

**SDRG**

# Communities That Care Study Guides for Trainers

The *Communities That Care*  
Operating System

Get Started  
Get Organized  
Develop a Profile  
Create a Plan  
Implement and Evaluate

Creating Communities That Care

## *The Ten Steps for Effective Training*

.. An introduction to the interactive teaching methodology in  
Communities That Care trainings

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Welcome to The Steps for Effective Training!

This is one in a series of study guides for Communities that Care trainers working with community coalitions.

This module reviews the Ten Steps for Effective Training, and provides an introduction to the interactive teaching methodology that underlies the Communities That Care trainings.

The Communities that Care curriculum is written using these steps. You will find them written into each lesson. You will be a more effective trainer if you not only master the material, but also understand and use these steps for effective training.



## Objectives

At the end of this session, participants will be able to:

- Describe the 10 steps for effective training
- Identify the 10 steps for effective training in Communities That Care manuals, and
- Apply these steps as they prepare to deliver CTC trainings in communities

What are the objectives for this session?

Read the slide



## Materials Needed for this Session

- One of the Communities That Care Trainer's Guides (<http://communitiesthatcare.net>)
- Sticky notes
- Highlighter pen, or pencil for making notes in the Trainer's Guide
- Paper for recording observations and questions
- A partner to work with

Here are the materials you'll need for this session:  
Read the slide



## Introductory Activity

- Work with your partner
- Imagine that one of you just arrived from Mars, and has no idea what a fork is, let alone how to use it to consume breakfast
- The other one must teach the Martian to use a fork to eat breakfast
- Note what steps you took to teach

Let's start with an introductory activity.

Read the slide

Pause slide show for this activity; re-activate when click



## Ten Steps for Effective Training

1. State Objectives
2. Establish a Mental Set
3. Deliver Input
4. Model the Instruction
5. Check for Understanding
6. Monitor and Adjust
7. Provide Clear Instructions
8. Provide Practice Activities
9. Give Feedback
10. Encourage Transfer of Skills



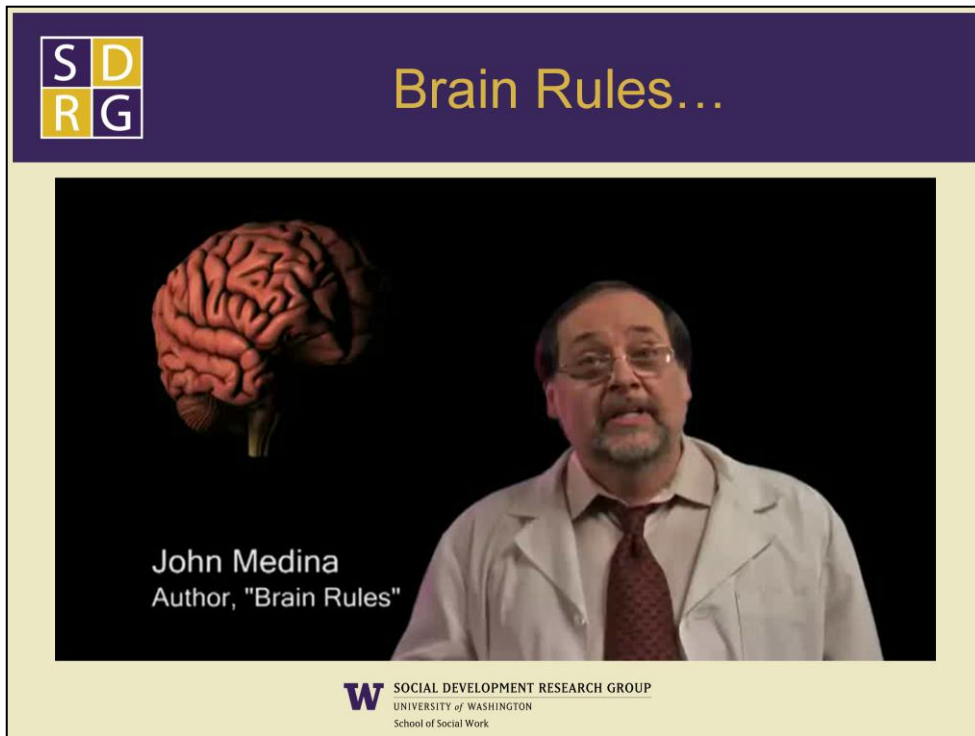
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And now, let's take a look at the Ten Steps for Effective Training. These are adapted from the Interactive teaching process that was originally developed by Madeline Hunter.

As we review these steps, look at the list of steps you wrote down from the Martian exercise. How well do these compare to the steps you took to teach your Marian to use a fork?

The point is that we teach and we learn in very natural ways, and interactive teaching uses our natural way of learning or teaching, and strengthens it.

Review the 10 steps. In this session, we will discuss each of these steps in depth.



Before we move into detail with the ten steps, let's take a moment to consider the work of John Medina. Dr. Medina has had a lifelong fascination with how the mind reacts to and organizes information. He is the author of the New York Times bestseller "Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School".

These brain rules can be helpful clues for making CTC trainings come alive.

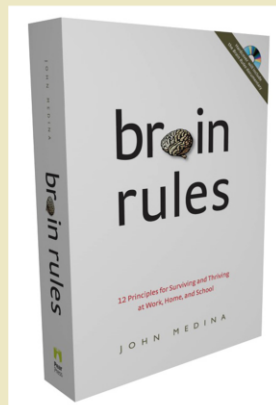
We highly recommend you log onto his website and take some time to understand these brain rules.

Show video..



## Brain Rules...

- #1: Movement boosts brain power.**
- #4: We don't pay attention to boring things.**
- #5: Repeat to remember.**
- #6: Remember to repeat.**
- #8: Stressed brains don't learn the same way.**
- #9: Stimulate more of the senses.**



(Medina, 2008)

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Brain rules help us understand how our brains learn best. Knowing these rules can help us decide how to structure learning events.

In Communities That Care, we focus more on the 6 brain rules listed here – but as a trainer it helps to know the rest so you can better understand the people you work with.

Read the slide



# Ten Steps for Effective Training

## 1. State Objectives

2. Establish a **Mental Set**
3. Deliver **Input**
4. **Model** the Instruction
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OK, let's launch into the Ten Steps for Effective Training!

The first step is: clearly state the objectives!





## State Objectives

- *At the end of this session the learner will....*
- Objectives:
  - Align with goals
  - Simple
  - Measurable
  - Attainable
  - Limited in number



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When determining objectives, think about what the participant will walk away with from your session.

Objectives should be clearly stated to complete a sentence starting with “At the end of this session, participants will...” or “will be able to...” then follow with objective statements that:

Align with goals

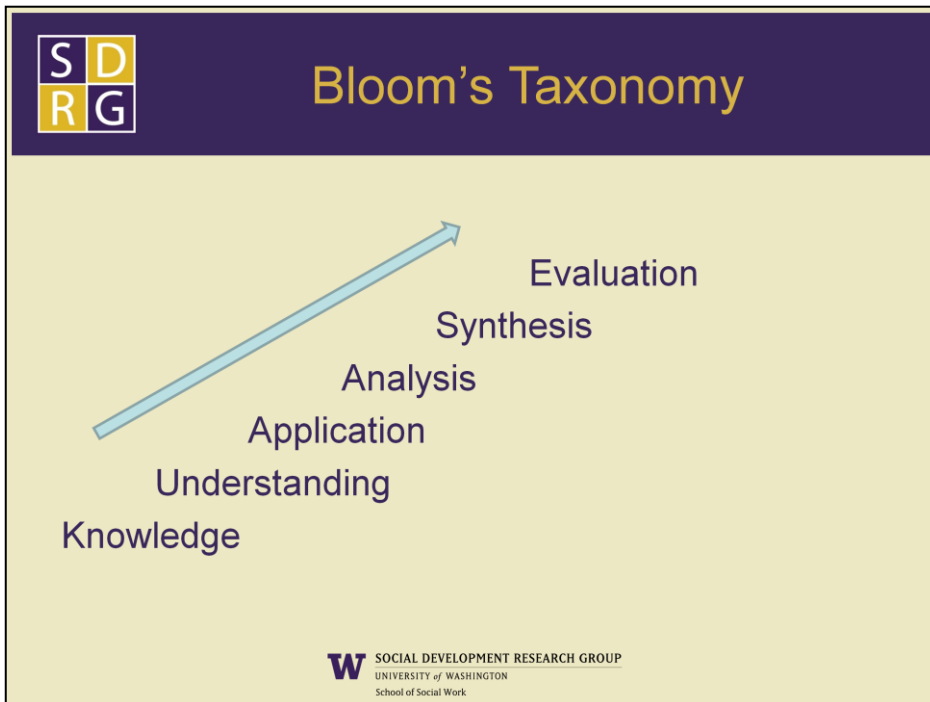
Are simple

Are measurable or observable

Are attainable

Are limited in number

For example: “At the end of this session, the Martian will be able to use a fork to eat scrambled eggs.”



**In order to develop clear objectives, it is helpful to understand** Blooms taxonomy -- and to assess how much of what we do falls into a variety of areas of learning

To get us focused -- Recall your Martian and the fork. What kind of thinking was required for this task?

**(Click to Reveal Bloom's Taxonomy)**

Bloom's Taxonomy of higher level learning is an approach to help teachers distinguish the level of learning needed for each lesson plan. The simplest type of thinking is at the bottom left – gaining knowledge, or being able to remember or repeat content learned. Learning tasks get more difficult, and the student will have a more complete mastery of the concepts, the higher we go in the taxonomy.

Seeing this taxonomy, what types of thinking were required of the Martian with the folk? -- and where do those types of thinking fall in Bloom's?

So, why does this matter? Because the more we use this taxonomy, the better we're able to craft clear objectives for each session we deliver

Stop for a moment and try to think up one additional verb (objective word) for each level of Bloom's taxonomy.



## Objective Words

<b>Knowledge</b>	<b>Understand</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluate</b>
Identify	Describe	Practice	Assess	Design	Determine
List	Illustrate	Use	Compare	Devise	Take a position
Define	Summarize	Diagram	Classify	Create	Conclude
Name	Explain	Generalize	Distinguish	Compose	Criticize
Label	Order	Propose a solution	Predict		Deduce

Here are several more words for each of the categories in Bloom's taxonomy.



## Practice

**Identify an objective** from the CTC Trainer's Guide you are using for this session.

1. Choose a module to review
2. Identify the goal of the unit
3. *Write down one objective for the module*

To practice understanding objectives, let's find some objective statements in the CTC manuals.

Read the slide

Ask: What do you notice about the objective? Can you peg it onto one of the Bloom's taxonomy categories?

Pause slideshow; have them click to continue



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The second step in effective training is: Use mental sets. What are mental sets?  
(next slide)



## What is a Mental Set?

1. Opens the attention **gates** with

- an experience,
- a story,
- a question or information that provides “value” to what you will be doing.



2. Makes the material come alive
3. Gets the learner “leaning in”

A mental set is a learning tool that:

Read the slide

Ask: What do you think? Did the Martian exercise work as a mental set for this session?

Now to show you how a mental set looks in action, here’s a video clip of a trainer in a Guiding Good Choices session. Guiding Good Choices is a parent training program that is proven to reduce youth problem behaviors. The important thing to look for in this clip is how the trainer engages participants with a mental set that is a common experience that also illustrates the learning point.



## Mental Set Example

A presentation slide with a blue header and a white body. The header contains the text 'Guiding Good Choices' in white and 'Steps for Teaching a Skill' in black. To the left of the header is a blue triangle with the word 'STEP' written inside. The body of the slide contains a bulleted list of six steps for teaching a skill.

**Guiding Good Choices**  
**Steps for Teaching a Skill**

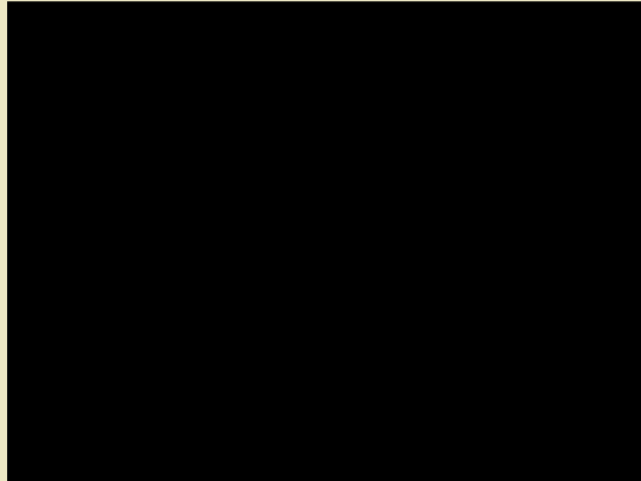
- Explain why the skill is important
- Break it into small steps
- Model each step
- Practice
- Get feedback
- Transfer (Make sure you can use this skill in other situations)

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Banner for this clip: Dr. Kevin Haggerty demonstrating a mental set



## Mental Set Example



This is an alternate mental set. David Hawkins using a mental set about what we want for our children, at the beginning of a presentation about prevention science.





## Mental Set Activity

- Get out your sticky notes
- Open your CTC Trainer's Guide
- Look for a mental set
- Mark it with a sticky note



Now, let's do another practice activity.

Get your sticky notes out. Open your CTC Trainer's Guide to any module. Look for a mental set. When you find one, put a sticky note on it.

You will notice that the CTC manuals have lots of mental sets. Some of these will work great for you, but if they don't, personalize them so they are more authentic for you – as long as they get the learners leaning in to what you're going to tell them next!

Now, let's try an example of a mental set for introducing CTC to a community group.... (read thru next set of slides about airplanes)



Coalitions are wonderful...they allow us to get more done and achieve great things.



You need to learn how to use the Coalition effectively...but with a bit of training you learn the gauges.



CTC is like a REALLY POWERFUL plane. We can go further, carry more people along with us, etc.



CTC ....Go Faster, Get Further,  
and Take More People with You!



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There are a FEW more gauges...and it takes a bit more training to learn how to manage a CTC Coalition with full fidelity. BUT it can done. These big planes fly all of the time, as do CTC Coalitions.



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The next step in effective trainings is: deliver the input.



## What is Input?

- The **content** of the session
- The information you need in order to meet the objective
  - Translate for your audience
  - Break it into small steps
  - Use sensory words
- Move it to a higher level of understanding

What is input?

The input portions of a training are where you provide the content for the session

This is the information you need in order to meet the objective!

“Be sure to....”

Translate the information to be appropriate for your audience

Break the input into small steps

Use sensory words to activate more of the senses – visual and movement cues to complement the auditory input they will hear from you

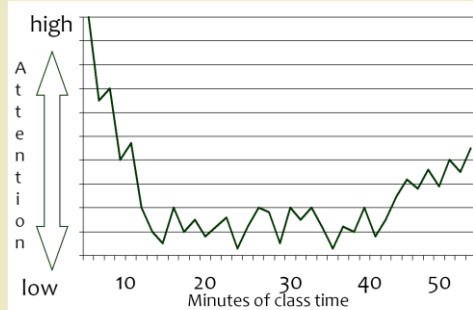
Whenever possible, move your participants to a higher level of understanding along Bloom’s taxonomy. They will retain and be able to use the information much better.



## Delivering Input

### Rule #4: We don't pay attention to boring things

- 10-minute attention span
- Emotional arousal helps the brain learn
- Grab their attention with narratives or creating events with emotion



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When providing input, it's important to remember all those brain rules we looked at earlier.

For example, Brain Rule #4 is: We don't pay attention to boring things. Does it matter to learning if we pay attention? Yes! The more attention the brain pays to a given stimulus the more elaborately the information will be encoded and retained. Better attention always equals better learning.

**It turns out that most of us have a ten-minute attention span-** numerous studies have shown that people usually quit paying attention about 10 minutes into presentations. So what do you do?

**You use emotion and novel stimuli** to grab their attention and then keep peaking their interest after the 10-minute mark!

**Emotional events** are better remembered than neutral events because they involve different parts of the brain. Also, people remember the meaning of events rather than all of the details, so focusing on the overall meaning of a topic can increase the ability of the brain to remember. Facts will not be remembered unless the bigger meaning is understood.

**Grab their attention with Novel stimuli-** the unusual, unpredictable or distinctive—are powerful ways to harness attention. When teaching, try to add personal



examples and emotion rich details to increase the emotional arousal of the students, which will allow them to pay attention and remember.

Next, here's a clip of David Hawkins presenting the Social Development Strategy. Note how he uses his five fingers, and intersperses examples in this presentation to grab the audience's attention and help make the material come alive.



Video of David reviewing the Social Development Module on 5 fingers – these five things

Banner for this clip: David Hawkins presents the Social Development Strategy



## Adult Learners

- What percent of adults are:
  - Visual learners?
  - Auditory learners?
  - Kinesthetic learners?



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As you prepare to deliver your input, remember that adults learn in different ways. You probably already know this. Think for a moment, and write down what percent of adults do you think are:

Visual learners – learn best by seeing something? Auditory learners – learn best hearing it? Kinesthetic learners – learn best by physically doing it? Of course, everyone uses all three learning styles, but each of us tends to rely more on one than the others.

Here are the answers:

Visual learners? 30-40%

Auditory learners? 20-30%

Kinesthetic learners? 30-50%. If we really want to learn a new skill, we have to practice it, or use it, for it to sink in.

We all use all these learning styles at different times, but we have a most natural/preferred/default style.

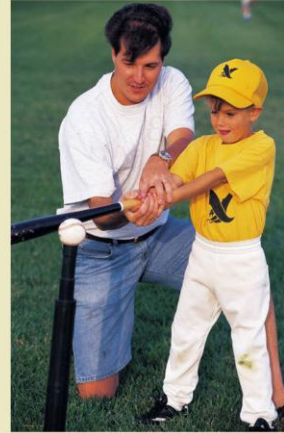
When we teach we want to engage learners of all styles, so balance your

lessons with opportunities for visual, auditory and kinesthetic learners. If one learning style is especially difficult for you, talk with someone you know who prefers that learning style and ask them for ideas on how to appeal to that learning style in your CTC trainings. Also, read the Trainer's Guides for examples of activities that might appeal to various learning styles.



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Step number 4 is modelling. This is needed to ensure your participants have a standard to follow and can see how something is communicated or done, before they try it out themselves.

Let's go back to the Martian exercise. One step most participants use in that exercise is to pick up the fork and show the Martian how to hold it and how to use it to scoop up the food. This is an example of modelling.

As you continue with this study guide, see if you can identify the use of modelling in our review of each of the Ten Steps.



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Effective Training Step Number 5 is to “Check for understanding.”



## What is a Check for Understanding?

- Check to make sure
  - Everyone is with you
  - Everyone understands what you are saying or doing
- Effective check-for-understanding strategies
  - Everyone shows they ‘got it’
  - Chance to see who may be confused

What is a check for understanding?

A Check for understanding is a way to ensure that everyone is with you – for them to let you know they ‘got it.’

You want to be sure that everyone understands what you are saying, or teaching them.

There are effective and not-so-effective strategies to **check for understanding**

The more effective ways make it possible for everyone to show they ‘got it’. Less effective ways might get an answer, but maybe only from a couple of participants while others, who may be confused, don’t get the chance to speak up. It’s a balance to take the time for a good check for understanding, while still keeping the flow of the training going.



## Effective Checks for Understanding

- Signals (e.g., show of hands)
- Writing
- Discuss using open-ended questions
- Ask for paraphrases

Effective checks-for-understanding are the opportunity for you to really be sure all participants are with you. For example:

Signals (e.g. show of hands). You can ask participants to give you a ‘thumbs up’ if they get it, a ‘thumbs sideways’ if they kinda get it, or a ‘thumbs down’ if they don’t get it. If you see some thumbs down, stop and check in about what they are not understanding.

Writing. For example, simple fill-



in-the blank exercises to review content just covered is a good way to check how well participants registered the content.

Discuss using open-ended questions. When you take the time for discussion, using open-ended questions that cannot be answered with a yes or no, you really start to see where people understand and where they still are unclear.

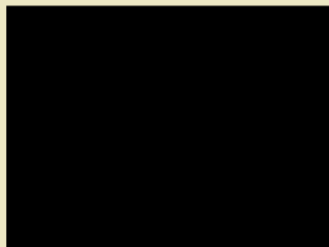
Ask for paraphrases. Similar to open-ended discussions, you can ask for volunteers to paraphrase the information. As you listen to the paraphrases, visually check the rest of the room. Once the volunteer is finished, thank them, and ask the rest how well that person reflected their understanding of the content. As you watch their reactions, you can see how well they, also, understand.

And now, here are three examples of David

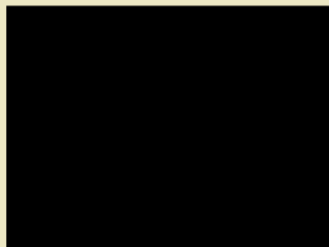
Hawkins using checks for understanding at a lecture in Utah in the spring of 2012.



Banner for this clip: Dr. David Hawkins using a quick and simple check for understanding



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Step number 6 of our ten steps for effective training is “monitor and adjust”.



## What Does it Look Like to Monitor and Adjust?

### **One of the arts of great training:**

- Check for how well participants are following
- Observe level of participation
- Listen to their answers

**If they aren't getting it – adjust!**

So, What does it look like to monitor and adjust?

This is where the art of training really comes in!

Once we do a check for understanding, we get a sense about how well the participants are following and absorbing the information.

We can observe their levels of participation, and listen to their answers.

If it seems that some of them just aren't getting it, then it's time to adjust the process to be sure they do.



## What Does it Look Like to Monitor and Adjust?



### If they aren't getting it – adjust!

- Do an activity
- Stop for question and answer
- Pair up for peer learning
- Do an energizer

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Adjusting the process to be sure your participants 'get it' may involve different types of activity.

For example, you could launch into an activity to help the kinesthetic learners absorb the material;

You may want to stop for a question and answer session;

Or you could pair up those who seem to get it with those who don't, for some peer learning.

When do you use peer learning strategies? if your check for understanding shows that a majority of people get it, but a significant proportion still don't. That is perfect opportunity for cooperative learning /peer instruction. For example, pair them up, and ask them to explain the concept to each other.

Or maybe the group has been sitting too long and needs a short energizer, because (remember Brain Rule #1?) – movement boosts brain power.





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Clear instructions are the next step for effective training.

Imagine an eager 5-year old who really wants to build a sand castle.  
How can dad set her up for success?

The answer: he will show her how to do it (model it), then give her the tools and clear step by step instructions to practice on her own



## Provide Clear Instructions



### When?

- When moving from one activity to another
- When moving from one learning style to another
- When asking them to DO something

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When are clear instructions needed? – read this section

- When moving from one activity to another
- When moving from one learning style to another
- When asking them to DO something



## Provide Clear Instructions

What are good ways to provide instructions?

- In writing
- Step-by-step sequence with concrete action language
- Read them out loud
- Model one or two steps
- Check for understanding before moving into actual activity

What are good ways to provide instructions?

- Write them down, either on an easel, blackboard, or in a powerpoint slide
- Sequence them step by step with concrete action language
- Read through the instructions and model a little as you go
- Check for understanding to be sure participants understand what they are going to do, before moving into the actual activity



## How to Provide Clear Instructions



### Tips

- DO all activities in advance to ensure instructions work
- Appeal to all learning styles

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What are some tips on providing clear instructions?

In advance of the training, actually DO all the activities you're asking participants to do so you will experience whether your instructions will work to do the activity successfully.

Appeal to all learning styles- think how you could provide instructions in way that will appeal to visual learners? Auditory? Kinesthetic?

For example:

For visual learners, you could write the instructions on an easel,

For Auditory learners, you can read the instructions out loud

For Kinesthetic learners, you can model actually doing one of the steps in the instructions.



## Example of Instructions

- Work with your partner
- Imagine that one of you just arrived from Mars, and has no idea what a fork is, let alone how to use it to consume breakfast
- The other one must teach the Martian to use a fork to eat breakfast
- Note what steps you took to teach

Remember our opening exercise with the Martian?

Can you see how this is an example of providing clear instructions – step by step directions for doing the activity and for making notes on progress.

Think for a moment of ways you could make these instructions even more clear.



## Practicing Clear Instructions

### Reviewing your CTC manual

- Open your CTC manual to a new module
- Find an example of instructions
- Mark it with a sticky note

Now, let's get some practice in!

Open your CTC manual to a new module, and find an example of instructions.

put a sticky note on it!



## Practicing Clear Instructions



### Writing your own instructions

- Eighth-grade social studies class
- Homework assignment about Incan civilization

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Now, practice writing your own set of instructions:

Think of an 8<sup>th</sup> grade social studies class learning about the ancient Incan civilization in South America.

Write instructions for a homework assignment that will help them learn more about one aspect of that culture that especially interests them.



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We are moving through these 10 steps!

The next step for effective training is.... Provide Practice Activities!





## Provide Practice Activities

- Research finds that practice is an important part of adopting skills
- Practice must be written into the curriculum and time frames must be allotted
- Align practice activities with the goals of the unit and learning principles

Read the slide



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## 9. Give Feedback

10. Encourage **Transfer** of Skills

Only 2 more steps to go!

The next step for effective training is providing Feedback.



## Give Feedback



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Remember that eager 5 year old building her first sand castle?

Dad has used many of the steps of effective teaching with her already – explained and shown her how to do it, given her tools and clear instructions, and let her practice building towers using her little bucket.

Some of her towers stay up great, but other seems to crumble.

So, dad watches how she makes the towers (observes her during practice), and gives her a couple of pieces of feedback to acknowledge what she's doing well, and to help her make more consistent towers.

What feedback do you think he gives her?



## Give Feedback



- Helps reinforce practice where it's working
- Provides guidance on how to adjust for more complete implementation

This is what feedback does --- read the slide.



## Effective Feedback Process

- Begin with positive! Ask participant:
  - “What did you like about what you did?”
- Reinforce positive observation, and add additional positive observations.
- Further prompt the participant:
  - “What is one thing you would do to improve?”
- If needed, note no more than one additional improvement objective. Build off the self-assessed change, if possible.
  - “One thing I recommend you do to improve is .....

There are ways to provide feedback so it will be more helpful to participants.  
Read the slide...



## Characteristics of Good Feedback

- Offers both strengths and one area for change
- Clear
- Short
- Specific
- Behavioral
- Focuses on only one improvement objective at a time

There are also some consistent characteristics of good feedback.

Effective feedback:

Read the slide

If you were the dad teaching his daughter to build sand castles, how would you provide feedback on making better towers?



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7. Provide Clear **Instructions**
8. Provide **Practice Activities**
9. Give **Feedback**



## 10. Encourage Transfer of Skills

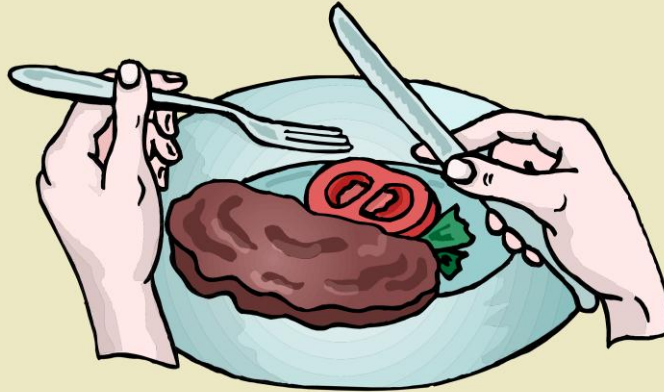
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And last but by no means least.... The final step in effective teaching is ... skills transfer!

This is where the rubber finally meets the road, and the participants are ready to go out into their lives with some tools to help them apply what they've learned in the training.



## Encourage Transfer of Skills



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Let's think about our Martian for a minute.

How could the teacher set the Martian up for successful fork use when the teacher isn't there?

A good trainer will provide participants with tools and strategies to help them take their newly learned information and skills out into the world.

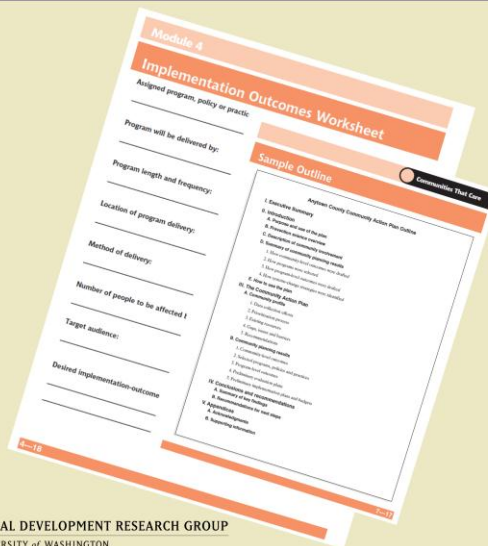




## Tools for Skills Transfer

To help participants transfer skills to their lives:

- Worksheets
- Practice activities
- Questionnaires
- Templates
- Guided practice opportunities



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Your Communities That Care manuals offer a variety of tools to help ensure transfer of skills. These may be worksheets, practice activities, questionnaires, templates or guided practice opportunities – and may be found in the modules or in the appendices in your Trainer’s Guide.


Shown here are a couple of examples from the Community Planning Training – page 4-18; or the action plan template from module 7.

Now, take a look in your CTC manual. Find an example of a transfer tool that community members could use to integrate the CTC material into their work on the ground in their community.

### Stakeholder Identification and Analysis

For each stakeholder representative, determine the appropriate involvement, and who will invite the person to participate.

Stakeholder (group & representative)	Key Leader Board	Community Board (indicate possible role— leader, active member, work group member)	Who will invite?


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Here are some more examples of other transfer tools from the CTC materials....

- Worksheets and questionnaires in *Tools for Community Leaders...*

**Stakeholder Identification and Analysis**  
 For each stakeholder representative, determine the appropriate involvement, and who will invite the person to participate.

Stakeholder (group & representative)	Key Leader Board

**The Communities That Care process**

The Communities That Care system uses a five-phase process to guide communities through the process of developing a strategic prevention plan. This chart shows the key goals, or milestones, for each phase, and the training, tools and technical support to help communities achieve those milestones.

Phase	Milestones	Training, Tools and Technical Assistance
Phase One: Getting Started	<ul style="list-style-type: none"> <li>Organize the community to begin the Communities That Care process.</li> <li>Define the scope of the prevention effort.</li> <li>Identify community readiness issues.</li> <li>Analyze and address community readiness issues, or develop a plan for addressing them.</li> <li>The community is ready to move to Phase Two: Organizing, Introducing, Involving.</li> </ul>	Strategic Consultation <i>Investing in Your Community's Youth: An Introduction to the Communities That Care System</i> <i>Tools for Community Leaders: A Guidebook for Getting Started</i>
Phase Two: Organizing, Introducing, Involving	<ul style="list-style-type: none"> <li>Engage Key Leaders (positional and informal).</li> <li>Develop a Community Board to facilitate assessment, prioritization, selection, implementation and evaluation of tested, effective programs, policies and practices.</li> <li>Educate and involve the community in the Communities That Care process.</li> <li>The community is ready to move to Phase Three: Developing a Community Profile.</li> </ul>	Key Leader Orientation Community Board Orientation Technical Assistance
Phase Three: Developing a Community Profile	<ul style="list-style-type: none"> <li>The Community Board has the capacity to conduct a community assessment and prioritization.</li> <li>Collect community assessment information and prepare it for prioritization.</li> <li>Prioritize populations or geographic areas for preventive action, based on risk- and protective-factor data.</li> <li>Identify priority risk and protective factors.</li> <li>Conduct a resource assessment and gaps analysis.</li> <li>The community is ready to move to Phase Four: Creating a Community Action Plan.</li> </ul>	Community Assessment Training Community Resources Assessment Training Communities That Care® Youth Survey Technical Assistance

**Research-Based Planning**

10

- The Milestones and Benchmarks which provide a detailed road map of the steps needed to implement CTC....

**Stakeholder Identification and Analysis**  
 For each stakeholder representative, determine the appropriate involvement, and who will invite the person to participate.

Stakeholder (group & representative)	Key Leader Board

**The Communities That Care process**

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Phase Two: Organizing, Introducing, Involving		
Phase Three: Developing Community Profile		

**"Blank" Community Risk Profile  
 8th Grade: 1998, 2000, 2002 and 2004**

Phase Two: Organizing, Introducing, Involving

Phase Three: Developing Community Profile

10

- Risk factor charts from student survey reports that make it easy for community members to identify priority risk and protective factors for action.



## Objectives

At the end of this session, participants will be able to:

- Can you describe the 10 steps for effective training?
- Identify the 10 steps for effective training in Communities That Care manuals, and
- Apply these steps as they prepare to deliver CTC trainings in communities

We've completed our review of the Ten Steps for Effective Training.

Let's take a last look at the objectives for this training.

Can you describe the 10 steps for effective training?



## Ten Steps for Effective Training

- |   |                                      |
|---|--------------------------------------|
| 1. State <b>O</b> _____                 | 1. <b>M</b> _____ and <b>A</b> _____ |
| 2. Establish a _____<br><b>Set</b>      | 2. Provide Clear<br><b>I</b> _____   |
| 3. Deliver _____                        | 3. Provide _____<br>Activities       |
| 4. <b>M</b> _____ the<br>Instruction    | 4. Give <b>F</b> _____               |
| 5. <b>C</b> _____ for<br><b>U</b> _____ | 5. Encourage _____<br>of Skills      |

Write down all 10 steps right now. Note what you remembered, and double check any you forgot.



## Objectives

At the end of this session, participants will be able to:

- Describe the 10 steps for effective training
- Did you identify the 10 steps for effective training in Communities That Care manuals?
- Apply these steps as they prepare to deliver CTC trainings in communities

How about the second objective?

Did you find all 10 steps in the CTC manual you were reviewing?



## Objectives

At the end of this session, participants will be able to:

- Describe the 10 steps for effective training
- Identify the 10 steps for effective training in Communities That Care manuals, and
- How do you plan to apply these steps as they prepare to deliver CTC trainings in communities?



Finally, here's the last of our objectives for this session.

How do you plan to apply these steps as you prepare to deliver CTC trainings in communities?

What step of effective teaching did we just use? (answer: check for understanding; objectives)





## Final Thoughts



If people *see* or *hear* a good idea, they have about a 10% chance of using it.

If they *make a plan*, they have about a 50% chance of using it.

If they *make a commitment* to someone, about a 65% chance.

If they *make a commitment before the next follow-up*, they have about a 95% chance of actually using it.

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Read the slide...

We hope this training session has been helpful to prepare you for high quality delivery of CTC materials.

Now it's your turn!

If you don't use it, you lose it!