

A woman with short dark hair, wearing a denim jacket, is smiling and leaning towards a baby. The baby is wearing a light blue jacket, red polka-dot pants, and a white cap with pink polka dots. The baby is sitting on a yellow rocking horse. The background features a chalkboard with some writing, a colorful caterpillar toy, and a wall of yellow storage bins. The floor is covered with colorful mats.

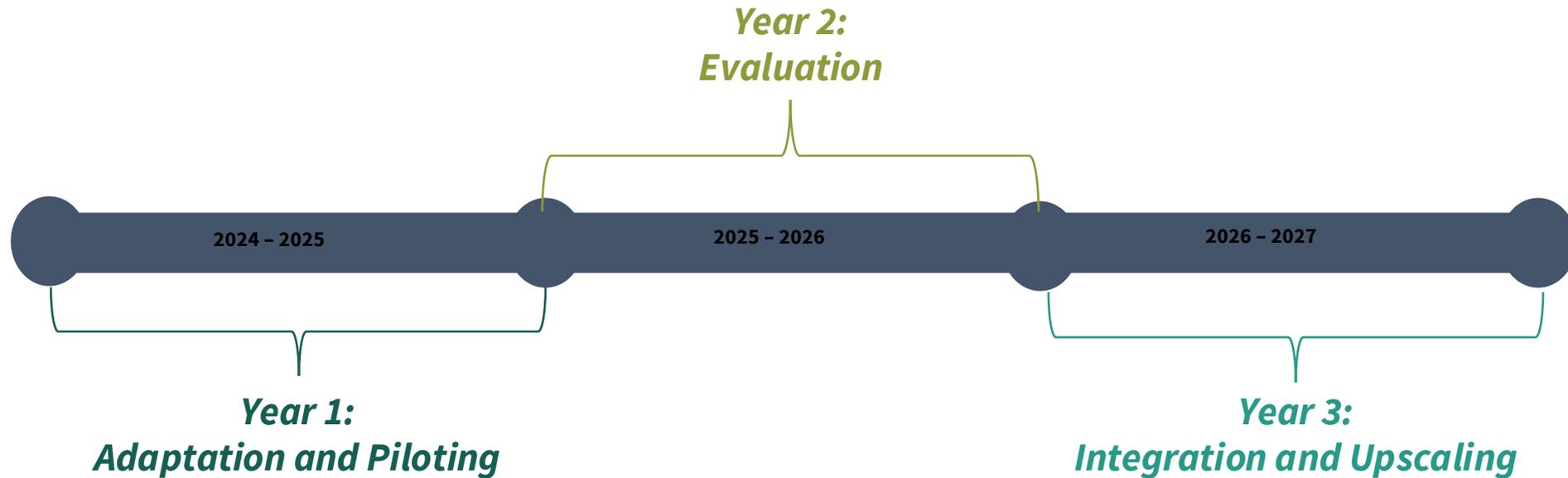
# Filming Interactions to Nurture Development (FIND) in Rural China

April 10, 2025

Rural Education Action Program (REAP)  
Stanford Center on Early Childhood (SCEC)

# Project Timeline

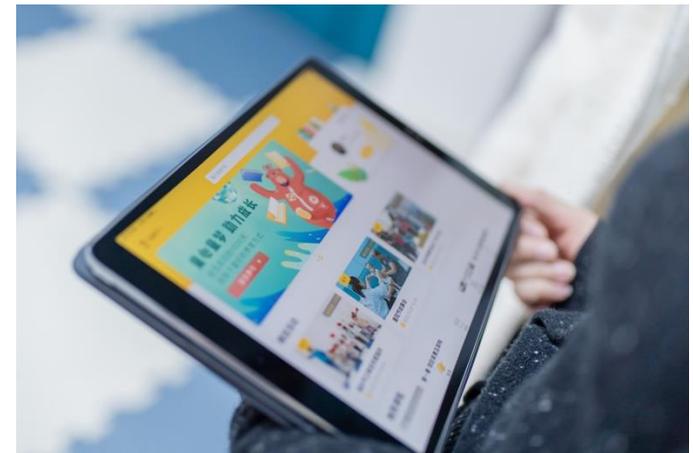
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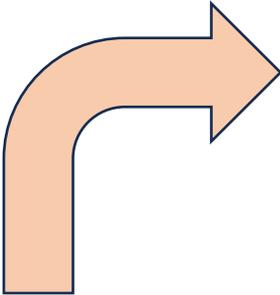
# The Intervention

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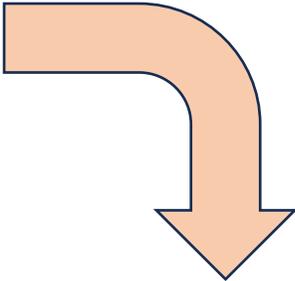
- 10-session video coaching for caregivers
- Builds on the skills and strengths of caregivers (positive feedback model)
- Conducted by trained coaches, editors, and consultants
- Built to be feasible and scalable



Step 2: Editors clip footage and create personalized films



Step 1: Coaches film child-caregiver interactions



Step 3: Coaches share edited films and FIND curriculum with caregivers



Repeat with all 5 FIND Elements



# Expected Milestones for Year 1

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- Complete FIND adaptation
  - Finalize FIND curricula adaptations with REAP and SCEC teams
  - Complete translation of adapted FIND curricula
  - Conduct preliminary FIND pilot
  - Conduct full FIND pilot and surveys

# Project Management

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- Bi-weekly meeting with Phil's team as well as Phil
- Bi-weekly meeting with our China team
- Weekly/biweekly check-ins with Ma Yue, Ann, and Kelly
- University-level research agreement between ZUEL and Stanford
- Sample site set up
  - Traveled to China in March
- Hiring, RA, volunteers
- DRA and IRB

# Training Milestones

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- Training of Trainers:
  - Coach training, video editing, and consultant training
  - Completed certification for coach and coach consultant, nearly finished with editor and editor consultant certification.

## Day 1, [Date]

9:00-9:30	Introductions and Training Orientation
9:30-10:30	FIND Program Overview
10:30-10:45	Break
10:45-12:00	FIND Program Overview Continued/The 5 FIND Elements
12:00-1:00	Lunch
1:00-3:30	The 5 FIND Elements/FIND Coach Skills
3:30-3:45	Break
3:45-5:00	Coach Skills Continued

## Day 2, [Date]

9:00-10:30	Coach Skills Continued
10:30-10:45	Break
10:45-12:00	Coach Skills Continued
12:00-1:00	Lunch
1:00-3:30	Coach Skills Continued
3:30-3:45	Break
3:45-5:00	Coach Skills Continued

## Day 3, [Date]

9:00-10:00	Review
10:00-10:30	FIND Tech Training
10:30-10:45	Break
10:45-12:00	Tech Training Continued
12:00-1:00	Lunch
1:00-3:30	FIND Documentation and Measurement
3:30-3:45	Break
3:45-5:00	<u>Wrap Up</u> and Next Steps

# Adaptation Milestones

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- Adaptation:
  - Translated, localized, edited, and formatted over 200 pages of FIND documents and materials (still in progress and will be even during/after pilot)
  - Training protocols are being translated, localized, edited
  - (In progress) Adapting the original FIND technology to Chinese-appropriate platforms.

# Adaptation Example: Coach Handout



## ENDINGS AND BEGINNINGS

An ending and beginning happens when your child shows you that they are done with one thing and ready to move on to something new and you follow their lead.

- During the course of each day, you and your child are busy with lots of activities and routines. As we've talked about before, you may lead many of these activities, but there are also times when you let your child explore their own ideas and interests.
- Your child signals that they are finished with an activity in many different ways. Their signals may be big or small.
- *Endings and Beginnings* can happen anytime including during playtime and meals.



Your child might show you they're finished playing pretend with the toy phone by setting the phone down. Then, they might serve by reaching for a new toy. You could return that serve with encouragement by showing interest in the new toy.



Your child might signal the end to a meal by turning their head away from a spoon. Next, they might serve by reaching their arms up. You could return this serve with support by helping your child out of the high chair and facilitating their transition to a new activity.

Finding moments for child led *Endings and Beginnings* helps your child develop their own interests and ideas.



拍摄  
互动  
培养  
成长

## 活动结束和开始

活动结束和开始，即孩子告知您他/她已完成了一件事情，打算开始继续尝试新鲜事物，并希望您加入他们。

- 日常生活的每一天里，您和孩子会共同经历许多活动和事务。前面我们已经讨论过，您需要引导开展多项活动，有些时候，您也需要让孩子自己探索，挖掘个人兴趣。
- 您的孩子会用多种不同的方式向您表达他已经完成一件事情。他们可能发出比较明显的信号，也可能只是一些小动作。
- 孩子随时可能结束或开始一项新活动，即使在游戏或是进餐时，都有可能发生。



您的孩子也许会放下玩具手机，表示他已经不想玩假装打电话的游戏了。在那之后，他很可能去寻找新玩具。那么，您可以表现出对新玩具感兴趣的样子，鼓励他作出尝试。



您的孩子可能会把头扭到一边，不再关心手里的勺子，向您表达他已经吃完了。紧接着，他说不定会张开双臂。这个时候，您可以把孩子从高脚椅子上抱出来，然后帮助他们将注意力转向新活动。

及时察觉孩子打算结束或开始新活动的行为，有助于帮助孩子发展个人兴趣爱好，培养思维能力。

# Pilot Preparation is on Track

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- Sample site is established
  - Sample 5 townships
- Tech infrastructure set up
- Protocols
  - Hiring
  - Survey
  - Training for trainers
  - Intervention implementation
- Hiring RAs for Shanshan and Wang Yue
- Hiring coaches

**Thank you!**

