

Staff Training Best Practices

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Please utilize the audio that accompanies this presentation in order to benefit fully

The Goal

Have an exceptional staff training that meets or exceeds current “best practice”



Coping with the realities

- Summarize over 100 studies and a dozen books?
- Simplistic answers are usually naive
- Relax, don't try and memorize
- Handout has all the information & much more
- Presentation can be e-mailed to you
- Questions e-mail, or call me – no problem



The Problem

○ My story

○ Studies of summer camps

- 97 outdoor education programs
- 37 camps' ability to influence self-esteem
- 1:3 counselor to camper & 1:9 supervisor to counselor ratio two-week training 3 week session
17 outcomes (social skills, self-esteem, grades, and more)

○ Studies outside of camp – universal principles

- Parent effectiveness trainings
- Fortune 500 leadership trainings
- D.A.R.E.



The Point

It's hard

- To change people
- To train staff well



But not impossible



- D.A.R.E. was fixed
- Leadership training can work
- Parent trainings models were fixed
- Know why some Outward Bound programs worked well, while others did not
- And. . . .

Your camp can

Understand what went wrong
what went right

Have your training match or
exceed "best" practices



All for one and one for all

Knowledge

Dale Carnegie example

Attitude

Message example

Behavior

Knowledge Pitfall


- Among industrialized countries, America is the most overweight, workaholic in the world
- High risk HIV candidates
- Seat belts
- Recycling
- Speeding
- D.A.R.E.





Knowledge is a
necessary, but
insufficient
condition

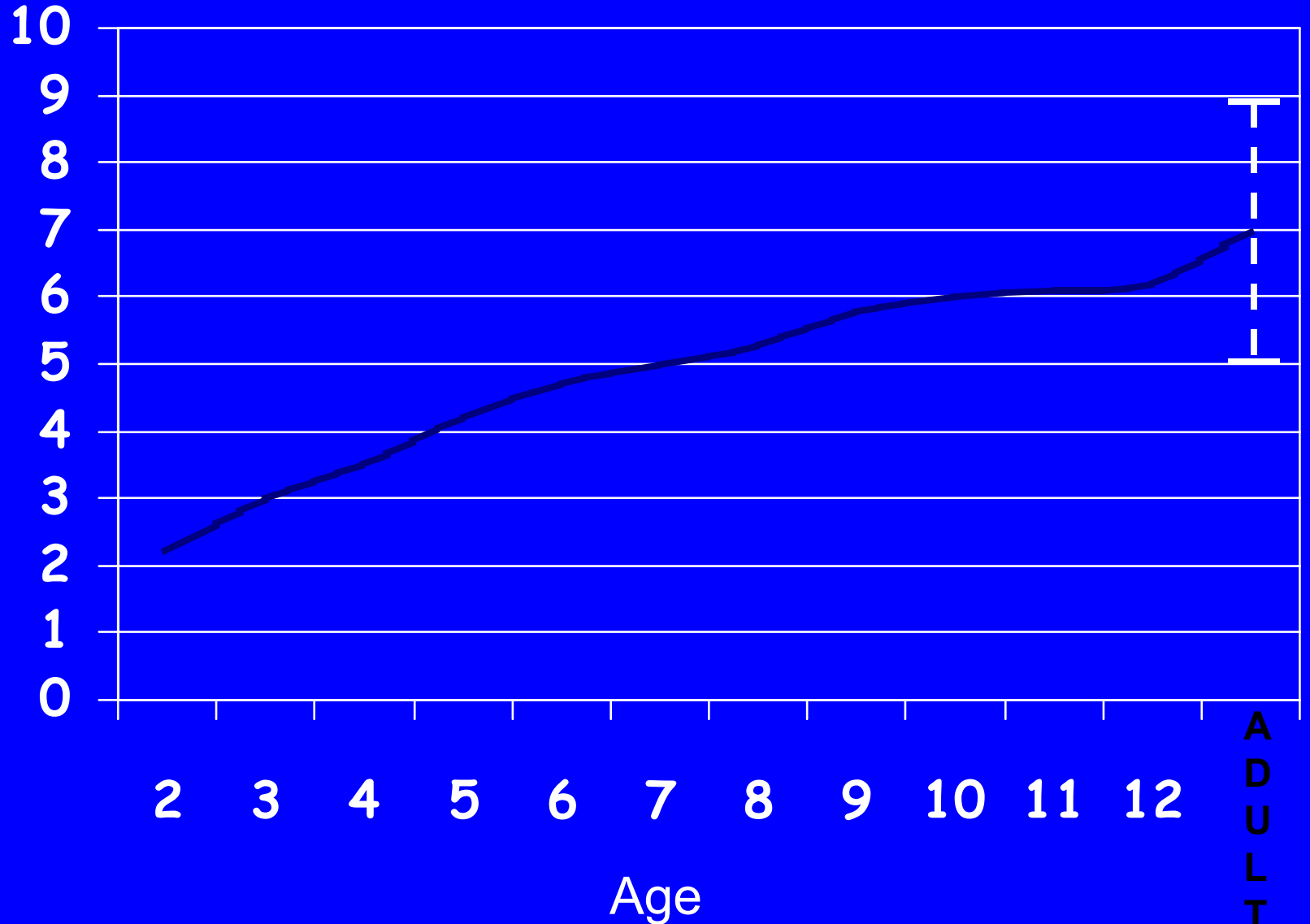
Enhancing Knowledge

- 
- A round of applause for camps
 - Involve counselors in learning
 - Keep it playful and moving
 - Respect and utilize their knowledge
 - Cover a ton of material in short order

○ One tweak -- 7 + / - 2

(more in handout)

7 + / - 2 for working memory



7 + / - 2 for working memory

- Telephone numbers
- Magazine lists for you to remember
- Recite a Top 10 list
- Alphabetize ten first names by 3rd letter
- Sticky notes and lists

- Under stress, it goes down
 - Red Cross – ABC
 - Emergency – 911



Next three slides

Excellent advice that

(a) violates $7 +$ or $- 2$

(b) is at best knowledge
and hopefully attitude



Behavior Management Summary



- To react calmly in “uncalm” situations
- To maintain a positive attitude in negative situations
- To keep behaviors from escalating between levels. (Try to contain them at the lowest level of appearance.)
- To maintain perspective of your own self worth. (You must not take incidents too personally.)
- To defuse situations whenever possible without confrontation.
- To teach the child to learn to control his/her own behavior.
- Do give yourself time to make good judgments
- Do give the child choices
- Do treat everyone with dignity and respect
- Do use the lowest levels of cueing possible, to teach self control
- Do be consistent and persistent in maintaining behavior standards
- Do teach that behaviors have consequences
- Do use positive reinforcement
- Do use educational interventions
- Do remember that all behavior is communication


Staff Training Foundations - 10 Ways to be Successful (Thurber)

1. Really get to know each camper
2. Give children a sense of safe boundaries
3. Listen to campers' feelings. Label the feelings. Reframe.
4. Engage cooperation
5. Respond to problems thoughtfully
6. Use effective praise. TIPS – True, immediate, positive, and specific.
7. Keep children your top priority
8. Use good discretion
9. Use safe touch and avoid overstimulation
10. Lead by example

9 Points for Understanding and Changing Behavior (Ditter)

1. Behavior is code. If a child can't tell you, s/he will show you
2. Learn to get good information. Use what instead of why. Comment on feelings.
3. State what you expect in simple, positive terms. Don't tell them what not to do.
4. Be clear about what you expect and remain consistent
5. Learn to channel a child's energy. Use diversions and be creative about assigning activities.
6. Reward acceptable behavior. Punishing is not very effective. Encourage rather than try and extinguish.
7. Rule of replacement – not this, that
8. Target no more than 3 behaviors at a time. Sometimes, one is enough.
9. Select a target behavior that the child is most likely to be successful with

More lists that won't be remembered

- 
- 15 ways to improve self-esteem
 - 20 immutable laws of parenting
 - 10 alternatives to punishment
 - “Part of the problem” & “Part of the solution”
 - 12 things to remember when disciplining a child

Does not apply to


- ✓ Habits and established routines
- ✓ Reference material

Working with 7 + / - 2

- FIRST, keep it to 7 or less for working knowledge
- Acronym - I E.S.C.A.P.E
- So much practice that “it comes naturally”
- Distribute on business cards
- Daily schedule – reminder of the day
- “How Gumby saved the children!”
- Utilize as reference (and have it referenced with a mentor)



Recap of Knowledge Key

- 
- Knowledge is a **necessary**, but **insufficient** condition
 - $7 + / - 2$
 - Working memory
 - Does not apply to reference material or habits
 - Workarounds
 - More in handout beyond $7 + / - 2$

Attitude - Outline

- What is an attitude?
- Why do camps need to care so much about it?
- How can attitudes be enhanced?



Attitude is the affective/emotional element

- Selling the heart and soul
- Internalized belief – constant striving toward a goal through specific behaviors


Along a Continuum

WEAK


STRONG



Knowledge = Present Attitude ≠ Present

- 
- Among industrialized countries, America is the most overweight, workaholic in the world
 - High risk HIV candidates
 - Media in moderation
 - 27% ACA vote turnout
 - Seat belts – 68%
 - Recycling
 - Speeding
 - D.A.R.E.
 - P.E.T.

Enhancing Attitude (1 of 6)

- 
- First and foremost, preach to the choir
 - Already know it – don't need this
 - “I went through staff training last summer why do I need it again?”
 - Wisdom to realize they probably don't
 - Maturity to accept they might have it wrong
 - Inspirational stories from parents, children, past staff, and yourself
 - Sprinkle generously
 - Beware: builds. . . .rarely changes attitude

Enhancing Attitude (2 of 6)

Remove Structural Barriers

- Sleep deprivation
- Temporary time crunch
- Situation is a crisis/overwhelming
- Very long hours
- Inability to meet personal needs
- Staff motivation (perks, fun, praise, paid enough)

Parent Effectiveness Training Leadership Training
& Camps

Enhancing Attitude (3 of 6)

Base of Power Used

- Monitoring, external rewards, & punishment

Philosophy of many prisons


- Target values, hopes, dreams, and goals

Philosophy of effective interventions and camps



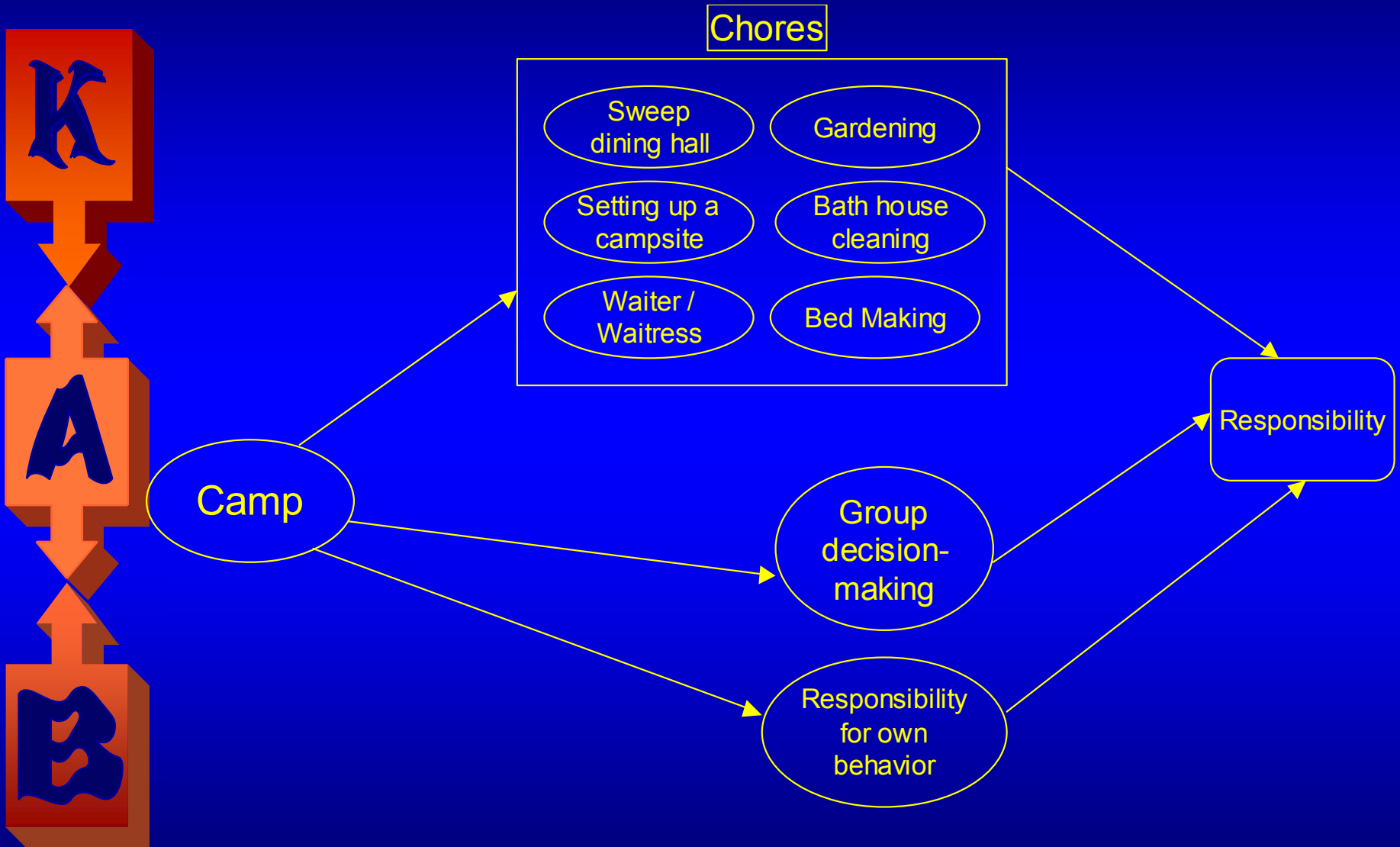
Enhancing Attitude (4 of 6)

Understanding how camp helps

- 
- At the end of training, how many of your staff could write a complete list of the outcomes your program offers participants?
 - How about at the end of the summer?
 - At the end of training, how many of your staff could identify *how* camp went about achieving each outcome and their role in it?
 - How about at the end of the summer?

Avoiding the “cog in the machine” problem

Example Process Map - Responsibility



Enhancing Attitude (6 of 6)

○ Termites

○ Majority rules

- Small group situation
- Entire camp scale

Critical mass / 100th Monkey / Synergy



Enhancing Attitude - Recap

- What is an attitude?
- What doesn't qualify for sufficient attitude
- Enhancing attitude
 - Preach to the choir
 - Inspirational stories
 - Already know it
 - Structural barriers
 - Individual or small group – values, hopes, dreams
 - Cog in the machine
 - Termites
 - Majority rules



Behavior - Outline

○ Knowledge + Attitude = Dedicated Novice

○ Role plays

○ Jumping with a bungee cord

- Modeling
- Scaffolding

○ Final caveats



$K + A = DN$ (1 of 4)

Knowledge
+ **Attitude**
= **Dedicated Novice**

- Child learning to ride a bike
- Teacher of your child
- Surgeon for your heart
- Camp counselor for your children

K + A = DN (2 of 4)

Best practice - Apprenticeships

- Improving emotional intelligence
- Teachers
- Medical doctors
- Counseling psychologists
- Most sports
- Drivers' education
- Historical norm
- Basis of how camp helps children




K + A = DN (3 of 4)



- Street smart vs. book smart
- Returning counselors are *usually* better
- Old joke: “How do you get to Carnegie Hall?”
- Why smart people do dumb things
- It is why employers ask for previous experience – especially “in the trenches”

K + A = DN (4 of 4)

Normal trainings are insufficient

- 
- Fortune leadership trainings
 - 37 camps and self-esteem
 - Parent Effectiveness Trainings
 - 97 outdoor education programs
 - One camp with 1:3 and 1:9 ratio & 2 week training

Vast majority of counselors are (dedicated) novices



What is the
best way to
practice/learn?

Playing dice with role plays (1 of 2)

Role plays are really good for. . .

- Breaking up lecture
- Making learning more fun
- Creating “ah-ha” moments
- Providing pseudo practice
- Facilitating understanding
- Changing attitudes



Playing dice with role plays (2 of 2)

Role plays are limited

- Small amount of actual practice time
- Intuiting the periodic table from a few chemical elements
- Time consuming
- Aren't real practice
 - President
 - Teacher
 - Surgeon
 - Director
 - Counselor



Jumping with a bungee cord



Option A

- Self-study
 - School of hard knocks
 - Bootstrapping
- Problems with self-study
 - Requires enormous attitude
 - Wrong turns – maze without a map
 - Slow

Option B

- Modeling
- Scaffolding (coaching)

Modeling (1 of 2)

○ Model

- *Expertly* demonstrates skill
- Process the experience afterward

○ Student learns when . . .

- Has seen it “enough”
- Attitude to learn and use is strong
- Knowledge behind skill is present
- Difficulty of the task (“easy”)
- How close student already is to *mastering*



Modeling (2 of 2)

Sets and reinforces cultural norms & values

- Parallel Process (Bob Ditter)
- Teach people how to treat you, each other, the children, and the camp
- Often, but not always, need a majority

Caution

Modeling is essential, but it is

(A) slow and

(B) almost always insufficient in and of itself.

Modeling is not mastering

Scaffolding (1 of 5)

- “Coaching” by helping
- Help as little as possible
- Goal is independence



Scaffolding (2 of 5)

Temporary support to achieve specific goal

- Define the task
- Have student think it through
- Praise and understanding
- Modifies task so it is within grasp

Limited assistance *ONLY* when required



Scaffolding Examples (3 of 5)



- Archery
- Working with a distressed child
- Training CIT's to lead children
- Working with new office staff
- Executive coaching
- That relationship you had
- Assistant director by the director
- Supervisor with counselor
- Parents with children

Scaffolding (4 of 5)

Reemphasize:

Vast majority of counselors are dedicated novices & modeling alone won't cut it

Evidence:

- 97 Outward Bound type programs
- 37 camps and self-esteem
- 1 camp doubled effectiveness in one year
- Common sense examples under D.N.

Making Behavioral Training the Standard

(5 of 5)



- Unit heads in groups (handout)
 - 2 hours every day to start
 - 1 hour every 2 days eventually
- Supervisors model and scaffold with unit heads 1-2 hours per week (all the way down the line)
- *Highly* skilled counselor in every group
- Several more ideas in handout

Final Behavior Caveats

- In-services are insufficient
- Outsource, hired, chheeeecck!
- If at first you don't succeed, try, try, and then give up



Take home points

- Knowledge is necessary but insufficient
- Attitude is crucial
 - But difficult to obtain to a sufficient degree
 - Methods of improving attitude
- Behavior
 - Knowledge + Attitude = Dedicated Novice
 - Role plays
 - Modeling
 - Scaffolding



Take it from . . .



- Fortune 500
- D.A.R.E.
- P.E.T.
- Outward Bound
- Daniel Goleman and EQ best practice
- Ditter
- Brandwein
- 1 camp doubled effectiveness
- Or me

Taking it from here

- Don't worry, there's no quiz
- Use the handout as a checklist and more
- Examine your structures
 - How does orientation address K.A.B.?
 - Across the board, when camp is happening, include time for experts to train
 - Assess your ongoing training methods



"Where are the specifics?"

○ Knowledge

- #19 = 7 points
- Handout 4 major points

○ Attitude

#24 – 29 = 8 points

○ Behavior

- Modeling 40 – 41
- Scaffolding 43, 44, 46, 47
- Much more in handout



Valuable
framework
anytime anyone is
conveying
anything





Thank you !

Framework

- Frameworks build understanding and foster thoroughness

Example: the 4 wavelengths of light

- Ultraviolet
- Infrared
- Normal
- Black

Define the task
Have student think it through
Praise and understanding
Modifies task so it is within grasp

Problems with Straight Feedback

Instead of sharing and examining “brain nodes,” you’re making a deposit . . . in the right place? Will it stick?

- What did they pay attention to?
- What were they thinking about?
- What is their level of understanding? What holes exist in their scope?
- How is their motivation?
- Are they ready for more?
- If you’re wrong about their experience, will you come off as arrogant and clueless?

