



TRAINING TIPS FOR NEW TRAINERS

ONE PAGE BEHAVIOR PLANS

PREPARE YOURSELF

- Review all the content and key ideas. It may be helpful to review some articles/ books referenced in the “One Page Behavior Plans” workshop handout.
- Practice articulating the key ideas (i.e., support vs. management, teaching vs. controlling, etc.) to someone else. Practice while you are in the shower, in front of a mirror, or use a tape recorder.
- Collect case studies of students with whom you have actually worked and can talk about in a very personal way. Using other people’s case studies may not be as powerful or convincing.
- Prepare “stories” based on your own experience to illustrate the key ideas and concepts. For example, tell about a student you worked with in the past that you really didn’t like and how the behavior support plans you developed for that student didn’t work. Describe what you would do differently today using positive behavior support planning. Use yourself to acknowledge that developing successful behavior plans is an ongoing process for everyone.

PREPARE FOR THE AUDIENCE

- Find out who will be in the audience.
 - Psychologists and behavior specialists who will be leading others in developing behavior plans
 - Teachers and staff who will be providing information, helping develop and implementing the behavior plan.
 - A combination of the two groups
- Expect a broad range of knowledge and experience in any group. Every group needs time spent on the key ideas. You will want to include more examples and activities around the key ideas if your audience doesn’t understand or buy into concepts (e.g., no intervention will work if you don’t like the child; function of behavior; replacement behavior, etc.).

- Your case studies, stories and examples need to reflect the age level and handicapping condition of the students your audience serves. Primary teachers hate to only hear about high school student behaviors and visa versa.
- Talk to several people who will be attending and find out what they want from the workshop.

PREPARE FOR THE TRAINING

- Develop realistic outcomes based on the timeframe you have for the training. Look at the sample PowerPoint presentation for "*One Page Behavior Plans*" included in this notebook (CD ROM and handout pages in this section). The sample is designed for a 6-hour training. If you only have one hour, identify the key ideas you could cover in that amount of time.
- Use the sample *One-Page Behavior Plans* training outlines for one hour training's as a starting point to make an agenda for your training.
- Identify active learning activities that fit into your timeframe. For a 60-minute training, frequently divide participants into dyads and give them 2 minutes to discuss a key point you just presented.
- Choose PowerPoint slides or overheads that you want to use. Look at cartoons or personal stories that illustrate key ideas.
- Gather handouts that you want to use. Most people like to have copies of your slides or overheads. PowerPoint can print 3 or 6 to a page. Number the pages to make it easy for your audience to find during your presentation.
- Make notes to remind yourself what you want to say for each slide. There are several ways to do this. If you are using overheads, get flip protectors that have a border you can write notes on. PowerPoint has a view that you can type your notes under the slide and print out to use during your training. Even a 5x7 card for each slide works. Some people like to write out the exact words they want to use, while others like to write key words. See sample: *PowerPoint Speaker Notes*.
- Make a list of things you need to have with you for the training: chart paper, overhead pens, markers, masking tape. (white color tape for mistakes on charts and regular to hang up chart paper), name tags, etc.
- Check out equipment you will be using. If you are using a LCD projector, make a "trial run" to work out any glitches. If you are using an overhead projector or LCD projector at another site, double check the day before with the person on site who will be setting up the equipment.
- Make a plan in case the equipment doesn't work! Make hard copies of yours slides and notes. Some people make overheads in case of computer or LCD projector failure.

PREPARE THE HANDOUTS

- Spell Check, Spell Check, Spell Check
- Provide a cover sheet with date and title.
- Make sure the copies are professional looking and clear. Sloppy handouts (however good the content) will devalue your message.
- Number the pages for easy reference. Refer to the handouts by page number during the presentation
- Provide reference list for any sources you will be using in the training.
- Get permission from the author for anything you are using written or developed by someone else (e.g., Dru Saren credited Diana Wright for originating the "One Page Behavior Plans" training).
- Make "notes" pages with your key slides or overheads with space for participants to take notes. This is easy to do if you use a presentation program such as PowerPoint to make your overheads. See *PowerPoint - Handout* sample.
- Make sure you plan to walk the participants through what is included in the handout, especially reference articles and other resources you will not be specifically using during the training.

FACILITATING AND PRESENTING THE TRAINING

- Put up a 'welcome' overhead/slide or message on a flipchart.
- Start to build rapport. Be there as participants arrive - mingle, chat, have a cup of coffee and start to learn their names.
- Begin with an activity to get the participants actively involved. Choose an icebreaker suggested in the *Active Learning* handout. For example:
 - Have each participant write down one question they want answered during the training. Small group: people introduce themselves and share the question they wrote. Large groups: introduce each other in groups of 4 to 6 and share questions they wrote. Trainer asks each participant (small group) or several in the large group to share their questions. Frequently during the training, ask participants to look at the question they wrote. Ask, "Has your question been answered yet?" Leave time at the end to make sure you have addressed everyone's question.

- Introduce yourself with a slide. Include your experience in writing behavior plans. Don't forget to mention that you are part of a statewide cadre for PENT. A short story about a behavior support plan that was a success or failure that you learned from can be a good way to establish rapport and give the message that 'We are all in this together'.
- Your body language is important. Maintain eye contact with the group. Avoid "fiddling" with paperclips or markers. If possible, move around instead of only standing behind a podium.
- Some of your participants may have been involved in writing or implementing ineffective behavior support plans. It is important that you don't embarrass them by being sensitive to their feeling when they make contributions to the group that point out their gaps in understanding. For example, try saying "Do you think the function of John's behavior could be ..." instead of saying, "You're wrong."
- Establishing ground rules will help to prevent problems later in the training. Explain that ground rules will help everyone use time efficiently and get the most out of the activities. You can present a slide with two or three that you will reinforce throughout the training or have them posted on a chart for all to see. It may be helpful to have them prioritize your list or make additions. Some common rules to consider are:
 - Be punctual - breaks, lunch, group work
 - Keep on task - avoid side conversations
 - Respect different points of view
 - Let everyone have a turn to speak
- Be sensitive to group energy level and comfort needs. Be open to leading a stretch break or have cartoons available to change the pace for a few minutes.
- Use of variety of media, but remember not to read overheads or handout material. Face the audience - not the screen or chart.
- Anticipate questions and be prepared with additional examples. If you don't know the answer: either admit that you don't know the answer, but will find out; or, ask if anyone in the audience can answer the question; or, write the question on a chart to be answered later.
 - Provide frequent review and reinforcement activities. For example: ask participants to turn to their neighbor and share the key ideas in determining current predictors' of behavior (immediate, immediate past, long range).

- Stop action techniques - When your participants are not responding or you can tell are not engaged in the training, try one of the following techniques to clear the air so the group can move forward:
 - What word, emotion, and/or image best describes this situation?
 - What's happening right now for people?
 - Write two adjectives that describe how we are doing?
 - We have lost much of our energy; what do we need to do now?
 - Right now I ...
 - On a scale of 1 to 10, how is it going in here right now?
 - Do a whip. Go around the room 'round robin' style and share responses.
 - Take a 15-minute break. Re-focus the activity.

- Evaluation
 - Frequently ask people how they are doing with questions such as:
How are we doing? Does that make sense? How are you feeling? Am I going too fast? You can do thumbs up or down for a quick group 'pulse.'

 - You will probably have to use a formal written evaluation form from your District or SELPA. You might also want to get a quick individual response to end on a high note by having participants verbally respond to one of the following stem sentences:
 - 1) One thing I learned from this training that I will use tomorrow is...
 - 2) One of the most useful things I learned in this training is...
 - 3) One thing that I liked about this training was...

INVOLVING THE AUDIENCE

- Brainstorming
 - Allow anyone to pass
 - Get their ideas on post-its to put on charts or strips of transparency to use on the overhead projector. Assign someone to chart as ideas are presented
 - Post the products of brainstorming charts on the walls and add to them as the training progresses

- Active learning
 - Carefully choose activities that fit your group and time frame. It is a big mistake not to give enough time for the participants to complete the activity or give too much time so people are wandering around.
For example: Let the participants know that the next 30 minutes will be spent on developing intervention and support options. If they finish with the first case study, they can ask you for another case to work on.

- Make the instructions clear and simple. It can be a great help to have tasks written down on overhead transparencies, charts or slides, so everyone can see them clearly and can refer to them throughout the activity.
- Value the things participants do. Even when they get things wrong, don't make them feel their efforts were in vain. Celebrate their successes when they do things correctly or well. Have chocolate 'kisses' ready to pass out at the end or during an activity.
- Be alert for groups having difficulty. Monitor the groups as they are working and be prepared with suggestions to get them unstuck. This means you must be very familiar with possible responses to every part of the task. If there are others helping you with the training, make sure they understand they are expected to facilitate when the participants are working in groups.
- Addressing conflict in group work. The following suggestions may help you minimize the dangers associated with conflict:
 - It is important to acknowledge that people don't have to agree all of the time. It is OK to agree to disagree.
 - Distinguish between people, actions and opinions. Try to resolve any actions that proved to cause the conflict. If someone is monopolizing the activity or putting down other's ideas, you can refer everybody to the 'ground rules' chart.
 - Sometimes it helps to use a break to talk privately with the person. For example: "I get the feeling that you are not enjoying the activity. What do you think we can do about it?"
 - You can be tricky and mix up the group with a group sort. Nobody will know that your intent is to defuse a difficult group. One way to do this is to stop the activity and tell the group you are going to energize the groups by having one person in each group shift to the group to their right. Have each person in every group count off. Then choose the number of the person you want to move to another group (that person is #3) and have all people who are #3 move to the group to their right.