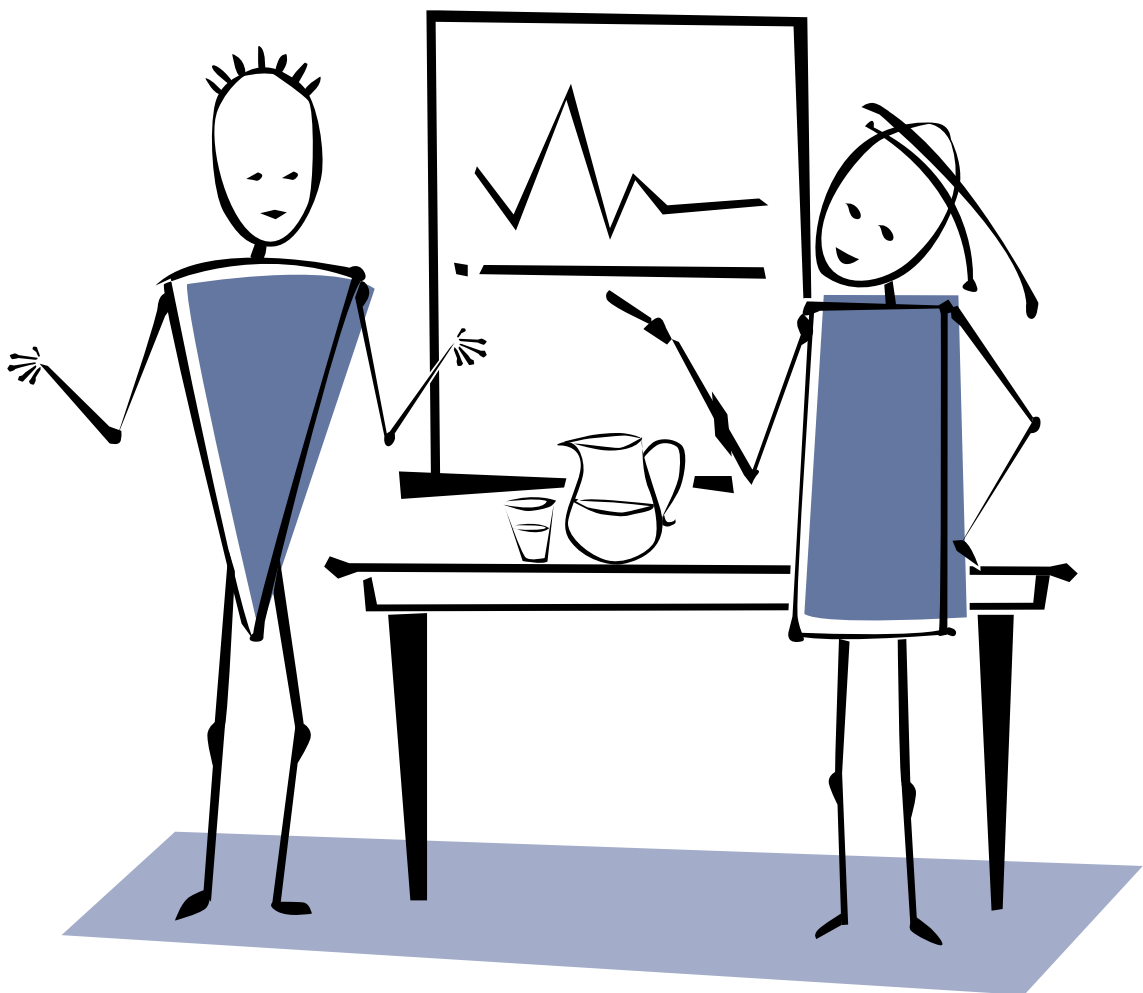# Tools For Effective Training in the Child Care Field
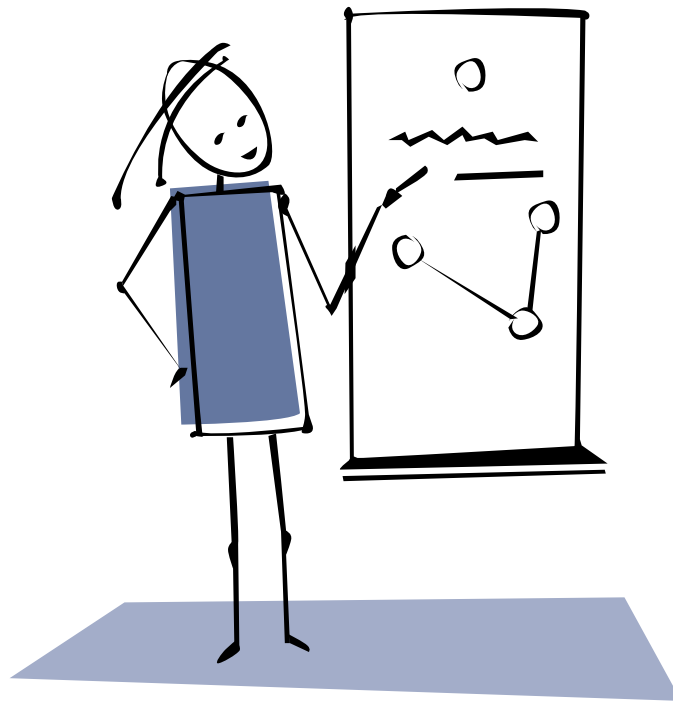
A Handbook for Trainers of Child Care Providers

Third Edition

Tools For Effective Training in the Child Care Field

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Third Edition
2017

California Childcare Health Program

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Introduction

Established in 1987, the California Childcare Health Program (CCHP) is a community-oriented, multidisciplinary team dedicated to enhancing the quality of child care for California's children by initiating and strengthening linkages among the health, safety and child care communities and the families they serve.

It is in our interest to assist trainers who practice in the child care field to be effective in presenting health and safety information. Over one million children in California attend child care/early education programs and services throughout the state, spending part or most of their waking (and sometimes sleeping) hours out of their homes. Ensuring their health and safety during those hours is the first priority of teachers and caregivers. As a trainer, you will act as an important transmitter of the information to achieve those ends. You may also act as a resource person, helping child care providers find services which already exist in your community through which they can obtain information and refer families for help. Your ability to create a memorable learning environment for your participants will ensure that our goals are met.

This resource guide is organized to parallel the steps and activities you will undertake in offering your training—the events before, during, and after your session which influence the participants. In planning for the "before," it is important to consider the history that your participants bring with them and how it may affect their ideas and participation. During the workshop, your planning needs to focus on productive learning experiences. Finally, in what way will you help influence how participants will use the learning once they leave your session?

Because your goal is to provide effective learning for adults who are, or will be, working in a child care setting, we will begin by offering you a brief overview of the child care field in California, prepared by the Community Care Licensing Division of the California Department of Social Services in June 1999.

A last note: you are free to reproduce all of our material.

Types of Child Care

Licensed

There are two types of licenses for child care facilities in California:

Child Care Centers – *typically operated outside the licensee's home.* Child care centers provide child care and supervision to infants, toddlers, preschoolers or school-age children. Centers are usually in public buildings. They are located in schools, church facilities and a variety of other settings. Depending on its usable indoor space, the number of restrooms and the size of the outdoor play space, a center can care for virtually any number of children. Separate licenses are required to care for infants, preschool, and school-age children, although care for all three age groups can be provided at a single site. Qualified teachers for centers that care for infants or preschoolers must have completed at least 12 units of Early Childhood Education. For centers with a license for school-age children, the course work may be in other subjects more appropriate for the care of older children.

Family Child Care Homes - *always operated in the licensee's own home.* Family child care homes are usually in residential settings and provide a home-like environment. Homes may be rented, owned or leased. Family child care can include care provided in mobile home parks and apartment buildings as well. Small family child care homes can care for up to eight children. Large homes can care for up to 14 children when the care provider has the help of an assistant. The number of children counted in small and large family child care homes includes the licensee's children who are under the age of 10. Family child care homes may care for infants, toddlers, preschoolers or school-age children, and often serve a mixture of these groups.

License Exempt

Unless specifically exempted by statute or regulations, facilities for providing child care are required to be licensed by the California Department of Social Services. The following settings are exempted from needing a license:

Relative Care – *care provided by a parent, stepparent, grandparent, aunt, sister, etc.* Care can be in the relative's or the child's home. Any number of children can be in care as long as they are all related. For example, if a grandparent may have two adult children, each of whom has three minor children, the grandparent may care for all six grandchildren. Such an arrangement does not require a license.

Cooperative Care – *care provided by the parents of the children.* This type of care arrangement is for no more than 12 children, and each parent or set of parents rotates as the caregiver for all the children. No money is exchanged for the care, which can be provided in a home or a commercial building.

Care for One Family – *care provided in the home of the care provider for the children of one family not related to the care provider.* The care provider may be taking care of their own children as well. As with relative care, there is no limit on the number of children receiving care, as long as they are from only one other family.

Public Recreation Programs – *recreational programs operated by any public entity, often a city, county or school district.* The program must be operated only during the hours that school is not in session and must be for children of kindergarten age and above. The program must operate for 16 hours or less per week, or for a total of 12 weeks or less in any one year. Recreation programs can also accept children not yet in kindergarten who are at least 4 years and nine months of age, as long as the program operates for less than 16 hours per week or no more than 12 weeks during any given year. Children under 4 years and nine months may also attend recreation programs as long as no child attends any program for more than 12 hours per week and more than 12 weeks in a given year.

Extended Day Care – *care provided to school-age children by a public or private school.* Usually, this exemption is for the children who attend a public or private school and receive care after school at the school site. The after-school program is exempt if the school is responsible for the entire program, including the employment of the staff who operate the program.

Parents–On–Site Child Care – *care offered for parents on a short-term basis, usually no more than a few hours,* while the parents are participating in an activity such as physical fitness. Parents must be readily available on the premises of the activity at all times. Care for children in shopping centers, malls or ski resorts is required to be licensed because parents are not readily available and could leave the area for extended periods of time.

Nanny Care - *care arranged for children in their own home.* A nanny hired by the child's parents to provide care in the child's own home is not required to be licensed. If the nanny were to care for other neighborhood children, the care arrangement would no longer be exempt and would require licensing as a child care center (care outside of the care provider's own home).

Parents in School or Adult Education Child Care - *care for children on a school's premises while the parent is attending school.* Child care provided at a school site when the parent is attending classes on the same premises, and the school is operated by (or contracted to operate by) a public school district, is exempt. As with temporary, short-term care, the parent must be readily available.

Instructional Child Care - *care which offers instruction to school-age children for not more than 30 consecutive days during school vacations or breaks.* Such programs include bible schools and summer craft schools. Children younger than school-age can also attend for up to 15 consecutive days.

Activities–Based Child Care - *recreational programs, similar to those found at public parks or schools during the summer.* Activity-based child care is exempt if children can come and go at will and there is no monitoring of their attendance or length of stay. In these programs, children are supervised only to the extent that they do not injure or harm themselves while participating in the activities offered. Such activities may include soccer, baseball, softball, or arts and crafts. Centers that provide drop-in care for younger children while parents are shopping or involved in other activities must be licensed.

Pre–Session Preparation

There are a number of steps that you will want to take before the day of your training or workshop. These are critical to the successful outcome of your session.

Publicity

- Allow plenty of time for the information to get out in your targeted community; at least one month notice is essential.
- Use the information channels that reach the audience you want to train, for example, child care association and resource and referral agency newsletters (many resource and referral agencies publish a monthly training calendar).
- Circulate flyers announcing your session and include a map.
- If you offer core child care health and safety training to meet AB 243 (section 1596.866 of the Health & Safety code) requirements, contact your local or regional Community Care Licensing office to ask if you can include a flyer in their orientation packet for new providers.
- Clearly indicate how many people you can accommodate, and set a cut-off date for registration.

The Environment

- Arrange and confirm your meeting place on-site, especially if it is a new setting (don't allow yourself to be unpleasantly surprised).
- Provide written instructions on the set-up you need.
- Note the limitations of the physical environment before you prepare your materials—for example, if desks are bolted down, limiting group activity, or if chairs are uncomfortable, necessitating frequent breaks and movement.
- Check where the facilities such as washrooms and telephones are located.
- Listen and look for distractions in the environment such as noise in adjacent rooms, poor acoustics, too much heat or poor air conditioning.
- Make sure you know how to raise and lower the lights and blinds.
- Check that the space is accessible for those with disabilities (wheel chair access, step, etc.).

Room Arrangements

Consider the following room arrangements and how your goals might best be met.

- **Round tables** support group interaction and take the emphasis off the trainer.
- **Tables forming a square** (or chairs in a circle) help establish equality between participants and the trainer and promote group discussion.
- **U shapes** promote interaction, but they also promote the trainer's authority.
- **Classroom style** (tables and chairs in rows) supports note-taking and trainer dominance but restricts participation.
- **Theater style** (chairs in rows, no tables) send a strong message to sit back, be quiet, listen and you'll be told what to do and how to do it. This definitely does not support interaction but can support questions and answers.

You want the room arrangement you choose to maximize the goals of your training. Select accordingly, and make sure you arrive in plenty of time to see that the room is arranged the way you want it.

The Equipment

The downfall of many good training plans is caused by equipment—its absence when ordered, its failure to perform, or user incompetence. If you are going to use equipment:

- Arrive early to test the equipment ordered, especially if it is not yours.
- Locate an on-site person whom you can call if problems arise.
- Check that all units are there, such as the overhead projector, screen (walls aren't great), movable table/stand, extension cords and flip-chart stand.
- Check that the machine you are using carries an extra light bulb.
- Make sure you know how to dim the lights.

The Materials

What materials will you need to bring with you? Here's a checklist to help you organize the session. Use it as a guide for yourself. There is nothing as frustrating as driving 30 miles only to find that you left the workshop outline or the evaluation sheets behind.

Pre–Session Checklist

Item	Preparation Made
Map and directions (in publicity? mailed?)	❏
Name tags and markers	❏
Audio-visual equipment (did you test it?)	❏
Speakers' phone numbers (if any) (arranged and confirmed?)	❏
Handouts (are they color coded?)	❏
Participant list (did you make one?)	❏
Sign-in and sign-out forms	❏
Workshop packets and handouts (includes session outline and evaluation)	❏
Certificates of completion (if are you offering them?)	❏
Easel and flip-chart (will it stand up?)	❏
Markers for dry-writer board or flip chart	❏

Workshop packets should contain learning goals and objectives for the session, as well as supportive reading materials for later reading which deepen the information being taught. Include a resource list of local contacts wherever possible. Child care providers like to receive recognition certificates which they can post in their facility for parents to see and to document their hours of training for the child care stipends available in some counties.

The Participants

There are several steps that you can take to prepare the participants for the workshop. For example, you can:

- Personally invite the people you think will benefit the most.

- Send a short suggestion list—for example, write down the five most puzzling questions you have about controlling the spread of infection in child care.

- Ask participants to do some "advance work" (thinking, reading, writing).

- Encourage participants to talk to their co-workers before coming to the workshop. Topics for discussion should include possible applications for new learning, hoped-for support upon return, and special questions or concerns.

- Let your participants know ahead of time what your goals are and what their role in the training will be.

Once the participants arrive at the workshop site, it is important that you put them at ease. This can be influenced by how they are greeted, so be friendly and open to questions. If you have asked them to prepare anything prior to your presentation, be sure to incorporate that into your training. Listen to people and show recognition as much as possible. Do not put them in a situation where they will fail or be embarrassed, and NEVER insist that a participant share personal information.

The Schedule

Your outline for the training or workshop is determined by how the content is to be presented (participation, lecture, audiovisual) and the limits of adult concentrated attention. The following outline is offered as an example:

SAMPLE SCHEDULE FOR THE DAY

Injury Prevention

8:30 - 9:00	Arrival and Registration
9:00 - 9:15	Introductions (introduce presenters and participants; give an overview of the agenda; also a good time to use an icebreaker—see Attachment 1)
9:15 - 10:00	Injury Prevention: car crashes, falls, choking and suffocation, poisoning Note: content presented by lecture or audiovisual from 9:15 to 9:30; break into small groups from 9:30 to 10:00 for problem-solving on prevention
10:00 - 10:15	Break
10:15 - 11:00	Injury Prevention: drowning, burns, house fires, heat exhaustion and stroke
11:00 - 11:20	Emergency action principles and community resources: guest speaker
11:20 - 11:45	Questions and answers; discussion
11:45 - 12:00	Wrap-up and session evaluation

Resource Reference: Ages and Stages of Normal Growth and Development (chart)

Note: the session starts on time and all units begin and end on time.

The Handouts

Handouts can be used to further emphasize certain points and ideas. Use handouts only when you want to reinforce a point you are making and make sure the participant will take the information home with him/her. Some information is imparted better visually, such as measuring bleach and water for cleaning surfaces. Gather and duplicate handouts ahead of time. Make sure you have enough handouts for all of the participants. If you run out, mail the missing pieces to participants who did not receive them. Make sure all of the handouts you will be distributing are legible and clear. Spend a couple of minutes on each as they are distributed or they will be filed and forgotten.

Presenting Your Material Effectively

Begin by introducing yourself and establishing your credentials as a trainer in the child care field. Set the stage for a good learning environment by making your expectations clear at the outset. For example, you can say "I want you to stop me and ask questions when I'm not clear," or " I have a special experience to share about…" or "We'll hold questions for the end." Use humor to put your participants at ease, avoid professional jargon, and demonstrate your real interest in your audience.

Before we go further, let's review key conditions of learning for adult learners.

Seven Conditions of Learning for Adult Learners

Adult learners learn more when:

- they feel a need to learn;

- the learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences; learners feel supported, never judged or threatened;

- they perceive the goals of a learning experience to be their goals;

- they accept a share of the responsibility for the planning and implementation of a learning experience, and therefore have a feeling of commitment toward it;

- they participate actively in the learning process;

- the learning process is related to, and makes use of, their experiences's and;

- they have a sense of progress toward their goal.

There will always be variations in learning styles within the group. Some adults learn best by reading or listening to lectures, some learn best by doing, and still others learn best by interacting and sharing their thoughts and ideas with others. In group training or workshop situations, recognize the variety of learning styles and employ a variety of techniques and formats.

Strengths and Limitations of Training Techniques

Format/Technique: **Lecture (or Mini Lecture)**

Strengths: An efficient means of transmitting facts. Mini-lectures of a few minutes work better in an adult learning setting.

Limitations: Participants may lose interest; no immediate feedback; difficult to verify if facts were understood; minimizes participation.

Note: a newer approach is to combine a lecture with a Power Point presentation, thereby integrating visual and auditory effectively

Format/Technique: **Large Group**

Strengths: Establishes group identity, therefore it is well suited for groups that will meet for training more than once. Allows question-and-answer participation.

Limitations: Consumes time; difficult to manage; has the potential to compromise leadership; excludes shy participants.

Format/Technique: **Small Group**

Strengths: Allows in-depth discussion; skills practice; exploration; active participation; good for shy people.

Limitation: A leaderless group may become lost; valuable feedback may not reach the whole group.

Format/Technique: **Role Plays and Real Plays**

Strengths: Simulates real-world situations; generates discussion; allows skills practice; can be entertaining and stimulate interest.

Limitations: Requires a degree of trust among group members; needs processing to tie role plays back to the learning objectives of the training; needs monitoring and sometimes assistance staying on track.

Format/Technique: **Group Games and Exercises**

Strengths: Stimulates a relaxed atmosphere for learning; can make dry facts fun and build camaraderie.

Limitations: May drift off-point; must be processed effectively to relate to the learning objectives of the training.

Format/Technique: **Audiovisuals: overheads, slides, film/video**

Strengths: A good way to demonstrate and reinforce facts visually; a good stand-in when real-life observation is not possible.

Limitations: Context; not always relevant.

Format/Technique: **Demonstration/Modeling Behavior**

Strengths: Provides motivation and standards for participant performance; enhances the assimilation of skills and the correction of mistakes.

Limitations: May cut off creativity; in some instances, it may be appropriate following, rather than preceding, role playing by participants.

Facilitating Skills

Adults learn best when they participate actively in the training process. Effective facilitation skills encourage involvement by showing interest in the participants and making them feel free to comment and ask questions. There are four basic interpersonal communication skills that are used in conducting an effective training in both one-on-one and group situations. These are:

1. Attending (non-verbal)	• face the trainees
	• maintain appropriate eye contact (remember that this varies culturally)
	• move toward the trainees
	• avoid distracting behaviors
2. Observing (non-verbal)	• look at the person's face, body position and body movements
	• formulate an inference of the person's feeling based on what you have observed
3. Listening (verbal)	• listen to the words being expressed
	• listen to the tone of the voice as well as the words; are participants bored, enthusiastic, uncomfortable, angry
	• paraphrase what was said to ensure understanding.
4. Questioning (verbal)	• ask open-ended questions
	• respond positively to trainees' answers to questions
	• respond to trainees' questions by enlisting input of others

Always use participatory techniques. The more you involve the learners, the more they learn.

Using Icebreakers

You may want to use icebreakers at the beginning of your session, especially if you plan to have your participants work in small groups during the workshop. You will find several time-tested icebreakers described in Attachment 1. Be sure to come prepared with all materials you need, and do a trial run at home to check your timing and the feedback you may want to give.

Presentation Options and Techniques

During your presentation, the main message or theme will be enhanced by expanding the major points with definitions, ideas, information, examples, illustrations, demonstrations, activities and discussions.

When addressing the major points of your workshop, keep the following in mind:

■ Keep it clear and simple; use precise language, avoid long words and excessive jargon.

■ Show originality; avoid cliches, slang and profanity.

■ Use imagery—descriptive words and metaphors—to illustrate concepts.

■ Personalize the training by using personal experiences the audience can identify with and by soliciting their experiences.

■ Elicit emotional responses by appealing to a range of audience emotions to enhance the impact of your presentation.

■ Use variety, meaning not only use the above techniques throughout the presentation, but also varied formats which reinforce the points and generate participant involvement; also, be sure to let the audience rest periodically by changing the pace, pausing, and balancing information.

Let's take an example to illustrate these points. You are teaching about the best diapering practices. You can begin by a short lecture, illustrating the key points on an overhead transparency. Now demonstrate using two large dolls, a waste-can, plastic gloves, wipes and paper towels which you brought. Deliberately don't change the gloves or paper after the first diaper change and ask the audience if they identified an error. This becomes a participant discussion on the transmission of disease in which you can include the choice of soap (bar or liquid) and clean-up techniques. End with suggestions from participants on the creative ways they have solved space, water and supervision problems for diapering. Some facts to consider when preparing your lecture format material are shown in the chart below:

Activity	Lecturer	Listener	Result	Strategy
Speaking	125 words per minute			Enhance up to 8 times by inclusion of visual aids
Thinking		1,000 words per minute	Loss of attention	
Listening only		20% retention		Combine both for 50% retention
Watching only		30% retention		Says/discusses for 70% retention
Recall	Lists and numerous points	Maximum of 7 ideas retained in short-term memory	Points lost	Focus on key points for learning and offer support readings

When presenting your material to the workshop participants, there are several things you can do to enhance attention, learning, and retention. For example, ask the audience for ideas or solutions regarding the subject you are addressing; ask questions and wait for participants to answer; ask for examples of points or ideas you are trying to get across. Not only will this keep the audience's attention, it will help both of you focus on what is useful to them.

You do not need to have all the answers to questions that may arise. If you do not know an answer, direct the participant to an appropriate resource or offer to get the correct answer for them. You can also direct questions back to the participants. This acknowledges their expertise and makes them part of the solution. However, make sure you discuss their ideas and answers with them, and help them correct their understanding. Refer back to the key point to clarify off-track discussion answers. Do not forget to thank and compliment those who have given you ideas and help, and if you promised to get back to someone be sure to do so. Use your flip-chart or board, and just before breaking, briefly review the main points that have been covered and preview the next part of the session.

As you present your material, keep "sight and sound" in mind. Listeners are significantly aware of and impacted by the quality of the presenter's speech and nonverbal behavior. Body language makes up 55 percent of what the listener picks up on, and includes grooming and clothing. Posture is very important. Sit or stand straight, but not stiffly. Gestures and mannerisms should be natural but not exaggerated. Movements above the waist are positive (below the waist negative). When using your hands, keep them open, not clenched, and do not let them flap around or appear limp, as this indicates lack of power and authority. Try as much as possible to avoid nervous mannerisms such as pacing, toe tapping, leg bouncing or
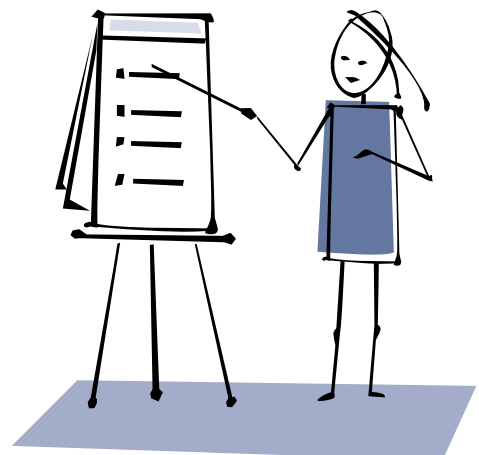
other erratic gestures. Your facial expressions are very important. You should visually scan the audience throughout your session to assess boredom, fatigue and declining attention. Be flexible enough to change gears in response to what you see and feel. Eye contact is considered the most powerful influence of audience attention/comprehension and speaker credibility in the western world. However, it has other more negative meanings in non-western cultures; be aware of this. Use vocal quality and speaking rate to control emphasis and accent key points. Modulate and vary volume and rate of speech rather than speaking in a monotone voice. Remember to breathe! Take deep breaths to relax and send oxygen to your brain and to enhance vocal pitch.

Try to rid your speech of unconscious "uhhs," "you knows," etc. These are very irritating and distracting to an audience. Brief pauses for thought or emphasis are not only acceptable, but helpful.

If you will be using a microphone, try to ignore it. Do not continually adjust or fidget with it.

The most important thing you can do to enhance your speaking skills is practice them. Using a tape recorder or a colleague who can give you feedback will help you hear yourself as others hear you, will desensitize you, and will make you more comfortable and confident. Practice will give you a chance to review how you will make your presentation, and what parts may need further work. Regardless of how prepared you are, always remember that your greatest skill is flexibility and knowledge to meet the needs of learners. Be prepared to give up a well-practiced part of your discussion if other needs prevail.

There are many forms of visual aids you can use to support and reinforce learning: videos, slides, posters, flip charts, chalkboards, overhead projectors, Power Point presentations, flannel boards, and more. Two of the most convenient are flip charts and overhead projectors, while increasing use is being made of Power Point presentations. Flip charts and overhead projectors are cheap, flexible, portable, widely available, and they can be prepared in advance or as you go. See Attachments 2 and 3 for tips on how to prepare and use flip charts and overheads, and Attachment 5 for Power Point presentations.

Involving the Audience

It is important that you design the training event for maximum participation and for the maximum practice of learning. Encourage note taking, questions and group discussions. Increased participation by the audience gets them to relax, open up, and feel more comfortable. This, in turn, makes them more open to new ideas. Heightened levels of participation increase feelings of "ownership," and double the audience's willingness to use what they have learned.

You can facilitate audience participation by asking questions of participants, by encouraging them to ask questions, and by asking them to share the problems that they have encountered and solutions that they have devised. Attachment 6 offers tips on increasing questions from the audience; Attachment 7 offers tips on how to engage participants through the asking of questions.

Using Small Groups

Group discussion and group participation are very important strategies for retention and learning. We'll begin with a brief refresher of related findings from group theory research and practice.

- The group is the natural learning environment for humans, beginning with the family and moving in stages to the workplace and beyond.
- We all bring to the learning experience the strategies we have learned to use in surviving within groups.
- People replicate the roles they have learned to play—leader, mediator, challenger, listener—in every group setting.
- What takes place in group discussion is a complex network of interpersonal communication with a lot of "noise" (misinterpretation, errors in understanding caused by language, attitude, prejudice, culture, experience, etc.).
- Effective communication occurs when all "senders" and "receivers" hear the same message and can arrive at a consensus.
- Group size is a determinant of participation—for example, five is an ideal small group (large enough for diversity and small enough for full involvement)
- The larger the group, the more anonymous the group members can be.

A word about large groups. You are not always in control of group size or the setting where your training takes place. Large groups are most frequently accommodated in theater-style arrangements, sometimes in fixed seats. You will want to use a lecture format which is broken up by audiovisual units and by soliciting questions and answers from the audience. You can set up brief exercises by asking groups of three people (usually sitting adjacently) to share their experience with an issue. You can contact three or four participants in advance to request that they share an example of the issue with the whole group—for example, how they handled an outbreak of head lice. If the members of the group are required to attend the training, you should begin by eliciting what (in your topic) would be most helpful to them and adjust your material accordingly.

There are several ways to achieve a productive group discussion. For example, towards the end of your session you may want to divide the large group into smaller groups (no more than five participants per group). Ask everyone to think about what they have learned and to jot down which new ideas they want to apply and/or use. After five minutes ask the group to discuss these new ideas and any factors which might prevent them from implementing them. Interrupt periodically and ask for a quick report from a group. This will allow the other groups to see that they are not alone in their struggle to implement change. Then ask them to discuss what steps and strategies they can use to minimize these barriers. Allow for more time on this part of the discussion because the focus here is problem solving, and this will generate solutions. Ask for a brief report from each group, focusing on solutions. Wrap up the discussion with a few summary points which pick up the common threads in the reports. This is the last chance you have to reinforce your theme. The process described above can be used with any topic. In Attachment 8, we have offered more tips on using groups.

Know Your Audience

It is important that you know who your audience is and that you tailor your presentation to them. If this group is new to you, contact the child care associations in the area, your county's child care council, resource and referral agency, or your licensing agency to find out more about the working conditions and concerns of your audience. Check the child care Web sites online. Know what the audience expects from you by asking them. If this is not possible, put yourself in their position and ask yourself what you would want to know if you were in the audience.

More importantly, consider the context of your presentation with respect to the participants' immediate learning experience needs. Make your presentation relevant to the work your audience must perform. Move at a pace appropriate for their existing knowl-edge base. Weave information about the child care context and child care issues into the content areas of your presentation. Remember to include content on child development and refer to child care licensing regulations.

Cultural Awareness and Sensitivity

California is increasingly diverse and multicultural. Acknowledge that child care providers will encounter children and families with differences in race, ethnicity, gender, social-economic status, sexual orientation, education, health, citizenship, and more. Promote cultural awareness and cultural sensitivity. Provide a respectful environment that encourages partnerships with families, open communication, and culturally appropriate child care. Look for common ground between cultural perspectives rather than focusing on differences.

Handling Problems That May Arise

It is only natural that problems will arise through the course of the class. These will not necessarily have an adverse effect on the class or its effectiveness if they are handled effectively. Here are some of the difficulties you may encounter.

- Someone says something you do not agree with or you feel is incorrect. Do not say that it is incorrect; that only stifles participation. Instead, help the participant see the potential consequences of their idea. Ask the audience to come up with potential benefits or problems. Then add, "From my experience with that solution, I have found that…"

- People may arrive late. If you wait for them, those who arrived on time will suffer. Start the workshop on time and ask latecomers to introduce themselves before the break. Supply them with workshop packets and tell them what they missed during the break.

- A more serious problem is resistance to new ideas. First, you need to recognize when resistance is occurring (i.e. excessive questioning by one person, questions that challenge or attempt to trap the trainer, numerous side conversations, perfunctory participation in group tasks, or obviously disruptive behavior). Follow these steps:

  1) State your ground rules up front, such as "only one person speaks at a time" and "everyone's ideas will be respected."

  2) Look inward. Is there anything you are doing or saying which could be seen as shutting out discussion?

  3) Consult; find out why participants think they are here and what would make the training useful (sometimes they are required to be there).

  4) Offer opportunities for reactions. Find out what is not meaningful to them, and provide an opportunity for venting fears, frustrations, concerns and anger.

  5) Confront people directly. Speak to the disruptive person at a break and solicit their support. If all else fails, quietly ask them to leave.

■   Another concern you may have is about a person who does not participate. First, try to understand the reasons for their silence and non-participation. It might be from boredom, indifference, confusion, not feeling part of the group, timidity or preferring to listen. After all, we all have our preferred learning styles and group role preferences.

Then try one of the following techniques:

- Check to make sure you are not moving too rapidly for a majority of the people; make sure that a point you make is understood by all.
- Ask the person for feedback on the topic, such as "what is your under-standing of how to clean surfaces?"
- Ask a non-threatening question, and accept a brief or yes/no answer.
- As you move around the room, occasionally stand next to the person to provide support.
- When the person does talk, offer a sincere compliment or thanks.
- Accept that the person may want to listen only

■   The opposite of the person who will not say anything is the person who says too much. This person is a monopolizer. As with the person who does not participate, you need to try to understand the reasons behind their behavior. Perhaps they possess knowledge the others do not, are anxious to be helpful, are enthusiastic about the subject, are a know-it-all, desire recognition, or are challenging the trainer's leadership. Then try the following techniques:

- At the beginning, emphasize that everyone will have sufficient time to participate.
- Interrupt and ask the monopolizer to summarize.
- Interrupt and say "That is an interesting point…now let's see what other members of the group think of it."
- Slow them down with some difficult questions.

Note: Do not allow yourself to be side-tracked from the learning points you are offering.

- If you run across a highly argumentative person, there are several things you can do. First, keep your temper in check. Then find merit in one of their points, agree with it and move on. Another technique is to say the time is short and you'll discuss it during the break or after the workshop. If these tactics do not work, talk to the participant during the break and find out what is bothering him/her.

- When the group or a speaker gets off track, summarize and redirect the discussion. Nothing helps re-focus the group more than a quick review followed by a re-emphasis of the session's objectives.

Summarizing What Has Been Learned

Summarizing what has been learned is a very important part of learning and retention. Review the major points and suggest implications and applications. Use your original overhead with the learning points you planned to cover. This is a good time for you to ask for brief reports from the small groups. Focus on application and ways to implement new practices. Allow enough time for feedback and questions which may serve to spontaneously reinforce, clarify, or expand information that was given in the body of the presentation. Check that the class objectives have been met. Attachment 9 offers a simple exercise that encourages behavioral change by saying "now that you have some new knowledge, apply it!"

Closing Thoughts

While providing a basic sense of closure and completeness with your closing thoughts, keep them "hungry" for more. End with a provocative statement which projects a vision, extends an invitation or makes an appeal. Make sure it's one which stimulates imagination, has emotional appeal, and is inspirational and memorable. Remember that your last impression drives the message home and seals the feelings and tone which will subsequently be associated with you and your presentation. Be sure to end on time.
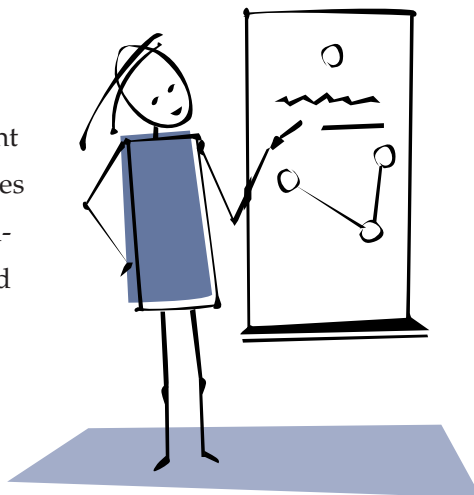
Obtaining Feedback From the Audience

Obtaining feedback is very important. It will give you insight as to how you performed and let you know if you need to revise your material or your style. You can receive two types of feedback: written and verbal. You can ask the participants to tell you directly what they thought of the presentation and your style. However, many people are not comfortable doing this, especially if their opinion is negative. You can get feedback throughout the presentation by observing the participants and paying attention to their questions and comments. If they seem bored, you may be going to slow, or you may be speaking with a monotone voice, or your style may be at fault. If they ask a lot of questions about issues which you covered, you may not have been clear, or they may not have understood your language.

You may also get written feedback. It is standard practice to use evaluation forms for workshops and trainings. If you want your participants to do this before they leave for the day, make sure you schedule the time for it and alert them at the beginning. Assure them that you rely on this feedback to improve the quality of your presentations, and that the next group will profit from their comments. In Attachment 10 we have provided a sample workshop evaluation form which you may wish to adapt for your own use.

Using Feedback for Self–Development

Make sure that you honestly consider all of the feedback you receive. If necessary, make appropriate changes to your curriculum and style to enhance yourself and your workshop.

Attachments
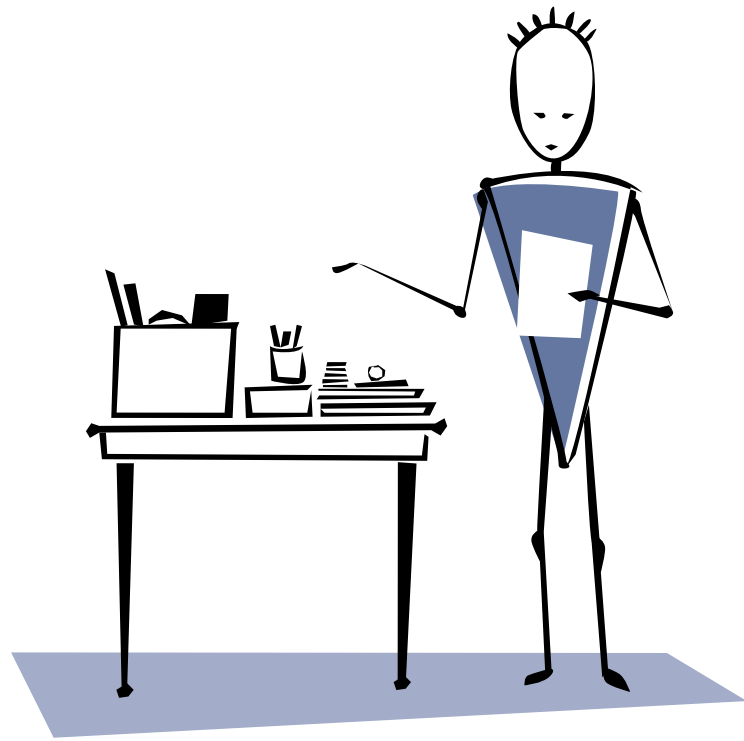
Attachment 1 – Icebreakers

BINGO

Objective

To help the workshop participants become acquainted with each other at the beginning, in a fun and non-threatening way.

Preparation

Prepare a bingo-type card for handouts to each participant. Use the attached example or, better yet, adapt the categories to your workshop or participants

Process (15 minutes)

As participants arrive for the workshop, give them a copy of the bingo card and instructions. They are to move around the room until they find a person who fits one of the descriptions. They have that person sign their name in the appropriate slot. Participants may not sign their name more than once on each bingo card.

After participants have had sufficient time to mingle, poll the group for results. How many got names in all 25 boxes? 24 boxes? And so forth.

Attachment 1 – Icebreakers

Bingo

Directions: Each blank space identifies something about the people in this workshop. Seek out your fellow participants and if one of the listed items pertains to them, ask them to sign their name in the appropriate place. (Even though more than one item may be relevant to any person, only one blank spot should be signed.)

Provides care for preschoolers _____	Has been in the child care field over five years _____	Cares for infants and toddlers _____	Has been in child care over 15 years _____	Has regular parent education meetings _____
Drives a van to pick up children _____	Likes water activities _____	Provides evening care _____	Worked for their current agency over 10 years _____	Drove over 50 miles today _____
Provides weekend care _____	Employed less than one year at current agency _____	Speaks Spanish _____	Is underpaid _____	Provides care for school-age children _____
Owns her/his center _____	Takes regular field trips _____	Has a 6-to-6 program _____	Speaks Chinese or Vietnamese _____	Is a child care administrator _____
Changes more than 10 diapers a day _____	Serves children with disabilities or other special needs _____	Cares for at least one infant under one year of age _____	Trains other providers _____	Has two children in care _____

Attachment 1 – Icebreakers

Brag

Objective

To become better acquainted with other group members and to help establish a positive-focused mood.

Preparation

None.

Process (5 minutes)

Ask participants to turn to their immediate neighbor (not someone they already know) and tell them two things they do well as a child care provider or are proud of.

Introductions

There are many ways to introduce workshop participants. Here are a few:

Old traditional – Stand and give us your name, agency and agency position.

Best friend – Participants pair up, interview one another, then introduce each other by giving their names and what they like most to do with their spare time.

Expectations – Go around the room and ask each person to complete the sentence, "My expectation for today's workshop is…" Allow anyone to pass without stating their expectations.

Name Tag Mixer

Objective
To get acquainted.

Preparation
Prepare name tags for all participants and a participant roster.

Process (10 minutes)
As participants arrive, check their name off the roster and give them a different person's name tag. Tell them to seek out that person, but also to introduce themselves to others.

Attachment 1 – Icebreakers

Newsprint Census

Objectives
Provides you with valuable information about the group, gives participants an activity as they arrive and provides them with a picture of how they compare to others in the workshop.

Preparation
Identify four to six questions covering information that you would like to know about the participants. Print each question on a separate sheet of flip chart paper. Provide a choice of answers (nothing open-ended). Tape the sheets on the walls around the meeting area.

Process (10 minutes)
As people arrive, hand them a marking pen (watercolor, not permanent or oil base, to avoid marks on the wall) and ask them to respond to the questions.

When all participants have added their checks, walk around and review the information. Using a different colored marking pen, quickly figure averages (where appropriate), refer to the workshop's content (where appropriate) and react to what you've learned from the data.

Examples
"How many training events did you attend last year?"

| 0 to 5 | 6 to 10 | 11 to 15 | over 15 |

"How many training events will you attend next year?"

| 0 to 5 | 6 to 10 | 11 to 15 | over 15 |

"What child care skills would you like to improve?"

| Crafts | Talking to parents | Keeping calm | Assessing an ill child |

Hand – Showing Census

Process (5 minutes)
This is an adaptation of Newsprint Census (see above). Instead of using newsprint, ask the census questions of the total group with raised hands for answers. (Caution: Newsprint answers can be confidential, but showing hands is public.)

Attachment 1 – Icebreakers

Off the Top

Objective

To start the group focusing on the workshop content and to demonstrate similarities and differences.

Preparation

None.

Process (10 minutes)

Ask participants to list on a sheet of paper the first 10 words that come to their mind

Examples

For a workshop on infectious disease prevention, use the word "prevention." After small group discussion, emphasize how many different images people have when you mention planning. What does this mean about expectations when people come to a "prevention" retreat?

Your Heritage

Go around the room and ask people to state their name (before marriage) and tell the origin of that name.

Volunteering

Objective

To demonstrate how old habits and attitudes prevent reaching out and to assess the participants' willingness toward risk-taking behavior.

Preparation

None.

Process (10 minutes)

Announce to the group, "We are going to perform an experiment, but I need five volunteers to come up here to help me." Wait for a show of hands. One or two will soon raise

their hands, but ask them to remain seated until five volunteers have been obtained. When five people have volunteered, say, "Okay, that is the end of the experiment." Ask participants to share with a partner, small group or the total group "Why did you, or did you not, volunteer?" Discuss the blocks we have toward risk-taking and how breaking down reticence can lead to a richer life (meeting new people, sharing one's ideas or feelings, taking on new responsibilities, etc.).

Wallet and Purse

Objective

To become better acquainted and to help establish a positive-focused mood.

Preparation

None.

Process (5 minutes)

Ask participants to turn to their immediate neighbor and remove three things from their wallet or purse that helps describe themselves. Allow the next five to eight minutes for each to describe who they are through the selected items.

Attachment 2– Flip Charts

Tips on Preparing Flip Charts

- Use water base pens instead of permanent or oil base pens to prevent "bleed through" to a wall or second sheet.
- Use several colors, but avoid red—it's hard to read at a distance because most people have some red-blindness.
- Print in large block letters.
- Use only key words or phrases.
- Use only the top two-thirds of each page because it's hard for participants to see the bottom portion.
- Border your newsprint with a different color. A simple straight line about one inch from the four edges of the paper helps focus attention and makes it look a little special.
- Correct errors by cutting them out with a razor and taping new paper behind.
- Carry sheets by rolling them up instead of folding them.
- Personalize the first page—a title sheet—with the workshop name, group name, date, etc. This reinforces that the group is important and the session was prepared just for them.
- Use Post-It poster paper if you can't pin or tape to the walls.

Tips on Using Flip Charts

- Prepare two-inch strips of masking tape in advance for more rapid posting. Stick them along the edge of the easel or use Post-it posters.
- Avoid "slants" (writing downhill) and use blank newsprint only.
- Recruit a participant to record group discussion so you can concentrate on ideas coming from the group.
- Use two easels and two volunteer recorders to keep up with the many ideas coming from the group.
- Post filled sheets on the wall during the entire workshop. This provides a good history of key ideas and allows you to refer back to them to reinforce previous points.
- When taping finished sheets to the wall before discussing them, fold them up from the bottom to cover what's written on them.
- Remove masking tape from the wall using a "painter's pull" (pull the tape straight up or down from the wall, instead of out from the wall.)

Attachment 4– Videos

Tips on Preparing and Using Videos

Videos are used as a visual learning tool to expand lecture points and to stimulate discussion. Here are some tips for using videos.

- Always screen videos in advance of presentation.
- Make sure your equipment works well and you know how to use it.
- Use the most up-to-date versions.
- Avoid long videos. The maximum lengths should be 30 minutes, but 15-20 minutes is preferable.
- Avoid highly technical content.
- Be sure seating allows for clear viewing.
- Stop the video after important content has been completed (the endings are often summaries and recaps).
- Allow adequate time for questions and discussion that arise from viewing.

Attachment 5 – Computer Presentations

Tips on Preparing and Using Computer Presentation Slides

- Have a title for each slide/screen.
- Use large font sizes and different colors for titles.
- Be consistent from slide to slide. All slides/screens must be able to stand alone.
- Keep it simple. Don't overuse effects or overcrowd slides.
- Use a lot of white space on screen.
- Create a high contrast between the background and the text.
- Don't use too many colors or fonts.
- Stick to one font with different sizes and styles (bold and italics).
- Use no more than six bullet points per slide.
- Order points by importance, with the most important first.
- Use graphic symbols where possible to highlight ideas.
- For impact, combine sound, image and motion (multi-media).
- Test all your equipment in advance of the presentation.
- Prepare for the unexpected—have a backup plan.

Attachment 6– Questions and Participation

Tips for Increasing Questions from Participants

- Emphasize from the very beginning that there are **no stupid questions**.
- Never **devalue** a question. Remember there was a reason the question was asked.
- Set the stage from the beginning that you encourage—even **expect—questions** from participants. Tell them that their questions help you, as the trainer, to set the pace and know when you're on target (and not on target).
- **Listen** carefully to what is asked. Listen with your ears, your eyes and your entire body.
- Be sure everyone **heard** the question. Don't ask the person to repeat it—paraphrase the question for them to check your understanding.
- Give honest **praise** for questions and show your appreciation.
- Try the technique of **writing** questions on a flip chart (or having the participant write it). This clarifies the question and shares it with everyone.
- Whenever possible, respond to questions **when they are asked**. However, when time is short, express appreciation for the question but suggest it be answered during a break or after the workshop.
- Consider using an easel as a "parking lot" for questions and issues that you want to get back to.
- Don't **evade** questions. Answer them honestly. If you don't know the answer, admit it. This is a sign of professionalism, not ignorance. Ask participants if they know the answer.
- If you are focusing on a specific topic and have formed small groups to problem-solve, ask them to bring two good questions back to the post-group discussion.

Attachment 7 – Asking Questions of Participants

Tips on Asking Questions of Participants

- Never **embarrass** anyone. Ask questions only of those you believe know the answer.
- Ask **open-ended** questions. Avoid any question that can be answered "yes" or "no."
- Allow **time** for a response. Count to 10 silently (to force your waiting) before saying more.
- Don't ask questions just before a break or meal.
- Don't say, "We're running late" and then ask a question.
- Be alert to your **body language.** Don't ask a question—or ask for a question— and then look down or do something else.
- Ask the question **before** calling on someone for the answer to keep everyone alert and thinking.
- When asking participants to raise their hands (such as those knowing the answer, or those who want to share their answer), wait until a number of hands are raised. Don't move too quickly and take others off the hook.
- Get full group involvement by asking:
  - For the answer out loud;
  - Everyone to write their answer on a piece of paper;
  - Participants to share their answer with their neighbor.
- Avoid asking **leading** questions. (Example: "You believe in the importance of the first 10 minutes of a workshop . . . don't you?")
- Watch for **confusion** and try rephrasing your question.
- **Write** questions to be problem-solved on overhead transparencies or a flip-chart. This is especially helpful for questions assigned to small groups.
- Don't answer your own questions. Allow for silence. Probe. Give hints, but insist the group think it through and come up with an answer. Answer a question once and the group will expect you to answer a second one.
- Start off with questions everyone can answer. Don't frighten participants away with difficult ones at the beginning.

- Don't ask questions that could change what you present unless you can be flexible enough to follow through; for example, if you ask "what do you want out of this workshop" you may find the answer is different than what you prepared.
- Try the "**why string**." When you get an **almost** complete answer, follow up with, "Yes, and why . . ." That question will usually get you a second, deeper answer. Again, ask "Why?" Continue until all aspects of the answer are discovered. Be sure to use this technique only with confident participants.
- Keep the questions **simple** and **concise**. Long, drawn-out questions result in poor, incomplete answers. Keep each question to one main thought.
- Use questions for specific reasons at different times during the workshop:

    At the beginning - to discover where the participants stand and to set the stage for what will happen.

    In the middle - to serve as a check on the group's learning progress and to provide a change of pace.

    At the end - to summarize and reinforce what was learned and help you find out if you have been successful.

- Think of questions in terms of **levels**:

    Memory - Participants are required only to recall or recognize information.

    Comprehension - Participants demonstrate an understanding of the material or ideas, discover relationships, make generalizations, or explain meanings.

    Application - Participants solve practical problems through the use of ideas, principles or theories.

    Analysis - Participants solve problems by breaking them down to their components and determining the relationships between them.

    Synthesis - Participants solve problems by using original, creative thinking.

    Evaluation - participants make judgments on specific criteria rather than opinions.

Attachment 8 – Using Groups

Tips on Using Groups

Break into groups **designed to support your learning goals:**

- Put together those with similar positions or tenure when the similarity of experience is needed or status is important.
- When difference is needed, identify groupings in advance and assign them to the group.
- When any mixture will work, try something fun, like organizing the group by:
  - shoe sizes
  - hair or eye colors
  - sports preferences
  - whatever criteria support your learning goals.
- To preassign groups, use colored dots or number name tags.
- To **select a volunteer,** toss an object to someone and ask them to toss it to someone else, who will be the volunteer.
- Try this variation for group list-building on newsprint. Ask a question such as "What are the risks in encouraging group participation?", and toss a marking pen to some-one who comes up and writes an answer. Toss a **se**cond pen to another before the first one is finished, then a third pen to a third person. After the first person writes their answer, they toss the pen to a fourth person who must write a new answer. Do this until everyone has written something or the list is long enough.
- When groups start to work, **stay around but stay out of the way**. Don't give an assignment and then immediately leave the room. Stand quietly by, monitoring the group and moving in to answer questions or give support where necessary.
- Don't participate as a member. It causes group members to lose their independence and quickly depend on you for the answers and the leadership.
- To **select a reporter** for each group, have them wait until after their discussion. This keeps everyone alert and makes it easier for the group to decide because they've gotten they know one another.
- Give groups a specific charge, either on paper or highlighted on a flip-chart at the front of room. Also, give groups a **specific time** in which to accomplish their task.

Attachment 8– Using Groups

Give them periodic time checks ("Five minutes left"). It's also helpful to check in with groups ("How much more time do you need? Is five minutes sufficient?").

- Have each group **prepare a newsprint sheet** of their report. This helps them clarify their ideas, increases others' comprehension of the information, and preserves their ideas. Post them and save them for the duration of the workshop.

- Always have small groups **report back** to the whole group. This reinforces the importance of their work and provides new information to the other participants. Some methods for reporting back include:

    Cream-off-the-top: Get a little information from each group so it all adds to a total. (Task instructions: "list the categories to use for breaking into groups." Report back instructions: "Let's hear a couple from each group.")

    Add-ons: Each group has a different assignment. The learning takes place in groups and again as the information is presented by the small groups to the whole class. (Task instructions: "Group 1 will list categories to use for breaking into groups by directors, Group 2 by teachers, etc." Report back instructions: "Group 1, please share your categories, then Group 2 will follow, etc.")

    Formal presentations: A small group works on a presentation and then presents it to the total group.

    Polling: Each group shares their solution to a problem and the trainer does not comment until all are heard from.

    - In forming groups always remember:
    - A small group means five to seven people maximum.
    - Each person brings his or her own style and prior experience to the group.
    - Encourage leaderless participation.
    - First interpersonal encounters make openness difficult, so minimize personal experiences.
    - The risk in small groups is the dominant, need-meeting personality.

Workshop evaluation

Sample

Always evaluate your workshop and make sure you integrate the feedback into your subsequent presentations.

Workshop Evaluation

Workshop Title: _____   Date _____

Presenter(s) _____

Check if: ☐ Parent   ☐ Staff

                   ☐ Community Representative   ☐ Other _____

Workshop was: (circle one)

★	☺	😐	😐	☹
Stimulating & interesting	Interesting	O.K.	Sort of boring	It put me to sleep

Put a check ✓ in the boxes	**Excellent**	**Good**	**Fair**	**Poor**
Good ideas and information I can use	☐	☐	☐	☐
Communicated clearly	☐	☐	☐	☐
Responsive to questions	☐	☐	☐	☐
Prepared and organized	☐	☐	☐	☐
Enthusiastic	☐	☐	☐	☐
Knowledgeable about topic	☐	☐	☐	☐
Was consistent with workshop description	☐	☐	☐	☐
Would recommend presenter to others	☐			

Comments or suggestions:

_____

_____

_____

(Use back if needed)