



APS Training

Tools of the Trade

Susan Castaño, MSW & Ada Saperstein, MA



Workshop Objectives

By the end of this workshop, you will be able to:

- Describe adult learning styles
- Write observable and measurable learning objectives
- Identify training techniques and instructional methods to meet the needs of individuals with different learning styles
- Develop a training outline

What We Know about APS Training

- Diversity in type of training provided
- Wide range of providers
- Variety and amount of funding
- Creativity abounds
- Support and cross pollination



Practical Framework

- Purpose of training APS workers
- How do we set them up for success
- What skills and knowledge do they need to have?
- How do we transfer these skills and knowledge?
- How can we be sure they “got it?”



Teacher-Learner Relationship

- Connect/interact with learner
- Know your learner: how they learn best, what they know and don't know
- Create atmosphere of mutual respect, trust, openness, security, minimal control, cooperation and feedback
- Create a positive context for learning

Characteristics of Adult Learners



- Autonomous and self directed
- Life experiences and knowledge
- Goal oriented
- Relevancy oriented
- Practical

Adult Learning Styles



- CE: Concrete Experience
- RO: Reflective Observation
- AC: Abstract Conceptualization
- AE: Active Experimentation

Concrete Experience (experiencing)

Learner

- Learns by intuition and from specific experiences
- Is sensitive to people and feelings
- Learns from new experiences, games, role-plays

Trainer should:

- Be concrete and practical
- Encourage dialogue and involvement
- Use questions to draw out experience
- Brainstorm and problem solve
- Act as coach

Reflective Observation (reflecting)

Learner

- Learns by observation
- Observes carefully before judging
- Looks inward for meaning
- Learns from lectures, observer roles, tests of knowledge, diagrams

Trainer should:

- Use illustrations, demonstrate points, give directions
- Allow worker to digest info, be patient
- Be clear, concise, to the point
- Keep distance
- Act as guide

Abstract Conceptualization (thinking)

Learner

- Learns by thinking
- Is logical and systematic
- Acts on the basis of his/her understanding of situation

Trainer should:

- Offer theory and readings
- Explain purpose, rules, regs
- Offer a clear and well structured presentation of ideas, sequential steps
- Act as communicator of information

Active Experimentation (applying)

Learner

- Learns by doing
- Can get things done
- Is a risk taker
- Is often an Extrovert: acts to influence people and events

Trainer should:

- Offer opportunities to practice and receive feedback
- Use small group discussion and projects
- Offer options and flexibility
- Act as a role model

In developing a training program, we need to think about:

- Objectives
- Key Points: things you want them to learn
 - Skills
 - Knowledge
- Instructional Methods
 - Short lectures, handouts
 - Group activities
 - Cases, role plays
- Test

Purpose of Developing Learning Objectives

- Articulate the goals of training
- Communicate intent of training to learner
- Provide a means for evaluation
- Assist in selection of materials, content, teaching methods

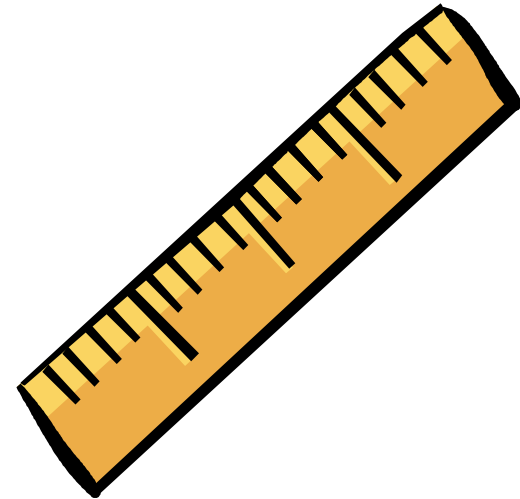


ABCs of Writing Learning Objectives

- **A**ctor: participant, trainee
- **B**ehavior: what “actor” will be able to do as a result of the training (observable and measurable)
- **C**ondition: situation or condition under which “actor” will learn or demonstrate behavior

Making Objectives Measurable

- Use action words:
describe, discuss,
identify, list,
demonstrate, define
- Avoid vague words
such as understand,
learn, believe, know,
realize, incorporate:
these cannot be
measured



Examples of Learning Objectives:

Gaining Access

- By the end of this training, participants will be able to describe different approaches to introducing themselves and establishing rapport at the door
- By the end of this training, participants will be able to describe strategies to gaining access when a client is resistant.
- In a role play, participants will be able to demonstrate the correct way to introduce themselves and gain access.

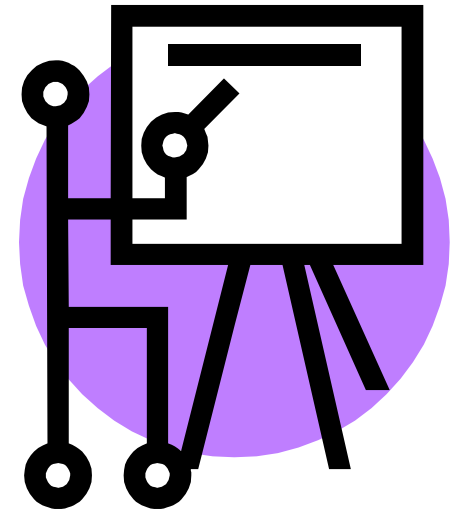


Preparing for Training

- Define topic area
- Identify trainable subtasks
- Develop measurable learning objectives
- Relate instructional methods to learning objectives
- Choose instructional methods that address learning styles

Considerations for planning training

- Know your audience/individual
- Develop a timed outline
- Keep activities varied and short



Training Methods

- Lecturette/
Discussion/Handouts
- Group activity
- Individual activity
- Case study
- Role play



A decorative graphic at the top of the slide consists of two groups of three circles. The left group has a solid light purple circle on the left, a white circle with a light purple outline in the middle, and a solid light purple circle on the right. The right group has a solid light purple circle on the left, a white circle with a light purple outline in the middle, and a solid light purple circle on the right.

Lecturette

- Research topic
- Establish/ reinforce learning points
- Relate to their experience
- Provide examples
- Ask challenging questions
- Use visuals
- Keep it lively

Group Activities



- Divide into dyads or small groups
- Provide a question, issue, case study, role play for discussion, action, or problem-solving
- Relate the task to your learning objectives
- Give clear directions and expectations
- Allow time for processing and feedback

Individual Activities



- Provide written activity to reinforce learning point
- Use questionnaire to help them learn about themselves
- Process in small or large group
- Create safe place for feedback.

Case Studies

- Helps trainees process through problem solving
- Helps trainees use new knowledge, concepts, or skills
- Cases can be prepared or brought by trainees

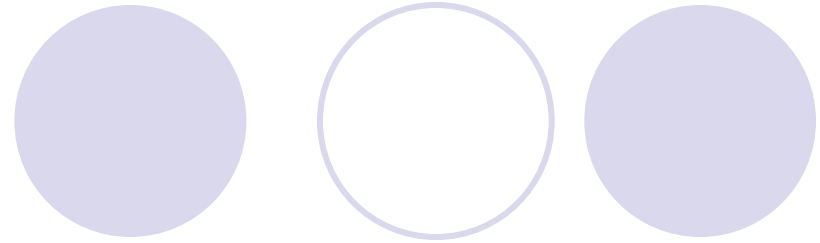


Ingredients for Writing Case Studies

- **Plan** case study based on learning objectives
- **Plant** your “nuggets” in the case study
- **Pull** out the “nuggets” in your discussion questions

Role Plays

- Helps trainees practice skills, observe and give feedback
- Can be done in large group, small group, one on one
- Can be written or a spontaneous part of supervision



Writing Role Plays



- Base topic on learning objective
- Describe facts about role (name, age, life circumstances)
- Describe situation (in behavioral terms)
- Describe problem to be discussed and feelings related to problem
- Provide clear instructions

Experiencing (Concrete Experience)

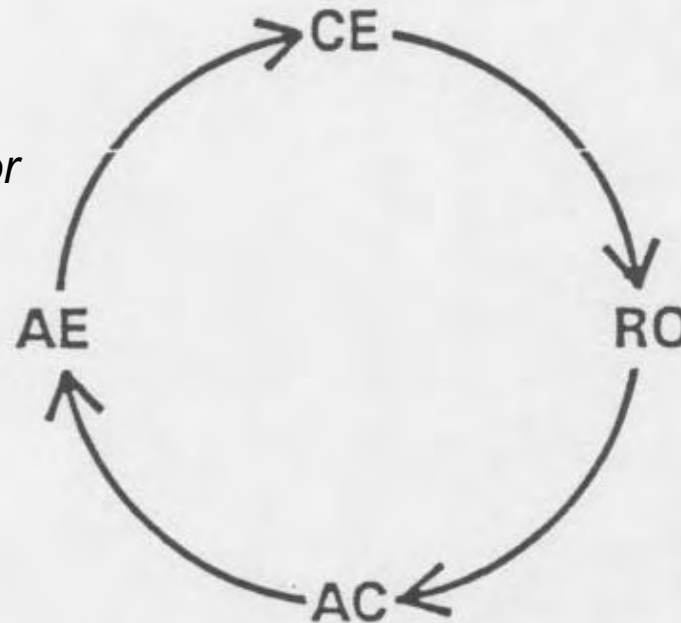
Using the experience participants have had already or providing them with experience that furthers learning

Processing
(Reflective Observation)

Discussing the experiences participants have had already or sharing reactions and observations of the activity provided

Applying (Active Experimentation)

Modifying old behaviors or testing new behaviors and practicing them in everyday situations.



Generalizing (Abstract Conceptualization)

Finding general trends and truths in the experience that participants have had already or forming reactions to new experiences into conclusions, new concepts, theories.



Choosing Training Activities

- Provide concrete experience or connect with their experience
- Provide means to reflect on their experience
- Provide trainee with knowledge/discussion
- Provide opportunity to apply new knowledge/skills

Designing a Training Session: Worksheet



Topic Area: Gaining Access

Learning Style: Concrete Experiential

Experiencing: Asking trainees to share their experiences in
Gaining Access: Introductions that worked, Dealing with
resistance

Processing: Discussing and analyzing the experiences and
finding some common ideas

Generalizing: Listing approaches that work, supplemented
by lecturette about effective approaches

Applying: Doing roleplays, supervisor can model by playing
worker first



How NAPSA can help?

- Library of APS Training Materials
- Technical Consulting through REFT
- APS Core Competencies and development of 1st curriculum
- NAPSA Education Committee
- NAPSA Dream : National APS Training Institute