

PITC Learning Experience Template

☐ LEO (Outline) ☒ LEP (Plan)

Learning Experience Outline (LEO)

PITC MODULE AND TOPIC

Topic Overview: Acknowledge, Ask, and Adapt

KEY CONCEPTS

Specify 2 to 3 PITC key concepts, as written in Canvas, for this topic that you will address in this two-hour learning experience. *The key concepts for each topic are found in the “Complete Your Learning Experience Outline” pages in Canvas.*

- The Acknowledge, Ask, and Adapt process in negotiation and partnering with parents
- Diverse and successful approaches to teaching and parenting young children
- Fewer cultural universals than we might assume

FORMAT

Briefly state when and where the event will occur (for example, at an infant and toddler center, in a resource and referral agency, during evening meetings, or at a weekend workshop).

Morning at the regional Child Care Resource and Referral agency office.

PARTICIPANTS

Specify the number and one role for the participants (for example, infant care teachers/providers, families, coaches, training and technical assistance providers, college students).

Approximately 20 participants, all of which are currently teachers of infants and toddlers for at least 20 hours per week at a licensed, state funded child care center.

ANTICIPATE THE LEARNING

Consider the content of this topic as it relates to the participants as detailed in the Learning Context Profile you created at the Launch.

- What do you need to keep in mind about the participants as you plan experiences and anticipate issues related to this topic?
- What strengths and level of interest might participants have in this topic?
- What common misconceptions might participants have about this topic?

Because this training centers on building authentic, respectful relationships with families—especially across lines of difference—I want to create a learning space that feels supportive, intentional, and rooted in care. We'll be using the PITC communication frameworks, Acknowledge, Ask, and Adapt: A Process in Communicating and Communicating with Families to Resolve Issues, as tools to guide us through real-world conversations that can sometimes be challenging, emotional, or complex.

I recognize that engaging in dialogue around family dynamics, power, and communication can bring up feelings of uncertainty, vulnerability, or even defensiveness. These are natural responses, especially when we're invited to reflect on our assumptions, tone, or cultural perceptions. Each of us comes into this space carrying different lived experiences—different ways we've learned to communicate, to advocate, or to navigate conflict—and I want to honor that. My hope is to hold space for honest reflection, active listening, and collective growth.

- How will you create a Climate of Care considering the questions below:
 - What parts of this topic or training might be sensitive for some of the participants?
 - How will you create space and care for those who may disagree or be upset by the content?

Through video analysis, discussion, and roleplay, we'll explore how communication strategies can either create connection or unintentionally create distance. We'll reflect on how body language, cultural context, and emotional presence impact our relationships with families—and how we can become more intentional, attuned communicators. This process is not about getting it perfect—it's about showing up with care, curiosity, and the willingness to learn from one another.

LEARNING ACTIVITIES

Describe the activities for a two-hour learning experience using the instructions provided.

	LEO (Outline) Instructions	LEP (Plan) Instructions
Activity	Name and describe your facilitation learning activity and the approximate time needed	Add a detailed description of what learners will experience in this activity and revise the time allocations, if needed. Specify the facilitation strategies you will use to support collaborative, reflective, and self-directed learning. Describe any pre-work or follow-up work, if relevant.
Resources	Name the PITC resources you plan to use for this activity. Include the full title.	Revise as necessary.
Key Concepts	List 1-3 PITC key concept(s) that pertain to this activity.	Revise as necessary.
Rationale	Draft learning goal(s) for this activity. What do you hope participants will know and do after participating in this learning activity?	Explain how the design of this activity will help support meaningful and engaging learning. Specify the Adult Learning Design Principle(s) (for example, community of learners, application of knowledge, self-reflection, and continuous learning) that inform this activity.

Activity	<p>Name: Introduction to Acknowledge, Ask, and Adapt</p> <p>Description:</p> <p>★ Before the session, the facilitator should review all resources that are referenced and used for this training. Ensure enough copies are made for each participant and that the training space is clean and welcoming. Tables should be arranged with space for 4 participants each, in preparation for small group activities later during the training. This will allow for quick transition to small group activities with naturally occurring groups. Near the door where participants will enter, set up a sign-in sheet, a container of extra pens or pencils, and a selection of fidget items to promote focus. In addition, the facilitator should ensure that AV equipment is set up and working correctly.</p> <p>The facilitator will welcome participants to the training session. Start by saying, “Today’s training focuses on a powerful approach to navigating cultural differences in caregiving — one that centers on respect, relationship, and reflection. It’s called Acknowledge, Ask, Adapt, and comes from PITC. We’re going to explore how we can use this three-step process to build stronger partnerships with families, even when our beliefs or practices don’t align at first. I want to begin today by inviting you to think back to a time when you had to talk to a parent or family member about a difference in values or beliefs related to caregiving — maybe something like bedtime routines, feeding, carrying a baby, or discipline.”</p>
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	<p>The facilitator will ask the following questions to guide participants' thinking:</p> <ul style="list-style-type: none"> • What was the difference in perspective? • How did the conversation go? • What feelings came up — for you or the parent? <ul style="list-style-type: none"> ○ (3 minutes) <p>Next, the facilitator will guide participants in a “turn and talk” activity. Direct participants to turn to the person sitting next to them and briefly discuss a time they had this kind of challenging conversation with a family member. Provide about 3 minutes for participants to discuss. Then, ask if one or two participants will briefly share their example with the larger group. (5 minutes)</p> <p>After this brief discussion, the facilitator will continue, “Why is this important to understand? Differences of opinion in infant and toddler care are common and often deeply emotional. We all bring our own socialization, culture, and values to our work with children. So do families. Even when we all want what’s best for the child, it’s easy to run into moments of discomfort or even conflict. This training focuses on engaging in dialogue, listening deeply, and building mutual understanding. Together we will practice the steps of: acknowledging the family’s perspective; asking with genuine curiosity, and adapting to find caregiving solutions that support the child and honor the family. We’ll walk through each step today with examples, practice, and reflection.” (2 minutes)</p> <p>Time: 10 minutes</p>
Resources	Topic Overview: Acknowledge, Ask, and Adapt
Key Concepts	<ul style="list-style-type: none"> • The Acknowledge, Ask, and Adapt process in negotiation and partnering with parents • Diverse and successful approaches to teaching and parenting young children • Fewer cultural universals than we might assume
Rationale	<p>Describe your hopes for the learners as a result of participating in this activity:</p> <ul style="list-style-type: none"> • Participants will know: the acknowledge, ask, adapt strategy for working with families in ways that support collaboration between home and childcare • What will participants do in their work with children, families, and/or each other: reflect on the importance of acknowledging, asking, and adapting in interactions with families to support children in their care <p>Adult Learning Design Principle(s) in this activity (required for LEPs only):</p> <p>Community of learners: Ask participants to share their interests, experience, skills, knowledge, and goals. Check in with them throughout the learning experience about this information.</p>

Activity	Name: Responses to Babies Crying
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	<p>Description:</p> <ul style="list-style-type: none"> ★ Before this activity, the facilitator should prepare copies of the PITC resource, Responses to Baby Crying Scenario, and note-taking paper for participants to record their reactions and self-ratings. <p>State, “We’re going to start by looking at an example that explores caregiver-family interactions across cultural lines. We’ll practice using the Acknowledge–Ask–Adapt framework to reflect on how we can build culturally responsive partnerships with families.”</p> <p>Provide participants with a copy of the PITC resource Responses to Baby Crying Scenario, and read response X out loud as a whole group. Ask participants to jot down any reactions, questions, or emotions as they listen. (5 minutes)</p> <p>In their table groups of four people, ask participants to engage in a small group discussion, reflecting on the scenario. The facilitator may ask the following questions out loud:</p> <ul style="list-style-type: none"> • How would you describe the sensitivity of this response? • Rate and discuss each part of the AAA framework (+ / – / ±). • What would you do differently in Joan’s place? <ul style="list-style-type: none"> ○ (5 minutes) <p>Give about five minutes for participants to write down their reflections. Then, redirect participants’ attention back to the larger group and read out loud response Y, again directing participants to jot down any reactions, questions, or emotions as they listen. (5 minutes)</p> <p>Repeat the same process- ask participants to engage in a small group discussion, reflecting on the scenario. The facilitator may ask the following questions out loud:</p> <ul style="list-style-type: none"> • How would you describe the sensitivity of this response? • Rate and discuss each part of the AAA framework (+ / – / ±). • What would you do differently in Joan’s place? <ul style="list-style-type: none"> ○ (5 minutes) <p>Again, after giving participants about five minutes to write their reflections, have the groups designate one person to share a brief summary of their discussion.</p> <p>Finally, the facilitator will engage participants in a discussion among the whole group, using prompts such as:</p> <ul style="list-style-type: none"> • “What was the biggest difference between Response X and Response Y?” • “What does it mean to be culturally responsive, not just sensitive?” • “Did you notice any growth moments for Joan in either scenario?” • “How might this look differently in your own program?” <ul style="list-style-type: none"> ○ (10 minutes) <p>Time: 30 minutes</p>
Resources	Responses to Scenario: A Baby Crying
Key Concepts	<ul style="list-style-type: none"> • The Acknowledge, Ask, and Adapt process in negotiation and partnering with parents • Diverse and successful approaches to teaching and parenting young children • Fewer cultural universals than we might assume
Rationale	<p>Describe your hopes for the learners as a result of participating in this activity:</p> <ul style="list-style-type: none"> • Participants will know: the difference between culturally responsive and sensitivity

- What will participants **do** in their work with children, families, and/or each other: exercise culturally responsive care with children and families they support

Adult Learning Design Principle(s) in this activity (required for LEPs only):

Self-Reflection: Offer opportunities for participants to reflect on their own values, beliefs, history, cultures, family, and educational experiences, and how their views relate to the topics you address.

Activity

Name: Evaluating Communication

Description:

Provide participants with a copy of the PITC resource Acknowledge, Ask, and Adapt: A Process in Communicating and Acknowledge, Ask, and Adapt: Communicating with Families to Resolve Issues. Review the PITC resource Acknowledge, Ask, and Adapt: Communicating with Families to Resolve Issues with participants to stimulate thinking about the upcoming clip. (5 minutes)

Show video clip Talking Points for Essential Connections: Roleplay: Caregiver Questioning a Parent's Behavior (1:45). The facilitator will engage participants in a large group discussion, focusing on:

- Where participants saw elements of Acknowledge, Ask, and Adapt in the clip
- Where communication could have been strengthened
- How body language, tone, or cultural sensitivity played a role
 - (10 minutes)

Then, review the PITC resource Acknowledge, Ask, and Adapt: A Process in Communicating as a large group, thinking again about the clip that was already watched. Show the clip Talking Points for Essential Connections: Roleplay: Caregiver Questioning a Parent's Behavior (1:45) again. (5 minutes total)

Next, direct participants to work in small groups at their tables, have participants discuss:

- Which steps of Acknowledge, Ask, Adapt did they observe most clearly?
- How could the caregiver have shown responsiveness or adapted for missed opportunities?
- How could the Acknowledge, Ask, Adapt model improve future communication? (10 minutes)

Finally, redirect participants' attention back to the larger group. Have each group select one person to briefly share the highlights of their discussion. (5 minutes)

Time: 35 minutes

Resources

Talking Points for Essential Connections: Roleplay: Caregiver Questioning a Parent's Behavior (1:45)

Acknowledge, Ask, and Adapt: A Process in Communicating

Acknowledge, Ask, and Adapt: Communicating with Families to Resolve Issues

Key Concepts

- The Acknowledge, Ask, and Adapt process in negotiation and partnering with parents
- Diverse and successful approaches to teaching and parenting young children
- Fewer cultural universals than we might assume

Rationale

Describe your hopes for the learners as a result of participating in this activity:

- Participants will **know**: the impact of poor communication with families
- What will participants **do** in their work with children, families, and/or each other: practice the acknowledge, ask, adapt strategy with colleagues and families

Adult Learning Design Principle(s) in this activity (required for LEPs only):

Community of Learners: Reflect with the group on agreements that facilitate authentic listening and honest sharing.

Activity

Name: Roleplaying the Acknowledge, Ask, Adapt Strategy

Description:

- ★ Before the activity, the facilitator should anticipate that if all 20 participants are in attendance, then groups will not be evenly split. Choose ahead of time which tables will have groups of three and which tables will have groups of four.

The facilitator will briefly introduce the activity and explain that participants will practice using the Acknowledge, Ask, and Adapt communication model through role-play scenarios. Remind participants of the key steps in the Acknowledge, Ask, and Adapt process:

- Acknowledge: Reflect and listen to the other person's concern, convey awareness, and show sincere interest.
- Ask: Gather data, ask clarifying questions, and restate the other person's point of view.
- Adapt: Work with the other person toward a solution, seek common ground, and negotiate where necessary.
 - (5 minutes)

Divide participants into small groups- four groups will have three participants, and two groups will have four participants. In groups of four, two participants will play the role of observer.

- Assign roles: Parent, Caregiver, and Observer.
 - Parent: Acts out the scenario provided, expressing their concerns or issues.
 - Caregiver: Uses the Acknowledge, Ask, and Adapt model to engage in the conversation with the parent.
 - Observer: Takes notes on how the caregiver uses the Acknowledge, Ask, and Adapt skills, focusing on strengths and areas for improvement.
- Provide each group with a roleplay scenario:
 - A caregiver addressing a parent's concerns about their child's behavior.
 - A caregiver discussing a misunderstanding about an appointment or service.
 - A caregiver helping a parent navigate a challenging situation involving a child's needs.

Allow each group to engage in the roleplay, ensuring they use the Acknowledge, Ask, and Adapt framework. Give each group 5 minutes for each round. After the roleplay, the observer provides feedback on the caregiver's use of the Acknowledge, Ask, and Adapt model. (15 minutes)

Then, after each roleplay, participants rotate roles: The observer becomes the caregiver, the caregiver becomes the parent, and the parent becomes the observer. Encourage groups to observe how the skills change and improve between rounds. (15 minutes)

	<p>Once all groups have completed their roleplays, redirect attention back to the larger group, asking each group to share their experiences:</p> <ul style="list-style-type: none"> • What worked well in using the Acknowledge, Ask, and Adapt skills? • How did participants feel in the different roles (parent, caregiver, observer)? • Were there moments where communication could have been improved? What would you do differently next time? <ul style="list-style-type: none"> ○ (5 minutes) <p>Discuss the overall impact of using the Acknowledge, Ask, and Adapt model in these scenarios and how it can support better family relationships and problem-solving. (5 minutes)</p> <p>Time: 45 minutes</p>
Resources	<p>Acknowledge, Ask, and Adapt Scenarios</p> <p>Acknowledge, Ask, and Adapt Scenarios instructions (facilitator only)</p> <p>Acknowledge, Ask, and Adapt: Communicating with Families to Resolve Issues</p>
Key Concepts	<ul style="list-style-type: none"> • The Acknowledge, Ask, and Adapt process in negotiation and partnering with parents • Diverse and successful approaches to teaching and parenting young children • Fewer cultural universals than we might assume
Rationale	<p>Describe your hopes for the learners as a result of participating in this activity:</p> <ul style="list-style-type: none"> • Participants will know: How to prepare for potentially challenging conversations with families using the acknowledge, ask, adapt strategy • What will participants do in their work with children, families, and/or each other: Use the acknowledge, ask, adapt strategy with families <p>Adult Learning Design Principle(s) in this activity (required for LEPs only):</p> <p>Application of Knowledge: Create opportunities for participants to develop and/or try out a practice or strategy based on key concepts addressed in the learning experience.</p>

Detailed Learning Experience Plan (LEP)

LEARNING CHECK

How will you know participants have increased their understanding of the key concepts and/or have effective ideas for how to apply them during this learning experience?

Participants will communicate their understanding through discussion and checks for understanding. They will produce examples of understanding through hands-on application.

FEEDBACK

How will you collect feedback from your participants about the

Emails are distributed to participants with the agency survey to complete anonymously. This survey is then sent to the facilitator with the responses. The survey includes, appropriate length of training, opportunities to participate, opportunities for hands-on activities,

effectiveness of the learning experience you have designed? What open-ended questions or prompts might you use?

PREPARATION

Briefly describe how you will prepare for the learning experience. List the necessary supplies, materials, and audio/visual tools.

preparedness of trainer, format of training, optional comments, optional requests for future training, and things the participant might change.

Register class on State Training System.

Include training in R&R newsletter.

Print the roster for sign-in.

Remind the participants of training by email one week in advance.

Copy all handouts.

Review notes the night before.

Check projector, video, and audio before the training.

Set up the room into four rows of even participants based on the roster.

Have a selection of fidgets for the participants to choose from.

Set out welcome sign and signs pointing to the training room.