

Child and Youth Care Association of Alberta

**Supervisor Companion Manual for Child and Youth Care
Certification Process**

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Introduction

It is widely recognized that the supervisor plays a key role in the process of child and youth care counsellors becoming **Certified Child and Youth Care Counsellors**. This brief manual will provide you with a model, which you may choose to employ when preparing your staff for certification. As well, the manual includes a number of supervisory activities that have proven helpful in preparing candidates for certification.

Purpose of Certification

The Child Care Counsellor Certification Program was developed to provide child and youth care counsellors across the province with a standardized level of skills and knowledge. Certification is seen as an integral ingredient towards child and youth care work becoming recognized as a helping profession.

Research on certification (Berube, 1984 and Phelan, 1986) also indicates that certified child care counsellors tend to stay in the field longer than uncertified counsellors. The benefit to you and your agency is that you have qualified people dealing with the children and the turnover rate is significantly decreased.

Certification Process

There are two primary routes to becoming a Certified Child and Youth Care Counsellor, depending upon the education of the candidate. Refer to CYCAA Certification Manual for more details

- I. If the candidate possesses and **Child and Youth Care Degree or Diploma** from a CYCAA- recognized institution, the examination requirements can be **exempted**. In this case, the candidate application for full certification involves the following:
 1. **CYCAA Membership** in good standing
 2. Minimally 1040 hours **Internship** within current agency
 3. **Registration** for Certification, including **Supervisor or Agency Endorsement indicating that minimally 1040 hours towards 2080 hours of internship have been completed successfully.**
 4. Submit, with application, a copy of **CYC Degree or Diploma**
 5. Application for **Full Certification**, including **Supervisor or Agency Endorsement indicating that minimally 2080 hours of internship have been completed successfully.**

- II. If the candidate does **not** possess a Degree or Diploma in CYC
 1. **CYCAA Membership** in good standing
 2. Minimally 1040 hours **Internship** within current agency
 3. **Registration** for Certification, including **Supervisor or Agency Endorsement indicating that the minimal 1040 hours towards 2080 hours internship has been completed successfully.**
 4. Application for **Intermediate Certification**, indicating **focus areas** in which to be examined as well as **Supervisor or Agency Endorsement indicating that minimally 2080 internship hours have been completed successfully.**
 5. Successful completion, minimal mark of 75%, of the **written examination**
 6. Application for **Full Certification**
 7. Successful Completion, minimal mark of 75%, of the **oral examination**

The supervisory endorsement is a statement accompanying the candidate's application for certification that verifies that the candidate has achieved both the knowledge and competency to engage in the examination aspect of certification. This takes the form of a letter that indicates a thorough assessment and readiness of the candidate. It is a highly valued aspect of the process by the Child and Youth Care Association of Alberta as it ensures competency on a day-to-day basis in the realm of the candidate, the program they work in and the client; versus an artificial, theoretical, structured exercise.

Role Of The Supervisor

The role of the supervisor in the certification process is a key ingredient to the success of certification. The role can be broken down into three main areas: 1) Support of certification 2) Assessment of the candidate's knowledge and performance and 3) Designing of training programs that will assist the candidate in achieving the necessary knowledge and competencies. Each will be discussed briefly below.

1) Support of Certification

If the supervisor understands and supports the importance of certification, so too will the supervisee. The attitude the supervisor has towards certification is a key factor towards a candidate's success in achieving certification (Certification Evaluation, 1987). Candidates who have the support and encouragement of their supervisors to become certified tend to be more successful in the written and oral examinations. Essentially, the supervisor's part ownership in the certification process is extremely important.

The supervisor's role of being a supporter is far from being passive. It is in fact, a very active role that is closely tied to your job responsibilities as a supervisor.

The supervisor provides a major source of motivation for the candidate due to the length and comprehensive nature of the process. Each candidate needs reassurance, praise and a certain level of accountability to remain on task and maintain time lines.

The supervisor is also the key resource the candidate will utilize while undertaking the certification process.

The supervisor must also recognize the "ego threatening" nature of the entire process and must be sensitive to the anxiety and apprehension the process will have on each candidate.

The CYCAA recognizes the importance of the support role supervisors play and strongly encourages and invites all certified supervisors to attend the oral examination of their candidate whenever possible.

2) Assessment of Knowledge and Performance:

The supervisor's role is essentially to ascertain the child and youth care counsellor's attitude and skill level on a regular basis. The supervisor's role in certification is not ostensibly that different. Refer to the Supervisory Process in this manual, page 14. The Child and Youth Care Counsellor Certification Program of Alberta Manual has broken down and identified the attitudes and skills expected of a certified child and youth care counsellor. It is the supervisor's role to utilize that manual in identifying the candidate's attitude and skill areas. If you turn to the **Supervisor Assessment Tool**, you will see that attitude areas are assessed as the candidate either possessing the necessary attitude (YES) or not possessing the necessary attitude (NO).

The assessment of the candidate's skill is based upon the supervisor's **direct observation** of the candidate in his/her interactions with clients. If you turn to the manual, you will see that you assess the candidate using a five-point rating scale. A candidate should be able to achieve a level 4- 5 rating in all competencies to be considered ready for certification.

You indicate the level of competency a child care counsellor is operating at by circling the appropriate number.

1. Performs this skill with **constant** supervision, directions and assistance.
2. Performs this skill with **frequent** supervision and/or supervisory initiated directions; performance is erratic.
3. Performs this skill with **occasional** supervision and/or by requested directions but performance is reliable.
4. Performs this skill reliably with **limited** supervision and no directions as expected by the demands of the environment and the agency.
5. Consistently goes **beyond the expectations** of the supervisor and agency and demonstrates high quality performance; contributes to the development of other practitioner's skill development in this area.

3) Training Programs:

Once you have ascertained the candidate's beginning level of attitude and skill, the role of the supervisor is to select a training strategy that will best facilitate the candidate achieving the necessary attitude or skill. Refer to pages 18 to 33 in this manual.

Supervisory Process in Certification

This section is a suggested process that you could follow to assist you and the certification candidate. It is modelled after a supervisory procedure suggested by Kurtz (1976).

When a candidate is ready to begin the certification process, you as the supervisor should assume the role of guiding the candidate towards his/her goal. Perhaps the first step is not to try to do it all at once. It is strongly suggested that you progress through the manual one band at a time in any order that you feel is appropriate. To try and evaluate the candidate's performance and knowledge in one sitting would be overwhelming for both you and the candidate.

The following is a suggested process for assessing and designing training for a candidate's knowledge base.

1) Part A - Knowledge

Step 1

A. Determine the range of knowledge deficiencies.

Activity

A. Ask the knowledge based certification exam questions.

B. Utilize the Certification Assessment Tool.

Step 2

A. Analyze knowledge deficiencies.

A. Answer the following:

1) What areas of knowledge are lacking?

2) Are there any trends or themes in the lack of knowledge?

Step 3

A. Design training for knowledge acquisition.

A. Upon mutually agreed design:

- 1) Assign readings
- 2) Assign workshops
- 3) Training plan

Step 4

A. Determine range of knowledge deficiencies.

A. Re-ask the knowledge based exam questions.

B. Utilize the certification assessment tool.

The following is a suggested process for assessing and designing training for acquisition of competencies.

2) Part B - Performance

Step 1

A. Determine the range of performance deficiencies

Competencies

A. Utilize the certification assessment tool to rate candidate performance.

*Refer to Appendix B for additional assistance.

Step 2

A. Analyze performance deficiencies

A. Ask the following:

- 1) Is lack of performance due to lack of knowledge?
- 2) Is candidate impeded by environmental factors from displaying the behaviour?
- 3) Is the candidate refusing to perform the competency?
- 4) Do agency responsibilities impede the ability to perform the competency?
- 5) Has the candidate shown the behaviour in the past?
- 6) If so, what is preventing the competency now?

Step 3

A. Design a training program

- A. Supervisor and candidate break down the competency into a sequence of pre-requisite behaviours.
- B. Supervisor selects the appropriate teaching methodology to achieve the desired behaviour.
 - 1) Modelling
 - 2) Directing and forecasting with the candidate as he/she carries out tasks
 - 3) Focussed discussion
 - 4) Role plays
 - 5) Demonstration
 - 6) Reviewing videos and audiotapes
 - 7) Feedback
 - 8) Mock written
 - 9) Mock oral
- C. Arrange the prerequisite behaviours in hierarchal order in relation to assessment tool.
- D. Written contract is drawn up that defines the role of the supervisor and child care worker.

Step 4

A. Setting up the contract

- A. Clarify:
 - 1) The goal of the contract.
 - 2) Define supervisor responsibilities.
 - 3) Define candidate's responsibilities.
 - 4) Agree upon a target date.
 - 5) Agree upon an evaluation format.

Step 5

A. Implementation of the training plan

A. Evaluation

- 1) Follow the written contract.
- 2) Why is contract working?
- 3) Why is the contract not working?
- 4) Complete the contract.

Step 6

A. Determine the range of performance deficiencies.

A. Utilize the Certification Assessment Tool.

Training Techniques

1. Study Group Techniques:

Purpose: This technique involves candidates in dialogue with each other or noted expert which entrenches the understanding of the material. It is intended to broaden the candidate's understanding of the material by listening/debating other's points of view and ensures candidate is not learning from his/her interpretation of material only.

Description:

- 1) Identify subject matter for discussion.
- 2) Set ground rules, i.e., time limits, number of viewpoints presented by each participant, views anchored in theory, etc.
- 3) Designate a monitor and group leader.
- 4) Record points discussed.
- 5) Encourage all participants to share personal views and expertise.
- 6) Summarize points raised before moving to new topic.

*Note: may want to limit number in group - suggest minimum of three - maximum of six.

Strengths and Weaknesses: Group discussion ensures individual is 'on track' with his/her own interpretation and highlights areas where individual is weak in, for example, not enough theory, limited integration or skewed/unusual point of view. Ensures individuals can present their thoughts with clarity and enough precision to be understood by others. Technique can be effective for both the written and oral exam. Drawbacks center around difficulties the group may experience if all members cannot regularly attend or material is not familiar to at least one member. Study groups also tend to digress off topic and opinion can be misinterpreted as information or fact.

Example: Certain agencies have capitalized on their certified employees by scheduling them to lead study groups that meet weekly to discuss material taught by the certification instructor who was contracted to present the material. The study group leader tailored the discussion to reflect the current working environment of each of the candidates, corrected faulty thinking, and challenged each individual if his/her understanding or discussion of the material was not up to a certifiable standard.

2. Feedback Techniques:

The purpose of feedback is to provide each candidate with support and encouragement through timely and appropriate discussion of his/her performance whether it be in the knowledge area or in actual practice. Many useful strategies can be incorporated and each supervisor should utilize the techniques that he/she are most familiar with and proven through past experience to be effective. The following are some possibilities:

A) Candidate-Supervisor Evaluation Meeting Technique:

(Utilize only if you are not providing direct training)

Purpose: The relationship between the employee and the supervisor is perhaps the most critical one in the entire work environment. The purpose of the Candidate-Supervisor Evaluation Meeting is to provide an opportunity for the candidate and his/her supervisor to discuss the results of the training process and to plan for on-the-job application of the newly learned knowledge and skills. This is part of a continuing effort to sensitize both the candidate and the supervisor to the need for the closest possible working relationship.

Description:

- 1) A formal appointment is made for each candidate and his/her supervisor to get together for an Evaluation Meeting. This meeting should occur as soon as possible after the training course has been completed.
- 2) The supervisor (who has preferably been coached on how to lead such a meeting) should find out as much as possible about the training program and the knowledge and skill the candidate acquired.
- 3) The supervisor should also discuss how the candidate proposes to use the new knowledge and skills in the job and what support and resources he/she might require.
- 4) The candidate and supervisor should also discuss the candidate's observations regarding the quality of the course.
- 5) The meeting should end with an agreement (preferably documented in writing) about what the candidate is expected to do on the job as a result of having taken part in the training program.

Strengths and Weaknesses: The Candidate-Supervisor Evaluation Meeting represents a very important step towards encouraging supervisors to take more personal responsibility for the training of their subordinates. Although few supervisors are actively involved in training programs, they ought to be actively involved before and after training. Otherwise it is difficult to translate learning into improved performance. Supervisors are often the key to employee performance, and any “meeting of the minds” between candidate and supervisor is bound to be a positive factor in the performance improvement process. The major weakness of any such technique is that it depends on the complete cooperation of the individual supervisor. In some cases, this may be a stumbling block to successfully implementing this technique.

Example: This technique is considered basic supervision and no example is needed.

B) Supervisor Meetings Technique:

(Utilize only if you are not providing direct training.)

Purpose: Supervisor Meetings are vital for maintaining a close and positive working relationship between candidates and their supervisors.

Description:

- 1) Schedule at least one meeting between yourself as supervisor, each candidate, and his/her trainer during the period of the training program.
- 2) Arrange for candidates and trainers to discuss the progress of the course and relevant considerations for applying newly learned knowledge and skills to the job with you. You may even be able to tie course elements in with subsequent performance appraisals of newly learned knowledge and skills on the job.
- 3) Ask candidates to submit a brief resume of the meeting and their reactions to it.

Strengths and Weaknesses: Supervisor Meetings provide a significant step towards integrating training and on-the-job performance. By scheduling at least one such meeting during each course, supervisors are sending a strong message to candidates, which will highlight the importance that should be placed on creating a meaningful bridge between the training and work situations.

Supervisor Meetings do sometimes pose a problem if training occurs in a central location and if supervisors are not truly committed to training results.

Example: As a supervisor in a rural area (High Prairie) you send an individual to take a certification based workshop (i.e., Activity Programming in Edmonton). Try to arrange a meeting with the trainer to discuss content and application of the material. Then discuss with the individual, your knowledge of what the course content was and how you want to see it implemented. If not possible to meet due to long distances, consider telephone contacts or conference calls prior to, or after the training occurs.

C) Pre-Post Assessment Technique:

Purpose: The purpose of this technique is to compare candidate's assessment of how much impact the training program has had on their competence.

Description:

1) Provide each candidate with a set of blank rating scales for each competency, indicating only the "high" and "low" levels of the scale.

2) Ask each candidate to place an "x" on the scale to indicate their proficiency before the course and an "o" to indicate their proficiency after the course. For example:

Accuracy: low x o high

3) It can be useful to rate the candidate, in the same manner, after he/she has been back on the job for several weeks.

Strengths and Weaknesses: Pre/Post Assessment is a very simple and useful technique for obtaining self-report data concerning comparative competency before and after the training program. Although this technique yields highly subjective data, it is a good way of getting candidates to think in terms of performance improvement. Consequently the technique has both evaluative and educational payoffs. The lack of "absolute" accuracy inherent in such a technique is offset by the fact that it does obtain an interesting relative "guestimate" of comparative competence.

Example: No example required.

D) Quizzing Technique:

Purpose: Quizzing is a technique for assisting supervisors to monitor learning during a training session. Unfortunately, almost all evaluation is done at the tail-end of a session, and this significantly reduces the practical value of the data acquired. The purpose of Quizzing is to assess the quality of the training, not the performance of candidates.

Description:

- 1) Prepare a series of brief “quizzes” on major modules in the course. These ought to be as practical as possible, and limited to one or two questions. Each Quizzing session should take no more than five minutes.
- 2) Explain to candidates that the purpose of Quizzing is to continuously assess the success of the training, not the performance of the candidates. Quizzing is done generally anonymously.
- 3) Administer quizzes at the end of each major subject matter unit.
- 4) Collect and review the results.

Strengths and Weaknesses: Quizzing is a valuable method of obtaining regular evaluation information about how much candidates are learning. Quizzing provides supervisors with information when they can use it, during the course, rather than after it is over. Whether we like it or not, it is a fact of life that many people fear “tests”. Quizzes, even short anonymous ones, may not be a popular innovation. However, if this activity is approached positively, and it is made clear to candidates that it is the supervisor (and not the candidates) who is being assessed, this problem can be rather easily overcome.

Example: Suppose as a supervisor you discussed the Activity Programming Band with the candidate and covered all relevant information in conjunction with the candidate having read all the articles. You would then provide a short quiz, i.e.:

- 1) List six activity setting dimensions,
- 2) State 3 individual variables and 3 group variables you would use when assessing the appropriateness of an activity for a client.
- 3) What purposes can activities achieve?
- 4) What therapeutic value do activities possess?

E) Video Feedback Technique:

Purpose: One of the major obstacles to effective learning is lack of feedback. Feedback is very often the most important instructional variable in shaping competent performance. Video Feedback is a good technique for providing this feedback on an individual basis.

Description:

- 1) Ask candidate to practice the skill or technique being taught in this segment of the supervisor session.
- 2) When candidates are confident of their ability, videotape one complete practice session.
- 3) Playback the videotape and provide a commentary on the quality of performance.
- 4) Playback can occur in a group or individual setting, depending on a variety of instructional and interpersonal considerations.
- 5) Written feedback can be provided on a checklist.

Strengths and Weaknesses: Video Feedback can be a powerful technique for giving information to candidates and shaping competent performance. However, any such technique must be used with sensitivity. Candidates may be reluctant to have their performance videotaped, especially if the videotapes will be shown to others. Supervisors must exercise great sensitivity in their handling of this situation, balancing relevant instructional considerations with the desirability of confidentiality. One other note of caution: Be sure not to criticize the performance. Tell candidates what they did well and make suggestions for improvement in the future. Don't tell them what they did wrong. This will be obvious from your other comments, and it need not be dwelt upon.

Example: As the supervisor you ask the candidate to engage in Egan's problem solving model in a contrived counselling session. Ask them to emphasize psychological and physical attending, probing, summarizing and the other techniques. Videotape their performance and provide feedback that is sensitive to the needs of the candidate. Recognize that the videotape may appear stilted or "put on" but still reflects usage of the concepts.

3. Direct Instruction Techniques:

Teaching techniques also vary, therefore, it is important to adjust your process to meet the needs of the candidates. The following are some possibilities:

A) Case Studies Technique:

Purpose: The purpose of Case Studies is to provide candidates with “realistic” situations with which to respond during the training or supervision session. Case Studies will provide an opportunity for candidates to try out their new skills prior to returning to the job.

Description:

- 1) Prepare a number of realistic situation descriptions relating to the subject matter of the course.
- 2) Build into each situation an opportunity for candidate involvement. For instance, this involvement might include completing the case, responding to questions that follow the case description, or filling in blanks in the case study itself.
- 3) Ask participants to complete the exercise.
- 4) Discuss it with them.
- 5) This exercise can be done either individually or used as the basis of group discussion.
- 6) Three variations on this technique are:
 - a) To develop two versions of the case: one a “best case” scenario, the other a “worst case” scenario (illustrating many of the problems that they might encounter on returning to the job).
 - b) Use videotape “vignettes” to increase the realism of the case studies.
 - c) Involve candidates themselves in the development of the case studies.

Strengths and Weaknesses: If cases are “too generic”, they are unlikely to have the desired impact. Case studies should be developed by those who know the job well to maximize job-relevance and realism. The closer they are to real job situations, the more likely they will be accepted by candidates. When they are developed and used in this manner, they are likely to have a very positive impact on learning.

Example: As supervisor you outline a case study. For example, John is an outgoing, energetic eleven year old boy with a long history of sexual and physical abuse. Initially, many of his attempts to gain adult attention were perceived as inappropriate flirting, especially with female staff. John has been in your program for six months now and is beginning to understand how to adapt his “flirting” behaviour into appropriate ways of seeking attention. Your team mates feel he has made good progress. While you are on shift you come around the corner of the house and discover John attempting to grope a female peer. How would you engage John in a life space interview with the intent to help him understand how this current episode reflects his mistaken perception of how you are supposed to act around females based on your understanding of his history. What factors will enhance this process? What factors will inhibit it?

B) Trainee Teaching Technique:

Purpose: Few techniques are as powerful in involving candidates in the learning process as Trainee Teaching. As trainers/supervisors, we now well that one of the best ways to learn something is to teach it to someone else.

Description:

- 1) Identify subject matter segments that are suitable for Trainee Teaching.
- 2) Assign brief segments to individual candidates.
- 3) Provide candidate (s) with some background information on that subject matter area.
- 4) Ask them to teach their segment in turn to the class.
- 5) Alternatively, you can ask candidates to share with the class areas of personal expertise that are related to the course content.

Strengths and Weaknesses: Trainee Teaching is not only valuable as a technique for involving candidates more actively in their own learning, but it also provides a change of pace in their own teaching and tends to increase candidate empathy for the role of the trainer /supervisor. It is probably best to match candidates with subject matter areas with which they have some familiarity. There is always the danger that candidates might provide erroneous or incomplete information, so this activity must be monitored very carefully. If there is some problem, then simply correct it with sensitivity. Be sure to set strict time limitations on candidate presentations.

Examples: The Therapeutic Environment: As the individual's supervisor you select certain areas of knowledge from the band and request that candidates become the "expert" in each area, i.e., Mental Hygiene Approach. Give the candidate one week to research the topic and ask him/her to present to you a features/benefits lesson. The presentation must be no longer than five minutes and can take any form (there are no limitations on creativity). The presentation is then evaluated by you for content, coverage and accuracy. The presentation can be videotaped/audiotaped for self-evaluation by the presenter.

Another variation would be for you as supervisor to request the candidate present to the rest of the staff team at a unit meeting. You then evaluate the content and accuracy and poll the team on how effective the presentation was. The presenter may also video/audiotape him/herself for self-assessment.

C) Mock Interview Technique:

Purpose: The purpose of the Mock Interview is to provide a stimulating change of pace from the traditional lecture format of instruction. It is also an easy, but effective way to dramatize important subject matter and make it more memorable.

Description:

- 1) Select the interviewer who could either be a candidate or another team member. Select one candidate to be the interviewee.
- 2) Brief the interviewer, and give him or her a question script. Advise the interviewer that he or she can deviate from the script.
- 3) Set the stage for the interview.
- 4) Run the interview.

Strengths and Weaknesses: This technique is a method of adding "spice" to subject matter that might otherwise be presented exclusively by lecture. The Mock Interview will provide a change of pace. Virtually any subject matter that can be presented by lecture can also be presented using an interview format. The questions that are given, and your response, can ensure that the content is fully covered. Allowing a little interviewer flexibility adds a bit of fun to the exercise.

The Mock Interview may remove some control from the presentation, which can cause some anxiety for the supervisor who is unfamiliar with this technique. This technique also required some contingency planning, just in case something goes haywire. However, with minimal planning, the Mock Interview can add a great deal to what might otherwise be a dry lesson.

Example: As the supervisor you assist the aid of another co-counsellor. You ask the candidate to imagine you to be James Whittaker. You provide your assistant with a list of questions that cover the twelve teaching formats used in the milieu and ask him/her to do a talk show host style interview with you. You ask the candidate to listen carefully and try to expose any errors you may make if the candidate is already aware of the knowledge. If not, ask him/her to rate the interview in terms of the clarity of your presentation and ask them to jot down any questions to clear up anything that was confusing.

D) Drill Practice Technique:

Purpose: The purpose of Drill Practice is to increase the likelihood that key information or task steps will be retained after supervision. Drill Practice can occur at regular intervals during the session, whenever there is something raised that must be remembered.

Description:

- 1) When you reach a particularly critical point in the presentation, stop.
- 2) Ask candidates to practice that one point or step by repeating it over and over with you at least several times.
- 3) Continue this practice until you are confident that the candidate has mastered it.

Strengths and Weaknesses: Drill Practice is a simple method for increasing retention of important points and task steps. It can be used at any time to reinforce something that must be remembered. From the supervisor's point of view, it requires a sensitivity to how much Drill Practice is necessary before moving on to the next point. Using this technique may cause some discontinuity in the flow of the subject matter and some candidates might find this activity a bit boring. However, such complaints are generally overcome when candidates experience the enhanced learning that results. It is useful to incorporate opportunities for candidates to measure retention so the advantages of Drill Practice become readily apparent. Brief question/answer exchanges or "surprise" requests for on-the-spot responses (verbal, written or physical) can be very convincing.

Examples: As the supervisor you outline Driekur's model of behaviour management. You outline what purposive behaviour is and how children engage in misbehaviour to belong. You also list the four mistaken goals - attention, power, revenge, inadequacy and ask candidate to repeat them over and over again and to also describe them. When satisfied they are well-rehearsed, move on to logical and natural consequences and discuss how they differ from arbitrary punishment. Then briefly and quickly ask the candidate to list the four goals and respond to them with logical consequences.

E) Glossary Development Technique:

Purpose: Glossary Development is a technique to encourage candidates to remember key course concepts and their definitions. It also provides an opportunity to point out and highlight key points during the course.

Description:

- 1) Prepare a blank glossary for inclusion in the back of the candidate's notebook. List the key terms and concepts with a blank space for the definition.
- 2) As each of the terms or concepts is being discussed, ask candidates to turn to that term in the glossary and write in the definition.
- 3) A further variation on this technique might include asking candidates to write their own versions of the definition, rather than the definition given by the supervisor.
- 4) A "hybrid" version of this technique might include some definitions that are already written out and some that candidates are asked to write themselves.

Strengths and Weaknesses: Glossary Development is a good way of encouraging candidates to remember (or at least gain increased familiarity with) important terms and concepts. Candidate will essentially write their own glossary as the course progresses. This reinforces key concepts, stimulates deeper understanding and enhances retention. Obviously, this technique should not be used if familiarity with terms and their definitions is not important. It is not necessary to include all terms, as this exercise should be limited to those terms which are important for the candidates to remember. A risk is that some candidates will neglect to write down definitions, either because they think they already understand them or lack the motivation.

Example: As supervisor you would write a list of the terms used in behavioural approaches. As you are discussing with candidate what the terms mean request that he/she write down the definition. Have the candidate then compare his/her personal list to a prepared glossary only after they have written down their understanding of all the definitions. Ensure that your prepared list is accurate.

For Example:

Figure 1:

<u>Term</u>	<u>Own Glossary</u>	<u>Prepared List of Definitions</u>
Behaviour	What you can see and measure	Observable, measurable movement includes both verbal and non-verbal responses

Figure 2:

Personal Glossary
Behaviour Management Concepts

Behaviour: _____

Antecedent: _____

Consequence: _____

Target Behaviour: _____

F) Simulation Technique:

Purpose: The purpose of Simulation is to provide candidates with realistic training situations which are as similar as possible to actual job situations. In such a simulated context, candidates are expected to respond as they would if they were on the job.

Description:

- 1) Design a “simulated” situation similar to candidate’s actual job.
- 2) Give candidate an opportunity to respond/participate.
- 3) Build in some feedback mechanism.
- 4) Optionally, you may follow the simulation with discussion.

Strengths and Weaknesses: A realistic, well-designed Simulation can be an extremely powerful training technique. It provides individuals with an opportunity to practice their new knowledge and skills in a classroom environment. A simulation usually required considerable design sophistication in order to make it sufficiently realistic. Not only must the situation be realistic, but so must be the response options.

Example: As the supervisor, you must develop and carry out the simulation. For example, you want to emphasize the material on the four reasons children lose control and how to respond in each of the areas. In each area you would act like the child and present as fearful, frustrated, manipulating or intimidating. The candidate needs to respond to you. Allow interaction for five minutes allowing the situation to escalate. Be resistant to what candidate is doing until five minutes is over.

Then evaluate: How did candidate do and what else is needed? How did you feel in each situation and was intervention successful. Then ask the candidate to analyze each simulation in relation to the theory, i.e., fear.

For example:

Did they use threat reduction/?

Was their posture relaxed?

Were gestures slow, open, with palms up?

Were they positioned slightly off to one side emphasizing no going to attack?

Was voice firm, confident?

Was speech content logical, calm?

Was eye contact given freely? Not prolonged, not forced by client?

If physical contact made, was it done with light, gentle, slow movements?

4. Mock Written Technique:

(*Requires that the supervisor is certified.) This technique is very valuable for the supervisor in assessing the readiness of each candidate to write the written exam. It also allows you to assess how well entrenched the theory base is for each candidate.

Purpose: The mock written enables the candidate and supervisor to assess “readiness” and places the individual candidate learns how much he/she can put down on paper within the allotted time frame and how he/she must pace him/herself. The supervisor discusses how much theory is known and how accurate it is. One mock written will probably be sufficient for the candidate.

Description:

- 1) Select six exam questions from the Child Care Counsellor Certification Program of Alberta Manual - 1990/91 (Refer to pages 123 - 137).
- 2) Arrange for a three hour block of uninterrupted time.
- 3) Provide the candidate with the six questions, instruct them to select and respond to four, and time him/her.
- 4) Review the four answers and compare to the selected readings assigned for each band and assign marks (number of points out of eight).
- 5) Provide candidate with results.
- 6) Variation could include asking candidate to review his/her own answers and compare to selected readings assigned for each band.

5. Mock Oral Technique:

(*Requires that supervisor is certified.) One additional technique that is extremely valuable for all candidates engaging in the certification process is the “Mock” oral. This technique can be utilized as an assessment/feedback readiness process or as a review process.

Purpose: The “Mock” Oral enables the candidate and supervisor to assess “readiness” and places the individual in a “simulation” of the oral exam. Depending on performance, the individual is aware of shortcomings and is forced to “think on their feet”. The person also becomes more at ease with talking about the material and is given a true understanding of how much they know, how much they can discuss what they know, and how well they present themselves and the material. More than one mock oral may be required and the supervisor is encouraged to structure the mock oral as closely to the oral exam as possible.

Description:

- 1) Arrange for a 2 - 3 hour block of uninterrupted time.
- 2) Set up simulation to include two or three “examiners” and have individual face all members.
- 3) Ask questions from all bands and provide sufficient time for a response. Do not provide any feedback (verbal or non-verbal) during exam time.

Take notes. Look for clarity of responses and how well the individual related concepts to practice and how well did he/she use examples to clarify or illustrate his/her points.

- 5) Complete exam, then discuss panels’ feedback. Indicate whether individual was successful or not and why.

References

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