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COLLABORATIVE AND COOPERATIVE COMMUNICATION:
ONE VOICE, ONE SOUND, ONE SONG

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PURPOSE: Effective training teams are characterized by collaborative and cooperative communication. Trainers engaged in team training must speak as one cohesive unit or "One Voice" when conducting training sessions in order to facilitate the learning of participants. When members of training teams fail to do so, the outcomes may include participants' perception that the trainers do not constitute a cohesive team.
This workshop will incorporate a combination of lecture, PowerPoint and group activity and is recommended primarily for beginners who conduct training sessions with a co-trainer

RATIONALE: The key to effective communication is directly related to your preferred communication style, which may be different from your co-trainer. The first step towards effective communication with your co-trainer is to understand the preferences of your co-trainer and adjust your communication style so that your needs and the needs of your co-trainer are being met. When interactions are focused upon meeting the needs of both trainers, you can then communicate in a way that allows for a collaborative and cooperative relationship that can enhance effective co-training.

This highly interactive workshop will focus on the characteristics of four different communication styles:

- Soprano
- Alto
- Tenor
- Bass

These styles are set to an easily identifiable voice theme that is both entertaining and memorable. It will allow you to identify your goals and motivations in communication and to then give it a name or as we like to say "a voice". In addition to allowing you to identify your preferred style and to understand how your style
impacts your ability to effectively communicate with others, it will also provide you with tips for interacting with those who have a style that differs from your own.

OUTCOME: After attending this workshop, you will have a better understanding of why you prefer to communicate in a particular style and recognize the preferred style of your co-trainers as well as others.

THE MORE THE MERRIER? THE DANCE OF CO-TRAINING

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CO-PRESENTER: IRENE BECKER, LCSW

PURPOSE: Have you ever thought of asking a colleague to train with you – but weren't sure that it would work?
Have you ever been "assigned" a co-trainer and felt that your training styles didn't mesh? This workshop will demonstrate the dynamics, the rewards, the challenges, the "highs, lows and pitfalls" of this unique training relationship by two co-trainers with different styles and personalities, who have learned to dance well together in front of a class. Learn how co-training might be more trouble than it's worth!

RATIONALE: This workshop will explore the dynamics of the co-training team relationship, provide information on when and how to form training teams, what type of teaching teams may emerge, how to encourage creativity and handle conflicts among the team, and identify potential benefits and challenges for the training team and trainees. Participants will be involved in interactive games and exercises. Participants will learn Trainer "Profiles" & Characteristics, which include:

- The Practitioner
- The Visionary
- The Researcher
- The Risk Taker
- The Energizer
- The Problem Solver
- The Processor
- The Strategist
- The Engager
- The Realist

OUTCOME: Participant will identify the dynamics of the co-training relationship
Participant will identify their own training style and how to coordinate with trainers with differing styles

Participant will demonstrate activities that foster creativity and manage conflict in a team training setting

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"FUN AND LEARNING IN MOTION:
REACHING THE KINESTHETIC PARTICIPANTS"

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CO-PRESENTER: IRENE BECKER, LCSW

PURPOSE: Have you been wanting to put in your training, exercises and games that get your audience up and out of their seats, moving around? Have you been hesitant on trying to manage a group once they are out of their seats? The goal of this workshop is for the audience to practice and walk away with skills in developing kinesthetic training exercises. The trainers will demonstrate a series of kinesthetic exercises that can be applied by trainers from various disciplines. Participants will be asked to participate in these exercises and will design their own kinesthetic exercises as small groups, to take away with them from the conference.

RATIONALE: A challenge for any trainer is to design training for the kinesthetic learner, especially if the trainer's learning style is not necessarily kinesthetic! For the audio and visual trainer and learner – getting more movement into your training and into your audience becomes a professional goal in enhancing your training skills and increasing your success at reaching additional participants with your training messages!

OUTCOME: Participants will be able to:

- Identify design steps in developing kinesthetic exercises.
- Will identify elements of the kinesthetic process in games and exercises.
- Will develop and demonstrate on kinesthetic exercise to fellow participants.

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Chang and Associates, Irvine, CA

Trainer Handbook. (1999) Public Child Welfare Training Academy, Southern Region

TRAINER RESOURCES

Trainer's Warehouse
http://www.trainerswarehouse.com/

Child Welfare League of America
http://ndas.cwla.org/

Public Child Welfare Training Academy
http://pcwta.sdsu.edu

Training Super Site
www.trainingsupersite.com

HRDQ Online
www.hrdq.com

The Center for Effective Performance
www.cepworldwide.com

Custom Puzzlecraft
John Stokes@puzzlecraft.com
291-0711

American Society for Training and Development
http://www.astd.org/

The Training Registry
http://www.trainingregistry.com/

Kipp Brothers
www.kippbro.com

Office Playground
http://www.oriental.com

Oriental Trading Company, Inc.
http://www.oriental.com

Training Point
http://www.trainingpoint.net/

"ONCE UPON A TIME…"

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CO-PRESENTER: MARY GARRISON, LCSW

PURPOSE: In training the use of children's books can be a powerful tool to emphasize learning objectives, create safety within a classroom, or to promote transfer of learning.

RATIONALE: This workshop will provide numerous culturally diverse children's books to review, and demonstrate how they can be used as effective and fun tools in the classroom. Specific training topics that will be illustrated through the use of children's books include 1) Child Abuse, 2) Cultural Diversity, and 3) Homelessness.
The use of highly interactive activities including small groups, individual process and reflection and lecturette make it possible for trainers at all level to make their presentations entertaining, lasting and meaningful.

OUTCOME: As a result of this workshop, participants will be able to:

- Practice developing an exercise in training sessions using children's books as a medium for emphasizing training material.
- To observe the impact of children's stories in a training presentation
- Will develop a plan for transferring these concepts to their job

Children's Books for Trainings
Available on EBAY.com or halfbay.com

Adoff, Arnold. Black is Brown is Tan.

Barrett, Judi. Cloudy With A Chance of Meatballs.

Bunting, Eve. A Day's Work.

Bunting, Eve. Fly Away Home.

Bunting, Eve. Train to Somewhere.

Chocolate, Deborah M. Newton. My First Kwanzaa Book.

Cowen-Fletcher, Jane. It Takes a Village.

Ets, Marie Hall & Labastida, Aurora. Nine Days to Christmas, A Story of Mexico.

Evans, Richard Paul. The Tower.

Ford, Juwanda & Wilson-Max, Ken. K is for Kwanzaa.

Golenbock, Peter. Teammates.

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt.

Kotzwinkle, William. The Worl is Big and I'm so Small.

Gray, Libba Moore. My Mama Had A Dancing Heart.

Helldorfer, M.C. Silver Rain Brown.

Hudson, Cheryl Willis & Ford, Bernetee G. Bright Eyes, Brown Skin.

Hyman, Trina Schart. Tight Times.

Kates,Bobbi Jane. We're Different, We're the Same.

Kunhardt, Dorothy. Pat the Bunny.

Mochizuki, Ken. Baseball Saved Us.

Martel, Cruz. Yagua Days.

Newman, Leslie. Heather Has Two Mommies.

Osofsky, Audrey. Dreamcatcher.

Pinkney, Andrea & Brian. Pretty Brown Face.

Ringgold, Faith. Tar Beach.

Rylant, Cynthia. The Old Woman Who Named Things.

Rylant, Cynthia. The Relatives Came.

Rylant,Cynthia. When I Was Young in the Mountains.

Say, Allen. Grandfather's Journey.

Say, Allen. Tree of Cranes.

Sendak, Maurice. Where the Wile Things Are.

Sheindlein, Judge. Win or Lose By How You Choose.

Silverstein, Shel. The Giving Tree.

Silverstein, Shel. The Missing Pieces of O.

Simon, Norma. All Kinds of Families.

Skutch, Robert. Why am I Different?

Stanek, Muriel. Who's In A Family?

Tarpley, Natasha Anastasia. Don't Hurt Me, Momma.

Uchida, Yoshiko & Yardley, Joanna. The Bracelet.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day.

Willhoite, Micheal. Daddy's Roommate.

Winter, Jeanette. Follow the Drinking Gourd.

"WRITING ISN'T DOING:
THE THEORY AND PRACTICE OF WRITING CURRICULUM"

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CO-PRESENTER: IRENE BECKER, LCSW

PURPOSE: Do you want to deepen your knowledge about training curriculum theory? Have you wanted some ideas, tips or a system for designing and delivering training "in the moment?" This presentation is designed for new and experienced trainers, curriculum designers and evaluators who are interested in developing skills in the following areas:

- Designing and writing training curriculum
- Designing exercises and activities for the curriculum
- Assessing training variables that help the trainer be flexible in the training delivery
- Incorporating evaluation strategies within a training

RATIONALE: A brief historical look at education and training roots, theories of adult learning, and curriculum development, looking at the elements of "good" versus "bad" curriculum will be presented. Additionally, this experiential workshop will have participants utilizing a system of exercise design by looking at training variables. Learn how to "personalize" each and every training! Lastly, a discussion and exercise on evaluation within the training session will provide participants with a strong foundation in curriculum design, training delivery and outcomes.

OUTCOME: Participant will be able to identify the steps in developing curriculum.
Participant to demonstrate a design of a training exercise into training.
Participant to identify factors for changing exercises according to participant needs within the training environment.
Participant to demonstrate the ability to organize instructional material in sequencing, integration of theory and practice,

pacing of material and depth of material in relation to the audience.
Participant will be able to demonstrate how to assess an audience's knowledge base and adjust delivery of training to better meet audience's needs.

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"BRIDGES TO COLLABORATION:
CREATING A CLASSROOM SIMULATION COURSE"

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CO-PRESENTERS: BEKI LOCKERY, ROSE WENTZ, NORA GERBER

PURPOSE: In human services, many families work with more than one case manager. How can we train these case managers to look beyond their own programs to work together so families can get the outcomes they need and deserve? The Wisconsin' Department of Workforce Development Partner Training Section created a classroom simulation course focused on collaborative case management. Collaboration is a key element of successful outcome based case management, but how do you teach it?
Classroom simulation became the obvious choice for us to teach this concept.

RATIONALE: To better meet the needs of families, the Training Section created an advisory group that worked together with writers experienced in developing classroom simulation. Bridges to Collaboration City is our attempt to reach the affective side of training. The adapted motto was "*You can change people's mind with knowledge, but you can't change their behavior until they feel the need to change*".

The goal of this workshop is to create an environment that allowed participants to feel how both a lack of collaboration felt, and how various levels of collaboration feels better.

OUTCOME: Experience a sample of "Bridges To Collaboration". Wisconsin's Department of Workforce Development Partner Training Section created this course focused on collaborative case management.

During the first half of the presentation take part in a sample of this experiential learning program. During the second half, a discussion of the key points on how we created the course, which tools were used to make the creation easier, and take questions from those who would like to replicate this training model?
During the presentation the key points of how the course was created were highlighted, attendees participated in a segment of the course to experience first hand key elements of the course, and questions are answered from those who would like to replicate this model in their training programs.

TANDEM TRAINING: MOVING IN UNISON

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CO-PRESENTERS: AMY CULBERTSON, ROBIN KIRBY, DONNA TOY

PURPOSE: Tandem Training requires that trainers commit to a quality experience for everyone involved. This requires not only an informative presentation of content, but also thorough planning and comprehensive feedback. Tandem Training is not training solo half the time. It involves commitment, communication and knowledge of trainers. The workshop will focus on the guidelines for pre-planning, competencies for delivery and criteria for peer assessments.

RATIONALE: To provide attendees with the skills necessary to practice tandem training for effective learning sessions. The session will include skits, planning training sessions, and make brief presentation on selected topics with feedback from participants.

OUTCOME: Participants will be able to plan and prepare effective co-training sessions.

Participants will discuss and demonstrate effective co-training strategies.

Participants will develop criteria for providing feedback regarding the co-trainers presentation

"THE ART OF TRAINING"
AT THE CROSSROADS OF SCIENCE AND ART

PRESENTER: JO NEWELL, M.A.
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PURPOSE: The training-learning process combines both art and science. There is an art to designing a learning environment, engaging all participants and stimulating the transfer of learning to job performance. And there is a science of learning, documented in neurobiology, and demonstrated through magnetic resonance imaging of the brain. At the crossroads of training and learning Educational studies, from multiple intelligence theory to brain-based research, have shown that people have a diversity of learning strengths, styles and preferred ways of involving themselves in the learning process.
To provide an opportunity for training staff and Trainers to experience a dynamic learning environment that acknowledges brain-based research about learning and the art of communicating with the brain in mind.

RATIONALE: For over twenty years, neuroscientists, psychologists, educators, therapists, and multidisciplinary learning researchers have intersected at the crossroads of training and learning: What is the best way to teach? What is the best way for people to learn? There is general agreement that the brain is the learning organ of the body but we also retain memory throughout our bodies. Researchers left the crossroads of "mind and body" and have taken a more holistic approach to how we learn and retain what we've learned. This program will look at the learning process (the science of how we learn) and the teaching/training process (the art of optimizing learning opportunities) for a hands-on educational program. Trainers, managers, group leaders, etc. can utilize this information and experience in designing their learning programs to provide as many opportunities as possible for trainees to experience the joy of learning.

OUTCOME: At the conclusion of this workshop, participants will be able to:

- Identify, explain and use brain-based research
- Appreciate, discuss and modify training programs utilizing the SMART model for artistic training design
- Discuss and value linking skill practice exercises to learning theory and apply principles to current training practice
- Describe and promote the importance of utilizing music, visuals and physical objects as metaphors to accelerate learning
- Describe and model diversity of learning and instructional style
- Value and practice using action plans for transfer of learning
- Prefer the absence of a 7th learning opportunity when six will suffice

MISSING FROM YOUR TABLE?

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PURPOSE: The Developmentally Disabled population, school districts, Head Start and other organizations have long experienced the richness that consumers bring to the table. Human Services is now recognizing the importance of partnering with consumers for training, committee work, and policy making.

Consumers' involvement in agency policy decisions is a unique concept that can confuse consumers and agency staff alike. What if the consumers want something to happen that is not feasible – fiscally or organizationally? As a consumer, will I actually have an equal voice at the table? Multiple fears arise from everyone involved when consumers start joining committees and working along side agency staff. How do you deal with these issues?

RATIONALE: Have you ever been a part of a great team? What made it great? It most likely started with a group of individuals who may or may not have worked together in the past. It takes time to develop the knowledge of working as a whole instead of as individuals. Over time you will see that people are changed, often profoundly. There is a deep learning cycle. Team members develop new skills and capabilities that alter what they can do and understand. As new capabilities develop, so too do new awareness's and sensibilities. Over time, as people start to see and experience the world differently, new beliefs and assumptions begin to form, which enables further development of skills and capabilities. This deep learning cycle constitutes the essence of a learning organization as explained in the book, The Fifth Discipline, by Peter Senge.

OUTCOME: Participants will learn about the importance of consumer partnerships at the organizational level

Participants will obtain examples of tools for training staff and consumers for building sustainable organizational partnerships

"PARTNERSHIPS: WHAT DOES SACWIS GOT TO DO WITH IT?"

PRESENTER: BEN CACIOPPO, LCSW, PhD
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PRESENTATION ABSTRACT:

SACWIS is an excellent resource tool that guides our work ad helps staff meet state reform goals. Five states (KY, ME, NE, NV and TN) share the lessons learned, the tools used, the strategies employed, the pitfalls encountered, and the successes attained in development, design, implementation and training of SACWIS.

In sharing our SACWIS knowledge regarding approaches to training child welfare personnel, we discuss both the accomplishments and the "error in judgment" regarding the development and training of electronic documentation.

Our collective experience suggests that there are necessary partnership building activities; specific learning techniques; unexpected outcomes of performance related to SACWIS training; and products to improve computer training and promote best practice. Information available at this presentation regarding design, implementation, and evaluation information draws from the following talking points:

I. Partnerships – Investment – Ownership: Building Blocks for SACWIS
- The **training partnership** between the State of Maine Department of Human Services and the University of Southern Maine/Child Welfare Training Institute has a long history of collaboration and mutual enrichment.
- Over the past years this **collaboration** has supported innovative and creative ways to support best practice, skill enhancement, offer affordable and efficient training and most of all improved outcomes for the families and children in Maine.
- **Engagement of key stakeholders** in the development, design and delivery of the training curriculum involved the Bureau of Child and Family Service (BCFS) staff at every level and CWTI staff coming together to create a training that works.

II. Successful Strategies: Doing What Works, Stopping What Doesn't

- The basic instructional format for the trainer is: **Showing** documented information on window screens; **Telling** about the functionality, multiple navigational paths and interface with policy; and **Demonstrating** how to navigate and document. The trainee **Practices** entering information with various case scenarios.
- Computer training is allotted up to a total of five days of training if needed. A previous format had the training in two sections with one part taught early in the training cycle and the other towards the end.
- Every trainee must take a "final test" which lasts approximately four hours.

  This is an "Integrative Activity" of documenting a case from Intake through Case Closure.
  Trainees can work independently or as a pair
  In lieu of taking the entire training, trainees can "test out" at anytime via the Integrative Activity.
  "Testing Out" is an option that also serves as a self-directed learning method.
- Several of the 'fixes" to the system are a direct result of documentation of trainee feedback.
- Flexibility allows for multiple levels of learning occurring simultaneously within the same lab. There is opportunity to work autonomously or at a slower and/or faster pace than others.
- Workers can receive college credit for the entire New Worker Training package.
- "It **IS** hard to teach an old dog new tricks!"
- "If is does not exist on SACWIS, it does not exist!"

III. Supervisory Buy-In: Waking the Sleeping Giant

- Needs Assessment
- Workload Management Tools
- Worker and Unit Action Plan
- Data + Information = Improved Practice

IV. Integration and Application

- Training results in Supervisors **creating** individual **action plans** and then unit wide action plans for where there is success in their unit and where there are gaps in performance.
- **Capacity building** within each office was key in the application and integration of Maine's SACWIS system.

Additional information is available from each state's experiences with curriculum development, partnerships with agencies as well as competency-based training. Readers can contact presenters to obtain and/or learn more about current practices and past experiences with training SACWIS and other technical skills training too numerous to enumerate here. Given that successful SACWIS training is a common objective across many states, the information is of value and benefit because it is easy to generalize from one another's knowledge and experience in this area.

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BLENDED LEARNING: A RECIPE FOR CREATIVE TRAINING

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PURPOSE: Organizations exploring strategies for effective learning and performance have to consider a variety of issues to ensure effective delivery of learning and their return on investment. The Illinois Department of Public Health has met this challenge by using creative techniques and methods to keep its workforce trained. Through the use of Webinars, video conference, on-line tutorials, e-mail and video streaming, the agency has been able to provide training on demand to its diverse workforce scattered throughout Illinois. Since learning styles vary from learner to learner, blended learning is ideal because it offers multiple learning options.

RATIONALE: By not embracing a blended learning approach, unproductive an-hours is expended in travel time and human resources, and increased travel costs. This session will provide you with a recipe for developing your own blended learning programs using multimedia elements. Learn how to incorporate text, graphics, animation, sound and video using common business applications. Develop training classes through satellite downlinks or up-links. Learn the new trends in video-conferencing and web meetings. Discover the ingredients for creating successful blended learning programs that fit any budget, and start developing your own training modules today.

OUTCOME: Workshop participants will be able to:

- Understand the meaning of blended learning
- Identify the various concepts and delivery formats
- Develop a plan for delivering blended learning
- Recognize tools and technique used for creating blended learning
- Identify free resources for creating interactive learning

BI-COGNITIVE: IS IT LANGUAGE OR IS IT CULTURE?

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PURPOSE: The purpose of this training is to help the participant gain insight into the idiosyncrasies of the Spanish Language. These idiosyncrasies are the result of the cultural/ regional diversity that exists among people of Hispanic decent. Therefore, Language as an outgrowth of Cognition is informed by experiences, environment, as well as normative human growth and development.

RATIONALE: The need for service delivery to the Hispanic population continues to increase; it is incumbent upon us as social workers to improve the quality of communication with our Hispanic clients. It is not enough to be able to translate words; we need to be able to translate meaning on a non-verbal level that includes all of the human senses- sight, smells, hearing, and even touch provide the "nuance" to translating language. Thereby, adding texture to the communication.
The format is a round table discussion with the participants. The presenter and two Hispanic co-trainers will illustrate the "how to" of being BiCognitive rather than being simply Bilingual and BiCultural.

OUTCOME: We hope to leave the participant with a better understanding of the Cognitive gymnastics that are necessary for accurately conveying meaning. We want to make them aware of the importance of the "nuance" of communications.

Bibliography:

Survanti, Alessandro *Key Terms in Language and Culture*. 2001.

Lafford, Barbara A & Salaberry, Rafael, Editors *Spanish Second Language Acquisition- State of the Science* 2003.

Galindo, Letticia 1993 *The Language of Gangs, Drugs and Prison Life among Chicanos* Latino Studies Journal Vol. 6, pgs 23-42.

STRESS RELIEVING AND TOLERANCE ACTIVITIES FOR FAMILIES AND THOSE WHO WORK WITH THEM

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PURPOSE: This workshop will lead participants through a series of activities to strengthen families and those who work with them. The experiences participants will be exposed to during the workshop are based on family support principles, helping those who have survived trauma and life difficulties to build their own strength and self-sufficiency while creating communities of peace and healing around them. The workshop will incorporate mini-lecture, activities and small and large group discussion; participants will be engaged in a high level of involvement.

RATIONALE: The workshop will have participants introduce themselves; define what they want to learn and tell reason for selecting this session.
They will be asked to draw a picture of their family and write out the strengths and assets of this self defined family.

OUTCOME: The goals of this workshop and the activities that will be presented are to help trainers and individuals of all ages, families and communities to:

- Experience training that is interactive; that engages the participants
- Build on strengths and hopes for the future
- Learn skills that will empower them to take care of themselves through stress-management, self-care, energy practice, and relaxation techniques
- Develop and promote intercultural understanding
- Focus on positive community values, engage in mutual aid, and create positive action plans

GETTING CURRICULUM BANG FOR YOUR FEDERAL BUCK

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PURPOSE: To share our experience using a grant to create training to be incorporated into agency required core training.

RATIONALE: Tight budgets underscore the need to get the most out of every opportunity to impact practice through quality training. Too often grants are obtained, criteria fulfilled and final reports written without integration into agency training programs or implementation in agency practice. Partnership from the outset can avoid this disappointing outcome.

The top ten steps in moving from a funded grant proposal to a completed curriculum that is user friendly, jurisdiction specific and compatible with agency training goals and methods are listed below.

1. Get buy-in from the powers that be.
2. Find the folks who walk the walk.
3. Workshops first.
4. Engage the local experts.
5. Look far afield to cover the bare spots.
6. Keep learning as you go—and always take notes.
7. Keep your ear to the ground
8. Make changes.
9. Get criticized – really criticized.
10. Hang in for the long haul. Don't stop before you're integrated.

OUTCOME: The director of a federal adoption opportunities project and a senior manager at the DCFS Office of Training describe the creation of curriculum that impacts practice and the integration of that curriculum material into a comprehensive Illinois specific DCFS adoption training. Partnership between the project manager and the state agency to ensure a work product that both achieves the goal of the grant and supports the training objectives of the agency is an essential element for success.

REFERENCES OR RESOURCES:

The Legacy power point, trainer's guide, and many of the curriculum materials will be available on the web at http://dcfswebresource.prairienet.org.

CHANGE MANAGEMENT: SHIFT HAPPENS

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PURPOSE: To increase participants awareness of their personal response pattern to change and how such awareness may help them empathize with and understand the "human side" of the change process in their organization.

RATIONALE: Leading change is one of the most important and difficult leadership responsibilities. For some, it is the essence of leadership that is needed to revitalize an organization and facilitate adaptation to a changing environment. This subject became especially relevant in recent years as many private and public sector organizations were confronted with the need to change the way things were done in order to survive.

Efforts to implement change in an organization are more likely to be successful if a leader understands the reasons for resistance to change, sequential phases in the change process, and different strategies to change. Following are some reasons for resistance to change:

- Lack of trust
- Belief that change is unnecessary
- Belief that change is not feasible
- Economic threats
- Relative high cost
- Fear of personal failure
- Loss of status and power
- Threat to values and ideals
- Resentment of interference

Understanding resistance to change requires going beyond an examination of individual reasons for resisting. Resistance at the individual level is compounded by system dynamics at the group and organization level. Change Process describes a typical pattern of events that occur from the beginning of a change to the end. Many effective strategies can be used to

effectively deal with the human, political and structural issues inherent in implementing change.

OUTCOME: Increased knowledge of key concepts, principles and roles associated with the conduct of effective organization change management activities in human service agencies.

CREATING A POSITIVE LEARNING ENVIRONMENT

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PURPOSE: To Enable trainers to create a classroom Environment That Fosters Participants Confidence and Motivates Them To Learn.

PROPOSAL: Our behavior as trainers has a positive impact on trainees' performance as a group and as individuals. If we do not create a warm, safe learning climate for participants, and if our behavior, mannerisms and voice tone erode their self-esteem - no matter how organized and prepared we are as instructors - participants are likely to discount the quality and usefulness of the course content which in terms defeats our purpose. Thus it behooves us as trainers to model trainer behavior that increases rather than decreases, motivation to learn.

RATIONALE: TRAINER BEHAVIOR THAT INCREASES MOTIVATON TO LEARN WILL:

1. Create classroom environment that fosters participants confidence:
    - Listen to ideas
    - Praise ideas
    - Acknowledge ideas
    - Write down ideas on flip chart
    - Use participants names
    - Point out positive behaviors
    - Ask for examples from group's experience
    - Admit to being wrong
    - Avoid arguments and making right and wrong judgments
    - Show enthusiasm and enjoyment of class (sense of humor)

- Spend time with participants during breaks etc.
- Express confidence in the group!!
- Give constructive feedback
- Begin sessions on time
- Focus on learners' concerns

2. Focus on participants' behavior and not on personality or attitude.

3. Actively listen to show understanding. This enables trainer to establish rapport with participants and stimulates open expression of feelings.
4. Use reinforcement to shape training. Behavior that is rewarded tends to be repeated and strengthened.
5. Set training goals that are challenging but achievable.

CONCLUSION: A significant difference between training that is transferred to the job and training that remains in the classroom is the effectiveness of the trainer as a behavior model.

HANDLING HOSTILITY

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PURPOSE: To enable prospective trainers to effectively handle Participant hostility.

RATIONALE: No matter how well prepared we are as trainers, how sensitive, concerned and supportive, we are going to have people in class who are determined to resist. The training environment oftentimes provides an outlet for negative expression of feelings.

Hostility can be expressed in the following three ways:

1. HOSTILE WITHDRAWAL
   - Participants who refuse to respond verbally or non-verbally
     IMPLICATION: You fail to reach me, you fail to teach me.

2. HOSTILE DIVERSION
   - Participants initiate their own social interaction, independent of classroom activities.
     IMPLICATION: If we secede from your control, we can encourage others to do likewise.

3. HOSTILE ATTACK
   - Participants who directly challenge your authority.
     IMPLICATION: If we refuse to go along with you, we will undermine your confidence and destroy your position as a leader.

When participants express anger in these ways it is a statement of protest. The underlying message is:

- I don't like being in this session
- I don't like you as a trainer

4. RESPONDING TO HOSTILITY:

- HONOR THE PROTEST (PITFALLS)
- IGNORE
- ACCEPT
- ADAPT
- STAND FAST
- PUSH BACK

CONCLUSION: Participant hostility can be managed and we can survive as trainers if we remember:

- Not to take it personally
- Maintain our emotional equilibrium, and
- Keep our own fear of the situation under control

MASTERING THE ART OF CURRICULUM DEVELOPMENT

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PURPOSE: To present a typology for curricula design that attends to structure and content and allows practice translating an idea into a curriculum.

RATIONALE: While training professionals may profess to write curriculum, the reality is that most training professionals have never been educated or guided through a real curriculum development process and many training curricula are woefully inadequate in terms of structure and content. Many curricula labeled as such are in reality a collection of handouts and an agenda. Because of inadequately structured curriculum, training is often dependent on the trainer's presentations abilities and knowledge thus making training inconsistent and unreliable. Also, most training professionals typically come from a practice background rather than an education background and it can cause them anxiety when they have never had any instruction in how to actually write curriculum but are faced with having to develop it as part of their job responsibilities.

In today's practice environment, accountability is more important than ever as states specify content to be covered in the classroom. The problem is that training often becomes dependent on the trainer and if trainers' change then contents also changes. Training professionals also misinterpret the meaning of curriculum and present curriculum with a variety of problems such as, lack of structure, lack of content, mismatched competencies and activities, and just down-right mundane trainings.

This workshop will address the importance of providing a step-by-step process to the curriculum development process, ingredients of a "real" curriculum, and ways to inspire creative activities. Curriculum developers often get stuck on how to translate a concept into an engaging activity. Participants will

be given lots of ideas to both structure and invigorate curriculum.

WORKSHOP ALSO COVERS THE FOLLOWING:

- Basics of writing curriculum from competencies to devising a cogent format;
- Translate curriculum development into step-by-step instructions;
- Present typology for curriculum design; that attends to structure and content;
- Allows practice translating an idea into a curriculum, and;
- Models good classroom training that moves participants from awareness to skill.

OUTCOME: Participants will be able to develop written curriculum that is comprehensive, relevant and engaging

CHILD WELFARE TRAINAING: THE NEW FRONTIER

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PURPOSE: Over the past 25 years, child welfare training has evolved from an uncoordinated potpourri of training classes for caseworkers to comprehensive training programs for staff at all levels. All these efforts have laid a solid foundation for the next generation of child welfare training professionals. Child welfare training has come a long way and now it is about to embark on the next frontier that will categorically change the nature of training. Authors from American Humane Association's special journal on child welfare training, discuss child welfare training's future directions.

RATIONALE: A "frontier" evokes ideas of unexpected territory, wild-open venues, hidden obstacles, and ultimately, considerable rewards for those willing to blaze the trail for future generations. Over the past 25 years, child welfare training has evolved from an uncoordinated potpourri of training classes fro caseworkers to comprehensive training programs for staff at all levels that include sophisticated systems of curriculum development, competency training delivery training management, and evaluation. Notable achievements of the last 25 years include a calculated approach to training development focusing on competencies, multi-layered training evaluation, and inclusion of transfer activities to enhance integration and skill development. All these efforts have laid a solid foundation for the next generation of child welfare training professionals. Child welfare training has come along way and now it

is about to embark on the next frontier that will categorically change the nature of training.

This session seeks to explore the topography of this new frontier to prepare training professionals for the shifts and multiple foci that will define the field of child welfare training over the next 10 years and beyond. Some aspects of child welfare training will change dramatically, such as the increasing use of technology. Other changes will be subtle in nature, such as the integration of ethical principles in training development and delivery.

OUTCOME: Topics for child welfare training will largely be driven by the results from the Children and Family Services Review, the enormous federal initiative that changed the evaluation of child welfare service delivery from a process-oriented approach to a focus on the achievement of the outcomes of safety, permanency and well being of children. It is reasonable to assume that some of these topics have not been sufficiently addressed in child welfare training, and this oversight or lack of attention can interfere with adequate child welfare service delivery.

The vehicle of choice for delivery of child welfare training has often been and will increasingly be the partnership between university social work programs and state child welfare programs.

CONCLUSION: Child welfare training can provide the impetus to enhance and reshape the field of child welfare by forging new paths and leading professionals to more sophisticated approaches to practice. Dynamic child welfare training inspires and leads to excellence for better outcomes for children and families.

SACWIS TRAINING ON THE WEB

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PURPOSE: Web based training (WBT) is gaining acceptance as a viable option for training SACWIS applications. Several states currently use web based training strategies for meeting a significant portion of their SACWIS training needs. Many other states are seriously considering web based training delivery. By its nature, SACWIS training is well suited for WBT. Using a computer to learn how to use a computer application is a natural match. A high quality WBT is able to simulate a SACWIS application and allow the student to practice real skills in a training environment. The challenge is designing the training to be both effective and cost efficient.

RATIONALE: ATS Computer Services, Inc. has designed and developed several WBT modules for the Tennessee SACWIS application regarding what worked well in the WBT modules, what did not work as well as anticipated, and what technical features enhance the quality of web based training.

The following points summarize our findings:

- A true computer based training (CBT) or web based training (WBT) program should contain three elements: information delivery, skill practice, and skill evaluation.
- INFORMATION IS NOT TRAINING! There is nothing magic about web-based training. Text on a computer screen is no more effective than text in a book. Sound instructional design still applies.
- There is a long history of printed training material and there are features of printed training material that have proven valuable over time. These proven characteristics should be carried over to the development of WBT program. However, a WBT program is NOT a book. A better analogy is comparing a WBT to a classroom-training course.

- A WBT must offer some additional benefit above and beyond what can be accomplished by printed training material. These additional benefits include: simulation, skill practice, skill evaluation, animation, audio etc.
- A WBT should be divided into modules each with clearly defined objectives and a concluding summary.
- The scope of a web delivered training project must be clearly defined a t the design stage. Enlarging the scope by adding additional information later in the design process can damage the effectiveness of the WBT.
- As books are divided into chapters, WBT are divided into modules. The text in each book chapter is made up of paragraphs. Each paragraph generally covers one topic. In a WBT, the equivalent of a paragraph is a slide. Wordy text and loosely relevant side information will cause the same problems in a WBT that they cause in printed training material.
- The text in WBT must be large enough to read comfortably. For resolutions of 800x600, try to use 24 point black text for information delivery. 18-point text can be used occasionally if there are severe spacing problems.
- Take advantage of computer knowledge that users have already acquired. For instance, blue text indicates a hyperlink, left and right arrows are for navigation, and left-click and right-click are standard mouse functions. DO NOT change the functionality of these conventions in a WBT!
- Use different text colors sparingly. Users expect BLACK text on alight background. WBT's developed for TNKIDS utilized RED text to indicate commands that the user should follow immediately.
- Like turning pages in a book, a WBT must have some mechanism for controlling the sequence of information. Typically this is done with NEXT and BACK arrows. However, an interactive WBT will have additional event trigger that force the user to perform some other action.
- A single event trigger model WBT may occasionally replace the NEXT arrow with another event, which forces the user to become more of an active participant in the learning delivery. An example of this is, "Select Shelby County form the drop down list." In this instance, the user must perform this action in the WBT to progress further.

- A dual event trigger model WBT will have an additional event trigger that is capable of capturing both correct and incorrect actions. A WBT using this model can redirect the user when a mistake is made.

OUTCOME: The web offers a unique opportunity for students to learn at their own pace, practice, and review SACWIS skills at their desk. Without proprietary software, Tennessee is utilizing several custom designed interactive Web Based training modules for its SACWIS application.

NAVIGATING ORGANIZATIONAL CHANGE THOUGH TRAINING

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CO-PRESNTERS: LINDA ORRANTE AND LARRY LOBRE

PURPOSE: This training describes how two organizations, the Resource Center for Family-focused Practice (RCFFP) and the California Center for research on Women and Families (CCRWF), collaborated to develop training and resources to support implementation of coordinated services in California public social services agencies.

The organizational change goal was to coordinate TANF and Child Welfare Services (CWS) to improve services to families, eliminate competing or overlapping mandates, and maximize resources. Strategic recommendations for coordinating the two programs had been developed through a Work Group process led by CCRWF, but the operational mechanisms had yet to be created. CCRWF asked RCFFP to partner in developing training curricula to support the work group recommendations.

RATIONALE: Two major issues in coordinating services were identified: the need to provide TANF workers and child welfare workers with tools to work together and the need for a common case plan for a family which brought together the disparate case requirements of TANF and child welfare.

RCFFP convened an advisory group of TANF and child welfare professionals committed to integrated services. The group identified the knowledge, skills and attitudes workers needed to work together. They also mapped out requirements of both case plans that had to be woven together into a single plan document. This case plan document provided implementers with a sample case plan document and demonstrated that it was possible to join the requirements of both programs.

The following topics were identified as essential to any coordinated services implementation and were developed to be trained uniformly across all of the implementation sites:

- Programmatic mission, mandates, regulations, and timelines
- Professional orientation and values
- Approach to working with families
- Teamwork and group dynamics
- Professional development including education, training and philosophical approach

The following decision points were identified for programmatic development by each implementing agency:

- Method of including family in process
- Team membership, development and process
- Team decision making model
- Case plan decisions, documentation, accountability and follow-up

The curriculum required that implementing agencies make these decisions prior to training delivery using a "fill in the blank" approach. Some areas, e.g., team decision-making models, were developed with multiple choices so that agencies could select from commonly used decision making models.

OUTCOME:

The curriculum became a "menu" that was expected to be customized at the implementation level. The reward is the variations on a theme that implementing agencies have evolved from a common root to truly make the training their own and thus, reflective of how they are coordinating services.

The partnership demonstrated how training could be an integral part of the organizational change planning process. Usually organizations first develop and clarify organizational change goals; proceed to make decisions about needed philosophical, structural and procedural changes; and after reaching agreement on needed changes, then seek or develop training to support the identified changes.

In this case, training was developed, based on a vision of coordinated services that would result in improved family outcomes. The choice was to develop a generic training or a

training that could support the specific implementation strategy of a county. In choosing the latter, a curriculum was developed that identified structural and procedural decision points that an organization must address in order to implement coordinated case planning services. These decision points are family inclusion; team construction, development, and process, case plan decisions, accountability and follow up.

This curriculum provided a range of options for a county to choose from that would support their specific implementation strategy.
This curriculum served two purposes. First, it served as a planning tool and second, it provided the knowledge and skills for the workforce to implement.

NAVIGATING THE CROSSROADS OF POWER POINT

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PURPOSE: This training presents tips and tricks, dos and don'ts to produce effective and creative power point presentations in training sessions. Participants will learn to add and manage objects, use best fonts and keywords, add graphics, import charts and tables, customize templates, use color and animation techniques and create customized handouts and sides to meet the multiple learning styles of trainees.

RATIONALE: Strategies and Techniques for Setting Sail
Before starting your power point presentation as trainers one needs to acknowledge the importance of understanding your audience.

Adult Learning Principles Overview from:

- Brain Smart-Look at how the brain learns; what motivates the brain to learn; according to research and How it works in designing your power point
- Emergentics-Understanding the blend of genetic predisposition and environmental impact of the trainee/learner
- Howard Gardner-Understanding the c concept of Multiple Intelligences and how these can principles can enhance your presentations
- Innovative Training skills-Utilizing the adult learning concepts and training techniques for creating trainee centered power point presentations.

Pirates that Steal Your Learning Treasures
What are those "don'ts" that cause your learner to disengage? These include:

- **Appropriate Use of Graphics**
- **Identifying Proper Use of Templates**
- **Understanding Your handout options**

- **Implementing the ideas and concepts of this workshop**
- **Considering potential Roadblocks**

Adding Gold and Silver To Your Treasure Chest

This section includes how to use and enhance your presentations with:

- **The correct Use of Transitions and Effects**
- **Identifying the Appropriate Use of Color**
- **Setting the Proper Theme for your Presentation**
- **Adding Suitable Music to Your Presentation**
- **Choosing High Quality Words for the Greatest Impact on Your Audience**
- **Superlative Resources**

OUTCOME: **Participants will have the opportunity to actually work with the techniques presented and create a power point presentation.**

RESOURCE LIST:

ACCELERATED LEARNING,

Colin Rose, Bantam Doubleday Dell publishing Group, Inc

CREATIVE TRAINING TECHNIQUES HANDBOOK,

Robert W. Pike, Lakewood Publications

FRAMES OF MIND: THE THEORY OF MULTIPLE INTELLIGENCES,

Howard Gardner, basic Books

INTELLIGENCE REFRAMED,

Howard Gardner, Basic Books

LEARNING SMARTER,

Eric Jensen & Michael Dabney, the Brain Store, Inc.

THE CREATIVE TRAINER,

Michael Lowlor and Peter Handley, McGraw-Hill

SIZZLE AND SUBSTANCE: PRESENTING WITH THE BRAIN IN MIND,

Eric Jensen, The Brain Store, Inc

WEBSITES AND GRAPHICS:

thebrainstsore.com

animationfactory.com

digitaljuice.com

barrysclipart.com

e-digitalFX.com

123frontpage.com

pixelmill.com

THE MARRIAGE OF BASIC AND ADVANCED TRAINING IN CHILD PROTECTIVE SERVICES

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PURPOSE: To demonstrate how to assess the various stages in developing training partnerships. These stages include: stakeholders in creating a partnership, stages in the partnership and barriers to completing the partnership.

RATIONALE: The wedding theme will be used as a metaphor to cast this interactive workshop. Mr. Basic, son of the South Carolina Department of Social Services and Ms. Advanced daughter of the Center for Child and Family studies, University of South Carolina.

There are three major stages to consider in launching a training partnership (marriage). The first stage of the workshop will focus on planning. In this segment, all stakeholders (family members) must be identified and encouraged to provide input on the details of the training (ceremony). An interactive discussion with participants will identify stakeholders, determine barriers/other issues, and (premarital counseling). Facilitators will highlight approaches for engaging stakeholders.

The second stage will offer a sound training strategy (ceremony) for moving to promote safety, permanency, and well-being. The third stage is the pilot training (honeymoon). Emphasis will be placed on the process of identifying subject matters that need modification, resolving unforeseen issues, and determining strengths of the developed training that promote best child welfare practices.

OUTCOME: Child Welfare has attracted a wide range of individuals interested in working with families affected by child

maltreatment, and many of them come with little or no training in the field. Identifying families in need and understanding the dynamics in those families that create further risks to children is a huge task. Training for workers in this important job must instill competencies for risk assessment and case planning to ensure the safety, permanency, and well-being of children as mandated by the safe and Stable families Act of 1997. This ongoing task relies on well-designed, well-integrated basic and advanced training, which can come only from a solid partnership between the agency and its training collaborators.

CULTIVATING THE CLASSROOM ENVIRONMENT

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CO-PRESENTER: JACQUELINE HARRIS

PURPOSE: To provide attendees with the skills necessary to identify classroom distracters and prevent those distracters from becoming destructive to the class environment.

RATIONALE: As we have tried to provide training that is experiential and informative, the potential for chaos has increased. Helping adults maintain the integrity of the learning environment begins with the first words a trainer says. Setting the standard for the training environment is delicate and should be facilitated through group process and not instructor instruction.

Training sessions for adult learners should be participant-centered, focusing on the content and needs of the participants being trained. In addition to maintaining the integrity of the content and managing the learning environment, trainers must also satisfy the learning needs of a diverse participant group and keep the participants interested and motivated. Mastering this skill can be a difficult task for new as well as veteran trainers.

Maintaining an effective learning environment is a delicate task that extends to every activity completed. In an effort to create a participant-centered learning environment, trainers have incorporated varied methods for delivering information. Positive as well as negative end results can ensue. Unfortunately, if not managed properly, these methods can lead to disorder, confusion and miscommunication.

There are five strategies designed to cultivate a more effective learning environment that will result in a positive training

experience for all participants. These five strategies are: identifying and accommodating the participants' learning styles; identifying and accommodating the participants' learning needs; creating mutually agreed upon expectations; using alternatives to lecture; and having fun.

These strategies include methods for gathering and analyzing information about participants and incorporating it into the training. These five foundational criteria are necessary for creating a participant-centered training that is enjoyable and maintains the integrity of the content.

OUTCOME: This workshop helps trainers identify the skills and techniques necessary to effectively manage the classroom. Participants will learn the impact of distracters on group relationships and be able to recognize, anticipate and alleviate distracters that may negatively impact the classroom environment.

AGGHH! I CAN'T WORK TODAY

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PURPOSE: To provide attendees with the skills necessary to identify stress triggers and incorporate the six techniques of S-C-R-E-A-M to relieve tension that can impact service delivery.

PROPOSAL: Let's face it; training can be stressful, particularly when attempting to accommodate the learning needs of the participants; covering the currently required content in an effective and efficient manner; and establishing and maintaining a cohesive training team. Meeting the expectations of all stakeholders can be stressful, triggering a desire to let go and SCREAM; but we do not have that option during training.

It is a scientific fact that stress cannot only impact your personal disposition, but your overall health as well. Identifying and coping with stress triggers are important to improving your day well as your work performance. We must begin to develop the skills necessary to identify these triggers and incorporate practical techniques to relieve tension. Consequently. We have developed the following six-step process for identifying common stress triggers and strategies to minimize the impact on you and your training session:

- State the issue
- Consider the ramifications
- Release the tension
- Eliminate the distracters
- Act cautiously, and
- Manage future situations (SCREAM)

You will also have an opportunity to identify common stressors in your training sessions and implement resolution techniques in a skill building exercise.

This workshop is designed for all skill levels including individuals who simply wish to learn techniques to relieve work-related stress.

CONCLUSION: When you are under stress, you want to SCREAM! Information learned in this workshop will give you the opportunity to do just that. With the type of screaming we are presenting, you won't get hoarse and you will learn to manage your environment more effectively. So, since you can't do it at work, join us in "Agghh! I Can't Work Today and let's Scream together.

PLANNING AN ORGANIZATION'S FUTURE: CREATING SYSTEMS TO BUILD LEADERSHIP CAPACITY

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WORKSHOP SUMMARY: In an era where turnover remains a persistent and ubiquitous problem in human service organizations, how do agencies create and ensure continuity of management and leadership? The success of an organization often hinges on whether key leaders and successors have been identified. Wise leaders understand this and the importance of creating systems to build leadership capacity and impart a lasting legacy. A failure to actively attend to this truism can leave agency management reeling in the face of unexpected vacancies or insufficiently prepared to respond effectively to planned vacancies. In this presentation, we shared how one agency chose to address their concerns with the impending need for qualified leaders and successors by creating a plan for systematic professional development across agency levels.

Like many agencies, Summit County children Services (SCCS) faced the pressure of high turnover and a desire to improve managerial effectiveness. Coupled with the upcoming departure of senior executives, these factors compelled upper management to explore ways to make an already strong philosophy of professional growth and development, the goal was to develop a system that would guarantee the use of objective information for personnel decisions, establish and promote high standards of performance, and help continue a history of stable and visionary leadership.

A Human Resource Development Plan was created to outline the specific steps to promote professional and leadership development
at all levels of the organization. The key elements of the plan included: 1) determination of duties and tasks for all jobs; 2) identification of requisite knowledge, skills and abilities (KSA's) to perform each job; 3) creation of individual development plans for each employee; 4) creation of individual training plans for each employee; 5) development of selection tools to make hiring and promotion decisions; and 6) development of performance appraisal tools to assess employee performance. To begin implementation of the plan, SCCS chose to collaborate with industrial-organizational psychologists from the University of Nebraska-Lincoln, who served as consultants and advisors for the analysis of select management jobs in child welfare.

Implementation of the Human Resource Development Plan began with a job analysis for the job of social ser vice supervisor. A web-based survey was developed to collect ratings of task frequency, important, and difficulty to learn. Supervisors representing all agency departments responded to the survey. Task ratings were summarized to determine essential job tasks. A smaller group of supervisors generated a list of potential KSA's and then determined the linkage of each KSA to each of the essential job tasks. The relative importance, or criticality, of each KSA was also determined. A Second job analysis, focused on the job of social service department head, was conducted using a slightly modified process. A number of organizational and technical challenges surfaced throughout the job analysis process, which required creativity, professional expertise and political savvy to manage.

The results of job analysis will not serve as the foundation for all successive steps in the SCCS human resource plan. Specifically, the job analysis information will be used to promote professional and leadership development by enhancing the quality of position descriptions and as a foundation for the creation of selection tools, training and performance appraisals.

In the second step of the plan, the job analysis results were used to develop and implement a performance appraisal tool, known as the "Competency Development Tool", for social Service Supervisors. This tool incorporates a collaborative review of employee performance and the establishment of work and developmental objectives specific to supervisory job tasks. The process used to guide the tool to completion included the following step: develop draft of tool; review draft with supervisor committee and obtain feedback; revise draft to incorporate feedback; assign task force of department directors to test practical application; finalize draft for review and approval of agency administration; train all social service management staff on utilization of tool; and agency-wide implementation.

Among the lessons learned tin this project were: the value of management commitment and investment of resources to achieving successful outcomes in a project of this type; a demonstration of the utility of job analysis information for a variety of human resource management functions; the importance of employee stakeholder buy-in to the process; and the advantages of incorporating leadership competencies into managerial-level job analyses to foster future leadership development at this level of the organization.

Materials available upon request from the presenters include: an annotated bibliography of practical references on this topic, sample task and KSA statements for child welfare positions, a list of "Do's and Don'ts for writing task and KSA statements, sample pages from the web-based job analysis survey, sample pages from the SCCS Competency Development Tool, and a paper copy of the PowerPoint presentation.

INTEGRATING INTERACTIVE VIDEO WITH EVALUATION SOFTWARE

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PURPOSE: To inform and train participants how to incorporate the video making process from first creating a storyboard through the final edit with evaluation software and how it is used as an effective training method.

RATIONALE: Interactive videos can be used as a learning tool with conventional training methods. Participants will learn how to develop an effective training method by means of participating in the creation and implementation of a training video.

Creating Interactive videos include the following:

GETTING TO KNOW THE EQUIPMENT

- Determine how the camera, lighting, microphones, software and system requirements work together.

CREATING THE STORY BOARD

- Identify the needs, which the video can address build a story board to meet the needs identified.

FILMING THE VIDEO

- Determine the location
- Choose the talent
- Set up equipment i.e., microphone placement, lighting, camera placement
- Film the vignettes

EDIT PROCESS

- Transferring video from camera to computer using editing software
- Cutting out unwanted clips
- Creating scene transitions
- Adjusting video quality
- Adding text and sound to video
- Producing the video type format
- Reviewing video before final cut

IMPLEMENT VIDEO INTO TRAINING EXERCISE

INTEGRATE INTERACTIVE VIDEO INTO TRAINING EXERCISE

- Show how Turning-Evaluation Software works
- Embed the videos
- Improved Business Processes

OUTCOME: Participants will learn how to develop an effective training method by means of participating in the creation and implementation of a training video during the workshop. Participants will also learn how to embed videos in evaluation software program called turning point, which allows for real time evaluation.

An Interagency training Collaboration to Develop A Culturally Responsive Practice Model for Urban Indian Child Welfare Services

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PURPOSE: It is estimated that 80 percent of the total Native American population in the United States currently live in urban areas. This presentation describes a unique collaboration of a university, a state child welfare agency and a Native American community-based organization to develop a culturally driven practice model for Indian child welfare in an urban setting.

RATIONALE: The professional training component of the model was developed with the financial support of the U.S. Department of Health and Human Services Administration for Children and Families. The approach, which developed out of the organizing efforts of Indian foster parents in Chicago, a major Native American urban relocation center, addresses cultural competence in staff and program development. The practice model contains three major components: a strategy to simultaneously build community resources and system capacity to serve Native American children and families, a training program for child welfare professionals and court personnel by Native American trainers using a locally-developed, culturally – responsive curriculum; and an advocacy program which combines active monitoring of Indian child welfare cases for ICWA compliance, while providing strong technical assistance (on each case) to childe welfare workers and the court. The discussion of the model identifies distinct challenges and opportunities present in addressing the needs of the diverse Native American community found in urban areas and the process of building relationships and effective collaborations between universities, child welfare agencies, and indigenous community-based organizations. The presentation targets management and training professionals.

OUTCOME: Participants will receive descriptive materials concerning the project and curriculum design features. The presentation

concludes with guiding principles for the development of inter-agency training collaborations.

CREDIT FOR LEARNING: MASTER'S LEVEL CREDIT FOR AGENCY SKILL DEVELOPMENT

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CO-PRESENTER: ROSE PENNINGTON

PURPOSE: Kentucky's University Training Consortium has for twenty years developed and implemented competency-based training for its child welfare workers. The unique partnership between the eight public universities and the agency has resulted in a number of innovative professional development initiatives. Nothing, however, is more unique or exciting than the Credit for Learning initiative introduced one year ago.

RATIONALE: For years the university agency partnership has successfully prepared new employees for their social work practice in a public child welfare agency. However, a major step forward occurred with the introduction of MSW credit for agency new employees for successfully completing the six-week learning academy.

A committee of university faculty and professional development staff from the agency thoroughly reviewed the entire curriculum in the academy and the three universities and agency staff made modifications so content would meet the standards for MSW credit. Each university assigned a faculty person to each course and the instructor and agency trainer worked together to present the material.

Each student registered at the u university slated for the rotation of courses and received 3 credit hours for each section. The same stringent requirements were followed

in each of the courses that would exist at the university in its regular courses. In addition to the academic course credit the universities also offered credit to tenured staff in various arenas-Ethics, Team Supervision, Collaborative Services and others.

OUTCOME: The Credit for Learning System is having a profound impact on professional zing the staff whether new or tenured. This combined with several other initiatives such as pre-employment preparation program and an MSW Stipend program are establishing a firm foundation for quality services provided by competent staff who will stay with the agency.

PROBLEM SOLVING AND DECISION MAKING

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PURPOSE: Today, in this fast paced world we live in, there is a definitive need for helping professionals within and without the training community to be able to engage in thoughtful and planned approaches to problem solving and decision-making. This is especially true in-group process. Does the group have a problem? Can't pass the buck? How do you make the best decision? Without knowledge of problem solving and facilitation utilizing the tricks of the training trade and secrets to group problem solving a professional will not be able to avoid the pitfalls of poor problem solving and decision-making.

RATIONALE: There are numerous approaches that may be utilized to better aid in the process. It takes time to develop a clear understanding of the problem and its many facets and equally so it takes time to learn the benefits, the tools for problem solving and practical application.

There are clear steps used in the Problem Solving Process:

- Define the problem clearly
- Collect relevant information
- Analyze possible causes
- Identify and evaluate possible solutions
- Develop criteria for final decision
- Pick the best solution
- Develop an action plan

OUTCOME: Problem Solving and Decision Making, as a process will be thorough and participants will:

- Learn how to avoid working on problems that are too general or undefined

- Avoid jumping to premature decisions before really analyzing the problem
- Avoid tackling problems that are beyond the control or scope of the group
- Learn not to apply “pet” solutions rather than seeking creative solutions
- Be able to develop good reasons for choosing a solution
- Be able to plan adequately how to implement and evaluate the chosen solution

IN-SERVICE TRAINING IN SOCIAL SERVICE:
ADDRESSING CLINICIAN'S THIRST FOR KNOWLEDGE

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PURPOSE: The Goodman Child and Adolescent Institute of Jewish Children's Bureau of Chicago will present its in-service training program and how it addresses the various experience levels of clinical staff and supervisors at a diverse child welfare agency. This approach differs from the common one-size-fits-all in-service training program. The discussion will include suggestions for developmentally sequenced training seminars to improve direct care to clients. Training content is developed from accumulated practice wisdom, and from an understanding of staff learning needs derived from Continuous Quality Improvement data and ongoing feedback from participants. Marketing the training to staff, integrating it into the operations of the agency, and developing a speakers bureau will also be presented.

RATIONALE: The core philosophy of effective training is the recognition that staffs present themselves at different developmental levels, resulting in distinct training needs. In addition to offering training that addresses an array of treatment needs, we have developed a hybrid where certain universal training is offered, but clinicians are also divided into smaller learning groups that target their level of clinical experience. Specifically, the training curriculum for new clinicians includes generalist practice topics relative to child welfare including clinical assessment, child development, learning disorders, child abuse and neglect, case management and child therapy approaches. More experienced clinicians further hone their assessment and treatment skills by participating in a seminar that includes intensive case discussions and presentations. Senior clinicians, program

supervisors and directors participate in more specialized study as a way to develop their own particular areas of interest (i.e. developmental disabilities, family issues, trauma and loss) as well as to enable the agency develop its own internal resources (specialists) for case consultation and research.

A unique goal of our training is to develop both generalist and specialist clinical skills while not being overrun by the need for procedural training, which is instead managed and implemented by program supervisors. This approach allows the supervisors to tailor their training to the needs of their programs. For example, clinicians in foster care have very different procedural training needs than those in outpatient counseling. They share however, clinical training needs that are applicable in an array of treatment circumstances.

Discussion will include management of challenges and problems such as:

- Promotion of a learning culture within the organization
- Prioritization and selection of training topics
- Providing a blend of presenters from inside and outside the organization
- Utilization of training as a mechanism to both enhance clinical skills and develop internal resources for the organization
- Managing the duality of structured training and outcomes while allowing time for unfolding process
- Criteria for determination of staff groupings
- The balance and interplay of training and supervision
- Increasing elements of choice and independence for experienced practitioners
- Enhancement of self reflective clinical practice
- Encouragement of various case presentation methods (e.g., live work, video or audio taped)

OUTCOME: This session will enable planners to consider the role of training in their organization, to develop internal mechanisms such as scheduling and recruiting speakers, and to find creative solutions to meet the training needs of varying levels of clinical staff.

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CREATING A SAFE AND SUPPORTIVE ENVIRONMENT FOR GAY, LESBIAN, BISEXUAL, TRANSGENDER AND QUESTIONING YOUTH:
SO WHAT DOYOU NEED TO KNOW AS A TRAINER?

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PURPOSE: This workshop will confront the attitudes and feelings of child welfare professionals and families involved with Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ) youth. Discussion will focus on the role of the curriculum designer to help child welfare and other practitioners both understand and accept the needs of these youth.

Participants are often confronted with questions and concerns pertaining to disclosure and confidentiality, sexuality, safety, homophobia and heterosexism, and treatment. The aim of this workshop is to familiarize participants with the complexities and multitude of issues involved in training preparation for the various entities working with children and families in child welfare. These would include, but not be limited to, caseworkers and supervisors, foster caregivers, relatives, residential programs, and treatment providers. Discussions will address the attitudes and feelings of participants engendered by a GLBTQ training and the role of the classroom instructor in handling these emotions and issues.

RATIONALE**:** Child welfare workers, paraprofessionals, and other professionals should have awareness, understanding and acceptance of the needs of diverse populations when working in human services.

OUTCOME: Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ) youth are a seriously high-risk group for psychological maltreatment and physical and emotional abuse. Many of these youth are often inappropriately labeled, placing

them at further risk for abuse. Therefore, it is critical that all individuals working in child welfare and other service deliver areas be aware of and sensitive to the needs and concerns of this population.

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Policy Guide 2003.02: Support and Well-being of Lesbian, Gay, Bisexual, Transgender and questioning (LGBTQ) Youths. Illinois Department of Child and Family Services.

National Network for Youth: Rainbow Pages: A National Resource Guide for Providers Serving LGBT Youth. Full-color, 50-page booklet with information on resources to assist youth workers in providing services to LGBT youth, including examples of agency mission statements and employment policies (available for $15).

Agency Readiness Index: A Self-Assessment and Planning Guide to Gauge Agency Readiness to Work with LGBT Youth, Forward by Caitlyn Ryan. A 40-page, spiral bound interactive guide for use by organizations. (At NNY's request, not to be distributed to agencies without their knowledge.)