



Implementing Information About Adult Learners in Family-guided Activity Based Intervention: A Checklist

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Are family members comfortable in the environment in which we work together? Have they identified the environment as preferred for the child and themselves? Have they had input into the time, materials, and participants in the activity? Is the environment non- threatening? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Am I aware and respectful of the cultural and structural makeup of the family? Do I listen for the family’s values and priorities? Do I accommodate the family’s concerns and activities in our planning and implementation? Are family members who care for the child included? Do I promote interactions in which family members feel comfortable sharing their thoughts, beliefs, and ideas? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Do I use effective communication strategies? Is there always “time just to talk”? Do I seek family observations/ information in assessment? In monitoring? Do family members have opportunities to ask questions or seek clarification? Do I present information at a time and in a format preferred by the family members? Do I keep my work with family members respectful, yet informal, and free of professionally precious jargon? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Am I aware and do I make use of the positive and negative experiences that affect family members as adult learners? Do I listen and respond to family members’ comments that reflect their perceptions and histories of teaching and learning opportunities for their child? Were the intervention strategies already used by family members identified and incorporated into the routine? Were strategies reviewed with family members and options offered? Did the family make the choice of where, when, and how often to intervene? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Do family members feel that the goals of the teaching and learning experience are their goals? 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? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Do I provide opportunities for collaborative problem solving? Do family members have the opportunity to “brainstorm” concerns and issues with team members? 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? Does the team respect and support the family’s plan? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Can the content be immediately applied by the family member to a real situation? Did the family identify the routines? Did the service provider observe family members engage in routines with the child? Did the family members have the opportunity to practice within the context of the routines and receive feedback? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. In planning intervention, do I take into account the various other commitments of family members? Are variables identified and negotiated during planning? Do I seek to involve multiple care providers? Do family members have the opportunity to make final decisions in determining appropriateness? |