Welcome to The National Training Institute for Child Care Health Consultants
Introductions/Icebreaker: Acknowledging Trainers’ Expertise

• Front of Card
  • First and last name
  • State

• Back of Card
  • Agency
  • # of years of training experience
  • Training topics
Building Curriculum Development and Training Skills
Training Objectives

• 4 attributes of a positive adult learning experience

• 4 steps in ISD (Instructional Systems Development process)

• Relationship between ISD & RID (Rapid Instructional Development process)
CFOC National Standards
(3rd ed., 2011)
Activity: Why Use the ISD Process

- Divide into groups of 4-6.
- Select a recorder/reporter.
- Read the assigned case scenario.
- Answer the question on the worksheet.
Activity: Characteristics of an Effective Training

What You Already Know

• Thinking back to trainings I have attended, what characteristics made these trainings effective?
Adult Learning Theory

• Foundation for Instructional Systems Development (ISD) process

• Instruction or training needs to focus more on the process and less on the content being taught.
Positive Adult Learning Experience

- Attributes
  - Places learner at center of educational process
  - Uses facilitation rather than only lecturing to foster learning participation
  - Recognizes learner’s different learning styles
Positive Adult Learning Experience

• Attributes
  
  o Shows respect for and among individuals
  
  o Supports learners as ultimately responsible for their own learning
  
  o Provides a comfortable atmosphere
Positive Adult Learning Experience

- Attributes
  - Directly relates what is being learned to experiences and needs
  - Offers supportive opportunities to try new behaviors and skills
Instructional Systems Development (ISD) Process

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
Benefits of the ISD Process

Reduced Training Time  Increased Achievement
Rapid Instructional Development (RID) Process

- Strategies for quickly producing instructional packages
- Alternatives, enhancements and modifications to the ISD model

RID Tips:
ISD Process

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
Step 1: Assess

- Tasks:
  - Conduct needs assessment
  - Conduct task analysis
Conduct Needs Assessment

Ideal or desired state of affairs (What ought to be)

- Actual state of affairs (What is)

= Training need(s)
Activity: Needs Assessment

• On sticky notes answer:

1. What methods did you use to collect information?
2. What needs did you identify?
3. What are the probable causes of the needs?
4. What are possible solutions and opportunities?

• Post answers on wall charts
• View all charts
**RID Tips:**

**Needs Assessment**

- Do as many steps as possible but reduce the number of sources.
- Use existing records and documents.
- Conduct limited interviews with subject matter experts (SMEs).
Needs Assessment

• Use the web and email

• Examine current training structure—use or modify

• If training need is adequately described and documented, consider skipping step
Step 1: Assess

• Tasks:
  o Conduct needs assessment
  o Conduct task analysis
Conduct Task Analysis

Job

Duty

Task  Task  Task

Duty

Task  Task  Task
Task Analysis

- Review policies and procedures manual
- Ask employees about exceptions to written policies and procedures
- Videotape SMEs and view for task analysis
ISD Process

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
Step 2: Plan

• Tasks:
  - Write training goals
  - Write training objectives
  - Develop evaluation strategy
  - Conduct audience analysis
  - Determine training techniques
  - Determine facilitation techniques
  - Develop trainer’s toolkit
  - Make training site arrangements
Write Training Goals

<table>
<thead>
<tr>
<th>Who?</th>
<th>Does what?</th>
<th>By when?</th>
</tr>
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## Write Training Objectives

<table>
<thead>
<tr>
<th>Who?</th>
<th>Does what?</th>
<th>Under what circumstances or conditions?</th>
<th>How well (criteria)?</th>
<th>By when?</th>
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### Write Training Objectives

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</tr>
</thead>
<tbody>
<tr>
<td>The child care provider</td>
<td>can accurately measure medication amount</td>
<td>given various medication measuring devices</td>
<td>100% of time</td>
<td>end of training session</td>
</tr>
</tbody>
</table>
Activity: Practice Writing
Training Objectives

• Select a group leader & recorder/reporter.
• Record answers to questions 1-4 on worksheet.
• Rewrite poorly written training objective.
• Be prepared to share your group’s responses & revised objective.
Step 2: Plan

- Tasks:
  - Write training goals
  - Write training objectives
  - Develop evaluation strategy
  - Conduct audience analysis
  - Determine training techniques
  - Determine facilitation techniques
  - Develop trainer’s toolkit
  - Make training site arrangements
Four Levels of Evaluation

- Level 1: Reaction
  - “Smile” sheet
- Level 2: Learning
  - Pre-test/Post-test
- Level 3: Behavior/Transfer
- Level 4: Impact/Results
Four Levels of Evaluation

• All training programs should include at least a Level 1 & Level 2 evaluation:
  o “Smile” sheet
  o Pre-test/Post-test
Step 2: Plan

• Tasks:
  o Write training goals
  o Write training objectives
  o Develop evaluation strategy
  o Conduct audience analysis
  o Determine training techniques
  o Determine facilitation techniques
  o Develop trainer’s toolkit
  o Make training site arrangements
Conduct Audience Analysis

• Collect information about target audience:
  o Age
  o Gender
  o Culture/ethnicity
  o Job experience
  o Special needs
  o What else?
Conduct Audience Analysis

• Barsch’s Learning Style Preference Inventory
  - Visual
  - Auditory
  - Tactile
  - Kinesthetic
Audience Analysis

**RID Tips:**

- Use email and the web to gather information about audience and their training needs
  - *SurveyMonkey* or *Zoomerang* to create online surveys or questionnaires
Step 2: Plan

• Tasks:
  o Write training goals
  o Write training objectives
  o Develop evaluation strategy
  o Conduct audience analysis
  o Determine training techniques
  o Determine facilitation techniques
  o Develop trainer’s toolkit
  o Make training site arrangements
Determine Training Techniques

• **Methods**
  - Lecture/presentation
  - Demonstration

• **Discussion**
  - Group project
  - Independent study
  - Simulation
Determine Training Techniques

- **Media**
  - Print
  - Graphics
  - Audio
  - Video
  - Computer-based/multimedia
Determine Training Techniques

- **Activities**
  - Adaptations of common games
  - Word puzzles

- **Materials**
  - Handouts, worksheets
  - Job aids
Activity: Tips for Media & Materials

• Select one of the tip sheets to read.

• Write your 1st and last name on 3 index cards.

• When you finish silently reading the tip sheet, please bring your 3 index cards to the front.
Training Techniques

- Streamline training package to focus on “need to know” information
- Incorporate and adapt existing training materials
- Develop job aids and build training around them
Training Techniques

- Develop standard templates
- Design layout of training materials while content is developed
- Include articles, movies, videos, etc. to address training content
Training Techniques

**RID Tips:**

- Use software programs to create and produce materials
- Use a focus group instead of individual experts to review the materials
Step 2: Plan

• Tasks:
  o Write training goals
  o Write training objectives
  o Develop evaluation strategy
  o Conduct audience analysis
  o Determine training techniques
  o Determine facilitation techniques
  o Develop trainer’s toolkit
  o Make training site arrangements
Handle Difficult Behaviors

• “Dear Abby”
  o Work in small groups
  o On worksheet, write response to assigned letter
Step 2: Plan

Tasks:
- Write training goals
- Write training objectives
- Develop evaluation strategy
- Conduct audience analysis
- Determine training techniques
- Determine facilitation techniques
- Develop trainer’s toolkit
- Make training site arrangements
Develop Trainer’s Toolkit

• Overview of Training Session
• Trainer’s Outline
• PowerPoint Slides/Overheads
• Checklists
### Pike’s 90/20/8 ‘Rule’

<table>
<thead>
<tr>
<th>Time</th>
<th>Pike’s Experience</th>
<th>NTI Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 minutes</td>
<td>Average length of time an adult can listen with understanding</td>
<td>A training session should run approximately 90 minutes</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Average length of time an adult can listen with retention</td>
<td>The pace of instruction should be changed every 20 minutes</td>
</tr>
<tr>
<td>8 minutes</td>
<td>Learners will retain more of the information if interactive techniques are used</td>
<td>Involve participants with the training materials every 8 minutes</td>
</tr>
</tbody>
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*Adapted from Pike (2003)*
Step 2: Plan

- Tasks:
  - Write training goals
  - Write training objectives
  - Develop evaluation strategy
  - Conduct audience analysis
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  - Make training site arrangements
ISD Process

1. Assess
2. Plan
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4. Evaluate

Adult Learning Theory
Step 3: Implement

- Conduct training
- Refer to checklists
ISD Process

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
Step 4: Evaluate

• Compile and review evaluations & pre-test/post-test responses

• Determine if training program:
  o Met trainees’ needs
  o Addressed stated objectives
  o Should be revised, and if so, how
Summary
Review: Training Objectives

• 4 attributes of a positive adult learning experience
• 4 steps in ISD
• Relationship between ISD & RID
• Participants’ objectives?
Assessment: “One Minute Paper”

• In one minute, write an answer to the question:

What did I learn about curriculum development & training?
Closing: “Think, Pair, Share”

• What techniques will I try in future trainings?
Closing: Positive Comment Cards

• Select the cards of 3 people you don’t know
• Talk to each of these people during the rest of the training
Closing: Positive Comment Cards

- Write **something the person did or said** that you appreciated.

- On the last day, you will receive 3 positive comment cards others have written for you.
Evaluation of Facilitator

• Take 5 minutes to complete