

ATOD EDUCATION/ACT 51 TRAINER SELF-ASSESSMENT TOOL

Name of Local Trainer _____

Date _____

Name of Mentor _____

Date of co-training _____

Location of co-training _____

This Self-Assessment Tool is adapted from the Concerns-Based Adoption Model (CBAM) for change in individuals. The model posits that people who experience change, or learning, evolve in both the questions they ask about the change and in their ability to use the change. Use the following scale to rate and measure your growth related to the Alcohol, Tobacco and other Drug Education Act 51 Trainer Competencies. We hope you will use the results to seek out the professional development you need to support your growth in the competencies.

1. Informational	I am taking the initiative to learn about this competency
2. Early Use	I am beginning to use this competency but am not always consistent
3. Routine	I have an established pattern of using this competency
4. Innovation	I seek to improve upon the established use of this competency

Competencies

Self-Rating

Planning and Management	1	2	3	4
<i>Knowledge of:</i> State regulations related to Alcohol, Tobacco and other Drugs (ATOD) Key community and school contacts who serve as resources for training delivery (e.g., ADAP Substance Abuse Prevention Consultants, Department of Liquor Control, School Resource Officer, Student Assistance Counselor, Traffic Safety Officer, Health Educator, New Direction Coalition Coordinator, etc.) Roles of <i>Act 51</i> Trainers and Experts Relationship to CHL and contractual arrangements				
<i>Able to:</i> Manage multiple tasks related to training, be flexible and work collaboratively Recognize areas of training that need the expertise of other resources Adhere to pre-set timeframes and be organized and prepared Use a variety of training methods and approaches Use evaluation data to inform future training design and delivery				
ATOD Curriculum	1	2	3	4
<i>Knowledge of:</i> Act 51 concepts, knowledge and skills, Links HIV prevention and risky behaviors to ATOD concepts How ATOD fits into Comprehensive Health Education Skills and standards based instruction, including performance assessment				

<p><i>Able to:</i> Suggest integration strategies for linking ATOD with health and general curriculum Develop standards-based lessons and units Respond to ATOD curriculum questions promptly and knowledgeably State benefits and value of health education, including ATOD Link content to VT Health Education Standards</p>				
Training	1	2	3	4
<p><i>Knowledge of:</i> Adult and child learning theories Group development and processes Teaching/training methods and strategies that involve and motivate participants Knowledge of resources for substance abuse education</p>				
<p><i>Able to:</i> Create a safe, comfortable and welcoming learning environment Model effective communication including active listening Model a variety of effective adult education teaching/training techniques and strategies including role-playing, brainstorming, visual tools, cooperative learning, and processing of interactive and reflective exercises to address a broad range of learning styles Integrate learners' experiences and skills into professional development content and exercises Pace training for group's developmental needs while keeping to task and timeframe Promote and model appreciation of diversity, tolerance, and cultural sensitivity Practice decision-making, negotiation and conflict resolution when appropriate Provide resources for participants' continued learning and skill development Employ methods of evaluation and implement changes based on feedback and outcomes Use reflection to refine the training</p>				
Prevention, Intervention, Treatment and Recovery	1	2	3	4
<p><i>Knowledge of:</i> Comprehensive prevention, intervention, treatment and recovery systems ▪ Local, state and national resources ▪ Behavior change theories, e.g., motivation interviewing, Concerns-based adoption model, etc. ▪ Coordinated School Health ▪ Developmental Assets ▪ Brain research/chemistry of ATOD</p>				
<p><i>Able to:</i> Review ATOD policy and protocol within a local or district-wide system and provides examples of how to effectively follow policy ▪ Links relevant health and education data into professional development offerings ▪ Demonstrates an intervention: feeling, fact, feeling</p>				
Personal Attributes	1	2	3	4
<p>Exhibit self-awareness including one's behavioral impact on others Utilize positive communication skills including appropriate use of humor, assertiveness, effective listening skills and messages that are non- judgemental Exhibit patience and understanding in a variety of situations and seeks respectful conflict resolution Project clear and appropriate attitudes about substance-abuse prevention, intervention, treatment and recovery</p>				