

Training Tips for Self-Determination Trainers

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Training Objectives

- Recognize assumptions about learning
- Describe how to use the instructional plan and content outline to develop training
- Recognize different modes of training

Five Assumptions About Adult Learners

- Adult learners are self-directed
- Adults have experience that can be built on for learning
- Adults will learn when they perceive a need to learn
- Adults want immediate, real-world applications
- Adults are motivated to learn because of internal factors



Cognitive Overload

- Cognitive overload occurs when the working memory becomes saturated with new information and the learner can't absorb any more information

Learning and Remembering

■ People Learn:

- 1% through taste
- 1.5 % through touch
- 3.5% through smell
- 11% through hearing
- 83% through sight

■ People Remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% if what we see and hear
- 80% of what we say
- 90% of what we say as we act

Learner Centered Planning

- Focus is on learner rather than trainer
- Creates opportunities for participants to discover things for themselves
- Creates a supportive learning environment in which people feel free to take risks, to ask questions, and to try out new ideas and ways of doing things

Application of Learning Principles

- Create a comfortable and non-threatening environment
- Help participants to see how the training will help them
- Make learning relevant to participants by understanding and connecting with their frames of reference
- Use learner's experiences by asking them to share examples
- Actively involve the participants by using learner-centered activities

Preparing for Training

- Five Questions to help you plan training
 - Who should participate?
 - When will I conduct the training?
 - Where am I taking the participants in terms of outcomes?
 - Why am I conducting this training?
 - What do I want the participants to know or be able to do?
 - How will I communicate the information or develop the participants' skills?

Instructional Plan

An instructional plan consists of two parts:

1. Program Overview – details of the components of the course or training session
2. Content Outline – outlines the ideas, principles, concepts, or skills you want the participants to learn

Other Training Elements



- Training aids and Materials
- Room arrangement
- Cost of training
- Participant Materials
- Food/Refreshments
- Schedule

Training Model

- Introduction
- Goals and objectives
- Overview of content
- Content
- Review of content
- Assessment of learning

Modes of Training

- Visual
- Print
- Aural
- Interactive
- Tactile
- Kinesthetic

Types of Training

- Attitude Development
- Skill Development
- Knowledge Development

Summary

- Assumptions about learning
- Learning principles
- Preparing for training
- Delivering training
- Modes of training
- Types of training