Child Development Ages 3-5
Learning Guide for Ongoing Professional Development

Note to Learner: Early Impact Virginia 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 EIV training module as an investment in skills and knowledge to help improve home visitor effectiveness.

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
- 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

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Virginia Home Visitor Competencies Addressed:

1.1.a. Recognizes the parent/caregiver-child relationship is the foundation of early development.

1.1.b. Describes the importance of early parent/caregiver-child relationships and consistent, responsive interactions in building relationships that promote health, development and learning.

1.2.f. Describes the benefits of parent-child interactions such as reading, singing, and talking.

2.1.a. Recognizes and understands milestones of typical child development in motor, social-emotional, cognitive, and language and communication skills.

2.1.b. Recognizes the signs and symptoms of atypical child development in motor, social-emotional, cognitive, and language and communication skills.

2.1.c. Helps parents understand and support their children in reaching developmental milestones.

2.1.e. Helps parents of children with special needs understand that their children may have different needs than a child with typical development.

2.2.b Provides resources, teaching, and modeling to help parents learn how to promote appropriate developmental experiences.

2.3.a. Explains how various factors such as parents' mental and physical health, poverty, child abuse and neglect, culture, the mother's prenatal care and experiences, and early substance exposure affects the child's development, well-being and brain development.

2.3.b. Understands the impact culture may have on the achievement of developmental milestones.

2.3.d. Describes the importance of high-quality childcare and parental involvement in schools and childcare settings.

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
Describe each developmental domain		
Describe developmental milestones for children ages 3 through 5		
List ways you can help parents support their child's development		
Explain the importance of early identification of developmental delays and disabilities		
Identify sign that indicate a need for a screening or referral		

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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…

- Plan a visit to a local childcare center to observe children ages 3 through 5
- Share age appropriate resource materials with families on a regular basis
- Milestones booklet and Act Early materials
- Ideas for low or no-cost toys, unstructured play, and physical activity
- Research referral procedures for the Early Intervention, Early Childhood Special Education, and Head Start programs in my community

My Action Plan

Action	Target Date	Date Completed