

Pennsylvania Crossing Guard

Train the Trainer Module



OBJECTIVES

- Understand the concept of learning
- Recognize the steps in the learning process
- Possess the techniques that promote the learning process



OVERVIEW

- Learning
- Training techniques and considerations



LEARNING





LEARNING

- Is active
 - Learners participate in their learning
 - Do not passively receive learning
- Leads to a change in behavior
 - New capability
 - New performance
- Results in possession of:
 - Information
 - Skills
 - Attitudes



TRAINING TECHNIQUES AND CONSIDERATIONS



TRAINING TECHNIQUES AND CONSIDERATIONS

- Concepts of Adult Learning
- Presentation Skills
- Preparation Skills
- Course Delivery



Concepts of Adult Learning

- Learning Preferences
- Characteristics of age
- Engagement
- Reinforcement
- Retention
- Transference



Learning Preferences

- Two classifications of learning styles
 - Analytical
 - Global



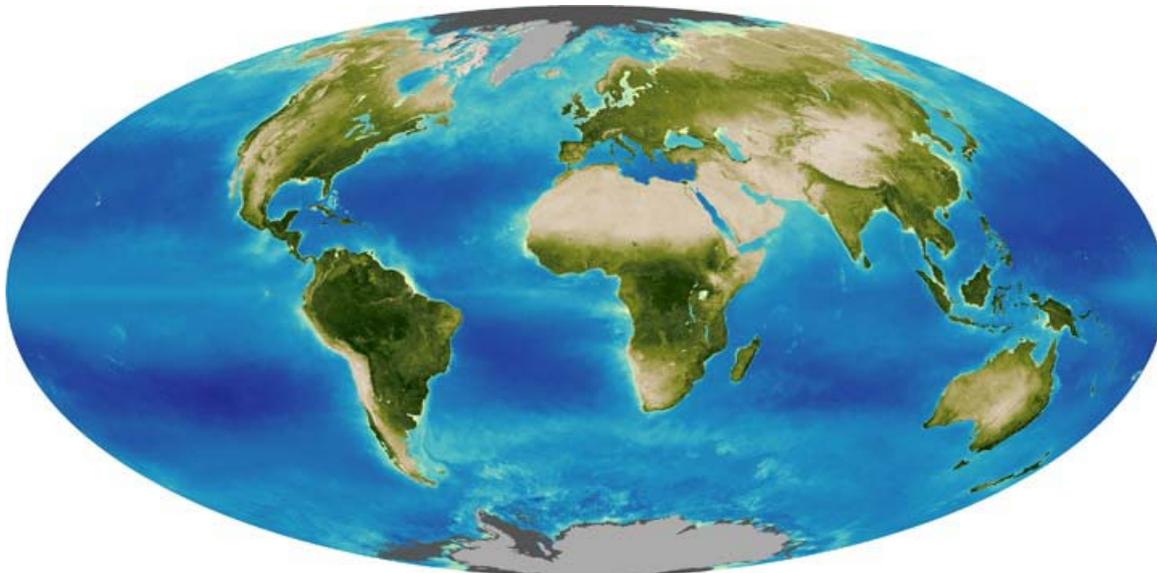
Learning Preferences

- Analytical Learners Prefer
 - Sequential
 - Cumulative Patterns
 - Toward a complete conceptual understanding
 - Quiet, formal settings
 - Learning alone or one-on-one with teacher



Learning Preferences

- Global Learners Prefer
 - Concept first
 - Fill in details later
 - Informal settings
 - Studying with peers
 - Working on several tasks simultaneously





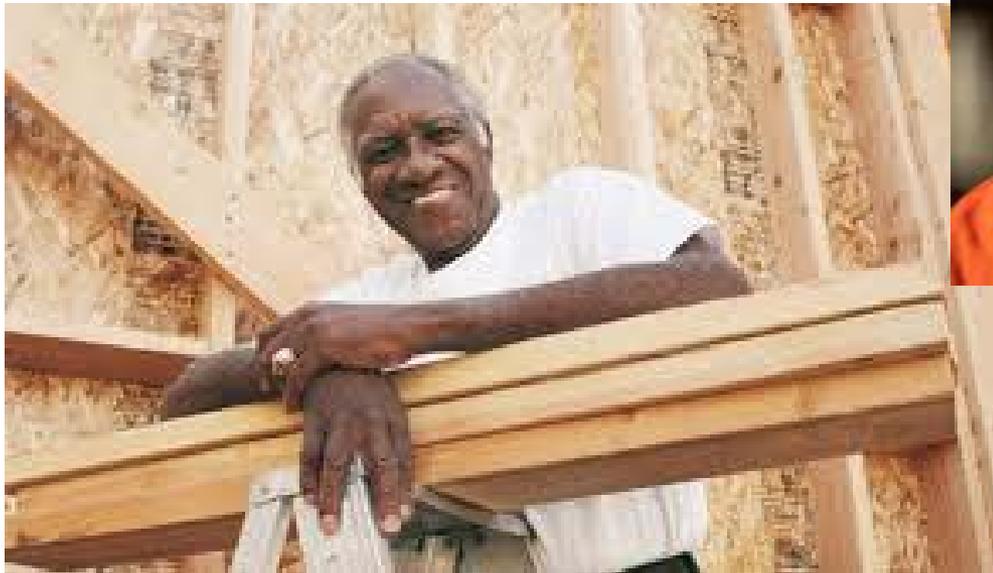
Learning Preferences

- Instructors tend to present in their own learning style
- Develop a teaching style that accommodates different learning preferences
- If a trainee struggles, adjust presentation style



Characteristics of age

- Older persons working longer
- Fewer young people entering work force
- Older persons working second or retirement jobs



Characteristics of age

- Stereotypes about older workers
 - Less capable
 - Less efficient
 - Less productive
 - More irritable
 - Poorer health
- Stereotypes may be untrue
- Performance Studies
 - Perform better than 30% of younger adults





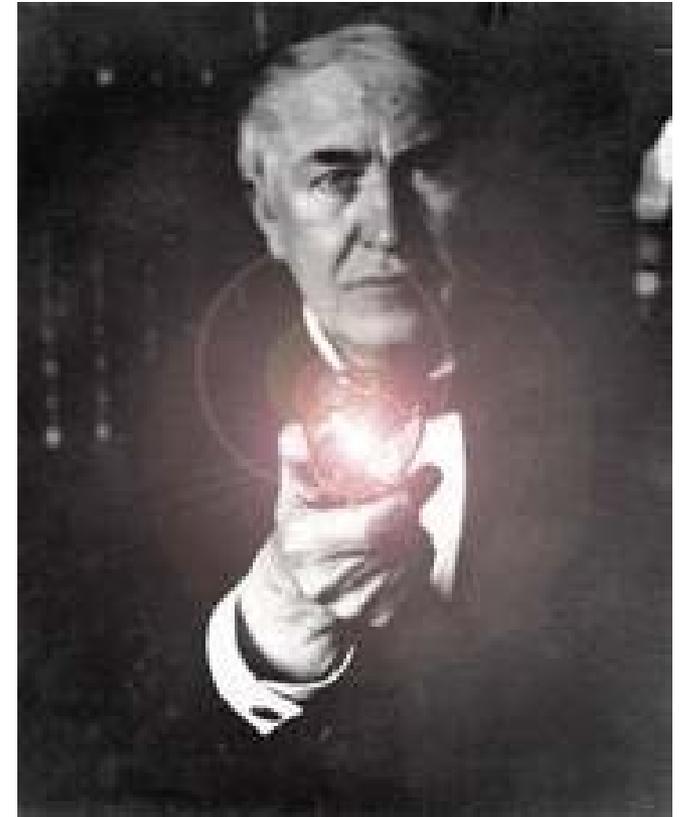
Characteristics of age

- When training older learners:
 - Be aware of attitudes
 - New concepts should be relevant
 - Build upon existing knowledge
 - Allow time for training – adjust pace
 - Train in shorter increments – avoid fatigue



Engagement

- Engagement includes:
 - Perception of a problem
 - Clarification of the problem
 - Formulate a hypothesis
 - Test and retest hypothesis until problem solved
- Learning has occurred when problem solved





Engagement

- Instructors need to:
 - Give trainees opportunities to wrestle with problems
 - Relate engagement to existing knowledge
- Example
 - Trainees probably have experience
 - Crossing a street
 - Driving a car
 - Use these to clarify potential problems
 - Visibility
 - Turning movements
 - Illegal movements
 - Ask how crossing guards can mitigate these problems





Engagement

- People construct narratives
 - Connect experience
 - Develop a coherent whole
- Narratives that connect existing experience to new encounters is learning
- Share relevant stories from your own experience
- Encourage trainees to share their stories





Reinforcement

- Basic form:
 - Learner correctly learns, then
 - Learner receives reward
- Thorndike's Law of Effect
 - If consequence is pleasant, given behavior more frequent
 - If consequence is unpleasant, given behavior less likely



Reinforcement

- Positive Reinforcement
 - Praise
 - Reward
 - Satisfaction
- Power of positive reinforcement is diminished if not used correctly
 - Inappropriately
 - Inconsistently



Reinforcement

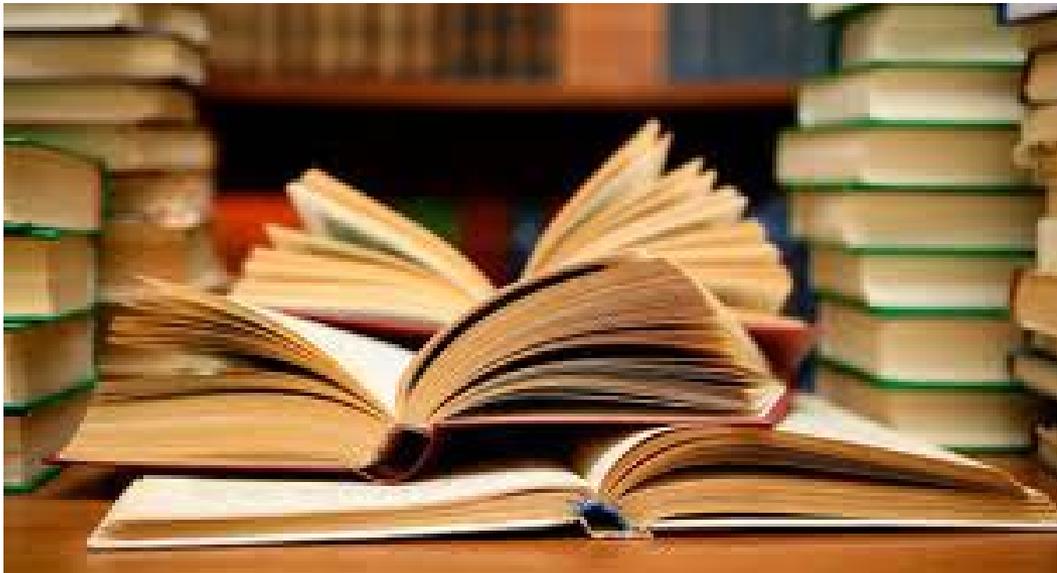
- If a trainee's response or comment "misses the mark"
 - Do not praise
 - Take the time to understand the trainee's response
 - Gently guide to trainee back to the point
- This approach will:
 - Reinforce trainee's willingness to respond
 - Contribute to the learning of the class
 - Will not give the class that a careless response is praiseworthy





Retention

- Help Trainees retain new knowledge
 - Build on established knowledge
 - Repeat information
 - Practice new skills





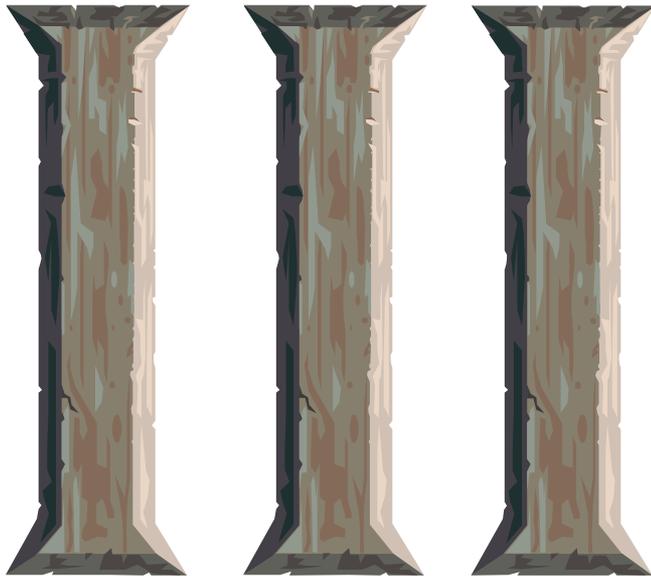
Retention

- Build on established knowledge
 - Group discussions
 - Demonstrations
 - Group projects
- Example – Disciplining wayward children
 - Most trainees will have some experience
 - Present hypothetical discipline scenarios
 - Allow group to work through implications



Retention

- Repeat information
 - Rule of three
 - Repeat important information as necessary



Retention

- Practice new skills
 - Rule of seven
 - Practice slows learning process, allowing more time for problem-solving
 - Training should include as much practice time as schedule affords





Transference

- Ability of trainee to use new knowledge
 - Positive Transference– Trainee uses new skills correctly
 - Negative Transference – Trainee avoids what taught to avoid
 - Both are positive outcomes





Transference

- Enhanced by:
 - Association
 - Similarity
 - Degree of original learning
 - Critical attribute element
 - Reinforcement



Presentation Skills

- Instructor attitude
- Oral presentation skills
- Establishing and maintaining trainee attention
- Classroom discussion



Instructor Attitude

- Respect trainees as mature adults
- Be yourself
- Be enthusiastic
- Be courteous and tactful
- Establish a light, relaxed atmosphere
- Enforce boundaries with firmness and kindness





Oral Presentation Skills

- Know the material
- Maintain eye contact
- Speak in conversational tones
- Stand in the front-center and face the audience to emphasize important points
- Vary teaching methods to maintain attention
- Encourage as much class participation as schedule allows





Trainee Attention

- Show enthusiasm
- Occasionally do something unexpected
- In your presentation use:
 - Suspense
 - Discovery
 - Curiosity
 - Conflict
 - Exploration
- Relate content to trainees' experiences and knowledge



Classroom Discussion

- Establish receptive climate
- Keep discussion on track
- Provide feedback to shape skills development
- Encourage participation by all
- Trainees need to:
 - Form hypotheses
 - Test hypotheses
 - Develop problem-solving skills
- Occasional silence for thinking is okay



Preparation Skills

- Practice
- Room Arrangements





Instructor Practice

- Decide what components you will use for training
 - Slide presentation - foundational
 - Crossing guard equipment - foundational
 - White board/Flip chart - optional
 - Table-top simulation tools - optional
 - Volunteers for parking-lot simulation – optional
- Be familiar with each chosen component
- Understand how each contributes to learning



Room Arrangements

- Room lighting
- Heating and air conditioning
- Audio-visual equipment
- Instructor props
- Trainee furniture
- Demonstration equipment
- Handouts
- Schedule



Course Delivery

- Information
- Techniques
- Procedures



Information

- The Crossing Guard Training course is generic
 - Used across the Commonwealth
 - Does not include local information
- Trainers need to add local information
 - Employer information
 - Work policies
 - Contact information
 - Schedules
 - Procedures for late arrival/early dismissal



Techniques

- Demonstrate the use of each of these devices
- Practice
- *Demonstrate* and *Practice* may be conducted in the classroom



Demonstrate the use of each of these devices

- Traffic Scanning
- Preparing children
- Use of STOP paddle
- Use of hands
- Use of whistle



Trainee Practice

- Guide trainees through the use of each of these devices
- Allow each trainee time to gain confidence with the devices



Procedures

- Simulate proper procedures for each of the scenarios
- Simulations may be conducted using several tools
- Simulations may be conducted in the classroom
- Practice





Simulate proper procedures for appropriate configurations

- Crosswalks at unsigned intersection
- Crosswalks at mid-block – not signalized
- Crosswalks at signalized intersection
- Crosswalks at mid-block – signalized
- Crosswalks on multi-lane highways
- Other configurations



Other configurations

- Multiple crossing guards at the intersection of multilane arterials
- Heavy turning movements



Simulations may be conducted using several tools

- Slide presentation
- Overhead Projector
- White Board/Flip Chart
- Tabletop Simulation Tools
- Role-playing



Practice

- Practice should be conducted outside the classroom at a live intersection
- Choose one intersection scenario that is common to the neighborhood
- Allow each member of the class to demonstrate crossing techniques and procedures by crossing the remainder of the class



Choose one intersection

- Convenient to the training location
- Common to the school environment where most of this class will work



Observation

- Observe each trainee, offering suggestions to perfect technique and procedure
- Continue around the intersection until all trainees have had at least one crossing demonstration opportunity

