



# 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)

## Caring for Our Children

**National Health and Safety Performance Standards  
Guidelines for Early Care and Education Programs**

Third Edition



American Academy  
of Pediatrics  
DEDICATED TO THE HEALTH OF ALL CHILDREN™



American  
Public Health  
Association



National Resource Center  
for Health and Safety  
in Child Care and  
Early Education





# 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

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- 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

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- Attributes
  - Shows respect for and among individuals
  - Supports learners as ultimately responsible for their own learning
  - Provides a comfortable atmosphere



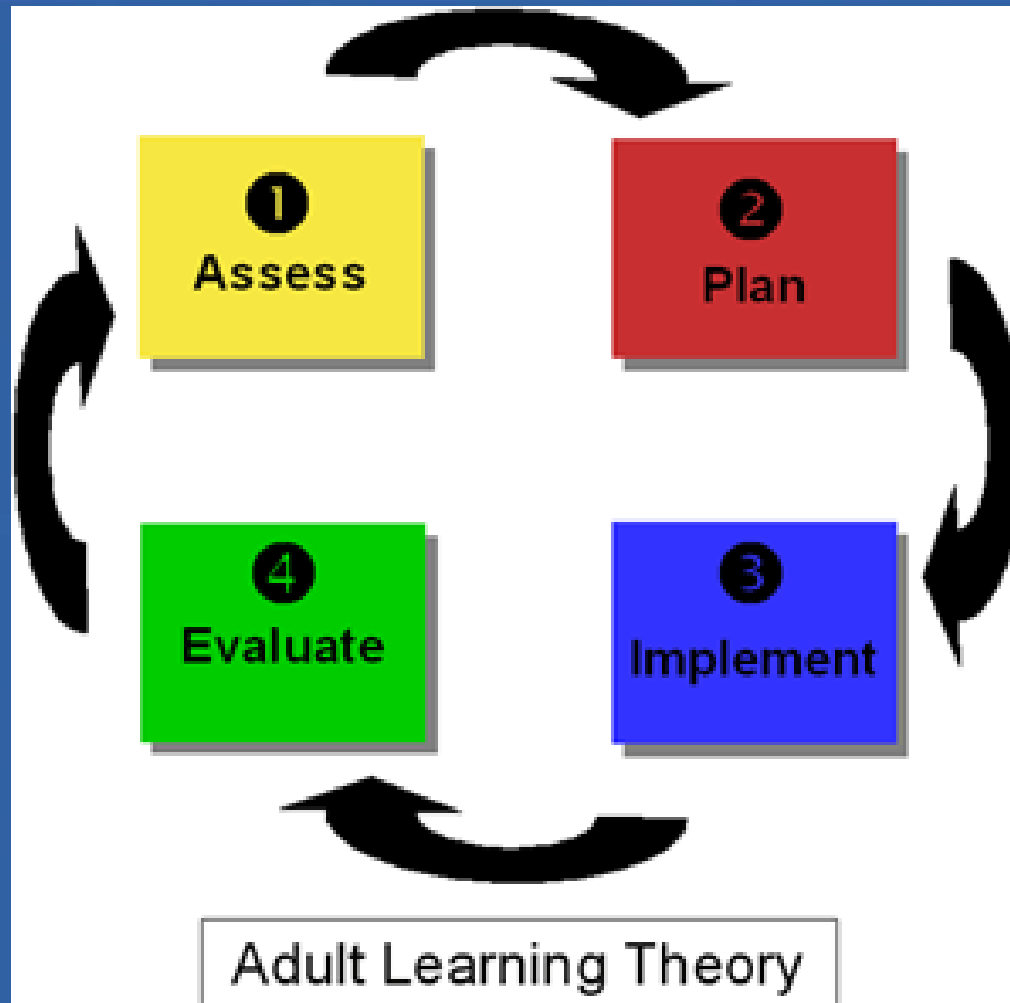
# Positive Adult Learning Experience

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- 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





# Benefits of the ISD Process

**Reduced  
Training Time**      **Increased  
Achievement**





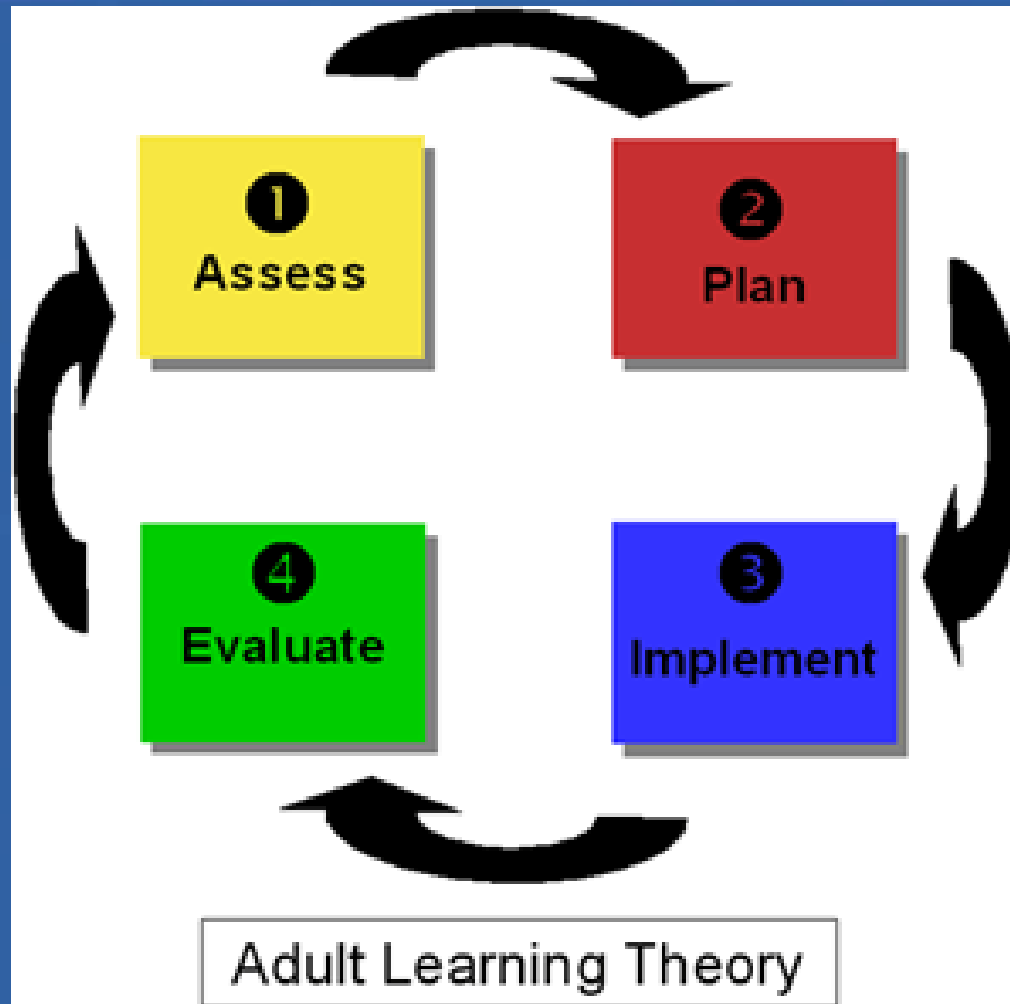
# Rapid Instructional Development (RID) Process

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

**RID Tips:**



# ISD Process





# Step 1: Assess

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- Tasks:



- Conduct needs assessment

- Conduct task analysis





# Conduct Needs Assessment

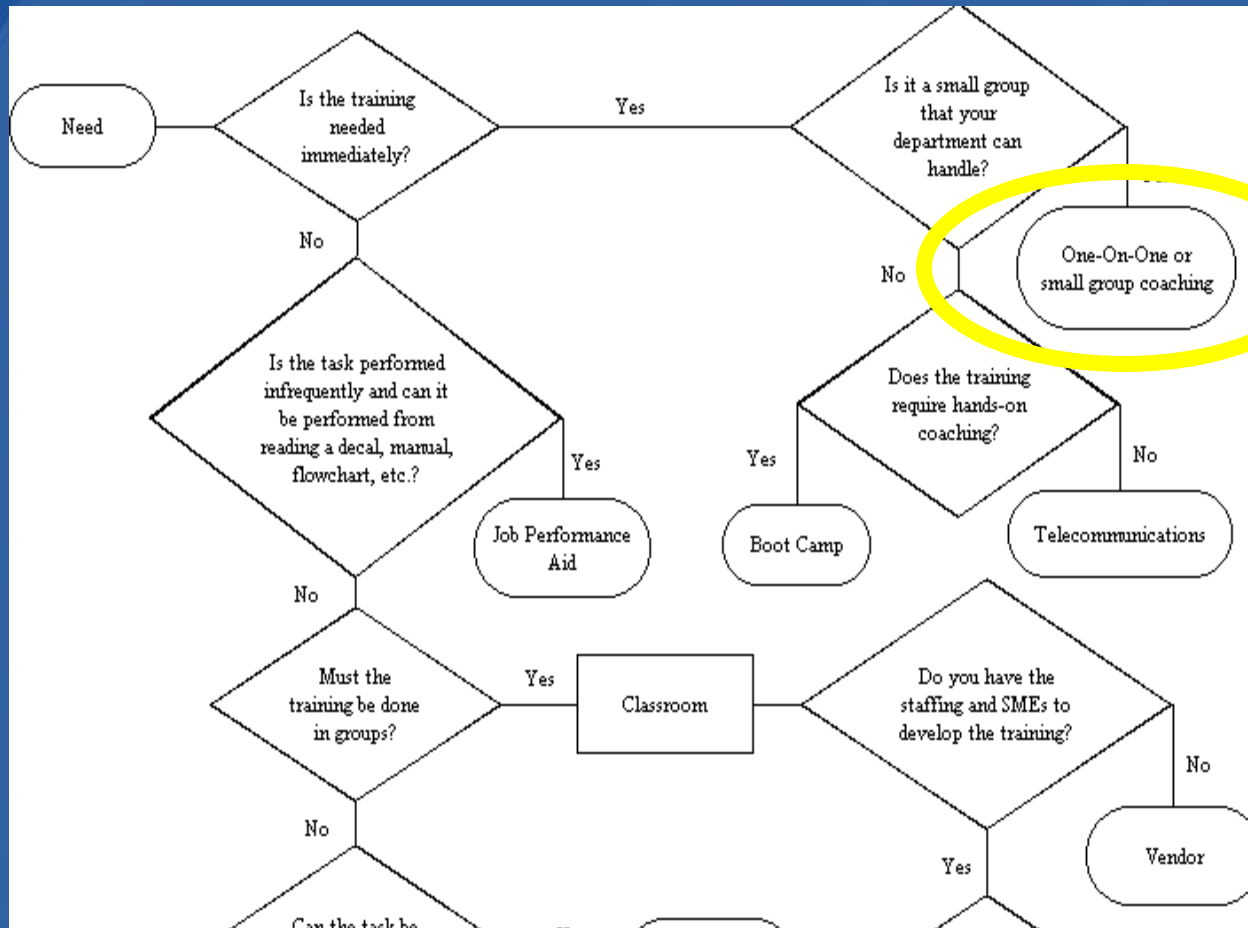
Ideal or desired state of affairs (What ought to be)

– Actual state of affairs (What is)

= Training need(s)



# Training Selection Flowchart





# 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 number of sources
- Use existing records and documents
- Conduct limited interviews with subject matter experts (SMEs)



## RID Tips:

# 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

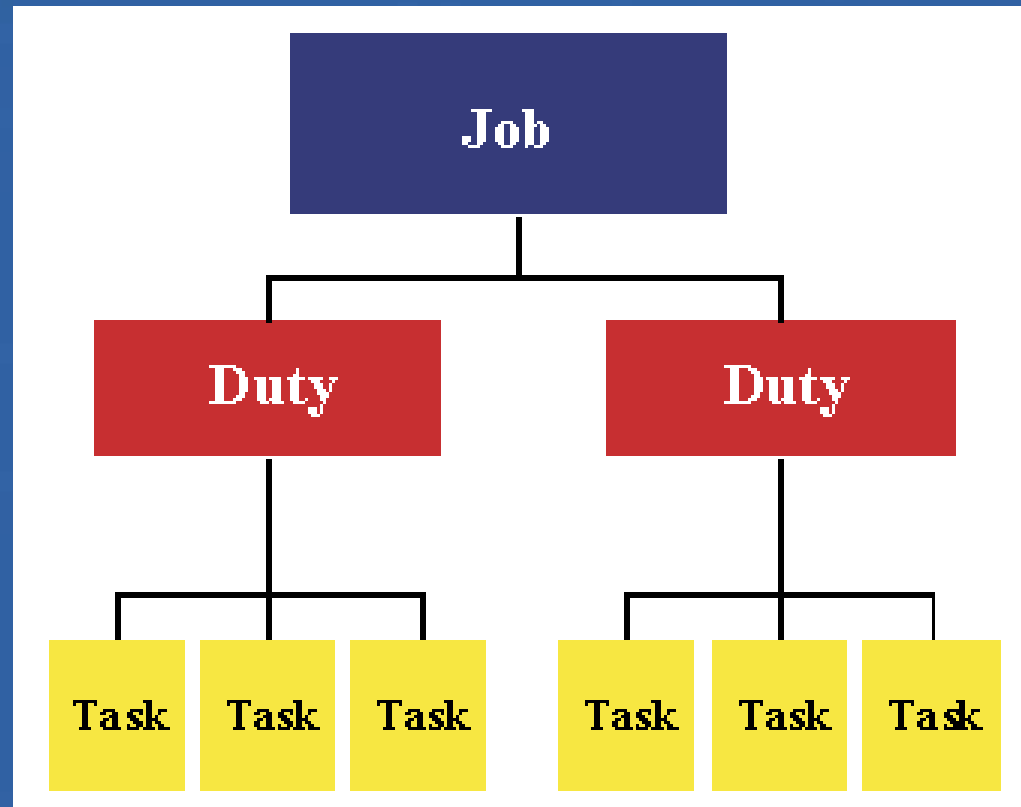


# Step 1: Assess

- Tasks:
  - Conduct needs assessment
  - ◦ Conduct task analysis



# Conduct Task Analysis





## RID Tips:

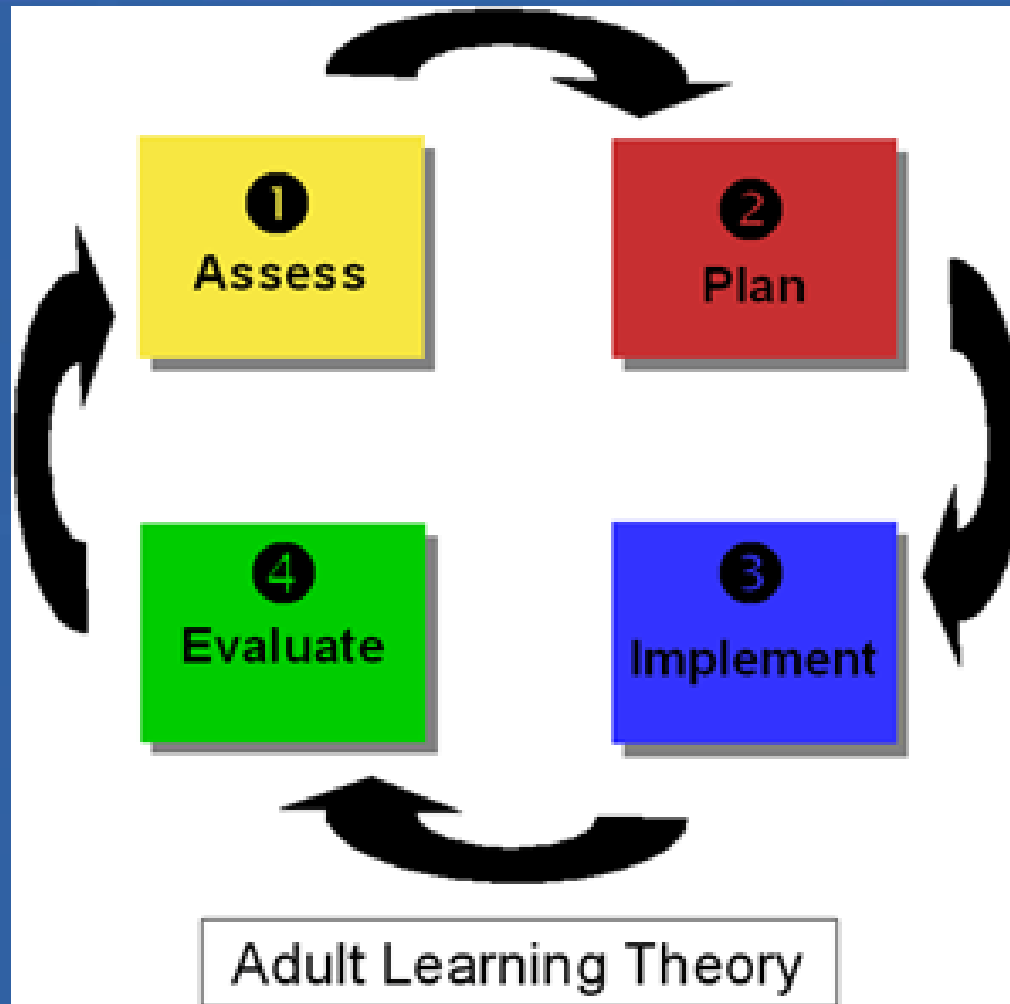
# Task Analysis

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





# ISD Process





## 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

<b>Who?</b>	<b>Does what?</b>	<b>By when?</b>



# Write Training Objectives

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

<b>Who?</b>	<b>Does what?</b>	<b>Under what circumstances or conditions?</b>	<b>How well (criteria)?</b>	<b>By when?</b>
The child care provider	can accurately measure medication amount	given various medication measuring devices	100% of time	end of training session




# 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
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# Four Levels of Evaluation

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- 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:
  - “Smile” sheet
  - Pre-test/Post-test



## Step 2: Plan

- Tasks:
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# Conduct Audience Analysis

- Collect information about target audience:
  - Age
  - Gender
  - Culture/ethnicity
  - Job experience
  - Special needs
  - What else?



# Conduct Audience Analysis

- Barsch's Learning Style Preference Inventory
  - Visual
  - Auditory
  - Tactile
  - Kinesthetic



## RID Tips:

# Audience Analysis

- 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:
  - Write training goals
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# Determine Training Techniques

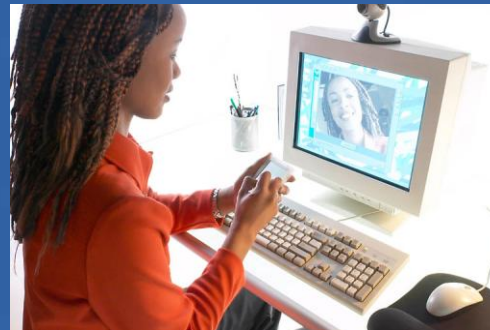
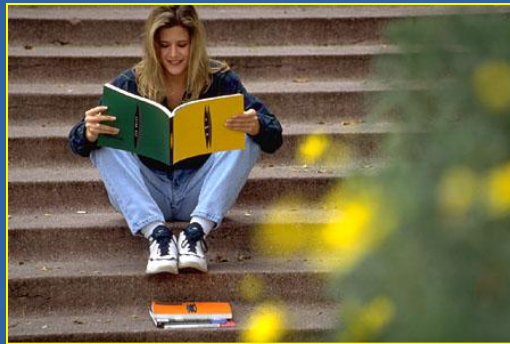
- Methods
  - Lecture/presentation
  - Demonstration
- Discussion
  - Group project
  - Independent study
  - Simulation





# 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

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- Select one of the tip sheets to read.
- Write your 1<sup>st</sup> and last name on 3 index cards.
- When you finish silently reading the tip sheet, please bring your 3 index cards to the front.



## RID Tips:

# 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



## RID Tips:

# Training Techniques

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




## RID Tips:

# Training Techniques

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



## 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
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# Handle Difficult Behaviors

- “Dear Abby”
  - Work in small groups
  - On worksheet, write response to assigned letter





## Step 2: Plan

- Tasks:
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# Develop Trainer's Toolkit

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- Overview of Training Session
- Trainer's Outline
- PowerPoint Slides/Overheads
- Checklists



# Pike's 90/20/8 'Rule'

Time	Pike's Experience	NTI Application
<b>90 minutes</b>	Average length of time an adult can listen with understanding	A training session should run approximately 90 minutes
<b>20 minutes</b>	Average length of time an adult can listen with retention	The pace of instruction should be changed every 20 minutes
<b>8 minutes</b>	Learners will retain more of the information if interactive techniques are used	Involve participants with the training materials every 8 minutes  Adapted from Pike (2003)



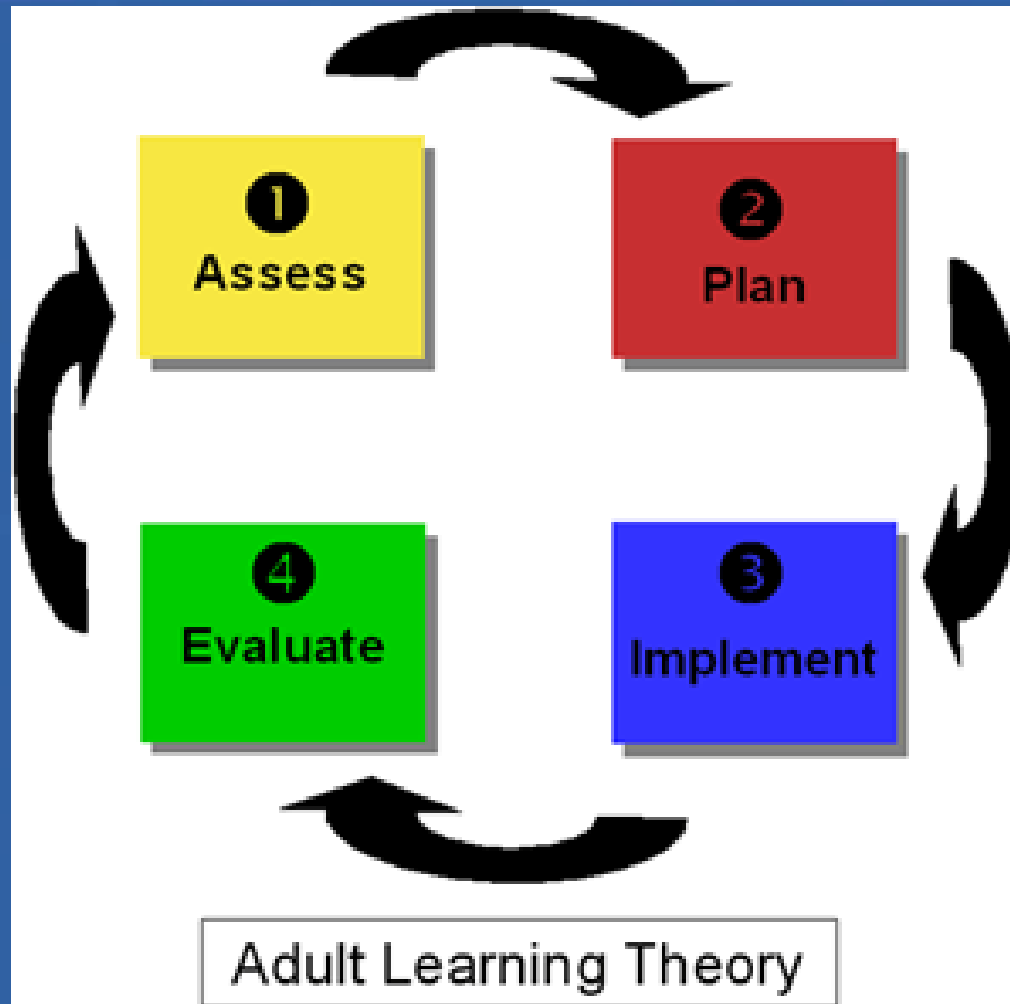
## Step 2: Plan

- Tasks:
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# ISD Process





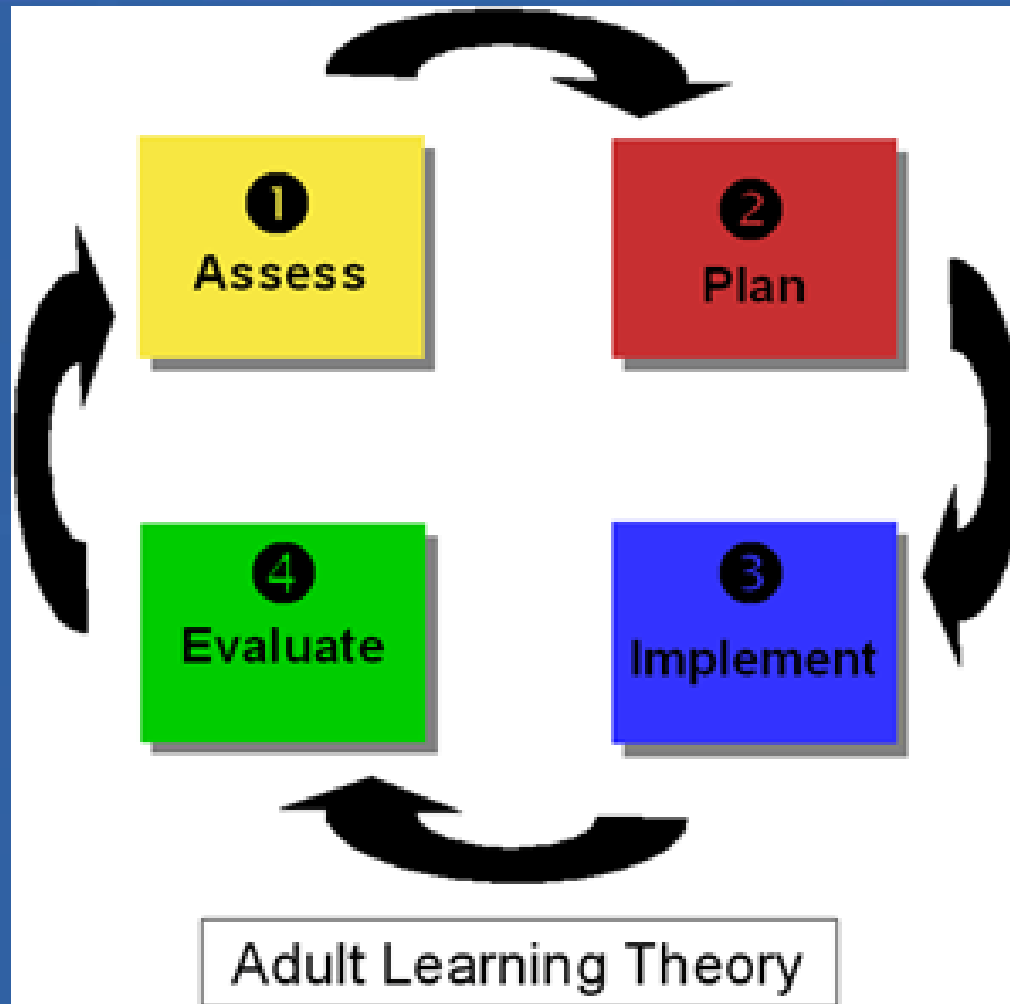
# Step 3: Implement

- Conduct training
- Refer to checklists





# ISD Process





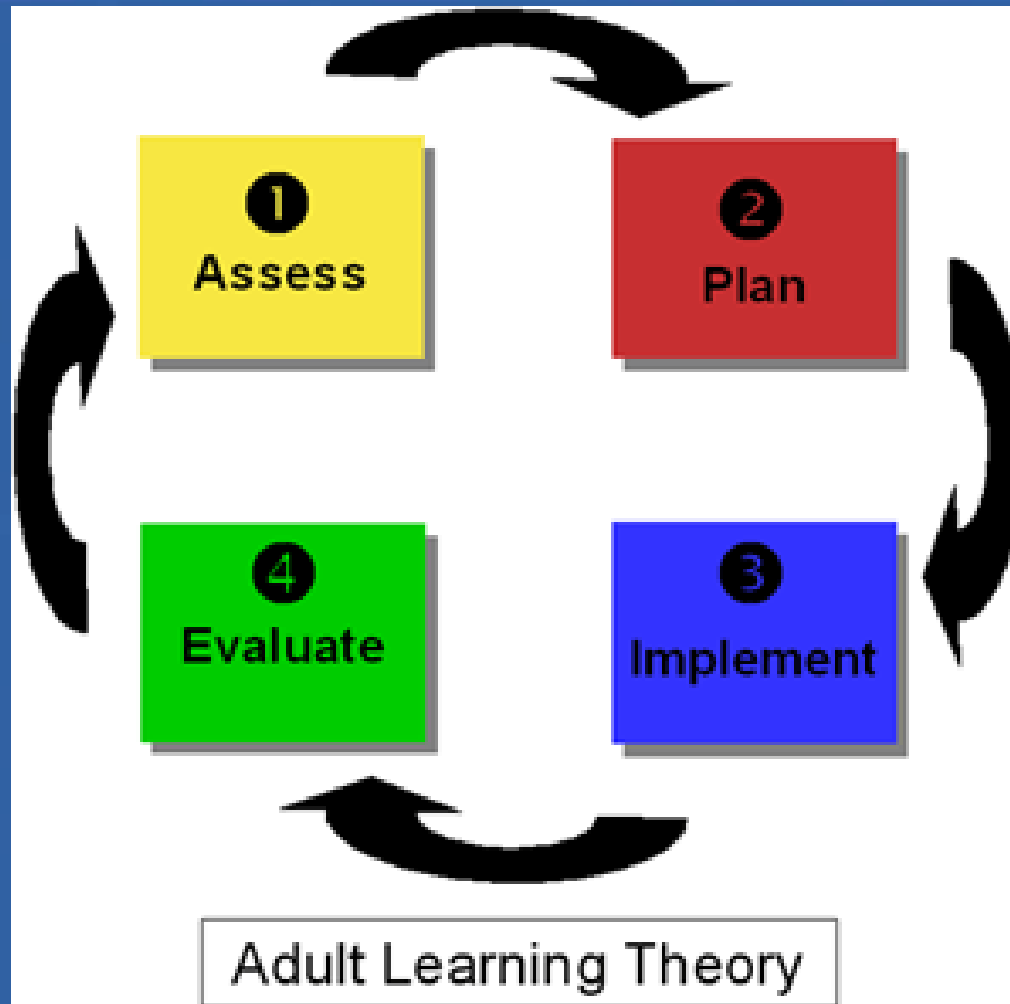
## Step 4: Evaluate

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- Compile and review evaluations & pre-test/post-test responses
- Determine if training program:
  - Met trainees' needs
  - Addressed stated objectives
  - 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

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- Take 5 minutes to complete