



## Three-Day DSAT Lessons Learned and Train-the-Trainer Curriculum Development Meeting

Gallaudet University  
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### Worksheet 1a Identifying the Curriculum's Strengths

#### 1. What are the best aspects of the Trainers Manual? Why?

The format of the curriculum:

- Is divided by modules, which offers nice set of guidelines
- Goals and objectives are listed for each module
- FYI, tips, Did you Know are included
- visual cues accompanying each section
- Background context helps trainer help explain topics to the participants
- The format is so easy!
- Role play activities and video vignettes

#### 2. What are the best aspects of the Student Manual? Why?

- Nice resource for student to have however few print it but suggest offering as a CD
- Worksheets for students to write notes
- Role play
- In-class discussion
- Video, which has real situations
- Appendix –Communication card

#### 3. What are the best aspects of the DVD vignettes? Why?

- DVD set-up, which is consistent with training manual
- Clear, on-target, easy to view
- D/HH really do enjoy the vignettes
- Brief/just enough
- Nice captioning
- Thought provoking and leads to good discussion
- Signed in ASL
- Variety of scenarios

**4. Which modules are the most helpful or that you use most often? Why?**

- Module 3, Self Esteem is often used first before the others
- Modules 3, 4 and 6
- Module 8, short and sweet
- Module 4 is a hot topic in the deaf community
- Module 4 is most controversial

**5. What is your most favorite part of the curriculum, your favorite module? Why?**

- Modules 4 and 5, Interpreter sections
- Module 6 (which contains a little from the other modules) followed by 5 and then 3 and 4
- Module 5, Ethics

**6. Other thoughts?**

- PAH! This material is great.
- Can be modified to fit the participants
- Well structured and organized

**7. Suggested Games and Activities (all available online or at minimal cost to create)**

Board Games: Using terms or concepts from the curriculum

- Password
- Know Your Rights Jeopardy
- Who Wants to be a Millionaire
- Word Search
- Family Feud
- Concentration
- Charades

Other Activities:

- Self-Esteem: Have student lay on the floor on top of large butcher paper, and then another participant draws an outline around the person. Hang paper on the wall and have students place post-its with advocacy self-esteem words written by the participants
- Convolutional Communication: Engage in a Shared Story, whereby the trainer shares a story with one person in private. That person then shares it with another person in private and so on until everyone has heard the story. The last person shares the story with the group and they compare it to the Trainer's version of the story.
- Self-Esteem: Making collages using magazines, include advocacy words and pictures
- Group/Team Building: Have students stand in two circles, one inside the other facing each other. Each person shares a thought with the person standing across from them and then

the circles move in opposite directions. With each turn, the participant shares a thought again.

- Self-Esteem: Put a trash can in the middle of the room. Students write three negative terms that they want to purge from their thoughts. One at a time students read their thought, crinkle the paper and toss it into the trash can.
- Self-Esteem: Each student is offered as many M&Ms as they would care to eat. Then students are asked to share as many positive things about themselves as they have M&Ms. The more M&Ms taken, the more disclosure by the student.
- Self-Esteem: If students know each other, the student must say something positive about the person sitting next to them.

### **Other Notes**

The group agreed that the Ice Breaker should NOT be the first thing conducted in the workshop but rather it should come after the first module.



## Worksheet 1b Identifying the Curriculum's Weaknesses

### 1. What are the weakest aspects of the Trainers Manual? Why?

- Does not always apply to everyone, important to know your audience
- Short or limited information on specific topics (e.g., CDI and reasonable accommodation—there is only one paragraph on reasonable accommodation)
- Need more information on ADA (use games as a suggestion)
- Some photos not clear (e.g., pg 20)
- Module 4 needs to include EIPA, NIC, RID other

### 2. What are the weakest aspects of the Student Manual? Why?

- Not providing hard copies for those without computers
- Not available for participants, should give out on CD
- However, not having them is a plus due to attention span

### 3. What are the worst aspects of the DVD vignettes? Why?

- Switching back and forth between PP and DVD – imbed DVD into PP
- Put icons next to each scenario to remind trainers of vignette title
- Use USB instead of CD/DVD set
- Some of the vignettes are not needed --- 8.1, 7.4, replace or eliminate
- All agree that that vignette that has the woman stating “look at me” (5.5) is counterproductive to the message the curriculum is trying to convey
- 4.3 need to be more clear
- 7.3 is shown twice
- 8.1 rather long, good for appendix
- More short clips with real experiences

### 4. Which modules are the least helpful or that you use the least often? Why?

- Everyone hold heartedly agrees that Modules 1 and 2 should be combines.
- Modules 7 and 8 should be combined as a wrap-up module.

### 5. What is your least favorite part of the curriculum, your least favorite module? Why?

- ADA not adequate.

- Need to explain the “count to 50” exercise more clearly

## 6. Other thoughts?

- Add more tips. Include a section with often asked questions and answers (Horn/Turner have some excellent ones)
- A great tool
- Add VRS vs. VRI

## Suggestions

- Give participants more information regarding disability rights and ADA, including Section numbers
- Discuss the concept of the power of words --- need vs. want as one example
- Talk about audism – when talking about audism or other hot topic items, make sure to a break or cool down time
- Look at PEPNet’s website for information regarding ADA video
- For CDI section, make sure to include information regarding attitudes and explaining why a CDI is necessary
- Purge the CDI part from the vignette DVD and replace with better information
- Purge the Asian girls saying “LOOK AT ME! In Module 6 – it is counterproductive to the message we are giving

## Ideas for packaging curriculum:

- Sign in sheet
- name badge or name tent
- 3 ring binder
- Add tabs between modules
- USB
- Placement of curriculum on cardstock
- Design more like tool box
- Create a signed glossary of terms
- Put it on cream colored paper
- Checklist of what trainers need to prepare.



## Worksheet 2

### Other Training Factors

- 1. What was the smallest and largest number of people you had in a training? What do you feel is an ideal number of participants?**

As few as six, as many as 30, 10 – 15 participants is ideal

- 2. Who, or what type of participants attended your trainings (e.g., high school transition students, VR clients, senior citizens, etc.)**

Professionals, transition students, grass-roots deaf, VR clients, immigrants, RCDs

- 3. For which population of students is this curriculum best suited? (e.g., young, middle aged, seniors, special populations, any and all, etc.) Why?**

Good for all from transition to senior citizens however it very well suited for young adults (transition, career seekers, etc.) and those with good command of English

- 4. How long were your trainings (e.g., 2 hours, 4 hours, 8 hours, more, etc.)? Did you tend to cover the entire curriculum during your trainings?**

For training specific, no less than 4 hours and up to 2 days

- 5. Which modules did you use most frequently (if you did not plan to use the entire curriculum for a specific training)?**

Widely varied as noted in small groups.

- 6. Is the curriculum easily adaptable for diverse populations?**


For the most part, yes, but not always. It depends on the trainer.

- 7. What do you feel is a good venue for conducting trainings?**

A large conference room, U or V shaped, high school or college classroom. Must have tables.

- 8. Other Thoughts**

Look at Cornell University ADA concept



## Worksheet 3

### Train-the-Trainer Design Questions

1. **How long should the Train-the-Trainer workshop be (e.g., ½ day, full day, two days, etc.)? What would be an ideal number of participants?**

2 days with modification for one day

8 – 12 participants, with no more than 15 as a max

2. **Should all modules be covered in the training or only a select few? If only a select few, which modules should be emphasized?**

All modules should be covered.

3. **Should the entire vignette DVD be shown in the training or only a select few? If only a select few, which vignettes should be shown?**

Yes

4. **What would be good activities to use during the Train-the-Trainer workshop? Can you expand or design one or more activities?**

See Agenda below

5. **What other training elements or concepts should be included in the Curriculum?**

- a. Given the amount of materials to be covered in a short period of time, all agreed that participants will complete homework prior to attending the workshops. Trainee will agree to complete the following prior to the training:

Incentive letter that emphasizes the importance of doing preparatory work

- Read/reviewed the entire curriculum
- View an ADA video (provided by DST)
- Investigate and compiled a list of Local Resources to share with the group
- Complete an informal screening survey to assess level of knowledge
- Read and understood DSAT trainer expectations
- Execute a Letter of Agreement or Understanding
- Arrange for any CEUs
- Make an VP appointment with the Master Trainer for any information or clarification

- b. Information from Horn/Turner Training Packet --- Provides a packet that includes a CD and print materials:

- Training Materials – Training List Needs, Review of each Module, PowerPoint needs, sign in sheet, Certificate of Completion, name tent
- Promotional materials
- Activities – Know Your Rights, SecretWord, Crossword Puzzle

**6. After answering the questions above and as a result of your discussion, create a curriculum outline to share with the group.**

Based upon teaching current curriculum (recognizing this will change with the Second Edition)

**Agenda**

- *Welcome and Introduction* – include overview of how the curriculum was developed and the “...of, by and for” philosophy and coming from a “place of cooperation”
- *Communication Rules before ice breaker (what happens here stays here), make sure all have contracts*
- *Pre Test* with discussion of importance of consumer pre/post test and how to administer (print and ASL translation)
- *Review Modules:* For each module, include an overview and purpose of the module; include strategies for teaching the module, related games and activities, types of words to use, etc.
  - *Module 1 / 2*
  - Module 3 with demonstration of one activity
  - Module 4 / 5 together use role play (how to work with interpreter) and use game with ethics
  - Module 6-- ADA – show activity or game Who Wants to be a Millionaire, add more tips, play entire game and then test.
  - Module 7 – overview only, show sample of resources, have resource packet to show (Laura to send her IL packet)
  - Module 8 – role play what you learned so far
  - Presenter tips, how to do evaluation, pre/post, how to use certificate, how to promote, how to collaborate, how to do self care
  - Developing an Action Plan
  - Post Test
  - Wrap Up
- Prior to each break conduct a “self-care: exercise

**7. Other thoughts?**

Trainer Qualifications

- Must be deaf, hard of hearing or deaf-blind
- Must have ASL fluency (or has same back ground and communication style of target population of stakeholders that person will train)
- Must have advanced education and able to read the book
- Must Demonstrate commitment, willing to sign contract (use original contract but with requirement to do at least one training)
- Must commit to complete all prerequisites (e.g., ADA information, curriculum, prescreening survey, etc.)



## How to find participants

- Two avenues for training 1) at local and regional level and 2) at state, regional and national conferences
- Work closely with NCIEC Regional Centers
- Target RCDs and D/HH educators
- State Chapters of NAD to provide names of qualified participants
- Collaborate with state leaders and other advocacy agencies