

**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 family support professional competencies
- Learner rates knowledge of learning objectives

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**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

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**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 180-minute online module, *Family Partnerships That Support Child Development*, discusses establishing and maintaining collaborative partnerships with families. This module teaches the family support professional to share knowledge of child and adolescent physical, social-emotional, cognitive and language development in the context of home visitation.

**NATIONAL FAMILY SUPPORT PROFESSIONAL COMPETENCIES**

*Domain 1: Infant and Early Childhood Development*  
*Dimension 1: Typical and atypical development*  
*Component a: Developmental domains*  
*Component b: Developmental stages and milestones*  
*Component c: Individual needs and differences*  
*Component d: Children with developmental delays or identified special needs*  
*Dimension 3: Infant care*  
*Component a: Crying*  
*Domain 2: Child Health, Safety and Nutrition*  
*Dimension 6: Infant mental health*  
*Component a: Mental health concerns*  
*Domain 3: Parent-Child Interactions*

*Dimension 13: Developmentally-appropriate guidance*  
*Component b: Positive guidance strategies*  
*Domain 4: Dynamics of Family Relationships*  
*Dimension 14: Healthy family functioning*  
*Component b: Family strengths*  
*Dimension 16: Fatherhood*  
*Component a: Importance of fathers*  
*Component b: Engaging fathers in home visiting*  
*Domain 7: Relationship-Based Family Partnerships*  
*Dimension 25: Respect and responsiveness*  
*Component b: Relationship building*  
*Dimension 27: Collaboration*  
*Component a: Understands the role of the family support professional*

**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
Understand the skills involved in developing a trusting relationship with families.		
Use effective communication skills in the context of a trusting relationship.		
Demonstrate an understanding of typical child development and communicate this information to families.		
Communicate child development information to families that reflects the Iowa Early Learning Standards.		
Support family members to meet their child’s developmental needs.		

**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...

- Learn from each of my families how they define “family.”
- Engage all family members in home visiting, if appropriate.
- Use the “My Strengths Survey” with families.
- Review developmental milestones information periodically.
- Share Period of PURPLE Crying™ information with new parents.
- Review my agency’s policies and procedures for developmental screening and talk with my supervisor about any questions or concerns I have about them.
- Observe for signs of childhood mental health concerns and provide screening, resources and referrals to support the family to address the mental health needs of their child.

### My Action Plan

ACTION	TARGET DATE	DATE COMPLETED