**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.

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**Before the training:**
- Learner and supervisor review course objectives and home visitor 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

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This 240-minute module, *Child Development 0-3*, describes the way children grow and learn in the four developmental domains within the context of their environment. It guides the family support professional to support families in celebrating developmental milestones and addressing concerns.
**NATIONAL FAMILY SUPPORT PROFESSIONAL COMPETENCIES**

**Domain 1: Infant and Early Childhood Development**
- **Dimension 1: Typical and atypical development**
  - Component a: Developmental domains
  - Component b: Stages and milestones
  - Component c: Autism
- **Dimension 4: Early language and communication**
  - Component a: Language development
- **Dimension 5: Early learning**
  - Component a: Routines and interactions

**Domain 2: Child Health, Safety and Nutrition**
- **Dimension 6: Infant mental health**
  - Component a: Brain Development

**Domain 3: Parent-Child Interactions**
- **Dimension 13: Developmentally appropriate guidance**
  - Component a: Discipline versus punishment
  - Component b: Positive guidance strategies

**BEFORE THE TRAINING**

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

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Before the Training</th>
<th>After the Training</th>
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<tbody>
<tr>
<td>Identify the developmental domains: physical, cognitive, language and social emotional</td>
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<td>Have a working knowledge of the developmental stages and milestones for typically developing children</td>
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<td>Recognize possible developmental delays or concerns and how they may impact learning and development</td>
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<td>Understand how development and early learning occur within the context of a secure relationship with a consistent caregiver</td>
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<td>Recognize early literacy behavior in infants and toddlers</td>
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<td>Explain how neural connections in the brain are built over time</td>
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<td>Understand that a parent’s childhood experiences influence their own parenting</td>
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<tr>
<td>Describe positive guidance strategies such as setting limits, providing choices and logical consequences</td>
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**My personal learning goals for this training are:**

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________

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**Developed in Partnership by**

**EARLYIMPACT**

**Health Education Design Group**

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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...
- 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.
- Find out my program and model requirements for child development assessment.
- Develop a relationship with local Part C Early Intervention.
- Seek out current and new research on child development through Zero to Three, HARC and other organizations.
- Ask parents about their childhood experiences and how they want to be with their child

My Action Plan

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<tr>
<th>ACTION</th>
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