

# Adult Learning

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# Core Assumptions with EI/ECSE Lens

- Self-Concept: Adults want shared decision-making
- Experience: Families & providers bring lived expertise
- Readiness: Learning tied to immediate child/family needs
- Orientation: Problem-centered coaching & coursework
- Motivation: Purpose-driven learning in helping professions



# Self-Concept in Practice

- Use collaborative learning with undergraduates
- Position providers & families as partners, not recipients
- Offer choice in learning tasks and coaching goals

# Leveraging Experience

- Connect child-development theory to providers' daily routines
- Use families' cultural and caregiving knowledge as instructional assets
- Use undergraduates' prior field exposure in reflections

# Readiness to Learn

- Teach strategies aligned with real IFSP/IEP tasks
- When providers see immediate relevance, uptake increases
- Families engage more when learning links to their routines

# Problem-Centered Orientation

- Use case-based learning in doctoral seminars
- Coach providers through real dilemmas in home visits
- Support families by addressing functional child goals

# Activity 1: Adult Learning in Action

## – Case Analysis & Redesign

- Objective: Apply adult-learning assumptions to EI/ECSE scenarios.
  - Analyze a scenario for alignment with Self-Concept, Experience, Readiness, Orientation, Motivation.
  - Identify missing adult-learning supports.
  - Redesign the interaction using assumptions from Slides 2–8.
  - Share rationale using adult-learning principles.

# Principles of Adult Learning

- They need to know **why** they should learn something.
- They want to know **how learning will help them.**
- They want **task-oriented learning** that aligns with their own realities.
- They need to be **internally motivated.**
- They have **prior knowledge and experience** that form a foundation for their learning.
- They are **self-directed** and want to take charge of their learning journey.

# Activity 2: Build an Adult Learning Training Plan

- Objective: Use ECPC Adult Learning Tool to design evidence-based training.
  - Select a practice/topic for adult learners.
  - Complete ECPC Tool steps: Explain, Show, Implement, Discuss, Guide, Feedback, Follow-Up.
  - Peer review plan using evidence-based practices from Slide 10.
  - Discuss implications for EI/ECSE training & coaching.

# Implications for Training & Coaching

- Use reflective supervision with providers
- Give undergraduates hands-on practice with feedback
- Create culturally responsive, respectful partnerships with families
- Co-design goals and learning plans with adult learners

# ECPC Adult Learning Tool

Who	Education/training practices for adult learning	Identify how you are going to teach adult learners
		<b>TOPIC:</b>
Instructor / Trainer	<b>Introduction: <i>Explain</i></b> the practice/topic/ concept	
Instructor / Trainer	<b>Illustration: <i>Show</i></b> the practice/topic/ concept	
Learner	<b>Authentic learning: <i>Implement</i></b> the practice/topic/concept	
Learner	<b>Reflection: <i>Discuss</i></b> with others how the practice/topic/concept works	
Instructor / Trainer	<b>Guidance: <i>Prompt</i></b> and <b><i>guide</i></b> the implementation of the practice/topic/ concept	
Instructor / Trainer	<b>Performance feedback:</b> Give <b><i>concrete</i></b> reinforcement or corrections	
Instructor / Trainer Learner	<b>Follow-up activities: <i>Plan</i></b> for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept	

# Evidenced Based Education and Training Practices for Adult Learners

Topic	Activity	Explanation or illustration of practice	Job embedded opportunities to learn practice	Performance feedback on the practice	Reflective understanding and self-monitoring of the practice implementation	Follow up activities and support

# Case Study

- Using Part 3 – Case Scenario
- How do the introduction and illustration elements of the session (e.g., explanation + contrasting video examples) support adult learners in connecting theory to their existing knowledge and practice?
- During the role-plays involving culturally diverse families, what opportunities arise for practitioners to examine their assumptions or biases about family routines and expectations?
- Which aspects of the Session 1 design best reflect evidence-based adult learning strategies (e.g., authentic practice, reflection), and why are these likely to support changes in practitioner behavior?