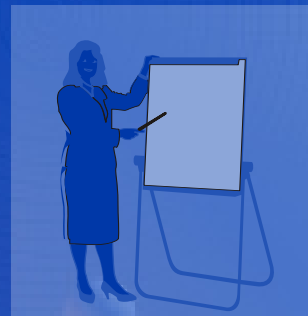
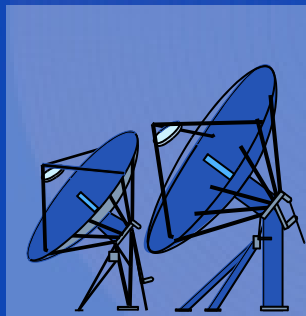




National Institute of Corrections

Office of Juvenile Justice
and Delinquency Prevention



Effective Retraining: Fun, Focused, Fresh !



EFFECTIVE RETRAINING: FUN, FOCUSED, FRESH!

This conference workshop is jointly sponsored by the National Institute of Corrections, Academy Division and the Office of Juvenile Justice and Delinquency Prevention

PERFORMANCE OBJECTIVES

At the conclusion of this workshop, the participants will be able to:

- Determine the benefits of refresher/in-service training to the individual participant as well as their organization;
- Apply retraining techniques to typical juvenile justice refresher topics;
- Develop a sample retraining outline on a typical juvenile justice topic by demonstrating the principles of Fun, Focused, and Fresh retraining strategies.

Lets' Get to Know Each Other!

Why are you here? Why are others here? Let's find out!



Introduce yourself by sharing your name, agency, position, and your answer to each of the following questions.



What do you *know* about retraining?



What topics areas do you / will you *provide* retraining on?



What do want out of this workshop?



What Is *Retraining* In Juvenile Justice?

Why do we train employees in the first place?

Let's Start With A Basic Definition of Training . . .

“To help people learn the knowledge and skills they need to succeed on their jobs in order to help the organization achieve its’ mission. “

☞ What is Retraining?

☞ Refresher Training?

☞ In-Service Training?

Why Do We Need to Retrain?

In your group, answer the following questions under the direction of the group leader that has been designated by the facilitator.




Record your responses on chart paper for report out.

 Do we need to retrain our existing staff? Why? Why not?

 Who are the stakeholders in retraining?

 How do participants react to the announcement of annual in-service training?

 How could we make in-service training more effective and useful to our participants?

Retraining: What Are the Benefits?

In-service and refresher training offers benefits to many stakeholders. List the benefits to these typical juvenile justice stakeholders.

Organization's Benefits	Employee's Benefits

How Do We Address the Needs of Adult Learners When Retraining?

What we know about learning and adult learners . . .

- ❖ Learning is a lifelong process
- ❖ Each learner is unique and brings a unique style of experiences to the learning process
- ❖ Adult learners are self-directed and goal-oriented
- ❖ The learning process is most productive when adults can apply what they are learning to real life problems and situations



It is important when *retraining* to . . .

- ❖ Allow learners to become involved in goal setting
- ❖ Ensure that the interests, needs and skills of learners are assessed within the composition of the group and within the bounds of the training session
- ❖ Explain the purpose and use of the training
- ❖ Set objectives of the course in agreement with the needs and expectations of the learners
- ❖ Ensure that the setting for the learning is physically comfortable and provides an atmosphere of friendliness, informality and participation
- ❖ Use a variety of learning methods and techniques selected to accommodate individual and group learning styles and needs
- ❖ Facilitate learners accepting responsibility for their own learning
- ❖ Ensure facilitators demonstrate enthusiasm and flexibility
- ❖ Develop the retraining so that new ideas and practical applications are related to the past experiences of participants
- ❖ Assist participants in measuring their progress
- ❖ Create opportunities for participants to plan for on the job application of new knowledge and skills
- ❖ Develop and implement follow-up evaluation procedures to support participants' efforts to maintain and improve competency
- ❖ Use feedback as an important tool for retraining. The importance of feedback to facilitators and other group members is emphasized.

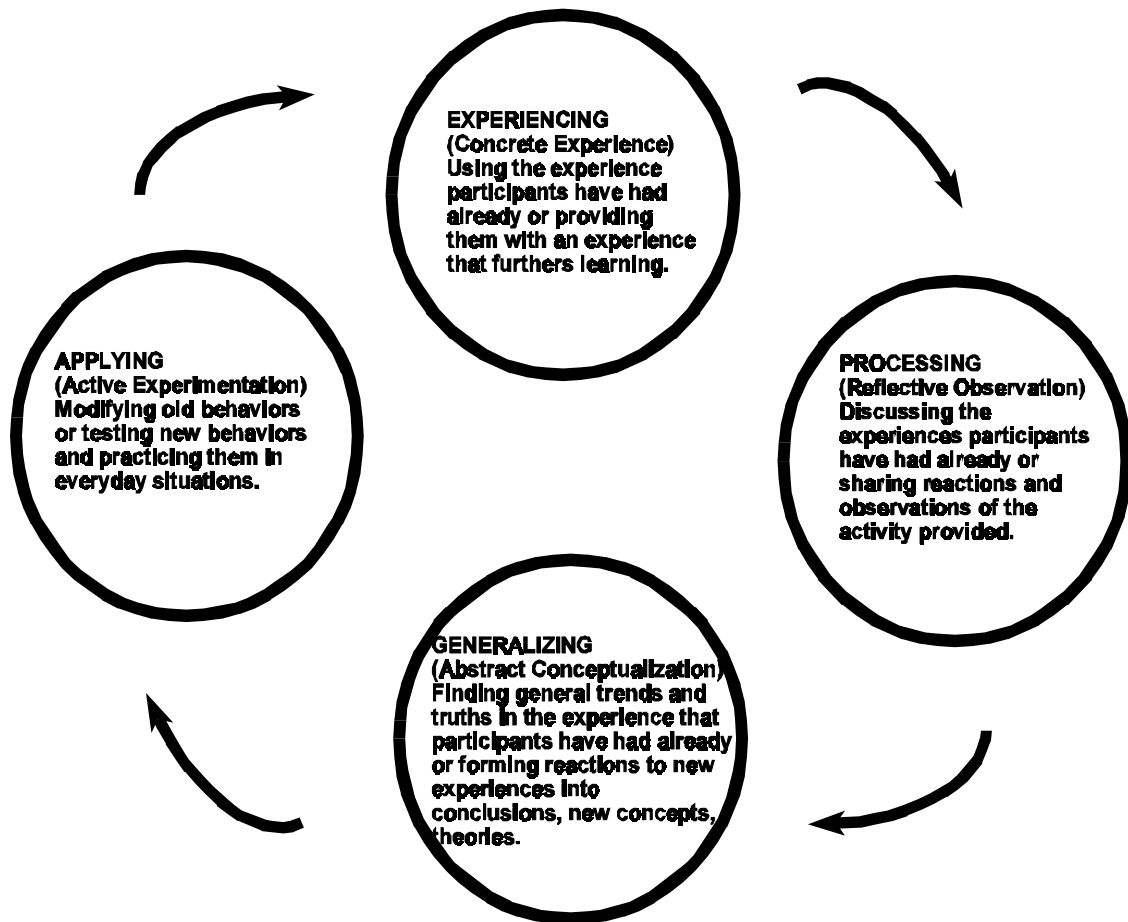
Adults might be fearful of and / or reluctant in learning environments because . . .

- ❖ They are directed to attend which might imply their performance is poor
- ❖ They are afraid of being embarrassed by poor performance in the classroom
- ❖ Supervisors and/or peers might be present; their classroom performance could affect performance appraisal or peer treatment
- ❖ New ideas are threatening

Adapted from Zemke, Ron and Susan Zemke. "Adult Learning: What Do We Know For Sure?" *TRAINING*, June, 1995.

What Are the Four Basic Questions That Every Adult Learner Brings to Training?

* They yield a format for the design and delivery of in-service training!



Kolb, David A. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

What Strategies Can We Use in Juvenile Justice Retraining?



As a group, please answer this question using the group leader designated by your facilitator. Please record your responses on the easel pad.

What are retraining methods that can be used for typical juvenile justice topics?

Retraining – Putting It Into Play in Juvenile Justice

Each group will . . .

- Select a topic from the basket of topics;
- Develop a training outline that will address the four questions that learners bring
- Share their ideas with the group



Where Do I Go From Here?

Development of Individual Commitment Statements

This statement should include a specific approach to a topic that you are required to provide staff retraining in.

- **I commit to** _____

- **I commit to** _____

- **I commit to** _____

REFERENCES AND RESOURCES

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The Context of Training

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Kolb, David A. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

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Silberman, Mel. *Active Training*. San Diego: University Associates, Inc., 1990.

McArdle, Geri. *Delivering Effective Training Sessions*. Menlo Park, CA: Crisp Publications, 1996.

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7/2003

Effective Retraining:

Fun,



Focused,

Fresh!

Sponsored By the National Institute of Corrections, Academy Division & the Office of Juvenile Justice and Delinquency Prevention

Performance Objectives

At the conclusion of this workshop, participants will be able to:

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- Apply retraining techniques to typical juvenile justice refresher topics;
- Develop a sample retraining outline on a typical juvenile justice topic by demonstrating the principles of Fun, Focused, and Fresh retraining strategies.

Let's Get to Know Each Other!

Why are you here?

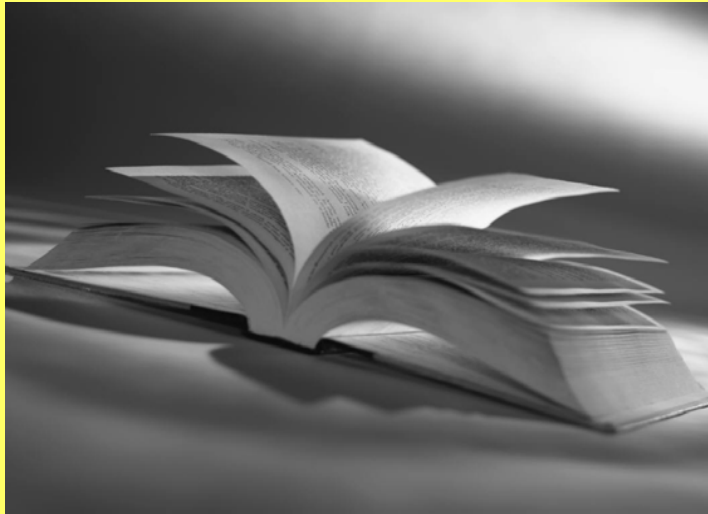
Why are others here?

Let's find out!

In your table group, introduce yourself by sharing your name, agency, position, and your answers to the questions on page 2.



What Is *Retraining* In Juvenile Justice?



Basic Definition of Training....

“To help people learn the knowledge and skills they need to succeed on their jobs in order to help the organization achieve it’s mission.”

The Graffiti Wall!

Jot, doodle, write, draw your ideas on the graffiti wall . . .

- What is Retraining?
- Refresher Training?
- In-Service Training?



Why Do We Need To Retrain?

In your group, answer the questions on [page 4](#) under the direction of the group leader that has been designated.

You will have *10 minutes* to *discuss* and *chart* your ideas.



Retraining:

What are the Benefits?

Organizations' Benefits

-
-
-
-
-
-
-

Employee's Benefits

-
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-
-
-
-
-

How Can We Address the Needs of Adult Learners When Retraining?

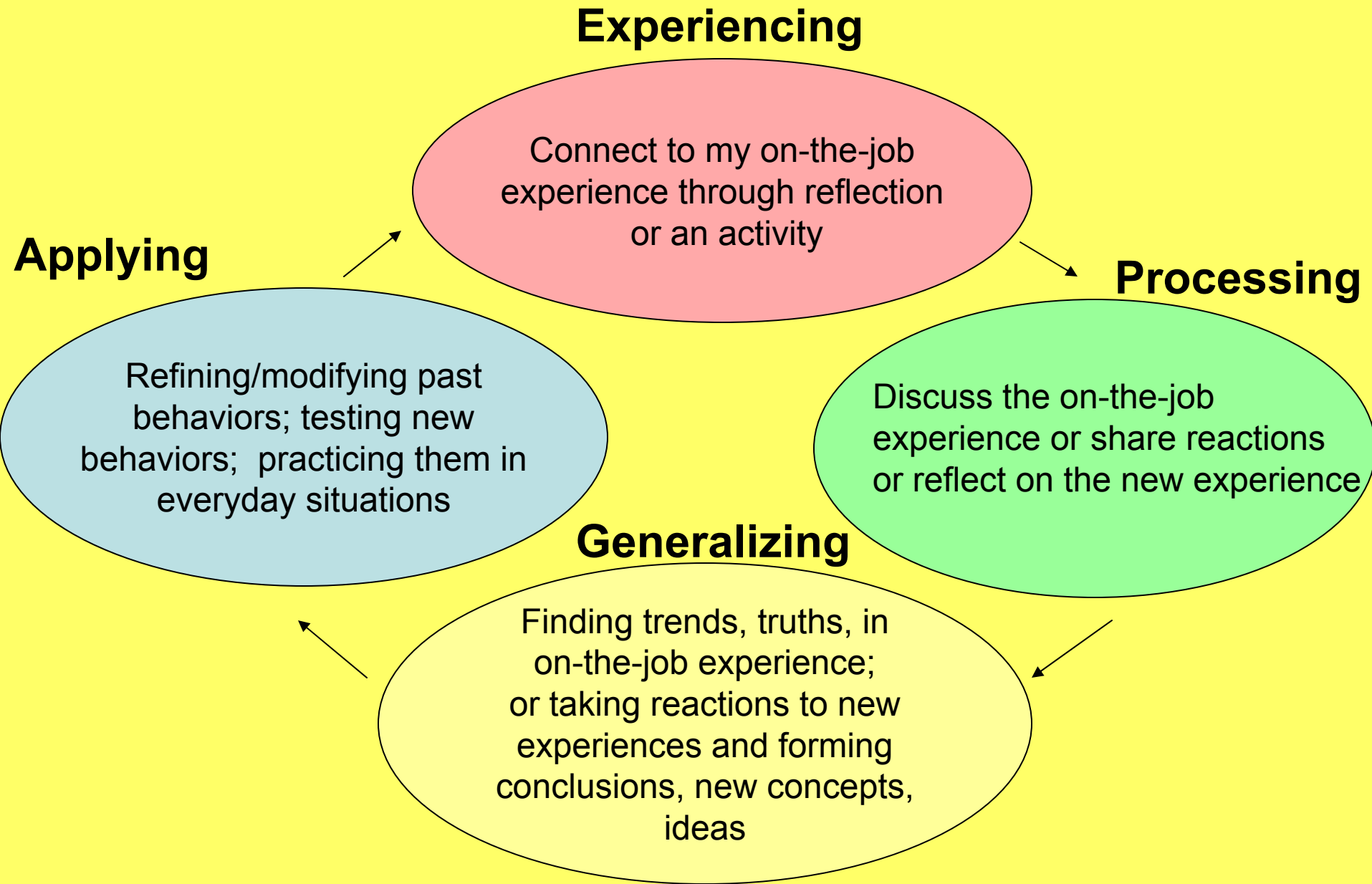
Review the information on page 6



How does this apply to the adults you work with in retraining situations?

What might you begin to do to address their needs in retrainings in the future?

A Cycle for Retraining Design and Delivery . . .



The Four Basic Questions Applied to In-Service Training Design & Delivery

What If?
Real Life Applications

Will this work in my job specifically?
Can I make it fit for me in my job?
Will I practice real life situations
with the new knowledge and skills?

Why?

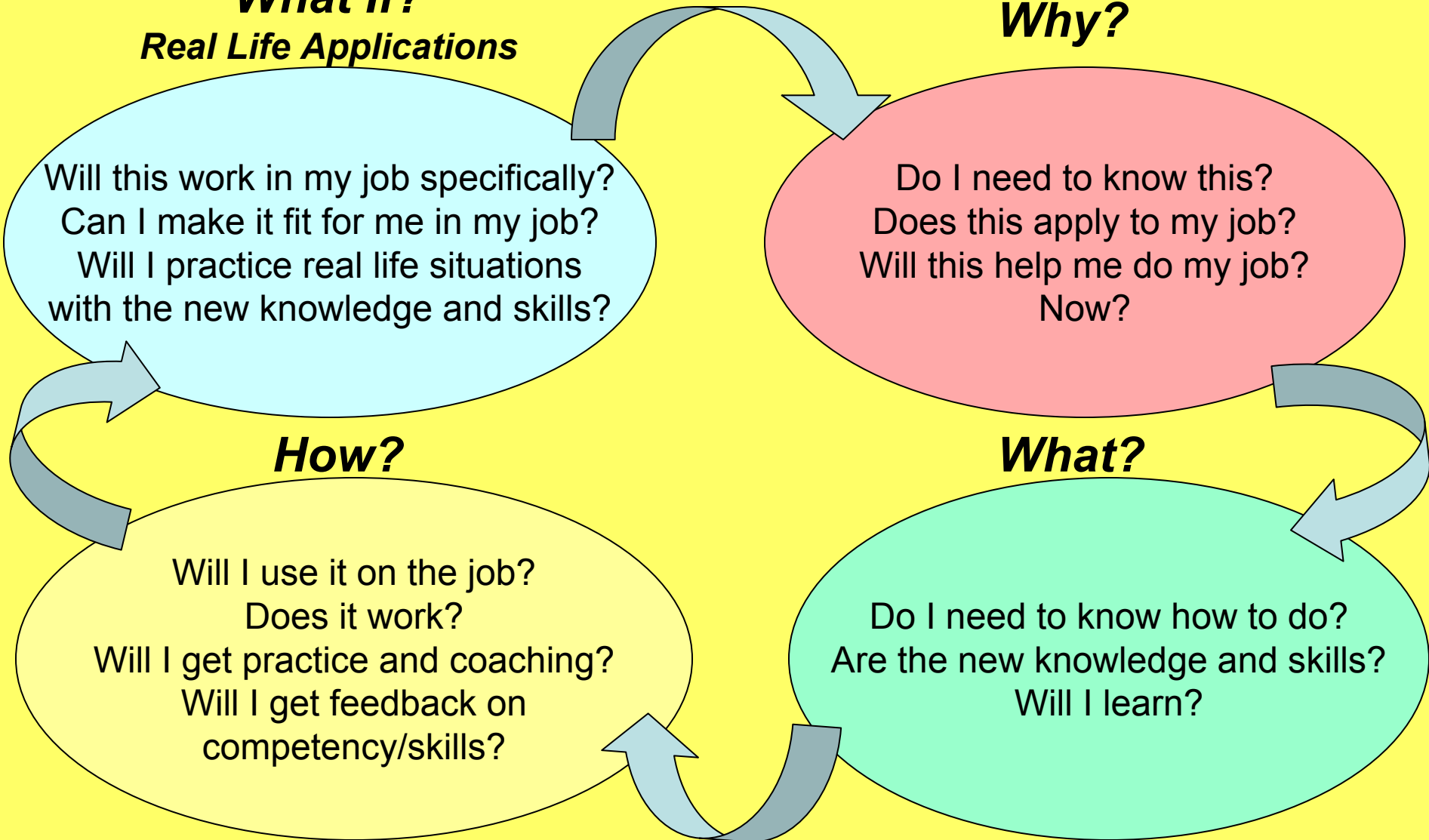
Do I need to know this?
Does this apply to my job?
Will this help me do my job?
Now?

How?

Will I use it on the job?
Does it work?
Will I get practice and coaching?
Will I get feedback on
competency/skills?

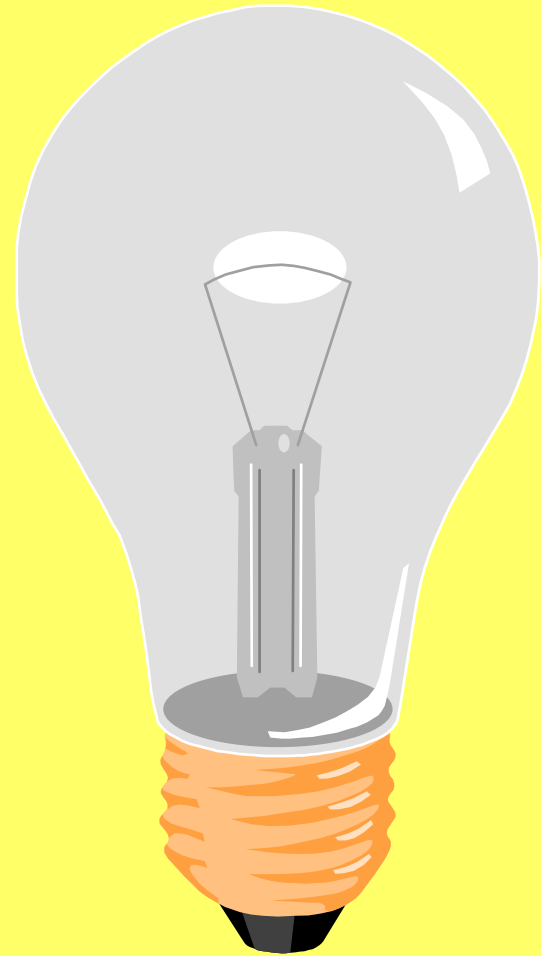
What?

Do I need to know how to do?
Are the new knowledge and skills?
Will I learn?



Let's Prime the Retraining Pump!

*Demo of a
retraining strategy
to get us going . . .*



What Strategies Can We Use in Juvenile Justice Retraining?



As a group, answer the question on [page 8](#) using the group leader designated by the facilitator.

“What are retraining methods that can be used for typical juvenile justice topics?”

Chart your ideas for sharing!

Retraining –

Putting It Into Play In Juvenile Justice!

Each group will.....

- * **Select** a topic from the Fishbowl of topics;
- * **Develop** a training outline that will address the four questions that learners bring;
- * **Share** their ideas with the group!



Where Do I Go From Here?



Take a few minutes and develop several individual commitment statements . . .

*What did you **learn** and how will you **apply it** to your retraining?*

References and Resources for Further Exploration . . .

- Located on *pages 11 and 12* in your workbook.

