



**LIFELONG FAMILIES AND REPLICATION MANUAL TRAININGS:
TRAIN THE TRAINERS**

CONTENTS

Overview	1	Handouts	
Learning Objectives	1	Handout #1. Train the Trainers Agenda	29
Materials Needed	1	Handout #2. A Strengths-Based Approach to Training	30
Topic Sequence	2	Handout #3. The Lifelong Families Training and the Replication Manual Training	31
.....			
Training Modules		Handout #4. Adult Learners and Youth Learners	32
Module A. Welcome to Day One and Introductions	3	Handout #5. Learning Styles Inventory	33
Module B. Strengths-Based Practice	5	Handout #6. Adult Learner Characteristics and Teaching Strategies	35
Module C. The Lifelong Families Training and the Replication Manual Training	8	Handout #7. Tips for Teaching Adults	36
Module D. Adult Learning Styles	13	Handout #8. Anxiety Assessment	38
Module E. Presentation Skills	17	Handout #9. Guidelines to Make the Transmission of Your Message Effective	40
Module F. Training Preparation	22	Handout #10. Top Ten Tips for Effective Training	41
Module G. Team Preparation Time	24	Handout #11. Teaching Assignment Guidelines and Observation Sheets	42
Module H. Welcome to Day Two and Final Team Preparation	25	Handout #12. Train the Trainers: Self-Assessment	46
Module I. Team Teaching	26	Handout #13. Evaluation	47
Module J. Self-Assessment	27	
Module K. Closing	28		
.....			

OVERVIEW

This Train the Trainers program is designed to provide participants with the knowledge and skills to effectively train child welfare professionals on the Lifelong Families model. This Train the Trainers program provides preparation for participants to teach the Lifelong Families Training and the Replication Manual Training. The training is designed to prepare six to eight participants to train the two curricula.

LEARNING OBJECTIVES

Participants will be able to demonstrate and/or describe:

1. The three key adult learning styles
2. Five presentation skills that apply adult learning principles that can be used in teaching the Lifelong Families Training and the Replication Manual Training
3. The learning objectives of the Lifelong Families Training and the Replication Manual Training
4. The key content areas of the Lifelong Families Training and the Replication Manual Training
5. Training skills in providing information in didactic form in an engaging manner
6. Training skills in setting the stage for small group work and debriefing
7. Training skills in facilitating large group discussions
8. Skills in supporting direct service staff in successfully implementing the Lifelong Families model

MATERIALS NEEDED

- 2 Flip charts, markers, tape
- On flash drives for each participant:
 - All modules of the Lifelong Families Training:
 - Teaching Scripts
 - Powerpoint Presentations
 - Handouts
 - All modules of the Replication Manual Training:
 - Teaching Scripts
 - PowerPoint Presentations
 - Handouts
- Handouts for the Train the Trainers:
 - Handout #1: Train the Trainers: Agenda
 - Handout #2: A Strengths-Based Approach to Training
 - Handout #3: The Lifelong Families Training and the Replication Manual Training
 - Handout #4: Adult Learners and Youth Learners
 - Handout #5: Learning Style Inventory

- Handout #6: Adult Learner Characteristics and Teaching Strategies
- Handout #7: Tips for Teaching Adults
- Handout #8: Anxiety Assessment
- Handout #9: Guidelines to Make the Transmission of Your Message Effective
- Handout #10: Top Ten Tips for Effective Training
- Handout #11: Teaching Assignment Guidelines and Observation Sheets
- Handout #12: Train the Trainers: Self-Assessment
- Handout #13: Evaluation

TOPIC SEQUENCE

Day One: Topic Sequence

- Module A. Welcome and Introductions
- Module B. Strengths-Based Practice
- Module C. The Lifelong Families Training and the Replication Manual Training
- Module D. Adult Learning Styles
- Module E. Presentation Skills
- Module F. Training Preparation
- Module G. Team Preparation Time

Morning and afternoon breaks and a 45 minute lunch break will be provided.

Day Two: Topic Sequence

- Module H. Welcome to Day Two and Final Team Preparation
- Module I. Team Teaching
- Team Presentations:
 - Team Presentation #1 and Feedback
 - Team Presentation #2 and Feedback
- Lunch Break
- Team Presentations (continued):
 - Team Presentation #3 and Feedback
 - Team Presentation #4 and Feedback
- Module J. Self-Assessment
- Module K. Closing

Morning and afternoon breaks and a 45 minute lunch break will be provided.

DAY I: LIFELONG FAMILIES AND REPLICATION MANUAL TRAININGS: TRAIN THE TRAINERS

Module A. Welcome to Day One and Introductions *(estimated time 45 minutes)*

WELCOME LECTURE

- Trainer welcomes participants to this Training of Trainers for the Lifelong Families Training and the Replication Manual Training.
- Trainer introduces self, providing name and professional background in child and family services and as a trainer.
- Trainer explains that the purpose of the Training of Trainers is to prepare participants to effectively train others with the Lifelong Families Training and the Replication Manual with confidence.
- Trainer highlights that the training is a safe place to build and further develop training skills over the two days. Participants also will become familiar with the training content of both curricula.

PARTICIPANT INTRODUCTIONS

Work in Dyads. Trainer asks participants to join with a partner and get to know one another using the following prompts to learn more about the partner:

1. Partner's name and affiliation
2. What is your background in presenting? This could range from show-and-tell at school to formal teaching.
3. What led you to participate in the Training of Trainers (TOT)?
4. What do you hope to learn in this TOT?
5. How will you know when you are ready to teach the Lifelong Families Training and the Replication Manual Training?

Report Out. Trainer asks participants to introduce their partners to the group by name and affiliation and share the partner's responses to two of the remaining questions.

LEARNING OBJECTIVES

Trainer introduces the learning objectives for the TOT:

Participants will be able to demonstrate and/or describe:

1. The three key adult learning styles
2. Five presentation skills that apply adult learning principles they can use in teaching the Lifelong Families Training and the Replication Manual Training
3. The learning objectives of the Lifelong Families Training and the Replication Manual Training

4. The key content areas of the Lifelong Families Training and the Replication Manual Training
5. Training skills in providing information in didactic form in an engaging manner
6. Training skills in setting the stage for small group work and debriefing
7. Training skills in facilitating large group discussions
8. Skills in supporting direct service staff in successfully implementing the Lifelong Families model

Trainer asks if there are any questions.

THE AGENDA

.....
HANDOUT #1: Trainer refers participants to Handout #1. Train the Trainers: Agenda and reviews the agenda for Day One.
.....

GROUND RULES

Trainer does the following:

- States that in order for everyone in the training to maximize the time together, it is important for the group to develop group rules.
- Documents the ground rules developed by the group on flip chart paper and places the page(s) in a place where the rules are in full view.
- States that if participants begin to break the agreed upon ground rules, you, as the trainer, may refer participants back to them and remind the group of their agreement.

RISK TAKING EXERCISE

Trainer introduces the Risk Taking Exercise, stating that the purpose of this exercise is to have participants think about how they rank themselves on a scale of 1 to 10 as a risk taker in their professional lives.

Trainer:

- Instructs the participants to join with a partner and discuss in their groups where they would rate themselves on the scale of 1 (not a risk taker at all) to 10 (give me any risk anytime, anywhere) and why.
- Brings the discussion back to the larger group and asks by a show of hands who rated themselves as an 8 to 10, 5 to 7, 1 to 4.
- Explains to the group that those who rated themselves as 5 or above will be utilizing their risk taking abilities as they practice training modules from both curricula.
- Explains that those who did not rate themselves as high on the scale may be pushing themselves a bit as they build their expertise.

SUMMARY

Trainer concludes this module and transition to the next module on Strengths-Based Practice.

Module B. Strength-Based Practice *(estimated time 25 minutes)*

Trainer makes the following points:

- One of the cornerstones of Lifelong Families is the utilization of a strengths perspective at every point of the case.
- As a trainer, it is useful to utilize a strengths-based approach with participants.
- A strengths perspective supports a collaborative relationship – between social worker and youth/family and between trainer and participant. In both cases, we recognize the other – whether client or learner – as an expert.

.....
LARGE GROUP DISCUSSION: **What does it mean to train from a strengths-based perspective?**
.....

Trainer makes the following points if not made by participants:

- In order for participants to successfully implement the Lifelong Families permanency teaming process, trainers must communicate their own ability to see the strengths of the client, the identified lifelong connections and the team.
- In the classroom, participants often share their own examples of how a client is resistant or difficult. When the trainer uses a strengths perspective, he/she can help the participant see the importance of getting past that resistance.
- In the classroom, trainers often face participants who present significant challenges. We will talk more about those challenges later. But for now, it is important to recognize the importance of a strengths-based perspective in seeing and responding to the strengths that challenging participants bring to the training.

Trainer asks for volunteers to read three quotes presented on PowerPoint slides.

First volunteer reads:

“The strengths perspective is an attitude and frame from which to engage those with whom we’re working. It shifts our perspective from a worker-directed effort to a client-directed effort in collaboration with the client. Professional knowledge is about how to be available in a different way. A way that exploits the strengths and resilience of the client.”

- Robert Blundo

.....
LARGE GROUP DISCUSSION: **How can we “exploit” the strengths and resilience in the permanency teaming process?**
.....

Trainer makes the following points if not made by participants:

- Caseworkers and other team members can highlight the client’s strengths and resilience and plan ways for the client to act from his/her strengths in team meetings.
- Caseworkers and other team members can view themselves as collaborators for the client, working jointly with the client toward success.

Second volunteer reads:

“People can more easily repeat behaviors they have successfully performed in the past, than they can cease doing something that does not work, or learn something new.”

- Insoo Kim Berg

.....
LARGE GROUP DISCUSSION: **What meaning does this quote have for trainers of the Lifelong Families model?**
.....

Trainer makes the following points if not made by participants:

- This quote emphasizes how we can help clients succeed by working with the supportive relationship they already have.
- We can focus on identifying where clients have achieved success and learn more about how they did it.

Third volunteer reads:

“Practicing from a strengths perspective does not require professionals to ignore the real troubles that dog individuals and groups. Child sexual abuse is real. Violence is real. But in the lexicon of strengths, it is as wrong to deny the possible as it is to deny the problem.”

- Dennis Saleeby

.....
LARGE GROUP DISCUSSION: **How do we maintain the recognition that negatives do exist while keeping a strengths-based perspective?**
.....

Trainer makes the following points if not made by participants:

- Negatives do exist. It is true that violence, neglect and sexual abuse are real. Using the strengths perspective does not mean problems are ignored.
- Rather being strengths-based means we look at what is working and how people can use what works to improve other areas.
- We stop ourselves from providing suggestions and solutions and learn about the client and empower them to discover the solution.

HANDOUT #2: Trainer refers participants to Handout #2. A Strengths-Based Approach to Training

Work in Dyads. Trainer asks participants to join with a new partner and refers participants to Handout #2. A Strengths-Based Approach to Training. Partners complete the grid in the Handout, applying strengths-based practice principles in work with clients to the training context.

Debrief. Trainer asks dyads to report back their ideas on applying strengths-based practice principles to training.

Trainer makes the following points if not made by participants:

- In a training program, everyone brings with them their own expertise and perception of their skills.
- A strengths-based perspective helps us to appreciate participants' honesty and questions during class and respond in a way that will promote their empowerment as Lifelong Families practitioners.

LECTURE

Trainers sums up this module by saying that being an effective trainer requires a strengths perspective.

Module C. The Lifelong Families Training and the Replication Manual Training (estimated time 20 minutes)

LECTURE: INTRODUCTION

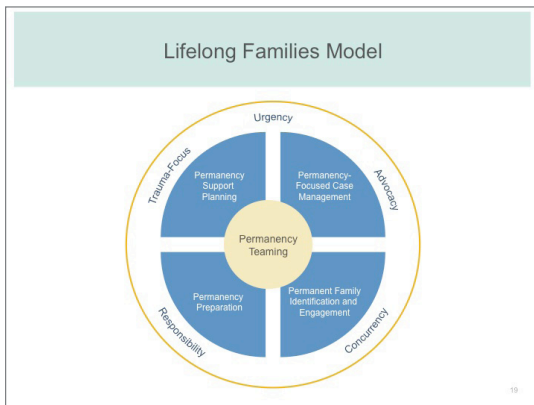
Trainer provides the following information:

- The Lifelong Families model was developed by Casey Family Services, a multiservice child welfare agency that historically delivered high-quality, long-term foster care for children and youth with complex special needs who were deemed unlikely to find families through reunification or adoption.
- Casey recruited a cadre of reliable foster families, many of whom parented children and youth from foster care until and often after age 18.
- As the agency shifted its aim to preventing youth from “aging out” and achieving more permanent family outcomes for the youth it served, agency leaders recognized that frontline practice had to change. In 2004, Casey Family Services, building on its experience, transformed its practice approach to focus on securing permanent, loving families for children and youth and a timely exit from foster care – through reunification with parents, adoption or legal guardianship.
- Casey Family Services called this organizational change the Move to Greater Permanence (MGP) and the practice shifts evolved into the Lifelong Families (LF) model. Assessed along a diverse set of criteria, preliminary results from implementation of the Lifelong Families model are encouraging in terms of outcomes for children. The agency also demonstrated efficiency in service provision and revenue generation.
- The Lifelong Families Training and the Replication Manual Training are the culmination of seven years of program design, practice model development, service delivery and evaluation.

LECTURE: THE LIFELONG FAMILIES MODEL

- The Lifelong Families model is a collaborative approach to permanency planning for youth in foster care or at risk of entering the foster care system.
- At the heart of the Lifelong Families model are the beliefs that:
 - Youth are most likely to thrive and reach their fullest potential when they grow up in safe, reliable and supportive families.
 - All youth have a right to legal membership in a permanent family.
 - Permanency services must be customized to address the needs of each youth for safety, permanence and well-being within a permanent family.

- Family permanence for every youth is possible, powerful and a priority for all children and youth no matter what their age or special needs.
- As you see in this graphic of Lifelong Families, the model is comprised of five principles and five components. The five principles appear along the outer edge of the circle. They apply to all of the components of Lifelong Families model and are cross-cutting principles. First, let's briefly review the Lifelong Families principles and then briefly review the Lifelong Families components.



PowerPoint Slide #19

The Five Principles of the Lifelong Families Model

Trainer provides the following information:

Urgency. Creating momentum to ensure a youth's timely exit to reunification, adoption or legal guardianship. From case opening, the social worker diligently focuses the team on achieving the primary or concurrent permanency goals and removing all agency-, family- and child-related barriers to legal permanence.

Advocacy. Advocating for youth to leave foster care with safe, legally permanent parents – either by reunifying with birth parents, legal guardianship with relatives or adoption. Advocating for appropriate and accessible services to achieve, support and/or sustain permanency with birth parents, relative guardians and adoptive parents. Advocating with professionals, caregivers, birth or extended family members and other significant adults in a youth's life to advance progress toward permanence.

Concurrency. Assuring that every youth's permanent plan includes a primary parent as well as a back-up parent able and willing to provide safe parenting and a legal family relationship. Facilitating parallel casework activities at all times to maintain momentum and ensure timely exit for youth to reunification, adoption or legal guardianship.

Responsibility. Increasing the responsibilities of permanent parents in all aspects of parenting and decision making, while decreasing responsibilities of the agency as a substitute parent. Preparing extended family, team members and community resources to support the youth and permanent parent(s) in sustaining permanency after the youth leaves foster care.

Trauma-Focus. Understanding the impact of traumatic events and experiences on the development, behavior and relationships of youth and their parents and family members. Preparing and supporting parents and family members as primary partners in healing the youth's past trauma and sustaining an unconditional and lifelong commitment.

The Five Components of Lifelong Families

Trainer shares the following:

I. PERMANENCY TEAMING. In this key component of the Lifelong Families model, the social worker assembles a team of people who work together on behalf of a young person in foster care. The youth is always at the center of Permanency Teaming, which engages birth parents, relatives, foster parents, caregivers and other significant adults and professionals, including the public agency social worker. Together, this team develops and implements a plan for the youth's safety and lifelong family membership.

Permanency Teaming is the primary focus of the *Lifelong Families Training*.

The Replication Manual Training focuses on the remaining components of the Lifelong Families model by building on the Lifelong Families' content and going in greater depth on the four remaining components. It also introduces and provides practice help on the Lifelong Families' fidelity measures. The four other components of Lifelong Families are:

2. PERMANENCY-FOCUSED CASE MANAGEMENT. All of the youth's placement and mental health needs are addressed, while the momentum to find a permanent family never slows. This kind of case management uses proven treatments to help heal the youth's trauma and offers positive parenting approaches to the family.

3. PERMANENT FAMILY IDENTIFICATION AND ENGAGEMENT. The social worker uses every available resource – including case mining, Internet search technologies, phone and in-person networking – to research and locate birth parents and other family members to safely reunify or reconnect the youth. For those young people who cannot be reunified with their birth families, other adults are identified who can adopt the youth.

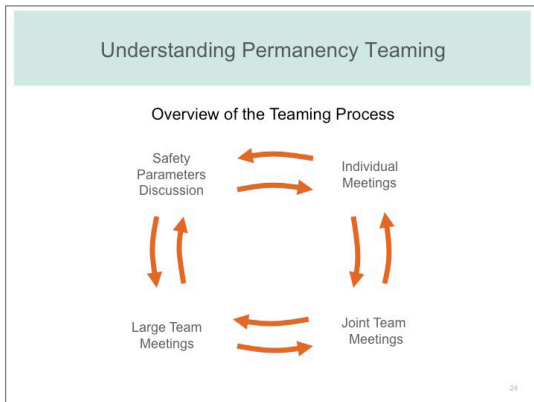
4. PERMANENCY PREPARATION. The youth is prepared for family living and the parents are prepared to safely parent and sustain a lifetime commitment to the child/youth. The team also develops a back-up permanency plan to ensure that the child leaves foster care to join a lifelong family.

5. PERMANENCY SUPPORT PLANNING. The team works with the family to determine the types of ongoing services and supports needed to help sustain a lifelong family relationship, after the relationship is legalized.

- You have participated, will participate shortly or have at least reviewed the curriculum for the Lifelong Families Training. The learning objectives of the Lifelong Families Training are:

Participants will be able to demonstrate and/or describe:

- The role of teaming in ensuring a child’s/youth’s needs for safety, permanency and well-being
 - The role of the permanency social worker/facilitator in Lifelong Families process
 - The importance of partnerships among significant adults
 - The strategic use of permanency conversations
- There are 14 modules that comprise the Lifelong Families Training – these modules focus on Permanency Teaming and the four major types of meetings that comprise the Permanency Teaming component: Safety Parameters Discussion, Individual Meetings, Joint Meetings and Large Team Meetings.



PowerPoint Slide #24

- This training also introduces learners to the other components of the Lifelong Families model: Permanent Family Identification and Engagement, Permanency-Focused Case Management, Permanency Preparation and Permanency Support Planning.

.....
HANDOUT #3: Trainer refers participants to Handout #3. The Lifelong Families Training and the Replication Manual Training for a list of the Lifelong Families Training Modules.

Trainer makes the following points:

- The *Replication Manual Training* briefly reviews the content of the Lifelong Families Training on Permanency Teaming and provides more detailed content on the remaining Lifelong Families components. It also introduces the fidelity measures for the Lifelong Families model and provides opportunities for you to practice working with the fidelity measures.

- The Replication Manual Training has five learning objectives:
 1. Define the goals of the Lifelong Families model.
 2. Describe the five principles and the five components of the Lifelong Families model.
 3. Outline the key activities for each Lifelong Family component.
 4. Define the term “fidelity measures” and describe the fidelity measures for the components of Lifelong Families model.
 5. Use the data collected in the fidelity measure forms to assess and strengthen practice.

.....

HANDOUT #3: Trainer refers participants to Handout #3. The Lifelong Families Training and the Replication Manual Training for a list of the Lifelong Families Training Modules.

.....

Trainer transitions to the next module on adult learning styles.

Module D. Adult Learning Styles *(estimated time 40 minutes)*

LECTURE: INTRODUCTION TO ADULT LEARNING

Adult learners are very different than youth learners.

.....

HANDOUT #4: Trainer refers participants to Handout #4. Adult Learners and Youth Learners. Trainer highlights some of the differences between adult and youth learners.

.....

Trainer states that in summary, adult learners usually approach learning differently than younger learners:

- They are more self-guided in their learning
- They bring more, and expect to bring more, to a learning situation because of their wider experience and can take more away
- They require learning “to make sense” – they will not perform a learning activity just because the instructor said to do it

LECTURE: ADULT LEARNING STYLES

Trainer makes the following points:

There are three major learning styles that we as trainers need to attend to: visual learners, auditory learners and kinesthetic learners. Let’s look at each of these.

Visual Learners

Visual Learners can quickly understand and retain information that they see. They learn best when the course material, webinar lecture or classroom environment includes a flow chart, diagram, picture, PowerPoint presentation, demonstration, concept map, graph or video.

Characteristics of Visual Learners:

- Have the tendency to doodle during a course lecture and while taking notes.
- Prefer to color code class material and course notes in order to highlight and organize important information.
- Can quickly remember faces, people, places and directions.

Auditory Learners

Auditory learners – also referred to as verbal learners – prefer a course that is presented in the form of a lecture or class discussion. Verbal learners have the tendency to read out loud, repeat information and ask a variety of questions for clarification. They learn best through verbal instructions and lecture.

Characteristics of Verbal Learners:

- Prefer to work in groups in order to share ideas and discuss course concepts.
- Enjoy listening to lectures, asking questions and finding relevant examples to process course material.
- Can quickly and easily remember names and song lyrics.

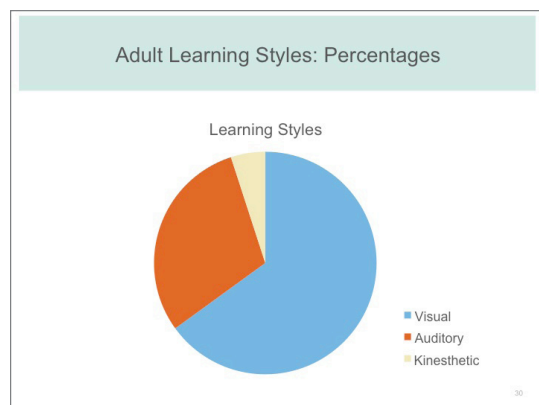
Kinesthetic Learners

Kinesthetic learners prefer to learn through experience and hands-on activity. They are tactile individuals who prefer to have something in their hands when learning new material or sitting for a long period of time. Kinesthetic learners enjoy variety in the learning process and learn best when training uses a variety of methods including short lectures, group discussion, videos and assignments.

Characteristics of Kinesthetic Learners:

- Have the tendency to fidget during a course lecture by clicking a pen, tapping their feet or doodling on paper.
- Prefers to study and learn new material in short blocks of time and will often take short breaks during a course discussion or lecture.
- Can quickly assemble items without using a diagram or written instructions.

Trainer explains that most learners are visual learners (65 percent) with a little less than one-third being auditory learners (30 percent) and 5 percent of all learners being kinesthetic learners. Trainer refers participants to the graphic on the PowerPoint slide.



PowerPoint Slide #30

.....
HANDOUT #5: Trainer refers participants to Handout #5. Learning Styles Inventory. Trainer asks participants to complete the inventory individually and score themselves to learn more about their individual learning styles.
.....

Debrief. Trainer asks for a show of hands from participants with highest scores as a Visual Learner, Auditory Learner and Kinesthetic Learner. Trainer facilitates a discussion of participants' understanding of their learning styles from this exercise.

Trainer states that many of us combine learning styles and at the very least, any group of participants will represent the full range of learning styles. Trainer makes the following points:

- Science tells us that adults remember 10 percent of what they hear, 65 percent of what they see, and 80 percent of what they hear, see and experience.
- For this reason, to increase retention, training should provide both visual and auditory stimulation and allow for practice.

LECTURE: TEACHING APPROACHES WITH ADULTS

Trainer states that adults have specific expectations and preferences in a learning situation. In particular, they:

- Don't want to be beginners (even if they are) – and don't like to be treated as beginners
- Need respect
- Want training to be practical rather than theory oriented and with immediate results
- Expect training to be relevant to their lives and their future
- Are motivated by the personal results of knowing and not knowing
- Use their own knowledge from “years of experience” to filter new information
- Like/need reflection time to integrate new information into well-established patterns built through those same “years of experience”
- Enjoy interacting with other participants and with the instructor (but not just with the instructor)
- Enjoy sharing life experiences and seeking interpretation from others
- Are goal oriented
- Want to experiment and practice with new learning materials, although they may be hesitant to start the practicing

.....
HANDOUT #6: Trainer refers participants to Handout #6. Adult Learner Characteristics and Teaching Strategies.
.....

Work in Dyads: Trainer instructs participants to join with a partner and develop at least three teaching strategies that they would use when they begin the teaching of the Lifelong Families Training based on the information provided about adult learning characteristics.

Debrief: Trainer asks partner groups to report out on the teaching strategies they developed, asking each partner group to report on one strategy and going round robin until all strategies have been shared.

LECTURE

Trainer concludes this module by referring participants to Handout #7. Tips for Teaching Adults. Trainer encourages participants to read these tips and keep them handy.

.....
HANDOUT #7: Trainer refers participants to Handout #7. Tips for Teaching Adults.
.....

Module E. Presentation Skills *(estimated time 90 minutes)*

LECTURE: INTRODUCTION TO PRESENTATION SKILLS

Trainer shares the following:

- This Train the Trainers Program is designed to prepare you to be an effective trainer of both the Lifelong Families Training and the Replication Manual Training. It is important that you not just “walk on and off the stage” as a trainer but that you are ready to engage participants, encourage and support them in strengthening or changing their practice, and share information in a way that allows others to replicate the Lifelong Families model.
- Very few people are born trainers, and most people who wish to be trainers require training. Even those few who are born trainers benefit from training, and their effectiveness is enhanced as a result.
- The most important element in a training situation is the trainer. The trainer who is enthusiastic, energetic and genuinely interested in both the subject and getting his or her message across will get the greatest response from the participants. The trainer who lacks interest in training, who has little or no enthusiasm for the subject of the training and who merely goes through the motions of training will not be able to do an effective job.
- Successful training – which produces the desired learning – lies almost entirely in the hands of the trainer. The trainer’s responsibility is to ensure that participants achieve the maximum possible from the training.
- A measure of the success of training is the relationship that develops between the trainer and participants. In an effective training situation, there is mutual respect and trust between them, with the trainer taking care to ensure that even the most challenged participant performs to the highest possible level and the participants feel a desire within themselves to achieve.
- In this part of the training, we will focus on developing and/or strengthening your presentation skills and using yourself effectively to engage, persuade and influence others.
- First, let’s take a step back and think about your prior experiences in presenting or training.

.....
HANDOUT #8: Trainer refers participants to Handout #8. Anxiety Assessment.
.....

Work in Dyads: Join with a partner and together complete Handout #8. Anxiety Assessment. There is a scale for each of you to complete for each item. Feel free to discuss your respective answers. After completing the Assessment, share with one another your best and worst presentation experience. Then, together make a list at least five ways that you can take what you learned from these experiences to be an effective trainer.

Debrief. Debrief the lessons from former presentations that participants developed. Ask the pairs to call out items from their lists. Jot down the items on a flip chart.

LECTURE

Here are essential elements of effective communication that are often identified:

I. STATE THE PURPOSE AND MAIN POINT OF YOUR MESSAGE

- This encourages receivers (listeners) to focus on your information and be more receptive. They will not be distracted by trying to guess what your point is, but will be mentally prepared to follow along as you develop your discussion.
- Stating your main point right away captures your listeners' attention and helps them remember the most important part of your message.

.....
LARGE GROUP DISCUSSION: **What might be some introductory phrases that you can use to make your purpose clear from the start?**
.....

Trainer provides the following if needed:

- My purpose in talking with you today is...
- It is important that I provide you with information about...
- The topic that I am talking about today is...
- Because our organization has made the decision to implement this new practice model, it is important for you to know...

2. STRENGTHEN YOUR MAIN POINT WITH SUPPORTING POINTS

- Your explanations, instructions or ideas are more compelling when supported by clear facts and observations. Your objective is to gain respect and belief from your listeners and for them to gain insight into the details of the message you are communicating.

.....
HANDOUT #9: **Trainer refers participants to Handout #9. Guidelines to Make the Transmission of Your Message Effective.**
.....

Work in Dyads. Return to your partner and develop a short presentation (2-3 minutes) on the following topic, using as many of these guidelines as possible:

- Purpose: To provide participants with an understanding of why family permanency is so important for youth in foster care.
- Main Point: Most young people who leave foster care without a family do very poorly.

Debrief. Ask two dyads to volunteer to share their presentations. Ask the larger group to identify which guidelines these presentations incorporated.

3. CHECK TO SEE WHETHER YOU GOT YOUR MESSAGE ACROSS

You must find out whether you got your message across. Checking this may also introduce you to views of your listeners that were not apparent to you or reveal misunderstandings that need to be quickly corrected. In addition, checking often helps listeners feel involved: they are being consulted. Their responses might uncover some problems not earlier apparent to you. The best way of checking is by asking questions.

.....

LARGE GROUP DISCUSSION: **How might you check whether your message about the importance of youth permanence got across to participants? What questions might you ask?**

.....

Trainer shares the following if needed:

- What do you think about this focus on youth permanence?
- Is there anyone who disagrees with this focus on youth permanence?
- Which of the points I have made do you think is the most important?

4. RESPOND TO REACTIONS TO WHAT YOU HAVE PRESENTED

- It is important that participants see you as somebody who is honest with them. A good part of this quality of openness is reflected in the way you respond to people when they question your statements, instructions or opinions.
 - Listeners question speakers because they have not received (not understood) the message, or because it is unclear, or because the details are vague. Generally, they are not challenging the speaker as a person; they are simply seeking clarification.
 - In answering questions, make sure you understand the question. If you do not understand the question, ask the questioner to repeat it. If you still do not understand it, start questioning the questioner.
-

LARGE GROUP DISCUSSION: **Imagine that a participant asked you, “so why should a youth have to be forced into having a family?” You do not understand the questions and ask the questioner to repeat it. She repeats it verbatim. You still do not understand it. How might you question the questioner?**

.....

Trainer shares the following if needed:

- Do you mean...?
- I understand that you are asking me...
- I am not sure that I understand you, but I think you are saying...

Sometimes you may understand the question or statement but feel that other listeners are having trouble with it. In such cases, put the question or statement into your own words and restate it, ensuring that your restatement is correct by asking for confirmation from the person who has proposed the question or statement.

One very important point: Never make fun of a questioner who has completely missed your message. Make light of the misunderstanding and repeat the message to help him or her understand.

.....
LARGE GROUP DISCUSSION: Imagine that your message to the questioner who asked, “So why should a youth have to be forced into having a family?” is “We are focusing here today on ensuring that young people in foster care have a permanent family who meets their needs as they define their needs. Quality permanency planning is not a matter of ‘forcing’ anything upon a young person in foster care.” The questioner then replies, “I know lots of kids who don’t want a family and I think they would be mad to be forced into having a family.” How might you introduce your reply to this questioner?
.....

Trainer might share the following examples if needed:

- I might not be communicating my point clearly so let me try to correct the misunderstanding.
- I understand your concern. Let me talk a bit more about this point.

5. SUMMARIZE YOUR MAIN POINT(S)

Your listeners will probably not be able to remember everything you have said, especially if you have presented several ideas. A short, simple restatement of the essential message(s) helps the listeners to remember and respond.

LECTURE: COMMUNICATION CHALLENGES

There are some common communication challenges when training. One is nervousness, forgetfulness and losing track. Some solutions are: (1) use notes and (2) rehearse the presentation of your message. Two other common communication hazards when training are letting the audience get to you and becoming defensive and dealing with criticism of your presentation.

Work in Dyads. Return to your partner once again and develop one or more solutions to these communication hazards: (1) letting the audience get to you and becoming defensive and (2) dealing with criticism of your presentation.

Debrief. Ask dyads to share their solutions to the two communication hazards.

Trainer makes the following points if not made by participants:

Letting your audience get to you: Do not get defensive when a trainee asks a question or makes a statement that is or appears to be a criticism of or an attack on you. As a trainer and communicator you must retain your objectivity. To become defensive and subjective quickly signals to the listeners that you are not sure of yourself or your facts, and they may assume that what you are saying is unreliable. This can lead to loss of your credibility.

Criticism of your presentation: Look upon critical statements or questions as a form of feedback. The information in them can tell you whether you are on the right track. However difficult it might be, handle yourself pleasantly and diplomatically, using responses such as:

- I'm glad you brought that up. It's an interesting question.
- Perhaps you could explain that a little more before we have a look at it.
- I can understand how you feel about the matter, but try and look at it this way.
- I understand your concerns. Let's try to come up with some alternatives.
- I can see that the matter is of great concern to you. Let's discuss it personally at the coffee break.

.....
HANDOUT #10: Trainer refers participants to Handout #10. Top Ten Tips for Effective Training. Encourage participants to use this checklist frequently.
.....

Module F. Training Preparation *(estimated time 15 minutes)*

Note to Trainer: The following modules are to be assigned to two-person training teams. Each module should take approximately one hour to teach. Use as many of the modules as needed so that each team has one module to teach.

Lifelong Families Training:

- Module #6: Safety Parameters Discussion
- Module #11: Joint Meetings

Replication Manual Training:

- Module C. Component: Permanency-Focused Case Management
- Module E. Component: Permanent Family Identification and Engagement

Trainer does the following:

- Asks participants to divide into co-trainer teams of two people. If there is an odd number, create one three-person team.
- Clarifies that teams will be given the rest of the day to prepare to teach the following day.
- Explains that this practice teaching is designed to provide trainers with the opportunity to use the teaching script, the accompanying PowerPoint slides and handouts.

.....

HANDOUT #11: Trainer refers participants to Handout #11. Teaching Assignment Guidelines and Observation Sheets

.....

- Assigns each team a module to teach from either the Lifelong Families Training or the Replication Manual Training.
- Reinforces the point in the Handout that trainers may not change the curriculum but should bring their own personal style to the presentation. Trainers are strongly encouraged to bring in personal and professional examples to enliven the content.
- Explains that participants will have up to one hour to complete the presentation. Time will be called at the one hour mark. Do not worry if you run out of time. The key is to teach for one hour, not to complete the module.

- Explains the process as:
 - Each team will teach the assigned module.
 - Other participants will observe and complete an Observation Sheet (multiple copies are found in Handout #11)
 - Following the team's teaching of the module, there will verbal feedback from other participants.
- Reinforces that feedback is to be strengths-based.
- Reinforces that teams should consult with the trainer about any questions that they have.

Module G. Team Preparation Time *(estimated time 2 hours)*

Teams have time to prepare to teach the assigned module the following day. The trainer is available to answer any questions and provide guidance as needed.

DAY 2: LIFELONG FAMILIES AND REPLICATION MANUAL TRAININGS: TRAIN THE TRAINERS

Module H. Welcome to Day Two and Final Team Preparation *(estimated time 45 minutes)*

Trainer welcomes everyone to Day Two and asks for reflections from Day One.

Trainer:

- Reviews the agenda for Day Two
- Reminds everyone that this is practice teaching for learning purposes and we all learn to train by actually training
- Asks for any questions

Trainer asks participants to return to their teams and provides the teams with 30 minutes for final preparations for their team teaching.

Module I. Team Teaching *(estimated time 5 hours, including lunch)*

Trainer makes the following points for trainers:

- Remember that you may not change the curriculum but you should bring your own personal style to the presentation. You are strongly encouraged to bring in personal and professional examples to enliven the content.
- You will have up to one hour to complete your presentation. Time will be called at the one hour mark. Do not worry if you run out of time. The key is to teach for one hour, not to complete the module.

Trainer makes the following points for observers:

- Give your colleagues your undivided attention while they are presenting.
- Complete a feedback sheet on each team as they complete their training.
- As participants train each module, ask each team one to two questions at the end or during their presentation. These should be questions that would be typical for training on this topic.
- When a team has finished the presentation of their module, applaud the trainers for their hard work.
- Provide strengths-based verbal feedback following your applause.

Team Presentations:

- Team Presentation #1 and Feedback
- Team Presentation #2 and Feedback

Lunch Break

Team Presentations (continued):

- Team Presentation #3 and Feedback
- Team Presentation #4 and Feedback

Module J. Self-Assessment *(estimated time 15 minutes)*

Trainer states the following:

- The practice teaching that we have just done is your first step in teaching the Lifelong Families Training and the Replication Manual Training. You have no doubt learned a lot!
- Becoming a trainer involves continually learning – through standing up and training, through other trainers, through the participants in your training sessions and through the use of a range of resources.

.....

HANDOUT #12: Trainer refers participants to Handout #12. Train the Trainers: Self-Assessment

.....

Trainer asks participants to individually complete the self-assessment form. Allow 3 to 4 minutes for this activity.

.....

LARGE GROUP DISCUSSION: Where do you see your strengths as a trainer? For which qualities and abilities do you want to access additional resources to strengthen you as a trainer?

.....

Module K. Closing

.....
HANDOUT #13: Trainer refers participants to Handout #13. Evaluation
.....

Trainer asks participants to complete the forms and provide them to the trainer.

Trainer thanks participants for their hard work and wishes everyone a safe journey home.

Handout #1. Train the Trainers Agenda

DAY ONE: TOPIC SEQUENCE

- Module A. Welcome and Introductions
- Module B. Strengths-Based Practice
- Module C. The Lifelong Families Training and the Replication Manual Training
- Module D. Adult Learning Styles
- Module E. Presentation Skills
- Module F. Training Preparation
- Module G. Team Preparation Time

Morning and afternoon breaks and a 45 minute lunch break will be provided.

DAY TWO: TOPIC SEQUENCE

- Module H. Welcome to Day Two and Final Team Preparation
- Module I. Team Teaching

Team Presentations:

Team Presentation #1 and Feedback

Team Presentation #2 and Feedback

Lunch Break

Team Presentations (continued):

Team Presentation #3 and Feedback

Team Presentation #4 and Feedback

- Module J. Self-Assessment
- Module K. Closing

Morning and afternoon breaks and a 45 minute lunch break will be provided.

Handout #2. A Strengths-Based Approach to Training

Strengths-Based Practice Principle	How a Trainer Would Apply in Training
<ul style="list-style-type: none">• Despite life's problems, all people and environments possess strengths that can be marshaled to improve the quality of clients' lives.	
<ul style="list-style-type: none">• Client motivation is fostered by a consistent emphasis on strengths, as the client defines these.	
<ul style="list-style-type: none">• Discovering strengths requires a process of cooperative exploration between client and worker.	
<ul style="list-style-type: none">• Focusing on strengths turns the workers attention away from the temptation to "blame the victim" and toward the discovering how clients have managed.	

Handout #3. The Lifelong Families Training and the Replication Manual Training

LIFELONG FAMILIES TRAINING MODULES

- Module 1: Let's Get Started
- Module 2: Definitions of Permanence
- Module 3: Overview of Permanency Teaming
- Module 4: Permanency Teaming: Key Activities
- Module 5: Introduce Rudy
- Module 6: Safety Parameters Discussion
- Module 7: Individual Meetings with Youth
- Module 8: Individual Meetings with Adults "On the Scene"
- Module 9: Closing Day One
- Module 10: Permanent Family Identification and Engagement
- Module 11: Joint Meetings
- Module 12: Large Team Meetings
- Module 13: Permanency-Focused Case Management
- Module 14: Permanency Support Planning, Closing and Moving Forward

THE REPLICATION MANUAL TRAINING MODULES

- Module A. Introduction
- Module B. Permanency Teaming
- Module C. Permanency-Focused Case Management
- Module D. Permanency Preparation
- Module E. Permanent Family Identification and Engagement
- Module F. Permanency Support Planning
- Module G. What Are Fidelity Measures and How Are They Used in Lifelong Families
- Module H. Collecting Data on Fidelity Measures
- Module I. Summary

Handout #4. Adult Learners and Youth Learners

Adult Learners	Youth Learners
<ul style="list-style-type: none"> • Problem-centered; seek educational solutions to where they are compared to where they want to be in life 	<ul style="list-style-type: none"> • Subject-oriented; seek to successfully complete each course, regardless of how course relates to their own goals
<ul style="list-style-type: none"> • Results-oriented; have specific results in mind for education – will drop out if education does not lead to those results because their participation is usually voluntary 	<ul style="list-style-type: none"> • Future-oriented; youth education is often a mandatory or an expected activity in a youth's life and designed for the youth's future
<ul style="list-style-type: none"> • Self-directed; typically not dependent on others for direction 	<ul style="list-style-type: none"> • Often depend on adults for direction
<ul style="list-style-type: none"> • Often skeptical about new information; prefer to try it out before accepting it 	<ul style="list-style-type: none"> • Likely to accept new information without trying it out or seriously questioning it
<ul style="list-style-type: none"> • Seek education that relates or applies directly to their perceived needs, that is timely and appropriate for their current lives 	<ul style="list-style-type: none"> • Seek education that prepares them for an often unclear future; accept postponed application of what is being learned
<ul style="list-style-type: none"> • Accept responsibility for their own learning if learning is perceived as timely and appropriate 	<ul style="list-style-type: none"> • Depend on others to design their learning; reluctant to accept responsibility for their own learning

Handout #5. Learning Styles Inventory

Directions: The following inventory is an easy, quick way of assessing your learning style. Answer each question as honestly as you can. Scoring instructions follow.

	Often	Sometimes	Seldom
1. I can remember more about a subject by listening to a lecture that includes information, explanations and discussion rather than by reading about it.			
2. I prefer to see information written on a board and supplemented by visual aids and assigned readings.			
3. I like to write things down or take visual notes for review.			
4. I prefer to use posters, models or actual practice and other activities in class.			
5. I need explanations of diagrams, graphs or visual directions.			
6. I enjoy working with my hands and making things.			
7. I am skillful with and enjoy making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I remember best by writing things down several times.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with keys or coins in my pocket.			
13. I learn to spell best by repeating the words out loud than by writing the words on paper.			
14. I can understand a news article better by reading it in the newspaper than by listening to a report about it on the radio.			
15. I chew gum and snack while studying.			
16. I think the best way to remember something is to picture it in your head.			

	Often	Sometimes	Seldom
17. I learn the spelling of words by tracing them with my finger.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. I learn about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging and handshaking.			
24. I follow oral directions better than written ones.			

Adapted from Barsch Learning Style Inventory by Jeffrey Barsch, Ed.D. and Sensory Modality Checklist by Nancy A. Haynie

Scoring: Place the point value on the line next to the corresponding item. Add the points in each column to obtain the total preference scores under each heading.

Often – 5 points; Sometimes – 3 points; Seldom – 1 point

Visual		Auditory		Kinesthetic	
Item Number	Points	Item Number	Points	Item Number	Points
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
Total =		Total =		Total =	

Handout #6. Adult Learner Characteristics and Teaching Strategies

Adult Learner Characteristics	Teaching Strategies
<ul style="list-style-type: none"> Adults have years of experience and a wealth of knowledge 	<ul style="list-style-type: none"> Use your adult students as resources for yourself and for other students; use open-ended questions to draw out students' knowledge and experiences; provide many opportunities for dialogue among students
<ul style="list-style-type: none"> Adults have established values, beliefs and opinions 	<ul style="list-style-type: none"> Take time to clarify student expectations of the training; permit debate and the challenge of ideas; be careful to protect minority opinions within the class
<ul style="list-style-type: none"> Adults expect to be treated as adults 	<ul style="list-style-type: none"> Treat questions and comments with respect; acknowledge contributions students make to the class; do not expect students to necessarily agree with your plan for the course
<ul style="list-style-type: none"> Adults need to feel self-directed 	<ul style="list-style-type: none"> Engage students in designing the learning process; expect students to want more than one medium for learning and to want control over the learning pace and start/stop times
<ul style="list-style-type: none"> Adults often have a problem-centered approach to learning 	<ul style="list-style-type: none"> Show immediately how new knowledge or skills can be applied to current problems or situations; use participatory techniques such as case studies and problem-solving groups
<ul style="list-style-type: none"> Adults tend to be less interested in survey types of courses and more interested in straightforward how-to 	<ul style="list-style-type: none"> Focus on theories and concepts within the context of their applications to relevant problems; orient the course content toward direct applications rather than toward theory
<ul style="list-style-type: none"> Adults have increased variation in learning styles (individual differences among people increase with age) 	<ul style="list-style-type: none"> Use a variety of teaching materials and methods to take into account differences in style, time, types and pace of learning

Handout #7. Tips for Teaching Adults

- Create a comfortable learning environment.
- Emphasize the training's applicability to address their issues, concerns, needs or interests.
 - Give practical examples or let participants role play or practice activities that will help them apply the new information.
 - Relate training to their needs. The material presented to adults must be intended for direct and immediate application in order to keep their interest. Begin with ideas and concepts familiar to the participants as a first step to the new ideas you plan to teach.
- Keep them actively involved.
 - Adults have a low tolerance for sitting and listening. After making a major point, ask participants to think how it could relate to their situation.
 - Utilize a variety of training methods to vary the presentation of information and help participants understand the meaning of the new knowledge or skills.
- Encourage them to share ideas and information.
 - Explain the information and encourage and answer questions.
- Get feedback, reinforcing the positive and redirecting the negative.
 - Since learning is an act of changing, give feedback to the participants on how they are doing.
- Provide opportunities to practice what is learned to assist retention (e.g., role plays or simulations).
- Use a variety of training methods that aid adult learners:
 - Team teach – use co-presenters.
 - Use visual aids.
 - Use PowerPoint effectively.
 - Make diagrams of key concepts.
 - Guide note-taking.
 - Encourage and use questions and provide answers.
 - Encourage group discussion.
 - Use brainstorming.

- Involve learners through written participation.
- Use role plays or simulations.
- Illustrate with a case study or practical examples.
- Structure a lecture to solve a problem.
- Prepare supplementary handouts.
- Guide follow-up and summarize.

As a trainer, be prepared with optional activities and strategies to incorporate as your training progresses in response to participants.

(National Training Coordinating Council [NTCC] and AARP/Legal Counsel for the Elderly, Inc., 1993) (AARP/Legal Counsel for the Elderly, 1994)

Handout #8. Anxiety Assessment

Please rate your level of anxiety regarding the following items using a scale of 1 to 5 with one being no anxiety to five being paralysis.

No Anxiety	Some Anxiety	Lots of Anxiety	Extreme Anxiety	Paralysis
1	2	3	4	5

A. Standing in front of people					
Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5
B. Forgetting what you are supposed to say					
Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5
C. Not sure what to wear					
Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5
D. Getting a question you can't answer					
Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5
E. AV equipment not working					
Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5
F. Having a bad hair day					
Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5
G. Handling a confrontational participant					
Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5

H. Presenting to peers

Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5

I. Inadequate or uncomfortable training facility

Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5

J. Bodily function distress

Participant #1:	1	2	3	4	5
Participant #2:	1	2	3	4	5

Handout #9. Guidelines to Make the Transmission of Your Message Effective

- Use simple language. Avoid technical jargon unless you are sure that everyone understands it.
- Keep your explanation short so you do not risk boring people. Do not swamp them with unnecessary detail (which is called “overloading”).
- Choose reasoning that is natural and familiar to your listeners and your topic.
- Make your explanations as colorful as possible, using examples to illustrate your point.
- List all your supporting points first; then return to each point and fill in the details.
- Use visual aids, where possible, to illustrate your points.

Handout #10. Top Ten Tips for Effective Training

1. Effective training begins with the ability to establish a rapport with your audience.
2. To be an effective trainer, you must establish yourself as an expert in the field early in the presentation. Sometimes, this is simply an introduction of yourself and what you do. In other situations, you may want to go deeper into your background and accomplishments.
3. Be clear about the purpose and the learning objectives for the training.
4. Know the material you are presenting. Both the Lifelong Families Training and the Replication Manual Training have been developed and organized for you. Learn the material so that you are comfortable delivering it.
5. Being able to think on your feet is an important aspect of a successful trainer. Inevitably things will go wrong in a presentation and you will have to be able to cope with the issues and work through them with many people watching your every action.
6. Be honest with the group you are presenting to. If you do not know the answer to a question, admit it. You can always respond with: "I'm not sure but I will check into it." You gain the respect of the audience and establish yourself as a human being. Always, however, make sure that you DO check into it and that you get back to the individual who asked the question.
7. When training Lifelong Families and the Replication Manual, stay on track with only minimal deviation. You will receive queries from your audience that will provide for some minor wandering off topic but you must be able to steer the material back to the original content.
8. One key to a quality presentation is to have an assortment of examples and analogies. It is often helpful to draw upon your own experience. Use your own professional or personal experience to enliven the material.
9. Be prepared to train concepts in terms the student can relate. Sometimes, this will require restating information using a more elementary perspective. When questioned you may even need to express the thought in a third or fourth manner. A great deal of patience will assist in handling this diversity.
10. A strong finish is important. Be prepared to summarize, restate and clarify the training in a concise manner. Be certain to thank participants for their hard work.

Adapted from Stephen Ibaraki, FCIPS, I.S.P. <http://blogs.technet.com/b/cdnitmanagers/archive/2006/06/22/438012.aspx>

Handout #11. Teaching Assignment Guidelines and Observation Sheets

TEACHING ASSIGNMENTS

From the Lifelong Families Training:

- Module #6: Safety Parameters Discussion
- Module #11: Joint Meetings

From the Replication Manual Training:

- Module C. Component: Permanency-Focused Case Management
- Module E. Component: Permanent Family Identification and Engagement

TEACHING GUIDELINES

Your team needs to:

- Carefully review the module: the teaching script, the PowerPoint slides and any handouts that accompany your module.
- Bring any questions to the trainer if you are uncertain about the assignment or how to manage it.
- Decide which team member will teach which sections of the module. Be certain to evenly assign the module between the two trainers.
- Coordinate how you will co-teach the module.
- Be aware of the different types of activities in the module designed to respond to different learning styles and ensure that you are able to deliver each activity.
- Be creative and build on your own style and personal or professional examples while not changing the curriculum.
- Present your module. Please note that time will be called at the one-hour mark.

OBSERVATION SHEET

Observed Training Program/Module: _____

1. What strengths did you see in this practice teaching?

2. Did you see any areas where improvement could be made? *[Note: When giving your feedback verbally, use strength-based language such as “You might consider . . .” or “What if next time, you . . .”]*

3. Did you see examples of the trainers bringing in their own personal style and/or personal and professional examples that made the content more accessible?

OBSERVATION SHEET

Observed Training Program/Module: _____

1. What strengths did you see in this practice teaching?

2. Did you see any areas where improvement could be made? *[Note: When giving your feedback verbally, use strength-based language such as “You might consider . . .” or “What if next time, you . . .”]*

3. Did you see examples of the trainers bringing in their own personal style and/or personal and professional examples that made the content more accessible?

OBSERVATION SHEET

Observed Training Program/Module: _____

1. What strengths did you see in this practice teaching?

2. Did you see any areas where improvement could be made? *[Note: When giving your feedback verbally, use strength-based language such as “You might consider . . .” or “What if next time, you . . .”]*

3. Did you see examples of the trainers bringing in their own personal style and/or personal and professional examples that made the content more accessible?

Handout #12. Train the Trainers: Self-Assessment

Effective trainers are often said to display the qualities/skills listed below. Based on the knowledge and skills that you brought to this training of trainers and your work over the past two days, please rate your level of satisfaction on how well you exhibit these qualities/skills. Rate yourself on a scale of 1 to 5 with one being not satisfied at all to five being extremely satisfied.

Not Satisfied at All	Somewhat Satisfied	Pretty Satisfied	Very Satisfied	Extremely Satisfied
1	2	3	4	5

A. Able to promote a safe learning environment	1	2	3	4	5
B. Am organized and prepared	1	2	3	4	5
C. Know the subject matter	1	2	3	4	5
D. Able to use relevant examples	1	2	3	4	5
E. Can honestly answer questions	1	2	3	4	5
F. Am lively and enthusiastic	1	2	3	4	5
G. Can blend different training techniques	1	2	3	4	5
H. Able to stick to time frames	1	2	3	4	5
I. Have a sense of humor	1	2	3	4	5
J. Able to encourage questions and discussion	1	2	3	4	5
K. Am open to new ideas and perspectives	1	2	3	4	5
L. Am flexible and tolerant	1	2	3	4	5

Handout #13. Evaluation

Name of Training: Lifelong Families and Replication Manual Trainings: Train the Trainer

Trainer(s): _____

Learning Objectives: _____

Instructions: Please rate how well each learning objective was met.

	Excellent	Good	Fair	Poor
Participants will be able to demonstrate and/or describe:				
<ul style="list-style-type: none"> The three key adult learning styles 				
<ul style="list-style-type: none"> Five presentation skills that apply adult learning principles that can be used in teaching the Lifelong Families Training and the Replication Manual Training 				
<ul style="list-style-type: none"> The learning objectives of the Lifelong Families Training and the Replication Manual Training 				
<ul style="list-style-type: none"> The key content areas of the Lifelong Families Training and the Replication Manual Training 				
<ul style="list-style-type: none"> Training skills in providing information in didactic form in an engaging manner 				
<ul style="list-style-type: none"> Training skills in setting the stage for small group work and debriefing 				
<ul style="list-style-type: none"> Training skills in facilitating large group discussions 				
<ul style="list-style-type: none"> Skills in supporting direct service staff in successfully implementing the Lifelong Families model 				
Content:				
<ul style="list-style-type: none"> Adequate in scope 				
<ul style="list-style-type: none"> Organized to facilitate learning 				

	Excellent	Good	Fair	Poor
• Activities helped accomplish objectives				
• Quality materials and visual aids				
Trainer's Delivery:				
• Good preparation				
• Engaging presentation style				
• Respectful of participants' contributions				
Relevance to Job:				
• New skills readily applicable				
• New skills will enhance services				
Setting:				
• Comfortable				
• Adequate equipment in working order				

What is the most important thing you learned in this training?

Would you recommend this training/trainer to others? Why?

Additional comments/suggestions for improvement: