

13. Resources for Trainers Resources available in DERT

Getting Ready

Checklist for Trainers

Connecting with Your Participants – quick tips

Calm Down & Gear Up

Readings

Evaluation templates

Feedback form and Personal Action Plan

Trainer's General Considerations

GETTING READY

Program Administration Guidelines

Your best efforts to design and deliver a program that positions participants to take responsibility for their learning can be negated by lack of attention to administrative details. It is not uncommon for program evaluations to reflect negatively on an entire training effort because some minor detail peripheral to design or delivery, fell between the cracks. The following checklist will help you avoid this unnecessary obstacle to program success.

Checklist Item	Yes	No	N/A
Participants notified of date, time, and location?			
Appropriate rooms reserved?			
Participants' manager(s) notified of employee participation?			
Easel flipchart, markers and tape available?			
All equipment arranged for and working? Do you know:			
Where rest rooms are?			
Where lunch will be served and how it will be paid for?			
Where emergency exits are?			
How messages can be received?			
How to control lights and room temperature?			
The name of the facility liaison in an emergency?			
If there is reproduction equipment available?			
All visual aids previewed (DVD, videos, etc.) and notes prepared in case of equipment failure?			
Participant and trainer materials prepared?			
Participant and trainer materials at training site?			
Table tents prepared in advance from names on roster?			
Beverages (coffee, tea, water, etc.) arranged?			
Extension cords available?			
Screen available?			
LCD & Computer interface tested?			
Room set up appropriately?			
Pens, pencils, and paper supplied?			
Source: Ellen J. Wallach and Nancy D. Fulford. It's All in Your Head (New York: American Management Association, 1984).23-24.[modified]			



Trainer's Checklist

EQUIPMENT

- LCD machine
- Computer connection (IE HDMI)
- Extension cord
- Duct tape or Gaffer's Tape
- Flipchart
- Easel
- Masking tape
- Scotch tape
- Colored markers-various colors
- Dry erase markers--various colors
- Complaint forms
- Rights booklets
- Abuse and Neglect poster
- Additional handouts-list attached
- Loose leaf notebook with agenda, outline, and all handouts in order of presentation
- Note pad or tablet
- Pens and pencils
- Miscellaneous supplies
- Luggage cart or suitcase

ENVIRONMENTAL CONCERNS

- Does room have adequate seating?
- Adequate space for movement and to allow an open feeling?
- If using LCD, can lights at front be dimmed or turned off?
- Table for projector/computer in proper position
- Separate table or adequate space for notebook and outline
- Comfortable temperature

Connecting With Your Participants

By Bob Pike

One thing that's always important is connecting with your participants. I believe they need to know that we're teaching from prepared lives as well as prepared lessons ... and that we are there to benefit them.

Here are **eight tips** for doing a better job of connecting with your next group.

1. Be early. Make sure that the last fifteen minutes before a class begins can be spent connecting with the participants. That may mean setting up an hour early to be sure that the logistical/technical glitches are solved so you can relax and focus on making your participants feel welcome.

2. Stay late. Make sure that you are NOT the first one to leave. My rule of thumb is to plan on spending the first fifteen minutes after a session connecting with people informally, then I start working on room set-up or break down or whatever else is needed.

3. Allocate part of each break to your participants. My rule of thumb is 50% for them and 50% for me. This allows me to be sure that I connect with almost everyone ... or at least they know I'm available.

4. Be back from lunch fifteen minutes early. Be on hand to greet people as they return.

5. Use a capture-the-question board. In addition to using other methods to answer questions, I post a sheet of chart paper with a large question mark on it. Anyone can take a Post-it note and place a question on the board. I scan the board and work in answers to questions that participants would really like answered.

6. Stay in the room during activities. Nothing will communicate to a group that you don't care more quickly than starting an activity and then leaving the room. The same is true when you use a video. Stay in the room, even if it's for the 100th time. Focus on your audience instead of the video. This may prove more valuable than the video content itself.

7. Circulate during activities. Don't eavesdrop, but make it easy for a group to call you over to clarify an activity or ask a question.

8. Use an opener like "four facts" to help you and your group get to know each other better personally. Briefly, each person in a small group of five to seven shares four facts three true, one false. Each individual tries to guess which fact is false and why. The people reveal their false statements. This helps people connect better because they end up knowing each other better on a personal level.

Doing any of these things will help you connect better with a group and creates a better learning environment.

Adopting all of the above will make you awesome!

The Essence of Who You Are

Then, sit down for our closer.

As we end this part of the training, I would like to close with a brief reflection. We have focused much on rights & recipients. This reflection is designed to remind us of our relationships.

As I read each line, repeat the line silently to yourself:

*This is a person just like me.
A human being with feelings.*

*Who wants to be liked.
Who wants to connect.
Who has faced the pain of rejection.*

*I would really like to get to know you.
To share the best of who I am
with the best of who you are.*

*I would like to support you in feeling great about yourself. . .
. . . I appreciate the essence of who you are.*

(AoD 1992)

ANYWAY

People are often unreasonable, illogical, and self-centered;
Forgive them anyway.

If you are kind, people may accuse you of selfish, ulterior motives;
Be kind anyway.

If you are successful, you will win some false friends and some true
enemies;
Succeed anyway.

If you are honest and frank, people will cheat you;
Be honest and frank anyway.

What you spend years building, someone could destroy overnight;
Build anyway.

If you find serenity and happiness, others may be jealous;
Be happy anyway.

The good you do today, people will often forget tomorrow;
Do good anyway.

Give the world the best you have, and it may never be enough;
Give the world the best you have anyway.

You see, in the final analysis,
It's all about You
It never was about you and them anyway.

YOU AND I

I am a resident.

I am admitted.

I am aggressive.

I have behavior problems.

I am noncompliant.

When I ask you out for dinner, it is an outing.

I don't know how many people have read the progress notes people write about me.

I make mistakes during my check-writing program. Someday I might get a bank account.

I wanted to talk with the nice-looking person behind us at the grocery store. I was told that it was inappropriate to talk to strangers.

I celebrated my birthday yesterday with 5 other residents and 2 staff members. I hope my family sends a card.

My case manager sends a report every month to my guardian. It says everything I did wrong and some things I did right.

I am on a special diet because I am 5 pounds over my ideal body weight.

I am learning household skills.

I am learning leisure skills.

After I do my budget program tonight, I might get to go to McDonald's if I have enough money.

My case manager, psychologist, R.N., occupational, physical therapist, nutritionist and house staff set goals for me for the next year.

Someday I will be discharged, - maybe.

You reside.

You move in.

You are assertive.

You are rude.

You don't like being told what to do.

When you ask someone out, it is a date'.

You didn't speak to your best friend for a month after they read your journal.

The bank called to remind you.

You met your spouse in the produce department when you couldn't find the bean sprouts.

Your family threw you a surprise party. Your brother couldn't make it from out of state. It sounded wonderful.

You are still mad at your sister for calling your mom after you got that speeding ticket.

Your doctor gave up telling you.

You hate housework.

Your shirt says you are a "couch potato".

You were glad that new French restaurant took your charge card.

You haven't decided what you want out of life.

You will move onward and upward.

We Are Here To Listen

We are here to listen,
Not to work miracles.

We are here to help people discover what they are feeling,
Not to make feelings go away.

We are here to help people identify their options,
Not to decide for them what they should do.

We are here to discuss steps with people,
Not to take steps for them.

We are here to help people discover their own strength,
Not to rescue them and leave them still vulnerable.

We are here to help people discover they can help themselves,
Not to take responsibility for them.

We are, here to help people learn to choose,
Not to make it unnecessary for them to make difficult choices.

We are here to provide support for change.

-adapted from Bader and Haas

Throughout History people with physical and mental disabilities have been abandoned at birth, banished from society, used as court jesters, drowned and burned during the inquisition, gassed in Nazi Germany and still continue to be segregated, institutionalized and tortured in the name of behavior management, abused, raped, euthanized and murdered. Now for the first time, people with disabilities are taking their rightful place as fully contributing citizens. The danger is that we will respond with remediation and benevolence rather than equity and respect. And so, we offer you

A CREDO FOR SUPPORT!

DO Not see my disability as the problem.

Recognize my disability is an attribute.

Do Not see my disability as a deficit

It is you who see me as deviant and helpless.

Do Not try to fix me because I am not broken.

Support me. I can make my contribution to the community my own way.

Do Not see me as your client. I am your fellow citizen.

See me as your neighbor. Remember, none of us can be self-sufficient.

Do Not try to modify my behavior.

Be still and listen. What you define as inappropriate may be my attempt to communicate with you the only way I can.

Do Not try to change me, you have no right.

Help me learn what I want to know.

Do Not use theories and strategies on me.

Be with me. And when we struggle with each other, let that give rise to self-reflection.

Do not try to control me. I have a right to my power as a person.

What you call non-compliance or manipulation may actually be the only way I can exert some control over my life.

Do not teach me to be obedient, submissive and polite.

I need to feel entitled to say NO if I am to protect myself.

Do Not be charitable towards me, the last thing the world needs is another Jerry Lewis.

Be my ally against those who exploit me for their own gratification.

Do not try to be my friend. I deserve more than that.

Get to know me. We may become friends.

Do not help me, even if it does make you feel good.

Ask me if I need your help. Let me show you how you can assist me.

Do not admire me. I desire to live a full life does not warrant adoration.

Respect me, for respect presumes equity

Do Not tell, correct or lead me.

LISTEN, SUPPORT, FOLLOW.

Do Not work on me.

WORK WITH ME.

WHAT IF...

- What if you never got a chance to make a mistake?
- What if your money was always kept in an envelope where you couldn't get it?
- What if you were always treated like a child?
- What if your only chance to be with people different from you was with your own family?
- What if you never got to make a decision?
- What if the only risky thing you could do was to act out?
- What if you couldn't go outside because the last time you went, it rained?
- What if you took the wrong bus once, and now you're not allowed take another one?
- What if you got into trouble and were sent away, and you can't come back because people always remember you're trouble?
- What if you worked and got paid only 46 cents an hour?
- What if you had to wear your winter coat when it rained because it was all you had?
- What if you had no privacy?
- What if you could do part of the grocery shopping, but weren't allowed to do any because you weren't able to do all the shopping?
- What if you spent 3 hours a day just waiting?
- What if you grew old and never knew adulthood?
- What if you were never given a chance?
- What if you tried to talk to people and no one could understand what you were saying?
- What if you weren't allowed to have a boyfriend or girlfriend?
- What if you could never get married to the person you loved?
- What if you smoked and cigarettes were given to you on a schedule set by someone else?
- What if you were not allowed to have a cup of real coffee, pop or a beer if you wanted it?
- What if you were served vegetarian food even if you weren't one?
- What if you were made to take medicine against your will that made you have diarrhea, be nauseous, impotent, or your hair to fall out?
- What if you didn't get to choose where or who you lived with?
- What if you couldn't take care of your personal hygiene and someone had to do it for you?
- What if people talked about you in your presence as if you weren't in the room?
- What if you were taken somewhere every day where people always physically attacked you?
- What if you had to get up at 4:00 in the a.m., to get ready and catch public transportation, to be to work by 8:30... when it was only 15 minutes away from where you live?

Food for thought... What does it mean?

What does it mean?

What does it mean to be a "public" patient?

It means everyone thinks I don't deserve as much as the person who's paying.

It means people treat me rudely.

It means people think I have all the time in the world and schedules don't matter.

It means people treat me as if I'm not as smart as other people. It means people think I don't deserve the best.

It means people think this is the only place I could go and that I have no choices.

All of this is untrue.

I am your mother, your sister, your cousin.

Under different circumstances and at another time I had money, but now times have changed for me.

I cry sometimes because of how my life has changed.

But I cry too because you changed in how you treat me. It made me feel small.

6-13-94 Author Unknown

REVIEW OF RIGHTS

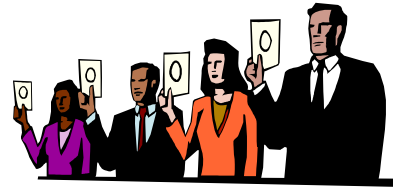
The ideas brainstormed in this exercise will become the presentation outline.

Break the participants into groups. Tell them that in order to cover the rights as included in Chapter 7 of the code, you would like them to brainstorm some rights that recipients have. Be sure to give time for the group to brainstorm. Be sure each group has a scribe.

After brainstorming, have each group share the rights & the trainer will list them on flip chart paper. Ask the group for any that have been missed. Add any important rights that were left off.

This affords the group to see the rights in written form in front of them. Be sure to discuss which are universal rights (to vote, etc.) and which are specific to Mental Health recipients.

DEVELOPING EFFECTIVE RIGHTS TRAINING



Date: _____

GOALS

Our goals for this training – Did we achieve them?

- | | |
|---------------------------------------------------------------|-----------------|
| | (Please circle) |
| • Understand and experience techniques for effective training | Yes No |
| • Identify needed content for rights training | Yes No |
| • Begin a collection of resources and tools | Yes No |
| • Make training more enjoyable for everyone | Yes No |

How useful were the following sections of this training?

KEY: 5 = Very Useful 1 = Not Useful

	5	4	3	2	1
Openers					
Adult Learning Theory					
Becoming an Effective Trainer					
Tools for Training					
Closers					
Audience Types					
Rights Training – What to Teach					
Training Different Groups					
Practice Training					

Comments:

What can we improve this training?

Name (optional): _____

DEVELOPING EFFECTIVE RIGHTS TRAINING



Date: _____

GOALS

- Understand and experience techniques for effective training
- Identify needed content for rights training
- Begin a collection of resources and tools
- Make training more enjoyable for everyone

Information that was most useful was: _____

What I wish I would have received from the training: _____

Please share your comments in 30 words or less: _____

Please rate this program on the following:

agree
disagree
→

	5	4	3	2	1
The information presented was useful					
The book was well organized					
The trainers were was knowledge					
As an attendee I contributed to the learning process					
Other attendees were actively involved & supported the learning process					
The activities enhanced learning					
The overall presentation was well organized					
The pace of the training was adequate					
The presentation as a whole was relevant to my job					
Questions I asked were answered					
I was on time					

Name (optional): _____

How could the presenter _____ improve the part of this training she conducted?

What did the trainer _____ do that was especially effective?

How could the presenter _____ improve the part of this training she conducted?

What did the trainer _____ do that was especially effective?

How could the presenter _____ improve the part of this training she conducted?

What did the trainer _____ do that was especially effective?

How could the presenter _____ improve the part of this training she conducted?

What did the trainer _____ do that was especially effective?

Presentation Skills Feedback Form

Name of Presenter: _____

Presenters Goals: _____

PRESENTATION FACTORS:

Voice:

- _____ Pace
- _____ Volume
- _____ Pauses
- _____ Pitch/tone
- _____ Emphasis

Eye Contact:

- _____ Consistent
- _____ 3-5 Sec
- _____ Disperse

Facial expression:

- _____ Smiling
- _____ Variety
- _____ Warmth

Other:

- _____ Organized
- _____ Posture
- _____ Professional
- _____ Nervous

Movement:

- _____ Balanced
- _____ Face audience
- _____ Relaxed
- _____ Energetic

Gesture:

- _____ Natural
- _____ Appropriate
- _____ Quality

Enthusiasm:

- _____ Start to Finish

Non-Verbal:

- _____ Filler words
- _____ Noises
- _____ Hedge Words
- _____ Swaying
- _____ Pointing
- _____ Rubbing Hands
- _____ Playing with Objects
- _____ Clearing throat

Presentation Strengths:

Opportunities for Growth:

Personal Action Plan

What would you focus on if you were to work for two more weeks on your facilitation skills?

What is one thing that would make a tremendous difference for you in your future rights training?

Make a commitment to constant improvement. Start by setting one *SMARTER* goal.

Specific _____

Measurable _____

Attainable _____

Relevant _____

Time Table _____

Everyday Incorporation _____

Revise & Reward _____