Symposium

Early Childhood Intervention and Professional Development.

Bridging the gap between Research and Practice

Joana M Mas

Advancing comprehensive early childhood intervention
What parents, professionals, science, and national systems can tell us
Lisbon, 5 september

Professional Development Project: Goal

To promote the adoption of three evidence-based practices (EBPs) by ECI practitioners through the design, implementation, and evaluation of a professional development program aimed at building capacity and transferring this knowledge into practitioner's daily practice.

Professional Development Project

EBP in ECI

Family-Centered Practices

Authentic Child Assessment

Naturalistic Instruction

Adult Learning EBPractices

Mastery

Introduction & Demonstration

Practice-Self Assessment

Feedback-Reflection

TRANSFER IN THE PROFESSIONAL CONTEXT

Professional Development Project: Team

Research Team	Work Team	Experts
Joana M Mas Mestre, (FPCEE Blanquerna, URL, IP)	**Almudena Monteagudo** (Cdiat F. Montañés, Valencia)	**Carl J. Dunst** (*Orelena Hawks Puckett Institute*)
Anna Balcells-Balcells, (FPCEE Blanquerna, URL, IP)	**Alex Arrillaga** (Recrea, Madrid)	**Mary Beth Bruder** (*Center for Excellence in Developmental Disabilities Research, Education, and Service*)
Natasha Baqués-Aguiar, (FPCEE Blanquerna, URL)	**Diana Nieto (**Recrea, Madrid)	
	Cristina Díaz (Asprona, Albacete)	
	Yolanda Salat (L'Espiga, Vilafranca)	**Ana M. Serrano** (Universidad de Minho, *Eurlyaid* President),
Alba Ibáñez-García, PhD (U. Cantabria)	**Thais Rosal** (EDAI, Barcelona)	**Marilyn Espe-Shwerdwin (**Eurlyaid consultant)
Simón García-Ventura, PhD (U. Abat Oliba-CEU)	**Laia Soler** (EDAI, Barcelona)	**Climent Giné-Giné** (profesor emérito URL)
	Anthoula Delimarou (SINTE URL)	

This has been and it is possible thanks to...

We are so, so GRATEFUL!!

Schedule for the symposium

- 1. The design of **Capacity-Building Professional Development program.**

- 2. The effects of in-service CB training on practitioners' use of EBP and self-efficacy

  beliefs.

- 3. The voices of the practitioners and trainers.

- 4. The contextual factors that are important to have in mind when an in-service CB-PD

  program is implemented. The voice of the coordinators.

Professional Development and Evidence-Based Practices in ECI: design of Capacity-Building Professional Development program

Anna Balcells-Balcells
Ramon Llull University
Barcelona, Spain

Diana Nieto - Sobrino
Equipo Recrea
Madrid, Spain

Almudena Monteagudo-Montés
Fundación Montañés
Valencia, Spain

Purpose of the Presentation

1. Define the **theoretical framework** that supports the project.

2. Describe the **capacity-building professional development (CB-PD)program**.

3. Present the **protocol and tools** developed to assess the impact of the professional development program.

4. Provide details of the **participating centers** and the implementation **timeline.**

Theoretical framework

The early childhood intervention research has put in great efforts into **identifying Evidence-Based Practices (EBP)**.

There is a difficulty in EBP adoption amongst field practitioners (Dempsey & Keen, 2017; European Association on Early Childhood Intervention, 2015; Gracia et al., 2020; Vilaseca et al., 2018).

Professional development, and more specifically, **capacity-building professional development** has been demonstrated as effective to facilitate the transfer of such practices to practitioners' daily practice (Dunst et al., 2019; Dunst et al., 2021; Erickson et al., 2017).

Purpose of the research

To promote the adoption of three evidence-based practices (EBPs) by ECI practitioners through the design, implementation, and evaluation of a professional development program aimed at building capacity and transferring this knowledge into practitioner's daily practice.
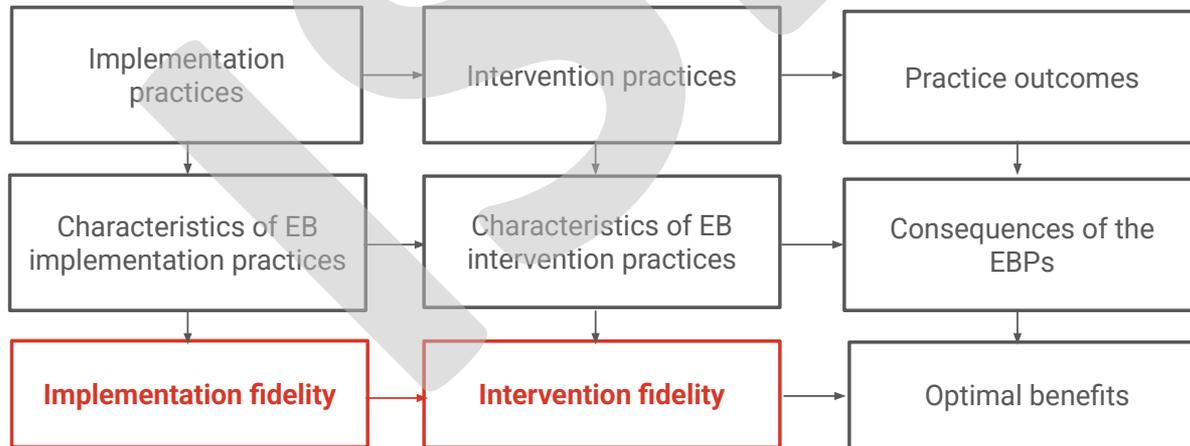
Research objectives

O1. Analyze practioners' evaluations of the CB-PD program, focusing on the three EBPs addressed and the **evaluation protocol and tools** developed to assess the transfer of these practices to practitioners' daily practice.

O2. Analyze the impact of participating in the CB-PD program on:

(a) practitioners' **self-efficacy beliefs** (competence and professional confidence), and

(b) the **social validity** they attribute to the EBPs in E (perceived importance and acceptance).

O3. Determine how **fidelity** in the use of the CB-PD program by trainers relates to **fidelity** in the use of EBPs by professionals in their work context.

O4. Examine the relationships between the variables:

(a) **fidelity** in the use of the **CB-PD program**,

(b) **fidelity** in the use of **EBPs** by practitioners' daily practice, and

(c) practioners' **self-efficacy beliefs** and the **social validity** of the EBPs addressed in the program.

Theoretical framework

The science of implementation focuses on understanding the processes, procedures, and conditions that promote the **transfer, adoption, and use** of **EBPs** by practitioners (e.g., ECI practitioners) in typical, everyday settings (Kelly & Perkins, 2012).

Framework for showing the relationships between the fidelity of evidence-based implementation and intervention practices and the outcomes and consequences of the practices (Dunst et al., 2013)

Implementation practices	Intervention practices	Practice outcomes
Characteristics of EB implementation practices	Characteristics of EB intervention practices	Consequences of the EBPs
Implementation fidelity	**Intervention fidelity**	Optimal benefits

Theoretical framework

EBP in Early Childhood Intervention

M1. Family-centered practices (FCP)

M2. Authentic Child Assessment (ACA)

M3. Naturalist intervention (NI)

EBP in Adult learning

Mastery

Introduction Demonstration

Feedback-Reflection

Practice-Self-reflection

TRANSFER TO THE PROFESSIONAL CONTEXT

CB-PD program

Structure of the CB-PD program Module 1 (PCF), M2 (ACA) y M3 (IN) (16 weeks x module)

M0	INTRODUCTION DEMONSTRATION	PRACTICE & SELF-REFLECTION	FEEDBACK & REFLECTION	GENERALITZATION

1 in-site session 5 h

Weeks 1 & 2

2 synchronous training sessions of 2 h

Weeks 3-12

5 synchronous training sessions of 2h
5 sessions of 2 hours for autonomous work or teamwork

Weeks 13-16

2 session of 2 hours for autonomous work or teamwork

1 session synchronous training of 2 h

CB-PD program

Structure of the CB-PD program Module 1 (PCF), M2 (ACA) y M3 (IN) (16 weeks x module)

M0

| INTRODUCTION DEMONSTRATION | PRACTICE & SELF-REFLECTION | FEEDBACK & REFLECTION | GENERALITZATION |

1 in-site session 5 h

| Weeks 1 & 2 | Weeks 3-12 | Weeks 13-16 |

Weeks 1 & 2

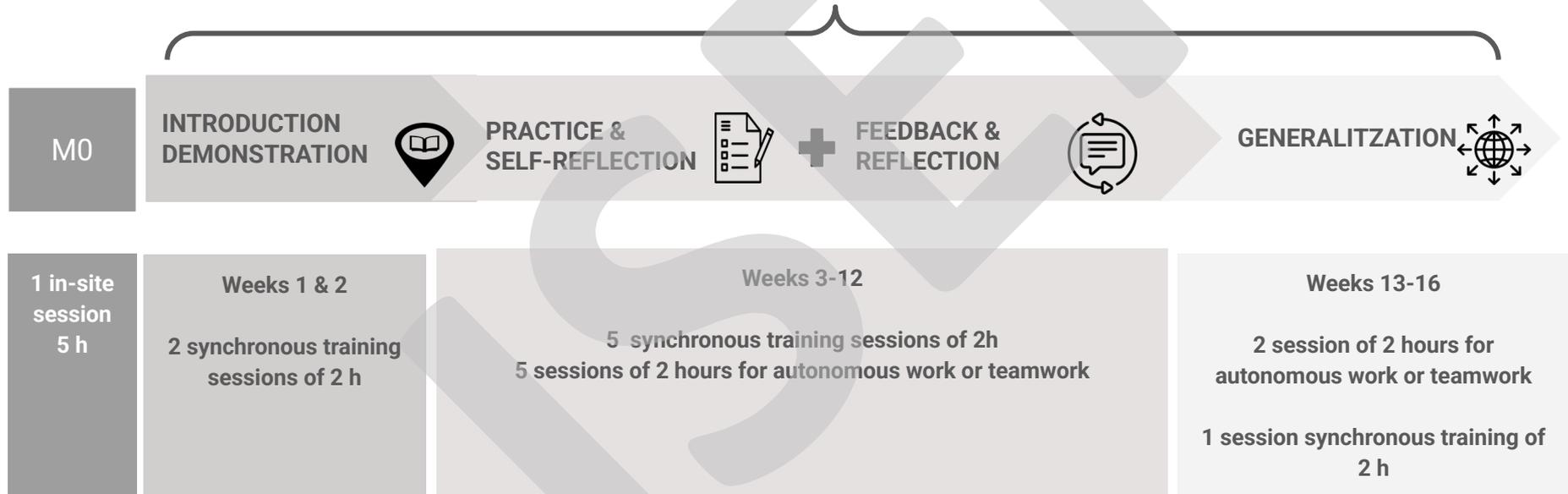2 synchronous training sessions of 2 h

Weeks 3-12

5 synchronous training sessions of 2h
5 sessions of 2 hours for autonomous work or teamwork

Weeks 13-16

2 session of 2 hours for autonomous work or teamwork

1 session synchronous training of 2 h

CB-PD program

THEORETICAL & GUIDED EXPLANATION:

- Reflective practice
- Literary resources **(The Hero's Journey)**
- Group activities
- "TIPS" to recognise **PCF/ACA/NI**
- Guide for awareness and implementation
- **Tell a story**
- Examples real practices
- PPT guide **PCF/ACA/NI**
- Coaching
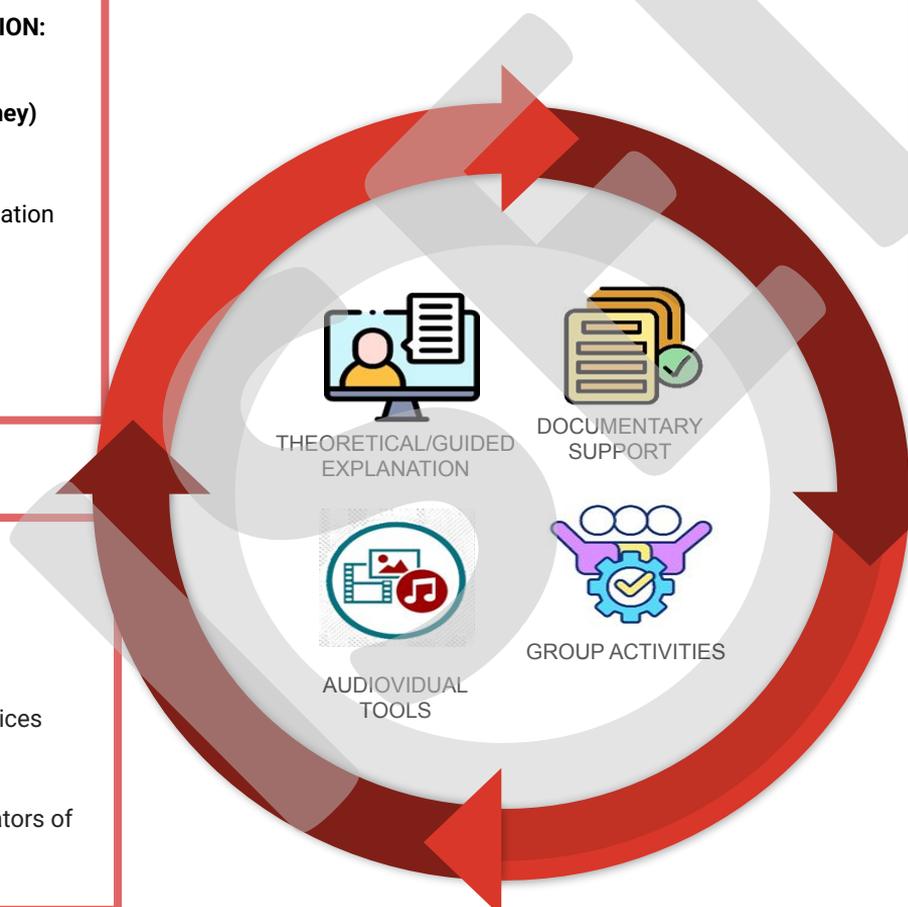- Constructive/informative feedback

DOCUMENTARY SUPPORT:

- PPT support **PCF/ACA/NI**
- Supplementary materia**l**
- Professional performance questionnaire (self-reflection)
- Table and templates
    ·   Template first impressions
    ·   Table indicators self-reflections
- Template for generalisation work
- Literature evidence and references

AUDIOVISUAL TOOLS:

- SITE (web space)
- PPT (**PCF/ACA/NI**)
- Real-case-based training videos
- Videos of team processes and practices
- Audios (case conversations)
- Transcriptions of conversations
- Participants' video recordings (indicators of **PCF/ACA/NI**)
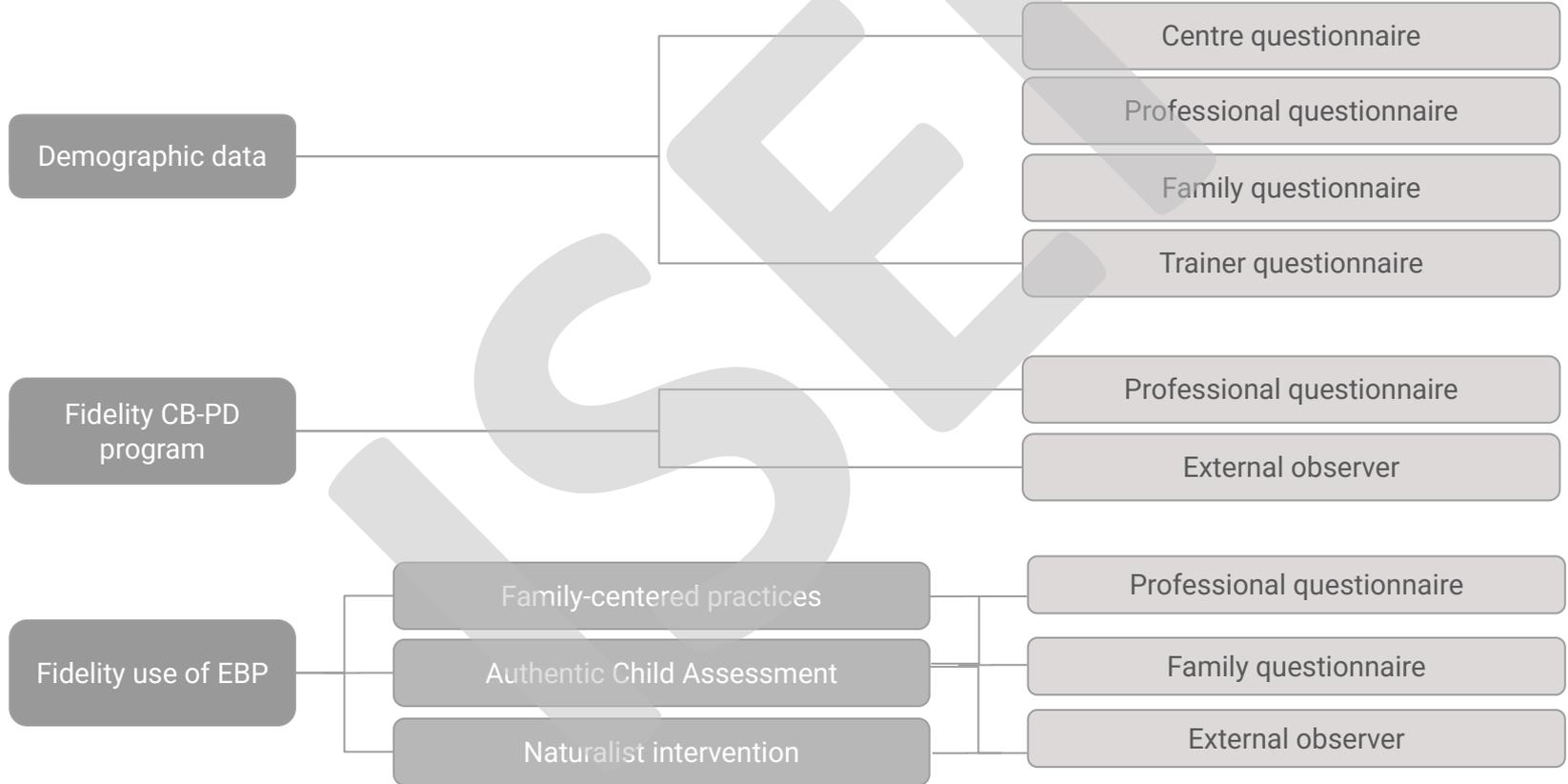- Video generalisation participants

GROUP ACTIVITIES:

- Reflective practices
- Representations/dramatisations
- Self-reflection indicators
- Inter-team debates
- Inter-team feedback videos
- Visualization and analysis of real-practice videos
- Group analysis of improvement opportunities of peers
- Role-playing
- Peer learning/support

THEORETICAL/GUIDED EXPLANATION

DOCUMENTARY SUPPORT

AUDIOVIDUAL TOOLS

GROUP ACTIVITIES

Research Protocol: Variables and tools

Variables and tools

Demographic data
- Centre questionnaire
- Professional questionnaire
- Family questionnaire
- Trainer questionnaire

Fidelity CB-PD program
- Professional questionnaire
- External observer

Fidelity use of EBP
- Family-centered practices
- Authentic Child Assessment
- Naturalist intervention
  - Professional questionnaire
  - Family questionnaire
  - External observer

Research Protocol: Variables and tools

Variables and tools

Self-efficacy beliefs

Competency

Confidence

Professional questionnaire

Social validation

Professional questionnaire

Research Protocol: Procedure of collecting data

S0   **S1**   **S2**   **S4**   **S6**

**Informed consent
+ Ethical pract. & coord.
compromise
Demographic
questionnaire of coord.
Demographic
questionnaire of pract.**

S8   **S10**   **S12**   **S16**   After S16

Research Protocol: Procedure of collecting data

S0
**Informed consent
+ Ethical pract. & coord.
compromise
Demographic
questionnaire of coord.
Demographic
questionnaire of pract.**

S1
Video recording of the
session external observer
CPDP

S2
CPDP fidelity
questionnaire pract.
Recording of the session
external observer CPDP
.

S4
CPDP fidelity
questionnaire pract.
Recording of the session
external observer CPDP

S6
CPDP fidelity
questionnaire pract.
Recording of the session
external observer CPDP

S8
CPDP fidelity
questionnaire pract.
Recording of the session
external observer CPDP

S10
CPDP fidelity
questionnaire pract.
Recording of the session
external observer CPDP

S12
CPDP fidelity
questionnaire pract.
Recording of the session
external observer PDP

S16
**CPDP fidelity
questionnaire pract.
Recording of the session
external observer CPDP**

After S16

Research Protocol: Procedure of collecting data

S0
Informed consent + Ethical pract. & coord. compromise
Demographic questionnaire of coord.
Demographic questionnaire of pract.

S1
Video recording of the session external observer CPDP

S2
CPDP fidelity questionnaire pract.
Recording of the session external observer CPDP
EBP fidelity questionnaire pract.
Self-efficacy beliefs & social validation questionnaire pract.

S4
CPDP fidelity questionnaire pract..
Recording of the session external observer CPDP

S6
CPDP fidelity questionnaire pract.
Recording of the session external observer CPDP

S8
CPDP fidelity questionnaire pract.
Recording of the session external observer CPDP
EBP fidelity questionnaire pract.
Self-efficacy beliefs & social validation questionnaire pract.

S10
CPDP fidelity questionnaire pract.
Recording of the session external observer CPDP

S12
CPDP fidelity questionnaire pract.
Recording of the session external observer PDP
EBP fidelity questionnaire pract.
Self-efficacy beliefs & social validation questionnaire pract.

S16
CPDP fidelity questionnaire pract.
Recording of the session external observer CPDP
EBP fidelity questionnaire pract.
Self-efficacy beliefs & social validation questionnaire pract..

After S16

Research Protocol: Procedure of collecting data

S0
**Informed consent
+ Ethical pract. & coord.
compromise
Demographic
questionnaire of coord.
Demographic
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S1
Video recording of the
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S2
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questionnaire pract.

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EBP fidelity
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Self-efficacy beliefs &
social validation
questionnaire pract.

S4
CPDP fidelity
questionnaire pract..

Recording of the session
external observer CPDP

S6
CPDP fidelity
questionnaire pract.

Recording of the session
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S8
CPDP fidelity
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EBP fidelity questionnaire
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Self-efficacy beliefs &
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S10
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external observer CPDP

S12
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questionnaire pract.

Recording of the session
external observer PDP

EBP fidelity questionnaire
pract.

Self-efficacy beliefs &
social validation
questionnaire pract.

S16
**CPDP fidelity
questionnaire pract.

Recording of the session
external observer CPDP

EBP fidelity
questionnaire pract.

Self-efficacy beliefs &
social validation
questionnaire pract..**

After S16
**Informed consent
+ Ethical fam. compromise
Demographic
questionnaire fam.
EBP fidelity questionnaire
fam.
Recording of the session
external observer EBP fam.**

Research Protocol: Procedure of collecting data

Discussion groups with the CDIATs' **practioners** participants

+

Discussion groups with the CDIATs' **coordinator** participants

Implementation

7 ECI centers

GROUP A: 4 centers

GROUP B: 3 centers
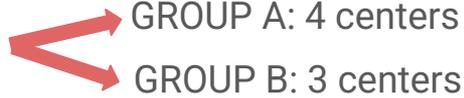
Data collection from:
- All ECI practitioners
- Families
- Training team

Implementation

The implementation timeline of the 3 modules of the CB-DP program

	JUNE 2023	SEPTEMBER-DECEMBER '23	JANUARY-APRIL 2024	MAY-AUGUST 2024	SEPTEMBER-DECEMBER '24
GROUP A 4 Centres ECI	M 0	M 1- PCF	M 2 - EA	M 3 - IN	
GROUP B 3 Centres ECI		M 0	M 1- PCF	M 2 - EA	M 3 - IN
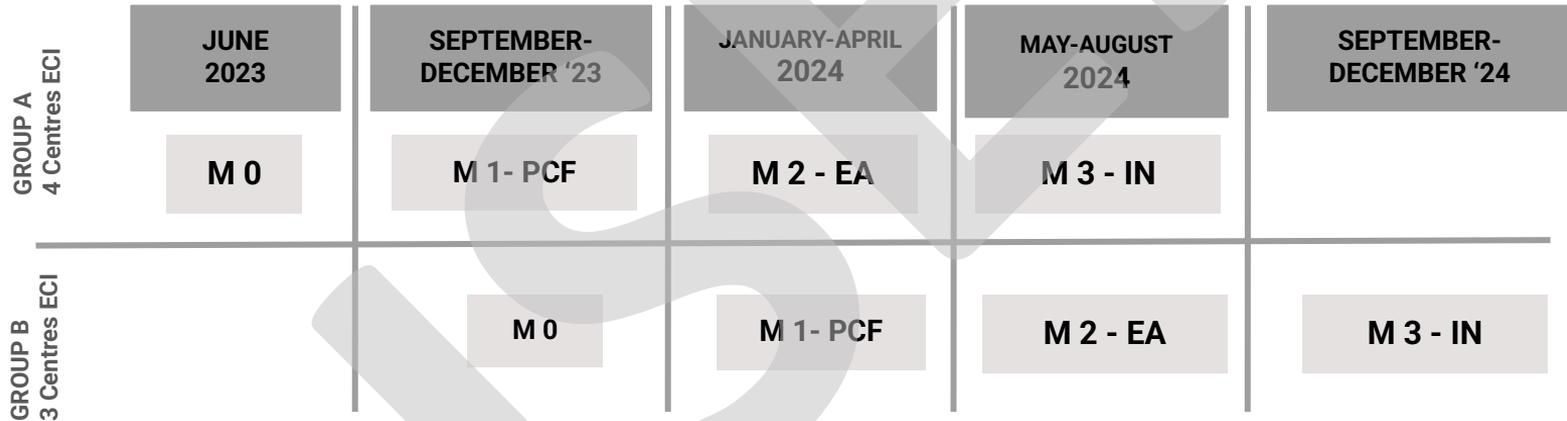
Considerations

The **programs of CB-DP** has been designed with the aim to facilitate the understanding between the **processes, procedures and conditions** that entail the implementation of the three EBP so that every team can apply and adjust it to their own practice.

Family-centered practices
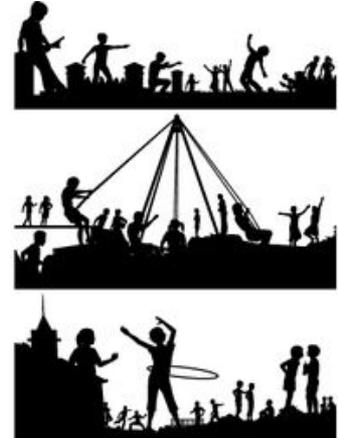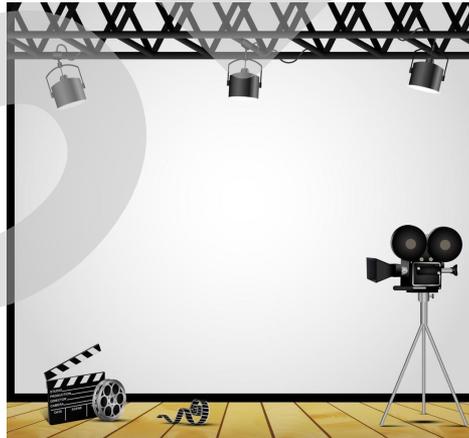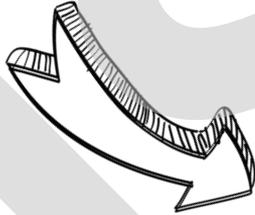
Authentic child assessment

Naturalist intervention

Schedule for the symposium

- 1. The design of Capacity-Building Professional Development program.

- 2. **The effects of in-service CB training on practitioners' use of EBP and self-efficacy beliefs.**

- 3. The voices of the practitioners and trainers.

- 4. The contextual factors that are important to have in mind when an in-service CB-PD program is implemented. The voice of the coordinators.
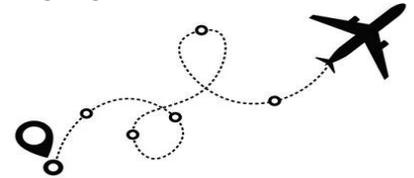
Effects of Capacity-Building Professional Development on Practitioners' Self-Efficacy Beliefs and Reported Use of Family-Centered Practices

Carl J. Dunst
Orelena Hawks Puckett Institute
Asheville, North Carolina, USA

Joana M. Mas
Ramon Llull University
Barcelona, Spain

Simon Garcia-Ventura
University Abat Oliba
Barcelona, Spain

Purpose of the Presentation

- Describe the procedure for evaluating the effects of the capacity-building professional development practices on the early childhood intervention practitioners' self-efficacy beliefs and reported use of family-centered practices

- Describe preliminary results from a path analysis of (a) factors influencing early childhood intervention practitioners' judgments of professional development specialist fidelity of use of capacity-building professional development practices and (b) the effects of fidelity of professional development specialists' use of professional development practices on practitioners' self-efficacy beliefs and reported use of family-centered practices
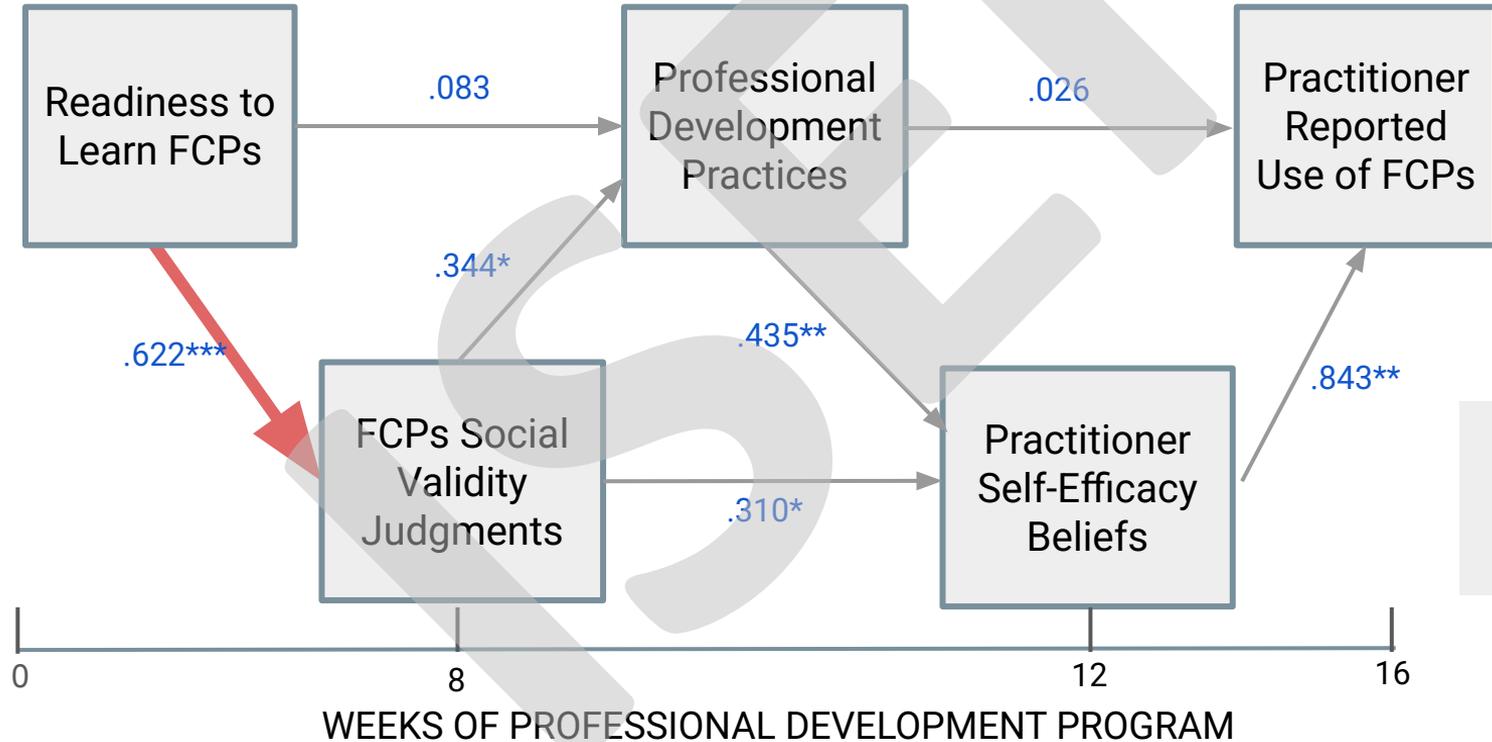
Purpose of the Presentation

Participant Characteristics	N	Mean	SD	Range
Gender (Percent Female)	35	91	-	-
Age (Years)	35	36.00	6.03	24-48
Years of Education	35	15.06	2.57	12-18
Years of ECI Experience	35	7.27	5.79	3-26

Practitioner Study Measures

Measures	No. of Items	Item Exemples
Practitioner readiness to learn family-centered practices	3	I am willing to find the time to participate in family-centered practices professional development
Practitioner social validity judgments	6	Working in partnership with families is important to me
Professional development (PD) specialist fidelity of use of the capacity-building PD practices	14	Professional development specialist engages practitioners in "real life" learning opportunities
Practitioner confidence and competence self-efficacy beliefs	6	I am able to promote parents' use of family strengths to improve parent-child interactions
Practitioner reported use of family-centered practices	12	I provide parents with complete and unbiased inforrmation for them to make informed decisions

Hypotheses

- Practitioner readiness to learn family-centered practices and their social validity judgments of the importance and acceptability of family-centered practices will be related to practitioners' ratings of professional development specialists' fidelity of use of capacity-building professional development practices

- Social validity judgments of family-centered practices and professional development specialists' use of capacity-building professional development practices will be related to practitioners' self-efficacy beliefs

- Professional development specialists' use of capacity-building professional development practices and practitioners' self-efficacy beliefs will be related to practitioners' reported use of family-centered practices

Method of Analysis

- Exploratory path analysis was used to determine if the hypothesized relationships between the study measures were consistent with the pattern of results among the study measures

- Path analysis is a methodological procedure for tracing the relationships between antecedent (predictor) measures and the expected consequences (outcomes) of those measures

Exploratory Path Analysis Model
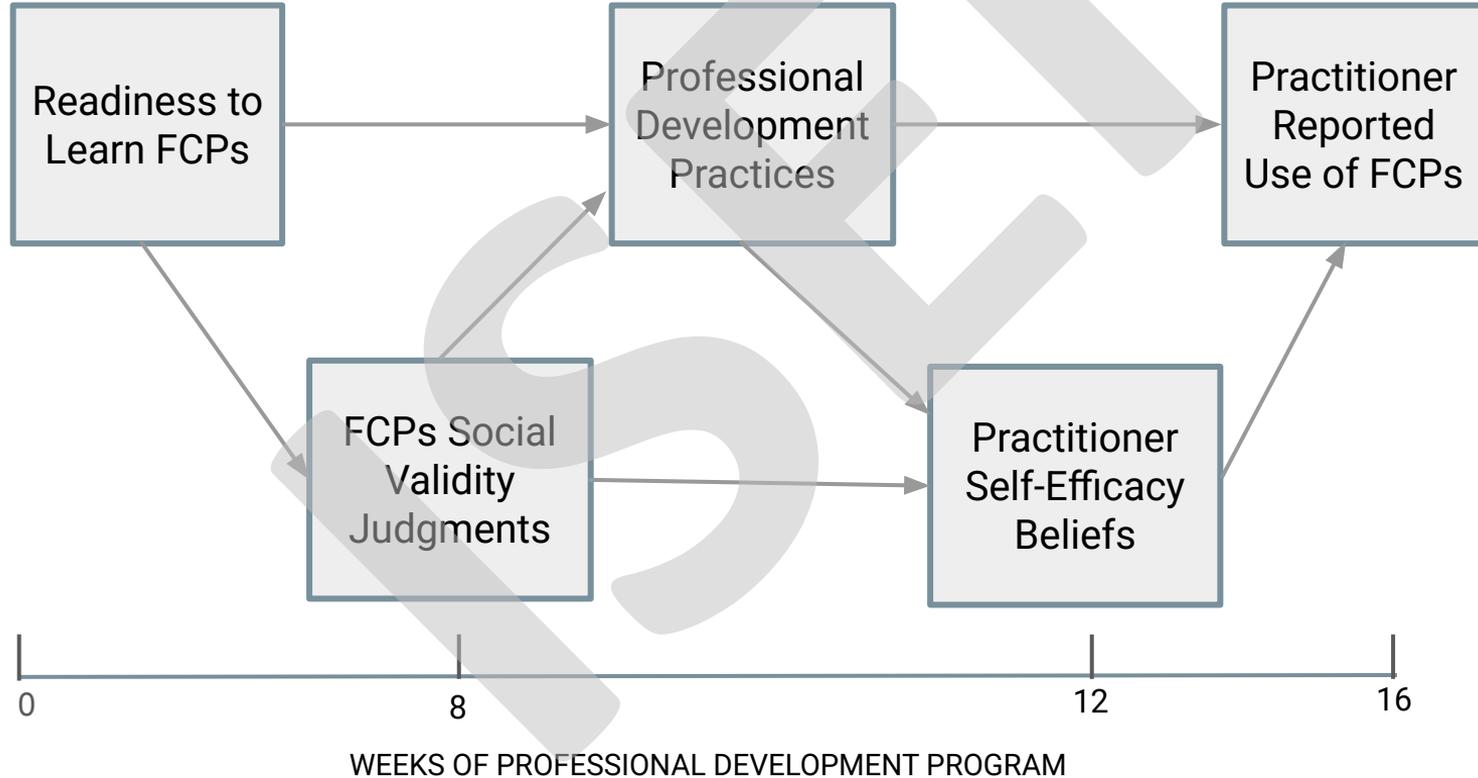
Path Coefficient for the Relationship Between Readiness to Learn and Practitioners' Social Validity Judgments

Path Coefficients for the Relationships Between Practitioner Readiness to Learn, Practitioner Social Validity Judgments, and the Professional Development Practices

Path Coefficients for the Relationships Between Practitioner Readiness to Learn, Practitioner Social Validity Judgments, and the Professional Development Practices

Path Coefficients for the Relationships Between Practitioner Readiness to Learn, Practitioner Social Validity Judgments, and the Professional Development Practices

Readiness to Learn FCPs

Professional Development Practices

Practitioner Reported Use of FCPs

FCPs Social Validity Judgments

Practitioner Self-Efficacy Beliefs

.083

.026

.344*

.622***

.435**

.310*

.843**

* p<.05
** p<.01
*** p<.001

WEEKS OF PROFESSIONAL DEVELOPMENT PROGRAM

0   8   12   16

Path Coefficients for the Relationships Between Practitioner Readiness to Learn, Practitioner Social Validity Judgments, and the Professional Development Practices

Readiness to Learn FCPs

.083

Professional Development Practices

.026

Practitioner Reported Use of FCPs

.622***

.344*

.435**

.843**

FCPs Social Validity Judgments

.310*

Practitioner Self-Efficacy Beliefs

* p<.05
** p<.01
*** p<.001

0   8   12   16

WEEKS OF PROFESSIONAL DEVELOPMENT PROGRAM

Summary of the Direct Effect Results

- Practitioners' readiness to learn family-centered practices is ***directly*** related to the practitioners' judgments of the importance and acceptability of family-centered practices
- Practitioners' social validity judgements of family-centered practices are ***directly*** related to both (a) professional development specialists' reported use of the capacity-building professional development practices (fidelity) and (b) practitioners' family-centered practices self-efficacy beliefs
- Practitioners' family-centered practices self-efficacy beliefs are ***directly*** related to the practitioners' reported use of family-centered practices

Summary of the Indirect (Mediated) Effect Results

- Practitioners' readiness to learn family-centered practices is ***indirectly*** related to the capacity-building professional development practices ***mediated*** by both the practitioners' social validity judgments of the importance and acceptability of family-centered practices
- Practitioners' social validity judgements of family-centered practices is ***indirectly*** related to practitioners' self-efficacy beliefs ***mediated*** by the use of capacity-building professional development practices
- Professional development specialists' use of the capacity-building professional development practices is ***indirectly*** related to the practitioners' reported use of family-centered practices ***mediated*** by practitioners' self-efficacy beliefs

Take Away Findings

- The effects of capacity-building professional development practices on practitioners' adoption and use of family-centered practices is related to how professional development specialists deliver professional development and practitioners' beliefs about and preparedness to learn family-centered practices

- You can offer early childhood intervention practitioners the opportunity to learn to use family-centered practices, but you cannot force them to learn to use family-centered practices unless they consider the practices worth their time and effort (readiness to learn)

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  CB-PD program is implemented. The voice of the coordinators.
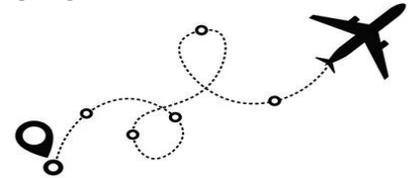
Analysis of Capacity-Building Professional Development program:
The voices of the practitioners and trainers.

Who we are: more than two voices

RIGHTS

SUPPORT

OPPORTUNITIES

INCLUSION

ADIS LAN
Asociación de personas con discapacidad de Lanzarote

Canary Islands

Anuska González Umpiérrez
Director of the early intervention center
Adislan, Lanzarote, Spain

Cristina Díaz Sánchez
Project member (trainer)
Clariane, Spain

Purpose of the Presentation

1. To **explore the perception** of participation in the professional development program from the point of view of the participants (Practitioners) and the trainers.

1. To obtain a **deep understanding of their experience.**

Methods of analysis

The perceptions of Practitioners and trainers are collected through reflective questions focused on:

- The relevant aspects and their impact.
- The identification of challenges and opportunities.

**-Closing session of the program.
-Focus groups
-Reflection spaces**

Story telling methodology
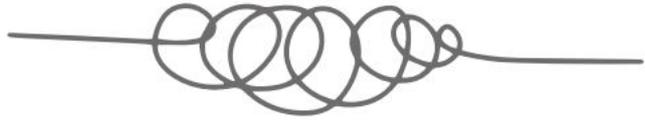
Family

Trainers

Learning based on relationships and self-reflection:

- open mind
- open heart
- open will

Practitioner

Table of contents

WE ARE THE SAME, BUT WE ARE DIFFERENT: THE PRATITIONERS METAMORPHOSIS

> **When a caterpillar begins its metamorphosis into a chrysalis, it doesn´t do so because it doesn´t know who it is - it does so because it senses who it might become**

The chrysalis

The chrysalis

OUR INITIAL THOUGHTS:

Would we have the real time needed to commit ?

Did we have the resources ?

Were we prepared to expose ourselves ?

The chrysalis

The chrysalis

The in-person meeting

- Key concepts
- Working session on the history of early intervention services and their Practitioners
- Identification of strengths and challenges

The face-to-face meeting is an opportunity to establish a conexion point .
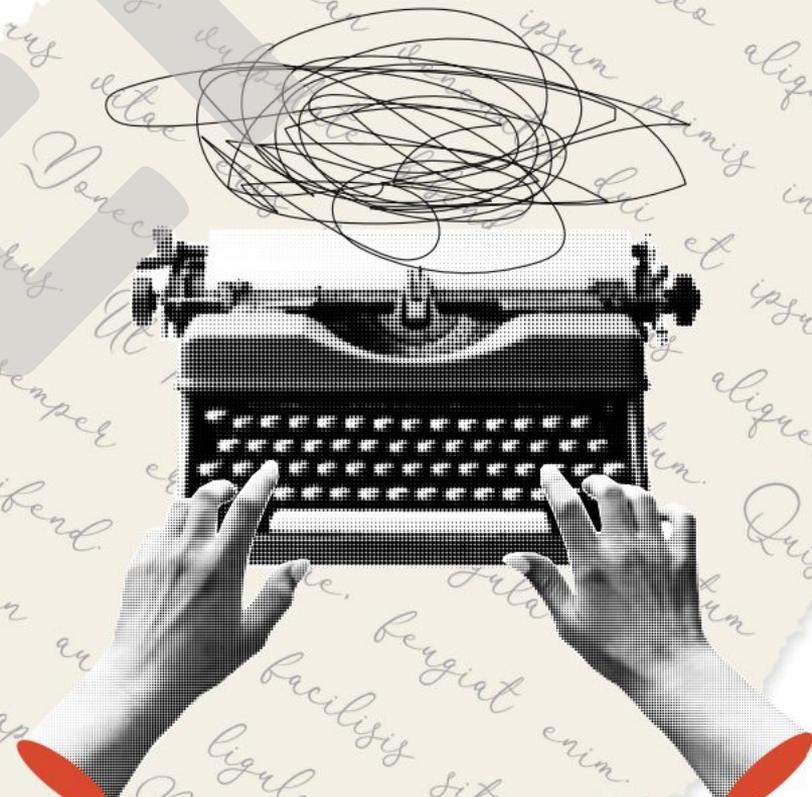
The beginning of the transformation

Family-centered practices

Family-centered practices

WHAT WE EXPERIENCED:

Coherency

Presence

Consistency

Perspective

True selves

Internal shift

Deep process

Detachment exercise

The turning point

Authentic Child Assessment Practices

Authentic Child Assessment Practices

WHAT ENABLED THIS CHANGE?

A **flexible methodology** that adapted to our team

Permission to pause, question or take a step back when needed

Varied practices: recordings, role play, studying external examples

Respectful approach

The turning point

From the trainers' perspective, there is also a change:
- Listening more deeply to the needs of professionals.
- Releasing control over online sessions.
- Co-creating learning

Re-Discovering essence

Naturalistic Intervention

Naturalistic Intervention
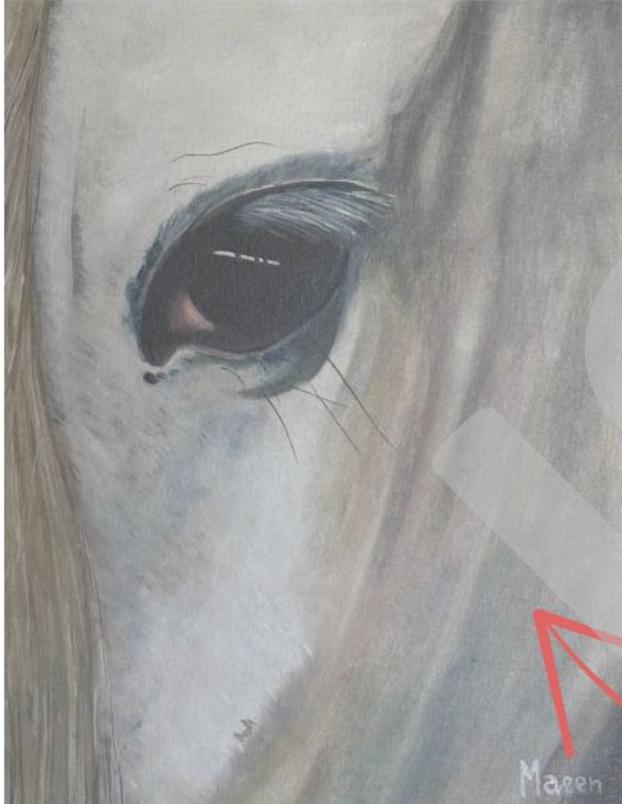
OPENNESS

AWARENESS

CALM

FLEXIBILITY

PRESENCE

SENSITIVITY

CURIOSITY

TRUST

CONNECTION

FLOW

SOFT EYES

Joint planning of meetings improves Practitioners' self-perception of competence and social validation:

- Increases variety in the use of illustration-demonstration strategies.
- It increases Practitioners' participation time during meetings.
- It reduces trainers' intervention time.
- Professionals practice peer feedback during and between meetings.

Summary of Results
Team transformation

Team transformation

" WE ARE THE SAME, BUT WE ARE DIFFERENT "

We **believe** in ourselves and in our purpose

We base our decisions on **technical expertise** and flexibility

We consciously **adjust our interventions**

We know **we are a team**

Every moment matters

In the **natural lies the essential**

Family impact

Family impact

"I feel I´m the real expert on my child"

"We feel deeply empowered"

"It´s not about what he can´t do
it´s what we can help him achieve"

"This changed us as a family"

"I feel calmer and stronger, because I know"

The butterfly´s fly

What made this programme a success?

Be **adapted to each team´s pace and context**

Include **diverse methods:** recordings, role play, external case studies...

Value what´s already working well

Provide **safe spaces** for reflection and joint learning

Feature at least an **initial in-person session**, ideally a closing gathering too, to build trust

Promote a guiding presence, not a directive one

The butterfly´s fly

Contextual factors to have in mind when implementing an in service CB PD program. The voice of the coordinators.

Alejandro Arrillaga
Villanueva International University
Madrid, Spain

Alba Ibáñez-García
University of Cantabria
Santander, Spain

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Purposes of the Presentation 4

1. Justify the importance of evaluating the design of a professional development training program.

2. Describe the qualitative method for evaluating such a design.

3. Based on a discussion group with participating coordinators, explore the contextual factors that are important to have in mind when an in-service CB-PD program is implemented.

Why evaluating professional development training program? Why use qualitative method for it?

The **evaluation of professional development programmes is essential,** to ensure that the skills acquired during training are effectively reflected in the professional team's practice and have the expected social impact.
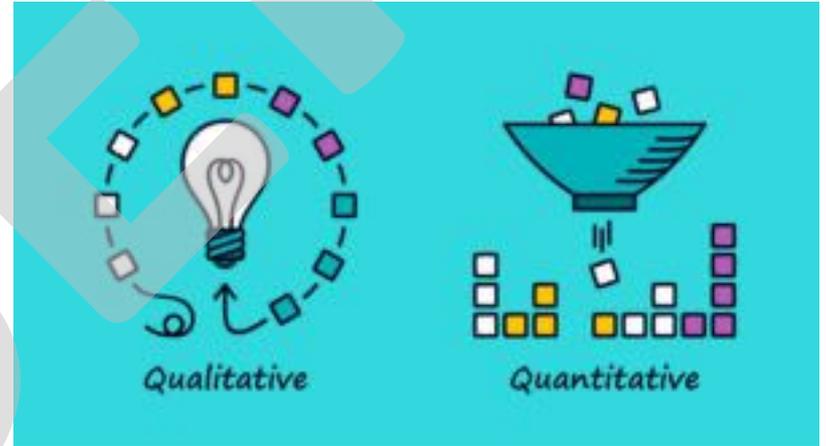
Although quantitative methods can provide an overview of some variables, they fail to **capture the richness of individual experiences**.

What qualitative method was chosen for our study?
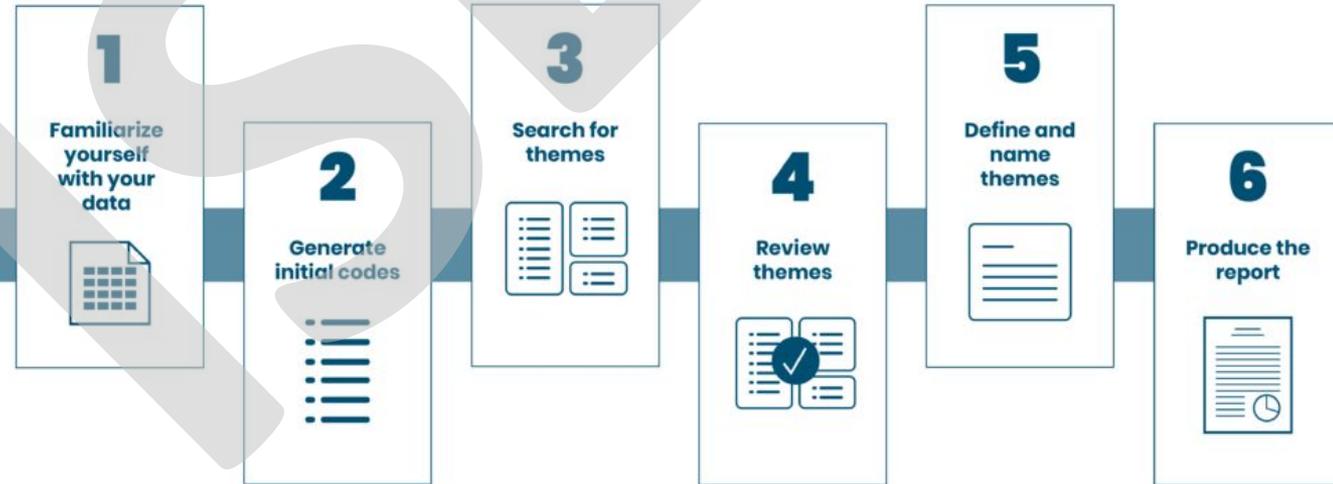
Focus group ➡️ **Thematic Analysis**
(Braun y Clarke, 2006, 2022)

PARTICIPANTS:
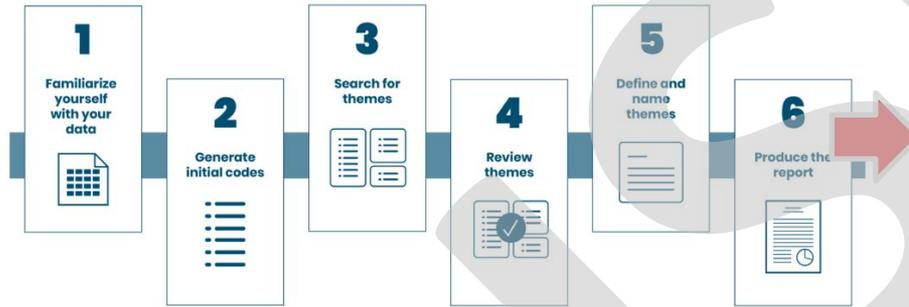- 7 services´coordinators
- Gender: 100% Females

Phases of thematic analysis

1 Familiarize yourself with your data

2 Generate initial codes

3 Search for themes

4 Review themes

5 Define and name themes

6 Produce the report

What qualitative method was chosen for our study?

Thematic Analysis

Phases of thematic analysis

1 Familiarize yourself with your data

2 Generate initial codes

3 Search for themes

4 Review themes

5 Define and name themes

6 Produce the report

1- *Emotional and professional impact of the programme on participants*

2- *Adapting training design to learning needs and pace*

3- *Methodological strategies and teaching resources: strengths and areas for improvement*

4- *Changes in professional practice resulting from training*

5- *Diversity of backgrounds and levels of involvement in the training process*

6- ***Contextual factors that influence programme participation and sustainability***
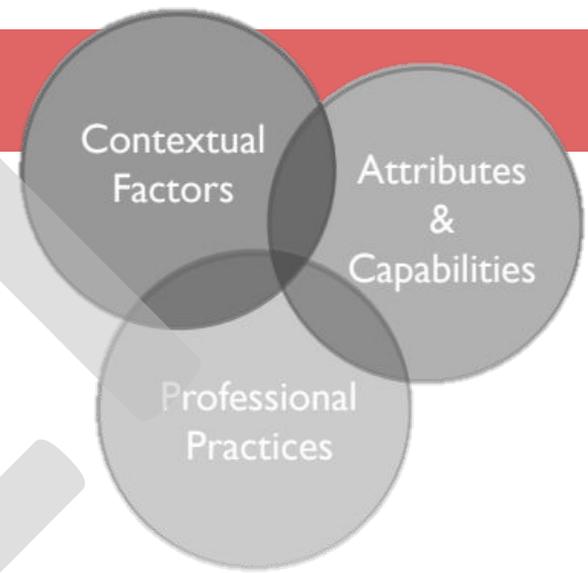
Thematic Analysis
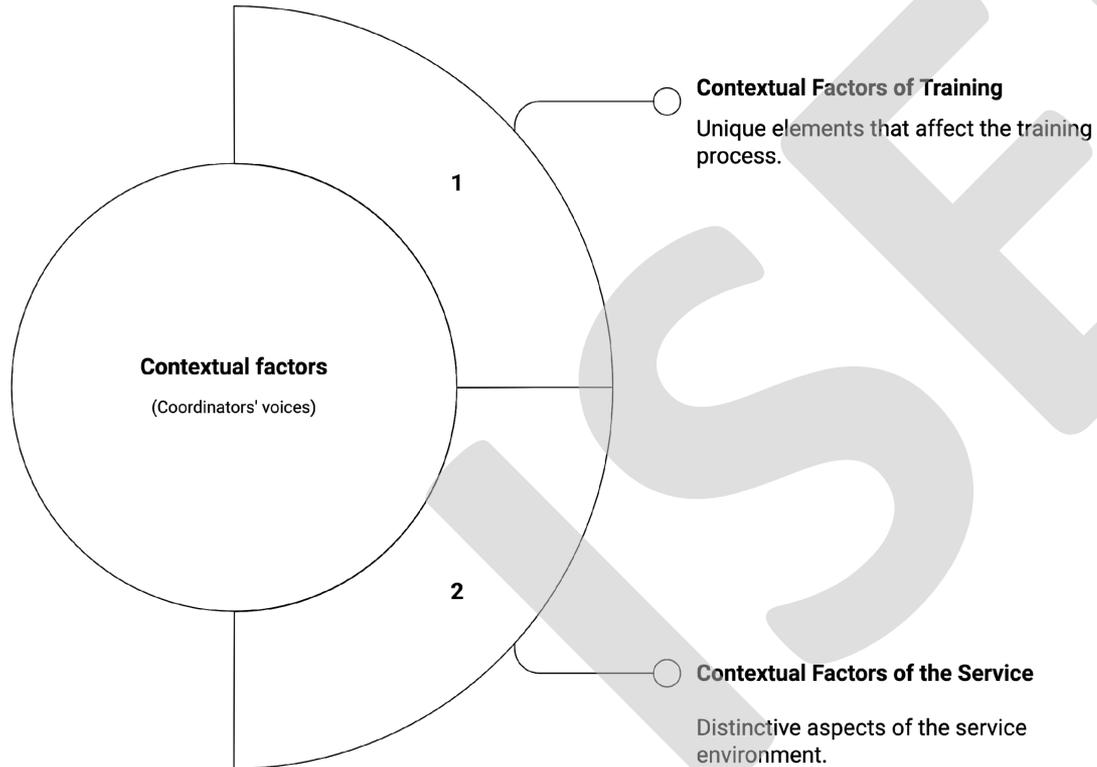(Braun y Clarke, 2006, 2022)

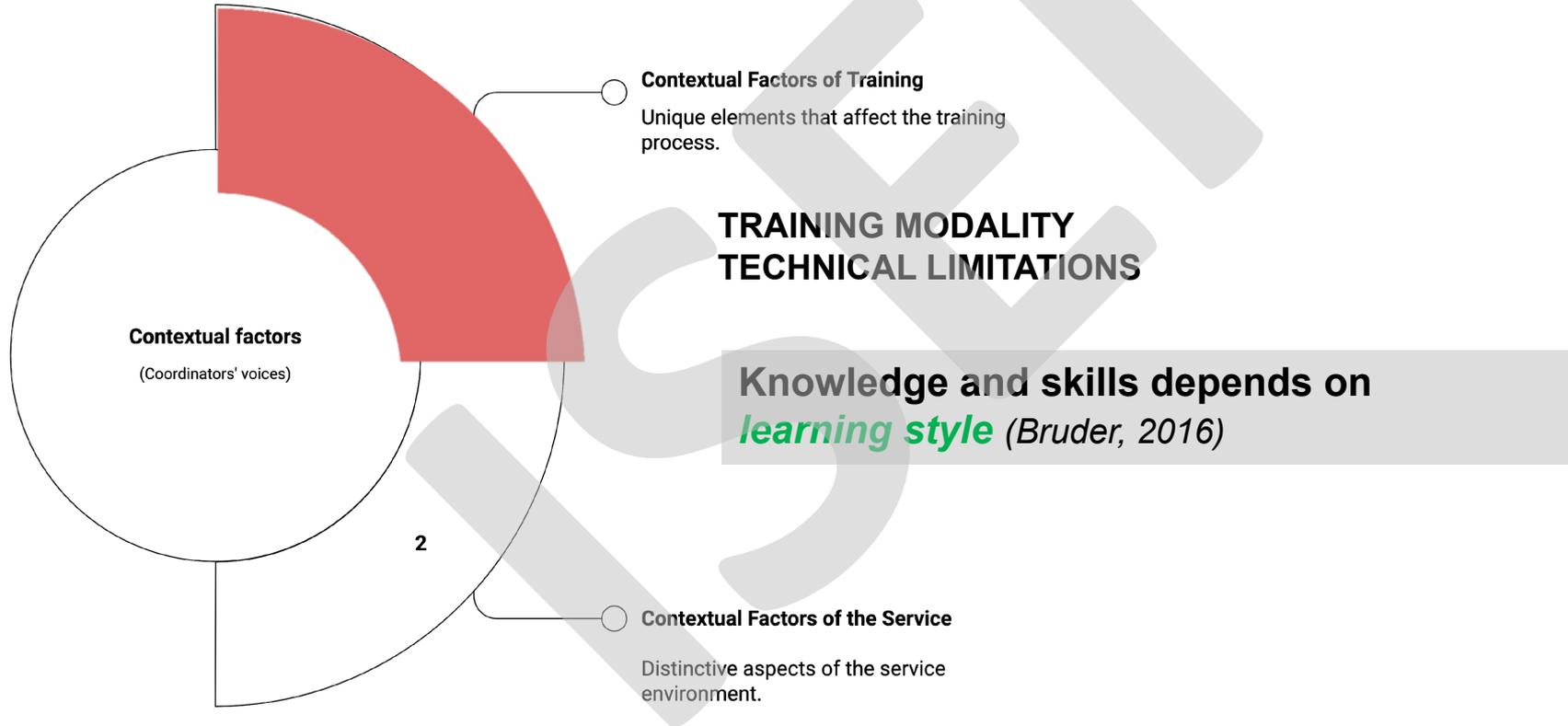

Figure 2.1: *Quality teaching domains*

Gemmink et al., (2021)

Contextual factors are **external and internal conditions** surrounding the training environment that **influence educational processes and outcomes**.

Results

Contextual factors

(Coordinators' voices)

1

Contextual Factors of Training

Unique elements that affect the training process.

2

Contextual Factors of the Service

Distinctive aspects of the service environment.

Results

Contextual factors

(Coordinators' voices)

2

Contextual Factors of Training

Unique elements that affect the training process.

TRAINING MODALITY
TECHNICAL LIMITATIONS

Knowledge and skills depends on
learning style *(Bruder, 2016)*

Contextual Factors of the Service

Distinctive aspects of the service environment.

TRAINING MODALITY

'...the first session was impressive because it was face-to-face...'

'...you missed that first session and, as my colleague says, we did miss having more face-to-face sessions...'
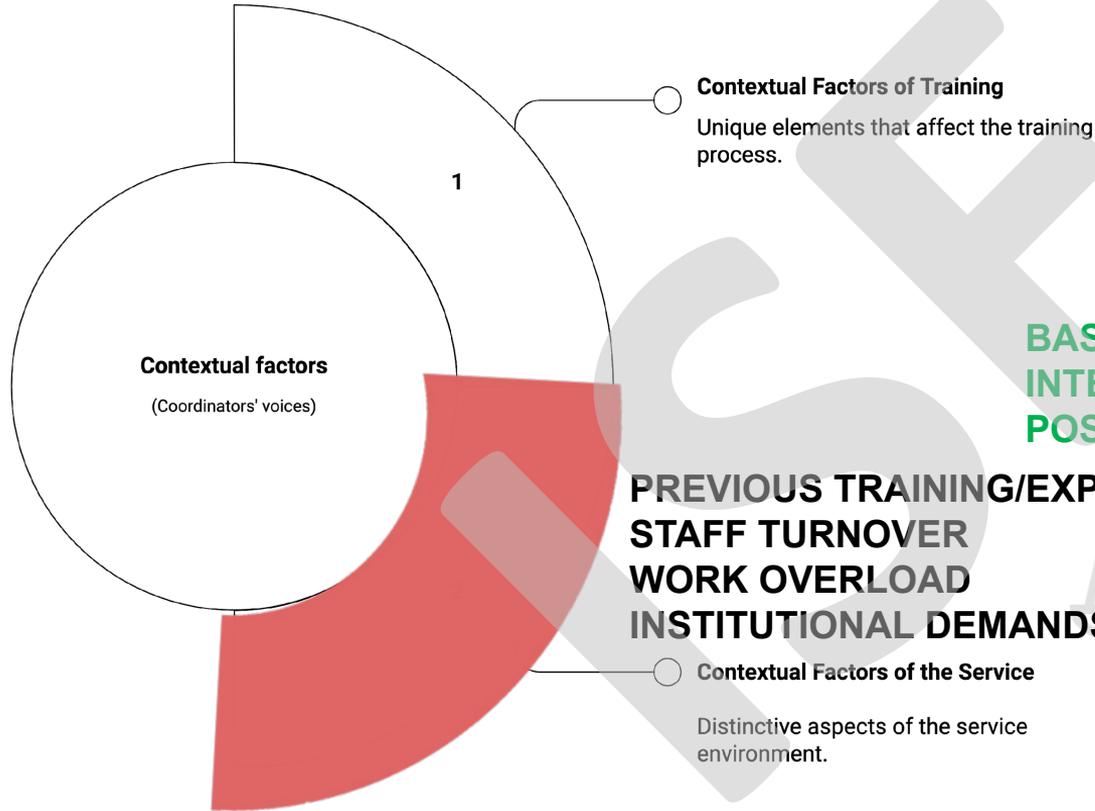
TECHNICAL LIMITATIONS

'...we have had connection issues, we needed to find different spaces to try to be heard properly...'

Face-to-fase Session 0

Results

Contextual factors

(Coordinators' voices)

Contextual Factors of Training

Unique elements that affect the training process.

1

Contextual Factors of the Service

Distinctive aspects of the service environment.

PREVIOUS TRAINING/EXPERIENCE
STAFF TURNOVER
WORK OVERLOAD
INSTITUTIONAL DEMANDS

BASIC MATERIAL FOR NEW PROFESSIONALS
INTER-CENTRE SPACES FOR REFLECTION
POST-TRAINING FOLLOW-UP

PREVIOUS TRAINING/EXPERIENCE

'...it's a training course that requires prior knowledge and experience to truly take maximum advantage from it...'

'...I think it has been much more fruitful for colleagues who already have a few years of experience...'

Knowledge and skills depends on *learning background (Bruder, 2016)*

Knowledge and skills depends on *formal learning opportunities*
(Bruder, 2016)

STAFF TURNOVER

'...of the 14 colleagues we have, I think about five changed last year...'

'...we had various personnel changes within the team, so new arrivals, departures...'

WORK OVERLOAD

'...it's going to take hours away from our coordination meeting, we're going to have to replace them with training...'

'...as team coordinator, (this training) has given me a lot of work...'

'...in between, we had the charter service contracts, so sometimes our minds were on other things...'

INSTITUTIONAL DEMANDS

'...we started discussions with charity/NGO manager to change our style of doing the things...'

Knowledge and skills depends on *a framework for delivering intervention* (Bruder, 2016)

BASIC MATERIAL FOR NEW PROFESSIONALS

WHITHIN CENTRE SPACES FOR REFLECTION

POST-TRAINING FOLLOW-UP

"It does not matter how slowly you go as long as you do not stop"

Confuncio (551 B.C- 479 B.C.)

Here we are for whatever you need!!!

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ALL WE SHARE, ALL WE LEARN