

**Substance Abuse
Prevention Specialist
Training
FACILITATOR MANUAL**

April 2006

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.

Thanks to the many CSAP's Western CAPT staff and consultants who have conducted work on the earlier versions of the SAPST curriculum. Nora Luna, Project Manager for CSAP's Western CAPT, who took the major responsibility for coordinating the development of the SAPST. Kristen Gabrielsen, Associate Director, edited numerous drafts and helped develop the original version of the modules on program planning and evaluation. Gary Fisher, CASAT Executive Director, who continually supports good prevention work in the western region. Denise Sheehan, Prevention Application Management Coordinator, helped develop the human development section and provided numerous reviews of various modules in several editions of the SAPST. Gretchen Casey, Special Projects Coordinator, prepared and printed multiple drafts and revisions of the SAPST manual. Noreen Hammond Heid, Consultant, carefully reviewed the SAPST manual second edition. Pamela Tindall, Consultant, updated several editions through many painstaking hours and provided drafts in a timely and professional manner. Successful development of a curriculum is a major undertaking demanding teamwork and shared responsibility. These individuals worked tirelessly on this product and should be commended.

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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for the Substance Abuse Prevention Specialist Training curriculum.

ADAD created the PGT in 1986 under the leadership of Fred Garcia. The manual was revised in 1991, 1994 and 1998. Since the mid-eighties, ADAD has trained all of its prevention contractors, as well as state prevention representatives throughout the U.S., in the PGT.

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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
Tuesday 8:00 - Noon	Module 3- Prevention Planning -Strategic Prevention Framework -Prevention Principles
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. Trainers should also tailor the balance of activities and didactic presentations to individual audiences.

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. If time becomes an issue, Modules 2, 3, and 4 should be covered at a minimum.

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)

CAPT Pre-Test Form

The purpose of this form is to assess changes in participants' course-related knowledge. The form is completely anonymous. Please do NOT put your name anywhere on this form. Results will be used to inform similar future events. It is important to obtain information from all participants to maintain quality of service; however, your participation is voluntary.

Name of Event: _____

Location of Event: _____ **Date of Event:** _____

1. How knowledgeable are you about the following topics? (check *one* box on *each* line)

	<i>Not at All Knowledgeable</i>	<i>Not Very Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>Fairly Knowledgeable</i>	<i>Very Knowledgeable</i>
Risk and Protective Factor Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAMHSA's Strategic Prevention Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Logic Models for Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate whether each of the following statements is false or true. (check *one* box on *each* line)

	<i>Definitely False</i>	<i>Probably False</i>	<i>Probably True</i>	<i>Definitely True</i>
The development of policies in response to drug use and the classification of certain drugs as legal or illegal have sometimes had political, racial, and class overtones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk and Protective Factor prevention research states that transitions and mobility are protective factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAMHSA's Strategic Prevention Framework focuses on achieving outcomes at the individual level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is best to design a Logic Model after the program has been completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Components of culture include knowledge, values and attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older adolescents look to society as a whole for guidelines concerning what is right and wrong. They know that rules are necessary for keeping society running smoothly and believe it is their "duty" to obey them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Social Marketing the four P's are: Product, Price, Promotion, and Partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical conduct of prevention professionals can be guided by a written Code of Ethics and may vary between organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within the dimensions of diversity, the views of substance use, misuse and abuse are fundamentally the same across groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The values within the dominant U.S. culture both encourage and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

discourage substance abuse.

One of the five steps of the Strategic Prevention Framework is capacity building.

An example of a situation where an external evaluator is recommended is when the evaluation desired requires more time and expertise than program staff and volunteers can provide.

Quantitative evaluation is always preferable to qualitative evaluation.

Program curricula and activities need to reflect the experiences, culture and perspectives of the focus population for whom the program is intended.

Research has shown that the more gruesome public service announcements are, the more likely they are to discourage teenagers from using drugs.

CAPT Pre-Test Form Answer Form

The purpose of this form is to assess changes in participants' course-related knowledge. The form is completely anonymous. Please do NOT put your name anywhere on this form. Results will be used to inform similar future events. It is important to obtain information from all participants to maintain quality of service; however, your participation is voluntary.

Name of Event: _____		Date of Event: _____
Location of Event: _____		

3. How knowledgeable are you about the following topics? (check *one* box on *each* line)

	<i>Not at All Knowledgeable</i>	<i>Not Very Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>Fairly Knowledgeable</i>	<i>Very Knowledgeable</i>
Risk and Protective Factor Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAMHSA's Strategic Prevention Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Logic Models for Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please indicate whether each of the following statements is false or true. (check *one* box on *each* line)

	<i>Definitely False</i>	<i>Probably False</i>	<i>Probably True</i>	<i>Definitely True</i>
The development of policies in response to drug use and the classification of certain drugs as legal or illegal have sometimes had political, racial, and class overtones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Risk and Protective Factor prevention research states that transitions and mobility are protective factors.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAMHSA's Strategic Prevention Framework focuses on achieving outcomes at the individual level.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is best to design a Logic Model after the program has been completed.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Components of culture include knowledge, values and attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Older adolescents look to society as a whole for guidelines concerning what is right and wrong. They know that rules are necessary for keeping society running smoothly and believe it is their "duty" to obey them.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
In Social Marketing the four P's are: Product, Price, Promotion, and Partnership.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical conduct of prevention professionals can be guided by a written Code of Ethics and may vary between organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Within the dimensions of diversity, the views of substance use, misuse and abuse are fundamentally the same across groups.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The values within the dominant U.S. culture both encourage and discourage substance abuse.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
One of the five steps of the Strategic Prevention Framework is capacity building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

An example of a situation where an external evaluator is recommended is when the evaluation desired requires more time and expertise than program staff and volunteers can provide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Quantitative evaluation is always preferable to qualitative evaluation.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program curricula and activities need to reflect the experiences, culture and perspectives of the focus population for whom the program is intended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Research has shown that the more gruesome public service announcements are, the more likely they are to discourage teenagers from using drugs.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

THE ENTIRE N.S.A.P.S.T. TRAINING FEEDBACK

2. Please rate your satisfaction with each of the following aspects of the overall N.S.A.P.S.T. training. (check *one* box on each line)

	<i>Very Dissatisfied</i>	<i>Somewhat Dissatisfied</i>	<i>Somewhat Satisfied</i>	<i>Very Satisfied</i>
Quality of the information you received <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of the information to your work <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization of the training <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity of the trainer(s) to the participants <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for questions/discussion <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handouts or materials <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What were the *most* and *least* helpful features of the overall S.A.P.S.T. training?

MOST

LEAST

4. In what ways could this training be improved?

5. How much new information or ideas did you receive in the overall N.S.A.P.S.T. training? (check *one*)

- No New Information/Ideas A Little New Information/Ideas Some New Information/Ideas A Lot of New Information/Ideas

6. How likely are you to use the information or ideas that you received in the overall N.S.A.P.S.T. training? (check *one*)

- Not at All Likely Not Very Likely Somewhat Likely Very Likely

7. Overall, how satisfied are you with the overall N.S.A.P.S.T. training? (check *one*)

- Very Dissatisfied Somewhat Dissatisfied Somewhat Satisfied Very Satisfied

8. Please write in any additional comments or suggestions that you may have.

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

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- 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

A Training for All Styles – *continued*

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

A Training for All Styles – *continued*

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 individuals¹ 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.