Course Notes for Train the Trainers:
Intercountry Adoption Education and Preparation Course

The course notes for the train the trainers intercounty adoption education and preparation course covers the following topics

- Objectives of Course
- Values of Course
- Terms used
- Pre course trainer preparation
- Pre-course Planning
- Letter of introduction to course participants to include Administration and pre course planning issues
- Principles of Adult Learning
- Introduction to Methods and Skills
- Individual Methods
- Individual Skills

This handout should be read in conjunction with course outline

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Objectives of Course

It is intended that following the course participants will have good working knowledge of
♦ Training methods and their application
♦ Preparation, delivery, facilitation and presentation skills

It is intended that participants will have an
♦ Overview, familiarity and appreciation of the content of the education and preparation course

It is intended that participants will
♦ Be afforded an opportunity to identify, address and develop their own training skills, style and competencies

It is intended that participants will be enabled to
♦ Enjoy the course, to get to know one another, to network and to have a worthwhile training experience

Values of Course

Course is based on the following values
♦ Needs of children and their best interest is of paramount consideration
♦ In the event that birth families are unable to care for children, adoption offers a good child centred alternative.
♦ In the event that countries of birth are not in a position to offer a permanent home for a child, intercountry adoption is in children's interest
♦ Curiosity, respect and openness for the views and knowledge of each of the diverse stakeholders in adoption
♦ Adoptive parents and social workers co facilitating courses bring different knowledge and expertise and both working conjointly can offer adoption applicants a good basis for understanding.

Terms used

Trainers refer to the trainers of trainers
Agency trainers refer to the course participants, which the trainers are training
Agency trainers refer to both adoptive parents and social workers

Pre course trainer preparation
♦ Course co-ordinators to link to discuss
  ♦ Course content
Issues of facilitation and co facilitation
Appraise training styles and expectation
Work delegation
Clarify roles and responsibilities
Anticipate challenges
Decide which video’s / training material generally used on ICA courses throughout the country are to be used

**Pre-course Planning**

**Pre course planning to include**
- Pre course packs to be forwarded to include
  - Letter of introduction
  - Venue details
  - Course objectives
  - Pre-course reading

**Letter of introduction to course participants to include**
- Outline of format of three days
- Expectations of trainers of course participants
- Expectation of level of preparations
- Request to contact the venue or course administrator re special dietary needs etc (specific details re contact person to be added in each instance)
- Course and venue details
  - Give clear direction with map if possible, indicate if there are leisure facilities if over night accommodation is been provided, indicate free time in evening if the course is built on expectation that some work will need to be conducted in the evening

**Administration and pre course planning issues**

**Pre course packs**
- Handouts: are you sending them prior to course or giving them out as part of course?

**Book hotel or venue**
- Book appropriate room size and give directions re room set up, break times and refreshments
- Is there a need to need for break out rooms?

**Book tools**
- Do you need …flip charts, overheads, TV and video, computer power points?
- Do you need additional flip chart stands and access to 2/3 overheads? This may be needed for small group evening preparation in readiness for group presentations.
Material
- Good quality flip chart paper, pens including markers, acetate pens and pens for participants, paper, posties, string, balloons, cue cards, blank acetates, safety pins, blue tack, Stickers for name tags and whatever else you may need for particular exercises
- Extra training material is advisable (double or treble up) to allow groups to work in two’s without having to share equipment with other groups

Photocopying
- Will you have all material already photocopied or do you need access to photocopying material in training venue? If so, check availability before course.

Contact person
- With telephone numbers, and contact address including email

Participants
- List of course participants to be given to trainers prior to the course, preferably with level of experience of training. This will assist trainers ensure course is designed to meet participant needs.

Principles of Adult Learning

The Learning Environment is Best When
- The Subject Matter is Relevant
- The Psycho-Social Environment is Conducive
- The Teaching Techniques Based on Androgogical Methodologies and are Learner Centred
- The Pace of Learning is Appropriate

Why do Adults Want to Learn
It is especially important for agency trainers to remember that the long delay for many participants in getting to this stage of the assessment process may impact on their ability to participate. Likewise the fact that the course is compulsory part of the preparation stage may have an influence. Alongside these two important context markers, other reasons adults may want to learn include

- To learn or develop a skill
- To learn or develop ideas
- To create something
- To satisfy curiosity
- To discover “if I can”
- To gain approval
- To “access” some further learning opportunity
- To meet like-minded people
- To make social contact
- It is a pre condition to achieving something
Methods and Skills

The following methods may be applicable to training.

- Presentation skills which comprise of use of over head projectors, flip charts, power point, video and handouts
- Role Play
- Case studies
- Small group work
- Exercises which comprise of: aspects of applicant handbooks, sculpting, warm up, energiser and ice breakers, balloons, how we get our name exercise, quizzes etc
- First ideas

General Tips on Methods

- Ensure all methods and equipment are pre-tested.
- Choosing most appropriate methods

Skills

The following skills may be applicable to training.

Facilitation skills

- Co facilitation
- Engagement, presentation
- Conflict resolution
  - Dealing with Hostility
  - Dealing with distress either for individual or group
  - Including People
  - Managing monopolizers

Presentation skills

- Use of voice and eye contact
- Posture and body language
- Dress code
**Individual Methods**
For each methods, the definition, its uses, pitfalls and tips will be discussed.

**Successful presentation results from:** -
- Thorough Preparation
- Objective - Clearly defined
- Clear Structure
- Timing - Tell them what your going to tell them, Tell them what you told them
- Summary and conclusion - don't just fizzle out.

**When using visual aids consider:** -
- The minimum size of Lettering used, whether to use script or print.
- Whether everyone in the group can see all the aid clearly
- Shine on board, glare from sun, light shining into eyes of participants, or other obstructions.
- The seating arrangements
- Trainer location.

Remember more information is retained if visually presented.

The following statistics show the percentage of information that is retained by individuals after certain periods of time: -

<table>
<thead>
<tr>
<th></th>
<th>3 Hours</th>
<th>3 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>Sight</td>
<td>72%</td>
<td>20%</td>
</tr>
<tr>
<td>Sound and Sight</td>
<td>85%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Introduction Period**

Use of introduction period and icebreakers.

**In introduction tell:** -
- Locate yourself as subject: Who are you?
- How long course /section etc will last
- Structure of your presentation
- Be competent and business like.
- Your questioning policy
- Whether you have supporting documentation (handouts)
- Whether they should take notes or not

**Consider**

**Your participants**
- Familiarity with the subject
- Your use of language – what is likely understanding? Do you need to explain language or do you need to avoid jargon!
Are course participants likely to be hostile or friendly, interested or bored?

**Yourself**
- General appearance and dress
- Your manner - need for friendly confident approach: don't patronise, be prepared to explain
- Your delivery - speak from the depth of your knowledge, don't read your presentation.

It is said a good trainer combines the best qualities of a: - Salesperson. Football coach, a Schoolteacher, a Dramatist, a Showman, a Parent and a Friend.

**Tips:**
- Know your subject
- Painstaking preparation
- Enthusiastic - be balanced
- Dramatic sense - be judicious
- Don’t forget benefit of humour

Most nervousness has its origin the fact that you are self-conscious - attention is divided between the jobs in hand and worrying over impressions made.

To lose nervousness
Know your subject and have it prepared
- Concentrate on imparting what you want the participants to hear so that you forget yourself
- Know that as experience grows nervousness fades

**Flip Chart**

Consists of a series of sheets of paper or charts, which can be flipped over.

- Can be used instead of chalkboard.
- Drawings, diagrams, maps, graphs etc. - to illustrate
- Key words, definitions - to highlight - bulleting
- Summaries and outlines - feedback - facilitation
- Problems - process to highlight

**Tips:**
- Can be previously prepared
- Good for telling consecutive story e.g. feedback
- Pages can be torn off and stuck on wall
- Write in pencil in the corner of the points you wants to draw up (invisible tomorrow)
Pitfalls: -
- Pages have limited space
- Unusual effects limited
- Talking and writing difficult - ideally two facilitators
- Can get repetitive if overused

TV/Video

Use of film leads to increased interest while the course participants learn more and retains information better. Film can be used for different purposes including awaken interest, be instructive or confirm previous learning

- Interest - Film shown to arouse interest in and understanding of a subject, should not be interrupted for comment.
- Instructional - to form part of a period of instruction and may be interrupted at suitable stages.
- Confirmation - shown at the end of a session

Pitfalls: -
- Film whilst showing takes over completely so it must be of sufficient merit to justify its solo performance.
- It should be carefully introduced
- Long enough to cover essentials but short enough to maintain the interest.
- Check if you need time after film to process issues that came up for course participants and have general discussion?

Overhead Projectors: -

- Enables trainer to project transparent objects onto a screen
- Prepared transparencies (printed from computer) lend themselves to great flexibility and adaptability
- Special pens are required for writing on transparency sheets

Tips: -
- Keep words minimal - 6 words per line, 6 lines per acetate
- List points can be hidden from view by a sheet of paper and revealed as the trainer deals with each item
- Use can be made of overlays (2 or 3 sheet transparencies) - they can be attached to the sides of the projector with cellotape and flicked over as required.
- Glass plate of the projector can scratch and must be kept free of dust and finger marks.
- Use plastic folders to protect your acetates.
- Tip for easy remembering
  (F)rame your acetate
  (L)ettering (Big bold)
  (I)mages (Use them)
  (C)olour (Use it)
(K)eep it simple

**Advantages:**
- Trainer can face the class
- Use of colour
- Quick convenient

**Pit Falls:**
- Light hard on trainers eyes
- May be difficult to focus
- Pens may smudge
- Bulb may blow - have a spare
- Pre-printed transparencies are inflexible

**Handouts:**
- Should cover all the main points of a presentation
- Can be given out at the beginning, to add notation
- Can save the participants from too much note taking
- Can be supplementary to the subject of the presentation

**Pitfalls:**
- Caution too much reading of them and not listening

**Role plays**

A role-play is a hypothetical storyline, scenario or situation, which allows participants to experience the situation in role forms.

**Application:**
- To explore feelings re certain situations in a safe way.

**Pitfalls:**
- Participants may be reluctant to engage as they dislike acting, some participants may become over-involved. Time consuming

**Tips:**
- Ensures relevance, build up atmosphere i.e. relay the group

**Small Group Work:**

A small group work is when the course participants are subdivided into groups of 4/5 in order to address a specific issue.

**Application:**
- Subdivide work, possible under different headings. Facilitates feedback, allows individuals to speak in-group.

**Tips/Advantages:**
- Timesaving
- Encourages participation
• Encourages group discussion
• Gathers various viewpoints/opinions

**Pitfalls:**
• May lead to repetition

**Case study**

A case study refers to a presentation of a written example of a real situation pertaining to the focus and training needs of the group.

**Use**
• Offers participants an opportunity to examine, reflect on and discuss a particular case or situation and to seek solutions to potential problems that have been identified and presented through the case study.

**Pitfalls:**
• Participants may not take ownership of the potential issues and so not discuss in a useful way ("It wouldn't happen to me").
• Participants may look for quick fix and not discuss in depth.

**First Ideas**

First ideas is a technique for obtaining ideas from a group. It provides a safe and non threatening environment to express ideas or opinions.

**Useful**
• Getting ideas from all participants
• Problem solving sessions
• Encouraging creativity and freedom of expression
• Participation
• Grouping linked points

**Tips**
• Ask for /provoke idea’s –wait before you give your own
• Record by writing all ideas on flip chart
• Trigger ideas by
  o Building on incomplete answers
  o Boosting confidence of timid participants
  o Blocking ‘dominant /talkative / aggressive participants by asking others what they think
  o Bantering : helps to establish an non threatening environment
• Summarise – Regroup and cluster ideas . Helps group to choose the best

**Pitfalls**
• Must be non evaluative: all suggestions must be captured
• Better not to evaluate until end
• Write words given not your interpretation
SKILLS

Conflict Resolution

The ability to deal successfully with difficult, stressful or hostile situations within a group setting.

- Observe and recognise
- Listen and hear what is happening
- Don't escalate
- Take charge as leader
- Car park issues or deal with them.

Problems:-
- Can destroy a group
- Can interfere with learning and training aspirations and plans

Co-Facilitation

Co facilitation refers to the joint presentation and delivery of a training course with defined roles and responsibilities designated to each facilitator.

Uses:-
- Through feedback a co-trainer is provided with the opportunity for personal growth and development in relation to performance as a trainer.
- Two styles of presenting will enhance group development and progress and keep up invest.
- Ability to deal with emotional situations through observation and reaction.
- Provide role models to trainees.
- Reduces dependency on single facilitator and total responsibility
- Timing, pacing and engagement enhanced.
- Sharper focus and analysis of what is happening and what is proving successful.

Pitfalls:-
- Different backgrounds and values that haven't been 'ironed' out beforehand.
- Could lead to ineffective "role models" or conflict.
- Requires compromise and maintenance of a good working relationship.
- Competition between 'Trainers'.
- Over training/Dominance

Avoiding Problems:-
- Practice !
- Share background, values, style and experiences.
- Be willing to co-operate and compromise
- Ask for feedback and respect and own it.
- Leek to rules of timing, interruption and review these frequently.
- Solicit feedback from the group.
- Check assumptions.
Presentation skills

Presentation skills needs to pay particular attention to the
♦ Use of voice and eye contact
♦ Posture and body language
♦ Dress code

General Tips
- Don’t keep your eyes on your notes.
- Never read anything except quotations
- If you are not nervous, there is something wrong!
- Perform, don’t act
- Exaggerate body movements and watch out for idiosyncratic habits
- Use pauses, silence will feel much longer for you than for the course participants
- Use appropriate humour but always be respectful
- BE enthusiastic

Use of voice and eye contact
- Projection: It is important to speak louder than usual and to talk to the back of the room
- Articulation: It is important not to swallow words, watch out for verbal tics
- Modulation: Refers to the need to vary tone and pitch: be dramatic!
- Pronunciation: Again it is important to check and practice words that you may find difficult
- Enunciation: Refers to the need to over emphasise and accentuate syllables
- Repetition: It is important to repeat key phrases with different vocal emphasis
- Speed: Pacing is so important and remember a rule of thumb is speak faster to excite and stimulate and slower to emphasise and add dramatic effect.

Posture and body language
- Posture and gestures: Are you grounded and do you know where your hands are?
- Eye contact: Think of a lighthouse and the way you need to sweep the audience with your eyes, staying only two to three seconds with each person
- Orientation: Be in the room, don’t cling to eh flip chart or hide behind the overhead projector. Equally don’t stand in front of you teaching tools, if you are trying to use them!
- Proximity to participants: Use the space and watch out for personal space limits
- Expressions: Are you using the range of facial expressions to express emotion?

Dress code
What is appropriate? Check all zips and buttons.