Common Core 3.0

Facilitator-Led Skills-Based Training for Trainers

Trainer's Guide

Training Version 3.1 | 2016

Table of Contents

Acknowledgements

California's Common Core Curricula for Child Welfare Workers is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The Content Development Oversight Group (CDOG) a subcommittee of the Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), CDOG membership includes representatives from the Regional Training Academies (RTAs), the University Consortium for Children and Families in Los Angeles (UCCF), and Los Angeles County Department of Children and Family Services.

In addition to CDOG, a Common Core 3.0 subcommittee comprised of representatives from the RTAs, the Resource Center for Family Focused Practice, and counties provided oversight and approval for the curriculum development process.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California's child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state's children and families.

In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of *Implementing the Indian Child Welfare Act* view: https://www.youtube.com/watch?v=BIQG65KFKGs

The Children's Research Center provided technical support as well as The Structured Decision Making System that includes the SDM 3.0 Policy and Procedure Manual and Decision Making Tools. These resources are used in compliance with CRC copyright agreements with California. Additionally, content in this curriculum has been adapted from CRC's SDM 3.0 classroom curriculum to meet the training needs in California. In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of *Implementing the Indian Child Welfare Act* view:
https://www.youtube.com/watch?v=BIQG65KFKGs

CalSWEC

FOR MORE INFORMATION on California's Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: http://calswec.berkeley.edu

Introduction

Please read carefully as a first step in preparing to train this curriculum.

IMPORTANT NOTE: Each curriculum within the Common Core series is mandated and standardized for all new child welfare workers in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct Participants using the standardized Training Content as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new worker training statewide.

GENERAL INFORMATION

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills and is important for all CWS positions with in an agency.

The Common Core Curricula model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a *Trainee's Guide* and a *Trainer's Guide*. Except where indicated, the curriculum components outlined below are identical in both the Trainee's and Trainer's Guides. The Trainee's Guide contains the standardized information which is to be conveyed to Participants.

For an overview of the training, it is recommended that trainers first review the Background and Context, Agenda, and Suggested Lesson Plan. After this overview, trainers can proceed to review the Trainer's Tips and Activities section in the Trainer's Guide and the Training Content in the Trainee's Guide in order to become thoroughly familiar with each topic and the suggested training activities. The components of the Trainer's and Trainee's Guides are described under the subheadings listed below.

The curricula are developed with public funds and intended for public use. For information on use and citation of the curricula, please refer to the Guidelines for Citation:
http://calswec.berkeley.edu/CalSWEC/CCCCA_Citation_Guidelines.doc

Please note that each individual curriculum within the Common Core Curricula is subject to periodic revision. The curricula posted on the CalSWEC website are the most current versions available. For questions regarding the curricula, contact Jennifer Cannell, jcannell@berkeley.edu, or call CalSWEC at 510-642-9272.

COMPONENTS OF THE TRAINER'S AND TRAINEE'S GUIDES

Competencies and Learning Objectives

The Competencies and Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and Participants. All the Competencies and Learning Objectives for the curriculum are listed in both the Trainer's and Trainee's Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the suggested Lesson Plan for each segment of the curriculum.
Competencies are defined as broad indicators of essential and best practices. Typically, several *Learning Objectives* support the development of each *Competency*. The *Learning Objectives* are more specific than the *Competencies* and usually provide measurable indicators of learning.

Knowledge Learning Objectives entail the acquisition of new information and often require the ability to recognize or recall that information. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

Agenda

The Agenda is a simple, sequential outline indicating the order of events in the training day, including the coverage of broad topic areas, pre-tests and/or post-tests, training activities, lunch, and break times. The Agenda for trainers differs slightly from the Agenda provided to participants in that the trainer's agenda indicates duration; duration is not indicated on the agenda for participants.

Suggested Lesson Plan (Trainer's Guide only)

The suggested Lesson Plan in the Trainer's Guide is a mapping of the structure and flow of the training. It presents each topic in the order recommended and indicates the duration of training time for each topic. The suggested Lesson Plan is offered as an aid for organizing the training.

The suggested Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains three column headings: Topic/Time, Learning Objectives, and Methodology. The Topic/Time column is divided into training Segments. The Learning Objectives column reflects the specific objectives that are covered in each Segment. The Methodology column indicates suggested training activities that may accompany each Segment. As applicable, each activity is numbered sequentially within a Segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc. The numbering schema of Day, Segment, Activity mirrors the labeling of materials in the Training Tips and Activities tab.

Evaluation Protocols

It is necessary to follow the step-by-step instructions detailed in this section concerning pre-tests, post-tests, and skill evaluation (as applicable to a particular curriculum) in order to preserve the integrity and consistency of the training evaluation process. Additionally, trainers should not allow Participants to take away or make copies of any test materials so that test security can be maintained.

Training Tips, Activities, and Transfer of Learning (TOL) Exercises (Trainer's Guide only)

The Training Tips section is the main component of the Trainer's Guide. It contains guidance and tips for the trainer to present the content and to conduct each *Training Activity*. *Training Activities* are labeled and numbered to match the titles, numbering, and lettering in the suggested Lesson Plan. *Training Activities* contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Trainers may prefer to insert corresponding pages of the Training Content at the end of each segment, as directed by placeholder pages that are provided. The style of the page numbering of the Training Tips and Activities tab is purposely altered to distinguish these pages easily from the insert pages of the Training Content. The Training Tips and Activities also reference accompanying PowerPoint slides and provide thumbnails of the slides, generally at the end of each *Training Activity*.

Occasionally, a *Trainer's Supplement* is provided that includes additional information or materials that the trainer needs. The *Trainer's Supplement* follows the *Training Activity* to which it applies.

Training Content (Trainee's Guide only; can be inserted into the Trainer's Guide)

The *Training Content* in the Trainee's Guide contains the standardized text of the curriculum and provides the basis for knowledge testing of the Participants. Training activities are labeled and numbered to match the titles and numbering in the suggested Lesson Plan.

Supplemental Handouts
Supplemental Handouts are clearly titled and appear in both the Trainer's and Trainee's Guides. Supplemental Handouts refer to additional handouts not included in the Training Content tab of the Trainee's Guide. For example, Supplemental Handouts include PowerPoint printouts that accompany in-class presentations or worksheets for training activities. Some documents in the Supplemental Handouts are placed there because their size or format requires that they be printed separately.

References and Bibliography
The Trainer's Guide and Trainee's Guide each contain the same References and Bibliography. The References and Bibliography tab indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography tab is divided into three sections:

1. All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);
2. Legal References (as applicable); and
3. General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

Materials Checklist (Trainer's Guide only)
In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Tips and Activities section of the Trainer's Guide.

Posters (Trainer's Guide only)
Some curricula feature materials in the Trainer's Guide that can be used as posters or wall art. Additionally, several of the handouts from the curriculum *Framework for Child Welfare Practice in California* can also be adapted for use as posters.

Tips for Training this Curriculum

This day of training will be especially focused on letting the learners "do the work" under the watchful and thoughtful eye of the trainer. At every opportunity, if you have a point that you would like to make, STOP! and try think of a question to ask instead.

> "What did we just do that relates to Adult Learning Principles?"
> "What other ideas do people have for accomplishing _______?"
> "How could you apply this idea to a class you will train soon?"

And if you really want EVERYONE in the room to think about the question, use the 1-2-4-All structure.

IMPORTANT: Review the instructions for 1-2-4-All at http://www.liberatingstructures.com/1-1-2-4-all/ prior to training this class.

There are many activities for the learners to do together and you want to find yourself walking around the room a lot, monitoring how people are progressing, listening for discussions that illustrate differences of opinion or approach (which you can reference later in the discussion phase), and watching for cues that people have finished whatever activity they were assigned. Make no mistake; the Lesson Plan may seem simple, but the trainer must be on their feet, watching, listening, and highlighting learning moments, usually by asking powerful questions, as they happen in the room. The Embedded Evaluation activity, especially, is designed to transform what is usually a perfunctory "add on" to the end of the "training" into a dynamic, mildly competitive, energizing, and reinforcing activity. Tying the activities to Adult Learning Principles will help learners remember the value of the activity and remember what the Principles are in the first place.

There is a list of Facilitation Tips in the Trainee's Guide. Become familiar with them prior to facilitating the training.

You will want the room set up in tables with 5 chairs at each table, in the ideal situation; however, don't feel constrained by this. Use what works for you and the number of participants in the training session.

Prepare a "Parking Lot" to capture thoughts, feedback and ideas that are important, but might not be relevant to this training.

! This symbol will prompt you to make a specific point or refer to one of the Facilitation Tips.

Much of the Trainee's Guide has blank spaces for the learner to fill in—make sure you prompt the class to fill in the blanks as answers come up.

FAMILY FRIENDLY LANGUAGE

Trainers are the example for modeling this for participants. The hope is that the work is done with families, not on clients. Use words such as *parents, young adults, youth, child, family*…rather than *clients*. We want to model that families involved in child welfare services are not separate from us as social workers, but part of our community. This is the goal of the California Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers' work with families. For more information on the Californian Child Welfare Core Practice Model visit the CalSWEC website at http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0.

SAFETY ORGANIZED PRACTICE

Some content in this curriculum was developed by the National Council on Crime and Delinquency (NCCD) and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. PLEASE NOTE: Not all California Counties are actively practicing Safety Organized Practice (SOP). However, the framework, principles and concepts are integrated throughout the curriculum as tools and best practices. SOP is a collaborative practice approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief in SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. SOP is informed by an integration of practices and approaches including:

1. Solution-focused practice[1]
2. Signs of Safety[2]
3. Structured Decision making[3]
4. Child and family engagement[4]
5. Risk and safety assessment research
6. Group Supervision and Interactional Supervision[5]
7. Appreciative Inquiry[6]
8. Motivational Interviewing[7]
9. Consultation and Information Sharing Framework[8]
10. Cultural Humility
11. Trauma-informed practice

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[1] Berg, I.K., & De Jong, P. (1996). Solution-building conversations: co-constructing a sense of competence with clients. *Families in Society*, pp. 376-391; de Shazer, S. (1985). *Keys to solution in brief therapy.* NY: Norton; D. Saleebey (Ed.). (1992). *The strengths perspective in social work practice.* NY: Longman.

[2] Turnell, A. (2004). Relationship grounded, safety organized child protection practice: dreamtime or real time option for child welfare? *Protecting Children, 19*(2): 14-25; Turnell, A., & Edwards, S. (1999). *Signs of Safety: A safety and solution oriented approach to child protection casework*. NY: WW Norton; Parker, S. (2010). *Family Safety Circles: Identifying people for their safety network*. Perth, Australia: Aspirations Consultancy.

[3] Children's Research Center. (2008). Structured Decision Making: An evidence-based practice approach to human services. Madison: Author.

[4] Weld, N. (2008). The three houses tool: building safety and positive change. In M. Calder (Ed.), Contemporary risk assessment in safeguarding children. Lyme Regis: Russell House Publishing.

[5] Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24.

[6] Cooperrider, D. L. (1990). Positive image, positive action: The affirmative basis of organizing. In S. Srivasta, D.L. Cooperrider and Associates (Eds.). *Appreciative management and leadership: The power of positive thought and action in organization*. San Francisco: Jossey-Bass.

[7] Miller, W.R., & Rollnick, S. (2012). *Motivational Interviewing*, (3rd Ed.). NY: Guilford Press.

[8] Lohrbach, S. (1999). *Child Protection Practice Framework - Consultation and Information Sharing*. Unpublished manuscript; Lohrbach, S., & Sawyer, R. (2003). Family Group Decision Making: A process reflecting partnership based practice. *Protecting Children. 19*(2):12-15.

Agenda

Segment 1	Welcome and Team-based Learning “Dive-In”	9:00–10:15 am
Break		
Segment 2	Team Formation	10:30–11:00 am
Segment 3	Setting the Stage	11:00 –11:45 pm
Lunch		
Segment 4	1-2-4-All Demonstration	12:45–1:45 pm
Segment 5	1-2-4-All Practice	1:45 – 2:30 pm
Break		2:30 – 2:45 pm
Segment 6	Feedback Frame	2:45–3:15 pm
Segment 7	Rolling with Resistance in the Classroom	3:15–3:45 pm
Segment 8	Wrap Up	3:45–4:00 pm

Learning Objectives

This training will provide trainers with skills to move from being a content expert to facilitator of peer and adult learning in the classroom setting. Skills-based learning will be modeled to demonstrate the training experience for participants. Skills-based classroom learning will provide a bridge between knowledge obtained from eLearning and skills and development of skills by providing practice opportunities. By the end of this training, participants will be able to recognize how adult learning principles support the adult learner in obtaining and retaining knowledge and skills in the classroom into application in the field.

KNOWLEDGE

K1: Participants will be able to recognize the difference between the roles of trainer as content expert and trainer as facilitator of learning.

K2[9]: The participant will be able to describe how to establish an environment that embraces participants' prior knowledge, skills, and unique learning styles.

K3: The participant will be able to identify 3 adult learning principles that support adult learners in obtaining, retaining, and practicing new skills.

K4: The participants will be able to describe one strategy in using evaluation methods to reinforce a trainee's transfer or knowledge/learning within a classroom setting.

SKILL

S1: After viewing a teaching demonstration, the participant will be able to critique the differences between traditional stand and deliver activities and skills-based activities.

S2: Using a structured activity, the participant will be able to:

a. Explain a selected skill
b. Demonstrate the skill
c. Facilitate trainee practice of the skill
d. Provide constructive feedback to correct and/or improve trainees' skill practice
e. Debrief an evaluation or skills-based learning experience

VALUES

V1: The participant will endorse the shift in the trainer's role as content expert to facilitator of peer and adult learning in a classroom setting.

V2: The participant will support adult learning theory to empower adult learners to contribute their own knowledge, skills, and experience to the learning experience.

[9] Resource: What is the Difference between an Instructor and a Facilitator? By Bill Wilder. As appeared in the Learning to Change e-Newsletter. http://www.lce.com/What_is_the_Difference_between_an_Instructor_and_a_Facilitator_500-item.html

Lesson Plan

Segment	Activities, Methodology, and Learning Objectives
Segment 1: Welcome and Team-based Learning "Dive-In" 75 min 9:00–10:15 am	1(a) Welcome and Staging 1(b) The Readiness Assurance Process 1(c) The Application Activities Process *PowerPoint Slides: 1–6* *Learning Objectives: K1*
	10:15–10:30 am 15 min BREAK
Segment 2: Team Formation 30 min 10:30 am –11:00 am	2(a) Facilitating Class Discussion 2(b) Team Formations *PowerPoint Slides: 7-10* *Learning Objectives: K2, K3, V1*
Segment 3: Setting the Stage 60 min 11:00 am–11:45 pm	3 (a) Sage on the Stage vs. Guide on the Side 3 (b) Adult Learning Theory 3 (c) Family Friendly Language 3 (d) Overview of Teaching to Skill *PowerPoint Slides: 11-17* *Learning Objectives: K1, K2, K3, K4, S2, V1*
	11:45 – 12:45 pm 60 min LUNCH
Segment 4: 1-2-4-All Demonstration 60 min 12:42–1:45 pm	4(a) 1-2-4-All Demonstration *PowerPoint Slides: 18-21* *Learning Objectives: S1, S2*
Segment 5: 1-2-4-All Practice 45 min 1:45 – 2:30 pm	5(a) 1-2-4-All Practice *PowerPoint Slides: 22-24* *Learning Objectives: K3, S1, S2*
	2:30 – 2:45 15 min BREAK
Segment 6: Feedback Frame 30 min 2:45–3:15 pm	6(a) Feedback Frame *PowerPoint Slides: 25-26* *Learning Objectives: K3, K4, S1, S2*
Segment 7: Rolling with Resistance in the Classroom 30 min 3:15–3:45 pm	7(a) Rolling with Resistance *PowerPoint Slides: 27* *Learning Objectives: S2*
Segment 8: *Wrap Up* 15 min 3:45–4:00 pm	*PowerPoint Slides: 28-30* *Learning Objectives: K2, K3*

Segment 1: Welcome and Team-based Learning "Dive-In"

Segment Time:	75 minutes
Activity Time:	1(a) Welcome and Staging (15 minutes) 1(b) The Readiness Assurance Process (30 minutes) 1(c) The Application Activities Process (30 minutes)
Participant Content:	Supplemental handouts: 1. Handout 1: Introduction to Team-Based Learning 2. Handout 2: Readiness Assurance Test based on the Introduction to Team-Based Learning 3. Handout 3: Application Activity Part 1, Application Activity Part 2 4. Handout 4: The Least You Need to Know about Team-Based Learning 5. Readiness Assurance Test Scorecard
Materials:	Four laminated index cards (with an A, B, C, and D) at each table. Make sure to include the letter on both sides of the card. Templates can be found on page 40-42 of Appendix A. Readiness Assurance Test Answer key , Appendix B, page 45
Slides:	1–6

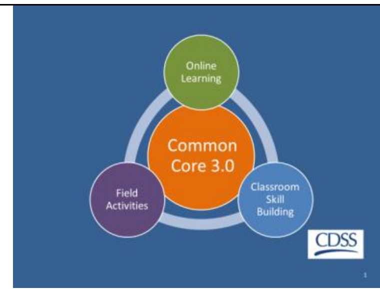
Description of Activities:
There are three activities in this Segment:
1(a) Welcome and Staging
1(b) The Readiness Assurance Process
1(c) The Application Activities Process

Before the activity

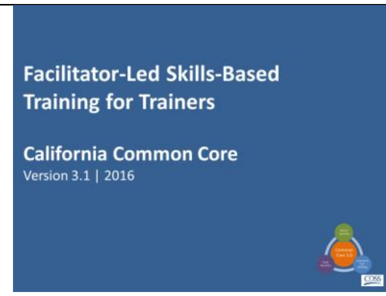
- ☐ Place a *Readiness Assurance Test Scorecard* and a set of the A, B, C, D cards at each table, making sure the letter appears on both sides of each card.
- ☐ Distribute the handout *Introduction to Team-Based Learning* AS PEOPLE ENTER THE ROOM and ask them to start reading it as they get settled. You might also mention that there will be a test on the material (this tends to get their attention!).
- ☐ NOTE: Do not distribute the Participant binders until break for Segment 2.

During the activity

- [ ] As you notice about 80% of class has finished reading the *Introduction to Team-Based Learning* handout, get started with the Activity 1(a): **Welcome and Staging**. Welcome the participants to the class and convey the following information:



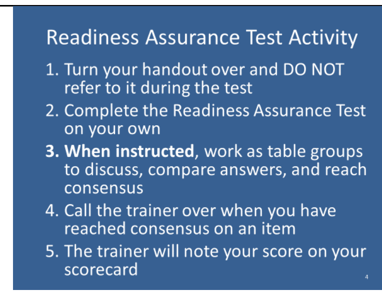
- [ ] Display Slide 2 and introduce yourself. Welcome the participants, making sure they are all in the right class.
    - Please note that participants will get a chance to do introductions later in small groups, so in the interest of time, going around the room for introductions is not recommended at this point.
    - Explain that it might feel a little weird, but we are going to have a brief framing conversation and then jump right into an activity before circling back to introductions, establishing group agreements, and reviewing the learning objectives.
    - Discuss logistics related to the training site (cell phones off, breaks, parking, bathrooms, etc.)
    - Explain that this class is intended to help them train Common Core 3.0 (CC3.0), so we will focus on some key aspects of CC3.0, including
        - Being more explicit in how we teach a new skill
        - Helping trainers incorporate knowledge from a prerequisite e-learning into the classroom
        - Demonstrating some CC3.0 activities in class today



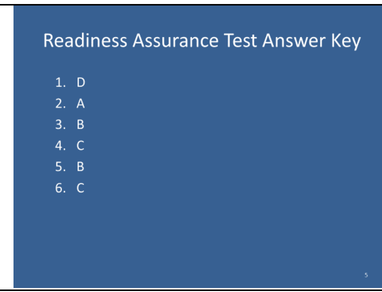
- [ ] Display slide 3 and review the plans for the day
    - Welcome and TBL "dive in"
    - Team Formation
    - "1-2-4-All" Demonstration
    - "1-2-4-All" Practice
    - Feedback Frame
    - Embedded Evaluations Energized
    - Rolling with Resistance in the Classroom
    - Wrap Up

- [ ] Explain that the day will be spent switching frequently between content and process to demonstrate the facilitation skills. We might think of this as having a "movie within a movie" [Slide 4] where we pause more carefully review the process, then move back to the content.

- [ ] The trainer will cover, through the learners' participation, several skills and process tips that can be applied to many classes and situations. This will mirror the shift we hope to see in the classroom, where instead of the spotlight being focused on the "sage on the stage," we are shining the light on the learners and having them learn from each other and the experiences we create in the classroom.

☐ Close out the **Welcome and Staging** activity by noting that since this is trainer prep for CC3.0, you have to be sure and say that CC3.0 curricula are standardized, meaning that trainers must cover the content as written and must not include additional, supplemental information or change activities.	
☐ Let participants [future trainers] know that there is a statewide process through the Content Development Oversight Committee (CDOG) for editing curricula. Trainers should contact their Regional Training Academy for more information.	
☐ Highlight for future trainers that Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, covers basic child welfare knowledge and skills, and is important for all CWS positions within an agency. Ongoing, more advanced, and county-specific training will be delivered as appropriate based on county or regional needs.	
☐ Move to Activity 1(b): **The Readiness Assurance Process**. • Explain, VERY BRIEFLY, that based on research and experience in the University settings, across several disciplines, Team-Based Learning (TBL) is proving to be significantly more effective in the Transfer of Learning process than traditional lecture-based courses. Note that there is evidence that TBL activities help participants recall memories from long-term storage and helps engage them in critical thinking. It is also very helpful at engaging participants.	
☐ Note that this activity also parallels the experience they'll have in many CC3.0 classes in which trainees will come to the class having taken a prerequisite e-learning course. This process helps trainees recall and apply the information they learned in the prerequisite module. ☐ Instruct participants to turn over the handout *Introduction to Team-Based Learning* and DO NOT refer to it during the next part of the activity. ☐ Distribute the handout *Readiness Assurance Test Based on Introduction to TBL* and ask the participants to fill it out independently. ☐ Circulate around the room and watch people fill in their answers. Remind them that it's two sided (or two pages if not printed two sided). When about 80% of the class appears finished, proceed to the next step.	
☐ Now explain that the tables are going to work together to answer the test questions and, as they come to consensus on each answer, they can call you over to the table to check them. Use the scorecard to record 5 points if the table gets the right answer THE FIRST TIME they call you over. If they get it wrong, put a dash next to the number (so you remember that they missed it) and tell them to try that answer again. When they call you over for the second attempt, give them 3 points for a correct answer, or another dash if they get it wrong. When they call you over for a third attempt, give them 1 point for a correct answer. Then ask someone at the table to add up their score.	

- The answers to the Readiness Assurance Test are:
  1. D
  2. A
  3. B
  4. C
  5. B
  6. C



- As you circulate around the room, LISTEN TO THE CONVERSATIONS and the disagreements that arise—you will refer to these in the discussion to follow.

- Call the group back together. It may be helpful to start now with a group-focusing activity that you will repeat throughout the day. Establishing a pattern (or tradition) to help trainees come back together can help speed this process up during the day. Some options include:
  - Trainer claps, class claps back, trainer claps twice, class claps twice
  - Using a chime to indicate the end of table discussion
  - Trainer stating if you can hear me snap your fingers, if you can hear me wave your hand, if you can hear me stomp your foot.
- Offer a round of applause for the teams that got perfect scores.
- IMPORTANT: Ask the tables that you previously heard debating answers during the tRAT phase about the nature of their discussion (which you already know some about because you were listening). LET THEM AIR THEIR DIFFERENCES, and once the erroneous thinking is out in the open, ask another table that got the right answer the first time HOW did they arrive at that answer.

! Pause here for a Movie-within-a-Movie moment. Host a discussion to surface the following points:

- This process equates with the new structure of CC3.0 because it parallels the e-learning prerequisite process.
- This process allows learners to teach each other the right answers in a way that is more dynamic and impactful than a lecture.
- It is PART OF THE PROCESS to get erroneous thinking and logic out in the open for discussion to then allow the correct logic to be presented in contrast. This becomes even more important during the Application Activities that come later in the TBL process.
- There is room for the trainer to do a MINI-lecture at the end of the RAP to address areas of confusion that the class seems to be facing. The beauty here is that whatever the trainer covers in the mini-lecture is actually what the class needs to hear the most, not all the material they needed to learn.
- Finally, while many universities and our friends in Alaska like to use the little scratch-off answer cards for the RAP, you can use the "work around" with the score sheets as long as the number of tables is manageable (up to about 8 tables) and the test is not too

long.	
☐ Now move on to Activity 1(c): **The Application Activities Process**. • Distribute the *Application Activity Part 1* handout. Ask for one volunteer at each table to pick up the A,B,C,D index cards and tell them that after a few minutes of working on the activity, you will be asking them to hold up the answer for their tables ALL AT THE SAME TIME. You can ask them to practice by saying, "Ok, let's test this out–pick a card, any card, and hold it up in (count slowly) 3, 2, 1, NOW!"	
☐ Refer everyone to the *Application Activity Part One* handout. Ask them to review the handout and discuss at their tables and come to consensus on an answer and you will ask for them to report in a few minutes. Again, circulate around the room and listen to the discussions, looking for interesting disagreements or debates. ☐ Watch the clock, and after about 2 minutes (this isn't a very hard problem and in some classes the pace of answering these is fairly fast in order to cover more problems for the class to work on), tell them they have 30 seconds, then that they have 10 seconds, and finally say, "I want your answers in the air in 3, 2, 1, report!" Depending on how loud the class is, getting their attention here can be difficult, so be assertive. ☐ The answer that would be best is C, BUT DON'T TELL THE CLASS THAT YET! If one table got it wrong, ask them to explain HOW they came to their conclusion. Listen actively, reflecting their statements for clarity and understanding. Then turn to a table that got it right and ask them HOW they arrived at their answer. If they explain it so well that the rest of the class can understand why that is the right answer (essentially, "listing" and "identifying examples" are lower on Bloom's Taxonomy of learning than "evaluating" which examples are the "most powerful"; see https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ for more rationale for this answer), then you can reflect, in a neutral way, the answer they give, ask for any dissenting views in the classroom, and then endorse the reasoning as correct. If this table got the right answer, but if they don't explain it very well, DO NOT TIP YOUR HAND YET! Call on another table that got the right answer and ask them to explain how they arrived at it. Keep this up until one table hits on BOTH the right answer AND the right logic. ☐ Now distribute the *Application Activity Part Two* handout and have the trainees work on the activity in the same fashion. The answer to this one is less certain and most classes settle on D, but it is presented in this introduction to TBL as just a sample of the kinds of questions we can pose in Child Welfare trainings.	
! You can point out that sometimes we can create Application Activities with no one right answer if we want to in order to illustrate a point in our material. They may see this in future curriculum.	
☐ To transition to the next activity, explain that since the focus of today's training is on Facilitation Skills, now you are going to help them form teams	

based on their experience with the subject matter and that this will allow them to experience learning from each other for the rest of the day.	
! Please point out that this NOT the same order of events in TBL trainings. Distribute the handout *The Least You Need to Know About Team-Based Learning* and point out that strategic team forming is the first step.	

Transition to the next segment

- ☐ Move on to the next segment, Team Formation.

Segment 2: Team Formation

Segment Time:	30 minutes
Activity Time:	2(a) Introductions and Group Agreements 2(b) Team Formation
Participant Content:	N/A
Materials:	Small post-it notes Chart pad, markers, and tape Optional prizes for one team (something small and symbolic – a blue ribbon, gold star, etc.) Name Tents for individual names
Slides:	7–10

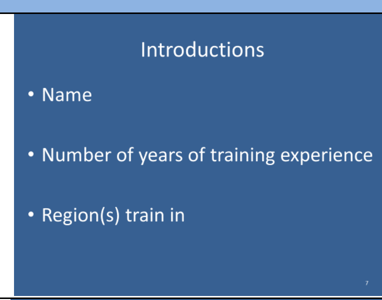
Description of Activity:
There are three activities in this Segment:

2(a) Introductions and Group Agreements
2(b) Team Formation

Before the activity

- ☐ Distribute Trainee binder during break.
- ☐ Write the Group Agreements on chart paper.

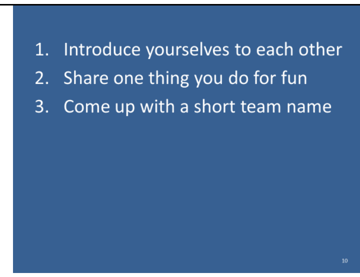
During the activity

☐ Ask participants to ***briefly*** introduce themselves by sharing: • name • number of years of training experience • region(s) they train in ☐ If they haven't done so already, have them create a name tent.	
☐ Explain that the following group agreements[10] have been standardized for Common Core 3.0. The purpose of establishing group agreements in the training room is to model for the group the parallel process of the work social workers will do with child and family teams, so you may wish to make that connection as well. ☐ Go over the basic group agreements and use chart pad paper to add agreements or modify the ones provided. • **Collaboration**: We need partnership to have engagement and that works	

[10] Shared by trainer Betty Hanna

best if we trust each other and agree we are not here to blame or shame. We are here because we share a common concern for the safety and well-being of children. Remind them how this skill will be needed when working with families as they are the experts on their family. Social workers must be able to foster collaboration in order to complete a thorough assessment of the situation. Families need to feel trust before they honestly examine themselves and be able to look at a problem and their part in it. • **Ask Lots of Questions**: Point out that the trainer can't make the training relevant for each person because there are many people in the room with different experiences and different needs. Participants have to make it relevant for themselves by asking lots of questions and deciding how the experience might be helpful or not helpful to them. • **Be Open to Trying New Things**: As professionals we feel more comfortable and competent sticking with what we know. We don't always like it when new things come along. Sometimes it feels uncomfortable to try new things so we tend to back away from the new thing telling ourselves things like "she doesn't know what she's talking about…she has never worked in our community with the people we work with…"But to learn something new we have to do through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this group agreement, they are agreeing to try new things even if they feel uncomfortable. • **Make Mistakes**: As professionals we don't like to make mistakes. And when we make mistakes we feel discouraged and beat ourselves up. But, if we are going to learn new things, we have to make mistakes. Even more important than the willingness to make mistakes is the willingness to admit we are wrong even when we don't want to be. Growth requires that we are open to changing our minds based on new information received. We must also be willing to put our own ideas aside to fully hear the views of others. • **Confidentiality**: This is just a reminder that information about families or other trainees shared in the training room should be kept confidential. • **Be responsible for your own learning**—We realize that you, as adult learners, come with knowledge, skills, and experience. The intention of this curriculum is that you will have an opportunity to share this via large- and small-group discussions. Please come prepared to training having taken any prerequisite e-learning or classroom trainings. Set aside this day for your learning, please do not bring work into the classroom, this is distracting to other participants as well as to the trainer/facilitator. This includes being on time, sharing the floor, cell phones off… • **Ask if there are any other agreements that participants want to add?**	

- ☐ Move on to Activity 2(b): **Team Formation**. Display Slide 9
- ☐ Explain that the goal of this activity is to facilitate formation of teams of 5. Team formation will be based on each person's assessment of their knowledge of the learning objectives. **Be sure that each team has a minimum of 5 people as this will be important in the next segment.**
  - Explain that because many classes in CC 3.0 have an e-learning prerequisite learners will usually have some knowledge about the class before they arrive.
  - Some learners will have more mastery than others over the e-learning content and using the team formation strategy we'll learn in this activity will help bring diversity of thinking and prior knowledge to the various teams and to spread the knowledge and experience that adult learners bring to the day.
  - In this type of team formation we sort the learners according to how much they already know about the material being presented and/or how much they remember from the e-learning module. This is a way to "shine the light on the learner," using the more experienced folks to help bring their knowledge in a purposeful way to the rest of the class.
  - For today, we are going to rely on the learner's own assessment of their prior experience with the material.
  - Count the number of learners and divide that total by 5 so that you know how many teams to form. For example, in a class of 30, you will need to form 6 teams. In a class of 32, you will also for 6 teams because each team must have at least 5 members. Be sure you have the right number of tables to accommodate your teams!
  - Ask each participant to rate themselves on a scale of 1 to 10 regarding their prior knowledge or skill in leading a training as a facilitator with 1 being little prior knowledge and 10 being a lot of prior knowledge. For example:
    - 1—Trainer experience mostly as a presenter
    - 10—A trainer for TDM or other facilitation curricula
    - If you have trained facilitation skills before (say in TDMs, CFTs, etc.), you might be a 10, 9, or 8.
    - 4, 5, or 6 might be those who have training experience and can facilitate an activity as written in a Trainer's Guide, but are unclear about how to facilitate CC3.0 "skill building" activities.
    - If you really are here just because it was mandated, you might be a 2 or 1 (which is just fine!).
  - Ask the participants who rated themselves as a 10, 9, 8, or 7 to line up shoulder to shoulder in one part of the room. Give this a little time—people will be slow to get up, but encourage them, emphasizing that you are not looking for 10s, just who is more familiar with the material at this point.
  - Next ask the 6, 5, and 4s to line up next to the first batch.
  - Then have the 3s, 2s, and 1s line up next to them.
  - Now have them count off alternating between the three groups so that all levels are distributed evenly among the teams. For a class of 30 (or 32), have them count off 1-2-3-4-5-6, 1-2-3-4-5-6, etc. forming 6 teams of five

(or— for 32 participants, 4 teams of 5 and 2 teams of 6).	
☐ Ask participants to move their belongings so that they are seating in table groups with their team. They will be there the rest of the day. • Participants generally do not like to move their seats once they have settled there for a while. • Take this opportunity to parallel what it might feel like for a child in foster care to change placement, schools, social workers, etc. ☐ This parallel can be used in any training where participants are asked to move seats.	
☐ Display Slide 10 and ask the teams to introduce themselves to each other sharing one thing they like to do for fun. Then use what they have learned about each other to come up with a SHORT team name. This can take a long time if some participants talk a lot about themselves. You can make it a race by offering a prize to the first team to choose their name if that will motivate them to move quickly! Have the teams record their name on chart paper.	

Transition to the next segment

☐ Move on to the next segment, Setting the Stage.

Segment 3: Setting the Stage

Segment Time:	45 minutes
Activity Time:	3(a) Sage on the Stage vs. Guide on the Side 3(b) Adult Learning Theory 3(c) Family Friendly Language 3(c) Overview of Teaching to Skill
Participant Content:	*Tips for Facilitating Class Discussions* (pages 6-7 in the Trainee Guide)
Materials:	Small post-it notes
Slides:	11-17

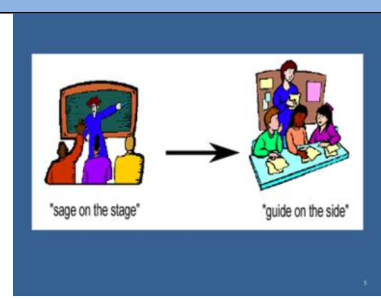
Description of Activity:
There are two activities in this Segment:
2(a) Sage on the Stage
2(b) Teaching to Skill

Before the activity

- Post a chart pad page labeled "Parking Lot".
- Review the training materials and practice making an origami yourself prior to training.
-

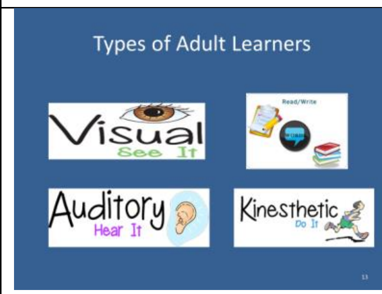
During the activity

- The role of the trainer is shifting to help support adult learning by utilizing the participant's knowledge, skills and experience.
- Display slide 11 and ask participants what they think is meant by:
  - Sage on the Stage
  - Guide on the Side
  - Chart the similarities and differences as participant's share
- In CC 3.0 the trainer is expected to move from being the content expert to facilitating adult learning. That being said, trainers still need to have child welfare content expertise.
- As a facilitator, the trainer is using the knowledge, skills and experience that the adult learners bring to the classroom. They can learn from each other, utilize their critical thinking skills, and have the guidance and support from the facilitator to enhance their learning experience.



- [ ] Display slide 12 and ask the participants to think about different kinds of learners. The hawk and the turnip describe two different ways learners can be responsible for their own learning in the classroom and on the job[11].
    - Hawks set out from their nest, scour the landscape for their food, and pounce on it. These learners are always actively seeking new information, new promising practices, new evidence-based practices, new ways to engage with families.
    - Turnips sit and take in information provided to them, reflecting and transforming information to suit develop their practice. Their growth and learning is reflective and transformative.
    - We want Child Welfare professionals to be like hawks and turnips in their professional development! And CC 3.0 is calls on us to make our classroom time a space for hawks to stretch their wings and take flight while making space for reflection and growth.
    - Point out that:
        1. Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills and is important for all CWS positions with in an agency.
           Common Core 3.0 is standardized across the state. All new workers, no matter what county the work in will participate in the same standardized training. CC 3.0 consists of 23 online modules, 18 classroom skills-based courses, 9 field activities and 8 knowledge and skills reinforcement labs.

- [ ] Display slide 13. Additionally, it is important to understand that there are different types of learners:
    1. Visual Learners: prefer to see information and to visualize the relations hops between ideas.
        - Give them charts and graphics, make presentations visual, show the relationships between various points
    2. Auditory Learners: prefer to hear information rather than reading it or seeing it displayed visually.
        - Give them an opportunity to recite information out loud to remember it, give them a change to repeat points back to you by asking questions and calling for audience answers.
    3. Reading/writing Learners: learn best when…reading and writing; interactions with text is more powerful for them than hearing or seeing images.
        - Give these kinds of learners written quizzes that give them a chance to write down what they have learned; present them with annotated handouts so they can read along with you.
    4. Kinesthetic Learners: are hands-on, experiential learners, they learn best by doing.



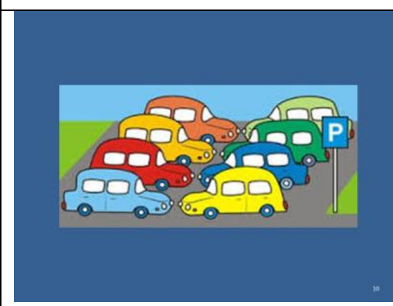
[11] Adapted from Cody Blair of Texas A&M University, in his podcast series on effective study habits

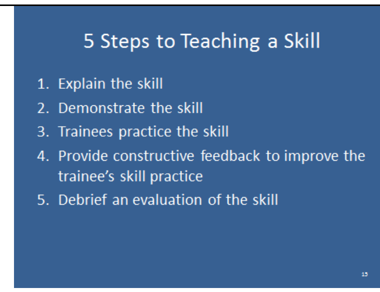
- Sprinkle in a few exercises that get your audience to stand up and move around in order to experience certain points. You can also ask this type of learner to write things down in order to remember.

- [ ] Ask the participants to share the strategies they are familiar with that are utilized in training to engage the different types of learners:
  Possible answers:
    - Visual: ppts, videos, charting, eLearnings
    - Auditory: lecture, discussion, questions and answers, eLearnings
    - Reading/writing: journaling, reading scenarios/articles, pre-/post-tests, embedded evaluations, end of block exams, transcripts for eLearnings.
    - Kinesthetic: role plays, gallery walks, any activity based exercises, field activities.
- [ ] Every attempt has been made to intentionally incorporate the various learning modalities into CC 3.0 delivery via eLearnings, classroom setting and field based activities.

- [ ] Display slide 14. Lift up for participants the importance and value of modeling family friendly language.
- [ ] Trainers are the example for modeling this for participants. The hope is that the work is done with families, not on clients. Use words such as *parents, young adults, youth, child, family*…rather than *clients*. We want to model that families involved in child welfare services are not separate from us as social workers, but part of our community. This is the goal of the California Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers' work with families.
- [ ] Ask participants to make connections by asking: What is the parallel process in our work with families?
    - Engagement
    - Teaming
    - Inclusion
    - Respect and courtesy

- [ ] Display slide 15. Another tool to help aid in the facilitation of training is the Parking Lot. Point out the Parking Lot poster and explain its purpose. The purpose of the Parking Lot is to track questions, ideas and/or issues that may arise in the course of training, but aren't necessarily useful to discuss or address as part of the training agenda. Having place to "put" the items ensures they will be address at the close of the training day. The "trainer" may not have the answer(s), but will help guide the participant in where to get the questions, ideas and/or issues addressed.



☐ Display slide 16. Then make a reference to the "movie within a movie" idea and point out that this is frequently an effective strategy in a class to help keep the day moving forward by providing a place for topics of discussion that can potentially be distracting. Or if you notice yourself moving into stand and deliver mode, it is a way to call yourself out. You may find yourself doing this often throughout the course of this training day. ☐ It's a tool to use if you need a time-out to step the role as facilitator.	
☐ Direct the class to look at the *Tips for Facilitating Class Discussions* (page 6 in the Trainee's Guide). • Explain that you will refer to these tips repeatedly throughout the training day. ○ Have participants read through them and ask them to mark the page with one of the small post-it notes on the table so they can refer back to it throughout the day, and when they return back to the office.	
☐ Display Slide 17 and explain that the purpose of the classroom trainings in CC3.0 is to provide skill-based practice opportunities for new social workers. In this segment we will operationalize this framework for teaching a skill throughout the day because it is a concept we really want trainers to carry to the classroom. This segment and the segments following, are intended to support trainers in facilitating/teaching to skill. Review the 5 steps for teaching a skill: 1. Trainer *explains* the skill 2. Trainer *demonstrates* the skill 3. Trainee gets adequate time to *practice* the skill 4. Trainer provides constructive feedback to improve the trainee's skill practice 5. Not covered in this training, but an important step to consider if you will be facilitating embedded evaluations and/or end of block exams is providing an opportunity for trainees to debrief an evaluation of the skill. More information will be provided on this step in the future.	
☐ Before transitioning out of this segment, ask participants to share some strategies they have used in the past that helps them create a successful learning environment? ○ You can return back to this in Segment 7: Rolling with Resistance in the Classroom	

Transition to the next segment

☐ Move on to the next segment, 1-2-4-All Demonstration.

Segment 4: 1-2-4-All Demonstration

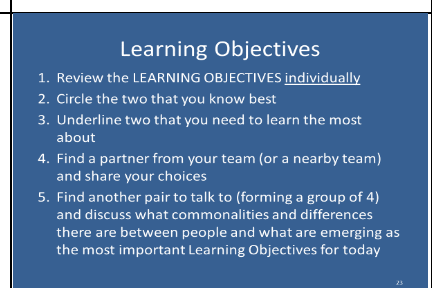
Segment Time:	60 minutes
Activity Time:	3(a) 1-2-4-All Demonstration (20 minutes)
Participant Content:	*Learning Objectives* (page 8 in Trainee Guide)
Materials:	Chart pad, markers, and tape
Slides:	18-21

Description of Activity:
There is one activity in this Segment:
3(a): 1-2-4-All Demonstration

Before the activity

You will be asking the class to look at the Learning Objectives, as a way to demonstrate the "1-2-4-All" model from the Liberating Structures book/website. Please review the instructions for this activity at http://www.liberatingstructures.com/1-1-2-4-all/ prior to training this class.

During the activity

☐ *Explain* to the participants that the following 3 segments walk us through the process of teaching to skill. Then you are going to *demonstrate* to demonstrate to the participants how to facilitate a new activity found in some of the CC3.0 curricula. Then they will have an opportunity to act as the trainer and *practice* the skill – facilitating an activity. And we will close teaching to skill by utilizing a *feedback* process.	
☐ Display Slide 18 and explain that the next activity will allow for review of the Learning Objectives AND model a structure for an activity to enhance class participation.	

☐ Ask the learners to review the LEARNING OBJECTIVES <u>individually (page 8 of Trainee Guide). Have participants:</u> • Circle the two LEARNING OBJECTIVES that they have down pat, • Underline two that they want to learn the most about today. • Emphasize that you want them to actually mark up the handout. This will increase the multiple sensory inputs involved in the reflection of their prior experience and it will help you know when people are finished. • Walk around the room and watch for when about 80% of the class seems to have made their choices.	
! Point out that you are having everyone "work on the same problem," part of the 4S structure in tip #1	
• Prompt the class to find a partner from their team and share with each other their choices (note they may form partnerships across teams if needed). Walk around the room to monitor progress. Make sure they know they have only one minute each to share their thoughts. • Allow 60 seconds and prompt people to switch so both people get to share. In another 60 seconds, ask for people to stop this discussion and give you their attention.	
! Point out that you are "watching the clock" and moving things forward— tip 2	
• Then tell them that each pair needs to find another pair to talk to, and in groups of 4 discuss what commonalities and differences there are between people and what is emerging as the most important Learning Objectives for us to cover today. Make sure they know they will have only 4 minutes for this part of the process. • Walk the class and listen for participation and allow 4 minutes for this process.	
! Point out that you are promoting one of the Adult Learning Theory Principles (your choice to reveal that it is letting adults be involved in the planning of their learning or leave that for later)	
• Use your agreed upon signal to regain everyone's attention, ask for a volunteer to write on a flip chart paper or whiteboard the ideas that come up, and ask each team of 4 what emerged as the top priority for the day.	
• Allow about 5 minutes for this process. Stop after 5 minutes to review and clarify if you have any questions of the learners.	

! Point out that you are, again, watching the clock.

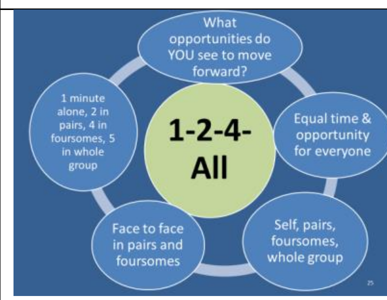
! Movie-within-a-Movie moment: Ask the class, “How many of you were able to check email or play Candy Crush during the first three steps of the activity you just did?” Of course, no one will raise their hand because they were busy and occupied.

! Point out that you are using tip 4 to avoid lecturing about the Learning Objectives and letting the class be involved in exploring them in a participatory way—feeding into the Adult Learning Theory Principle that adults need to be involved in the planning for the material they want to learn and it needs to directly impact a challenge they face. You can ask, “what do you like about this activity?” and “How are some ways you could apply this in the classroom?”

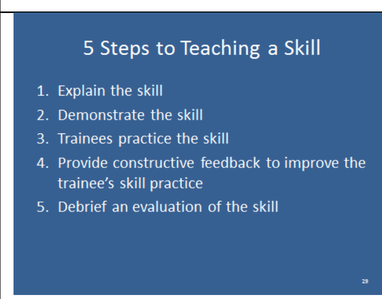
!Movie-within-a-Movie moment: You might want to explain that for the rest of today they will see a familiar pattern. First, the Trainer will be modeling and demonstrating the activity, then explaining to participants why use this process. And later in the day, the Trainer is going to observe “Trainers” among the participants practice this skill.

- ☐ Ask the participants to return to their original teams.
- ☐ Display Slide 19 and highlight the Liberating Structures website. Explain that the design for this activity comes from the website liberatingstructures.com where they have a menu of 33 different “micro structures” all designed to increase and improve engagement and contributions by everyone in a gathering/meeting/classroom, etc.

- ☐ Display Slide 20 and suggest to the participants that they take some notes
- ☐ Explain the structure that you guided the class through (you can leave the slide up also for them to refer to).



- ☐ Review Slide 21 reminding participant of the steps to teaching to skill and point out that you just completed steps one and two and now you will have them practice the skill.



Transition to the next segment

- ☐ Move on to the next segment, 1-2-4-All Practice.

Segment 5: 1-2-4-All Practice

Segment Time:	45 minutes
Activity Time:	4(a) 1-2-4-All Practice (45 minutes)
Participant Content:	*Critical Thinking and Assessment: Maria Vignette* (page 9 in the Trainee Guide) *Adult Learning Theory Principles* (page 10 in the Trainee Guide)
Materials:	Chart pad, markers, and tape 5 cards per team that are labeled Temporary Trainer, Learner, Learner, Learner, and Learner Laminated card that says "What assumptions would I tend to make about Maria based on this information? Be sure to include culture and cultural implications in your discussion." Template can be found on page 43 in Appendix A.
Slides:	22-24

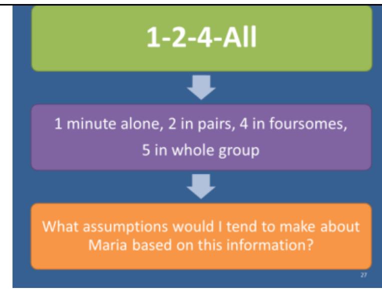
Description of Activity:
There is one activity in this Segment:
4(a): 1-2-4-All Practice

Before the activity

- ☐ Pass out to the tables the 5 cards per team that are labeled Temporary Trainer, Learner, Learner, Learner, and Learner.
- ☐ Have another card or note ready for each team that you can hand to the Temporary Trainer that reads: "What assumptions would I tend to make about Maria based on this information? Be sure to include culture and cultural implications in your discussion." (This is what is on the note card that gets handed out during the activity to the Temporary Trainer.)

During the activity	
☐ This is an opportunity for a new trainer to volunteer in each team to practice running a 1-2-4-All activity. It is focused on material that is already used in a CC3.0 class: Critical thinking and Assessment, so everyone becomes familiar with it.	
☐ The new Trainer (trainer 1) at each table will guide the others through a 1-2-4-All activity. Note that you'll rotate roles so that three people will have a chance to be the Temporary Trainer. • The new trainer (trainer 1) asks participants to find the Critical Thinking and Assessment: Maria Vignette (page 9 in the Trainee's Guide) and read just the Introduction section. Read individually.	
☐ As the team reads, the trainer hands out the note card with the question about Maria on it to Trainer 1 in each team. Ask Trainer 1 to stand while facilitating to better model what it will be like in the training room.	

- ☐ Display Slide 22 and ask the Temporary Trainer to facilitate the 1-2-4-All process based on having the individuals answer the “assumptions” question about Maria. Explain that during this first round, you’ll prompt them on timing, but in subsequent rounds the Temporary Trainer should manage time.
- ☐ Leave this slid up for the rest of this segment. Let “trainers know that this slide if available as a reminder of the instructions for the activity

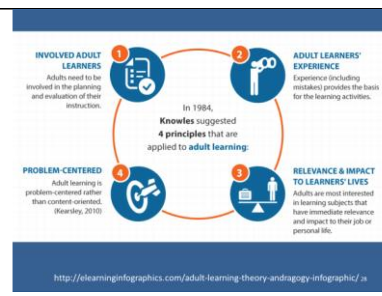


- ☐ Allow about 10 minutes for this and walk the room to model keeping groups on track, help Trainers 1 that get stuck, and make sure the facilitator gives people time to think as individuals **first**, then share in pairs, then compare in "fours." It may take less time because there will only be one group of 4 for the volunteers to question at the end.

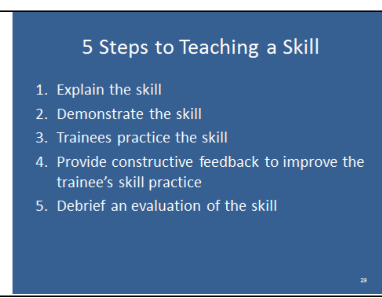
! Point out that you are, again, watching the clock

- ☐ Use your signal to get the attention of the group and ask them to select a new Trainer [2] (they can just get a volunteer or they can use the cards again to determine who will go next).Ask the groups to read the next section of the vignette (More Information) and complete the 1-2-4-All activity again. Ask Trainer 1 to give the question card to Trainer 2.Let trainer 2 know that you are not keeping time this round—they are.
- ☐ Walk the group and help as needed.
- ☐ After 10 minutes, call the group back together and rotate again, this time reading the final vignette section (Fast Forward). Rotate to Trainer 3.
- ☐ Walk the group and help as needed.

- ☐ Display Slide 23 and ask the class to turn to Adult Learning Theory Principles (page 10 of the Trainee’s Guide). Ask how using the 1-2-4-All fits with or helps accomplish one or more of the Adult Learning Theory Principles. Ask how it shines the light on the learner. You want someone to surface that since adult learners come with prior experience and expertise, they can often learn as much from peers as they can the trainer, and that applying concepts to a real problem (applying the principles to a class setting) is engaging for adult learners. Help the class understand that this is way to “shine the light on the learner.”



- ☐ Review Slide 24 and point out that you are through step 3 of teaching to a skill, and will cover a structured way to accomplish step 4 in the next segment.



! The purpose of this activity is to demonstrate to the class the value of thinking as an individual first and then collaborating with colleagues about similarities and differences. • How does this shine the light on the learner? • Ask the class to refer to page 10 of the Trainee's Guide and ask, "How did using the 1-2-4-All fit with or help accomplish one or more of the Adult Learning Theory Principles?" • You want someone to surface that since adult learners come with prior experience and expertise, they can often learn as much from peers as they can the trainer, and that applying concepts to a real problem (applying the principles to a class setting) is engaging for adult learners. Help the class understand that this is way to "shine the light on the learner."	

Transition to the next segment

- [ ] Move on to the next segment, Feedback Frame.

Segment 6: Feedback Frame

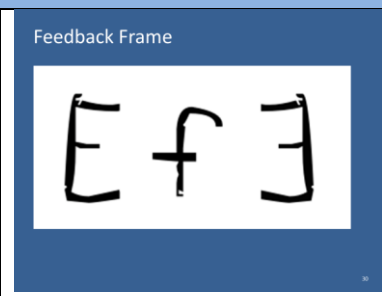
Segment Time:	30 minutes
Activity Time:	6(a) Feedback Frame (30 minutes)
Participant Content:	*Adult Learning Theory Principles* (page 10 in the Trainee Guide)
Slides:	25-26

Description of Activity:
There is one activity in this Segment:
6(a) Feedback Frame

During the activity

☐ Explain that this activity includes teaching and modeling a feedback gathering activity using their experience in the previous segment as a reference. You will ask the trainers from Segment 4 to reflect on their experience and you will provide them some feedback about how they did using the Feedback Frame questions:

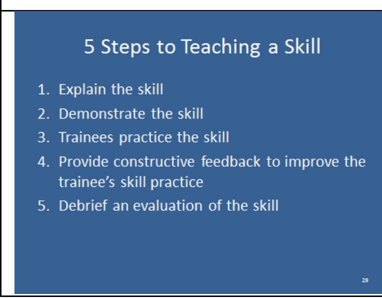
- What do you feel you did well during the exercise? (Give them time to think about this and if they jump into things they would improve without covering what they did well, bring them gently back to this question.)
- What would you like to upgrade or improve on?
- May I provide some feedback? (then make some observation about something they did well and something you think they could improve on, ESPECIALLY if you have an idea that they did not address)
- What do you think of that idea?



! Point out that this structure is similar to Tip number 4—The learner may already have an idea that they need to improve on the very item YOU think they need to; why not let them discover it on their own?

! Movie-in-a-movie moment: As trainer for the day you are demonstrating for the temporary trainers how to pull an idea from Motivational Interviewing in a more focused, coaching way in the classroom.

☐ Tell the class you are going to "unpack" the questions you just asked them. Ask the learners to turn to the Adult Learning Theory Principles (page 10 of the Trainee's Guide).

☐ Explain that the **first two questions are designed to <u>Elicit</u>** (represented by the forward facing E) the learner's perspective on the skill they just demonstrated. Having them review what they did well gives some reflection time to let their successes "sink in." Having them discuss what THEY would want to improve on does a couple of things; a) it allows them to be involved in the next phase of their learning and b) it gives the trainer some indication of how well they understand the skill and how close they are to doing it with competency. If they name an improvement that makes sense and the trainer would agree with, there may be no need to provide feedback; the trainer can simply explore how they can make this improvement and who might be a resource to the learner after the class—Adult Learning Principles at their best!	
☐ The next question, "May I provide some feedback/thoughts/observations?" is a **respectful way to lead into providing <u>Feedback</u>** (represented by the small f in the middle) or direction that you think the learner may need if they have no idea how to improve or their idea is missing an important area foundational to the skill. The good news is that, after listening to their commentary (and reflecting what they say if that is a skill the trainer can bring to the situation), almost everyone says, "yes" to this question (one of the few situations that a yes/no question is pretty effective). Now the trainer can, diplomatically, explain what they see as the next step for the learner. Remember, if there are multiple items the trainer would fix about the learner's performance, PICK THE ONE MOST IMPORTANT ITEM and offer only that—perhaps recommending further coaching or training in addition if the learner is very much in the beginning stages of a skill.	
☐ Asking "What is your reaction/response to that idea?" or "What do you think about that idea?" **is an attempt to <u>Elicit</u>** (represented by the backwards E on the right side) their reaction to the Feedback, prompting them to internalize the ideas, plan for implementing them, or for declining that they are willing to pursue the idea. Any one of these reactions provides a starting point for further discussion and/or planning for learning.	
☐ Again, review 5 Steps to Teaching a Skill and point out that, once again, you demonstrated a skill (using the Feedback Frame) before explaining it and that a little later, they will be practicing the same skill.	

Transition to the next segment

☐ Move on to the next segment, Rolling with Resistance in the Classroom.

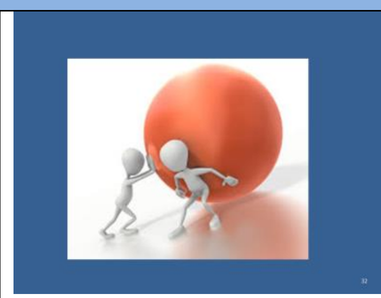
Segment 7: Rolling with Resistance in the Classroom

Segment Time:	30 minutes
Activity Time:	Rolling with Resistance (30 minutes)
Participant Content:	Practice Opportunity: Rolling with Resistance in the Classroom (page 11 in Trainee Guide) Solution Focused Questions (page 12 in the Trainee Guide)
Materials	Practice Opportunity answer sheet, Appendix C, pages 46-47
Slides:	27

Description of Activity:
There are two activities in this Segment:
7(a) Rolling with Resistance

During the activity

- ☐ As trainers, many of us are nervous about the potential of having difficult participant(s).
- ☐ Display slide 27. Start Activity 7(a): Rolling with Resistance
  - Have participants brainstorm challenging behaviors they anticipate showing up in the training room. Chart or have a participant chart the behaviors. (3 minutes)
  - Have participants individually review Facilitating Challenging Behaviors (page 11 in Trainee's Guide).
    - Individually, have participants circle the behaviors that they are most nervous about showing up in the training room. (3 minutes)
    - Ask the group if this list is similar behaviors to the list that was brainstormed? What are additions? (3 minutes)
  - Have participants individually review **Solution-Focused Questions** (page 12 in the Trainee's Guide). Have them circle the examples that they want to practice using to address challenging behaviors. (3 minutes)
  - Have participants find another person in the room to share the challenging behaviors they each identified; in pairs work together to identify solution-focused questions that could be used to redirect the behavior.
  - Have the pairs take turns practicing addressing a difficult behavior with a solution-focused question. Give each person an opportunity to practice. (5 minutes each)



- ☐ You can utilize the "Answer Sheet" in the Appendix on page 40 to guide the discussion.

☐ Finally, facilitate a large group discussion asking the following question: "What are the most common and/or difficult situation(s) you have experienced in the training room?" • What are the strategies you used to ameliorate the situation? • Explain briefly that Rolling with Resistance in the Classroom is fairly easy if you can remember: o "reflect, reflect, reflect, then re-direct." o The "re-direct" can be a: – Boomerang (what does the rest of the class think?) – Exception Question (when was a time that your agency was successful in ____?) – Preferred Future Question (If this was going to be successful, what would that look like?) – Coping (another set of strengths and resources, but closer to the problem situation and what someone does to deal with it OR who else helps them in this situation) – Open-ended question (So, how does your system work in regard to _____?).	

Transition to the next segment

☐ Move on to the next segment, Wrap-up.

Segment 8: Wrap Up

Segment Time:	15 minutes
Materials:	Video
Slides:	28-30

Description of Activity:

There is one activity in this Segment:

8(a) Adult Learning in Under Three Minutes https://www.youtube.com/watch?v=8lvkJhXnEZk

8(b) Wrap Up

During the activity

☐ Show the video to set up a discussion and closure for the day. The video is meant to be silly and to highlight the shift from being the sage on the stage to the guide on the side, as well as using the knowledge, skills and experience of the participants in the training room. • Ask Participants to share their take away(s) from the day. What are they going to do differently in the training room going forward?	
☐ Return to the Parking Lot to review the items. Address the items you are able to or refer the participant in the direction to get the items resolved	
☐ Take the last few minutes of the class period to reflect on the information learned in the class. Facilitate a walk about style Plus/Delta. • Ask participants to present highlights from what worked well and what could be different. • Ask participants to complete the Participant Satisfaction Surveys.	

Supplemental Handouts

- Introduction to Team-Based Learning
- Readiness Assurance Test based on the Introduction to Team-Based Learning
- Application Activities
- The Least You Need to Know about Team-Based Learning

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Materials Check List

- ☐ Small Post-it notes
- ☐ Chart pad, markers, and tape
- ☐ Optional prizes for one team (something small and symbolic—a blue ribbon, gold star, etc.)
- ☐ Name tents for individual names
- ☐ 5 cards per team that are labeled: Temporary Trainer, Learner, Learner, Learner, and Learner
- ☐ Laminated answer cards labeled (templates can be found in Appendix A):
  - Yes, No, NA
  - A, B, C, D (be sure answers are on both sides of the cards)
  - Readiness Assurance Score card
  - Maria vignette question
- ☐ *Adult Learning in Under Three Minutes* https://www.youtube.com/watch?v=8lvkJhXnEZk

Appendix A: templates

Cut out a set for each table. Copy front-to-back. Laminate and reuse

A

B

C

D

Yes NO

NA

Readiness Assurance Test Scorecard

1	
2	
3	
4	
5	
6	

“What assumptions would I tend to make about Maria based on this information?

Be sure to include culture and cultural implications in your discussion.”

Appendix B: Readiness Assurance Test Answer Key

1. **Which statement most accurately describes the two most important things TBL lets you achieve?**
   A. Students learn how work in teams and solve significant problems
   B. Students learn how to work efficiently both individually and in teams
   C. Students learn about team dynamics and what it takes to be a winning team
   D. Students come to class prepared and learn how to solve problems

(In the university setting, having students show up prepared is a major accomplishment and solving problems using the content of the training is what we want social workers to be able to do when they leave our class.)

2. The bulk of class time in a TBL course is spent…

A. Using course content to solve problems and make decisions
B. Reviewing important course content
C. Working on team writing assignments and reports
D. Listening to lectures, interspersed with team activities

3. Most students will have had "group" learning experiences in which…

A. Teammates have contributed equally
B. Teammates have contributed unequally
C. The instructor would spot a weaker student and help him/her out
D. The instructor could easily tell which group was most productive

(The phenomenon known as "social loafing" is when one student contributes less to the project work but gets a decent grade along with the group – it is a common problem across learning environments)

4. What is the most important purpose of the Readiness Assurance Process?

A. Holds students individually accountable for coming to class prepared
B. Creates a social learning environment where students can compare their understanding of course concepts.
C. Turns initial individual preparation into true readiness.
D. Delays feedback so students are forced to review and reflect on the right answers for the tRAT

(The Readiness Assurance Process does involve a, b, and d – but the most important purpose IS true readiness)

5. What is the primary purpose of the Application Activities?

A. They enable the instructor to get an idea of which teams are struggling with learning the course material
B. To enable the teams to report decisions publically and defend their own decisions, and examine and critique other teams decisions
C. They enable the instructor to get a quick read on individual students' preparation, to help identify students at risk.
D. To give the teams sufficient time to generate a lengthy written rationale for their decisions that can be easily graded by the instructor

(B is the process by which the learners learn from each other and that is the goal of TBL)

6. Why is it important to have teams simultaneously report decisions?

A. So it doesn't reward the "smarter" teams
B. It forces "slower" teams to be ready
C. It generates vigorous within-a-team and between team debate (intra & inter)
D. It gives a sense of "team spirit" to students who aren't prepared

(C is the goal of the Simultaneous report structure and also contributes to learners learning from each other by generating conversation and requires teams to articulate their thinking to other teams.)

Appendix C: Answer Key: Practice Opportunity[12]

Issue	under what conditions might you ignore it?	What to do
Rambling – Getting off track	• Sporadic – if you have activities this is more likely to disappear when engaged	• Redirect – back on topic • Agree with an aspect of what is being said • Ask the group for their thoughts • Engage in an activity • Appreciate that they are attending to training
Phone calls, gets up and leaves,	• If unobtrusive • If announced by trainee ahead of time, "I need to leave because…"	• If frequent, check with trainee – is this a good day to be here at training? • Point out the rules of the road/group norms • Ask for assistance from Site Coordinator/Director • If interferes with group work, check with group about how to do the activity with interruption
Arrives Late	• At next break opportunity check with trainee – redirect to site director	• Redirect to Site Director to see if policy on being late needs to be addressed • Ask a trainee to re-cap with person so that trainee can be engaged in activity
"Side Bar" Conversations	• There may be learning going on	• Invite participants of side bar to share their thoughts • Remind participants of rules of the road/group norms • Engage in activities • Check at break – what is going on? • Approach table and stand next to those having the side bar • Reform groups in activities
Monopolizes – wants to make comment on everything	• Don't ignore – use strategies	• Thank the person for their participation – ask "What do others think?" • Appreciate their point of view • Offer to talk at break in more detail • Make eye contact with others • Is there a role that person could do, that would help them with being in charge – without turning off the rest of the group? • Refer to rules of the road/group norms • Move to an activity
Negative – about the work, about the training	• Don't ignore – use strategies	• Acknowledge frustrations, ask if others feel the same way • Parallel process – is there an example of how this negativity may be reflected in practice with families/children? • Put concerns on the "parking lot" – be sure that "parking lot" goes somewhere • Take a break – check with Site Director

[12] Adapted from Presentation and Facilitation Skills. Training for Trainers: Skill Development. PCTWA, January 2016

		• Meet with trainee at a break about what can be agreed to
Quiet	• If appears engaged • May be culturally appropriate • May not like large groups	• Plan for small group activities, dyad work • Ask person by name for their thought, opinion • Create safety is the group – establish group norms • Informally approach at break – “What are your thoughts about…?”
Doing other work, disengaged	• Don’t ignore – use strategies	• Establish group norms • Check at break – “Is this a good day to be here at training?” Is another day better”? • Check for engagement during activities • Check with Site Coordinator • See if there is a compromise you can work out • Acknowledge the pressure of multi-tasking
Challenges you	• Don’t ignore – use strategies	• Acknowledge that people may have more experience, different point of view • Ask others to comment of what challenger has said • Give person a few minutes to give opinion • Be clear about the learning point
Heckles, clowns	• If the joke is appropriate - laugh	• Take it with grace – don’t get angry or argumentative • If violating group norms (respect) – note this • Re-direct, engage other trainees in conversation • Change up activities to engage learner in a different way • Speak privately at break • Check with Site Coordinator if heckling continues
Makes controversial or inappropriate statements	• Don’t ignore –use strategies	• Ask for clarification – “tell me more about this…” • Check with others in the room • Has safety of the group been compromised – check group norms • Take a stand –“ This is not the value of the organization….” • Speak at break time with the trainee • Check with Site Coordinator
Group shuts down because it has become unsafe	• Don’t ignore – use strategies	• Process – what happened? • Ask group – what can we do to ensure that the group is safe to talk about issues? Refer to group norms • Acknowledge – check to see what you can do to ensure activities can be done safely • Go with risk takers – willing to try