

TIPS FOR TRAINERS

National Clearinghouse on Abuse in Later Life



Office on Violence Against Women Abuse in Later Life Program

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NCALL Modules on Training Strategies

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- Creating Engaging Interactive Presentations and Trainings
- Interactive Training Techniques and Including Older Survivors
- Tips for Trainers

As a Result of This Training, Participants Will Be Better Able to:

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- Utilize strategies to address potential presenter communication problems
- Describe the benefits and challenges of team teaching
- Identify ways to handle the challenging participant and to manage conflict
- List and utilize options the presenter has to respond to challenging participant behavior

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Facilitator Communication and Delivery Issues

Facilitator Nerves

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- Being nervous is normal
- Be aware of non-verbal cues of nervousness
- Channel nervous energy into passion and enthusiasm

Non-Verbal Cues of Nervousness

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- Jingling objects
- Itching and scratching
- Clicking pens
- Leaning against desk or podium
- Watching your watch

Overcoming Nervousness #1

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- Practicing in advance
- Engaging in centering activities
- Arriving early
- Checking appearance
- Building rapport: small talk with audience members before beginning lesson

Overcoming Nervousness #2

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- Be yourself
- Insert stories – as long as they illustrate concepts
- Be enthusiastic!

10 Team Teaching Tips

Benefits of Team Teaching

- More than 1 voice and perspective
- Share the workload
- Catch missed content
- Connection with participants

Team Roles

- Consider power differentials
- Provide space for each facilitator

Team-Teaching Tips #1

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- Avoid talking over each other
- Avoid interrupting
- Avoid “put me in coach” antics
- Listen to your team members
- Only add information when necessary

Team-Teaching Tips #2

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- Rehearse your presentation
- Know your material
- Know when the other team members will be speaking and what they will address

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Addressing Challenging Behaviors from Participants

Why Participants Disrupt Trainings

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- Hostages or vacationers
- Uninterested or bored
- Material is not relevant or is emotionally charged
- Presenters are condescending
- Participants feel disrespected or attacked

Challenging Behaviors: Interference by Withdrawal

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- Apathetic
 - Day Dreamer
 - Non-responsive to questions
- Hostile
 - Overtly ignores the presenter
 - Refuses to participate in group

Challenging Behaviors: Interference by Diversion

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- Initiating side discussions
- Key is an overt attempt to interrupt or interfere with the discussion.

**Challenging Behaviors:
Interference by Attack**

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- Directly challenges the authority of the presenter
- Inappropriate comments
- Openly criticizes the presenter

Five Options to Respond – #1

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- Management by Walking Around (MBWA)
 - Presenter randomly walks around the classroom.
 - It provides class with a different view of the presenter.
 - The class pays more attention when the presenter moves purposely.

Five Options to Respond – #2

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- Positioning
 - Presenter deliberately moves closer to the challenging participant.
 - A non-verbal cue that the presenter is aware of the challenging behavior.

Five Options to Respond – #3

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- The Quiet Pause
 - When side conversations are occurring, presenter takes a deliberate pause.
 - Lets the class know that order needs to be restored.

Five Options to Respond – #4

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- Participant Placement
 - Where are your participants seated?
 - Have you pre-placed individuals?

Five Options to Respond – #5

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- Publish rules and expectations
 - Go over rules at beginning of the class.
 - Post them on the walls or in handouts.

Responding to Challenging Participants

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- Graduated remedies
- Side-bar with the participant
- Request supervisors to attend
- Ask to leave/fail to provide "Certificate of Training"

Summary

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- Prepare and practice to channel nerves.
- Practice team teaching paying attention to team dynamics.
- Challenging behavior can be addressed by creating an engaging training, managing the room and communicating effectively and directly.

Staying Connected to NCALL and Other Advocates

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National Clearinghouse on Abuse in Later Life (NCALL)

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National Clearinghouse on Abuse in Later Life, a project of End Domestic Abuse Wisconsin
www.ncall.us | ncall@ncall.us
608-255-0539


