Network Webinar

Virtual Training

Maximizing adult learning in a virtual environment

March, 2020

Brad Ray
Senior Performance Measurement, Research and Evaluation Officer
National CASA/GAL Association for Children

CASA GAL
Court Appointed Special Advocates
Guardians ad Litem
FOR CHILDREN

- **Have you ever interacted on a conference call with video and audio?**
  - Yes
  - No

Contents

OBJECTIVE

To gain familiarity and comfort with utilizing a conference call/webinar format to create an effective and safe environment in which your adult volunteers can learn.

AGENDA

Introduction

Ice breaker

General principles

Activity examples

Case study example

QA

Flex Learning review

QA and Wrap up

The two-breath introduction

Polling Question

- In the Q&A Box, please share 1-2 challenges you encounter (or think you'll encounter) delivering training virtually in a conference call setting.

Meetings vs. Webinars

8

If on phone, mute and unmute by hitting *6.

What people generally remember…

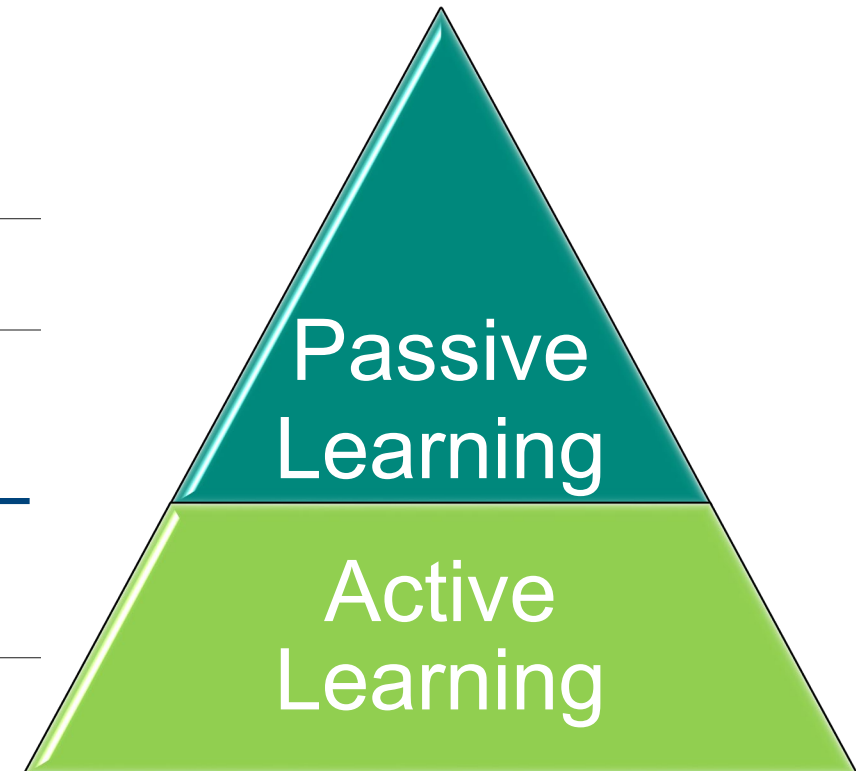**10%** of what they read

20% of what they hear

30% of what they see

50% of what they hear & see

70% of what they **say and write**

90% of what they **do**

Passive Learning

Active Learning

Learner-Centric Facilitator

- Learns what is relevant for the audience and focuses on that

- Knows that "telling is not training"

- Considers adult learning preferences

- Is a subject-matter expert – and recognizes that participants have experience to share and are subject matter experts too

- Reinforces learning by engaging every person in the virtual room in a collaborative learning experience

- Gives participants an opportunity to share and learn from their peers

- Poses challenging questions throughout

- **People retain what percent of things they say and write?**
  - 25%
  - 50%
  - 70%
  - 95%
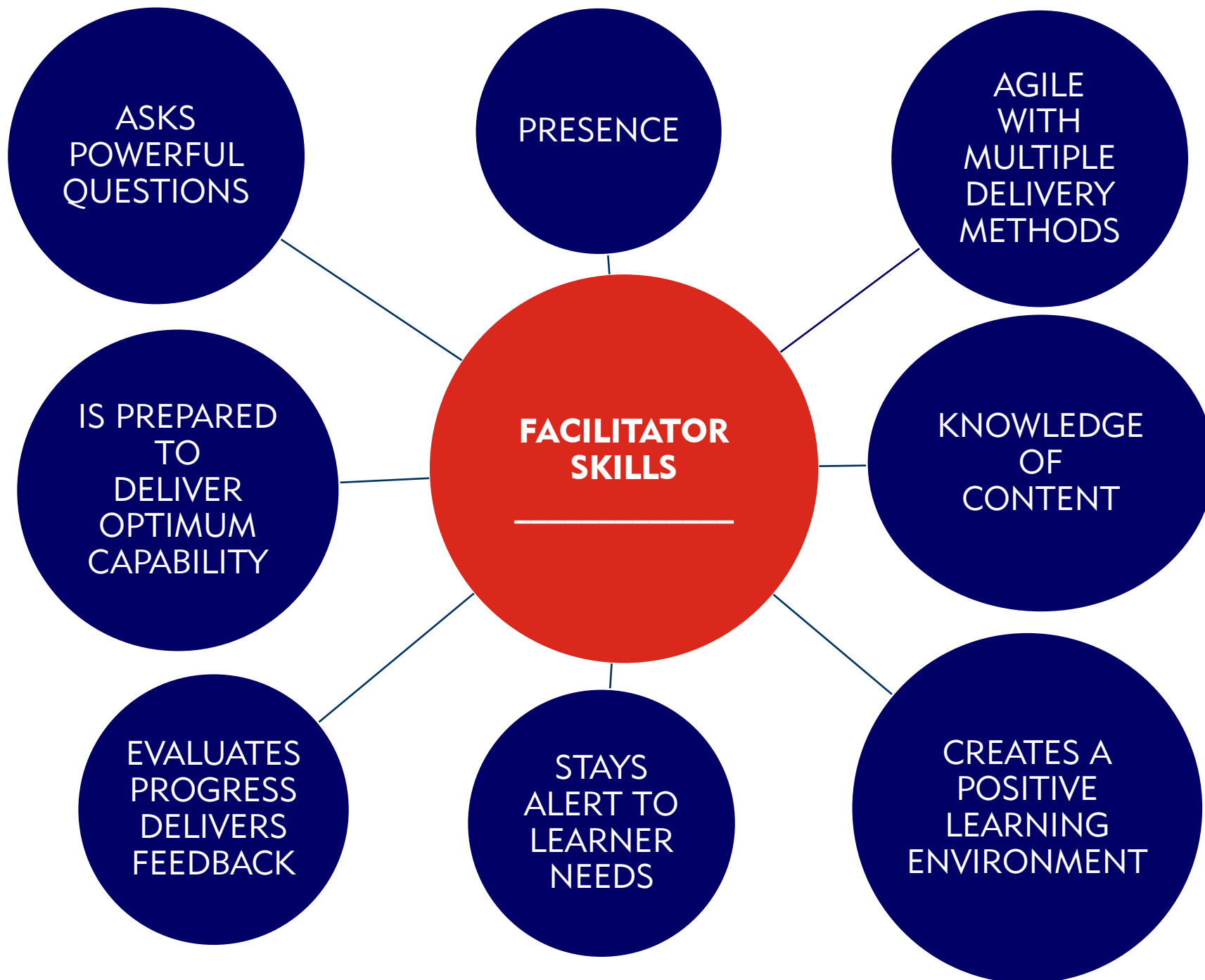
| PRESENCE | Maintains eye contact, projects voice, displays confident body language to keep learner attention | Maintains engaging and confident presence.

Carries it through for the duration of training delivery | Modifies presence by adapting to learner dynamics as appropriate (stays quiet during respectful but heated disagreements; intervenes when group is at a standstill) |

AGILE WITH MULTIPLE DELIVERY METHODS	Is familiar with the instructions and intended outcomes for each learning activity. Conveys the directions with clarity Verifies group understanding for successful completion of each task.	Recognizes when groups or individuals stray far from intended purpose of the activity, and can course correct while maintaining respect for process.	Prepares ahead by delving into the learning purpose for activities in the material. Bridges the hypothetical with real world examples to deepen the learner experience.

KNOWLEDGE OF CONTENT	Is able to explain the relevance of the clinical and technical content to volunteer practices. Uses appropriate and up to date terminology.	Brings professional practice experience to the facilitation of material. Provides real world examples that clarify content and demonstrate relevance for volunteers.	Anticipates learning challenges and is ready for them. Actively scans the profession for updated information to share with learners.

CREATES A POSITIVE LEARNING ENVIRONMENT	Builds trust. Demonstrates respect for differences of opinion Models values consistent with those of the CASA/GAL organization.	Validates learners' expressions of doubt, concern and opinions with respect and support for culture and beliefs	Facilitates high levels of collaboration to reinforce the multiple ways that individuals can solve problems to motivate volunteers

STAYS ALERTS TO LEARNERS' NEEDS	Anticipates learning challenges in the curriculum. Is alert to varying gaps in levels of comprehension or confusion.	Proactively surveys the group to identify any unmet learning needs. Modifies approach to find alternative explanations and achieve course objectives	Identifies issues that an individual may exhibit which may negatively impact volunteer success. Attempts diplomatic corrective action.

| | **EVALUATES PROGRESS/ DELIVERS FEEDBACK** | Provides constructive criticism to help identify gaps.

Uses encouraging words to show support.

Recognizes and rewards effort to improve. | Motivates others.

Turns difficulties into 'lessons learned' and offers specific guidance as appropriate. | Creates opportunities for positive self-discovery and shares personal insight. |

IS PREPARED TO DELIVER TO OPTIMUM CAPABILITY	Reviews all materials and fills the gaps where content is unfamiliar to learners.	Understands and articulates the value of the learning experience to the success and sustainability of the CASA/GAL volunteer.	Is aware of her/his own gaps and challenges. Takes initiative in keeping knowledge and skills current

ASKS POWERFUL QUESTIONS	Understands the power of questioning to help volunteers learn from one another by sharing knowledge.	Challenges learner thinking, without appearing aggressive.	Poses questions on the spot that provoke strategic thinking among volunteers, that will strengthen their skills in practice.

Additional Tips for Virtual Meetings

Prepare a visual focal point for each agenda item.

Audio is the most important element to get right. People should not use a speakerphone to connect; mention this when you send out the meeting details. Also, it is best to use a headset when connecting to the call using a computer.

Determine the best way for your dispersed group to share working documents.

"GO SLOW TO GO FAST" IN LAUNCHING THE MEETING
• **Expect a slow start and plan for it in your agenda.**

Create space right away for people to get their voices into the mix.

Be sure to throw quiet people a line
Structure an inclusive process for creative and dynamic brainstorming.
KEEP THINGS MOVING, EVEN WHEN THE UNEXPECTED HAPPENS
Expect things to fall apart

Always have a lower-tech backup plan

Zoom at a glance
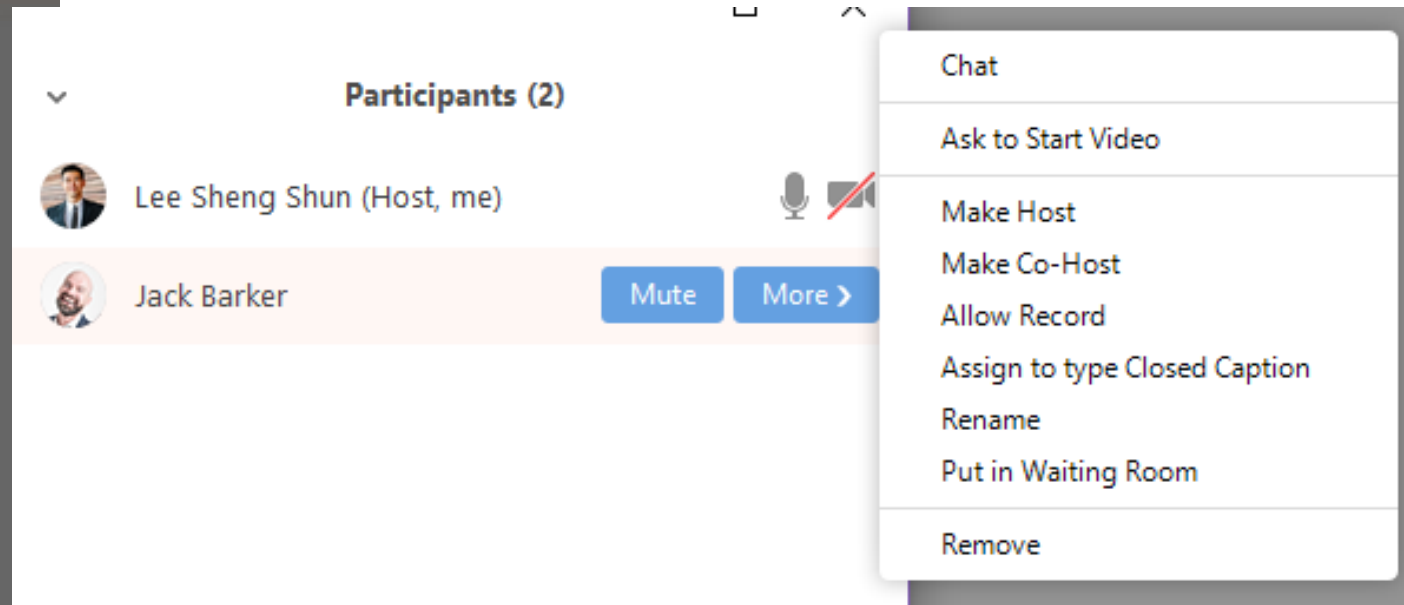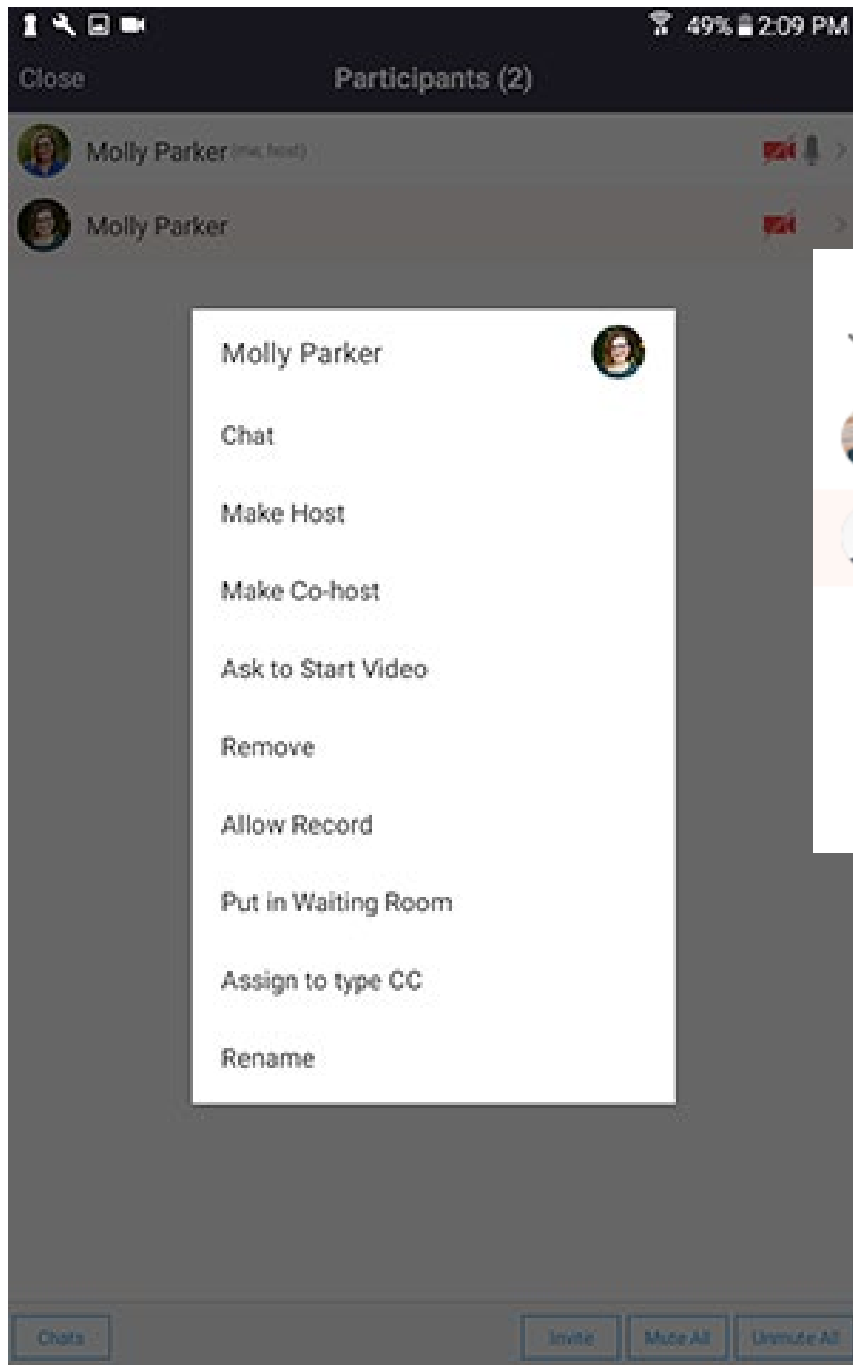
If on phone, mute and unmute by hitting #6.

Assign 1 participants into [1] Rooms:

◉ Automatically   ○ Manually

1 participants per room

Create Rooms

Zoom Support for Breakout Rooms

Breakout Rooms - In Progress

▼ **Breakout Room 1**   Join
  ● Ann
  ● Molly

▼ **Breakout Room 2**   Join
  ● Bob
  ● John

Broadcast a message to all ⌃   **Close All Rooms**

27
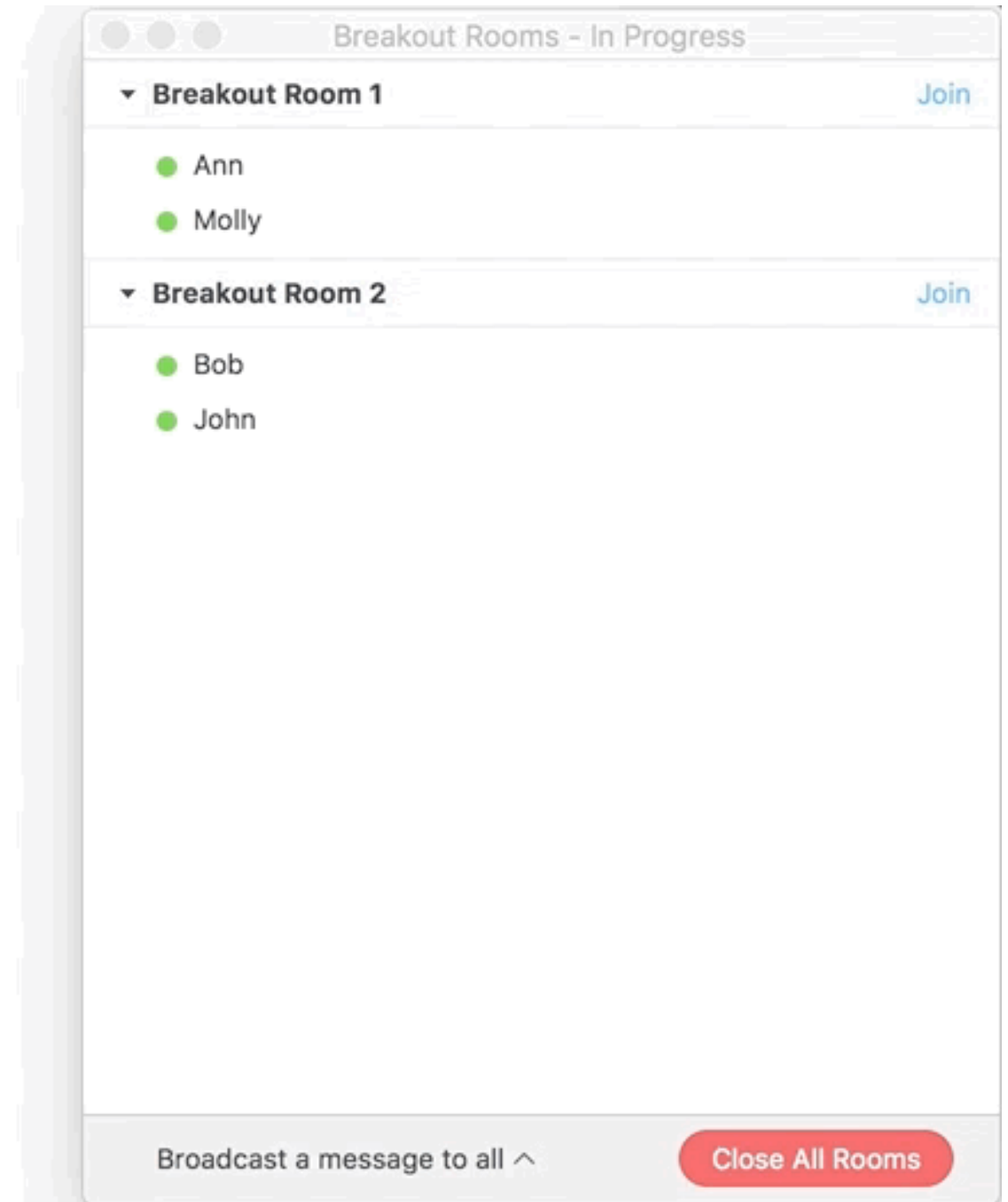
Activity Examples

Parking Lot

When there's more to say!

Session 2: Activity Time: Ages and Stages

Let's guess the right age!

Session 2: Activity Time: Ages and Stages

0 to 6 Months

6 to 12 Months

12 to 18 Months

6 to 12 Months

16-21 Years

10-15 Years

6-9 Years

3 to 5 Years

Session 2: Activity Time: Ages and Stages (polling question)

- **Smiles at primary caregiver**
- **Knows what authority figure wants**
- **Rolls over**
- **Picks up toys from floor**

0 to 6 Months

Session 2: Activity Time: Ages and Stages (polling question)

Smiles at primary caregiver

Rolls over

0 to 6 Months

Knows what authority figure wants

Picks up toys from floor

Session 2: Activity Time: Ages and Stages (polling question)

- **Feels strange or awkward about his/her Body**
- **Can use the toilet independently**
- **Fear of authority Figures**
- **Learns to get needs met**

6 to 12 Months

Session 2: Activity Time: Ages and Stages

Feels strange or awkward about his/her body

Fear of authority figures

6 to 12 Months

Can use the toilet independently

Learns to get needs met

Session 2: Activity Time: Ages and Stages (polling question)

- **Can think using symbols; can recognize Differences**
- **Presence of well-developed defenses**

- **Follows peers' fads**
- **Understands the word "no"; uses words such as "more" to make wants known**

12 to 18 Months

Session 2: Activity Time: Ages and Stages

Can think using symbols; can recognize differences

Follows peers' fads

12 to 18 Months

Presence of well-developed defenses

Understands the word "no"; uses words such as "more" to make wants known

Session 2: Activity Time: Ages and Stages (polling question)

- **Washes and dries hands with assistance**
- **Crosses Streets Safely**
- **Brushes Independently**
- **Dresses self completely**

18-36 Months

Session 2: Activity Time: Ages and Stages

Washes and dries hands with assistance

Crosses Streets Safely

Brushes Independently

18-36 Months

Dresses self completely

Session 2: Activity Time: Ages and Stages (polling question)

- **Uses formal logic**
- **Increased focus on identity**
- **Examines inner experiences**
- **Uses toilet independently**

3 to 5 Years

Uses formal logic

Examines inner experiences

Increased focus on identity

3 to 5 Years

Uses toilet independently

Chapter 2: How Children Grow and Develop

When observing a child's development, keep in mind these key points:

✓ There is a wide range of typical behavior. At any particular age **25%** of children will not exhibit the behavior or skill, **50%** will show it, and **25%** will already have mastered it.

✓ Some **behaviors may be typical**—in the sense of predictable— responses to trauma, including the trauma of separation as well as abuse and neglect.

✓ **Prenatal** and **postnatal influences** may alter development. Other factors, including culture, current trends and values, also influence what is defined as typical.

✓ As a CASA/GAL volunteer, you need to become **aware** of your **values**, **attitudes** and **perceptions** about what is typical in order to be **more objective** and **culturally sensitive** when assessing a child's needs.

Session 2: Activity Time: Ages and Stages (full list in VM)

0 to 6 Months

6 to 12 Months

12 to 18 Months

6 to 12 Months

16-21 Years

10-15 Years

6-9 Years

3 to 5 Years

- **People retain what percent of things they say and write?**

  — **25%**

  — **50%**

  — **70%**

  — **95%**

Session 2: Activity Time: Introduction to the Case Study Process

Asking the Right Questions

Session 2: Working a Case

Greene Case

➤ **2 Weeks ago**: A call was made to the CPS hotline by the kindergarten teacher and school nurse at Parkside Elementary.

➤ The callers stated that one of their students, Marky Greene, often comes to school with poor hygiene, that much of his clothing is not his size, and that he's just come in with his third case of head lice in three months.

Case Study

Session 2: Working a Case

Greene Case

➤ The family is Caucasian; the parents are in their late twenties. The mother is diagnosed with bipolar disorder.

➤ The Greene family moved recently from a few states away. They have no extended family living nearby.

➤ SW found conditions in the home deplorable but not dangerous. CPS decided to file a petition for neglect but to allow the child to remain at home for the time being.

Case Study

Session 2: Working a Case

Getting Started: The Case in Review

Available Interviews:

- Markey Greene's
  - First Contact
  - Second Contact
- Former landlords for the Greene family
- Intensive In-Home Family Therapist: Monica Morales
- Parents: Judy and Roy Greene
- School Nurse & Marky's Teacher
- CPS Caseworker Ryan Headon:
  - First Contact
  - Second Contact

Debrief Questions – We'll review together after exercise

Session 2: Working a Case

Your ability to identify strengths in families depends on which lens you use in your advocacy work:

If you see through a deficit lens, you focus on family problems

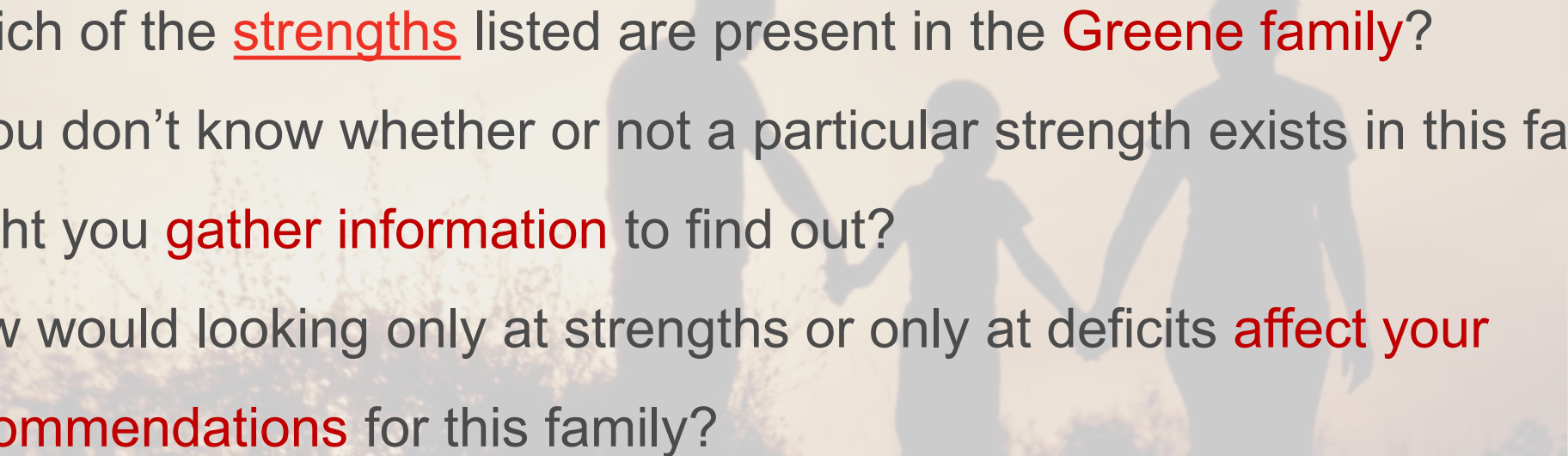If you see through a resources lens, you focus on identifying family strengths

Session 2: Working a Case

Questions to ask when using a resources lens:

✓ How has this family solved problems in the past?

✓ What court-ordered activities have family members completed?

✓ Does the family have extended family or non-relative kin who could be a resource?

✓ How are family members coping with their present circumstances?

Session 2: Activity Time: Strengths in the Greene Family

- Which of the strengths listed are present in the Greene family?
- If you don't know whether or not a particular strength exists in this family, how might you gather information to find out?
- How would looking only at strengths or only at deficits affect your recommendations for this family?

- **How has your level of comfort with delivering training virtually changed?**

  — I can do this!

  — It will take some time and practice, but I believe I could facilitate in this platform.

  — My comfort level hasn't changed at all.

  — I feel less able to work in this platform than when we started this training.

Questions
&
Answers

Flex

CASA ❤ GAL

Court Appointed Special Advocates
Guardians ad Litem
FOR CHILDREN

Next Steps

To submit a request to use Flex Learning, please go to the Member Portal>Training>Pre-service Volunteer Training>Blended Learning/Flex:

https://member.nationalcasagal.org/training/pre-service-volunteer-training/national-casa-gal-program-flex-blended-learning-2018-request-form/

Upon approval of your Flex Learning request:

- You will be emailed a Dropbox link to access the virtual training materials

- Facilitators new to Flex Learning will be invited to a small group curriculum orientation.

Additional Information

Funding available to support the delivery of the virtual Flex Learning curriculum.
If you need financial assistance to cover the cost of providing video-conferencing for pre-service flex training and/or the cost of the Moodle room, please complete the application:

https://nationalcasa.formstack.com/forms/flexlearning_support?utm_source=Network+News&utm_campaign=b918234913-EMAIL_CAMPAIGN_2019_11_01_07_48_COPY_01&utm_medium=email&utm_term=0_3a5c7529a4-b918234913-37045411.

Emergency grant opportunities available.
If your organization or program experiences an emergency due to COVID-19, resulting in the need for financial assistance, please contact Denice Hairston, National Quality & Accountability Officer at deniceh@nationalcasagal.org, describing the situation and inquiring about possible support.

Contact Information

For general questions, please contact:
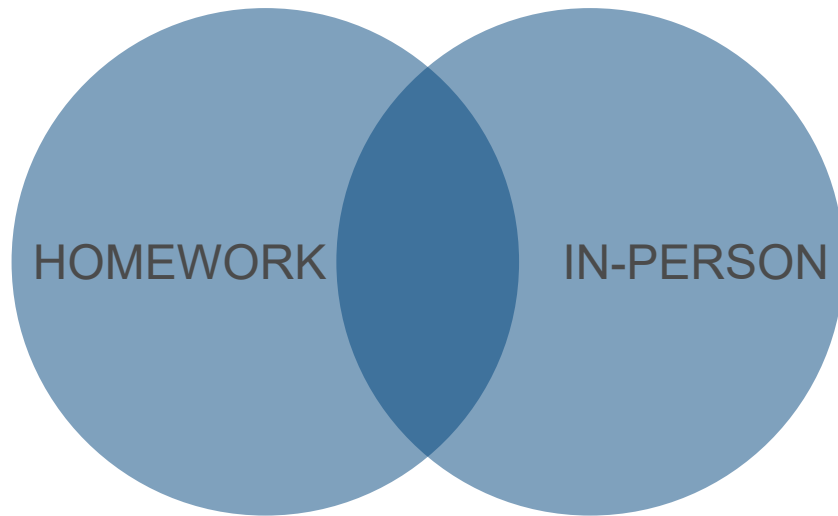
- training@nationalcasagal.org

Or

- **Kimberly Koch, Training and Development Officer**

  Email: kimberlyk@nationalcasagal.org

  Phone: 206.962.6418

Flex Learning: The History

CLASSROOM LEARNING   **FLEX BLENDED LEARNING**

HOMEWORK   IN-PERSON   ONLINE ACTIVITIES   IN-PERSON
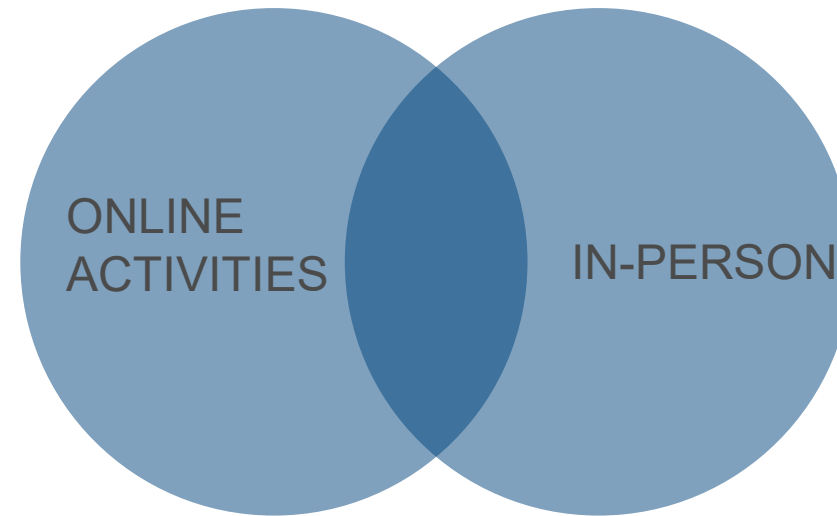
Flex Learning Pre-service Training Curriculum

Flex Learning 2018

- Hybrid training model

  — 15 hours online (Moodle)

  — **15 hours in-person**

  — Case studies

  — Cost: $75/training class

Flex Learning Modified (2020)

- Hybrid training model

  — 15 hours online (Moodle)

  — **15 hours virtually-based using a web-based meeting/conferencing platform***

  — Case studies

  — Cost: $75/training class*

* - financial assistance is available to assist in covering these costs

Recommendations: Planning for Program Delivery

- **Flex Learning is comprised of 5 individual learning modules**

  — Moodle-based learning session = 3 hours

  — Virtual-based learning session = 3 hours

    – Total = 6 hours per module x 5 modules = 30 hours total training time

  — For scheduling purposes, it is recommended you:

    – Launch the Moodle-based session on a Friday

    – Close that week's Moodle module at the end of the day the next Tuesday

    – Meet virtually on that Thursday

    – Repeat this sequence for remaining sessions

Recommendations: Planning for Program Delivery

Sample Training Schedule

Module 1

- ◦ Friday, April 17, 2020 – Launch Moodle Room

- ◦ Tuesday, April 21, 2020 – Close Moodle Room

- ◦ Thursday, April 23, 2020 – Meet virtually

Modules 2-5

- ◦ Repeat sequence above for remaining 4 sessions

Recommendations: Planning for Program Delivery

- For maximum impact of content delivery, use a web-based meeting/conference platform for the virtual learning sessions.

- Platforms to consider include, but are not limited to:

  — Zoom

  — Go to Meetings

  — Google G Suite

  — RingCentral

  — Microsoft

  — LogMeIn

Thank You