

Common Core 3.0

Facilitator-Led Skills-Based T4T

Trainee's Guide



Training Version 3.1 | 2016

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Introduction to the Common Core

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

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

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

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

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

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

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

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to:

http://calswec.berkeley.edu/CalSWEC/Citation_Guidelines.doc



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

Curriculum Introduction

This curriculum provides Common Core 3.0 trainers with skills to move from being a content expert to facilitator of peer and adult learning in the classroom setting. Skills-based learning will be modeled to demonstrate the training experience for participants. Skills-based classroom learning will provide a bridge between knowledge obtained from eLearning and development of skills by providing practice opportunities. By the end of this training, participants will be able to recognize how adult learning principles support the adult learner in obtaining and retaining knowledge and skills in the classroom into application in the field.

Agenda

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

Tips for Facilitating Class Discussions (Gullo, Ha, and Cook 2015)

1. Create activities that follow the “4S” structure. This means having a significant problem, something that they will likely face in their work, for the class to solve. Have all the teams, or tables, in the classroom work on the same problem so that they can compare their answers later and learn from each other if one team gets a wrong answer. Force the teams to make a specific choice (often labeled A, B, C, etc.) that they then have to defend. And finally, have the teams report simultaneously, at which point you begin to facilitate the debrief discussion.
2. Watch the clock. Balance rigorous discussion with the time you have, both in the class and, more importantly, in designing the learning plan. While some activities can be longer (creating a case plan or a script for explaining a concept to a family, for instance), others can be short multiple-choice answers that can take less time for teams to make a choice and allow more time for discussion regarding the correct answer. In the classroom, this may mean tactfully interrupting a learner that is taking a long time to explain an answer.
3. Strategize the facilitation of each activity and key learning points. Consider how complex or simple the discussion or debrief can be and plan for how to surface the Learning Objectives. If all the teams in the room arrive at the correct answer or conclusion AND use the correct logic in arriving at it, the discussion can be wrapped up fairly quickly. If there is disparity between teams or only one team gets the right answer, this will require more exploration. Even if all the teams come to the correct answer but the logic they use to get there is flawed, then this will also require more exploration.
4. Remember that facilitation is NOT content delivery. In “Freedom to Learn” (Rogers, 1969) Carl Rogers strongly advocated for creating an “environment for engagement” where the “threat to the learner is reduced to a minimum.” He calls on us, like Socrates before him, to resist the urge to teach things to a person directly, and instead facilitate his or her own learning. Despite being, perhaps, the “content expert” in the room, learning is much more solid when you participate in “getting there” and it takes a facilitator to make that happen.
5. Avoid giving away the answers during the facilitation phase. Adopting a neutral and non-judgmental stance while letting learners explore the issues and debate the best logic behind them while allowing debate to go longer and be more honest. Any sign of approval or disapproval by the facilitator will tend to shut down discussions early. In order for adults to participate in learning, they need time and space to articulate the main points and learn from each other. Besides, the next tip is ...
6. Provide time for closure. Here is your opportunity to validate the correct answer and highlight a learner’s excellent response, or setting straight an erroneous response will bring clarity and satisfaction to the session. And it will not take much time.
7. Be patient with silence. Learners often need time to formulate responses to complex questions and so the silence you need to allow may be longer than you expect. When questions have been answered in teams, learners may need to consult with the rest of the team about the logic behind their answer.
8. Prepare open-ended and neutral questions. Questions that can be answered ‘yes’ or ‘no’ will almost always shut down further discussion. Open-ended questions will allow learners to demonstrate their thinking and provide many opportunities for follow-up questions. One type of question that is often very effective is “How did you arrive at that conclusion?”

9. Reflect or restate for clarity. Restating the learner’s position and explanation, in a neutral and non-judgmental way will accomplish several goals. First, when people feel listened to they feel safer and willing to continue contributing to the discussion. Next, learners who are quieter or present a convoluted, hard-to-follow answer may be misunderstood by others in the room and the facilitator can restate the answer in a more concise manner loud enough for all to hear. Finally, incorrect answers reflected non-judgmentally will prompt others with more correct answers to join the debate.
10. Find the “learner expert” in the room. Because adult learners come to the classroom with a wealth of their own experience and knowledge. Find every opportunity to let these learners have the “last word” in the debates close to the time you need to wrap up the discussion. This further enables you to stay out of the “content expert” role and stay in the “facilitator” role.
11. Elicit lingering uncertainties and disagreements. Some learners will have disagreements with the answer their team came up with. Some of the most productive learning sessions are fueled by passionate disagreements. As much as time allows, ask, “What was the debate like in this team?”
12. Hold individuals accountable for learning. Teams will tend to let one person become the “spokesperson” for them. Make a point of switching up calling on teams in general to answer and calling on individuals to explain team answers and rationale. Calling on learners by name, in the right environment, will foster increased attention and relationship building with the class.

Learning Objectives

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

KNOWLEDGE

- K1: Participants will be able to recognize the difference between the roles of trainer as content expert and trainer as facilitator of learning.
- K2^[1]: The participant will be able to describe how to establish an environment that embraces participants' prior knowledge, skills, and unique learning styles.
- K3: The participant will be able to identify 3 adult learning principles that support adult learners in obtaining, retaining, and practicing new skills.
- K4: The participants will be able to describe one strategy in using evaluation methods to reinforce a trainee's transfer or knowledge/learning within a classroom setting.

SKILL

- S1: After viewing a teaching demonstration, the participant will be able to critique the differences between traditional stand and deliver activities and skills-based activities.
- S2: Using a structured activity, the participant will be able to:
- Explain a selected skill
 - Demonstrate the skill
 - Facilitate trainee practice of the skill
 - Provide constructive feedback to correct and/or improve trainees' skill practice
 - Debrief an evaluation or skills-based learning experience

VALUES

- V1: The participant will endorse the shift in the trainer's role as content expert to facilitator of peer and adult learning in a classroom setting.
- V2: The participant will support adult learning theory to empower adult learners to contribute their own knowledge, skills, and experience to the learning experience.

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

Critical Thinking and Assessment: Maria Vignette

Trainer 1: Introduction to Maria's Family:

Maria, age 20, has two daughters. Cherry is 4 years old and Veronica is 6 months old. Maria and her daughters live in the local Motel 6. A referral was received by the Child Abuse hotline from an anonymous caller alleging that Maria is prostituting and neglecting her daughters. Cherry is dirty, wears the same outfit every day and hardly speaks. Veronica is always crying and Maria does not do anything to comfort her.

Trainer 2: More Information:

- Maria does not have a car and uses the bus to get everywhere.
- Maria goes to McDonald's for every meal.
- There is no milk or formula in the motel room.
- Maria is not breastfeeding.
- Maria, Veronica, and Cherry all sleep in one bed.
- Maria has not applied for public assistance, so she is not receiving food stamps, MediCAL, or cash aid.
- Cherry is not in preschool.
- Maria does not know who the fathers of her daughters are.
- Cherry says she is hungry a lot.
- The motel owner mentions there are a lot of people in and out of the room, but she has not had any complaints from the neighbors. One of the neighbors, who is a friend of Maria, says Maria is a good mother.

Trainer 3: Fast Forward:

- Maria has been homeless for three months and living in motel rooms. She lost her job as a waitress when she was hurt on the job and did not have medical insurance for treatment. Maria rests throughout the day due to her back pain.
- Maria does not take any medications and denies drug or alcohol use, but 4-year-old Cherry tells the CWW that it's hard to wake her mother up sometimes.
- Cherry was also proud to share she gives her baby sister her bottle of milk when her mother sleeps. Cherry does not know how to count to 10 and says her mother sets out the bottles for her to feed Veronica.
- Cherry says she takes a bath every other night with her sister while her mother watches television. She does not have that many clothes and likes one particular Cinderella dress so wears that almost every day.
- Maria says she has 5 brothers who visit regularly and bring food when they can. They also help her pay for the motel bill, but sometimes she cannot pay and will leave without paying. She is hoping to get into a shelter soon.
- Maria does not know who the fathers of her children are but denies prostituting.
- She has not applied for welfare or food stamps and says that she thought she had to be a U.S. citizen to get help. She does not know what WIC is; nor does she take the kids to the doctor unless sick.
- When talking with the CWW, Maria was friendly and cooperative but seemed very sleepy and her eyes were blood shot.
- The CWW also notices an iron out on the table and a broken lamp and light bulb in the corner. Cherry told the CWW she burned her arm on the iron when her mother was sleeping.
- There are no previous Child Welfare referrals but have been three police contacts at the motel for disorderly conduct by different males (unclear who the men are).

Adult Learning Theory Principles

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Adults come with experience, and that experience (including mistakes) provides the basis for the learning experience.
3. Adults are most interested in subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.

Liberating Structures

Offers a variety of learning/facilitation situations review—liberatingstructures.com

“1-2-4-all”

- 1 – Time for silent self-reflection on a shared challenge, framed as an open-ended question. 1 minute
- 2 – Generate further ideas in pairs. 2 minutes
- 3 – Compare ideas in foursomes, noting similarities and differences. 4 minutes
- 4 – Each group of four answers, “What stood out to you?”

The Feedback Frame = Elicit, give feedback, Elicit (their reaction)



What went well?

What would you like to improve on?



May I offer an observation? (provide feedback about the single most crucial issue if the learner missed it)



What do you think of that ...?

Practice Opportunity: Rolling with Resistance in the Classroom

| Issue | under what conditions might you ignore it? | What to do: Solution Focused strategies |
|---|--|--|
| Rambling – Getting off track | | |
| Phone calls, gets up and leaves | | |
| Arrives Late | | |
| “Side Bar” Conversations | | |
| Monopolizes – wants to make comment on everything | | |
| Negative – about the work, about the training | | |
| Quiet | | |
| Doing other work, disengaged | | |
| Challenges you | | |
| Heckles, clowns | | |
| Makes controversial or inappropriate statements | | |
| Group shuts down because it has become unsafe | | |
| Other | | |

Solution Focused Questions

Boomerang (what does the rest of the class think)

Exception Question (while there is likely a problem situation that prompted you to sit down to talk with someone, this is a way to talk about their strengths and abilities; it is the first set of questions I start interviews with in most situations, just like TDM meetings start with Strengths; the second one listed below is a “near miss” situation, and the last is more suited to getting people talking about values and accomplishments)

When was a time that your agency was successful in starting up a new practice or initiative?

When was a time that _____ could have happened, but it didn't?

When was a time that things were going well for you?

What are some things you've done that you are most proud of?

Preferred Future (what would they like to see for themselves or their family; many folks like to ask the Miracle Question for this information in order to get details about what would be different in the person's life)

If these ideas end up being successfully implemented, how could that positively impact your work?

How would you like things to be?

What would it look like if this problem went away?

Who would be around helping you keep things on track and what would they be doing?

What do you see happening next?

Coping (another set of strengths and resources, but closer to the problem situation and what someone does to deal with it OR who else helps them in this situation)

Learning a new skill at work can be stressful; how do you cope with work stress?

How have you dealt with this situation?

What do you do that keeps things from getting worse?

Who supports you when things get tough?

Open-Ended Questions (So, how does your system work in regard to _____?)

Resources

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- The Four Different Types of Learners, And What They Mean to Your Presentations. (April 29, 2016). Prezi Blog: <https://blog.prezi.com/the-four-different-types-of-learners-and-what-they-mean-to-your-presentations-infographic/>.
- What is the Difference between an Instructor and a Facilitator? By Bill Wilder. As appeared in the Learning to Change e-Newsletter. [http://www.lce.com/What is the Difference between an Instructor and a Facilitator 500-item.html](http://www.lce.com/What_is_the_Difference_between_an_Instructor_and_a_Facilitator_500-item.html)