greeting cards sent to your child | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing lap games like “Peek-a-Boo” or “So Big”                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing naming games like “Where Is Your Nose?”                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing with toys like See ‘n Say                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Riding in a wagon   | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing in water  | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing with balls/balloons/bubbles                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing with dolls/stuffed animals                                  | <input type="checkbox"/> | <input type="checkbox"/> |



Scribbling on paper

Having pretend phone conversations

Playing with alphabet blocks or  
letter magnets

“Coloring” pictures

“Drawing” in sand or dirt

Finger painting

Using crayons, markers, pens, and  
pencils

“Acting out” stories

Singing songs, nursery rhymes

Listening to music/songs	<input type="checkbox"/>	<input type="checkbox"/>
Playing lap games/finger games	<input type="checkbox"/>	<input type="checkbox"/>
Playing rhyming or naming games	<input type="checkbox"/>	<input type="checkbox"/>
Dancing with mom or dad	<input type="checkbox"/>	<input type="checkbox"/>
Playing with brother or sister	<input type="checkbox"/>	<input type="checkbox"/>
Listening to TV phrases/jingles	<input type="checkbox"/>	<input type="checkbox"/>
Playing with musical instruments	<input type="checkbox"/>	<input type="checkbox"/>
Cutting/tearing pictures from a magazine or catalog	<input type="checkbox"/>	<input type="checkbox"/>
Using play dough, Silly Putty, etc.	<input type="checkbox"/>	<input type="checkbox"/>
“Saying” grace at meals	<input type="checkbox"/>	<input type="checkbox"/>
Being part of family meetings	<input type="checkbox"/>	<input type="checkbox"/>
Listening to family talks	<input type="checkbox"/>	<input type="checkbox"/>

Listening to family prayers/spiritual meetings	<input type="checkbox"/>	<input type="checkbox"/>
Listening to or saying prayers	<input type="checkbox"/>	<input type="checkbox"/>
Singing at a family birthday	<input type="checkbox"/>	<input type="checkbox"/>
Listening to holiday conversations	<input type="checkbox"/>	<input type="checkbox"/>
Having friends over to play	<input type="checkbox"/>	<input type="checkbox"/>
Having family gatherings	<input type="checkbox"/>	<input type="checkbox"/>
Talking on the phone	<input type="checkbox"/>	<input type="checkbox"/>
Talking with relatives	<input type="checkbox"/>	<input type="checkbox"/>
Helping plant flowers	<input type="checkbox"/>	<input type="checkbox"/>

“Helping” adult with gardening, yard work, or taking care of plants

Going on family car/bus rides

Going on errands with a parent

“Picking out” foods at the grocery store

Picking up siblings from school

Eating out

Visiting friends and neighbors

Going on picnics with family

Shopping at the mall

“Naming” signs/symbols in the community

Pointing out symbols

Saying hellos/good-byes

- |   |                          |                          |
|---|--------------------------|--------------------------|
| Looking at pictures on a restaurant menu            | <input type="checkbox"/> | <input type="checkbox"/> |
| Visiting grandparents/relatives                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing with or visiting a friend                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing at an indoor play land                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing on park/playground equipment with others    | <input type="checkbox"/> | <input type="checkbox"/> |
| Listening to/singing songs at a children's festival | <input type="checkbox"/> | <input type="checkbox"/> |
| Going on a hike/nature walk                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing in a stream/creek with others               | <input type="checkbox"/> | <input type="checkbox"/> |

- |   |                          |                          |
|---|--------------------------|--------------------------|
| Helping family at community garden                | <input type="checkbox"/> | <input type="checkbox"/> |
| Going on a neighborhood walk                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Visiting animals at a pet store/zoo               | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeding ducks at a pond                           | <input type="checkbox"/> | <input type="checkbox"/> |
| Listening to storytellers                         | <input type="checkbox"/> | <input type="checkbox"/> |
| “Choosing” books at a library                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Going to children’s concerts                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Listening to hymns at church                      | <input type="checkbox"/> | <input type="checkbox"/> |
| “Saying” prayers at church/temple                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Going along to parents’ community chorus practice | <input type="checkbox"/> | <input type="checkbox"/> |
| Going to sister’s/brother’s club meeting          | <input type="checkbox"/> | <input type="checkbox"/> |
| Going to sister’s/brother’s ball game             | <input type="checkbox"/> | <input type="checkbox"/> |

## Responsive Teaching Reminders

1. Involve your child in the *interest-based everyday activities* you identified as sources of language learning opportunities.
2. *Pay attention* to how your child tries to communicate or use language in the different activities.
  - Interpret your child's behaviour as an intent to interact with you or other people in the activity

3. **Respond** positively to your child's communication in the activities to get him/her to continue interacting with you by:
- Acknowledging your child's communication attempts
  - Commenting on or praising how your child tries to communicate or use language in the activities
  - Joining in interactions with your child
  - Imitating your child to encourage him/her to keep an interaction going
4. Encourage your child to communicate in **new or different ways** by:
- Responding in ways that are slightly more complex than your child's communication attempts
  - Responding with new information or a new word for your child
  - Asking a simple question in response to your child's communication attempts
  - Arranging things so your child needs to communicate or use language in different ways in order to make things happen



## Matrix Illustrating the Use of the PALS Process for Each Model Component

	Child Interests	Everyday Activities	Learning Opportunities	Responsive Teaching
Introduction				
Application				
Informed Understanding				
Repeated Learning Opportunities				

## *Participatory Adult Learning Strategy (PALS) Checklist*

This checklist includes a process that early intervention practitioners use to promote parents' use of interest-based everyday child language learning activities. It helps you be sure you are using all the steps of an adult learning process that has been found effective in helping parents and other caregivers feel confident in using interest-based everyday learning practices.

*Were you able to do each of the following during your time together with the parent or other caregiver?*

Yes

No

1. *Introduce* information about the model component or practice and its important features.

2. Provide examples, demonstrate, or otherwise *illustrate* for the parent what the practice looks like.

3. Involve the parent in actively trying out and *doing* the practice.

4. Assist the parent in *examining* what was done, what happened, and what worked when the practice was implemented.

5. Determine what the parent *understood* and the extent to which the parent was able to *use* the practice.

6. Determine what *additional* opportunities will be provided to build upon the parents' understanding and use of the practices.

## Conclusions

- PALS includes practices that have been found effective in promoting practitioner adoption of different kinds of early childhood practices
- Participatory adult learning is an effective professional development method applicable to a wide range of usages
- Additional analyses of the use of PALS are expected to shed light on which characteristics of the practices matter most in terms of affecting learner outcomes
- PALS is applicable to one-on-one training or learning as well as large scaling-up training and technical assistance

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