Substance Abuse Prevention Specialist Training

FACILITATOR MANUAL

December 2005

National Centers for the Application of Prevention Technologies

In 1997, SAMHSA's Center for Substance Abuse Prevention funded regional Centers for the Application of Prevention Technologies (CSAP's CAPTs). The primary mission of the five regional CAPTs is to assist the prevention field in the application of evidence-based prevention strategies and programs. This product is designed to assist us to fulfill this mission.

The Substance Abuse Prevention Specialist Training (SAPST) curriculum was developed by CSAP's Western CAPT in 1989, and adopted by CSAP's National CAPT steering committee, in response to the multiple requests from prevention specialists in state agencies and community-based organizations. After carefully reviewing existing curricula, the Prevention Generalist Training produced by the Colorado Alcohol and Drug Abuse Division was chosen as a model. Great appreciation is extended to the Colorado Alcohol and Drug Abuse Division for permission to use material from the Prevention Generalist Training and to revise and modify it as needed. This unselfish sharing of material is a wonderful example of Colorado's commitment to improving the prevention field.

A professionally trained workforce is extremely important to the continuing improvement in prevention services. The SAPST curriculum is designed to provide both pre-service and in-service prevention professionals with up-to-date, evidence-based information to the prevention field. This newly revised edition has the most current information available on evidence-based prevention practices and programs.

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In 2005, a work group of representatives from CSAP’s Western, Central, Northeast, Southeast, and Southwest CAPTs convened to create a National SAPST curriculum. The 2005 edition of the SAPST is the result of the collaborative work of this group of prevention professionals.

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Substance Abuse Prevention Specialist Training Sample Agenda 1*

Monday 8:00 - Noon	**Module 1- Introduction** -Attitudes and Viewpoints about Drugs -History of Drugs in America/Video -Evolution of Prevention -Building Blocks for Successful Prevention
Noon-1:00	Lunch
1:00-5:00	**Module 2- Prevention Research** -Prevention Research -Prevention Principles
Tuesday 8:00 - Noon	**Module 3- Prevention Planning** -Strategic Prevention Framework
Noon-1:00	Lunch
1:00-5:00	**Module 4- Evaluation**
Wednesday 8:30-11:30	**Module 5- The Cultural Context of Prevention**
11:30-12:30	Lunch
12:30-4:30	**Module 6- Human Development** -Media Homework (optional)
Thursday 8:00 - Noon	**Module 7- Media**
Noon-1:00	Lunch
1:00-4:30	**Module 8- Ethics and Bringing it All Together** -The Ethics of Prevention -Bringing It All Together Post-test Graduation Dismissal

*This is only a sample agenda. Actual times will vary depending on participants' prior knowledge, experience, and interests. Trainers need to be flexible in planning and adjusting the agenda as needed. For example, if you complete Module 1 by 3:00 P.M. on Monday, be ready to present the first activities of Module 2 as a preview for Tuesday. This agenda includes more time than is necessary to cover the sections on Thursday to allow trainers to adjust the agenda as necessary during the week so as to cover the material.

Substance Abuse Prevention Specialist Training Sample Agenda 2*

Monday 8:00 - Noon	**Module 1- Introduction** -Opening Ritual -Talking Circle Introductions and Expectations -What is Prevention? What does it look like in your community? -What are you trying to prevent/create? -Upriver/Downriver Story -Participants Develop Their Own Story that Works in Their Community/Culture -Agenda/Ground Rules/Parking Lot **Module 5- The Cultural Context of Prevention** (omit opening activity) -Expectations through Quilt Activity
Noon-1:00	Lunch
1:00-5:00	**Module 1- Introduction** (continued)- -Attitudes and Viewpoints about Drugs -History of Drugs in the Culture (omit video) -Evolution of Prevention -Building Blocks for Successful Prevention **Module 2- Prevention Research**
Tuesday 8:00 - Noon	**Module 3- Prevention Planning** -Strategic Prevention Framework -Discuss Cultural Considerations for each Step
Noon-1:00	Lunch
1:00-5:00	**Module 4- Evaluation**
Wednesday 8:30-11:30	**Module 5- The Cultural Context of Prevention (continued)** -Conflicting Messages to end of Module 5
11:30-12:30	Lunch
12:30-4:30	**Module 6- Human Development** -The Medicine Wheel Model -Media Homework (optional)
Thursday 8:00 - Noon	**Module 7- Media**
Noon-1:00	Lunch
1:00-4:30	**Module 8- Ethics and Bringing it All Together** Post-test Graduation Dismissal

*This alternative sample agenda has worked well in culture-based communities, and may work equally well in all communities. Culture is addressed and explored first to establish the cultural context within which participants implement prevention. Cultural considerations are then infused throughout the course content. Actual times will vary depending on participants' prior knowledge, experience, culture, and interests. Trainers need to be flexible in planning and adjusting the agenda as needed. For example, it is possible that you may not begin Module 2 until Tuesday morning. It is important that the agenda not be rushed the first day to allow for the relational work of forming the community and setting the stage. This agenda includes more time than is necessary to cover the sections on Thursday to allow trainers to adjust the agenda as necessary during the week so as to cover the material. In Module 6- Human Development, the Medicine Wheel model of human development could be presented with discussion and sharing by participants, with emotional, social, and moral development infused.

Training Timeline

Use the following timeline as a checklist for facilitating your training. Circumstances may differ, but choose the tasks that are appropriate and add others that you know you'll need to complete. Distribute the adapted timeline to all those concerned.

SAPST Coordinator

Two or more months before the training:

_____ Schedule the training.
____ Identify a sponsor.
____ Locate a site for the training (this may require a site visit).
____ Contract for the training site if the sponsor doesn't.
____ Identify a lead trainer.
____ Determine if any scholarships will be offered.
____ Begin publicizing the training.

Lead Trainer

Two months before the training:

____ Review the logistical arrangements with the sponsor and identify the people responsible for making necessary arrangements.
____ Identify a multicultural team of three trainers.
____ Give the trainers a letter of agreement or contract for their review and signature.
____ Review, with the SAPST training staff person, the Facilitator Manual for any updates or corrections. Give any changes to the SAPST Coordinator for inclusion in the revised manual.
____ Discuss possible college credit and CEU arrangements with the sponsor.

Six to eight weeks before the training:

____ Facilitate the training team's first pre-training planning meeting to determine training assignments.
____ Determine the number of Participant Manuals to be printed.
____ Submit resumes of the training team to the sponsor.

Four to six weeks before the training:

____ Order/copy the Participant Manuals.
____ Order RADAR/NCADI materials.

Training Timeline – *continued*

____ Arrange for equipment (that isn't supplied by the sponsor) to be reserved for the scheduled training period:
  - ____ videocassette recorder and monitor
  - ____ overhead projector and screen or computer and projection system
  - ____ two easels
  - ____ four chart pads

____ Obtain the videos you are going to use and the dates you need them.

____ If necessary, purchase:
  - ____ six sets of markers
  - ____ masking tape
  - ____ name tags
  - ____ any other items requested by the trainers

____ Check with the co-trainers to see who may need travel and room reservations and determine how to follow-up.

Two weeks before the training:

____ Confirm reservations for the training room.

____ Confirm the trainers' room reservations.

____ Confirm the availability of equipment and supplies.

____ Confirm the arrangements for refreshments, (e.g. coffee, tea, soft drinks, snacks and meals).

____ Confirm the arrangements for college credit or CEUs.

____ Contact the co-trainers and check on the progress of their preparation. Address any of their questions, concerns or needs for equipment or materials.

_____ Determine the background or experience of the participants.

_____ Confirm the number of prepaid participants who have registered.

____ Check the availability of printed materials you need. If more are needed, make arrangements for more copies to be printed.

____ Send a letter of welcome to all registered participants, including pertinent information needed before they arrive at the training.

One week before the training:

_____ Confirm that the Participant Manuals are assembled and enough are available.

____ Review the transparencies or PowerPoint files to see that none are missing, that they're in good condition and that they're in the correct sequence.

_____ Locate a tape or CD player and appropriate music to use at the training during breaks.

_____ Begin gathering all the materials and equipment needed for the training.

One night before the training or early the day of the training (on site):

____ Facilitate the training team's final pre-training planning meeting.

____ Make a final check of all the resources you'll need—including the Facilitator Manual.

Training Timeline – *continued*

___ Check the arrangements in the training room and make any adjustments necessary to enhance the training environment.
___ Check the equipment.
___ Get some rest.

The first day of the training:
___ Relax and have fun.
___ Facilitate the end-of-the-day training review.
____ Prepare for the next day, making any necessary changes.

The rest of the training:
___ Continue to relax and have fun.
___ Facilitate the end-of-the day training reviews.
___ Compile, analyze and summarize the rest of the evaluations.
___ On the final day, complete any closing activities, including awarding certificates for those who have successfully completed the training.

After the training:
___ Submit evaluations, the roster and attendance sheets to the designated person.
___ Turn in your travel reimbursement forms and those of your co-trainers, if necessary.
___ See that all equipment and materials are inventoried and returned.
___ Provide your evaluation of the training to the designated person.
___ Give any recommendations for revisions to the Facilitator Manual and Participant Manual to the designated person.

Co-Trainers

Six to eight weeks before the training:
___ Submit a letter of agreement or contract to the lead trainer.
___ Participate in the pre-training planning meeting.

Four to six weeks before the training:
___ Notify the lead trainer of any needs for equipment or materials and identify who will be responsible for fulfilling those requests.
___ Begin reviewing and preparing for the training.
___ Make travel arrangements.

One week before the training:
___ Prepare charts and other materials.
___ Begin gathering any additional items you'll need.

One night before the training or early the day of the training (on site):
___ Participate in the training team's final pre-training planning meeting.

Training Timeline – *continued*

____ Make a final check of all the resources you'll need—including the Facilitator Manual.
____ Review the transparencies or PPT files you'll need for the day to see that they're in the correct sequence.
____ Assist in making the final arrangements.
____ Make sure that all other items you'll need are ready.
____ Get some rest.

The first day of the training:
____ Relax and have fun.
____ Participate in the end-of-the-day training review.
____ Prepare for the next day, making any necessary changes.

The rest of the training:
____ Continue to relax and have fun.
____ Participate in the end-of-the day training reviews.
____ On the final day, assist in completing any closing activities.

After the training:
____ Provide your evaluation of the training to the SAPST Coordinator.
____ Give any recommendations for revisions to the Facilitator Manual and Participant Manual to the designated person.
____ Submit travel expenses to the lead trainer.

What You’ll Need to Facilitate this Training

You'll need the following equipment and materials to facilitate this training:

- an overhead projector or computer projection system, computer
- transparencies or PowerPoint files provided in this Facilitator Manual
- a videocassette recorder and monitor (VCR/TV)
- chart pads, markers, and painter's tape or poster putty
- an agenda adapted from the one provided in this Facilitator Manual
- a Participant Manual with information sheets, work sheets and copies of transparencies/PowerPoint slides
- copies of the pre-/post-test for every student
- a copy of the training feedback form for each student
- a video on the history of drugs (examples are listed in Module 1)
- a video on culture (examples are listed in the section)
- a video of alcohol/tobacco ads or alcohol/tobacco print ads
- a video of substance abuse Public Service Announcements the video, Environmental Prevention: Putting Theory into Practice
- extension cord (optional)
- a copy of the blank logic model sheet for every student (optional)

Insert new Pre- and Post-Test document here

Insert new Pre- and Post-Test answer sheet document here

Insert new OMB Event Feedback Form here

List of Resources

- **Altered States (video or DVD)**
  Cost: $149.95 plus shipping and handling
  Phone: 800.257.5126
  Web: www.films.com

- **Deadly Persuasion (media video or DVD)**
  Cost: $150 video; $175 DVD
  Mail: Media Education Foundation
  60 Masonic Street
  Northampton, MA 01060
  Phone: 800.897.0089
  Fax: 800.659,6882
  Email: info@mediaed.org
  Web: www.mediaed.org/videos/MediaAndHealth/DeadlyPersuasion

- **Environmental Prevention Strategies: Putting Theory Into Practice (video)**
  Cost: $35.00
  Mail: The National Clearinghouse for Alcohol and Drug Information
  P.O. Box 2345
  Rockville, MD 20847-2345
  Phone: 800.729.6686
  Fax: 301.468.6433
  Email: info@health.org
  Web: store.health.org/catalog/ProductDetails.aspx?ProductID=15614

- **Health Promotion in Diverse Cultural Communities (handbook)**
  Cost: $14.00
  Mail: Stanford Prevention Research Center
  Stanford University
  750 Welch Road
  Palo Alto, CA 94304
  Phone: 415.723.0003
  Web: http://patienteducation.stanford.edu/materials/

- **Media Advocacy and Public Health: Power for Prevention (book)**
  Cost: $46.95
  Web: www.amazon.com

- **Media Sharp (video or DVD)**
  Cost: No Cost
  Mail: CDC's Office on Smoking and Health
  Publications
  Mail Stop K-50
  4770 Buford Highway, NE
  Atlanta, GA 30341-3717

List of Resources – *continued*

Phone: 770.488.5122 (Ask for publications)
Web: www.cdc.gov/tobacco/mediashrp.htm

- **Office of National Drug Control Policy Public Service Announcements**
  Cost: No Cost
  Phone: 800.788.2800

  Web: www.mediacampaign.org/ *(Go to "Ad Gallery")*

- **A Tale of O (video)**
  Cost: $495.00
  Mail: TrainingABC
  950 Taylor Station Road, Suite J
  Gahanna, OH 43230
  Phone: 888.281.8038
  Fax: 614.552.5293
  Web: www.trainingabc.com

- **Uppers, Downers, All Arounders (book, video)**
  Cost: $195.00 plus shipping and handling
  Mail: CNS Productions, Inc.
  11 Almond Street
  Medford, OR 97504
  Phone: 800.888.0617
  Fax: 541.773.5905
  Email: info@cnsproductions.com
  Web: www.cnsproductions.com

Interactive Teaching

The interactive teaching strategy combines the concepts of mastery learning, student team learning and proactive classroom management into an eleven-point "teaching map" (Kerr & Cummings, 1981). Trainers can use a modified nine-point map to develop an effective instructional sequence that maximizes adult student engagement and learning. Success in the use of this technique requires practice and is increased by experienced peer coaching.

Interactive Teaching Steps

1. Mental Set

Providing a "mental set" involves creating, in the learner, a desire or motivation to learn the particular information you want to teach. A mental set is sometimes known as a "hook" in advertising, or a "WIFM" (what's in it for me) in adult education. An effective mental set engages the learner in an individual, personal way. A mental set can be cognitive, producing a mental "ah-ha, that's why I need to learn this," or affective, creating an emotional response. Effective mental sets really "grab" the learner, frequently utilize short interactive exercises, are creative, and often include an exploratory or discovery element. Mental sets can be used at a session opening or when moving participants from one learning objective to another

2. Objectives

Once you have garnered your learner's attention with a mental set, provide the objectives for the session. Specify what participants will learn and how they will demonstrate their learning. Communicate objectives orally, in writing on PowerPoint or easel paper, and graphically to engage various learning styles, and show how the objectives fit into the "big picture" of prevention. Revisit the objectives at the end of a session to evaluate whether they were accomplished.

3. Content

Now you are ready to provide the content relative to the objectives. Content involves teaching new material, connecting to prior learning, inviting student input, engaging student response, showing media, silent reading, reviewing and summarizing. A skilled trainer will provide input in ways which appeal to all learning styles - visual, auditory, and kinesthetic.

4. Check for Understanding

Checking for understanding involves eliciting student responses demonstrating learning of the material. The goal in monitoring the range of student learning is for all students to master the material. Ineffective ways of checking for understanding include asking students, "does everyone understand," or "are there any questions," repeatedly calling only on students whose hands are raised in response to a question, or calling on students who do not raise their hands to bring their attention back to the instruction. Effective ways of checking for understanding include "who thinks they know…," "who could explain...," asking for a thumbs up signaling yes, thumbs down for no, sideways for not sure, polling, choral response, and then following up with requests for information to check accuracy of understanding. Checks for understanding should be varied and used often to monitor learning during the course of a session.

5. Monitor and Adjust

Based on your check for understanding (monitoring), you adjust your teaching to ensure that the maximum number of participants are keeping pace and mastering the material. If your check for understanding reveals that only 50% of the participants understand the content just presented, you need to adjust your teaching. You could reteach, ask a participant who indicates he/she understands to explain, offer an analogy, provide context by connecting the material back to the "big picture," or introduce a small group cooperative activity.

6. Clear Instructions

Giving clear, step-by-step instructions for activities helps ensure student success and trust. When moving participants from one kind of learning (e.g. lecture) to another (e.g. activity), clear instructions are vital to successful transition. Trainers need to give clear instructions for sometimes complex tasks and appeal to multiple learning styles at the same time. Breaking instructions into small steps, guiding participants through one step at a time, displaying the steps in writing, employing specificity of language, and modeling are helpful. You know you have given good, clear instructions if participants are able to do what you've asked them to do with minimal confusing and requests for clarification.

7. Model

Whenever you have a behavioral objective, when you want participants to do something as a result of learning, it is important to show them what being successful would look like. Demonstrating desired behaviors, working step-by-step examples with the group, and showcasing instructions with a table group are examples of modeling. Modeling provides such powerful learning that trainers should use extreme caution in modeling undesired behavior in role plays and should always follow such modeling with a demonstration of desired behavior.

8. Guided Practice

When assigning an activity, trainers will want to monitor participant practice and provide feedback. When participants are working on a task, individually, in pair, or in small groups, move around the room to monitor, reinforce, coach, and provide feedback. Effective feedback consists of positive statements as well as suggestions for improvement and are behaviorally specific rather than general. Bracketing suggestions for improvement with positive feedback can make the improvement suggestions easier to hear. Finally, summarizing student practice allows you to reteach, reinforce, correct, offer additional tips, and recognize skill.

9. Transfer

Success in guided practice is vital if students are to use the knowledge and skills they learn at work back in their communities. After all, transferring knowledge and skills from the training room to the real world is your ultimate objective. You can increase the likelihood that transfer will take place by helping participants see how, when, and where they can use what they've learned in the training. You can plant seeds by telling participants when they can use information and skills they've learned. You can also ask participants to identify something they learned that they will use in their work in the next two weeks. Providing a mechanism for reporting and celebrating their successes will increase the likelihood of transfer.

Consciously incorporating these steps of interactive teaching into your lesson plans will maximize student engagement and learning. In addition, proactively managing your learning environment will create positive learning experiences for participants and trainers alike. These same steps can be applied to effectively manage your learning environment, maintain group cohesion, and maximize productive learning.

References

Kerr, D.M., & Cummings, C. (1981). *Interactive teaching map classroom observation coding manual.* Seattle: University of Washington, Center for Law and Justice.

Kerr, D.M., Kent, L, & Lam, T.C.M. (1985). *Measuring program implementation with a classroom observation instrument: The interactive teaching map.* Evaluation Review, 9(4), 461-482.

A Training for All Styles

CSAP's Western CAPT is committed to fielding a multicultural team of trainers and to developing cultural awareness and sensitivity in the participants of the training. All trainers are expected to keep this in mind as they train. They're also expected to consider their target audience and to present the training in a culturally appropriate manner while maintaining the integrity of the curriculum.

This training is designed for an adult audience, most of whom already have some level of experience preventing the use of alcohol, tobacco and other drugs. We've tried to incorporate into the training certain styles shown in the research literature to be effective with adults.

In general, we want activities to provide opportunities for participants to:

- grow more autonomous
- be active in the learning process
- make objective observations and judgments
- make sense of their life experiences
- demonstrate that they are capable of completing large, complex jobs
- be responsible for learning and applying the learning
- explore the broad topic, not just narrow areas of it
- see how they can help others
- become more accepting of themselves and others
- clarify and articulate their principles
- problem-solve solutions be creative and original
- tolerate ambiguity, while still achieving outcomes
- behave rationally (Knowles,1980)

There are four other dimensions of adult learning that we've incorporated into the training:

1. Adults have a broad base of experience upon which to draw and to share with others. Unlike small children, adults have had a long lifetime of experiences that have shaped them. Indeed, it's not uncommon for several participants to be significantly older than their trainer. This becomes problematic only when the trainer assumes that participants should sit quietly and absorb content. Adult participants contribute by offering their own experiences to illustrate, explain or even contradict what they're being taught. Well-designed adult education incorporates opportunities for participants to speak and disagree.

2. Adults seek to learn what they've identified as important rather than what others deem important. As prevention practitioners, trainers are often very excited about the subject matter and wish to recruit participants to share this excitement. One can't guarantee, however, that this will be well-received. Participants will judge the importance of the content for themselves.

A Training for All Styles – *continued*

3. Adults want information that can immediately be applied. For most adult learners, theory is valuable only when it has immediate applicability. Furthermore, the trainer must often be very explicit about this applicability. Participants particularly like to say, "Here's something I can use right away." They also like immediate opportunities to try out new skills and evaluate their usefulness.

4. Adults are problem-centered rather than subject-centered. This training is designed to help participants overcome problems that have hindered the effectiveness of their prevention efforts. It is not meant to merely increase their bank of knowledge for some unknown future need.

   The ultimate goal of this training is to improve the practice of prevention. To do so, the training attempts to be learner-driven rather than instructor-driven. Naturally, most instructors design lesson plans and conduct activities in a manner that matches their personal style and stays within their comfort zone. For some participants, this creates no problem; for others, the training style of the instructor hinders their learning. Recognizing this, this training asks trainers to stretch their personal styles, to try out some unfamiliar techniques so that all types of learners have opportunities to learn in the manner most suited to them.

Personality Type Theory

There has been extensive research into learning styles. No one approach is true in any absolute sense. For the purposes of this discussion, we'll draw upon personality type theory as popularized by Isabel Myers and Elizabeth Briggs (e.g. Myers & McCaulley, 1985). Of all the currently prevailing theories, the Myers-Briggs approach has been most widely applied and has the largest research base. It has also been extensively applied in a wide variety of educational and counseling settings.

According to personality type theory, two dimensions of a learner are highly related to the way in which they prefer to learn. The first dimension, called the perceiving function, involves their preferred way of taking in information. The second dimension, called the judging function, involves their preferred way of making decisions based on this information.

The Perceiving Functions: Sensing vs. Intuition

Some learners attend first and foremost to the concrete, immediate, practical details of life and experience. In personality type theory, it's said that such learners prefer to take in information via the sensing function. They also prefer to have systematic, step-by-step, sequential blueprints to solve problems. Although most adults wish to see practical applications for learning (see above), this is particularly true of sensing types.

However, this is not the only way that learners take in information. Other learners attend first to the big picture. They either dismiss concrete details as irrelevant, or they see every detail as merely illustrative of a bigger idea. In personality type theory, it's said that such learners prefer to take in information via the intuitive function. These intuitive types strongly resist canned solutions and clean schematics. They believe that every unique situation requires a unique solution and they will tolerate more learning that is not immediately practical (since it may be useful later, when a new problem arises).

These two contrasting perceiving functions emerge in almost any training and this training is no exception. "Sensing" types will be the participants who say the following things:

- "Why does this matter to me?"
- "Give me a practical example."
- "Could you speak slower; I don't want to lose any of the details."
- "Is there a list of rules for practice that I can rely on?"
- "Give me the five things to do in order to be effective with this population."
- "I don't see how you got from A to B in your example."
- "Tell me exactly what you expect."
- "Please don't skip ahead; you'll lose me."

"Intuiting" types will say:

- "Explain how this all ties together"
- "Spare me the details; cut to the bottom line."
- "I don't like hard and fast rules. There's always an exception."
- "Here's an implication I bet you didn't think of."
- "No need to give the intermediate steps; I already see where you're heading with this."
- "There's something about this that bothers me, but I can't put my finger on it."
- "Do you see the implied contradiction in what you just said?"
- "Let's talk about this on the macro level."

We've written the manual to appeal to both the "sensing" and "intuiting" types—for both trainer and participant. Instructions and procedures are explicit, but there's plenty of room for trainers to accommodate changes. Activities are laid out deliberately, but there's plenty of room for participants to be creative. This is the essence of being learner-centered.

The Judging Functions: Thinking vs. Feeling

Learning is not simply about taking in information. It's also about motivation to make decisions, particularly about challenging opinions and behaviors. Some people are motivated by appeals to rationality and objectivity. They wish to know about causes and effects and the logical consequences of each decision. They're also very concerned about the credentials and credibility of the person who is trying to influence them. They wish to have competent instructors and they wish to improve their own competence. In personality type theory, such learners are said to use the "thinking" function.

However, this is not the only decision-making, motivational style. Some learners are motivated more by human concerns; they want to know how each decision will translate into consequences that will either help people or harm people. Above all else, they wish to encourage harmonious human relationships. They also tend to prefer instructors who appeal to emotion and who demonstrate personal connection to participants. In personality type theory, such learners are said to use the "feeling" function.

As with the perceiving functions, these two contrasting judging functions emerge in almost any training. "Thinking" types will be the participants who say the following things:

- "What is your professional training?"
- "On how many years of experience do you base your opinion?"
- "Is there research backing your claims?"
- "This approach doesn't make sense to me."
- "I see a serious flaw in your reasoning."
- "Of these two choices* this one makes the most sense."
- "Please substantiate your position."
- "I don't like emotional appeals. I'll make up my own mind."

"Feeling" types will say very different things:

- "We have to remember that we're dealing with human lives here."
- "Tell me about someone who was helped by this approach."
- "I care about my target population; do you?"
- "I'm convinced. You seem very sincere."
- "I'm in this business because I like people."
- "So many people are hurt by drugs. We need to show compassion and concern."
- "I hate this model. It's so sterile."
- "Let's not fight about this. Can't we find common ground and get along?"

Research over the past 40 years shows that 60% of women and 40% of men tend to be feeling types, with thinking types making up the remaining percentages. Moreover, people who are attracted to human service professions tend to be feeling types by a wide margin. Once again, as you look through this Facilitator Manual, you'll see some activities that appeal to thinking types and other activities that appeal to feeling types.

Conclusion

Training participants represent many types of learners. In order to best serve them, we've tried to design a training that accommodates the widest range of learning styles. The worst thing a trainer can do is assume that all participants learn in the same way that they learn. Such trainers will select only those activities that match their personal style and will ignore aspects of other activities that are uncomfortable. Doing this creates a likelihood that many participants will be left out of the process. We strongly encourage you to be sensitive to your training styles as well as to your participants' learning styles.

Facilitation Tips

- Introduce yourself at the beginning of the session, define your role with group input, and make an explicit agreement with the group that you will not deliver the content with rigidity.
- Have participants identify their expected outcomes for the technical assistance.
- Tell the group that you are there to serve them and that you'll check with them from time to time to see if you are pushing too much, not enough, etc.
- Set guidelines for communication.
- Ask the group for permission to keep them focused on the agenda.
- Be objective.
- Encourage members to take responsibility for their work.
- Validate individuals[1] contributions by writing them down as accurately as you can.
- Be sensitive to participants' needs.
- Don't talk too much.
- Be an energizer. Use fun energizers when the energy level of the group is lagging. Use energizers that relate to the content if possible.
- Keep the group moving on the problem or discussion.
- Listen closely and watch that group members are listening to each other.
- Encourage each individual to contribute and join the conversation.
- Protect members from personal criticism; prevent focusing on personalities by concentrating people's attention on the issues at hand.
- Set a positive tone.
- Protect the group from one person's dominance.
- Avoid interpersonal confrontation.
- Respect silence, but provide openers.
- Don't be defensive.
- Manage time, use a time keeper, monitor activity times.

Dealing with Different Types of Participants

How She /He Acts	Why	What to Do
Inarticulate	Lacks ability to put thoughts into proper words. He/she needs help. He/she is getting the idea but can't convey it.	Don't say, "What you mean is this... "Say, "Let me repeat that..." (then put it in better language). Twist their ideas as little as possible, but have them make sense.
Definitely wrong	Member comes up with comment that is obviously incorrect.	Say, "I can see how you feel" or "That's one way of looking at it." Say, "I can see your point, but can we reconcile that with the (true situation)?"
Rambler	Talks about everything except subject. Uses farfetched analogies; gets lost.	When member stops for breath, thank him/her, refocus attention by restating the relevant points and move on. Smile, tell him/her that their point is interesting, point to blackboard and in friendly manner indicate that we are a bit off subject. Last resort: glance at watch.
Personality clash	Two or more members clash. Can divide your group into factions.	Emphasize points of agreement, minimize points of disagreement (if possible). Refocus on objectives. Cut across with direct question on topic. Bring a sound member into discussion. Frankly ask that personalities be omitted.
Obstinate	Won't budge! Prejudiced. Hasn't seen your points.	Open the member's view to group discussion, have group members help clarify views. Say that time is short, you'll be glad to accept the group viewpoint for the moment.

Dealing with Different Types of Participants – *continued*

How She/He Acts	Why	What to Do
Won't talk	Bored Indifferent Feels superior Timid Insecure	Your action will depend upon what is motivating the member. Arouse interest by asking for his/her opinion. Draw out the person next to him/her, then ask the quiet participant to tell the person next to him/her what he/she thinks of the view expressed. If he/she is seated near you, ask his/her opinion so that he/she will feel he/ she is talking to you, not the group.
Overly talkative	He/she may be an "eager beaver" or a show-off. He/she may also be exceptionally well informed and anxious to show it or just naturally wordy.	Don't be embarrassing or sarcastic. You may need their traits later on. Slow them down with some difficult questions. In general, let the group take care of them as much as possible.
Side conversation	May be related to the subject. May be personal. Distracts members and you.	Don't embarrass them. Call one by name, and ask an easy question, or call one by name, then restate last opinion expressed or last remark made by group and ask his/ her opinion of it. If, during session, you are in habit of moving around the room, saunter over and stand casually behind members who are talking.

Killion, J. Facilitation Skills. Wisconsin Staff Development Council.
Retrieved January 1999: http://www.wi-sdc.org/facilitation.html