



Session 10 – Part 2 – Resource D

Essential Training Tools

Introduction

Being an effective trainer is one of the most powerful ways to ensure that people supported will reach their fullest potential.

1. Training must align with as many of the trainees' learning styles as much as possible.
(*Reference Learning Styles Self-Assessment*)
2. Always train macro to micro (A before I).



3.
 - Tell them what you are going to tell them – give the big picture.
 - Tell them (*e.g. Reference 45 Stress Reducers and Inducers, CCS Textbook 169-175*).
 - Show/Demonstrate
 - e.g. - Baking Activity with a person supported;
 - Communications;
 - How to wait 10 seconds for a response;
 - Advocacy (*Reference CCS textbook page 51*)
 - e.g. Lead a doctor's appointment to advocate for a person supported
 - De-escalation (Brenda);
 - Monitor their performance of tell, show, do and give feedback,
i.e. continue stop, start.
4. Demonstrate stimulation exercises to teach problem solving and communication skills
 - e.g. - Broken Squares;
 - Dessert Survival;
 - Ball Exchange;
 - Egg Drop.

5. Teach the skillful use of questions
 - i.e. - Open (What, When, Where, How);
 - Alternate Choice;
 - Close;
 - Trial;
 - Managing Objections.
6. Presentation/PowerPoint
 - Option 1 – point form preferred by audio learners.
 - Option 2 – summary sentences preferred by visual learners.
7. When possible, give handouts such as objects to feel.
8. Use prose, pictures, charts, graphs, art, poetry, quotes for general audiences.
9. Talk feelings to feelings and reasons to reasons.