

Alcohol, Tobacco and Other Drug (ATOD) Trainer Competencies (10-07-05)

Planning and Management

Knowledge:

- 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 *Act 51* Trainers and Experts
- Relationship to CHL and contractual arrangements

Skills:

- Responds to and follows through with CHL requests in a timely fashion including completion and submission of paperwork, records, budget/expenses and evaluation
- Utilizes training outlines developed by the Act 51 Advisory Council
- Conducts a pre-needs assessment of audience, site and setting as part of preparation and tailors Act 51 professional development offerings accordingly
- Manages multiple tasks, is flexible and works collaboratively
- Recognizes areas of training that need the expertise of other resources
- Represents self and CHL in a professional and respectful manner
- Adheres to pre-set timeframes and is organized and prepared
- Brings a variety of tools and supplies
- Uses evaluation data to inform future training design and delivery

ATOD Curriculum

Knowledge:

- Act 51 concepts, knowledge and skills,
- Links HIV prevention to ATOD concepts
- Models and theories including *Principles of Effectiveness*
- How ATOD fits into Comprehensive Health Education and relates to relevant research and policy
- Skills and standards based instruction, including performance assessment
- Prevention, intervention and continuum of care, including state resources

Skills:

- Demonstrates experience teaching health and/or related instruction (preferably direct ATOD education experience) to children and adolescents
- Suggests integration strategies for linking ATOD with health and general curriculum
- Develops standards-based lessons and units
- Responds to ATOD curriculum questions promptly and knowledgeably
- States benefits and value of health education, including ATOD
- Applies current relevant research and policy, e.g., drinking and driving, media literacy, sexual harassment, bullying, violence and suicide, etc.
- Knowledge of evidence based prevention curricula
- Links content to VT Health Education Standards

Training

- Knowledge:**
- 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
 - Technology – as applicable

- Skills:**
- Creates a safe, comfortable and welcoming learning environment
 - Models effective communication including active listening
 - Models 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
 - Integrates learners’ experiences and skills into professional development content and exercises
 - Paces training for group’s developmental needs while keeping to task and timeframe
 - Promotes and models appreciation of diversity, tolerance, and cultural sensitivity
 - Practices decision-making, negotiation and conflict resolution when appropriate
 - Provides resources for participants’ continued learning and skill development
 - Employs methods of evaluation and implements changes based on feedback and outcomes
 - Uses reflection to refine the training

Prevention, Intervention, Treatment and Recovery

- Knowledge:**
- 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

- Skills:**
- Reviews 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

Personal Attributes

- Exhibits self-awareness including one's behavioral impact on others
- Utilizes positive communication skills including appropriate use of humor, assertiveness, effective listening skills and messages that are non-judgemental
- Exhibits patience and understanding in a variety of situations and seeks respectful conflict resolution
- Projects clear and appropriate attitudes about substance-abuse prevention, intervention, treatment and recovery