



For the health of correctional agencies, staff and families

TRAINING THE TRAINER

A Guide for Teaching "Corrections Family Wellness™"

In order to be a quality instructor, it is important to have a good understanding of learners and how they learn. Training revolves around the learner; however, the instructor plays the vital role of facilitating the connection between the curriculum and the learner. TRAINING THE TRAINER is intended to provide further insight into the processes of both instruction and learning, especially as it relates to teaching the course "Corrections Family Wellness™."

Included in this guide you will find the following:

An Overview of Training the Trainer:

- **Participants:** Adult Learners; Family Members of Corrections Professionals
- **Preparation:** Planning for Success
- **Peculiarities:** Emotionally-Laden Material
- **Presiding:** Classroom Management

The above topics parallel the information taught through the Training the Trainer instruction and PowerPoint, and space is provided to take notes as you move through the material.

Supplementary Trainer Information:

- Facets of Learning
 - When Does Learning Occur?
 - Learning Styles
 - Questions Learners Ask
 - Generational Differences
- Anticipatory Sets
 - Types of Anticipatory Sets
- A Look at Quality Instructors
 - Teaching vs. Training
 - Additional Instructor DOs and DON'Ts
- Active Listening
 - What Active Listening Accomplishes
 - Barriers to Good Listening

- How to Listen Actively
- What Is Needed for Effective Active Listening
- Classroom Management
 - Why Might Learners Be Prone to Disruptive Behavior?
 - How the Learner’s Disruptive Behavior May Affect the Instructor
 - Three Types of Disruptive Behaviors
 - Five Instructor Options for Managing Disruptive Learners

The above topics are additional and not necessarily discussed in the Training the Trainer instruction and PowerPoint. This supplementary information is for further benefit to new instructors to utilize as needed.

TRAINING THE TRAINER

A Corresponding Guide for Note-Taking

Initial Reflections on Past Trainings:

PARTICIPANTS: ADULT LEARNERS WHO ARE FAMILY MEMBERS OF CORRECTIONS PROFESSIONALS

It is important to note the nuances of teaching adult learners.

In his book *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*, Malcolm S. Knowles outlines some primary principles regarding adult learning theory. The concepts below are based on his work:

1. The _____ to learn. Did I explore in what ways this material is relevant in participants’ lives at this time? “Is this of interest to me?”

Adults are ready to learn when they need to know or do something in their lives. This underscores the importance of “anticipatory sets”, i.e. “What is the purpose (on a personal level) of diving into this material?” Utilize the Supplementary

Trainer Information regarding Anticipatory Sets to help address this area.

2. The _____ factor. Did I explore to what degree the participants have a felt need or incentive that leads them to want to learn this material at this time? “What’s in it for me?”

Adult learners are life-centered (or task- or problem-centered) rather than subject centered. Allow the content to unfold in such a way that it impacts the person’s heart and life, not just mind, having practical applications not just theoretical abstractions and ideas.

Additionally, for adults, internal motivators are more effective than external ones. Once again, if participants understand how the material can transform them personally (internal motivator), they will be more likely to apply it. An external motivator (i.e. time off work, a bonus) might get the individual to complete the course, but will be less successful in subsequent implementation or transformation.

3. The need to tap into learners’ life _____. Am I interacting with participants to gain their insights and leverage their life experiences in the learning process?

Acknowledge and draw on the variety of experiences of the participants rather than assuming they are “blank slates.” Adult learners have rich histories that can add much quality to the classroom experience if the instructor wisely facilitates the conversational dynamic.

4. The need to _____. Did I emphasize to the participants **why** it is important that they adopt and implement relevant aspects of the training in their lives?

What does the research say? Have I highlighted what could be the result if participants implement the given concepts? Have I highlighted what could be the result if participants do not implement the given concepts?

5. The _____ factor. Did I offer the participants options as to **how** to put their learning to practice in their personal and/or work life? “Which of the ideas we’ve discussed do you think you can put to practice in your home life or at work?”

How can I as the instructor offer the participant choices in his/her learning? (e.g., “Which of the ideas we’ve discussed do you feel could work well in your particular circumstances?”) Adult learners expect to be responsible for making decisions regarding their learning. Rather than

being told what to do, give options when appropriate, i.e., “Which of the ideas we’ve discussed do you feel could work well in your particular circumstances?”

Other Factors Impacting Families of Corrections Professionals

- Do participants come from a similar group (e.g., all are family members of custody staff) or diverse groups (e.g., all are family members of staff of different disciplines and job roles)?
- Are all participants family members of staff who work in the same unit or institution or different institutions or agencies?
- Is the _____ training environment comfortable?
- Do they feel safe emotionally/psychologically?
- Are there physical or mental _____ inside or outside the classroom?
- Do they feel the instructor cares?
- Are they well-rested?
- Is the instructor well prepared to teach this course and facilitate class discussions?
- Might something _____ be going on in participants’ work or personal lives that may be particularly distressing or distracting to them?

Participants Who Are Family Members of Corrections Professionals

- Unaccustomed to talking about _____ - _____ topics in class
- Unaccustomed to self-disclosing personal information to family members of corrections staff or instructors who are coworkers of their correctional loved one
- Concerned about their correctional loved ones being perceived by the instructors as _____ for the job, “weak” “easy prey” if the family members disclose that their correctional loved one is currently experiencing or has experienced emotional or interpersonal struggles in the past.

Teaching Family Members of Corrections Professionals

- Acknowledge the differences between life experiences of family members vs. those of corrections staff
- Recognize your potential inability to relate to participants’ experiences
- Make strong efforts to listen well and empathize with participants (See “Active Listening” in Supplementary Guide for more information)
- Remain impartial and objective without bringing personal issues into the training
- Manage with professionalism any potential personal “hot buttons” that might get “pushed” - for example, if a spouse in the audience reminds you of your former spouse
- Maintain good psychological boundaries: do not allow personal negative family experiences to negatively influence how you respond to family members

- Avoid lack of sensitivity: do not “read into” the situation material that is not there (i.e. do not project your own experiences on the circumstances at hand)
- NOTE: Instructors who have recently experienced (or are currently experiencing) difficult family situations are strongly advised to recuse (excuse) themselves from teaching this course to avoid speaking out of their own personal biases or hurts

PREPARATION: PLANNING FOR SUCCESS

Instructor’s Formula for Success

Prepare:

- _____
- _____
- _____
- _____

Prepare Yourself

- Over time, develop credibility and a good _____
- Exhibit a positive attitude
- Show passion for the purpose of _____ participants
- Be friendly and engaging
- Ready yourself physically
- Remind yourself _____ you are teaching this class: to support the family members of your coworkers
- **Note:** If you are experiencing personal or interpersonal/marital challenges that sap your energy level and capacity to care, or are otherwise experiencing substantial and enduring emotional distress, request to take a break from teaching this course

Prepare Your Mind

- Study the program content, flow and activities
- Establish high expectations for the _____ of your delivery
- Select 2 or 3 (at the most) personal examples for brief self-disclosure in class
- Identify and work on your _____ to improve the quality of your delivery
- Anticipate participant concerns, questions and discussions
- Anticipate that 1 participants may not engage in class due to _____ about how they may be viewed by other participants and the course instructors if they disclose experiencing difficulties at home

Prepare Your Delivery

- Continue to develop good speaking skills, which take months or years; no overnight "sprouting" is expected
- Discuss with your fellow instructor which sections each of you will present
- Practice/rehearse with fellow instructor in real time to gain _____ and improve quality of delivery, and to get comfortable working together as a team
- Be positive and energetic
- _____
- Monitor your sense of humor to ensure it is appropriate given the nature of the material

Use of Humor

- Humor can be used to "lighten things up" and reduce emotional _____
- Avoid "gallows humor" (joking about serious issues such as violence, injury, or death)
- Follow the general rule of thumb: "If in doubt, leave it out."
- What may be perfectly acceptable humor to one person or in one context may be highly _____ to another person or in another context
- You can determine what may be acceptable only if you know someone well, and that is practically impossible to do with a whole class, and with people who do not work in correctional settings

Prepare Your Delivery

- Discourage ongoing complaining without the offering of suggestions for _____
- Prepare for Q&A, activities, discussions
- Solicit _____ by encouraging participants to volunteer input
- Serve the participants

Prepare Your Space

- The day prior to the training ensure that all _____ works well
- On the training day, arrive extra early
- Set up the room as you think through how the day will progress
- Store extra tables and chairs
- Lay out all _____ and supplies
- _____ participants warmly as they arrive

PECULIARITIES: EMOTIONALLY-LADEN MATERIAL

Content Differences

- Head vs. _____
- External vs. Internal
- Information vs. _____

Foundational Understandings

- Inform participants ahead of time about the _____ content of the class material.
- Have a list of resources for first responders and their families (local and national) to hand out
- Have trained peer supporters sit in the back of the class every time you offer the course (or be present close by to call on if needed).

An Invitation to Open Up and Be Real

- Provide _____ for sharing and venting
- Self-disclose very briefly and sparingly (2 to 3 times at the very most)
- Prepare for manifestations of concern, frustration and emotional distress
- Stay respectful, caring and gentle, yet also firm regarding:
 - confidentiality issues – not mentioning names or other identifiers
 - not engaging in personal _____ of other staff or participants
 - time management needs (with few exceptions—e.g., concerns about threats to self or others)

When Participants Ask Questions

- It is critical that you distinguish between which questions _____ can answer appropriately and which questions are _____ your area of expertise
- If questions are about participants' personal health and/or related specifics, direct them to consult with _____ (e.g., mental health providers)
- If questions are about technical aspects of the course content, direct them to Desert Waters at admin@desertwaters.com

Some Signs of Emotional Distress

- Flushed face
- Trembling chin
- Tearing up/eyes filling with tears
- Fidgeting
- Hand wringing

What to Do When Participants Show Significant Signs of Emotional Distress

- Remain calm
- Continue to _____ them as you present to see whether the emotion is a “passing wave that washes over them” or whether they continue to have difficulty “keeping it together”
- Compassionately state that _____ are often challenging, that this is especially true for correctional families, and that this is one reason why this course is offered
- If the participant continues to appear distressed, have one instructor keep teaching the course, and the other approach that participant _____ and ask them if they want to step outside the classroom to talk
- If the participant agrees to do that, listen with empathy, and offer them your agency’s resources
- **Absolutely do not give** _____, e.g., about marital or child-rearing issues
- Ask them if they are ready to come back in the class
- If they do so, for the remainder of the class “keep an eye on them” to see how they do as you continue to present the course
- If they choose to leave, _____ them for coming and for making sacrifices associated with being family members of correctional staff, and, once again, urge them to contact the agency’s EAP or other resources

Protecting Participants’ & Their Loved Ones’ Psychological Safety

- Participant says, “If correctional workers are THAT sensitive, they should get a different job! They don’t belong in corrections! They signed up for this!”
- Respond with: “Research has repeatedly shown that a high percentage of staff are negatively affected by the corrections environment. Yes, in a few cases some people may leave the profession because of that, but the majority need to be equipped with tools and supported, so they can deal with the stresses of the job effectively. And they all deserve our understanding and respect for what they may be going through. The bottom line is that we are all human beings with limits – **and there is no shame in that.**”

Participant Leaves the Classroom Abruptly or Does Not Return After a Break

- If you cannot locate the participant, or the participant does not come back after break, notify administration ASAP so they are informed of the situation
- Always follow your agency’s policies regarding potential _____ to self

Participant Possibly a Threat to Self or Others

- Participant says something that causes you to be concerned about their own _____ safety or others' safety
- Activate your agency's protocol regarding staff's threats to self or others
- In the case of concerns for their safety, talk to the participant _____, outside of the classroom, indicating your concerns for their safety, based on their statements
- In both cases, ask them to accompany you to a supervisor's office where they can make a confidential phone call to EAP – so they can get _____ for appropriate help, e.g., setting up a telehealth appointment ASAP
- Invite them to rejoin the class after the phone call, if cleared by EAP
- _____ your steps, turn this over to the supervisor on shift, and resume teaching the course
- If advised by EAP, institution will need to transfer participant to hospital
- If participant is not ready to return to class, supervisor must consult with EAP about _____ alternatives
- If participant refuses to call EAP and leaves the grounds, alert administration to conduct a welfare check if they choose to do so

Participant Mentions Possible Criminal Activities

- Follow your agency's protocol about reporting that

PRESIDING: CLASSROOM MANAGEMENT

Pro-Active Solutions for Classroom Management

- PREPARE, PREPARE, PREPARE
- Discuss classroom management options with fellow _____
- Expect the unexpected
- Prepare for your own feelings of _____ or _____ in regard to interacting with participants
- Develop your interpersonal skills (i.e. listening, validating, etc.)

Instructor Mindset About Participants' Negative Comments

- Remember that in our trainings we _____ people to open up and share/vent
- Do not take sides
- Do not take angry complaints or criticism _____

- Remember: complaints and criticism are often manifestations of frustrations that are one reason why this class is offered
- You are providing an opportunity and a _____ for these expressions
- Stay respectful, caring and gentle
- **Key:** _____ participants' _____, without arguing about the content of their statements.
- *"I hear why you are upset over this. This was a rough experience for you. And such negative experiences in corrections are one reason why we offer this course. And we are not here to argue or debate issues. We are here to present information that can help family members cope better with the demands of corrections work that may "come home" with their correctional employee loved one."*

Classroom Solutions for Disruptions

- If participants are talking among themselves or laughing:
 - Maintain a calm, positive, and friendly demeanor
 - Exhibit open, positive _____ language
 - Practice positive eye contact
 - Gauge the severity of the disruption - is it a one-time occurrence or ongoing?
 - Decide if it is worth addressing or if it'd be best to _____ it
 - If you decide to address it, remind participants to limit their sidebar conversations in order to demonstrate respect for others who are trying to listen
 - Ask participants if they'd like to share with entire class what they have been talking about
 - State you want to learn about and _____ participants' concerns, if any
 - Ask for more information or clarification when unsure of what was communicated
 - Let people _____, within reason
 - Pause, listen, think... and then _____, picking your tone and words carefully
 - Remember: when you are the instructor, you are in charge of running the class
- Continuum of intervention to manage disruptive participants:
 - make non-threatening, "calm" eye contact
 - "close the _____" – walk around the room and stand next to participant
 - remind participants to limit sidebar conversations
 - ask participant if he/she would like to share something with the entire class
 - discreetly ask participants to hold off on their private conversations in order to not disrupt the class – do not confront or _____ them in front of the rest of the class

- take a break and ask participant to step outside the classroom to share with you what is going on, and to _____ how to assist them to participate without being disruptive
- ask participant to leave the class – do this only as a **VERY, VERY, VERY last resort** if participant _____ to stop being disruptive; notify administrators accordingly ASAP

Participant Does Not Want to Participate in Class Activities

- If a participant is quietly not doing an activity, just make eye contact briefly with them and smile at them
- If a participant announces that they will not participate in an activity, _____ them for telling you, and state that their participation is encouraged, but that it is _____.
- Do not try to _____ them to participate.
- Do not engage in arguments with them.
- Remember:
 - the course is for THEM.
 - THEY can determine the degree to which they want to _____ in class or outside of class later on.
 - Different people are at different places regarding their readiness to become _____ of issues.
 - **Validate participants' _____ at the moment; by so doing you show you respect where they are at.**

Participants Begin to Argue

- Do not take _____.
- _____ the argument by validating the importance of the issue argued about
- Further _____/end the argument through one of these additional responses:
 - “We want to keep the focus of this class directed towards topics that are within our span of control, and this topic does not fall in this category.”
 - “These are important matters that need to be discussed outside of class.”
 - “In order to get through all the course content today, we will need to ‘table’ this discussion for another time or place.”

INSTRUCTOR TRAINING INFORMATION

A Supplementary Guide

FACETS OF LEARNING

When Does Learning Occur?

It is very helpful and desirable to have willing, eager learners who receive a well-written curriculum, delivered by credible, prepared, professional instructors. However, the combination of these two items does not necessarily guarantee that learning will take place. Implementation (practice) is imperative. While some of this can be practiced in the classroom, in order for true learning to occur, participants will need to actively practice in their work settings or in other parts of their lives what has been taught in the classroom.

Learning Styles

Learning is a process that ranges from the desire to understand to the need to act. There are a variety of learning styles. The three primary learning styles are visual (seeing), kinesthetic (doing), and auditory (hearing). Each person tends to gravitate towards one more heavily as a preferred method of learning. Nevertheless, we all tend to learn in a variety of ways. Desert Waters' programs are designed to reach all variety of learning styles. The instructor needs to follow through on the suggestions and activities given through the curriculum in order to engage all styles and effectively facilitate the learning process.

Questions Learners Ask

Learning preferences have to do with how one processes information, how the individual relates to the information and other learners, and how the individual applies the learning. Numerous theories and research studies address learning preferences, and a range of detailed outcomes are available. Basic learning preferences are generally based on what type of question the learner wants answered and how they process and apply information.

1. Ask "WHY?" Supporting, sensing, feeling, reflective, people-oriented, reflection, relationships, partner activities, inclusion of others, value personal experiences and like relatable stories
2. Ask "WHAT?" Analyzing, data, information, logical, order, thinkers, facts and tables, step-by-step approach, sometimes solo learners, value research and enjoy handouts

3. Ask “HOW?” Controlling, hands on, try it, experimentation, practical application, connecting to their reality, “just do it” attitude, trial and error, value hands on activities and visual aids
4. Ask “WHAT IF?” Promoting, creative, challenges, videos, non-traditional learning, flexible, intuitive, “outside the box” attitude, problem solvers, values challenging questions and scenarios

Generational Differences

Generational differences may play a part in how people learn and specifically how they value learning.

Traditionalists (Before 1945) – Value experts, training needs to contribute to the mission

Boomers (1946-1964) – Value friendly experts, training serves goals + promotion and increased pay

Gen X (1965-1980) – Value coaching and guidance, training enhances one’s versatility, marketability

Gen Y (1980-1996) – Value collaboration, learning never ends, risk takers, risk = opportunity to learn

Gen Z (after 1997) – Value autonomy, self-paced, doers, training should be relevant, digital, quick

In regard to the many facets of learning, it is important to note that if we don’t like classroom activities ourselves, and we skip those activities in the training, we will be excluding many learners’ preferred way of processing information, and will therefore be less effective. As an instructor, remain aware of the wide variety of ways in which individuals learn, and be committed to appropriately implement the activities provided through the course materials.

ANTICIPATORY SETS

Anticipatory Sets are simple class openers designed to engage the learner, spark interest and excite anticipation about the training topic. Often called the “hook,” there are many ways to achieve buy-in from learners. The anticipatory set helps answer the question “Why?” Not why the class is important to the instructor, but why the class is important to the learner.

Types of Anticipatory Sets

1. Ask introductory questions. Ask one or two quick questions where learners provide the answers. Or the question is left unanswered, to be answered later in the class.
2. Present brief applicable explanation, video clip or short story. These methods have to be short, simple and relatable.
3. Provide research. Research is often used to show the need for training. This can be powerful if relatable to the learner’s real-world experiences or safety.

4. List additional expectations. After reviewing the course expectations, ask the participants what their additional expectations are for the course. As they respond, make a list of these on chart paper. Revisit them at appropriate points during the course or at the end of the course.

A LOOK AT QUALITY INSTRUCTORS

Teaching vs. Training

Let’s look at the nuances of these two words. According to the dictionary, *teach* is defined, “to impart knowledge or skill; give instruction;” whereas *train* is defined, “to make proficient by instruction and practice, as in some art, profession, or work.” Teaching focuses on delivery of content while training focuses on the transformation of the learner through implementation.

While the presentation aspect of both teaching and training can be similar, we desire that Desert Waters’ instructors lean towards the aspect of training, i.e. not mere delivery of content, but a focus on providing opportunities for learners to practice that which has been taught. Much of this is built into the curriculum, but it is also important to encourage learners to engage in this implementation process both within and outside the classroom context.

Additional Instructor DOs and DON’Ts

Below is a list of items to keep in mind as you move forward as an instructor. Some will be simple to implement and others will take time. View these items as goals to work towards. Begin incorporating them as you facilitate courses, but recognize that, due to personality styles and individual differences, some will be easier for you to implement than others.

DO – What to Pursue	DON’T – What to Avoid
Prepare well and practice	Try to prepare at the last minute
Prepare together when co-training	Overpower your co-instructor
Prepare physically, mentally, emotionally	Train if you’re not in a good state
Anticipate challenges, issues, questions	Teach an outdated curriculum
Arrive early to prepare the training area	Change or add to proprietary curriculum
Set out materials and supplies	Skip activities

Be familiar with all electronic equipment	Force learners to be uncomfortable
Create a safe, effective learning environment	Be afraid to be silent
Project your voice	Tell too many personal stories
Move around the room	“Story Top” or tell long stories
Treat adult learners with respect	Take yourself too seriously
Ask for volunteers to read or answer questions	Assume what’s important to you, is to learners
Thank learners who engage in discussion	Belittle or embarrass learners
Set a comfortable pace	Call on people to read or answer questions
Pause when needed to allow learners time	Let your ego get in the way
Be cheerful, smile	Speak in a monotonous voice
Use appropriate humor	Talk too fast or too slowly
Focus on the learner’s success	Talk down to learners
Be aware of your body language	Use “big” words to impress
Read the audience expressions, body language	Assume everyone understands
Ask questions to engage learners	Go too far off topic
Value feedback	Use foul language
Have extra supplies and back-up plans	Lie
Be approachable and available	Use another’s name in a story w/o permission
Manage the time well	Make offensive jokes

Identify learners who have good instructing skill sets, and good understanding of the material being taught	Be negative or pessimistic
Support your agency and department	Let complaining go too long
Maintain professionalism 24/7	Talk over participants
Dress appropriately	Choose sides between participants
Stay positive and optimistic	Plan your response while listening
Listen	Treat questions as challenges to your ego
Provide breaks	Take things too personally, including poor evaluations
Provide quiet table toys – stress balls	Chew gum or eat while training
Use color when possible – markers, paper, etc.	Jingle keys or change
Wear comfortable shoes	Use filler words, “um”, “ya know”, etc.
Learn from poor evals	Answer your phone
Expect the unexpected	Play with your hair, clothes, markers, etc.

Suggestions for Implementation of the Above

- Select 1-3 areas in which you wish to improve, and focus on implementing those as you facilitate your next course. Once you’ve mastered those areas, challenge yourself to begin implementing other items on the list.
- Ask a colleague or fellow instructor to give you honest feedback regarding observations of your strengths and weaknesses within this list. Choose to be open to correction, and seek advice for improvements.

ACTIVE LISTENING

Active listening is a form of listening and responding to the speaker which aims to enhance understanding of what speakers are communicating (their needs, motives, and intentions), convey respect and caring, and help problem-solve as needed.

What Active Listening Accomplishes

- Invites the speaker to provide listener with information about the subject under discussion
- Provides listener with information about the speaker as a person
- Communicates respect, caring and valuing of the speaker as a person
- Builds BRIDGES of trust and rapport
- Enhances relationships and opens doors
- Builds good will with the speaker
- Helps speaker calm down and think more logically/realistically
- Promotes problem-solving, de-escalation, negotiation and conflict resolution
- Enriches the listener's perspective by promoting thinking outside the box of one's preconceptions

Barriers to Good Listening

- Preparing one's own response while speaker is still talking
- Reacting to one aspect of what the speaker says, thus ignoring the rest of the information presented
- Being distracted by something else while listening
- Multi-tasking while attempting to listen
- Being bored/lacking interest in what the speaker is talking about
- Lacking empathy—not relating to what person is sharing at an emotional level
- Having difficulty concentrating on what speaker is saying—good listening takes energy
- Being impatient, wanting speaker to get to the bottom line and skip details and explanations
- Being arrogant—thinking we know all there is to know about a subject, that we have all the answers, or that we would not be impacted by events the ways the speaker has been impacted
- Having contempt for speaker—undervaluing the information provided or not valuing the speaker as a person
- Having negative preconceptions—prejudices—against the speaker, leading to discounting what the speaker is saying

How to Listen Actively

- Periodic, frequent eye contact
- Head nodding
- Friendly, gentle, caring, respectful tone of voice
- Facial expression—gentle, caring, respectful

- Body posture—open, non-threatening
- Offering short verbal encouragements—*I see, wow! Oh my! Ouch! Hmm..*
- Repeating back/mirroring/reflecting what speaker said—both the content of the speaker’s communication and the emotion(s) communicated
- Echoing key words or phrases stated by speaker
- Asking open-ended questions—*What, How, When*, and avoiding *Why* questions
- Asking closed questions (that require a Yes or No answer) only when wanting to confirm or clarify something
- Pausing
- Asking for clarification or elaboration if unsure of what the speaker is saying or if wanting to hear more details
- Summarizing periodically the gist of the speaker’s communication

What is Needed for Effective Active Listening

- Patience
- Self-control
- Willingness to create a safe psychological space for speakers to express themselves
- Genuine curiosity and interest in what the speaker is saying
- Non-defensive stance
- Focus on trying to understand the other person's position, and their way of thinking and experiencing events
- “Hearing” not only what is said, but also what is hinted at or partially said or not said
- Checking for consistency or lack of consistency between verbal and non-verbal communication
- Humility (I don’t have all the answers)
- Understanding that it is to the listener’s benefit to listen carefully
- Respect for speaker and their opinions
- Positive regard for others
- True caring about the quality of the communication exchange

CLASSROOM MANAGEMENT

In addition to managing the content and flow of the material, electronic equipment, classroom activities, participant discussions, questions and answers, and time, instructors must often manage the people.

Why Might Learners be Prone to Disruptive Behavior?

- Anxiety, frustration, anger and dissatisfaction (sometime job-related, maybe home-related)

- Derogatory attitude of instructor (treating students as children, belittling statements)
- “History” between instructor and learner (known or unknown)
- Mandatory training (sent because of job performance, etc.)
- Generally disgruntled (classroom provides an audience for venting)
- Corrections Fatigue (the toll of years of working in corrections surfaces or erupts during training)

How the Learners’ Disruptive Behavior May Affect the Instructor

Disruptive learners can have a strong effect on instructors. Instructors may take the learners’ disruptive behavior personally. This may result in the instructor becoming defensive, angry, fearful, confrontational, and hostile, as he/she feels put “on the spot” to respond while the rest of the learners are watching to see how the instructor handles the situation. This may lead to nervousness, self-consciousness, reduced confidence, limited concentration, sweating, affected speaking skills, etc.

It is therefore important for instructors to prepare themselves for and expect potentially disruptive behaviors by the learners, so that, if/when this happens, it is not a surprise which throws the instructor off course, discouraging him/her from instructing in the future.

Three Types of Disruptive Behaviors

<u>Withdrawal</u>	<u>Diversion</u>	<u>Attack</u>
Refuses to participate in training session, hostile - ignores instructor or refuses to participate, apathetic – daydreams, not participating in group discussions or activities	Initiates side discussions, works on other material, dominates discussion on something minimally related to topic	Directly challenges authority of instructor, inappropriate comments or questions, questions competency of instructor directly, openly criticizes training strategies

Five Instructor Options for Managing Disruptive Learners

As an instructor teaching emotionally-laden material, it is important to note the differences between a disruptive learner versus when a participant might be triggered. It is possible that resulting behaviors could be quite similar in either scenario (i.e. hostility, lashing out, refusal to participate). The primary difference would be the source of such behavior, and of course it is unlikely that the instructor would have that knowledge in the moment. As such, it is important to remain calm and treat each participant with care and compassion. Whether the behavior is simply the result of a disruptive disposition or the

result of having been triggered, it can always be helpful to take a moment to talk with the individual discreetly outside of class, disclosing your observations, seeking input from the participant, and coming up with a plan that will best serve all involved.

Option	Good When	Advantages	Disadvantages
<i>Avoidance:</i> Instructor doesn't directly confront behavior. Ignores it and continues training in hopes that it will go away.	When most learners show a strong interest in the training, when the disruptive behavior occurs near the end of the training or near a break, or when the disruptive behavior is a form of apathetic withdrawal.	Does not require much energy on the part of the instructor, low risk to instructor, takes advantage of peer pressure.	May lead to increase in behavior, encourages others, may result in loss of control.
<i>Acceptance:</i> Instructor attempts to find out reason for disruption and adjusts the training program accordingly. Gives the instructor some room for changing the content to better meet the needs of the learners.	When there is a high degree of learner apathy, when learners' hostile withdrawal is a form of disruption, when diversion is supported by the other learners.	Requires moderate amounts of energy on the part of the instructor, relatively low risk to instructor, show learners that the instructor truly cares about them as people, may reduce hostility and conflict, increases learner involvement.	Increase in disruptive behavior, may lead to others being disruptive, important training content may be lost.
<i>Adaptation:</i> Using learner resistance to support training. Adapting lesson to learner views without changing content. Use argument to further explore the issue.	When there is high level of learner knowledge, when there is strong support of the disruptive behavior by others in class, when attack or apathetic withdrawal behaviors are the form of the disruption, when the instructor has a wide base of knowledge and understanding of the topic.	Encourages learner participation, reduces and decompresses hostility, maintains instructor control, recognizes the concerns of the learners and still covers material.	Relatively high energy, requires considerable instructor skill and knowledge of material.
<i>Standing fast:</i> Continuing with the planned program despite knowledge of learner's discontent; instructor does not discuss or negotiate the situation.	When there is a high need for program integrity, when learner support for staying the course material is generally high, when diversion is the primary style of the disruptive behavior.	Maintains instructor control, maintains content and program integrity, simple to do.	Requires high degree of energy, very difficult on the instructor and the learner, chance of total loss of control and respect for the instructor.
<i>Pushing back:</i> Instructor confronts disruptive learner directly, proposes to discuss during a break, potentially requests learner to leave the class.	When one learner intimidates the rest of the class, when there is a high need for instructor respect, when classroom disruptions increase and other options have been tried without success, when the disruptive behavior threatens safety.	Establishes instructor authority, can maintain instructor respect under certain circumstances, aims to maintain psychological safety for all learners in the class.	Energy costly for instructor, may create a "hero" of the disruptive learner with other learners, may reduce respect for instructor, may promote conflict and undercut instructor's ability to communicate with the learners.