

"Training is a Life Saver"

EVOLUTIONS

The E-Newsletter of the Illinois Society of Fire Service Instructors

August 2010

Welcome:

Purpose: Our purpose is to provide you the instructor with as many resources as possible to enable you to provide the most effective and safe training for your personnel. This issue is also has the most updated offering of the Society's classes. Please make your staff aware of these classes and lets do our part to get them filled up. There is no better method for a new instructors to learn their skill, than from experienced instructors..

In this issue: In this edition we feature an article on coping with behaviors in our classrooms. The fire service is becoming younger service every year. This does not take away from the experiences of the instructor, but it does compromise the ability of the instructor to relay messages. Often times a young instructor that is very experienced gets up to teach a class and the class gives them a zero attention. The feeling is this same age person, has the same experience as me, why should I give them the time. This type of attitude compromises our instructor's ability to control their classroom. In this edition has training checklist for coping with challenging student behaviors. This document can be printed out, handed to any instructor andl can also be used as a mentoring document for established instructors.

Your contributions welcome and any contributions, i.e. drills, safety issues, new techniques or new training props will be featured here!

Trivia:

What is the ISO requirements for live fire training ?

Word(s) of the Month:

Vehicle stabilization

Skill Drill of the Month:

Do your personnel know their responsibilities as first responders to a technical rescue incident, i.e. trench, confined space or water incident? Also, IRMA departments this is a requirement for your policy review.

LODD Stats

Year Total

2010 48



Instructor Development Page

DEALING WITH DIFFICULT BEHAVIORS IN THE CLASSROOM

1. **BEHAVIOR:** *Rambling*—wandering around and off the subject. Using far-fetched examples analogies.

POSSIBLE RESPONSES:

- Refocus attention of the student by restating the relevant point.
- Direct questions to group that is back on the subject.
- Ask how the topic relates to the current topic being discussed.
- Use visual aid, begin to write on the board, turn on the overhead projector.
- Say “Would you summarize your main points please?” or “Are you asking...?”

2. **BEHAVIOR:** *Shyness or Silence*—lack or participation..

POSSIBLE RESPONSES:

- Change teaching strategies from group discussion to individual written exercises or a video-tape.
- Give a strong positive reinforcement for any contribution.
- Involve directly by asking him or her questions.
- Make eye contact.
- Appoint a small group leader.

3. **BEHAVIOR:** *Talkativeness*—knowing everything, manipulation, chronic whining.

POSSIBLE RESPONSES:

- Acknowledge comments made.
- Give limited time to express viewpoint of feelings, and then move on.
- Make eye contact with another participant and move toward that person.
- Give that person individual attention during breaks.
- Say “That’s an interesting point. Now let’s see what other people think.”

4. **BEHAVIOR:** *Sharpshooting*—trying to shoot you down or trip you up.

POSSIBLE RESPONSES:

- Admit that you do not know the answer and redirect the question the group or the individual who asked it.
- Acknowledge that this is a joint learning experience.
- Ignore the behavior.

5. **BEHAVIOR:** *Grandstanding*—getting caught up in one’s own addenda of thoughts to the detriment of the other learners..

POSSIBLE RESPONSES: Say: “You are entitled to your opinion, belief, or feelings, but now it’s time we moved onto the next subject”, or “Can you restate that as a question?” or “We’d like to hear more about that if there is time after the presentation.”

Instructor Development Page

DEALING WITH DIFFICULT BEHAVIORS IN THE CLASSROOM, *CONTINUED*.....

6. **BEHAVIOR:** *Heckling / Arguing — disagreeing with everything you say, making personal attacks.*

POSSIBLE RESPONSES:

- Redirect question to the group or supportive individuals.
- Recognize participant's feelings and move on.
- Acknowledge positive points.
- Say: "I appreciate your comments, but I'd like to hear from the others", or It looks like we disagree."

7. **BEHAVIOR:** *Overt hostility/Resistance — angry, belligerent, combative behavior.*

POSSIBLE RESPONSES:

- Hostility can be a mask for fear. Reframe hostility as fear to depersonalize it.
- Respond to fear, not hostility.
- Remain calm and polite. Keep your temper in check..
- .Don't disagree, but build on or around what has been said.
- Move closer to the hostile person, maintain eye contact.
- Always allow him or her a way to gracefully retreat from the confrontation.
- Say "You seem really angry. Does anyone else feel this way?" Solicit peer pressure.
- Do not accept the premise or underlying assumption, if it is false or prejudicial.
- Allow the individual to solve the problem being addressed. He or she may not be able to offer solutions and will undermine his or her own position.
- Ignore the behavior.
- Talk to him or her privately during a break.
- As a last resort, privately ask the individual to leave the class for the good of the group.

8. **BEHAVIOR:** *Griping — may be legitimate complaining.*

POSSIBLE RESPONSES:

- Point out that we can't change policy here.
- Validate his or her point.
- Indicate you'll discuss the problem with the participant privately.
- Indicate time pressure.

9. **BEHAVIOR:** *Side Conversation—may be related to subject or personal. Distracts group members and you.*

POSSIBLE RESPONSES:

- Don't embarrass talkers.
 - Ask their opinions on topics being discussed.
 - Ask the talkers if they would like to share their ideas.
 - Casually move towards those talking.
 - As a last resort, stop and wait.
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News You Can Use

CHECLIST OF SKILLS: Managing Challenging Student Behaviors

- Instead of holding your students with an iron grip, allow them to be themselves until (and unless) their behavior distracts your or other in the class.
- When you notice unproductive behavior, nip it in the bud. Otherwise you send a clear message to the students that is OK for them to talk while you are talking.
- Use the classroom management techniques before you become irritated, impatient or upset. We are much more powerful when we centered, when we view our students with fondness rather than impatience.
- Allow students to save face. When we put students down in front of others, the entire class of students will turn against us.
- Do all you can to feel good about yourself and others on a daily basis. Your attitude will come across to your student, so it is important to be good mental and physical shape..
- If, by chance, you feel that you have spoken sharply in an attempt to manage your students, own up to it. "Wow, that sounded harsh. Forgive me!"
- Remind yourself: "if teaching were easy, everyone would be doing it." Teaching in front of a classroom full of students can be challenging, but on the other hand, very rewarding.

Don't tell people how to do things, tell them what to do and let them surprise you with their results.

General George S. Patton

ISFSI Course Offerings

Course Descriptions and Information

Incident Safety Officer

Incident Safety Officer (ISO) is a new OSFM certification course developed to assist those who are assigned this important and required fireground safety position understand the skills and knowledge required for this assignment. Those attending this course should have responsibility in this area and desire up-to-date training in the many responsibilities of this position. This certification is based on NFPA 1521 Fire Department Safety Officer for Incident Operations.

Prerequisite for OSFM certification as Fire Department Incident Safety Officer are Fire Officer 1, HazMat Operations, and Technical Rescue Awareness certifications and course completion for Tactics & Strategy 2.

Specific topics will include:

- ◆ Roles and Responsibilities of the ISO
- ◆ Monitoring & Classifying Incident Conditions
- ◆ Incident Scene Safety
- ◆ Specific Incident Duties & Responsibilities
 - ◆ Fire Suppression
 - ◆ EMS Operations
 - ◆ HazMat Operations
 - ◆ Technical Rescue Operations
- ◆ ISO Role in Training
- ◆ Accident Review and Investigation
- ◆ In-Class ISO Applications

Health & Safety Officer

Health & Safety Officer (HSO) is a course designed to meet the NFPA 1521 Fire Department Safety Officer objective areas relating to health and safety functions. These skills and knowledge areas will be predominately based on the non-emergency functions relating to occupational health and safety. This course is ideal for those involved in the development and administration of comprehensive health & safety programs.

Specific Topics will include:

- ◆ Risk Management
- ◆ Laws, Codes & Standards
- ◆ Training & Education
- ◆ Accident Prevention, Investigation, Procedures, and Review
- ◆ Records Management and Data Analysis
- ◆ Apparatus & Equipment
- ◆ Facility Inspection
- ◆ Health Maintenance
- ◆ Occupational Safety & Health Committee
- ◆ Infection Control
- ◆ Critical Incident Stress Management
- ◆ Postincident Analysis

Prerequisite for OSFM certification as Fire Department Health & Safety Officer are Fire Officer 1 and course completion of the HSO course.

ISFSI Course Offerings

Course Descriptions and Information

Training Program Manager

Training Program Manager (TPM) is a Illinois certification course aimed at those who wish to understand all areas of management of an emergency service training program. The TPM course focuses attention on conducting agency needs assessment, compliance with specific programs such as SCBA and driver training, live fire training and many other high-risk areas of training programs. Using the department needs assessment as a guide, the TPM will be able to develop a master schedule for training, and analyze existing and proposed programs to insure that all regulatory issues are included in the training program.

Prerequisite for OSFM certification is Instructor 2 and 5 years experience as an instructor.

Specific topics will include:

- ◆ OSFM Firefighter Certification Operations Manual
- ◆ Mandated Training in Illinois
- ◆ Conducting Agency Needs Assessment
- ◆ Live Fire Training
- ◆ Legal Aspects of Training
- ◆ Scheduling Training
- ◆ Training Records and Reports
- ◆ Using JPR's in Your Training Program
- ◆ Many Networking Opportunities and Other Topics

Instructor 3

Instructor 3 is an intensive 5 day certification course exploring curriculum development and instructional design methods. Students in this course are required to develop an entire course based on an agency needs assessment. Course materials designed by the student include objectives, lesson plans, instruction media, application exercises, evaluation instruments and student handout materials. This course meets and exceeds the NFPA 1041 requirements for Instructor 3.

Prerequisite for OSFM certification is Instructor 2 and 3 years experience as an instructor.

Specific topics will include:

- ◆ Program Management and Design
 - ◆ Evaluation and Testing
 - ◆ Job Performance Requirements
 - ◆ Instructional Design Model
 - ◆ Adult Learning in the Fire Service
 - ◆ Preparing Instructional Media
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**Illinois Society of Fire Service Instructors
2010 Course Registration Form
COMPLETE AND MAIL THIS FORM TO:
ISFSI 450 Airport Road, Elgin, IL 60123
Phone: 847-841-7693 Fax: 847-888-2313**

2010 Course Offerings and Registration

| COURSE SELECTION | TUITION | COURSE NUMBER | COURSE NAME | LOCATION | DATES |
|--|-----------|----------------------|--------------|---------------------|------------------------|
| INSTRUCTOR III : Curriculum Development | | | | | |
| | \$300.00 | INST III 10-01 | Instructor 3 | North Palos | December 6-10, 2010 |
| TRAINING PROGRAM MANAGER (TPM) | | | | | |
| | \$300.00 | TPM 10-02 | TPM | Pleasantview FPD | September 20-24, 2010 |
| | \$300.00 | TPM 10-03 | TPM | North Palos FPD | November 15-19, 2010 |
| INCIDENT SAFETY OFFICER | | | | | |
| | \$300.00 | ISO—10 New Lenox | ISO | New Lenox FPD | August 30-Sept 5, 2010 |
| | \$300.00 | ISO—Bristol-Kendall | ISO | Bristol Kendall FPD | Sept. 20-24, 2010 |
| | \$300.00 | ISO – 10: Batavia | ISO | Batavia | November 1-5, 2010 |
| | \$300.00 | ISO – 10: NIPSTA | ISO | Glenview | Nov. 29-Dec. 3, 2010 |
| HEALTH & SAFETY OFFICER | | | | | |
| | | | | | |
| | \$ 300.00 | HSO—10-New Lenox | HSO | New Lenox | Sept 13-17, 2010 |
| | \$ 300.00 | HSO-10-MABAS 24 | HSO | Country Club Hills | Oct 18-22, 2010 |
| | \$300.00 | HSO-10 Downers Grove | HSO | Downers Grove | Nov 29-Dec 3, 2010 |
| | | | | TBA | Dec 2010 |
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|-----------------------|--------------------------------|---------------------------------------|
| Last Name, First Name | Department Affiliation | Department Phone |
| Home Address | City, State, Zip | Department Address City, State, Zip |
| Social Security # | Student Email Address | Department Fax # |
| Purchase Order Number | Training Officer or Chief Name | Authorization to Attend (If Required) |

A purchase order number or payment is required with each registration. Registration confirmation will be sent to member department upon receipt of PO number or payment. No refunds will be given for cancellations within 10 days of the start of the class. Classes require a minimum of 12 students. Any class cancellation will be made 7 calendar days prior to first class date. -
Updated 07-28-2010