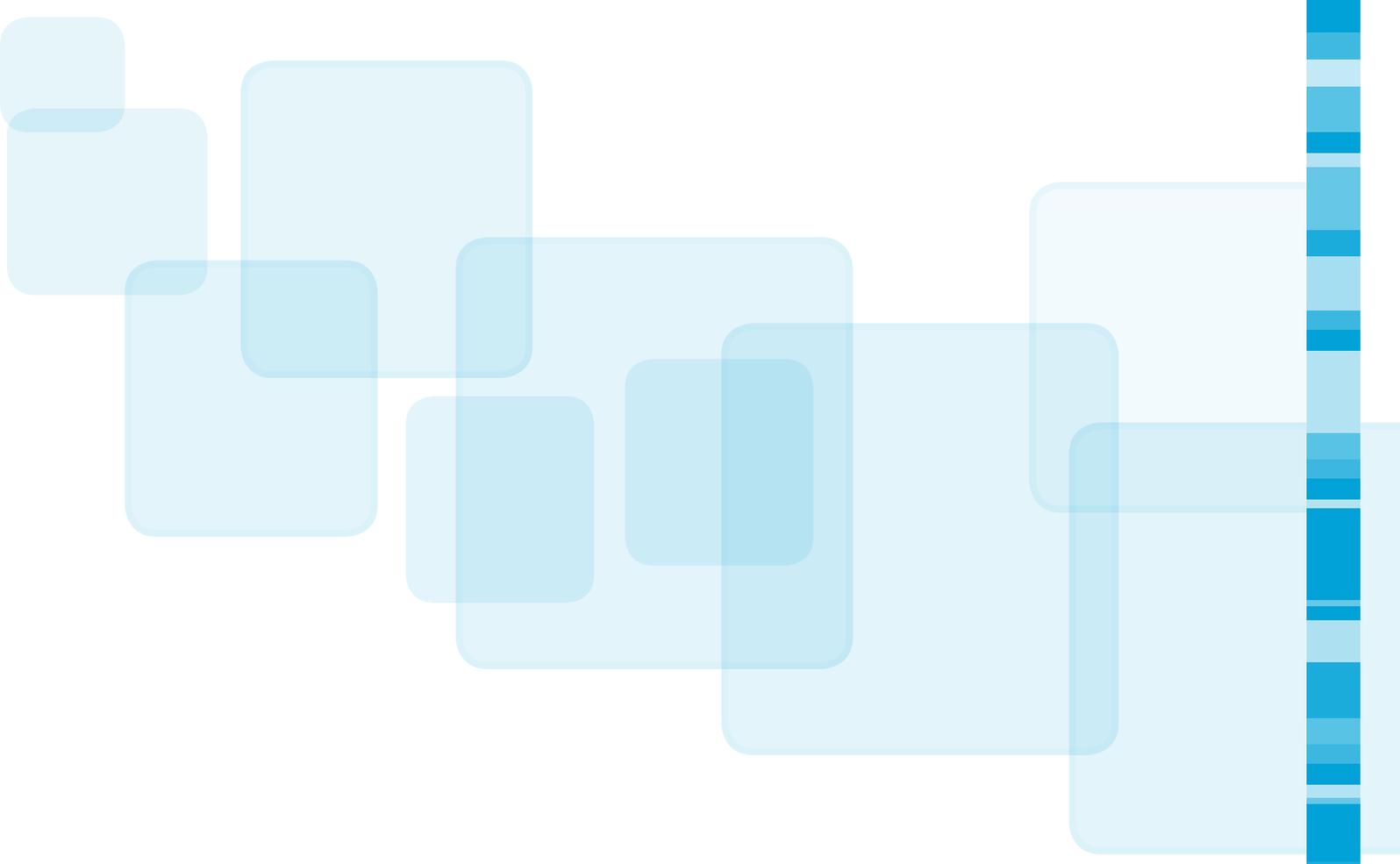# Train the Trainer toolkit
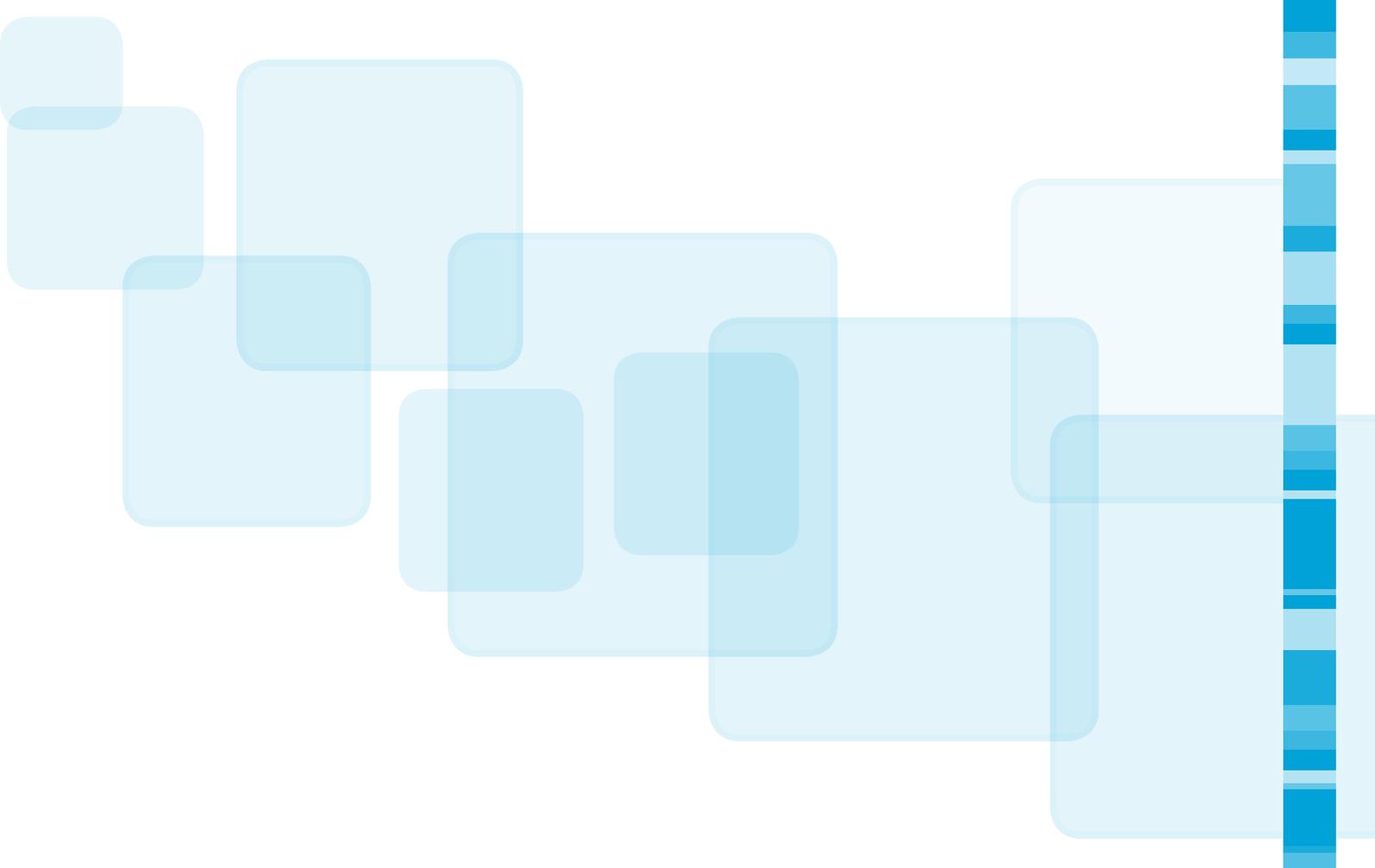
Contents

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Section 1

Training

1.1 Advisory/support groups for trainers of supported employees

Contact the peak disability group in your state or region to request information about support services or networks for supervisors working with supported employees. It may also be useful to contact the peak bodies that provide assistance for people with specific disabilities.

This Australian Government website provides access to online services and information for community organisations, communities and individuals. It links to information and services provided by all levels of government as well as the non-government sector.

http://www.community.gov.au/Internet/MFMC/Community.nsf/pages/section?opendocument&Section=Disability%20Sector

1.2   Assistive technology

What is assistive technology?

Assistive technology refers to equipment designed to help people access computer-based technology. Some examples of assistive technology are:

◗ speech synthesisers that convert text into speech

◗ screen-reading software that provides full access to information on the screen to people who are visually impaired or have literacy problems

◗ Braille translation programs that can convert computer text files into Braille

◗ screen magnifiers that can enlarge text and graphics on the computer screen up to 16 times its normal size for employees with low vision.

Where is assistive technology available?

There are many sources of assistive technology. Computer specialist stores and support organisations will be able to give you advice. You may like to investigate some of the available equipment and programs by searching internet sites.

The website http://pre2005.flexiblelearning.net.au/accessequity/downloads/ R012R.pdf has a copy of a report from the Australian Flexible Learning Group that provides information and advice on the use of assistive technology for online delivery of training to learners with disability. The paper is written for trainers and staff who are responsible for developing specifications for hardware and software for online delivery or use of computers in flexible delivery. It also provides clear summaries for some of the equipment and programs available.

The following website for the University of Toronto, Canada is one example of the many websites that provide information and advice about adaptive technology: http://www.utoronto.ca/atrc/reference/tech/techgloss.html. The website provides information about:

◗ alternative keyboards

◗ alternative mouse access

◗ Braille embossers

◗ CCTVs (Closed Circuit Television)

◗ Haptic devices

◗ neural interfaces

◗ OCR (Optical Character Recognition/scanning)

◗ portable notetaker

◗ refreshable Braille displays

◗ screen magnification

◗ screen reading

◗ text-to-speech

◗ voice output communication aids

◗ voice recognition

◗ word prediction.

It also links to the Special Needs Opportunity Windows (SNOW) Project that offers online resources and a list of adaptive technologies classified by disability: http://snow.utoronto.ca/resources/technology/techadap.html#disspec

The Tiresias website (http://www.tiresias.org/equipment/mathemat.ht) has information on assistive devices for people with visual impairment. Guidelines on accessibility issues for all types of disabilities are also on this site.

1.3   Session plan – example

Session plans are used by trainers to help prepare for training by working logically through the time available, learning outcomes and resources available. While many team leaders in Disability Employment Services may not wish to complete a session plan like the one shown below, it is worth taking some time to review the time, learning outcomes, preferred learning techniques and resources before starting a training session.

What is the aim of the session?

The session aims to:

◗ introduce supported employees to the safe use of fabric-cutting equipment

◗ increase the supported employees' understanding of the personal safety equipment required when using the cutting equipment

◗ provide an opportunity for supported employees to practise wearing the personal safety equipment.

What materials and equipment are required?

Materials and equipment required are:

◗ personal safety equipment for each supported employee

◗ copies of photographs of safe practice when using the equipment.

Time	Content	Activity	Training tools
2 minutes	Introduction to the safety equipment to be used with the cutting machine – what it is for and how we will use it	Supervisor introduces topic and outlines the reason for training Group discussion and questions	Photographs
5 minutes	Demonstrate how to wear personal safety equipment	Supervisor	
5 minutes	Supported employees practise correct use of safety equipment	Supported employees put on safety equipment correctly	Personal safety equipment
5 minutes	Assessment – safety equipment	Supervisor to check supported employees' ability to wear the personal safety equipment	Personal safety equipment
2 minutes	Demonstrate how to wear personal safety equipment	Repeat demonstration if necessary	Personal safety equipment
3 minutes	Assessment – safety equipment	Supervisor to check supported employees' ability to wear the personal safety equipment	Personal safety equipment
10 minutes	Update training records	Supervisor to record supported employees' assessment regarding use of safety equipment for the cutting machine	Individual supported employees' training records

1.4   Training checklist

Use the list below as a quick check for training sessions. While the list is not comprehensive it can provide you with a reminder about key features and considerations when training supported employees.

1	Do you know why you are training? Could you write/provide a statement of objectives?	
2	Have you identified specific and measurable objectives for the training session or each part of the training session?	
3	Are there logical links between your training objectives and the training session content?	
4	Have you allowed enough time?	
5	Is the content appropriate for the supported employees?	
6	Can you clearly explain how the content is useful/needed for the supported employees?	
7	Can you demonstrate what you need the supported employees to learn?	
8	Can you avoid too much talking at any one time? Is there time for the supported employees to ask questions and talk about the training content?	
9	Have you allowed for supported employees to have an active part in the training session?	
10	Have you considered the supported employees' preferred learning styles?	
11	Have you considered any training tools to assist your session?	
12	Do you know how you are going to assess the training?	
13	Have you thought about how you will evaluate the training?	
14	Have you allowed enough time to complete the training records?	

1.5   Training notebook – example layout

Date	31 February
Task	Align labels correctly on dog food cans.
Components	› recognise right side and wrong side of label › use glue brush correctly › apply glue in straight line › apply glues in straight line on correct side of label › apply label to can and align
Training provided	I demonstrated how to glue a label correctly
Result	Jim demonstrated he could complete the task and applied six labels correctly
Time	10 minutes
Comments	

1.6   Training plan

Name of supported employee: _____

Date plan was developed: _____/_____/_____

Desired outcome	Strategy	Timeframe	Responsibility for action

Evaluation strategy/ies: _____

_____

_____

Competency achieved ❑   Competency not yet achieved ❑

Recommendations: _____

_____

_____

Signature: _____

    Trainer

Signature: _____

    Supported employee

1.7   Computer-based training

What is computer-based training?

Computer-based training is the delivery of learning and training using computers, the Internet or intranet. While computer-based learning is sometimes used as the main method to deliver training, supported employees will need a combined approach.

It is worth spending some time looking at the software programs and Internet sites that are available for computer-based programs and that may assist in developing training for supported employees.

Why use computer-based learning?

Computer-based learning should be seen as another method for reinforcing face-to-face training provided to supported employees. It can offer flexible and accessible learning that can be utilised by the supported employees to suit their ability and by the Disability Employment Service to suit its timeframes and staff availability.

Because computer-based learning can be interactive it has the capacity to actively involve the supported employee.

What issues need to be considered when selecting a computer-based learning program?

As with any training, the content of a computer-based learning program needs to be appropriate to the learners. Software programs that are designed specifically for learners with disability must have a good combination of content and support. Check any programs to ensure they have the content required, the instructions are clear and precise and that the sequence of the program is logical and not more complicated than the learning requires.

What types of computer-based learning might suit supported employees?

Any programs that will assist supported employees perform more effectively in their workplace should be considered. For example programs that will assist with literacy and numeracy, workplace communication or personal hygiene may be useful.

What equipment exists to help supported employees with physical disability use computers?

Technology to assist supported employees use computers is continually being developed. Speech recognition programs, screen enlargers, graphic pads, speech-to-text and infra red pointers are just some examples of the equipment that is available. As the technology is being developed so rapidly, it is worth talking to the computer experts at your workplace, computer suppliers or support agencies for people with disability (for example, Vision Australia) to find out which equipment will best suit the supported employee you are training.

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Section 2

Assessment and evaluation

2.1　Assessment record – sample

At XYZ Industries, supported employees are assessed in their:

◗　work habits and attitudes

◗　production requirements

◗　workplace safety practices

◗　team work.

Certain competencies are expected in each of these areas. Each competency has a list of measures of evidence or key performance indicators. If a supported employee has not achieved competency then we need to analyse why and decide if training is needed.

Employee performance will be assessed as competent (C) or not yet competent (NYC) for each of the key performance indicators.

Here is an example.

Work habits and attitudes	Key performance indicators	C/NYC
Attends work on time	› Notifies team leader of absence › Arrives and departs on time, including breaks › Makes correct use of leave entitlements	
Shows understanding of job role	› Follows instructions of team leader › Completes main tasks of the job correctly	
Meets productivity and quality	› Demonstrates correct standard of quality for the job › Regularly meets productivity targets › Regularly meets quality standards	

2.2 Assessment task/activity samples

Assessment activities or tasks do not need to be complicated. Ideally they should be simple, straightforward and relevant to the work the supported employee is completing. Here are some examples of assessment tasks.

Assessment task/activity

◗ Participating in a discussion.

◗ Drawing a picture/diagram to show a process and explaining what has been drawn.

◗ Offering a suggestion about how to solve a work problem.

◗ Discussing workplace scenarios 'what would happen if…'

◗ Describing the quality of a work product or sample.

◗ Combining information from different places to draw a conclusion.

◗ Describing alternative courses of actions.

◗ Talking about how a particular system works and the way the components work together to affect each other.

◗ Applying rules to particular situations.

◗ Answering questions about, *'What was the purpose of…?'*

◗ Answering questions such as *'What do you need to do to fix this problem?'*

◗ Answering questions such as, *'How can you make this better…?*

◗ Demonstrating skills in response to questions such as, *'Show me how to…'*

◗ Showing skills during completion of work activity.

2.3 Evaluating training delivery – a checklist

In order to improve training design, content and delivery, trainers should evaluate each training session. The following checklist provides some guidelines for consideration.

Supported employees' reaction during training delivery

◗ Did the supported employee appear involved and interested?

◗ Did the supported employee ask questions?

◗ Did the supported employee help solve problems and issues as they arose during the training?

◗ Did the training location appear to be suitable?

◗ Was the right number of supported employees involved?

◗ Was the training session the right length?

Trainer evaluation

◗ What worked well? Why? What didn't work well? Why?

◗ Were the training aims and objectives met? Does supported employee's activity in the workplace support this?

◗ Was the information presented during the training appropriate and adequate?

◗ Was the information provided in an interesting and engaging manner?

◗ Was there any additional content or resources that would have assisted the training?

◗ Were the resources used to support the training appropriate?

◗ Do the supported employees have any further training requirements?

◗ Have the administrative and record-keeping requirements been met?

2.4   Evaluation sheets

Template 1

Please tick the response closest to your rating. There is space provided at the bottom of the page to comment on any aspect of the workshop.

	Excellent	Good	Needs improvement
Trainer's knowledge of workshop content			
Trainer's presentation style			
Trainer's handling of group responses			
Trainer's handling of questions from the group			
Guest speaker (if applicable)			
Organisation of workshop content			
Quality of activities and case studies			
Quality of the visual aids			

Will the workshop assist you in your role as a trainer of supported employees? If yes, how will it assist?

....

....

....

....

....

Do you have any suggestions to improve the workshop?

....

....

....

....

....

Template 2

Please rate the workshop according to the following scale: Excellent 5, Good 3, Needs Improvement 1. There is space provided below to comment on any aspect of the workshop.

	Rating
Trainer's knowledge of workshop content	
Trainer's presentation style	
Trainer's handling of group responses	
Trainer's handling of questions from the group	
Guest speaker (if applicable)	
Organisation of workshop content	
Quality of activities and case studies	
Quality of the visual aids	

Overall, on the above scale of 1 to 5, how would you rate the workshop?

....

Which parts of the workshop did you find most useful?

....
....
....
....

Which parts of the workshop were least useful?

....
....
....

Will the workshop assist you in your role as a trainer of supported employees? If yes, how will it assist?

....
....
....
....

Do you have any suggestions to improve the workshop?

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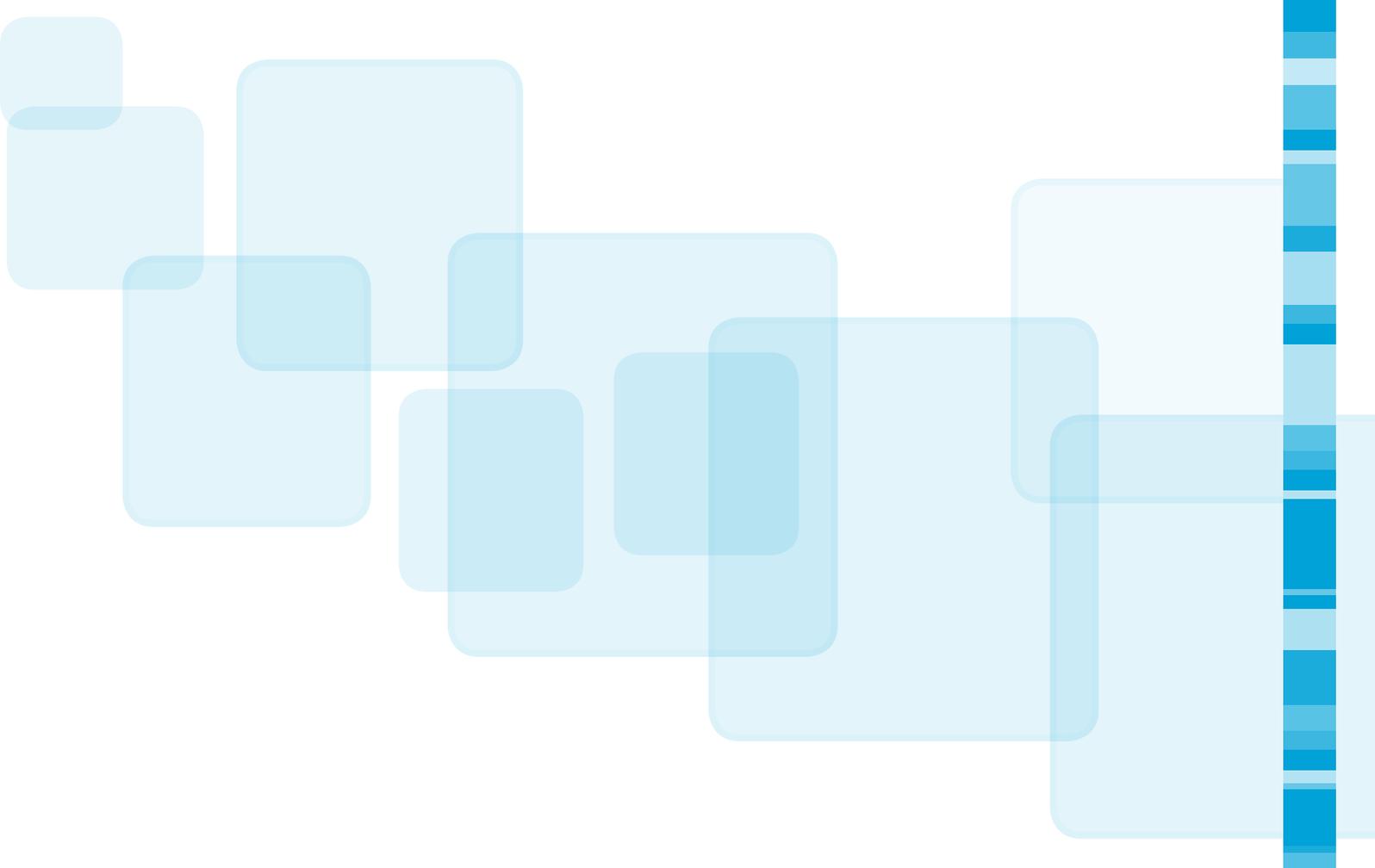
Section 3

Resources

3.1 Australian Government Department of Families, Community Services and Indigenous Affairs (FaCSIA)

FaCSIA has recently published a series of training resources to help Disability Employment Services develop the skills and abilities of supported employees. Examples are:

◗ Work Talk Intellectual Disability

◗ Work Talk Acquired Brain Injury (ABI)

◗ Work Talk Psychiatric.

3.2   Websites

Australian Disability Clearinghouse on Education and Training

www.adcet.edu.au/default.aspx

The Australian Disability Clearinghouse on Education and Training (ADCET) provides information about teaching, learning and assessment strategies, accommodations and support services for people with disability in post-secondary education and training.

Brookes Publishing

www.brookespublishing.com

This website has a broad range of books and resources to support people working with supported employees. Most of the materials are American but, this does not detract from the usefulness of much of the material. There is specialist material about topics such as developmental disability , learning disability, communication and language, behaviour, and mental health. The website provides access to professional references and practical handbooks for assessment tools.

Special Needs Project

www.specialneeds.com

The Special Needs Project is an American website that offers books, videos/DVDs and related items about mental and physical disability.

Untangling the web

www.icdi.wvu.edu/Others.htm

Based in the USA, this website has a disability-related resources menu that provides hundreds of links to information about training and training-related topics such as:

◗ general information resources

◗ learning disability

◗ visual disability

◗ hearing disability

◗ mental disability

◗ orthopaedic disability

◗ other disabilities

◗ information technology

◗ assistive technology

◗ employment resources

◗ other lists of links.

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