



2016 NIC
LEARNING AND PERFORMANCE
SYMPOSIUM

**Interactive Instruction Ignites Learning
Proceedings Document**



August 30—September 1, 2016

16A6000

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Symposium Overview

2016 NIC Learning and Performance Symposium: Interactive Instruction Ignites Learning

August 30 – September 1, 2016

National Corrections Academy (NCA), Aurora, Colorado

The 2016 NIC Learning and Performance (L and P) Symposium's activities focused on the number one identified need of the corrections field, innovations in training and learning delivery, as determined in assessment processes during our 2014 Symposium.

2016 Symposium activities focused on training strategies that use interactive techniques to enhance learning including:

- Presentations by peers in the corrections field on how they are innovating in the delivery of training in their organization.
- Breakout sessions in discipline specific groupings (community services, jails, juvenile justice, and prisons) to discuss training and learning issues specific to those settings.
- Multiple presentations on learning strategies that move beyond slides and lecture. Final day dedicated to work on the book: **Interactive Techniques for Instructor-Led Training** by Thiagi Group!





National Institute of Corrections Mission

The National Institute of Corrections is a center of learning, innovation and leadership that shapes and advances effective correctional practice and public policy. NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

About this Proceedings Document

This Proceedings Document reflects all the key content and activities of the three-day 2016 NIC Learning and Performance Symposium attended by approximately 100 corrections professionals from all disciplines including prisons, jails, community corrections and juvenile justice.

Content in this document follows the three-day agenda sequentially, including:

- Key content from all symposium presentations
- Activities, including participant feedback and output
- Breakout sessions report outs from each discipline group
- Activity worksheets
- Handouts related to presentations and activities
- Photographs of symposium activities

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Symposium Presentation Team

JASON ANDERSON obtained his Bachelor's Degree in Criminal Justice (Minor in Psychology) at Moorhead State University upon his discharge from the United States Army. While in college, he was employed by the Cass County (Fargo, ND) Sheriff's Department as a Detention Officer. Upon graduation, he worked with court-ordered juveniles as an Adventure Counselor at St. Croix Boy's Camp in Sandstone, MN. In 1998, he joined Minnesota Department of Corrections as an adult felony probation/parole agent. In 2007, he assumed the position of Evidence-Based Practices Programs Administrator for the MN Dept. of Corrections where he was a liaison and resource to several corrections departments and conducted countless EBP trainings across Minnesota. In January 2013, he became the Director of Itasca County Probation in Grand Rapids, MN.



JIMMY (JIM) L. COSBY served as the Director of the National Institute of Corrections from February 2015 - January 2017. Jim began his career in corrections in 1978 as a probation and parole officer for the Tennessee Board of Probation and Parole. From 1999 – 2004, he served as the State Director of Probation and Parole and was responsible the overall supervision of the Division of Field Services. In 2004, Mr. Cosby was appointed Assistant Commissioner for the Tennessee Department of Correction, where he was responsible for statewide program planning, budgeting, and administration for all rehabilitative services throughout the agency. In 2011, Mr. Cosby began working for NIC as the Division Chief for the Community Services Division. Mr. Cosby worked to bring innovative projects to enhance correctional practice throughout the country. Throughout his career, Mr. Cosby has been recognized for outstanding service to the field of corrections. Mr. Cosby holds a Bachelor of Arts degree in Political Science from the University of Tennessee and completed the Tennessee Executive Government Institute in 1993.

CASE J. DENT is the Instructional Systems Specialist for the National Institute of Corrections in Aurora, Colorado. Mr. Dent currently oversees learning technology for the National Institute of Corrections. He holds a Bachelor of Science in Social Sciences from Georgia College & State University and a Master of Science in Instructional Technology from Troy University. Before joining the Bureau of Prisons, Mr. Dent spent over ten years as an administrator and educator in the government, private, public and university setting. Mr. Dent served eight years in the United States Marine Corps. He enjoys the outdoors, sports and spending time with family and friends.



JEFF HADNOT is a nine-year Veteran of the United States Navy where he was a Sonar Technician, Instructor, and Evaluator. Jeff joined the Department of Navy Corrections in 2007 with the Naval Consolidated Brig Miramar, in San Diego, CA. Jeff was the Vocational Director and Master Trainer working with prisoners to help provide opportunities to earn certified job programs to help facilitate successful reentry into civilian life. In 2011, he was promoted to Training Director where he oversaw the agency's training and ensured compliance was maintained for all corrections staff, both military and civilian. Jeff joined the National Institute of Corrections in 2014 as the Chief of NIC's Academy Division in Aurora, CO. Mr. Hadnot holds a Bachelor of Science in Criminal Justice, Master of Forensic Science, and a Master of Arts in Human Resource Management from National University.



MILAN HATCH is an Instructional Designer with the Federal Bureau of Prisons. His primary focus is designing, developing, and implementing various content delivery technologies while incorporating new and exciting learning methodologies. His latest endeavors involve Augmented Reality, Virtual Reality, and micro-educational networks for use in the training environment. Before working for the Bureau of Prisons, Milan retired from the United States Air Force as the Chief of Technology Applications for Sheppard Air Force Base and earned a Bachelor's Degree from Wayland Baptist University in the areas of Education and Training Methodology, Management Information Systems, and Mechanical-Electrical Technology. In addition, Milan received the highly coveted and rarely awarded, Master Instructor Certification.

JOSEPH HOSE is a Correctional Program Specialist with the National Institute of Corrections in Aurora, CO. Prior to joining NIC, Joseph was in the Education Services Department for the Federal Bureau Prisons, first as a Teacher at FCC Butner, North Carolina and then as a Supervisor of Education at FCI McKean located in Lewis Run, Pennsylvania. At NIC, Joseph supports Thinking for a Change and Leadership Development initiatives. Joseph is a Board Certified Coach and holds a Master of Arts in Education from the University of Phoenix and Bachelor of Science in Biology from Idaho State University.



BERNADEAN (BERNIE) ISZLER is a Correctional Program Specialist with the Academy Division of the National Institute of Corrections. Iszler's work at the Academy includes Coordinator for the Learning and Performance Initiative as well as lead for the Learning and Performance Symposium. In 2015, Bernie managed the design and pilot delivery of the curricula: Core Correctional Interventions (cognitive-behavioral) for facilities and community staff. Iszler is project lead for the 2016 NIC Virtual Conference- Leading with Innovations. Iszler's passions include translating research into practical intervention tools for incarcerated citizens, designing and delivering workplace learning, and bringing joy to the work of corrections. Personal vision: "Leading the Revolution in Corrections."

LAUNA KOWALCYK is currently a County Prison Inspector with the PA Department of Corrections' Office of County Inspections and Services. In December 2007, Ms. Kowalcyk joined the PA Department of Corrections at the Training Academy as the supervisor for the Curriculum Development Unit. In this capacity, she has worked with Academy staff and subject matter experts from inside and outside the DOC to revise or develop, pilot, evaluate, and obtain executive level approval for curriculum for all aspects of Corrections training. From 2003 to 2007, Ms. Kowalcyk was a Correctional Program Specialist (IPA) with the National Institute of Corrections' Academy Division.



Symposium Presentation Team



LESLIE LEMASTER is a Correctional Program Specialist with the National Institute of Corrections. Prior to joining NIC, Leslie was with the North Carolina Division of Youth Services (DYS), now the North Carolina Department of Juvenile Justice and Delinquency Prevention. At NIC, Leslie has managed the agency's interagency agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and is the Academy Division's Technical Assistance Manager. She also leads, develops and evaluates senior level and executive leadership / management programs open to all adult corrections professionals at the federal, state and local levels. Leslie is a member of NIC's Learning and Performance Initiative team and also serves as the Executive Producer of NIC's live training broadcasts.

MATTHEW RICHTER is the President for The Thiagi Group. He is a facilitator, game designer, instructional designer, and management consultant. Matthew has consulted with organizations that include Redwood Trust, CenturyLink, EA, Microsoft, Carolina Power and Light, IGT, Cadence Design Systems, and Sony. He is an expert in the areas of management, leadership, and performance technology. He specializes in employee motivation. Matthew mixes corporate, not-for-profit, academic, and independent experience, enabling him to adapt and best serve his clients. Matthew is a featured author in the 2001, 2002, and 2003 Training and Performance and/or Team and Organization Development Sourcebook, published by McGraw-Hill. His articles on learner motivation were published in Pfeiffer's 2008 book *The Trainers' Portable Mentor*.



SHERIFF GARY RANEY (Ret.) is the President of G-A-R Inc. and currently consults privately and for the US Department of Justice, helping law enforcement agencies adopt best practices in the areas of policy, use of force and Constitutional compliance. Sheriff Raney retired from the Ada County Sheriff's Office in Boise, Idaho after serving over three decades, the last ten as the elected sheriff. He became nationally known for having innovative ideas, establishing model practices for data driven decisions and for creating an organizational culture with one of the lowest rates of force and one of the highest rates of employee satisfaction. Sheriff Raney earned Bachelor's and Master's Degrees from Boise State University. He graduated from Northwestern University's School of Police Staff and Command, the FBI National Academy and the National Executive Institute. His ideas and practices have been recognized by many people, including the US Attorney General who appointed him to the board of the National Institute of Corrections in 2010.

SHAINA VANEK was appointed Acting Director of the National Institute of Corrections on January 18, 2017. She has twenty years of program development and management experience, and has been a member of the National Institute of Corrections' (NIC) Executive Staff since 2011. Ms. Vanek serves as the Institute's Public Information Officer, the agency liaison for all Freedom of Information Act (FOIA) activity, and she also serves as the Designated Federal Officer for the NIC Advisory Board, providing programmatic oversight and ensuring compliance with the federal regulations with respect to advisory committees. Prior to joining NIC, Ms. Vanek worked both in higher education as well as two correctional consulting firms. She is a seasoned assessor, having engaged in all types of fieldwork and lead over 40 assessments of institutional culture across the country. Ms. Vanek earned her Bachelor of Arts in the fields of sociology and psychology from the University of Vermont, and her Master of Science degree in Criminal Justice Counseling from Central Connecticut State University.



Symposium Agenda

Tuesday, August 30, 2016

Symposium Overview, Leslie LeMaster

Welcome
Introductions
Symposium Overview
Symposium Introductory Activities

Presentation: Information Center, Eric Bauer and Susan Powell

The National Institute of Corrections Information Center is a resource and research tool for everyone.

Presentation: Foundational Four Questions, Bernie Iszler

Why? What? How? How Will We Know?

Presentation: Framework and Implementation for a Mentoring/Coaching Program, Joseph Hose

A purposeful look at mentoring and coaching in Corrections.

Presentation: Affective/Feeling Domain – Interactive Training, Jason Anderson

Addressing the Affective/Feeling domain in the classroom.

Closing Activity, Leslie LeMaster

What? So What? Now What?

Wednesday, August 31, 2016

Opening Session: Lost at Sea, Joseph Hose

Presentation: Interactive Techniques for Instructor-Led Training, Matthew Richter, President of The Thiagi Group

Interactive instructional strategies to demonstrate the point that all content can be delivered through engaging interactive techniques. Go with the flow and relax the training room stress.

Based on the book, *Interactive Techniques for Instructor-Led Training* written by The Thiagi Group, Inc.

Closing Activity: Thirty-Five, Bernie Iszler

Symposium Agenda

Thursday, September 1, 2016

Opening Activity: Panel Discussion featuring NIC Academy Chief Jeff Hadnot and Correctional Program Specialists Bernie Iszler, Joseph Hose, and Leslie LeMaster

Review of current and future NIC Academy initiatives

Presentation: Future of Learning and Performance, Bernie Iszler and Milan Hatch

Interactive presentation looking at future of training and a live example of Smart Phone technology, and how to create a 3D prison simulation.

Breakout Sessions: Leadership, Field Officer Training/On the Job, Soft Skills, and Cognitive Behavioral Training

Facilitated breakout sessions of training subject matter with a gallery crawl to share information.

Presentation: Interactive Technology, Case Dent and Jeff Hadnot

Using cell phone technology to enhance the participant's experience, a demonstration of "Wheel of Learning."

Presentation: Leadership Through Integrated Learning, Gary Raney

A corrections professional's look at how integrated learning can be accomplished.

Breakout Sessions: Prisons, Jails, Community Corrections, and Juvenile Justice

Facilitated breakout sessions by Correctional Discipline Groups with a gallery crawl to share information.

Closing Activity: Where Do I Go From Here? Leslie LeMaster

Participants discuss most significant take-aways from the 2016 Symposium.



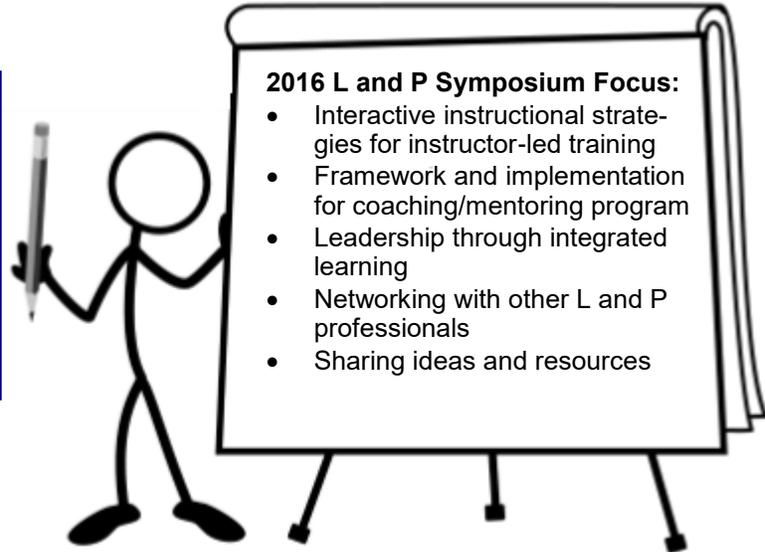


DAY ONE

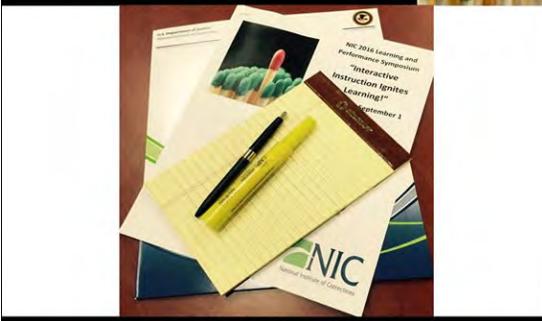
SYMPOSIUM OVERVIEW

PRESENTERS

Leslie LeMaster
Bernie Iszler
L and P Symposium Team
NIC Information Center Team

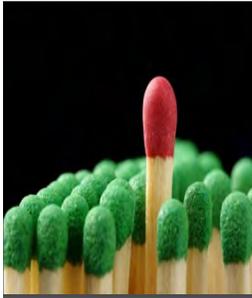


Bonding With Your Materials



Symposium Materials:

- *Interactive Techniques for Instructor-Led Training*, The Thiagi Group, Inc.
- NIC Information Center



SET-UP FOR L AND P MOTTO ACTIVITY

What's In a Motto?

"A maxim, or phrase meant to formally summarize the motivation or intention of an individual, family, or organization."

Power of a Motto

A motto is a formal statement of intention.

Famous Mottos . . .

JUST DO IT.
Winners never quit and quitters never win!
- Vince Lombardi

Be all you can be.
- United States Army motto

Live Free or Die.
- New Hampshire state motto

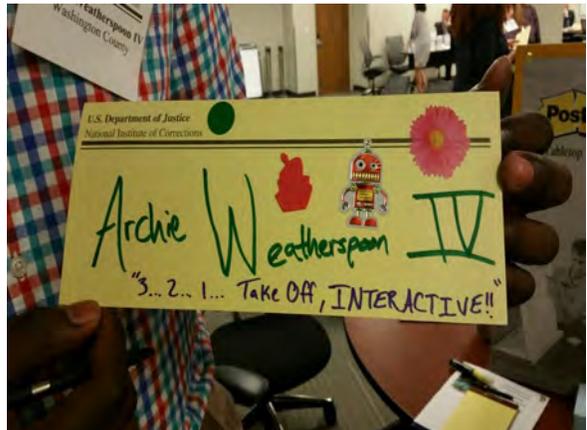
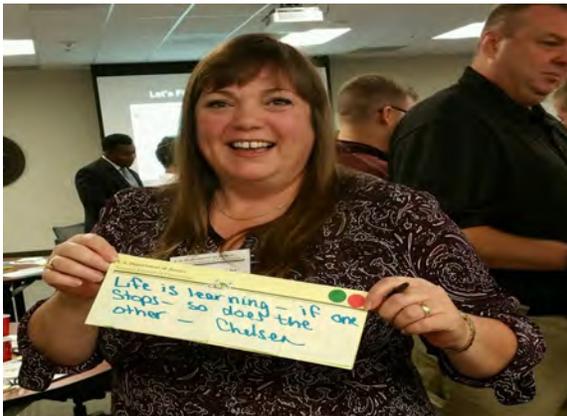
We must become the change we wish to see in the world.
- Mohandas (Mahatma) Gandhi

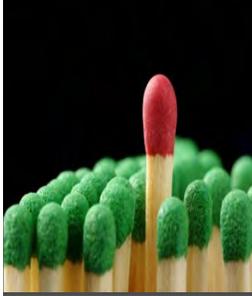
Give me liberty or give me death.
- Patrick Henry

Famous Mottos

Memorable and effective mottos can provide inspiration for personal mottos.

Effective mottos are short, concise and memorable.





ACTIVITY

WRITE YOUR INTERACTIVE INSTRUCTIONAL MOTTO

“Interactive Instruction is the “secret sauce” of training. It involves learners intimately in their own learning so that new information, knowledge and skills become theirs.”

Purpose

Participants wrote a motto inspired by their “secret sauce” and interactive instruction.

Procedure

Participants designed name tents featuring their personal mottos and a colored dot label representing their corrections discipline (prisons-red, jails-yellow, juvenile justice-blue, and community corrections-green). Participants then roamed the room sharing their mottos with other symposium attendees and collecting autographs from their peers on their name tents. At the end of the exchange, participant formed mixed-discipline (mixed dot) table groups.

Debrief

All answers are correct because this activity provides for individual responses to creating a personal motto.

Participant Motto Examples

Training ignites imagination.
Imagination faster innovation.
Innovation creates change.
Change ignites infinite possibility.

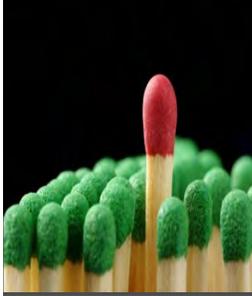
Learn while you teach
and teach while you
learn or you will never
improve yourself.

Having fun is the
spice of learning.

Yesterday's antiques to
tomorrows treasures..

Send them and we
will teach them. As
we learn together..

Lengthen your
stride through
learning..



ACTIVITY

WHY DOES INTERACTIVE INSTRUCTION MATTER?

Purpose

Activity to consider: Why interactive instruction matters to the facilitator and trainee.

Procedure

Participants were asked to, within their table groups, brainstorm ideas to the following question: Why does interactive instruction matter? Participants wrote one idea per post-it note and they were displayed on their table chart.

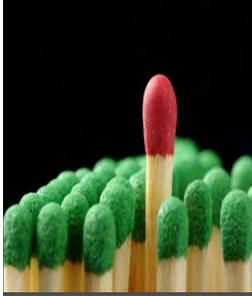
Debrief

Using the post-it allows more ideas to be shared quickly and for participants to build off of others' ideas. Participants quickly realized the benefit of interaction within a learning environment.

Group Answers

- More practical application
- Making our job easier/safer
- Bridge the gap
- Improve processes
- Put people in leadership roles
- Get participants active
- Build ownership and learning
- Helps cohesiveness with the team
- Takes others out of comfort zones
- Builds confidence
- Makes training more interesting
- Promotes networking
- Break from status quo
- Leads to safer and more secure environments
- Listening to new ideas
- Avoids death by PowerPoint
- Engaging your staff to interact in the classroom prepares them for interaction with the inmate population
- Staff enjoys when they are asked for their views
- Complements adult learning styles
- Gets the blood flowing
- Gives students a chance to give opinions
- Additional information may be given
- When everyone is thinking the same, no one is thinking very much – Brainstorm
- Creates a sense of belonging
- Individuality comes out
- Honors the expertise in the room
- The more we do, the more we remember
- Brings training to life
- Teaches cognitive behavioral techniques
- Follows the science
- Creates unity
- Creates out of box ideas





ACTIVITY

AUGMENTED REALITY (AR) LIBRARY SCAVENGER HUNT

Symposium participants were invited to take part in an NIC Information Center Augmented Reality (AR) Scavenger Hunt. The activity sheet is below.

Your Quest: Find 10 AR images! Here are the Clues:

- He's the library's founder. (A: Kutak plaque on front wall/remove later TBD)
- Lots of articles in these databases. (A: sign on EBSCO/ProQuest)
- You can ship items if your suitcase is full. (A: sign on EBSCO/ProQuest)
- Logon or have a private conversation. (A: guest cubicle)
- She will virtually tell you the weather. (A: Alexis)
- Free books to swap are located here. (A: donate book area)
- Read these magazines for fun. (A: front display)
- These Post-Its will lead you to **NICIC.gov**. (A: post-it's in center display)
- Sheriffs love to donate these. (A: badge board)



Airplane 	Butterfly 	Dinosaur 	Phone Booth 	Robot
Skiff/Boat 	Sports Car 	Knight 	Tree 	Kitten

Instructions: Take a break any time before or after lunch and search for AR items throughout the NIC Library! When you locate an item, write the corresponding number in the box above next to the image. Group work is encouraged.

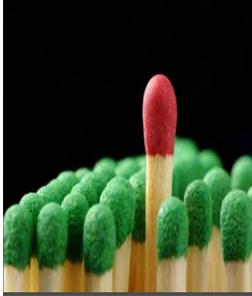
The library is located on the first floor (Wing 1B, Room 51).



Ask-a-Librarian if you have questions!

“L&P 2016” AR Viewer is now available for download from Google Play Store.
<https://play.google.com/store/apps/details?id=com.cct.arviewer.lnparviewe>





PRESENTATION

FOUNDATIONAL FOUR QUESTIONS

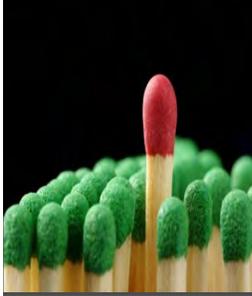
PRESENTER

Bernadean (Bernie) Iszler



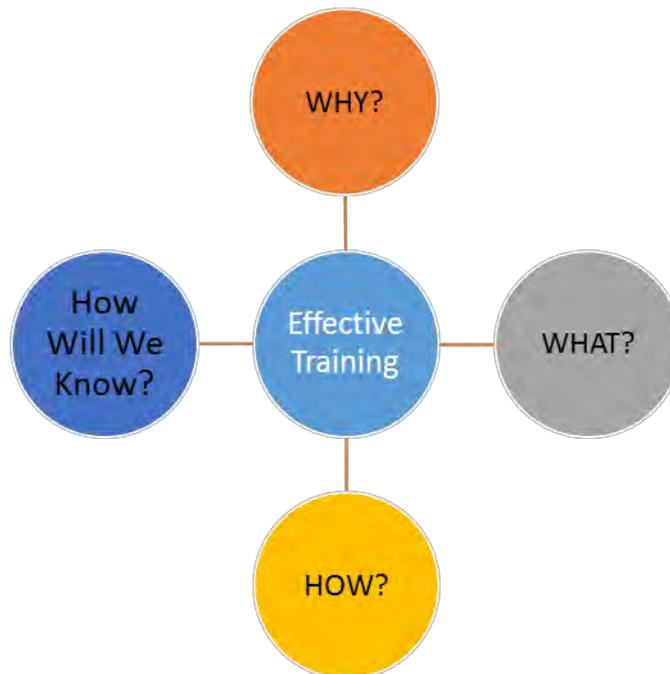
When asked to create training the learning professional should ask several questions to discern the purpose of the training. **WHY** is the training needed? Often times what is viewed as a training issue may really be a management issue, resource need, or environmental issue. Asking the right questions can support the need for training or uncover the root of a problem that may not be fixed through training. If the questions do show there is a need for training the next question is **WHAT** is the content needed to do the job. Once a designer has considered what the content will be the next question should be **HOW** the training will be delivered. It could be as simple as a job aid or as complicated as a blended learning solution. The last question asked will circle around to the first questions. **WHY** can inform the last question: "How will we know if we are **SUCCESSFUL**? If **WHY** has been established at the beginning then there will be something to measure in the end."





HANDOUT

FOUNDATIONAL FOUR QUESTIONS



Question One: Why?

Question Two: What?

Question Three: How?

Question Four: How will we know if we are successful?

Question One: Why?

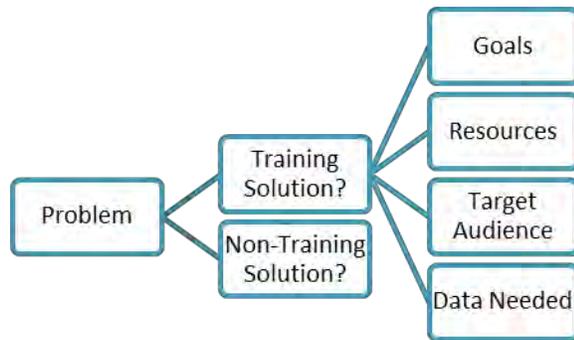
- What is the desired performance and how is this different from the current performance: what is the performance gap?
- Who is affected by the performance gap?
- What factors are contributing to the performance gap? (knowledge, ability, policy, supervision, other)
- What has already been done to address the performance gap?
- What do staff need to know how to do to close the performance gap?
- How will this knowledge or these skills improve work performance?
- If you close the performance gap, what, if anything, will be different in the organization?
- Is training the solution, part of the solution, or not the solution? How do you know?

Outside the “Why” Box

Review available data

Validate need for training solution

Evaluate resources



Question Two: What?

Research: Cognitive Load



Outside the “What” Box

Need to know

Doing what

DACUM

Skills

Knowledge

Novice vs experienced



Question Three: How?

Research: Practice and Feedback

1. Incorporate the context of the job to build practice exercises that require application rather than recall of content.
2. Adjust the amount of practice in your training based on:
 - a. Consequence of error: If serious, you need more rather than less practice.
 - b. Acceptability of a job aid: If yes, then fewer practice exercises might suffice.
 - c. Complexity of the work: If high, drill and practice might be needed to automate requisite sub-skills.
3. Distribute practice within your lessons and throughout your course rather than lumping them together. Convert **learning events into learning processes**.
4. When it's important to respond differently to different categories of problems, **mix practice items** rather than grouping similar practice types together.
5. Assign comparison practice exercises to build relevant prior knowledge, to correct flawed or incomplete mental models, or to reflect on decisions made in a training scenario.
6. Provide **detailed task-specific feedback** to practice exercises that explains why a response is correct or incorrect. Give feedback not only on outcomes but also on techniques and processes. For procedural tasks, provide step-by-step immediate feedback.

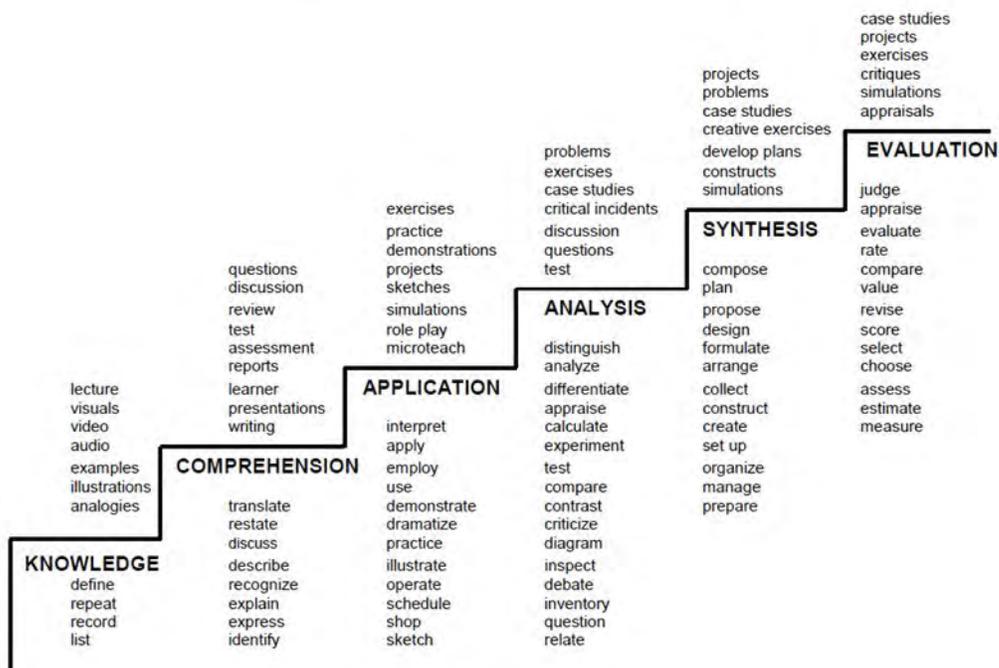
How should practice be grouped?

Blocking	Mixed Practice
Content A	Content A
Practice A	Practice A
Content B	Content B
Practice B	Practice A and B
Content C	Content C
Practice C	Practice A and B and C



Outside the “How” Box

Suggested Instructional Strategies for Use with Each Level of Bloom’s Taxonomy



http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs143_023989.pdf

Other Professional and Leadership Development Strategies

- Mentoring
- Rotation assignments
- Acting leadership roles
- Stretch assignments- personal development
- Team assignments- team development
- Coaching others (with proper training!)
- Outside assignments- volunteer with other organizations
- Facilitated conversations about performance
- 360 combined with individual learn plans

Question Four: How will we know if we are successful?



Level One and Two = Content Evaluation

Level Three = Outcome Evaluation: What happens on the job

Level Four = Impact Evaluation: What happens to the agency

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal.

The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs."

The four levels are:

1. Reaction.
2. Learning.
3. Behavior.
4. Results.

Let's look at each level in greater detail.

Additional Resources:

<http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel>

<http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>

Level 1: Reaction

This level measures how your trainees (the people being trained), reacted to the training. Obviously, you want them to feel that the training was a valuable experience, and you want them to feel good about the instructor, the topic, the material, its presentation, and the venue.

It's important to measure reaction, because it helps you understand how well the training was received by your audience. It also helps you improve the training for future trainees, including identifying important areas or topics that are missing from the training.

Level 2: Learning

At level 2, you measure what your trainees have learned. How much has their knowledge increased as a result of the training?

When you planned the training session, you hopefully started with a list of specific learning objectives: these should be the starting point for your measurement. Keep in mind that you can measure learning in different ways depending on these objectives, and depending on whether you're interested in changes to knowledge, skills, or attitude.

It's important to measure this, because knowing what your trainees are learning and what they aren't will help you improve future training.

Level 3: Behavior

At this level, you evaluate how far your trainees have changed their behavior, based on the training they received. Specifically, this looks at how trainees **apply** the information.

It's important to realize that behavior can only change if conditions are favorable. For instance, imagine you've skipped measurement at the first two Kirkpatrick levels and, when looking at your group's behavior, you determine that no behavior change has taken place. Therefore, you assume that your trainees haven't learned anything and that the training was ineffective.

However, just because behavior hasn't changed, it doesn't mean that trainees haven't learned anything. Perhaps their boss won't let them apply new knowledge. Or, maybe they've learned everything you taught, but they have no desire to apply the knowledge themselves.

Level 4: Results

At this level, you analyze the final results of your training. This includes outcomes that you or your organization have determined to be good for business, good for the employees, or good for the bottom line.



Outside the “How Will We Know” Box

Collecting Data

Evaluation Level	Type of Data	How Data is Collected	Example
1 – Satisfaction	Did the course content, the training facility, the facilitator(s), and course materials meet the learners’ needs and expectations?	Survey or evaluation form, individual or group feedback	At the end of a de-escalation techniques course, an evaluation is completed by each participant.
2 – Learning	Did participants meet the performance objectives?	Testing, facilitator observation	At the end of a de-escalation techniques course, participants were required to complete a simulation exercise with feedback from the instructor and peers.
3 – Behavior	Did participants apply what they learned on the job?	Hard data collection and evaluation: comparison of before and after data	After training staff in de-escalation techniques, the number of use of force reports was reduced by 18 percent in the first quarter after training.
4 – Results	Was there an impact on the organization as a result of the course?	Hard data collection and evaluation: comparison of groups and or performance indicators	With the decline in use of force incidents, the total number of on-the-job injuries was reduced, resulting in fewer worker comp claims, less medical time off for staff and less overtime expense to cover the lost manpower.

Delivery



Ice Breakers

Definition: A short interactive activity designed to help participants overcome initial anxiety in a training session and/or acquaint the participants with one another.

Purpose: To start a session out with a fun activity. The icebreaker may be tied to specific topics or training goals.

Tip: While a useful tool in itself, the icebreaker really comes into its own in situations where tension or resistance exists within a group.

Energizers

Definition: A short activity that develops readiness for the next session or learning event.

Purpose: Energizers are most commonly used after a break or lunch to stimulate or refocus the group.

Tip: Many energizers involve some form of physical activity, so they are a useful way to counter lethargy. Others use “mental distancing” activities, best for transitioning from one topic to another.

Jolts!*

Definition: “Brief activities that challenge (and maybe push, jar, and sometimes shock) participants to re-examine their comfortable assumptions and habitual practices.”

Purpose: Help engage participants and focus attention on learning the learning event.

Tip: Well suited for use with tough topics, such as change, diversity, and personnel issues.

Lecture / Lecturette

Definition: A short talk that provides an explanation of a principle, model, or process that is pertinent to the participants’ current learning needs.

Purpose: Provide a common language bond between the trainer and participants by providing a mutual frame of reference.

Tip: Useful for introducing an event, topic, or activity; or for wrapping up the same. Can be done easily via distance learning.

Facilitation

Definition: To take on the role of engaging participants in a process, such as a discussion or an activity

Purpose: Provide a participative environment where learning takes place primarily from peers, and from an activity or process itself, as opposed to being provided by the trainer.

Tip: A good facilitator “guides from the side,” helping the group to achieve (and sometimes to establish) learning objectives without inserting direct input.

Checks for Understanding

Definition: Periodically taking the time to ensure that participants are “on the same page” as the trainer.

Purpose: To keep participants involved and to make sure no one gets lost, especially before moving on to another topic.

Tip: Checks for understanding can be done informally, by watching body language and gauging responses. They can also be accomplished by co-trainers.

Modeling

Definition: When a trainer or trainers perform a skill precisely as it is supposed to be done.

Purpose: To show a picture-perfect example of a skill with the intent of participants attempting to follow suit as they try out the skill for themselves.

Tip: Trainers should always practice their models before conducting them. It is critical that they are accurate, as participants will do what they see.

*Thiagarajan, Sivasailam and Tracy Tagliati: Jolts!, 2011. Pfeiffer, San Francisco

Guided Practice

Definition: Participants are given an opportunity to practice a new skill with trainer(s) at hand to provide helpful, instantaneous instruction.

Purpose: Participants can try out something new in a safe environment, where mistakes are no more than opportunities to learn.

Tip: Guided practice should always be preceded by modeling, and followed by feedback.

Feedback

Definition: The constructive delivery of information on how well an individual performed a given task, and what improvements can be made.

Purpose: Help the participant or group improve their performance!

Tip: Peer feedback can be very effective, but should be facilitated by the trainer.

Independent Practice

Definition: Participants apply what they learned in class in a real life situation. Homework.

Purpose: Participants transfer learning into performance.

Tip: It is a good idea to follow up on independent practice assignments.

Role Play

Definition: A technique in which people assume a role in a situation, and then the way in which the role was performed/approached is discussed.

Purpose: To try out a procedure or skill in a situation, while maintaining physical/mental safety.

Tip: Role plays can easily be repeated, especially after feedback, or after introducing a new idea or suggesting different technique.

Simulations

Definition: A methodology by which participants are inserted into a situation that mimics reality, and are expected to perform as they would in a real life situation.

Purpose: To study/rate participant performance in a situation that comes close to what they may encounter on the job.

Tip: Often used as a final test to determine if K/S/A's have been mastered.

Case Study

Definition: A presentation, in narrative form, of an actual event that has occurred inside of an organization.

Purpose: Develop critical analysis and decision-making skills.

Tip: Use case studies when the goal is to enable participants to apply previously learned material to the circumstances in the case.

Performance Aids

Definition: Any item (pictures, a checklist, a fillable form, etc.) that can help participants remember and apply learning.

Purpose: To assist in the transfer of training into performance.

Tip: Try to create/find at least one performance aid for every training you do.

Coaching

Definition: Guidance from an expert in the performance of job tasks.

Purpose: Staff receive direct feedback and advice as they perform tasks.

Tip: Coaches give staff assignments to help them implement learning and continue in their professional development.

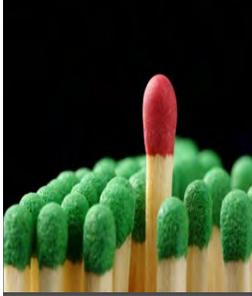
Learning Development Plans: Continued Practice and Feedback

Definition: The creation of a specific and strategic plan to implement learning on the job.

Purpose: Transfer of training!

Tip: Should contain S.M.A.R.T. goals, and should include a process for follow up.

Many of these definitions were adapted from Lawson, Karen: The Trainer's Handbook, Updated Edition, 2009. Pfeiffer, San Francisco.



ACTIVITY

**MY TRAINING ISSUE
(SELF-EVALUATION OF TRAINING)**

Purpose

To allow the individual the opportunity to look at training and determine what should be included and how it should be delivered so that they create effective and successful training.

Procedure

Participants worked in pairs on a training issue of their choice. They applied the Four Questions process to their issue and discussed what they would do as a result.

Debrief

The opportunity to share with another through their self-reflective lens which opens the door for dialogue in a non-threatening environment to create successful and effective training.

Question	Answer / Notes
Why are we doing the training?	
What should be included in the training?	
How should the training be delivered?	
How will we know if we are successful?.	



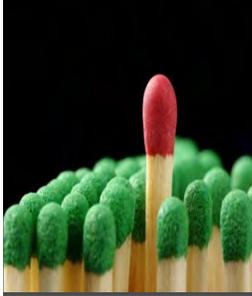
PRESENTATION FRAMEWORK AND IMPLEMENTATION FOR A MENTORING/COACHING PROGRAM

[PRESENTER]

Joseph Hose

Mentoring and coaching can be defined in different manners. Building and investing in your staff creates a beneficial outcome. It is important to remember that creating a framework and following through with implementation will lead to the desired outcomes for the mentor/coach and mentee/participant.





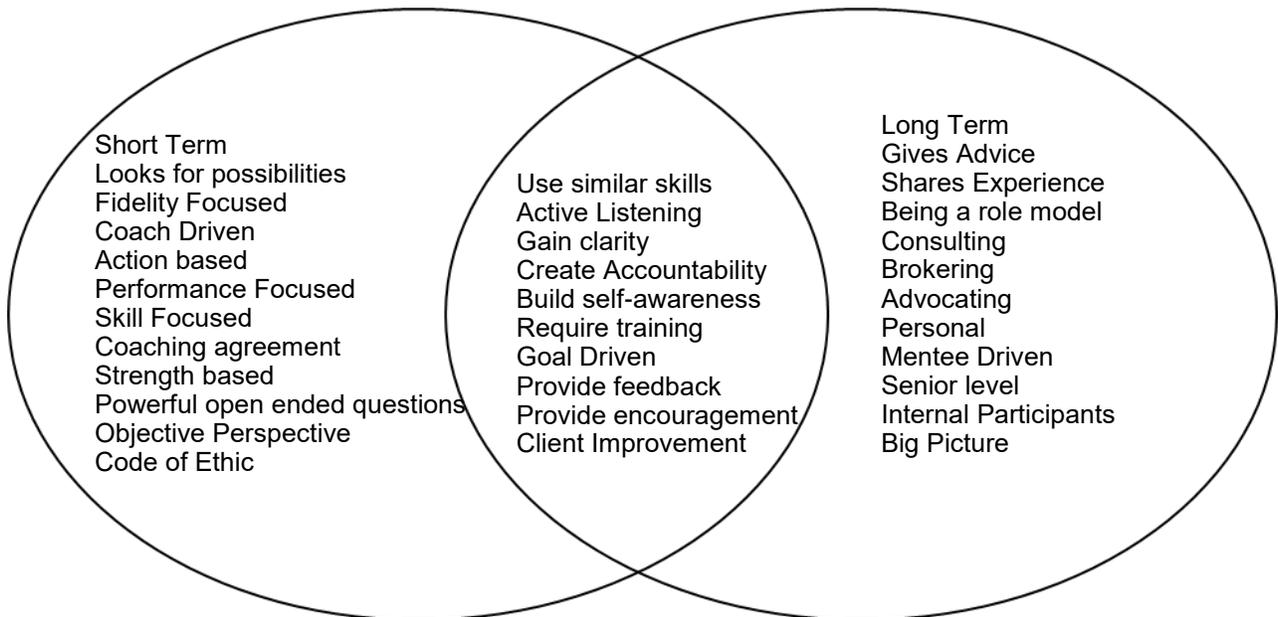
HANDOUT

COACHING AND MENTORING

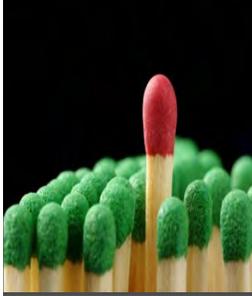
DEFINE COACHING: *Coaching* has many meanings, depending on the condition. The word *coaching* typically refers to methods of helping others to improve, develop, learn new skills, find personal success, achieve goals and to manage life changes and personal challenges. Source: <http://www.businessballs.com/coaching.htm>

DEFINE MENTORING: A training system under which a senior or more experienced individual (the *mentor*) is assigned to act as an advisor, counselor, or guide to a junior or trainee. The *mentor* is responsible for providing support to, and feedback on, the individual in his or her charge Source: <http://www.businessdictionary.com/definition/mentoring.html>

COMPARE AND CONTRAST



AGENCY BENEFITS	
Coaching	Mentoring
<ul style="list-style-type: none"> Faster Employee onboarding Increase productivity Improved employee engagement Faster cultural assimilation 	<ul style="list-style-type: none"> Reduced employee turnover Increased innovation and loyalty Improved sense of team spirit Increased productivity



ACTIVITY

MENTOR/COACHING IMPLEMENTATION PLANNING

Why is implementation planning important?

“Since sound and effective implementation requires change at the practice, organization, and system levels, processes must be purposeful to create change in the knowledge, behavior, and attitudes of all human service professionals and partners involved” (Blasé, et. al, 2009)

Purpose

Conduct an activity that demonstrates the framework for implementation planning.

Procedure

As a table, craft two or three planning questions for each implementation step in column 1. When asked to rotate, a representative from your table will move to an adjacent table to share. They will record new questions in Column 2 and report out to their original table.

Debrief

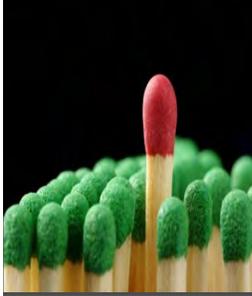
This activity allowed for the participants to exchange ideas within their small tables as well as sharing with other tables in order to gain as many new ideas as possible. Below, the presenter has provided suggested responses.

Steps	1. Your Question	2. Your Neighbors Questions
<p>Step 1: Identify the Vision</p> <p>(What do you want to happen?)</p>	<ul style="list-style-type: none"> • Where does the agency want to be in one year after implanting coaching? • What are the results or outcomes the agency hopes to achieve? • Is the vision statement clear: When reading your vision statement, does someone not working in your field understand what your agency hopes to accomplish? • What is the purpose of coaching (for example, is it to coach individual learners on the topic of their choice, or on agency identified topics)? 	

Steps	1. Your Question	2. Your Neighbors Questions
<p>Step 2: Identify the Collaborative Partners (Who should be involved?)</p>	<ul style="list-style-type: none"> • Are all of the necessary partners in agreement to effectively achieve the vision? • Who will participate in the coaching process? • Who are the practitioners targeted to receive coaching? Are they new to the field? Do they work in a particular content area? • Does the coaching model selected use external practice leaders, internal practice leaders, supervisors, or a combination of these? • How many individuals should be involved in coaching? • Have all necessary internal stakeholders been considered for involvement in the development process (for example, departmental counsel, social work specialists, or representatives from the employee union, technology, research, and evaluation areas)? 	
<p>Step 3: Examine Present Circumstances (What are important agency processes and procedures?)</p>	<ul style="list-style-type: none"> • Does everyone involved in the coaching understand how the current process operates? • What is the agency’s current professional development strategy? Stand-and-deliver training? Web-based training? Training followed by ongoing social worker and supervisor coaching by external consultants? Internal staff trained to be practice coaches? A combination of strategies? • What are the agency’s beliefs about continuous learning and quality improvement? 	

Steps	1. Your Question	2. Your Neighbors Questions
<p>Step 4: Identify the process for Mentoring/Coaching (Who, what, when, and how?)</p>	<ul style="list-style-type: none"> • Are only practice-focused elements the purpose of the coaching sessions? • Are both knowledge and practice components the focus of the coaching sessions? • Does each of the coaching sessions involve the same staff members, or does it involve coordination between staff members? • How often will coaching occur onsite? Offsite? • What is the period of time or duration in which coaching will occur? • What kinds of resources are needed to ensure staff members have the time to engage in coaching? • Will the coach be a staff member? • What are the qualifications of the coach? • Did the coach receive formal training in a particular coaching model? • Will the coaches meet together as a group to reflect and obtain support? • Will the coaches meet regularly with staff to develop and discuss goals and review progress? • Are the goals predetermined and discussed at each session, or are they constructed jointly with the coach? 	
<p>Step 5: Identify the form and type of documentation (How do you keep track of progress and ROI?)</p>	<ul style="list-style-type: none"> • Are the activities used to engage in coaching (e.g., discussion, observation) recorded? • Are the processes and goals of each session recorded? • What does the program data tell the agency about the kinds of changes needed? Based on this, what is their working hypothesis about the need for this change (i.e., what is driving the agency's desire to implement a coaching model to support practice)? • Will the coaching focus initially on a specific population or practice? • What types of ongoing, advanced and/or refresher training sessions will be included in the ongoing implementation and training plan? 	

Steps	1. Your Question	2. Your Neighbors Questions
<p>Step 6: Identify procedures for continuous quality improvements (How will you make it better?)</p>	<ul style="list-style-type: none"> • Has a practical and affordable evaluation design been developed? This should include collecting feedback from learners and evaluating the quality of the coaching, improvement in skill development? • What form of outcomes measurement and budget analysis will be needed to document the economic value of this approach? • For each evaluation strategy chosen, who will be responsible for doing what? What will it cost? What is the funding source? • Once the scope of work, training plan, and sequencing and timing have been outlined, what is the budget needed to implement this project during the first 3 to 5 years? 	
<p>Step 7: Identify funding and areas for sustainability (It takes money to make this happen!)</p>	<ul style="list-style-type: none"> • Federal funds be used to help support the implementation? • What are the most feasible funding sources? • Could certain local or state foundations be a source of political, program, technical assistance or financial support? • Who are the key stakeholders? Should they participate in the training or be provided with an abbreviated overview session (for example courts, judges, departmental counsel, mandated reporters, and service providers)? 	



ACTIVITY

MENTOR/COACHING IMPLEMENTATION DRIVERS

Purpose

Implementation Drivers are processes that can be used as framework to improve proficiency and acceptability of evidence based programs or practices for an organization or system seeking innovation. (Blasé, et al. 2009)

Procedure

The following Drivers should be used by an Implementation Team, that is knowledgeable about the mentor/coaching process, as a way to discuss change (practice, organization, and system levels) to insure sustainability of the program function. During this activity, the participants were given the Implementation Drivers in the first column and they completed the second column.

1. Recruitment and Selection	Job Descriptions with prerequisites, experience level, Interviews know about the EBP and can assess applicants accurately.
2. Pre-Service and In-Service Training	Preservice training for coaches grounded in EDP theory. Continuing education and development.
3. Supervision and Coaching of the Mentors and Coaches	Written service delivery plans, multiple points of data collected, performance evaluation, fidelity measures.
4. Performance Assessment- Fidelity of the Models	Written policy and procedures that guide performance assessment procedures and criteria, orientation for new coaches, and appropriate outcome measures.
5. Decision Support Data Systems	Short and long term bench marks, process measures, data that is reliable, frequent, built in, widely shared and used to make decisions.
6. Facilitative Administrative Support	Creation of an agency implementation team, feedback about barriers, reduce internal admin barriers, revise policy and procedures that support the EBP and intervention system.
7. Systems Intervention at the Organizational Level	Correct leadership support, builds champions and opinion leaders, Objective documentation, constructive recommendations, develops PIP for succession planning, creates hope and optimism.

Debrief

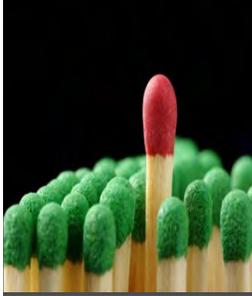
The answers have been provided in the second column. These specifics will assist an implementation team in ways to sustain the mentoring/coaching program.

References

Blasé, Karen, D. Fixsen, Melissa Van Dyke, and Michelle Duda. "Implementation drivers: Best practices for coaching." *Chapel Hill, NC: National Implementation Research Network* (2009).

"Coaching in the Field of Child Welfare." : *Coaching Implementation Planning*. Accessed August 15, 2016. <http://nctacoaching.blogspot.com/p/coaching-implmentation-planning.html>.

Edwards, Lisa. *Creating an Internal Coaching Program*. Association for Talent Development, 2014.



PRESENTATION

AFFECTIVE/FEELING DOMAIN INTERACTIVE TRAINING

Affective training is how we communicate and can set the tone for the learning and the acceptance of the new technique that's being taught. Feeling training allows the participant to buy in to the training by being excited and suspending judgement to hear the message. As a presenter, you must know your audience. Blended learning techniques allow the participant to hear the message and experience the meaning of what is being shared.

PRESENTER

Jason Anderson

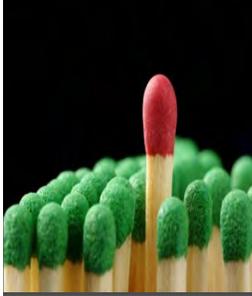


By making training relevant, participants will engage or become resistant. Resistance can lead to learning. “Don’t wrestle with pigs. Pigs want it. You’ll get muddy.”

Listen to understand versus to respond. Your ability to use affective/feeling training will allow a safe learning environment for participants to share and provide even the instructor with “ah-ha” moments.



How do I put my sweater on?



ACTIVITY

PERSUADE ME

Purpose

Have a participant express a point of view using all resources at his/her disposal to communicate the urgency/importance of their message.

Procedure

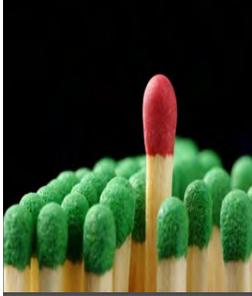
Participants were divided into pairs, a speaker and a listener. The speaker is the person who expresses a view or opinion and attempts to persuade the other individual to see it from their point-of-view. Strategies include verbal as well as the diversity of non-verbal techniques.

Variation: The listener may use different types of communication and interviewing techniques to enhance this interactive learning technique.

Debrief

This activity demonstrates the power of communication when all elements are put on the table to be considered. By giving specific roles to the speaker and the listener, skill development and technique improvement are accomplished.





REMARKS

JIM COSBY, NIC DIRECTOR (RETIRED)

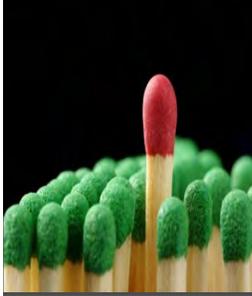
NIC Mission Statement

"The National Institute of Corrections is a center of learning, innovation and leadership that shapes and advances effective correctional practice and effective public policy."

Director Cosby affirmed the mission statement of the National Institute of Corrections combines with the valuable work that participants in this Learning and Performance Symposium facilitate in their home agency contributes to the future of a just and humane society.

Director Cosby encouraged participants to engage in all aspects of the symposium by networking, engaging and opening their minds to all the different types of interactive learning.





DAY ONE

CLOSING SESSION

WHAT did I learn today?

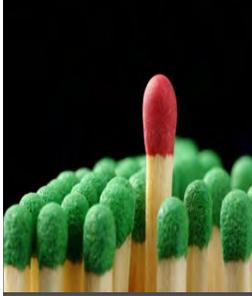
- Training can change behavior
- Content is not always king
- Mentoring and coaching can make a difference in how a participant learns
- How you say something effects the delivery
- Affective and attitude are linked in presenting training
- Interactive training will improve the performance gap in employees

NOW WHAT is my plan to take my learning back into my agency for future use?

- Share with the training academy administrator
- Use information to train my fellow facilitators
- Look at lesson plans to see where I can add affective skills
- Hang my motto in my office so I can see it

SO WHAT is one idea that I will apply to the training that I currently do?

- Continue to use role plays
- Continue to have co-trainers work with small groups
- Do more research on coaching and mentoring
- Look at how our agency evaluates training and if it affects behavior change and results



DAY TWO

OPENING SESSION

Lost at Sea

PRESENTER

Joseph Hose

Purpose

This activity was a cooperative team building structure that can be used to help staff develop skills in conflict resolution, team decision, prioritizing, critical thinking, persuasive communication, and group unification and collaboration. In addition, it supports valuing diversity by allowing participants to clarify and respect the ideas and beliefs of others and developing team synergy by allowing each person an opportunity to contribute their strengths/competencies to finding a solution that was greater than any one member.

Procedure

1. Provide a 'lost at sea ranking chart' for every member of your group.
2. Ask each person to take 10 minutes to decide their own rankings, and record the choices in the left-hand Step 1 column.
3. Invite everyone to get into teams of 3/4. Encourage the group to discuss their individual choices and work together to agree on a collaborative list. Allow 20 minutes for this section. Record the group rankings in the second column (team rankings).
4. The correct answers were suggested by the US Coastguard. Display the 'expert' rankings on a PowerPoint presentation, whiteboard or photocopy. Compare your individual and group answers with the correct answers and determine a score.
5. For each item, mark the number of points that your score differs from the Coastguard ranking and then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.
6. As the groups work together, sharing thoughts and ideas, this should produce an improved score over the individual results. Discuss with your group why the scores were different? What changed their minds? And was this enough to survive?



Debrief

This activity can be debriefed in many ways to emphasize foundational concepts within an organization: teamwork, problem-solving, group dynamics, time management, values, etc.

It is important to bring closure to every activity done in training. This provides the participant with a shared understanding or focus that the trainer is providing.

You have chartered a yacht with three friends, for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew. Unfortunately, in mid Atlantic a fierce fire breaks out in the ships galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking. Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall. You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four-man rubber life craft and a box of matches. Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items.

Lost at Sea Ranking Chart

Items	Step 1	Step 2	Step 3	Step 4	Step 5
	Your individual ranking	Your team ranking	Coast Guard ranking	Difference between Step 1 & 3	Difference between Step 2 & 3
A sextant					
A shaving mirror					
A quantity of mosquito netting					
A 25 liter container of water					
A case of army rations					
Maps of the Atlantic Ocean					
A floating seat cushion					
A 10 liter can of oil/petrol mixture					
A small transistor radio					
20 square feet of opaque plastic sheeting					
A can of shark repellent					
One bottle of 160 proof rum					
15 feet of nylon rope					
2 boxes of chocolate bars					
An ocean fishing kit & poles					

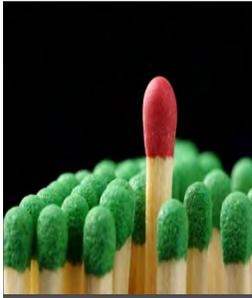
Coastguard Expert Analysis

According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them.

Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signaling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival:

Item	Coast Guard Ranking	Coastguard Reasoning
A sextant	15	Useless without the relevant tables and a chronometer.
A shaving mirror	1	Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate five to seven million candlepower of light. The reflected sunbeam can even be seen beyond the horizon.
A quantity of mosquito netting	14	There is NO mosquitoes in the middle of the Atlantic Ocean and the netting is useless for anything else.
A 25 liter container of water	3	Vital to restore fluids lost through perspiration, 25 liters will supply water rations for your group for several days.
A case of army rations	4	This is your basic food intake
Maps of the Atlantic Ocean	13	Worthless without navigation equipment.
A floating seat cushion	9	Useful as a life preserver if someone fell overboard.
A 10 liter can of oil/petrol mixture	2	The second most critical item for signaling. The mixture will float on water and can be ignited using the matches.
A small transistor radio	12	You would be out of range of any radio station.
20 square feet of opaque plastic sheeting	5	Can be used to collect rain water and shelter from the wind and waves.
A can of shark repellent	10	To repel sharks, of course!
One bottle of 160 proof rum	11	Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. Very dangerous if drunk, as it would cause the body to dehydrate, the opposite of what you need to survive.
15 feet of nylon rope	8	Could be used to lash people or equipment together to prevent being washed overboard. There are a variety of other uses, but none high on the list for survival.
2 boxes of chocolate bars	6	Your reserve food supply
An ocean fishing kit & poles	7	Ranked lower than the chocolate as there is no guarantee you will catch any fish. The pole might be used as a tent pole.



PRESENTATION

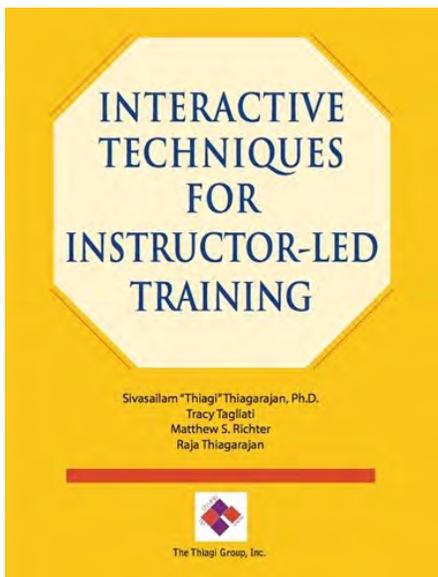
INTERACTIVE TECHNIQUES FOR INSTRUCTOR-LED TRAINING

PRESENTER

Matthew Richter



Matthew Richter, President of The Thiagi Group, provided a full day of interactive examples of how engaging the participants in learning can not only provide greater understanding, but allows the participant to use all of their senses to experience the message and desired outcome the curriculum is designed to teach.



Participants of the Learning and Performance Symposium learned first-hand how keeping the learning environment active and light even when covering policy and procedure benefits the presenter and learners well-being. In addition, Mr. Richter demonstrated ways that lecture can be engaging and even exciting. Participants were provided with a copy of *Interactive Techniques for Instructor-Led Training* to use in their daily work.

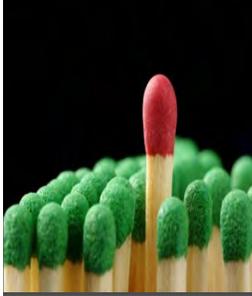
In the following pages, many of the activities experienced are highlighted for your reference.

For additional information, please consult the Thiagi website at www.thiagi.com.

“Do we have the right game for the right activity?”

“Trust the Process”

“Everything you do is merely an opportunity to debrief.”



ACTIVITY

DECK OF CARDS

Purpose

To generate as many answers to address a question or issue at-hand.

Procedure

Each table was provided with index cards. The participants are given a topic, problem, issue that they are to provide input, solution, response to. Ideas are generated independently and placed into a deck of possible answers/solutions. The deck of answers/solutions are provided to another table for review to determine plausible answers.

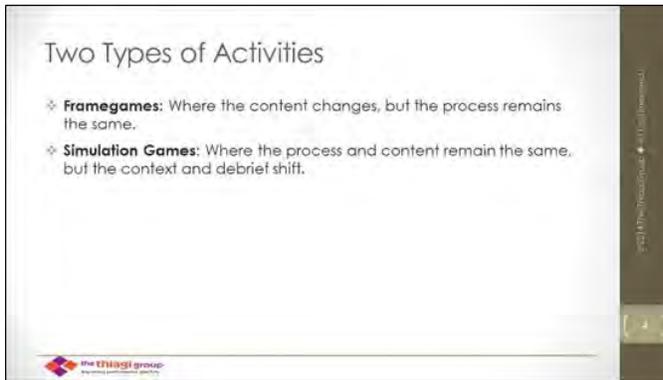
Debrief

“Together we are smarter”

By generating a variety of responses to what may appear to be a difficult question or circumstance, the individual asking the question is provided with options to review.

Variation: This activity can also be run as a review exercise to aide the learner in looking for different options for a topic or assignment.





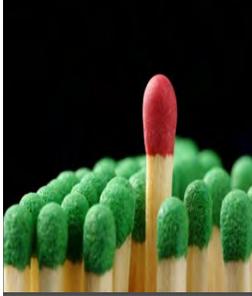
There are two types of activities:

- Frame Games
- Simulation Games



Different activities stimulate learning in adult learning. This engages the learner and makes learning fun. When people engage in the learning, they are more likely to retain it.





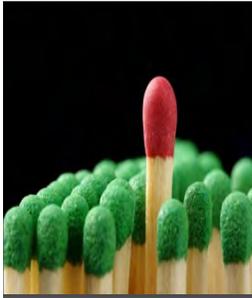
ACTIVITY

TWISTED-HAND SWITCH GAME

For directions for this activity, contact Matt at The Thiagi Group, <http://www.thiagi.com/>.

To view the YouTube video, type this into your web browser:
<https://www.youtube.com/watch?v=E0OzjsewJXs>





ACTIVITY

HELLO!

Purpose

This opener demonstrates how to begin building rapport while tying the openers to the content and participant expectations.

Procedure

The participants are formed into teams, and each team is responsible for answering a single question out of the following:

1. What are the characteristics of an effective interactive facilitator?
2. What problems might you face when conducting interactive facilitation?
3. How will we know (measure success) that we are effectively facilitating interactively?
4. How can we support each other and provide feedback on our progress as we integrate interactive techniques into our delivery?
5. What are your expectations for the day?

Each team had to get answers from every person in the room (or as many as possible) utilizing the following format:

- PLAN – Figure out how you will answer your question and get responses from every person in the room.
- COLLECT – Gather answers from every person in the room.
- ANALYZE – Consolidate your answers, prepare a flip chart presentation that will last two minutes.
- PRESENT – Present your findings.

Debrief

Ask the participants what they gained from this activity.

In summary, this activity does everything an opener does while having the participants focus on what they will be learning during the training.

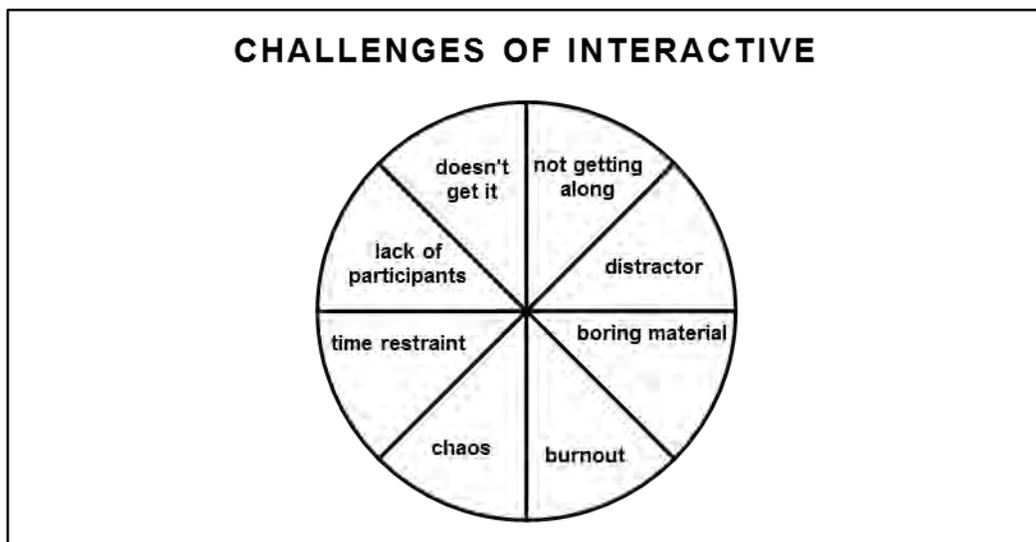
Responses

What are the effective characteristics of an interactive facilitator?

- Think on the spot
- Flexible
- Knowledge of subject matter
- Approachable
- Responsive
- Engaging
- Humorous
- Likable
- Adaptive
- Open minded
- Good listener
- Ruggedly handsome
- Speak clearly
- Professional
- Personable
- Be prepared
- Modest
- Confident
- Credible
- Outgoing
- Reinforcement

What problems might you face when conducting interactive facilitation?

- Resistance/difficult student (know it all people)
- Conflict among participants
- Distractions/disengaged
- Side bar conversations
- Lack of participation/interest
- Confusion on expectations
- Dry content
- Lack of management/admin support
- Logistical constraints (space/time)



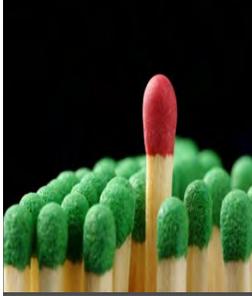
What are your expectations from today?

- Learn and apply
- New techniques
- Obtain ideas for interactive training
- Have fun
- Improve as a training facilitator
- Use what we learn
- Engaging
- Learn to debrief
- Learn as many engaging activities as possible
- Learn something new

How do we support each other?

- Networking
- Adapting to needs of audience
- Ask questions
- Take breaks, as needed
- Be in the moment



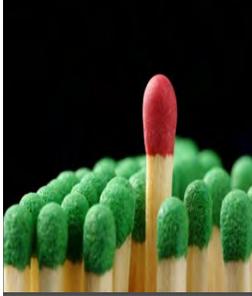


ACTIVITY

HAND CLAP

For directions for this activity, contact Matt at The Thiagi Group, <http://www.thiagi.com/>.



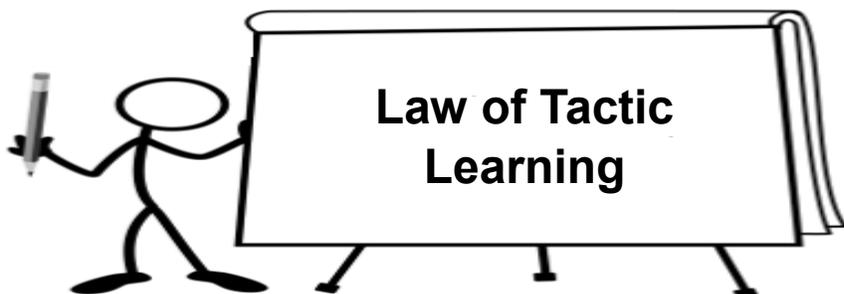
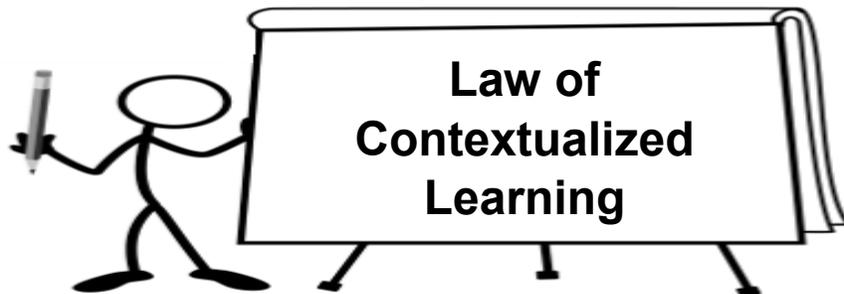
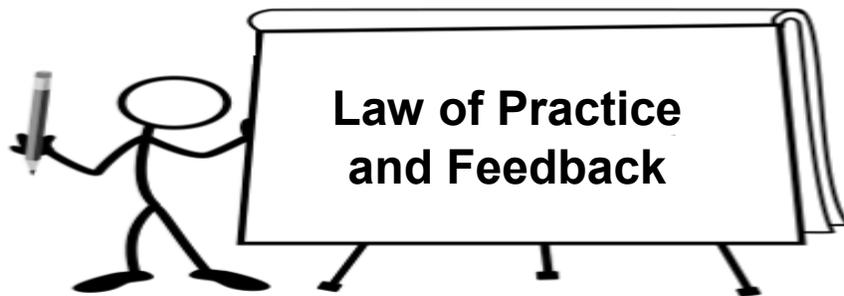


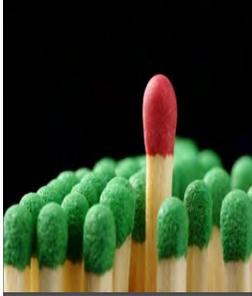
PRESENTATION

LAWS OF LEARNING

Matt Richter gave a brief presentation on making interactive learning relevant to adult learners focusing on the “Laws of Learning”.

For additional information about the laws of learning, visit The Thiagi Group website at this link: <http://www.thiagi.com/articles/2014/12/28/laws-of-learning>.





ACTIVITY

MIXED UP SENTENCE

Interactive lectures involve participants in the learning process while providing complete control to the instructor. These activities enable a quick and easy conversion of a passive presentation into an interactive experience. Different types of interactive lectures incorporate built-in quizzes, interspersed tasks, teamwork interludes, and participant control of the presentation.

One effective approach to adding interactivity to lectures involves requiring participants to review what they heard and summarize the key points. This approach reinforces learning and improves recall.

Missing Sentence provides an intriguing twist to an interactive lecture that is based on the review-and-summary strategy.

Purpose

Using the contents of a lecture, participants summarized the key points.

Procedure

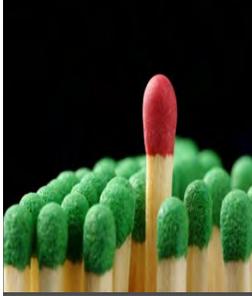
Participants evaluated the six sentences listed below and were tasked with deleting the superfluous sentence, adding the missing sentence, and arranging the sentences in order of importance.

1. People learn through active participation, not through passive listening or reading.
2. Curriculum design is associated with a collection of courses.
3. Training requires integration of content and activities.
4. Content can be presented before, after, and during an activity.
5. We must pay more attention to the design of activities than to the design of content.
6. You can teach through the use of appropriate activities.

Debrief

Ask the participants what this activity did for the retention of the lecture material.

In summary, the learning is enhanced by an activity that has the participants look at the content.



ACTIVITY

LEARNING ACTIVITIES GLOSSARY

Purpose

To have participants put their hands on learning that would be boring if just read and confusing if not discussed and processed.

Procedure

Participants were provided with one page of the Learning Activities Glossary and chose their top two strategies independently. Then, everyone searched the room for others with the same page and compared their selections. Participants selected two that would be the most useful strategies for most people in the room. Then, everyone searched the room for other people with different pages, and they each explained their choices. Participants were asked to select three that would be the most useful strategies for most people in the room.

Debrief

Even the most technical or difficult subject matters can be covered in an interactive process. The glossary activity allows participants to break the learning into small pieces in order to gain more comprehensive knowledge.

Glossary of Activities

4-D Activity is an approach to e-learning that uses four metaphorical doors: library, playground, café, and assessment center. This approach combines the effective organization of online content (in the library) with the motivational impact of web-based games (in the playground), the power of collaborative learning (in the café), and authentic performance tests (in the assessment center).

Action Learning involves a combination of action and reflection by a team to solve complex, strategic problems in a real-world organizational setting. Team members apply existing skills and knowledge and create new skills, knowledge, and insights through continuously reflecting on and questioning the problem definition, the collaborative behavior, and the ensuing results.

Action Maze is an interactive case study that may use printed or online text materials to present a series of critical situations. After reading the first situation, the player chooses a decision about the best way to proceed. Depending on the choice, the player is taken to the next part of the maze and presented with a new situation, along with new choices.

Action Research is a strategy that is similar to action learning. A team of participants conducts field research to examine a question. Especially suited for participants who don't know what they don't know, data collected during the research may alter the original question. The team may learn unanticipated principles and procedures because of the volatile nature of open-minded inquiry and objective reflection.

An Application Activity involves supplying participants with copies of a job aid for performing a specific procedure. In a typical application activity, different participants learn different steps and organize themselves into teams to share their step and learn the other steps.

Appreciative Inquiry (AI) is an alternative to traditional problem solving. Instead of focusing on what is wrong, AI emphasizes positive aspects of a situation. The AI process involves encouraging the participants to share stories of positive experiences with each other. Later, the participants review these stories to identify themes for further inquiry.

Assessment-Based Learning Activities (ABLA) requires participants to complete a test, a rating scale, or a questionnaire and receive a score (and other feedback) about their personal competencies, attitudes, or personality traits. In some ABLAs, participants' responses are combined to identify the perceptions, opinions, or characteristics of a team, a workgroup, or an organization. Whenever appropriate, ABLAs encourage interaction and discussion among participants to analyze their responses and apply the results to future action.

Audio Games are training activities that primarily depend on the playback of recorded audio messages (such as audiotape or streaming audio) to provide the training content, structure the training activity, and collect players' responses. Most audio games use very few or no visuals.

Board Games borrow structures and play materials from popular recreational games to create highly motivation training events. Board games typically use game cards and dice to encourage individuals and teams to explore relevant concepts, principles, skills, and problem-solving strategies.

Brain-Pick Activity involves one or more "informants" who share a common background. Participants interview these informants (and with each other) to learn about relevant topics and issues.

Card Games involve pieces of information (such as facts, concepts, technical terms, definitions, principles, examples, quotations, and questions) printed on cards. These games borrow procedures from traditional playing card games and require players to classify and sequence pieces of information from the instructional content.

The Case Method involves a written account of a real or fictional situation surrounding a problem. Participants work individually and in teams to analyze, discuss, and recommend appropriate solutions and to critique each other's work. In some cases, the facilitator may recount the actual decisions implemented in the real-world situation on which the case was based.

Cash Games are a special type of simulation game that involves actual cash transactions. They are not gambling games, nor do they focus on accounting procedure or financial management. Instead, they explore interpersonal skills (such as negotiation) and concepts (such as cooperation). These games use cash because it brings out natural behaviors and emotions in participants.

Closers are activities conducted near the end of a session. They are used for reviewing main points, tying up loose ends, planning application activities, providing feedback, celebrating successful conclusions, and exchanging information for future contacts.

Coaching Activities involve an individual coach supporting and improving the performance of a learner by asking questions and providing guidance and feedback. Most of these activities feature just-in-time and just-enough presentations, demonstrations, and feedback.

Computer Game Shells incorporate templates to create games that are presented on a computer screen. The shells permit the loading of new content (usually in the form of questions) by the facilitator. The computer program creates the game and acts as a timekeeper and scorekeeper. These computer games can be presented to large audiences by projecting the display on a big screen.

Consensus Decision-Making Activities involve a list of items (usually 10) to be arranged in order of priority. Participants complete the task individually and then reach consensus in teams. Then they compare their priority rankings with expert rankings. In the process, they learn more about factors that contribute to the importance of items and also factors that influence making decisions and reaching consensus in teams.

Control Group Design applies an experimental method to training sessions. In a typical session, several groups are given a real or simulated task to complete. Each group receives slightly different sets of instructions. After the completion of the task, participants are debriefed to identify the impact of the variations in the way they conducted the activity.

Corporate Adventure Learning involves physical activities (such as sailing, rafting, rappelling, rock climbing, exploring wilderness areas, and walking on rope bridges) in challenging indoor or outdoor environments. A trained facilitator ensures the safety of participants and conducts suitable debriefing discussions that enable participants to construct knowledge, skill, and value from these experiences.

Creativity Techniques provide a structure that enables participants to solve a problem or utilize an opportunity in a creative fashion. These techniques are useful not only for learning new skills and knowledge, but also for improving the performance of a team.

Culture Assimilators are interactive exercises designed to sensitize participants to the values of other culture groups. The exercises are structured around brief descriptions of critical incidents that involve intense feelings, knowledge areas, and cultural differences. Participants read and discuss each critical incident and select the most probable interpretation among multiple-choice alternatives.

Debriefing Games are interactive strategies that are used for encouraging reflection and dialogue about an earlier activity or event. These games require processing of a common experience to extract key learning points from it. They generally encourage participants to identify and express emotions, recall events and decisions, share lessons learned, relate insights to other real-world events, speculate on how things could have been different, and plan for future action.

Disaster Simulations are activities that require participants to cope with simulations of natural or organizational disaster such as an earthquake or downsizing. In dealing with such disasters, participants learn to make fast collaborative decisions in complex and rapidly changing situations.

Double Exposure Activities enhance the instructional value of training videos. In a typical activity, the participants watch a video and then play one or more games that help review and apply the new concepts and skills.

Email Games are conducted through the Internet. These activities permit asynchronous communication in which people receive and send messages at different times. Typical email games exploit the ability of the Internet to ignore geographic distances and involve participants pooling their ideas and polling to select the best ones.

Field Studies and Expeditions require participants to explore the environment of another country, culture, or time period. Teams of participants are given a set of objectives to achieve, information to collect, or objects to obtain. In the process of completing these tasks, participants acquire new knowledge about the environment and new skills for relating to the local people.

Graphic Analogies Discussion Generators are based on designs from Scot Simmerman. These activities use cartoon illustrations to engage, enlist, and involve people in performance-improvement discussions and stimulate collaboration and creativity. The strategy basically involves asking a group of people to compare elements from a generic illustration to the organizational context.

Graphics Games involve photographs, paintings, drawings, or cartoons as essential elements. Some graphic games require participants to create the visuals. In others, participants review the graphic, analyze its elements, discover relationships, and discuss their findings. Training objectives for these games are not limited to graphics; they can relate to other types of skills and concepts.

Improv Games are activities adapted from improvisational theater. The actors do not use a script, but create the dialogue and action as they perform. When used as an interactive training technique, improv games facilitate the mastery of skills related to such areas as creativity, collaboration, communication, and change.

Instructional Puzzles challenge the participant's ingenuity and incorporate training content that is to be previewed, reviewed, tested, re-taught, or enriched. Puzzles can be solved by individuals or by teams.

Interactive Lectures involve participants in the learning process while providing complete control to the instructor. These activities enable to a quick and easy conversion of a passive presentation into an interactive experience. Different types of interactive lectures incorporate built-in quizzes, interspersed tasks, teamwork interludes, and participant control of the presentation.

Interactive Storytelling involves fictional narratives in a variety of forms. Participants may listen to a story and make appropriate decisions at critical junctures. They may also create and share stories that illustrate key concepts, steps, or principles from the instructional content.

In an item-processing activity, the participants organize bits of information, ideas, facts, questions, complaints, or suggestions. In some cases, the participants themselves generate these items. Item processing results in deeper understanding and easier recall of different types of information.

Jolts lull participants into behaving in a comfortable way and deliver a powerful wake-up call. They force participants to re-examine their assumptions and revise their standard procedures. Jolts typically last for a few minutes but provide enough insights for a lengthy debriefing.

A Live Online Learning Activity (LOLA) is a structured technique that increases – and improves – interaction in virtual classroom sessions. Specific types of LOLAs may incorporate interactive stories, jolts, structured sharing activities, interactive lectures, and text games.

Magic Tricks incorporate a relevant conjuring trick as a part of a training session. They provide metaphors for important elements of the training content. The tricks may also be used as processes to be analyzed, reconstructed, learned, performed, or coached.

Matrix Games require participants to occupy boxes in a grid by demonstrating a specific skill or knowledge. The matrices provide a structure for matching or classifying individual items or organizing and comparing a set of items. The first participant to occupy a given number of boxes in a straight line (horizontally, vertically, or diagonally) wins the games.

Musical Teambuilding involves participants playing on different musical instruments to create synchronized and rhythmic music. The process that leads to the spontaneous and gradual evolution of the final piece of music is debriefed to provide insights into such topics as teamwork, leadership, and communication.

A mutual learning activity involves a heterogeneous group of participants with different knowledge and skills. Working in mixed teams, participants teach and learn from each other until everyone has acquired all the desired knowledge and skills.

Object Lessons incorporate physical objects and equipment as the main source of training content. Working individually or in teams, participants explore the components and functions of the object. As a result, they master skills and knowledge associated with effective use of the object.

One-Day-in-the-Life Simulations are conducted in a computerized or classroom situation. This type of simulation involves a list of tasks to be completed by a person holding a specific job during a typical day. Participants arrange these tasks in a priority order and begin performing them. Some of these tasks may involve individual work, while others may require role playing. Participants' activities may be interrupted by unexpected events that require immediate attention.

Openers are activities conducted near the beginning of a session. They are used to preview main points, orient participants, introduce participants to one another, form teams, establish ground rules, set goals, reduce initial anxieties, or stimulate self-disclosure.

Paper-and-Pencil Games require players to make their moves by writing or drawing something on paper. A typical game may involve players working on a small piece (or a large sheet) of paper. Paper-and-pencil games may incorporate elements of role-plays, simulations, creativity techniques, or quiz contests.

PC Simulations use playing cards to reflect real-world objects and processes. The rule of PC simulations typically encourages participants to discover principles of interpersonal interaction and inductive thinking.

Peer Coaching involves a partner who listens to your plans, observes your behavior, asks probing questions, and critiques your methods and accomplishments. Participants may pair up during a training session and may continue collaborating with each other for a long time afterwards. In addition to face-to-face conversations, this collaboration can be conducted through telephone, postal mail, and email.

Procedural Simulations are dress rehearsals of real-world events, such as conducting a raid to rescue hostages, evacuating a burning building, or being subjected to a surprise inspection by auditors. By working through these simulations, participants get ready for real-world events.

Production Simulations involve the design and development of a product (such as a video recording, a newsletter, a marketing plan, or a jingle). Different teams compete with each other to create the best product. The initial briefing in this strategy involves teams receiving specifications for the final product, along with a checklist of quality criteria. Teams have a budget and a time limit. They can purchase different job aids, reference materials, handouts, sample products, and consultative help experts who provide feedback along a variety of dimensions.

RAMEs (Replayable Asynchronous Multiplayer Exercises) use web pages, response forms, and email to present virtual participants with problems and challenges. Participants' responses are redistributed among themselves for evaluation and synthesis.

Replay Activities enhance the instructional value of audio recordings. In a typical replay activity, participants listen to an audio recording (for example, a podcast) and participate in an exercise that involves interactive evaluation, analysis, synthesis, application, and similar processes.

Role-plays involve participants assuming and acting out characters, personalities, and attitudes other than their own. These activities may be tightly or loosely structured and may involve a participant assuming multiple roles or reversed roles.

A Sampling Activity involves a collection of different examples (such as email subject lines, conference session descriptions, lead paragraphs of articles, or names of popular products). Participants analyze the samples, arrange them in different groups and sequences, identify key features, and list quality standards. Later they apply their discoveries to create new products that meet their needs.

Structured Group Discussions use a self-contained instructional format designed for collaborative learning among team members-without the need for an outside facilitator. The activity is facilitated by an audio or video recording or a computer program that specifies discussion topics, presents background information, imposes time limits, and provides feedback (in the form of model responses and checklists).

Structured Sharing is a special type of activity that facilitates mutual learning and teaching among participants. Typical structured sharing activities create a context for a dialogue among participants based on their experiences, knowledge, and opinions.

Synthetic Cultures assign participants to artificial cultures with extreme values along a single specific social aspect (such as an obsessive respect for status). Different types of simulations and role-play within this context provide participants with data related to intercultural and interpersonal interactions. Debriefing of the participants results in sharing their insights and learning from each other.

Table Activities help participants to learn from reviewing tables of information and recalling useful facts, discovering interesting relationships among variables, identifying key trends, and predicting outcomes. Some table activities require participants to organize information from other sources into structured tables.

Telephone Games use telephones and answering machines. They may involve the play of interactive training games over long distances. Telephone games may involve elements of role-play and virtual teamwork.

Television Games borrow the structure of popular TV game shows to present the instructional content and encourage participants to practice skills. They involve selected contestants and the “studio audience”, who participate and learn vicariously. TV Games can be broadcast for distance learning, made available on video, or presented live by using computer game shells and graphics.

Textra Games combine the effective organization of well-written documents with the motivational impact of games. The participants read a handout and play a game that uses peer pressure and peer support to encourage recall and transfer of what they read.

Thought Experiments are mental role-plays that involve guided visualization. Individual participants mentally rehearse new patterns of behavior or hold imaginary dialogues. Combined with self-reflection these activities result in increased self-awareness and mastery of new knowledge and insights.

Training Devices involve physical activities performed on electrical and mechanical pieces of equipment. Participants solve a problem or meet a challenge with the device and relate the process to their workplace activities.

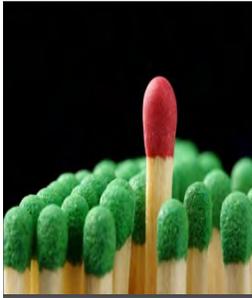
Troubleshooting Simulations require participants to systematically find the causes of problems and fix the problems. These simulations can use realistic simulators (as in the case of debugging faulty machinery) or computer printouts of output data (as in the case of slowing down the loss of market share).

Values Clarification uses engaging activities that raise provocative issues and confront participants with their inconsistencies. The methodology helps individual participants decide among alternatives and determine what has personal meaning. The process (associated with Sidney Simon) does not force one set of right values, but rather encourages discussion and exploration of alternatives before choosing, prizing, and acting upon a specific value.

Video Feedback involves each member of a group role-playing an interpersonal skill. This is followed by a group members providing positive and constructive feedback to each role-player, with the intent of helping the person improve his or interpersonal skills.

Web Game Shells are templates for creating games that can be played on the Internet. The shells permit the loading of new content (usually in the form of questions) by the designer. The online program creates the game and acts as a timekeeper and scorekeeper. A variety of games and simulations can be played on the web by individuals or by teams. Multi-player games permit several participants to interact with each other at the same time.





ACTIVITY

IT'S A FRAME GAME

A FRAME GAME is an instructional game very consciously created and designed to allow easy loading of the current content and replacing the same with the relevant subject matter.

Just as any picture can be mounted in a frame, any content can be loaded in a frame game to suit the needs. A BINGO can be a good review frame game for an advanced sales training session or a beginners course in ID or revising the algebraic formulae with Class Ten students. Similarly, there can be a frame activity which allows the participant to be flexible with the subject matter depending on the audience, the learning objective, time available for the activity and numerous other factors...

Frame games are dexterous tools in the trainer's repertoire of activities and if judiciously used can multiply the learning multifold in a FUN and a non-obvious manner!

Broadly a good frame game has all or most of the features mentioned below:

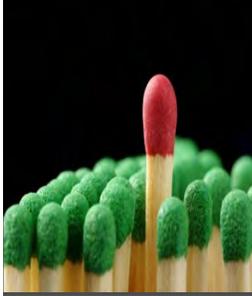
Adaptability and flexibility: A good frame game adapts well to the instructional objectives, trainee characteristics, type of learning, and intended use. It allows for simple alterations and variations depending on the unique resources available with each trainer before each session.

Real world application: An appropriate frame game is not just an inane filler, but has a real world relevance. It helps participants learn skills and concepts that are applicable to the workplace. The participant easily identifies herself in the examples shared, explained in the game.

Simple to understand: An effective frame game has simple rules and easy to follow instructions by participants which leave no room for doubt

Engaging: An ideal Frame game is the one which involves ALL participants in the training game at all times and challenges them to just the right extent. They are not too simple nor too difficult but appealing enough to the audience.

Trainer friendly: An impactful Frame game is the one which is simple enough for the trainer to understand and experiment with! The idea is: Can a typical trainer use the game without having to spend too much time preparing the materials or learning the rules herself?



ACTIVITY

STORYTELLING

Purpose

Storytelling is a powerful tool for trainers. Unfortunately, traditional storytelling encourages the participants to become passive listeners. In contrast, interactive storytelling encourages them to interact with the stories and with each other. Different types of interactive storytelling techniques invite the participants to create their own stories and share them with each other. Even when the stories come from the facilitator, the participants modify the stories, change the beginning or the ending, change the characters or the setting, expand or shrink the stories, make decisions at critical junctures, analyze the stories, and roleplay them. The result: More engagement during the session and more learning after the session.

Procedure

There are seven sentence stems that constitute a story spine. To create an instant story, divide the participants into small groups (2-5 would be most effective). Provide each group with seven (7) index cards. Have the participants complete each sentence stem using the below information and string them together.

Debrief

This activity brings humor to the classroom and may help to lighten a difficult topic for the learner to see through a different lens.

Once upon a time...

Every day...

But, one day... (This is where the problem behavior comes up)

Because of that...

Because of that...

Until, finally... (do something about the bad behavior)

And, ever since then... (the moral of the story)

Examples

Once upon a time, two officers from the same department//area came to ethics training and they brought with them off topics, off color and rude comments.

Every day, I would remind them of professional boundaries in the workplace to no avail.

But one day, they crossed the line by telling a rude joke that offended everyone else in the room.

Because of that, a formal complaint with HR

Because of that, HR launched a full scale internal investigation like the agency had never seen before.

Because of that, everyone in the agency had to attend a mandatory training.

Until finally, everyone understood the importance of professional boundaries.

Ever since, they went on to be a model organization that loved and respected each other

Once upon a time, there was a trainer who was training a class.

Every day at training, the participant monopolized the class with negativity.

But one day, it was too much for the trainer.

Because of that, he decided that something had to be done and fast.

Because of that, the instructor called the student to the front to do the next activity.

Because of that, the student was pleased and became engaged with the class.

Until finally, the student wanted to become an adjunct trainer.

Ever since, he became a lead training and President of an interactive tech company.

Once upon a time, there was a trainer who worked in a training academy and instructed in ethics.

Every day was a challenge because there were two students who loved cross talk.

But one day, these 2 students were able to influence everyone else in the class to become divided.

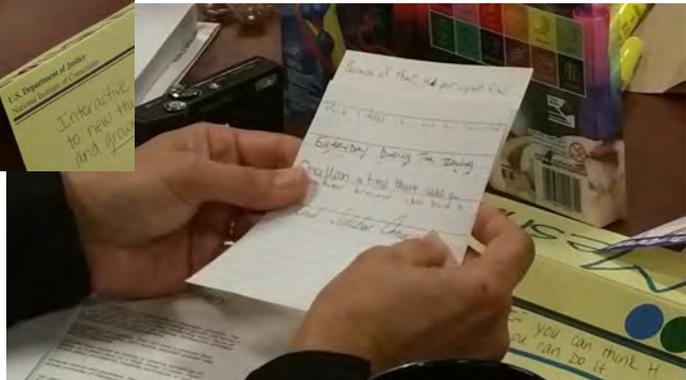
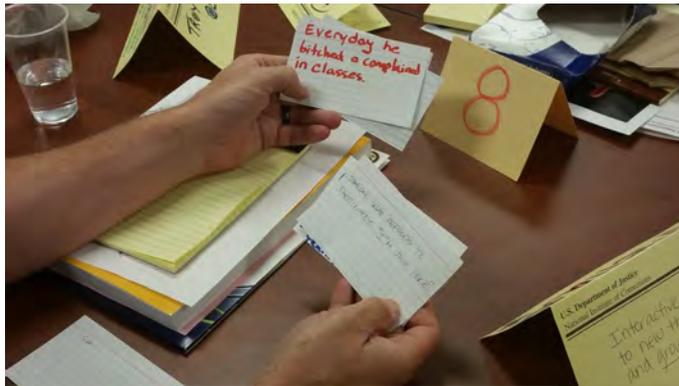
Because of that, there was friction and lack of engagement for the participants and its instructor.

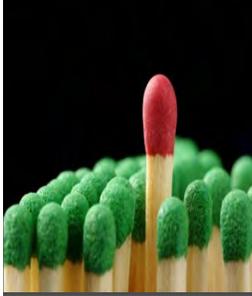
Because of that, the classroom environment felt really uncomfortable.

Because of that, Matthew S Richter was called to demonstrate poor instructional practices.

Until finally, Matt adapted and overcame by conducting team-building activities related to expressing and accepting feelings.

Ever since, everyone's gotten along due to better communication and being able to validate others' feelings.





ACTIVITY

ENVELOPES

Purpose

Participants explored everyday ideas for executing strategies.

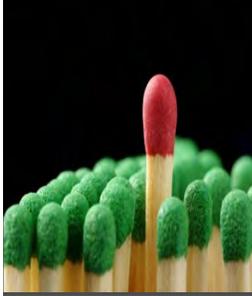
Procedure

Participants were divided into teams. Each team was provided with an envelope with a strategy to identify ideas for executing the strategy. Members of the team discussed the strategy and determined how it could be applied to on-the-job decisions and behaviors. The team wrote short sentences describing these application examples on the index card. After several minutes, each team was advised to place the response card inside the envelope and pass the envelope, unsealed, to the next team. The teams were instructed not to open the envelope they receive. The next team completed the same procedure on a different index card, and repeated the process for four rounds. During the evaluation round, the teams evaluated the four response cards inside the envelope by reviewing the individual examples on each response card and then comparing the overall merits of the cards with each other. Each team selected the top five ideas. Teams presented the strategy and the top five ideas, and the class discussed common ideas.

Debrief

This activity provided a way for multiple solutions to be generated for each question provided in the envelope.





PRESENTATION

CREATING A MOTIVATING ENVIRONMENT

As we learned earlier in this symposium, participants are motivated by feeling and how topics affect them. During this part of Mr. Richter's presentation, he demonstrates through visual aids how the mind and topic are drawn together to emphasize a point.

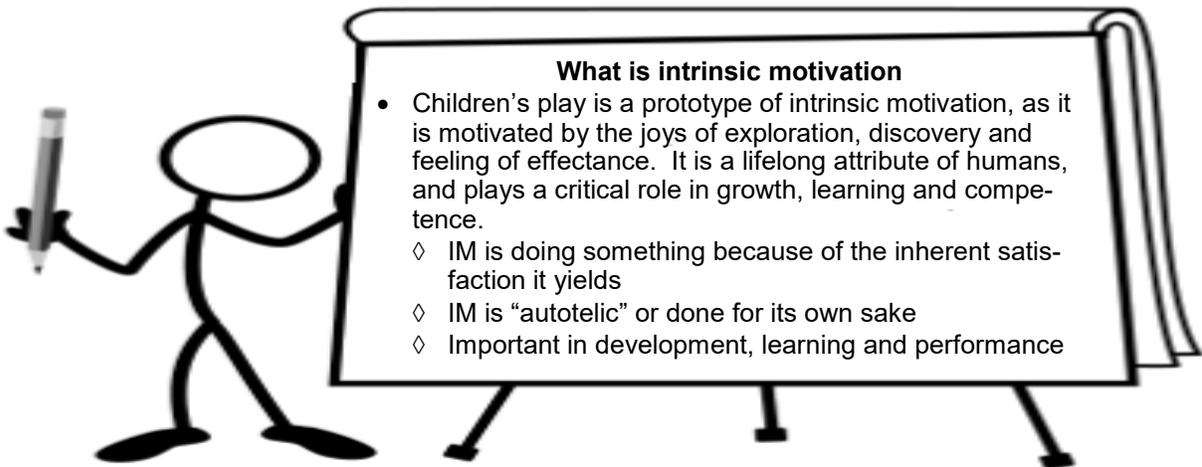
PRESENTER

Matthew Richter



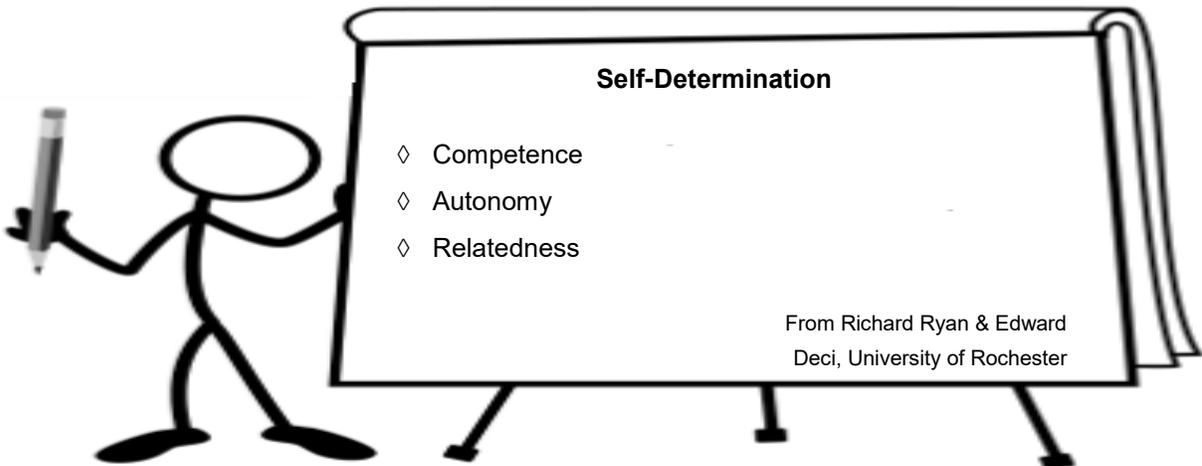
Operant Conditioning

- Repeat behaviors that are reinforced
- Positive reinforcement
- Negative reinforcement
- Punishment



What is intrinsic motivation

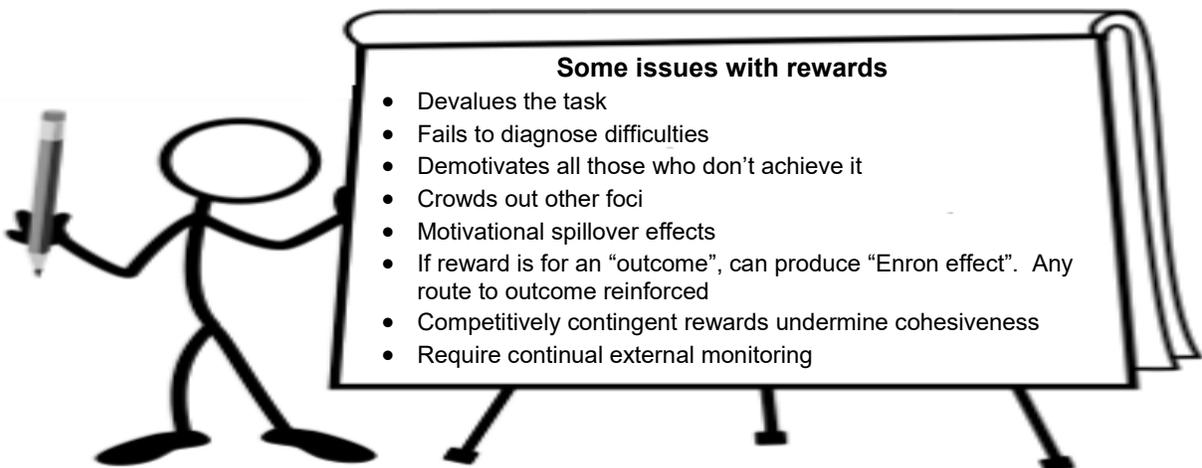
- Children’s play is a prototype of intrinsic motivation, as it is motivated by the joys of exploration, discovery and feeling of effectance. It is a lifelong attribute of humans, and plays a critical role in growth, learning and competence.
 - ◇ IM is doing something because of the inherent satisfaction it yields
 - ◇ IM is “autotelic” or done for its own sake
 - ◇ Important in development, learning and performance



Self-Determination

- ◇ Competence
- ◇ Autonomy
- ◇ Relatedness

From Richard Ryan & Edward Deci, University of Rochester



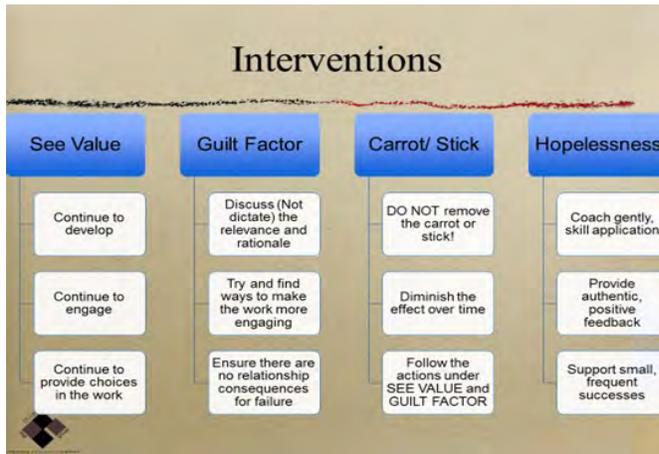
Some issues with rewards

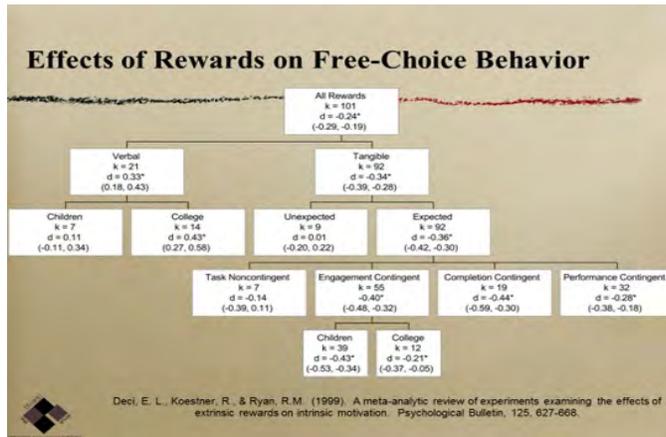
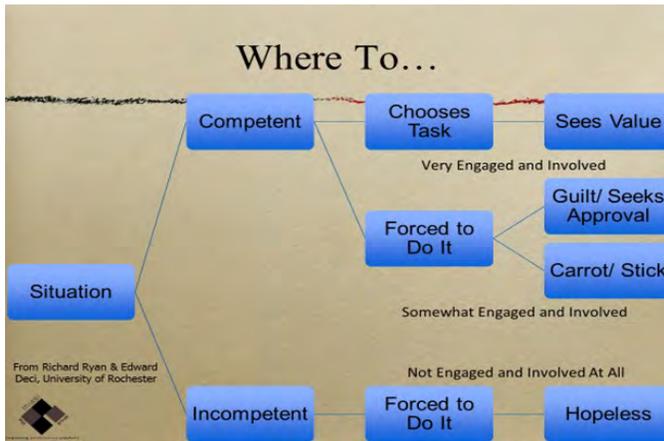
- Devalues the task
- Fails to diagnose difficulties
- Demotivates all those who don’t achieve it
- Crowds out other foci
- Motivational spillover effects
- If reward is for an “outcome”, can produce “Enron effect”. Any route to outcome reinforced
- Competitively contingent rewards undermine cohesiveness
- Require continual external monitoring

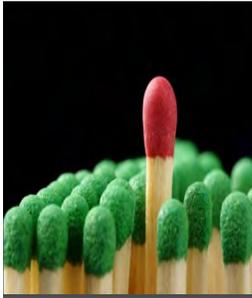
Mr. Richter presented this material in a lecture format that used affective and feeling techniques to help to engage the participant in the learning process. On the next page is a quiz he provided and demonstrated how material can be presented through the use of printed visual aids.



From the work of Richard Ryan & Edward Deci, University of Rochester







ACTIVITY

QUESTIONS ANSWER KEY

Participants were asked to develop as many questions as they could about the lecture topic.

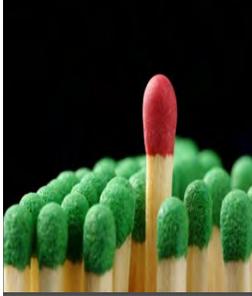
1. Negative reinforcement encourages positive behavior. **True**
2. Extrinsic motivation involves seeing value. **True**
3. Competence level doesn't matter if it is only perceived. **False**
4. Rewards reinforce the task. **True**
5. An apathetic person sees motivation. **False**
6. Extrinsic motivation results in long term benefits/change. **False**
7. People are motivated by friendly competition. **True**
8. With the right amount of punishment or reinforcement I can get you to do what I want. **True**
9. Increasing pay improves performance. **False**
10. External motivation strategies can generate short-term results. **True**
11. Intrinsic motivation is doing something because you are told to. **False**
12. Operant conditioning uses repetitive behaviors. **True**
13. Define negative reinforcement. **The removal of an unpleasant stimuli**
14. What is another term for outside motivation? **Operant conditioning**
15. Name things that undermine intrinsic motivation in the workplace. **Rewards**
16. What 3 factors are necessary for intrinsic motivation to occur/exist? **Competence, Autonomy, Relatedness**
17. What is another term for amotivation? **Apathy**
18. Who was the founder of behaviorism? **Tom Watson**
19. Who is considered the father of behaviorism? **B.F. Skinner**
20. What are the benefits of seeing value? **Long-term sustained performance, internalized benefits**
21. What is relatedness? **It is a sense of belonging. I'm a part of this community.**
22. What does 'introjection' mean? **Extrinsic motivation where the person is quilted into making a change of behavior.**
23. Rewards increase the value of a task. **False, it devalues a task**
24. What are the 3 types of extrinsic motivation? **External motivation, introjection, seeing value**
25. Competency requires 2 things.....name them. **Belief you can do the task, resources needed**

What conditioning did Matt use on his wife to have her hum on Union St in San Francisco?

- Operant conditioning

Review Game from questions made by the group

- Score keeper
- Spotter
- Question Reader
- Judge



ACTIVITY

BIDDING ON \$10

Purpose

Demonstrate that participants are competitive and they will almost always go one step further to gain a profit or save their reputation.

Procedure

Using a \$10 or \$20 dollar bill, the facilitator attempts to sell this denomination of money to the highest bidder. Participants bid on the denomination of money and quickly become competitive about how far they will go to achieve the denomination that is being sold. The winner who is also the top bidder is the one who pays the bid amount. The second place bidder pays and get nothing.

Debrief

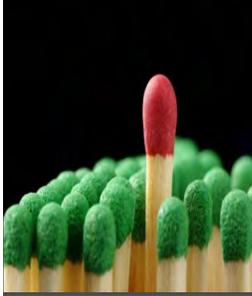
Interactive activities can be competitive. The facilitator needs to know the audience and pre-determine how far participants are willing to go in order to achieve the training object or to save their reputation.

This activity is an example of a Jolt.

If you stop now, you are only out .50 or

- Trying to protect the loss. Even I could eventually win if I kept going.
- Pride
- Thrill of it
- Don't want to loss.
- Wanted to Winn
- Ego Preservation.





ACTIVITY

THE PRESS CONFERENCE

Purpose

This learner-centered activity allows for the participants to interview a subject matter expert to gain the specific knowledge skills or trait that they need.

Procedure

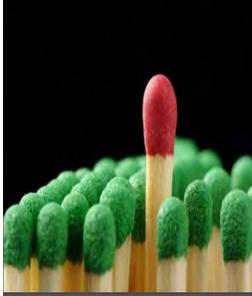
The subject matter expert(s) and or moderator may choose to make brief remarks to frame the guidelines for the interviewing process. This may include timelines, content, and the number of questions that can be asked by one participant at a time. The participants ask questions of the subject matter expert based on the guidelines provided.

Debrief

This activity provides the learner with the opportunity to focus in on what they need to meet their needs to achieve the knowledge skills or traits that are required to do the task.

The moderator role is crucial because this person needs to be familiar with the topic as to make the presentation expand or contract to the time allotted.





ACTIVITY

THIRTY-FIVE

Purpose

Participants reflect on their single greatest concern utilizing interactive strategies for training, and share and compare ideas with others.

Procedure

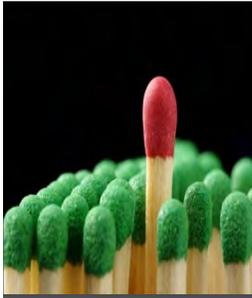
Participants were each given one index card, and were tasked with answering the following question: *What is your single greatest concern using interactive strategies for your trainings?*

Prior to preparing a response, participants were asked to be specific, brief, legible, actionable, and practical. Once a response was developed, participants were asked to stare at the card, review the idea, gloat, detach themselves, get ready to launch and then say “goodbye.” Participants then moved around the room and exchanged cards with as many others as possible. They stopped when they heard a whistle. Each participant would partner with one person to compare ideas, and decide which idea noted on the index card was the better idea. Seven points was distributed between the two ideas with no fractions, deeming one idea the winner from each pair. The participants repeated this process four more times.

Debrief

Some of the responses captured on the index cards, and the total point value from all five rounds included:

Many ways to make training interactive and thereby increase understanding and retention.	23
The purpose of practice and feedback loop is an integral part of facilitating training(s).	23
Training is not about the design of curriculum, but instead the use of appropriate activities.	23
If you are not actively engaging your students, you are not facilitating the best model for learning.	24
Develop activities, not content.	25
Bringing activities into training events engages students and increases long-term retention.	26
Helping participants see the value will increase retention.	28



ACTIVITY

DOTTING

Purpose

Participants were given specific number of dots. They are asked to use their dots to help decide the four breakout groups for a discussion activity occurring on the third day of the symposium.

Procedure

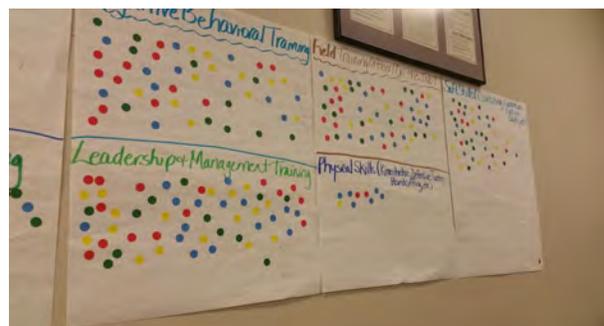
After creating group-generated lists in response to topics provided by the symposium coordinators, the participants were asked to vote on what they considered to be the most important to them.

Debrief

The dotting activity provides a way to take group-generated answers and determine overall importance to individual group members. Each dot represents a vote to determine how individual participants feel at that point in time.

This technique demonstrates how individual votes create consensus in determining the response.

Variation: This dotting process can be used to help take a large group of ideas and bring it down to a manageable number of topics.



Pre-Service: 14

In-Service/Retraining: 39

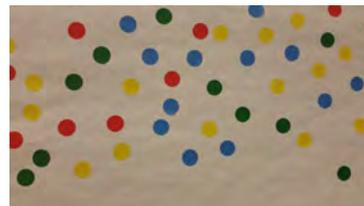
Cognitive Behavioral Training: 48

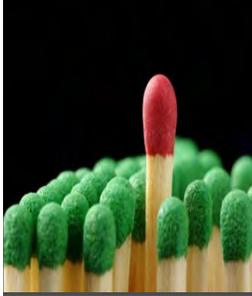
Leadership and Management Training: 60

Field Training Officer / On the Job Training: 56

Physical Skills (Kinesthetic, Defensive Tactics, Handcuffing, etc.): 9

Soft Skills (counseling, communication skills, etc.): 46





DAY THREE

OPENING SESSION ACADEMY FY 2017

Day Three began with participants from the International Corrections Management Training Center (ICMTC) sharing their mission and purpose. The following is a synopsis of the information that the ICMTC Team shared with Symposium participants.



What does ICMTC stand for? International Corrections Management Training Center

Where are we located? Canon City, Colorado

Mission: To provide world class training opportunities for our international partners, assist in development of policies and procedures, and foster humane and transparent correctional systems that are safe and secure worldwide.

As a division of Colorado Correctional Industries the ICMTC will strive to provide meaningful work and job training opportunities for offenders, thereby reducing offender idleness and providing job skills for their long term future employment.

2016 LEARNING AND PERFORMANCE SYMPOSIUM – INTERACTIVE INSTRUCTION IGNITES LEARNING

The ICMTC is committed to the mission and values of Colorado Correctional Industries and the Colorado Department of Corrections.

"Building a safer World for today and tomorrow"

Training Audience: Mid-Senior level officials as well of members of specialty units- classification, STG, Transportation, Industries, clinical services. 28 countries and 1,683 corrections officials from 2011-2016.

Center Capacity- 53 rooms, 2 classrooms.

Staffing- 28 staff (trainers, security, food service, housekeeping, maintenance), and 48 offenders in meaningful jobs (culinary, maintenance, housekeeping).

Training Challenges

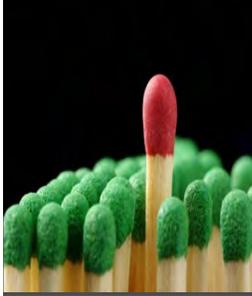
1. Language- 8: English, Spanish, Arabic, French, Dari, Pashtu, Portuguese, Urdu
2. Rule of law
3. Infrastructure
4. Technology
5. Resources
6. Culture

To focus on these changes, make the material relevant to their environment.

Outcome Measures- building action plans to make their facility/prison Safe, Secure, Humane, Transparent.

Collaboration: CDOC, CCI, USDOS, INL, NIC, DECO, FBOP, DoD

Security Operations Training Initiative: Over the last eight years, there has been an increase in the frequency and sophistication of attacks against prisons and prisoner transports around the world. Prison attacks, particularly those that result in mass escapes, threaten public safety and erode public confidence in the government. The International Narcotics and Law Enforcement Bureau (INL) is responding to this trend through the Security Operations Training Initiative (SOTI). SOTI provides enhanced training in high risk prisoner transport, security threat group management, and emergency management courses currently offered at the International Correctional Management Training Center (ICMTC) in Canon City, Colorado. Enhancement of these courses includes additional curricula, training aids, equipment, mobile training capacities, and training site modifications to accommodate scenario-based courses.



PRESENTATION

FUTURE OF LEARNING AND PERFORMANCE

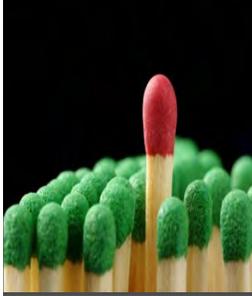
Futuring: Picturing and Planning

PRESENTERS

Bernie Iszler
Milan Hatch



As we look to the future of training, Bernie Iszler spoke about her granddaughter and how she learns. Lennon Emma watches a process and then wants to try it herself. She is engaged in the process. She experiments and tries things. Our training environments need to be more engaging- not only to make learning more fun but more important to make learning more effective. Iszler also introduced some concepts that leaders in the field of learning view as changes in workplace learning. The final question that learning professionals in corrections need to ask themselves is what the implications are for training corrections staff



ACTIVITY

TWO QUESTIONS

What changes do you see in the workplace? Staff? The work?

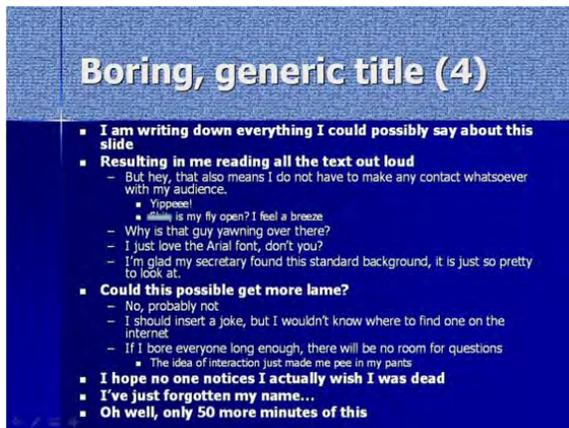
- Technology
- Laws
- Policy and procedure
- Culture (staff and clients)
- Focus on behavior change
- Different responses
- Funding
- Lack of managing
- Education
- Community demand
- More humanity
- Diversity generations in the workplace
- Viewed as more of a profession rather than a job
- More training
- Shift in think amongst line staff
- More inmate services
- Focus on people skills
- Restrictive housing
- Staff are more skilled using technology
- Generations
- E-learning
- Creative learning
- High emphasis on deescalated techniques
- Do more with less!
- Limited budgets
- Recruitment issues = less manpower
- Constant connectivity
- Difference in offender treatment
- Programs
- Interventions
- Technology – adapted for jails or prisons, scanning mail and allow inmates to use tablets to read mail, texting
- Younger generation staff
- Research – generational changes, legislative changes, move out of administrative segregation
- Poor life skills
- Change in philosophy
- Community policing
- Less \$\$ (higher expenses)
- Laws changing
- Turnover expectations
- Technology needs social media
- Desire for guidance and direction
- Employment pool changing negative direction
- Multiple responsibilities in addition to security, MH/MR, D/A offender/employees
- Less patience shorter attention spans
- Increase in science and research
- Better educated workforce
- Culture change

What key factors are influencing the need for change in workplace learning?

- Training
- Laws, policy, procedure
- \$\$\$
- Different generations
- Readily available information
- Promotion of change and prosocial skills
- Professionalizing
- Attention span
- Communication
- External vision/motivation
- Leadership
- Diversity
- Public view
- Technology
- Human rights
- Inmate population
- Privacy and compliance laws
- Influencing change in workplace learning
- Time restraints-heavy caseload- accountability
- Type of offender juvenile/adult
- Focus more on re-entry efforts
- Mindset/case management
- Philosophical shift
- Increase MH Focus
- Loss of 'experience'
- Retention
- Social influences
- Techno-savvy new hires
- Increased transparency
- Training taken more seriously (outcomes measured)
- Return on Investment (ROI)
- Different work styles
- Better educated staff



Design: HOW you deliver is as important as WHAT you deliver.



Training is often ineffective and unappealing.



The Web is changing the way we learn.



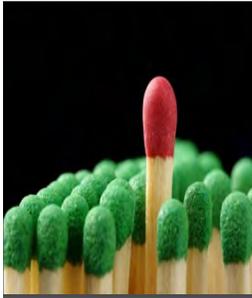
The way people prefer to learn at work is changing.



The importance of informal and experiential learning.



Shift from knowledge worker to learning worker.



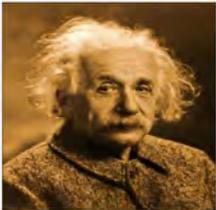
PRESENTATION

INTERACTIVE TECHNOLOGY

PRESENTER

Case Dent
Jeff Hadnot

“The true sign of intelligence is not knowledge but imagination”



- **Mobile Technology** is the ability to learn independently of anytime or place using mobile devices. It is also the flexibility of the users.
- **Gamification** is the use of game-based mechanics or game thinking learning to promote learning, motivate action and solve problems.



Interactive technology for the classroom is one of the fastest growing segments in education, and offers tremendous potential for improving the learning process. Our objective is to show learners how to incorporate existing technology into their learning environment. Gamified learning is a teaching methodology that creates a game-like scenario around the course curriculum and the objectives of the course. The purpose of these game systems is to promote student engagement and motivate students to participate in the course activities. This presentation will introduce learners to a company called “Webinar Interactions” which is a free gamification application. Learners will use their smartphones to download and play both Wheel of Learning and Battleship games. Participants will answer Multiple choice and True/False questions to compete in both games. In addition to the instructor receives real time feedback from students. Students will learn how Webinar Interactions let’s Facilitators/Instructors build your game based off your content with fluid interactions at no additional cost. At the end of our session we will discuss the pros and cons of Mobile Learning. Mobile learning isn’t about the technology or the device, and it should not be a primary mechanism to deliver your E-learning courses. Rather, think of mobile learning as way to provide employees or customers with the right content at the right point in time. If used properly, many professors have found that by using games as a motivator in their classrooms they have improved course assessment results and have students that are attentive and productive.

Take a moment and think how mobile technologies have impacted your life?



Webinar Interactions Full Engagement

- Free gamification app.
- Enjoy your professionally developed game in a webinar or virtual platform or in an instructor-led environment.
- Works perfectly for in-person meetings and classroom training session.
- Administration Portal so you can view your participants responses in real time.
- Provide content through a simple form. The content typically includes multiple choice or true/false questions.
- Provide presentation slides to match your game.

www.webinarinteractions.com/play

Wheel of Learning



Webinar Interactions App

1. Download and install the Webinar Interactions app from the Google Play or Apple App Store.
2. After the app is installed, launch it and click the Participant button.
3. Enter the following quiz code: 322211
4. Within the webinar application, click the green checkmark when you have completed these steps.

Be patient as the activity is loading. Your instructor will let you know when to proceed.

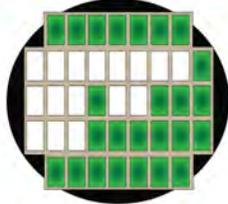


Game Rules

- The goal is to earn as many points as possible.
- You cannot solve the puzzle unless the wheel stops on the solve space.
- If you answer a question correctly, you will gain points and have an opportunity to guess a letter for the game board.
- If you answer a question incorrectly, you will not gain points and cannot guess a letter.
- Pause playing the game whenever you see the game board. Wait until your instructor says to continue.



Wheel of Learning



Question 1

True or False: Training delivered via lecture only leads to minimal learning and should not be used.

The multiple choice answers are on your mobile phone or tablet.

Question 2

True or False: The more the participants like the instructor, the better the learning outcomes.

The multiple choice answers are on your mobile phone or tablet.

Question 3

True or False: Material covered is material learned.

The multiple choice answers are on your mobile phone or tablet.

Question 4

True or False: Coaching in the workplace has been shown to increase use of trained skills by 90%.

The multiple choice answers are on your mobile phone or tablet.

Question 5

How many chunks of information can participants mentally manage at one time?

The multiple choice answers are on your mobile phone or tablet.

Mobile Learning Facts

- 47% of organizations are now using mobile devices to support formal learning.
- In 2017, it is expected that tablets will outsell PCs and Laptops.
- Game based learning is expected to grow to \$2.3 billion in 2017.
- Simulation based learning in corporate settings expected to reach \$6.6 billion in 2017.
- 54% of corporations have formalized Bring Your Own Device policies.

Learning Training in Mobile Learning

- Technical Training (how to use it)
- Strategic Training (what to do with it)
- Pedagogical Training (why to use it)



Warship Battle

Total Hits = 0 Webinar Warship Battle



Webinar Interactions App

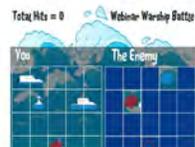
1. Download and install the Webinar Interactions app from the Google Play or Apple App Store
2. After the app is installed, launch it and click the Participant button
3. Enter the following quiz code: 433221
4. Within the webinar application, click the green checkmark when you have completed these steps

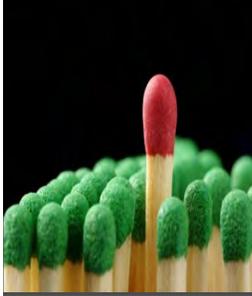
Be patient as the activity is loading. Your instructor will let you know when to proceed.



Game Rules

- Sink your enemy ships before they sink yours!
- You only get to fire on your opponent if you get the question correct.

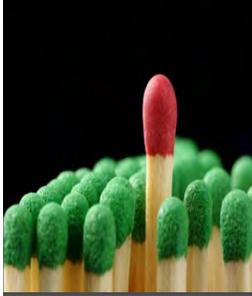




PRESENTATION

INTERACTIVE INSTRUCTION IN SUBJECT MATTER GROUPS





BREAKOUT SESSIONS

CBT, FTS/OJT, SOFT SKILLS, LEADERSHIP

Discussions



Purpose

Participants joined one of four subject matter-specific groups (Cognitive Behavioral Training (CBT), Field Training Officer (FTO)/On the Job Training (OJT), Soft Skills or Leadership Management Training) to discuss interactive instructional ideas they would like to implement or have been trying to implement, the barriers they are encountering, or have encountered, resources they can share, and potentials solutions to surmounting and overcoming these barriers, so they can be interactive in the instruction in this subject matter.

Procedure

Participants gathered in subject matter-specific breakout rooms for discussions with their peers in either CBT, FTO/OJT, Soft Skills or Leadership Management Training.

Each group discussion was facilitated by moderators, volunteer time keepers, scribe/recorders and participant volunteers who summarized and reported out to the full symposium group.

Breakout Discussion Questions

During a subject matter-specific discussion guided by facilitator and recorded by a scribe, each breakout group spends 15 minutes addressing and sharing ideas on each of the following four questions.

1. **Implementations** – What interactive instructional ideas in learning and training in your subject matter area would you like to implement, or have been trying to implement? What specifically have you been attempting? Interested in implementing? Planning to implement? Why are you choosing the interactive instructional innovations that you are? What are your choices based on?
2. **Barriers** – What barriers are you and your agency encountering as you move forward in implementing innovations in interactive instruction learning and training delivery? What are they specifically? How do they present themselves? Are you encountering barriers? Are they attitudinal? Grounded in policy and procedure? Staffing barriers? Agency infrastructure? Political? What are your personal barriers as a learning and performance professional? Is your agency leadership on board as supporters?
3. **Resources** – What resources do you know of that can assist in surmounting and or overcoming the barriers that we identified? What resources are freely available that could help us innovate in use of interactive instruction in our training and learning delivery? How do you keep yourself apprised of these resources? What can we do as a group interested in this subject matter to better share resources with one another?
4. **Solutions** - What are potential solutions as we seek to innovate in our use of interactive instructional techniques in our learning and training delivery? How can we better equip our staff to design and facilitate these interactions? How do we seek leadership support? What works and does not as we do so? What continued development do we need for ourselves as we seek innovations in our learning systems? What will your first steps be as you think about innovating your interactive training design, facilitation and delivery, based upon this discussion?

Reports from each Subject Matter-Specific Breakout Group

The following several pages' detail subject matter-specific breakout group responses to the four question areas.



FEEDBACK

CBT GROUP

Implementations



- Aggression replacement try Washington St program (Teach, demo, practice NCA simulations, teach backs)
- Homework to increase dosage (verbal, written)
- Formula for Curriculum Designer
 - ◇ 10-minute lecture—specific skill or build-up of skills
 - ◇ 40-minute practice and focus on skill
 - ◇ 10-minute breaks (there's a closeout) debriefing before restarting
- Debriefing isn't rush to ensure feedback
- Opened questions

Barriers



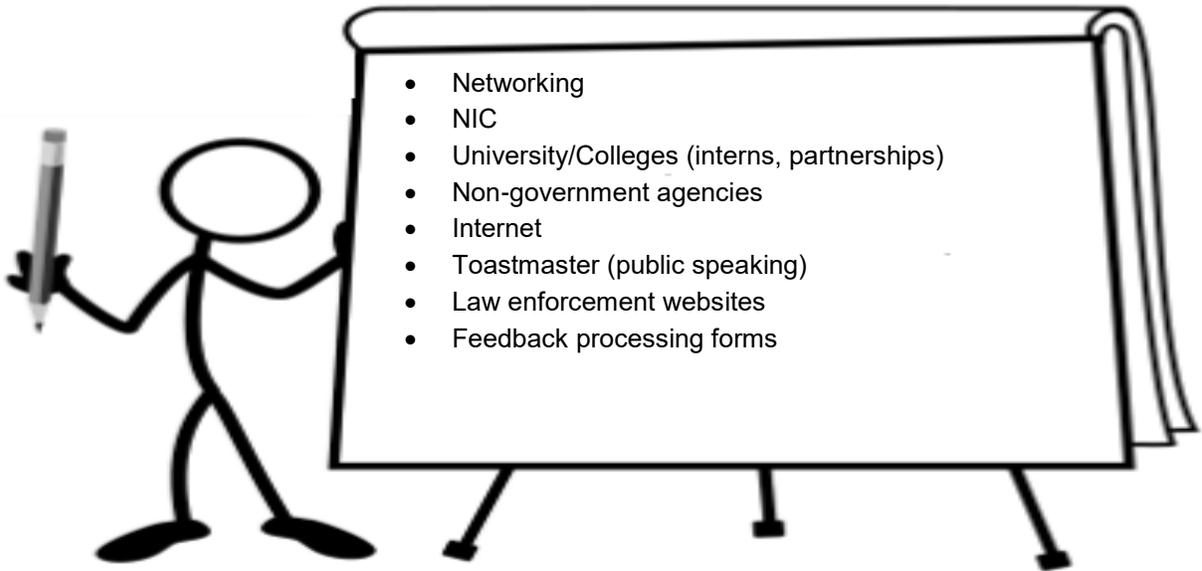
- Time/travel
- Tying activity to contact
- Lack of trust (community and staff, leadership and staff, culture shift)
- Content (sorting through what's relevant, trainers up-to-speed, realistic material)
- Stakeholders aren't using
- training
- Environment in training room
- Leadership/staff fear evaluation of how job is done
- Hard to measure soft skills
- Lack of critical thinking skills
- Hiring practices



FEEDBACK

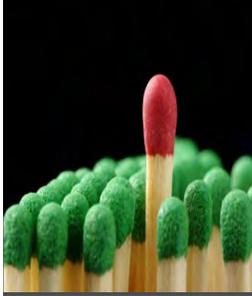
CBT GROUP

Resources



Solutions

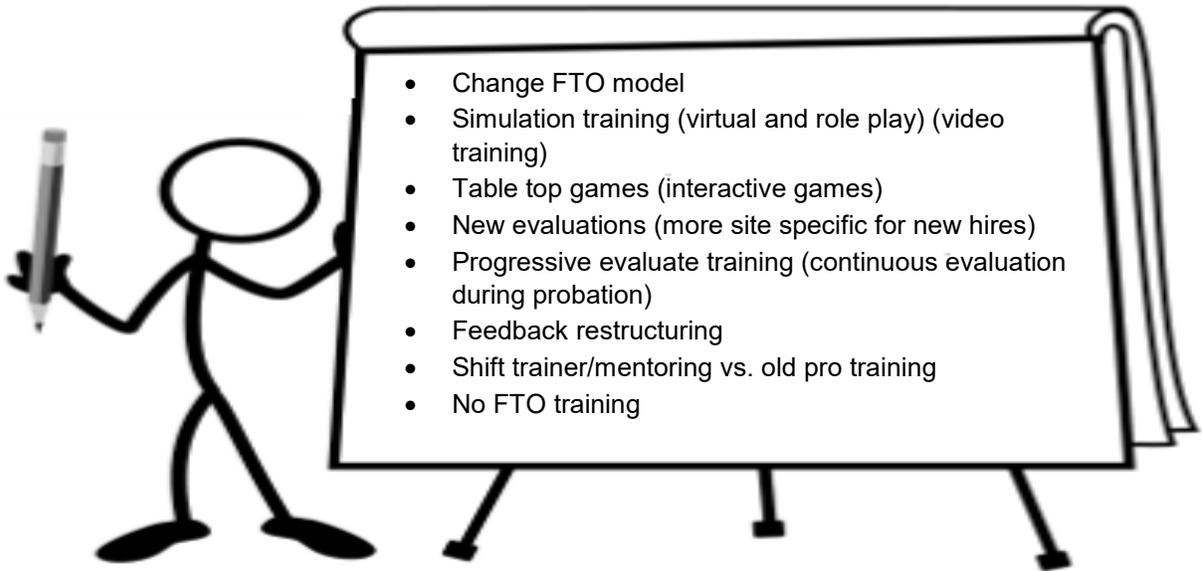




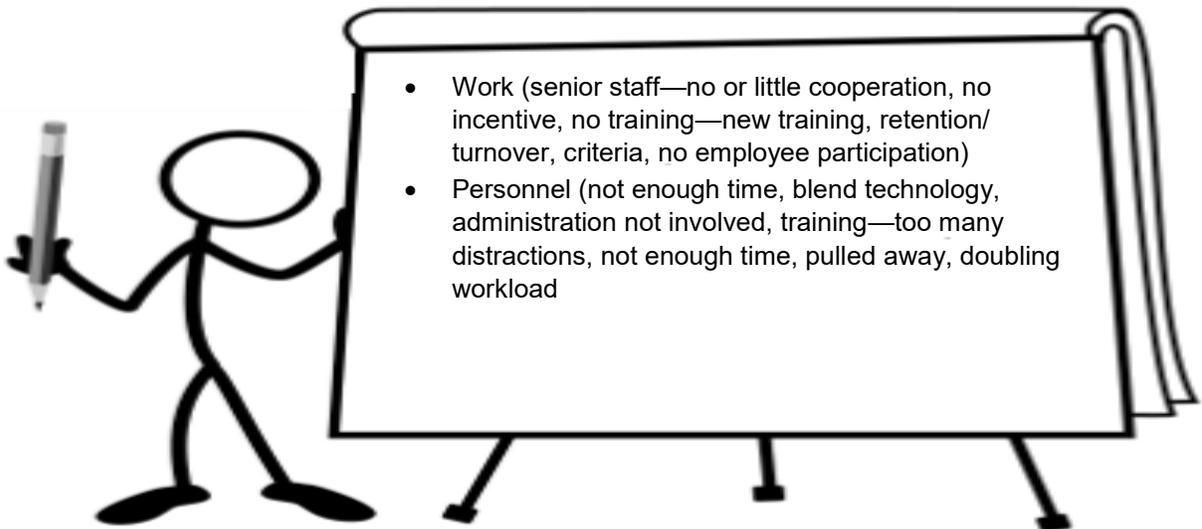
FEEDBACK

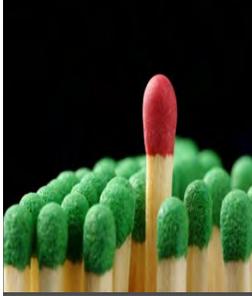
FTO/OJT GROUP

Implementations



Barriers

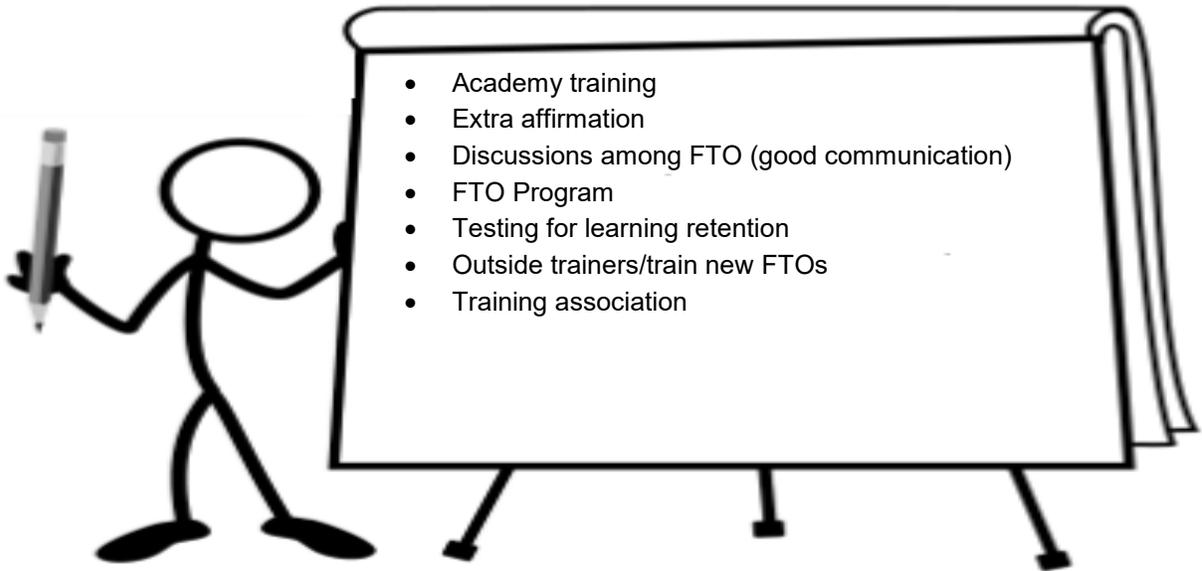




FEEDBACK

FTO/OJT GROUP

Resources/Solutions

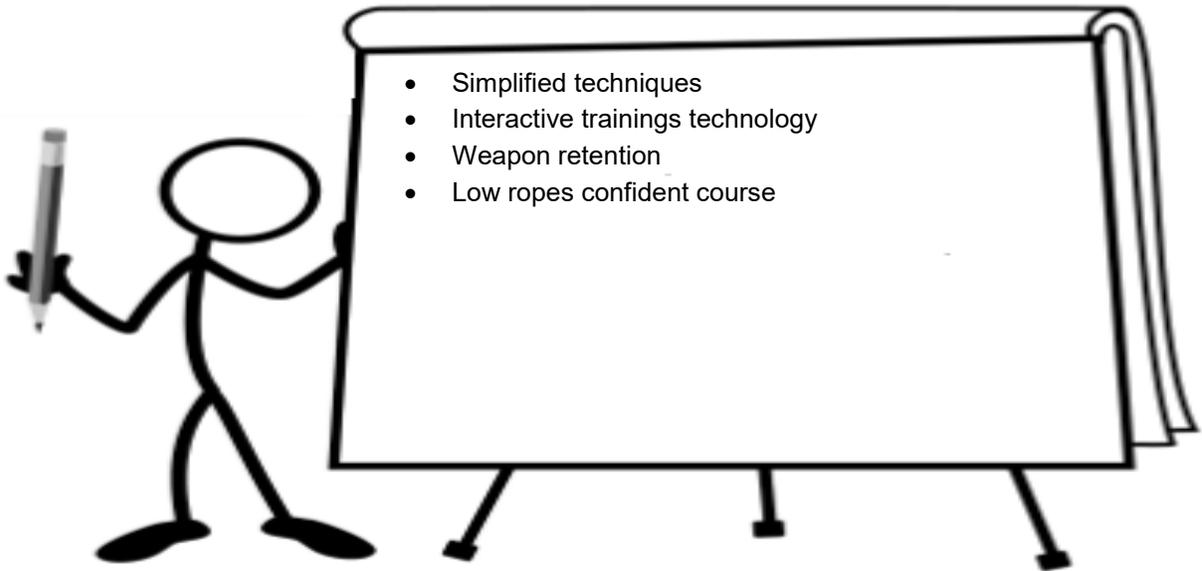




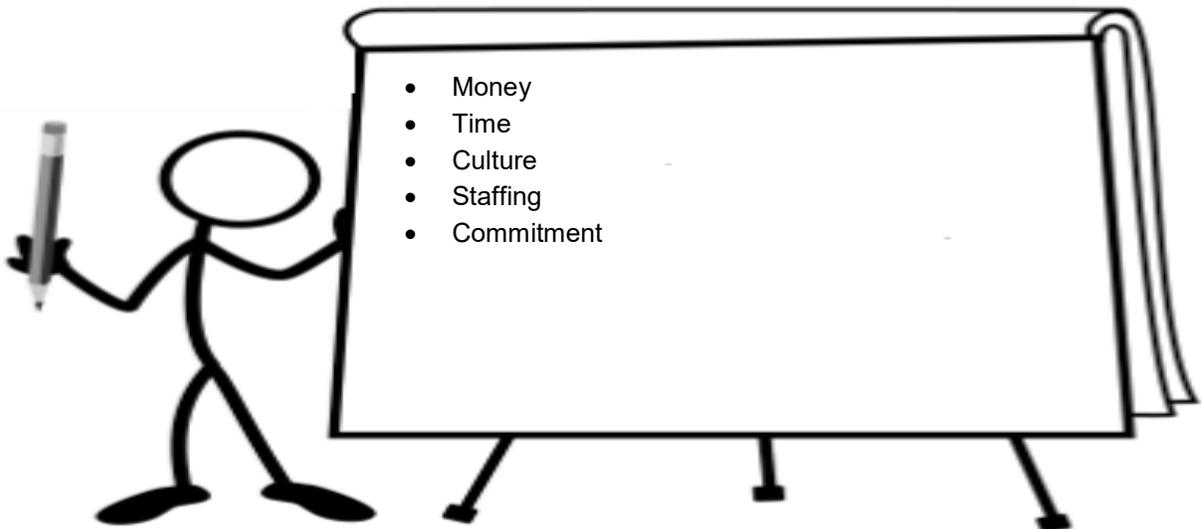
FEEDBACK

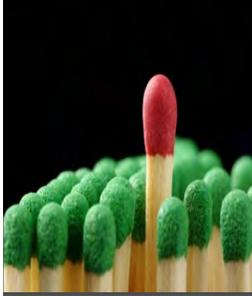
LEADERSHIP GROUP

Implementations



Barriers

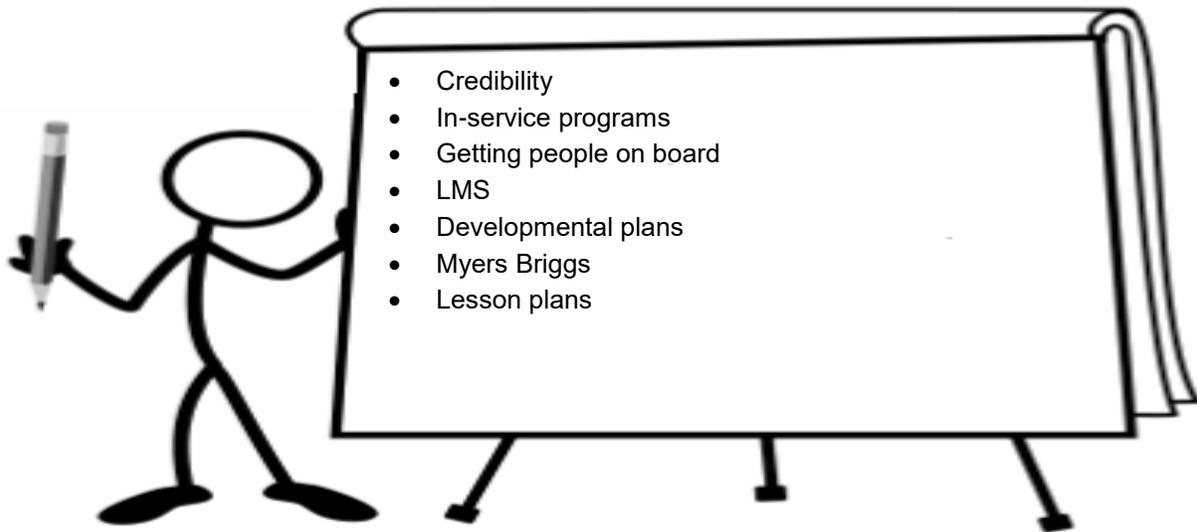




FEEDBACK

LEADERSHIP GROUP

Solutions

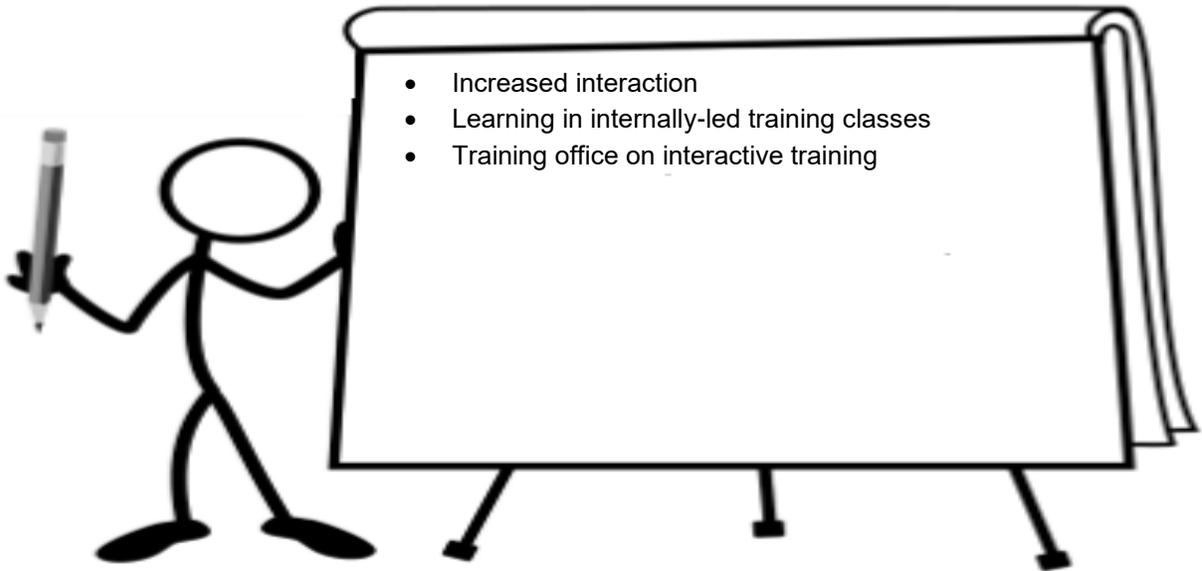




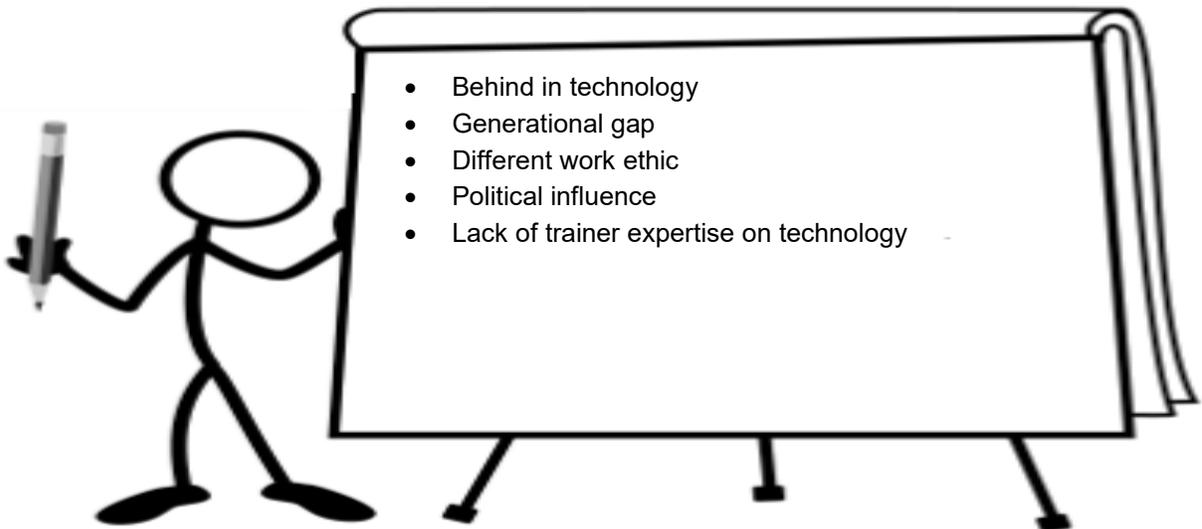
FEEDBACK

SOFT SKILL GROUP

Implementations



Barriers

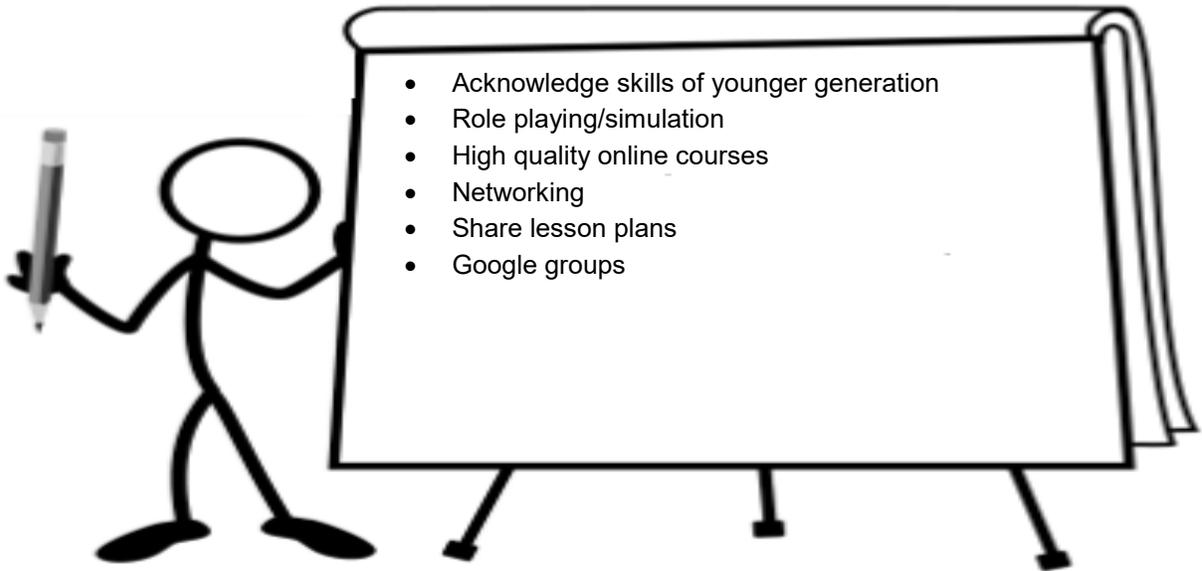




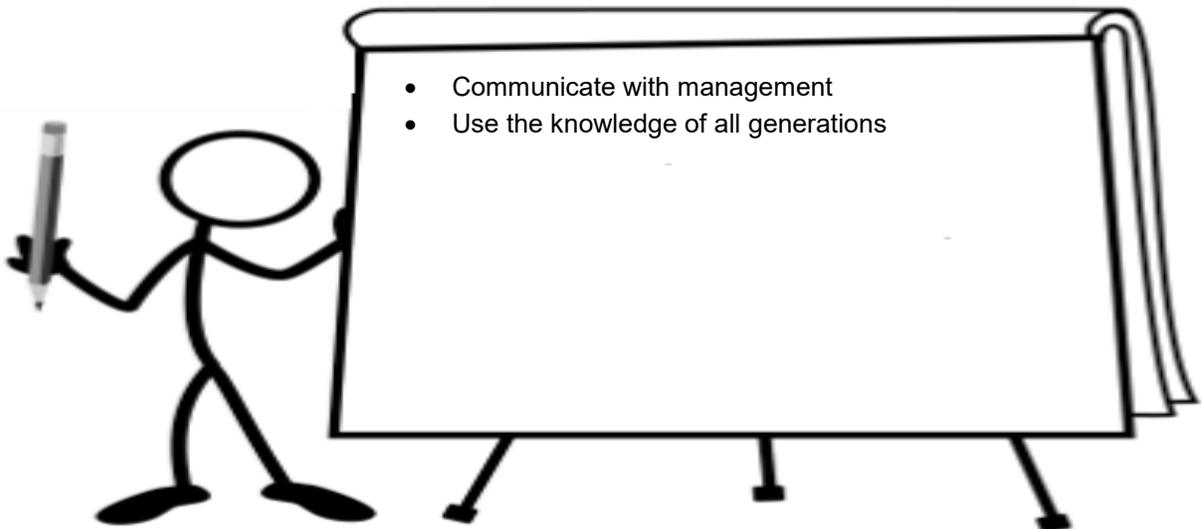
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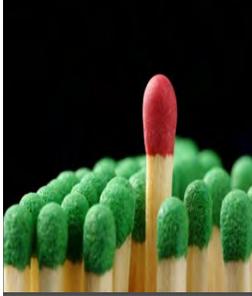
SOFT SKILL GROUP

Resources



Solutions





PRESENTATION

LEADERSHIP THROUGH INTEGRATED LEARNING

PRESENTER

Gary Raney

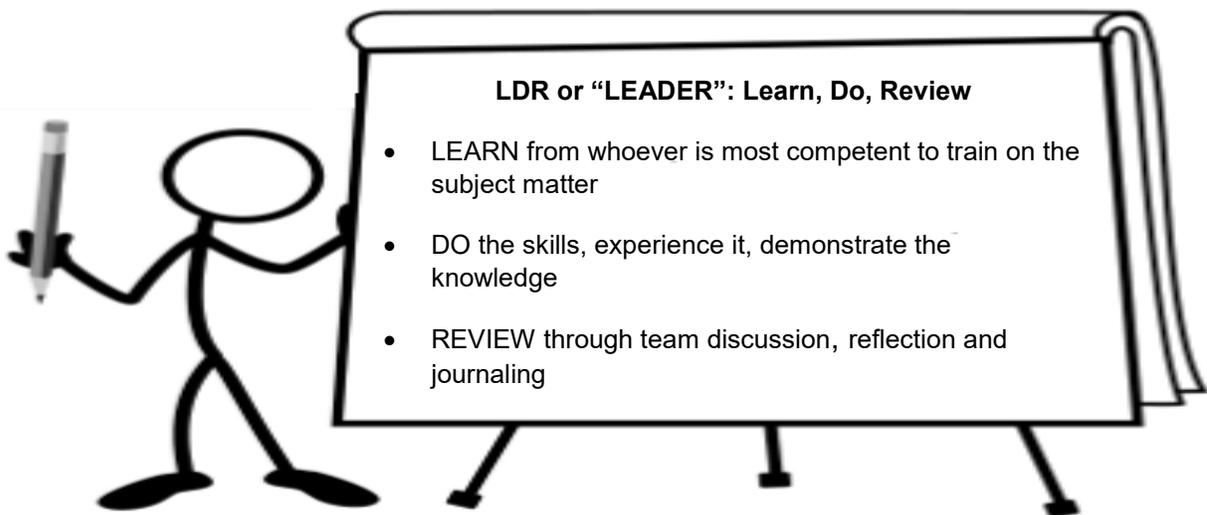
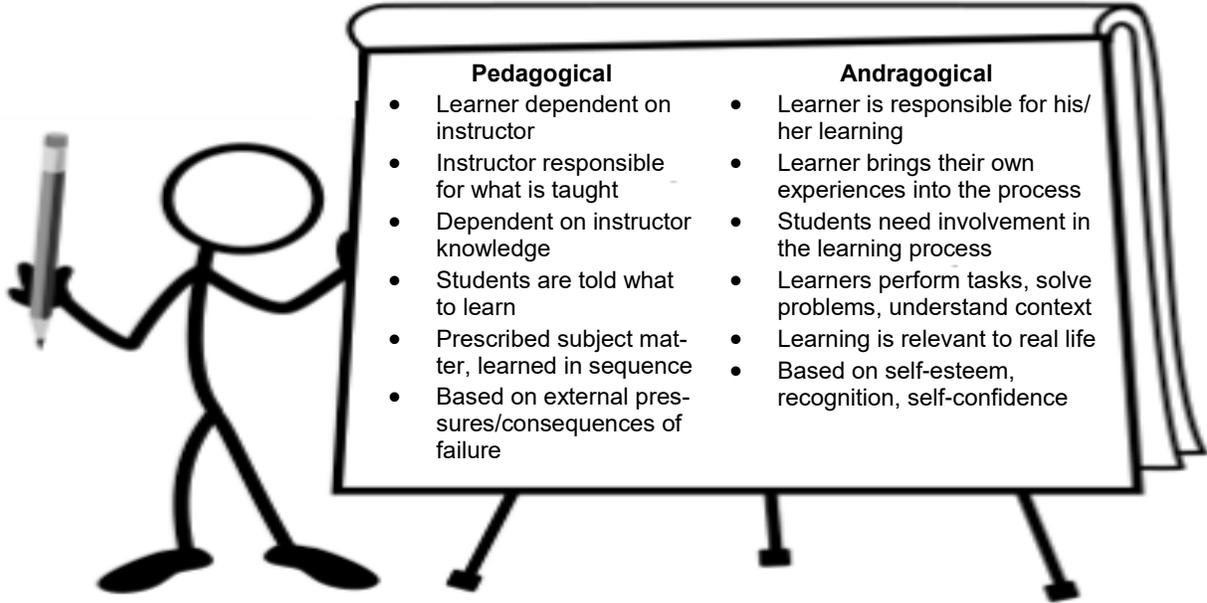


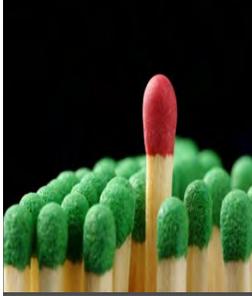
LEADERSHIP THROUGH INTERGRATED LEARNING



Gary Raney
Boise, Idaho



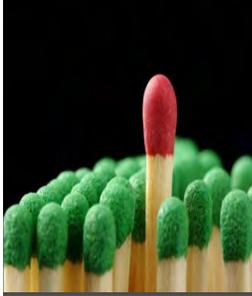




PRESENTATION

INTERACTIVE INSTRUCTION IN DISCIPLINE GROUPS





BREAKOUT SESSIONS

JAIL, PRISONS, JUVENILE JUSTICE, COMMUNITY CORRECTIONS

Discussions



Purpose

Participants joined one of four discipline-specific groups (jails, prisons, juvenile justice or community corrections) to discuss interactive instructional ideas in learning and training and how they play out in their corrections setting. What would they like to implement, or have been trying to implement, the barriers that they are encountering, or have encountered, resources that they can share, and potentials solutions to surmounting and overcoming these barriers, so they can be interactive in the instruction in this subject matter, that are unique to this particular discipline group and setting.

Procedure

Participants gathered in discipline-specific breakout rooms for discussions with their peers in either jails, prisons, juvenile justice or community corrections.

Each group discussion was facilitated by moderators, volunteer time keepers, scribe/recorders and participant volunteers who summarized and reported out to the full symposium group.

Breakout Discussion Questions

During a discipline-specific discussion guided by facilitator and recorded by a scribe, each breakout group spends 15 minutes addressing and sharing ideas on each of the following four questions.

- 1. Implementations** – Why is interactive instruction critical to your discipline group? Why is designing and facilitating training that includes interactive instruction a critical component to training? What interactive instructional ideas in learning and training in your discipline would you like to implement, or have been trying to implement? What specifically have you been attempting? Interested in implementing? Planning to implement? Why are you choosing the interactive instructional innovations that you are? What are your choices based on?
- 2. Barriers** – What barriers are you and your agency encountering as you move forward in implementing innovations in interactive instruction learning and training delivery? What are they specifically? How do they present themselves? Are you encountering barriers? Are they attitudinal? Grounded in policy and procedure? Staffing barriers? Agency infrastructure? Political? What are your personal barriers as a learning and performance professional? Is your agency leadership on board as supporters?
- 3. Resources** – What resources do you know of that can assist in surmounting and or overcoming the barriers that we identified? What resources are freely available that could help us innovate in use of interactive instruction in our training and learning delivery? How do you keep yourself apprised of these resources? What can we do as a group interested in this subject matter to better share resources with one another?
- 4. Solutions** - What are potential solutions as we seek to innovate in our use of interactive instructional techniques in our learning and training delivery? How can we better equip our staff to design and facilitate these interactions? How do we seek leadership support? What works and does not as we do so? What continued development do we need for ourselves as we seek innovations in our learning systems? What will your first steps be as you think about innovating your interactive training design, facilitation and delivery, based upon this discussion?

Reports from each Subject Matter-Specific Breakout Group

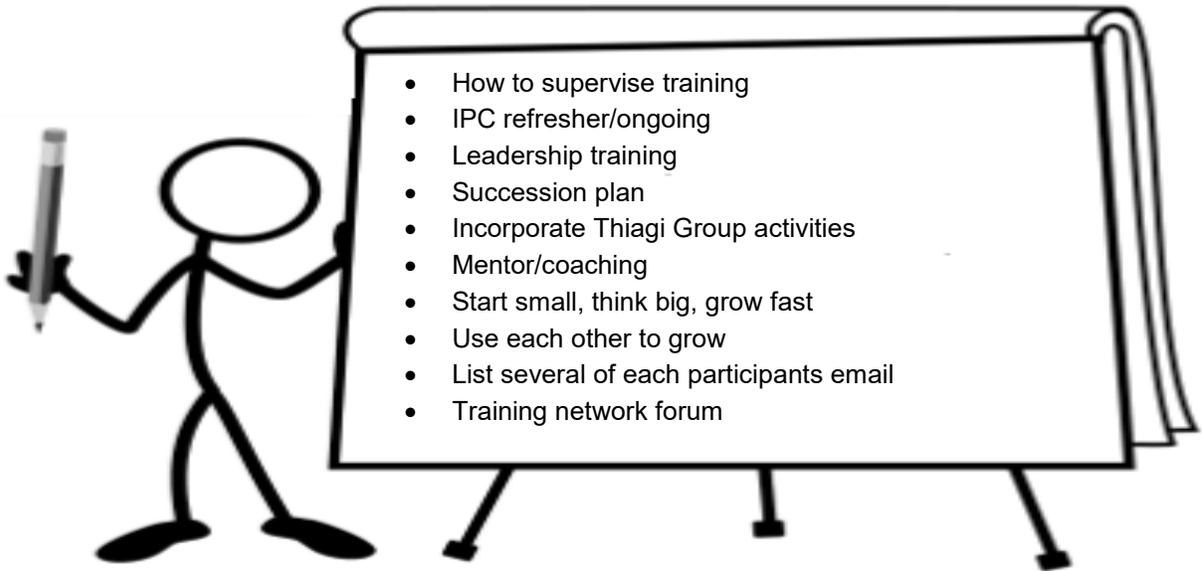
The following several pages' detail discipline--specific breakout group responses to the four question areas.



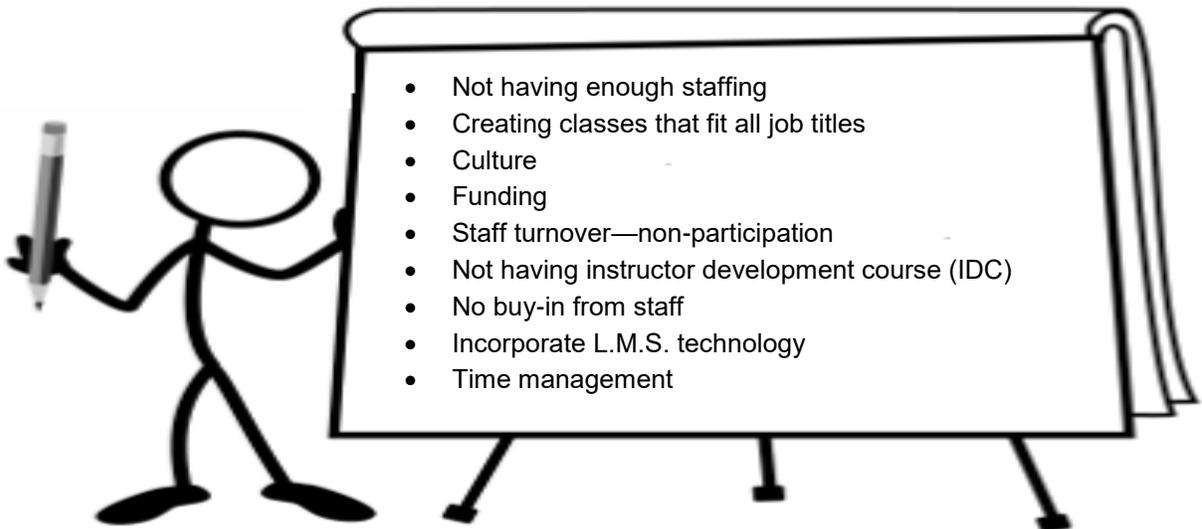
FEEDBACK

JAILS GROUP

Implementations



Barriers

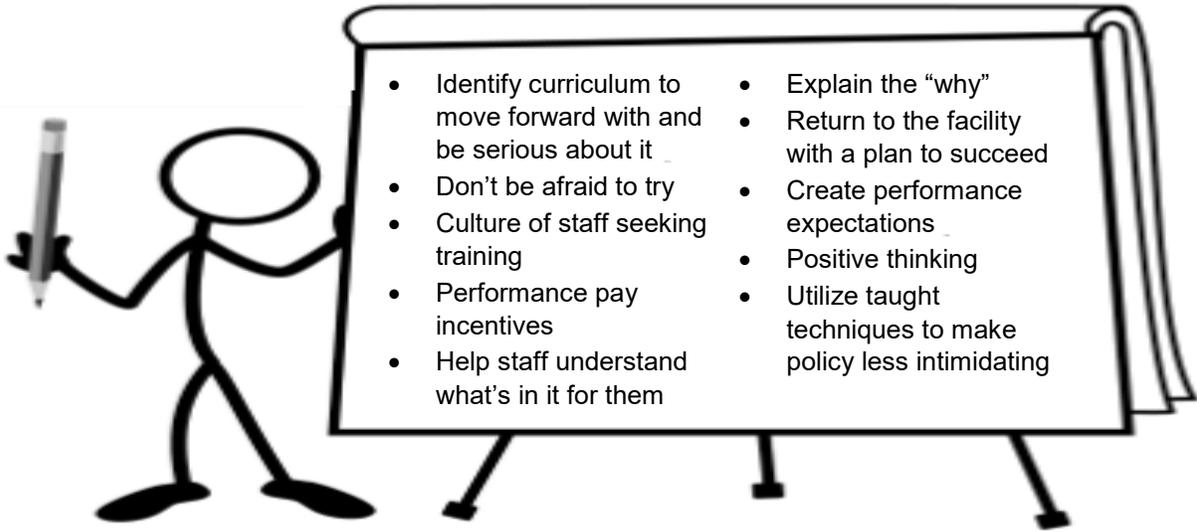




FEEDBACK

JAILS GROUP

Solutions

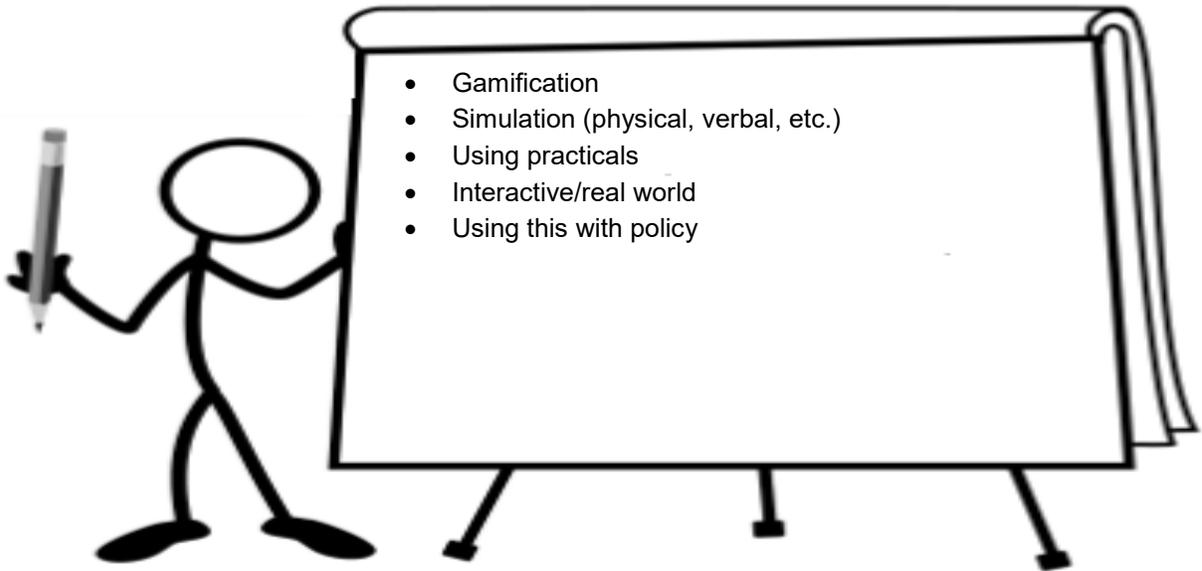




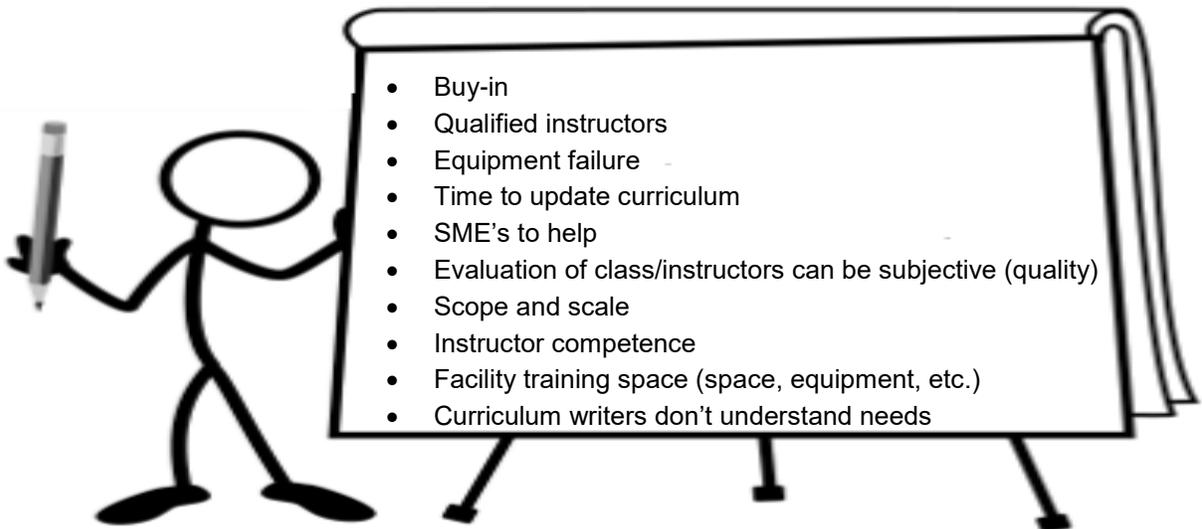
FEEDBACK

PRISONS GROUP

Implementations



Barriers

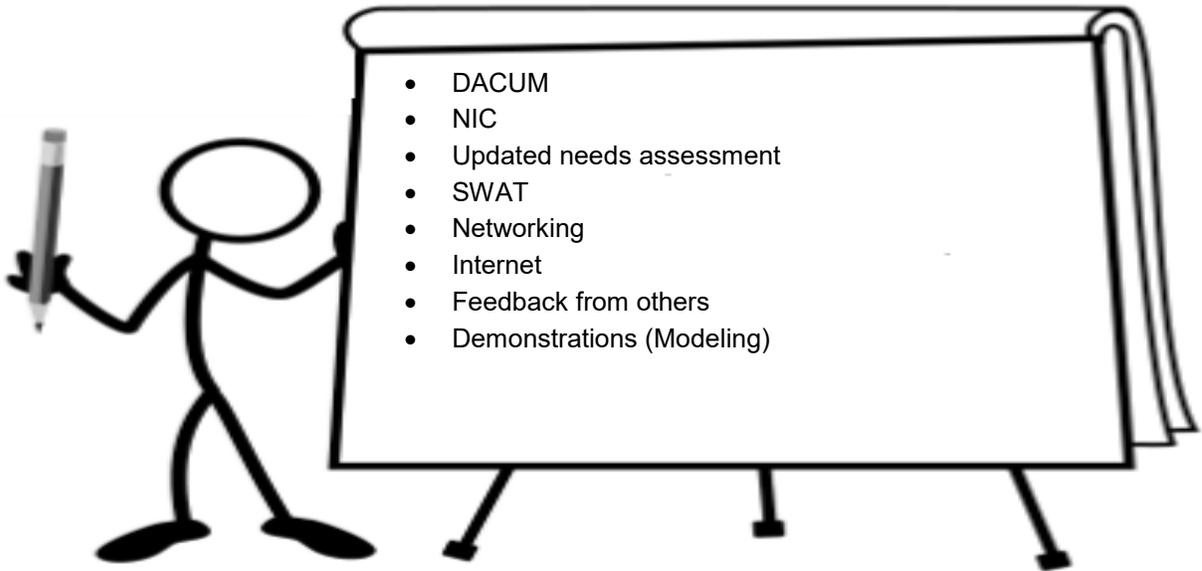




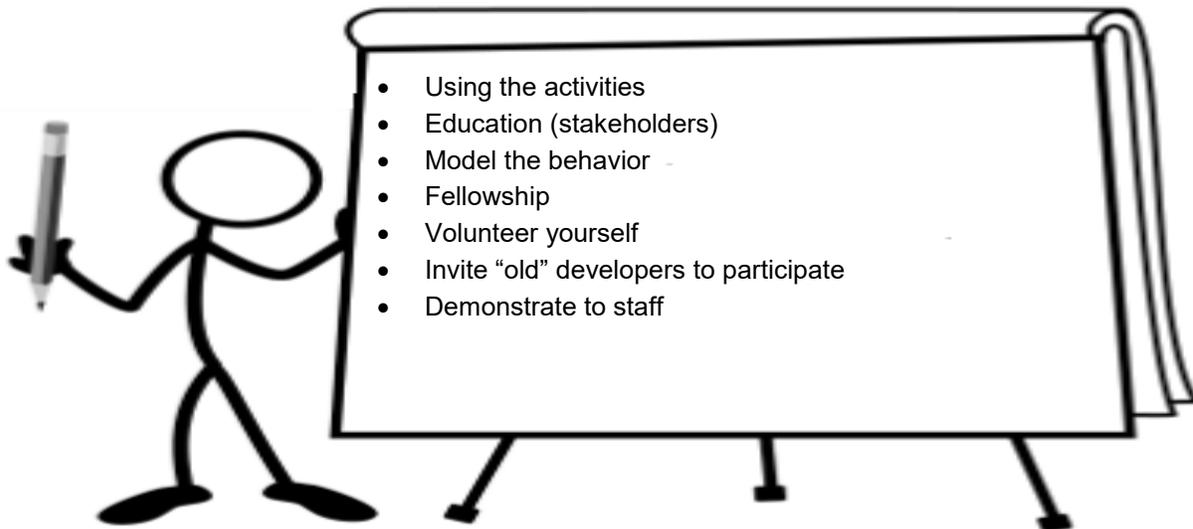
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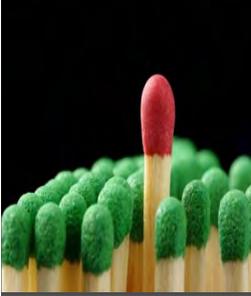
PRISONS GROUP

Resources



Solutions





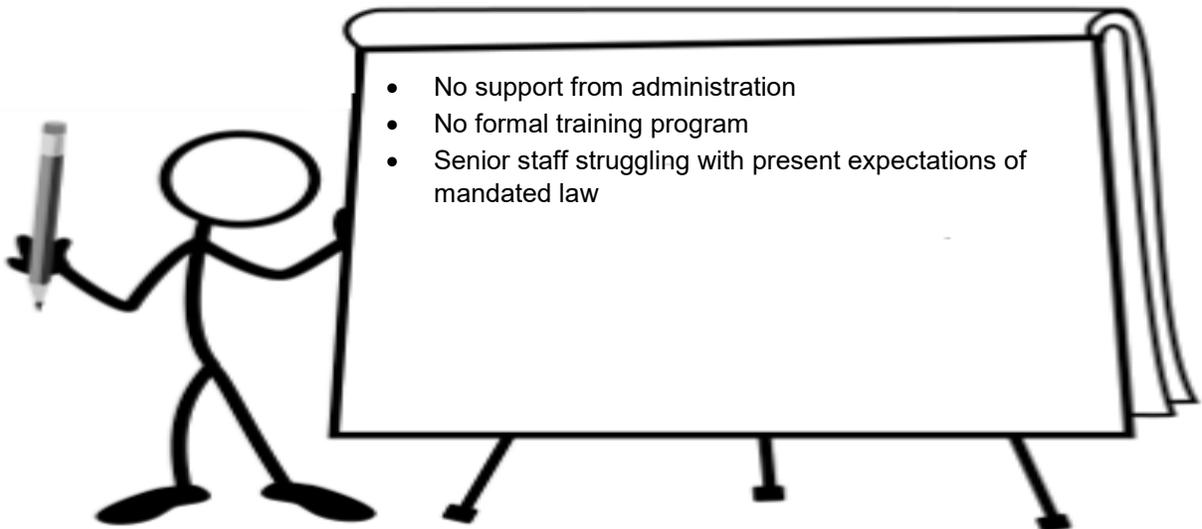
FEEDBACK

JUVENILE JUSTICE GROUP

Implementations



Barriers

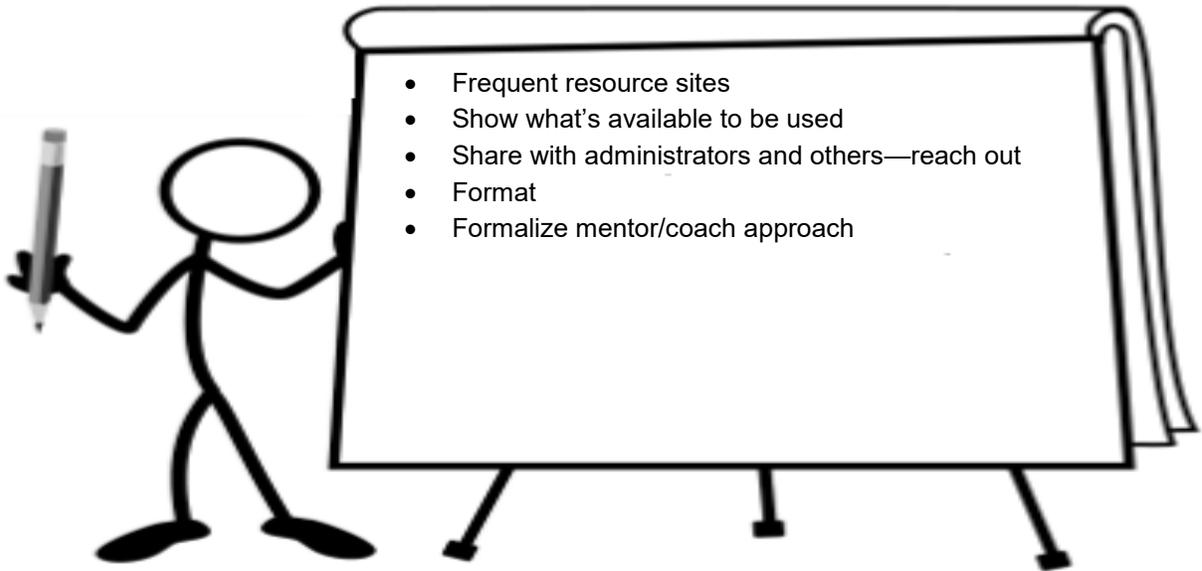




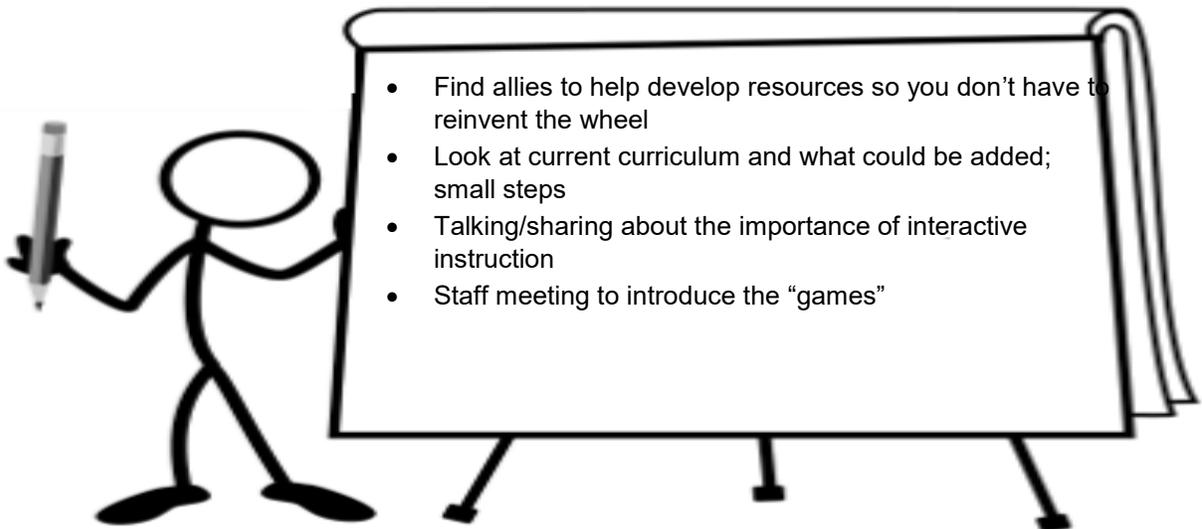
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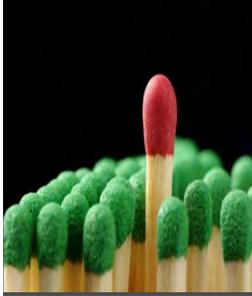
JUVENILE JUSTICE GROUP

Resources



Solutions





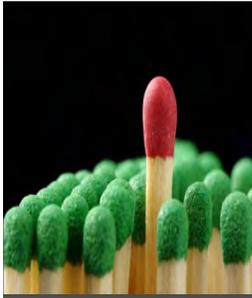
FEEDBACK COMMUNITY CORRECTIONS GROUP

Implementations

<ul style="list-style-type: none"> • Create facility for homeless individuals to explore art— use 'once upon a time' • New world comp system LE, 1st resp-input data to share with doc. Use with work release prog court • Training job skills, employ search for offenders (soft skills) use real employers, give feedback, create portfolio • Simulated safety training 	<p>(scenarios/role plays)</p> <ul style="list-style-type: none"> • Tabletop, each teach, recording review with epics training • Incorporate content with activity to overcome limited resources • Use real staff to simulate on job response activities OJT • Reach out to others to assist in training • Leadership/MI training re-design
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Barriers

<ul style="list-style-type: none"> • Staffing • Monetary • Staff engagement • Time • Logistics (space, time, etc.) • Lack of leadership support • Limited ability to commit to assist • Trust expertise of clientele (honor their life experience), 	<p>peer to peer model, give clients a seat at the table, input, design the curriculum</p> <ul style="list-style-type: none"> • Distance/proximity • Patience, disciplined, take chances, unrealistic expectations • Open our eyes to the truths that exist-be okay with being uncomfortable or wrong-responsibility (lack of)
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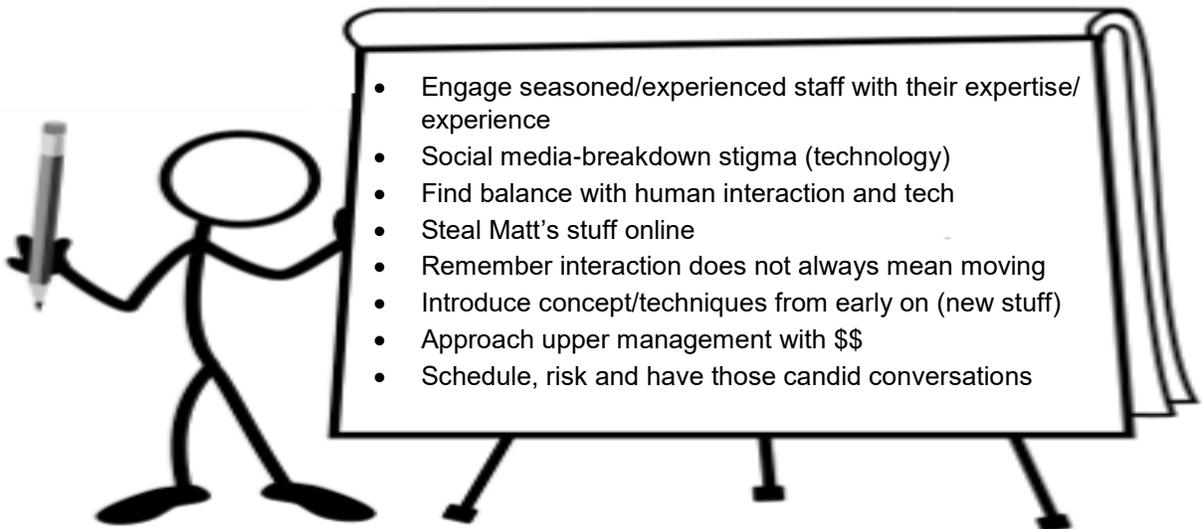


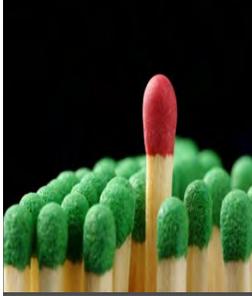
FEEDBACK COMMUNITY CORRECTIONS GROUP

Resources



Solutions





ACTIVITY

WHERE DO WE GO FROM HERE?

Purpose

This activity is used as a closing to draw all together the ideas and networking that has been generated throughout the course of a multi-day event.

Procedure

At the closing of a training event, the participants were given the opportunity to reflect on the learning that has taken place. They can do this by reviewing the agenda looking at the materials on their table or in their participant guide and reviewing the visual aids around the room. The participants are asked to jot down three to five important things that they have learned during their time together. Use using a shared talking peace, in this case the globe balloons, participants speak one at a time about something that they have learned and how they will use it in their home organization. The talking piece is passed randomly from participants at different tables to keep the momentum going and the flow of ideas lively.

Debrief

The participants will quickly realize how much was covered and how different segments were valued differently among the participants.





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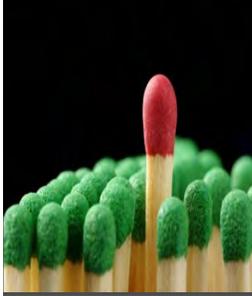
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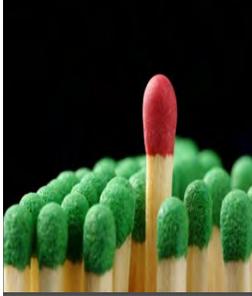
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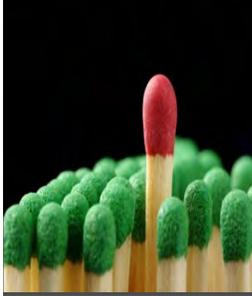
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