

September 2019

The Network of Consumer Hearing  
Assistive Technology Trainers:  
**Train-the-Trainers Guide**

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Rehabilitation Engineering Research Center  
on Improving the Accessibility, Usability, and  
Performance of Technology for Individuals  
Who Are Deaf or Hard of Hearing

*at home*



*in the community*



*at work*



# The Network of Consumer Hearing Assistive Technology Trainers: **Train-the-Trainers Guide**

Rehabilitation Engineering Research Center  
on Improving the Accessibility, Usability, and  
Performance of Technology for Individuals  
Who Are Deaf or Hard of Hearing

**September 2019**

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## Acknowledgments

The Network of Consumer Hearing Assistive Technology Trainers (N-CHATT) program represents a collaboration among the Gallaudet University Rehabilitation Engineering Research Center (RERC), the Hearing Loss Association of America (HLAA), and the American Institutes for Research (AIR). We would like to thank our funders, the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), under the Administration for Community Living at the U.S. Department of Health and Human Services for supporting this project from 2014 to 2019.

## Project Partners

### Gallaudet University Rehabilitation Engineering Research Center (RERC)

The Rehabilitation Engineering Research Center (RERC) at Gallaudet University conducts advanced engineering and technical research programs that apply technology, scientific achievement, and psychological and social knowledge to solve rehabilitation problems and remove environmental barriers. The mission of the Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing (DHH-RERC) is to provide consumers who are hard of hearing or deaf, and their families and providers, with the knowledge and tools to take control of communication and hearing technologies, adapt those technologies to real-world environments, and achieve greater autonomy and satisfaction in the use of technology.

### Hearing Loss Association of America (HLAA)

The Hearing Loss Association of America (HLAA) is the nation's leading organization representing consumers with hearing loss. The mission of HLAA is to open the world of communication to people with hearing loss by providing information, education, support, and advocacy. HLAA aims to educate those with hearing loss about resources and tools to improve their daily communications and methods to advocate for themselves. The organization also informs others about the special needs of people who have hearing loss to promote awareness and understanding across communities.

### American Institutes for Research (AIR)

The American Institutes for Research (AIR) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally in the areas of health, education, and workforce productivity. As one of the world's largest behavioral and social science research and evaluation organizations, AIR uses the best science available to bring the most effective ideas and approaches to enhancing everyday life.



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## Purpose of This Guide

This guide describes a training framework to prepare volunteers who use hearing assistive technology (HAT) to train and support their peers in the use of HAT. This program, referred to as the Network of Consumer Hearing Assistive Technology Trainers (N-CHATT), is a train-the-trainer model that organizations serving people with disabilities can adapt and use to increase autonomy through the use of assistive technology. We delivered the N-CHATT program through a blended learning approach, using intensive online coursework and a face-to-face training session. We developed the framework for the N-CHATT program, along with its guiding principles and key program components, under the auspices of the Deaf or Hard of Hearing Technology RERC for people with hearing loss who use HAT. You can adapt the program to serve the same population or apply it to other consumer groups who would benefit from different assistive technology. It's important to keep in mind that the comprehensive program described in this guide was effective as a 12-month program staffed by three organizations, but we expect that you can change it in both scale and scope to meet the needs of programs with differing resources, staffing structures, and timelines.

## Structure of the Guide

The guide begins with an overview of the N-CHATT program. Next, we describe the guiding principles for the program's development and the various program components. We provide explanations and examples to show how we implemented each component.

**We refer to documents found in the appendices throughout the guide.**

***Included are the following resources:***

- program recruitment flyer and promotion letter (*Appendix A*)
- volunteer application questions (*Appendix B*)
- sample rubric that we used to score the applications (*Appendix C*)
- volunteer agreement called the Consumer Cooperative Agreement Form (*Appendix D*)
- self-assessment for trainers to identify their comfort levels and abilities to conduct training (*Appendix E*)
- year-long schedule and outlines of online module content (*Appendix F*)
- guidance document called the Training Plan Template to help trainers design their community trainings (*Appendix G*)
- self-evaluation form used in the face-to-face training to gauge how participants think their own presentations went (*Appendix H*)
- form to provide feedback to other trainers in the face-to-face session (*Appendix I*)
- various evaluation questions and forms to collect feedback from the consumer trainers on how the online and in-person training could be improved, and from the consumers about how the community trainings could be improved (*Appendix J*)

# I. OVERVIEW OF N-CHATT PROGRAM

## Background

The Hearing Loss Association of America (HLAA), in partnership with Gallaudet University and the American Institutes for Research (AIR), developed a consumer train-the-trainer program that was administered from 2014 to 2019, serving four training cohorts. We designed the N-CHATT program to develop a national network of consumer trainers with the knowledge and skills to train others affected by hearing loss about the integration of hearing assistive technology (HAT) to support individual hearing and communication needs at home, work, school, and in the community. In the context of this training program, “consumers” are those who use HAT or could benefit from using hearing assistive technology in their daily lives; this applies to both the trainers themselves and the community members who attend their trainings.

## Why Train Consumers to Train Other Consumers?

- They can be **professional collaborators** with the consumers in the community and diffuse knowledge and skills among themselves.
- They can **serve as models** of consumer control and confidence.
- They have at their disposal **life experiences** to draw on for understanding personal, social, and workplace needs expressed by their trainees.
- They can **provide examples** of lessons learned and problem-solving approaches.

**HAT:**  
Hearing Assistive  
Technology

## Roles of the N-CHATT Trainers

### INFORM

- **Introduce** consumers with hearing loss and relevant stakeholders to the wide variety of hearing assistive technology and communication strategies
- **Help** consumers develop an increased understanding of law and public policy related to hearing loss at work, school and the community
- **Share** with consumers strategies for advocacy to help ensure their civil rights



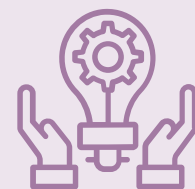
### TRAIN

- **Conduct** community training events
- **Train** consumers to evaluate their own listening needs at home, work, school, and the community
- **Train** consumers how to successfully adapt the use of their hearing technologies to various communication events
- **Train** consumers how to use appropriate communication strategies to maximize communication success



### SUPPORT

- **Help** consumers develop systematic problem-solving skills to address challenges using technology
- **Provide** informational support about hearing assistive technology to an individual's family, friends, and places where they use hearing assistive technology
- **Provide** resources and support to consumers beyond community events



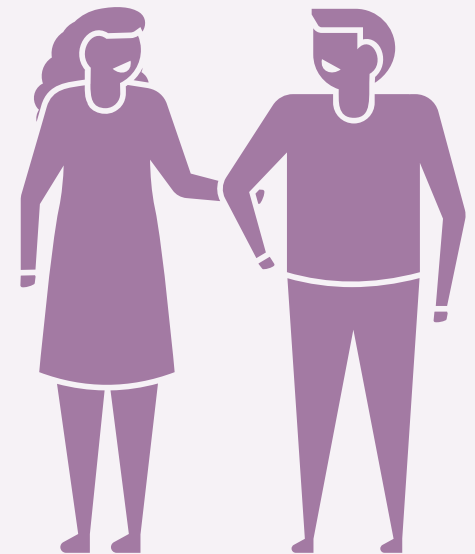
## I. OVERVIEW OF N-CHATT PROGRAM

The N-CHATT program revamped an existing hearing assistive technology training that HLAA offered, which was a three-day weekend of in-person training for consumer volunteers. The purpose of N-CHATT was to increase the intensity, duration, and interactivity of the participant experience while equipping them to design and deliver training based on adult learning principles and best training practices. By including additional hours, over a one-year period, in a blended format supporting online and in-person participant collaboration with each other and with staff, N-CHATT aimed to provide additional learning opportunities and support to participants.

### N-CHATT Training Goals

By the end of the training, trainers will be able to:

- **consider** adult learning principles when providing training to other adult consumers of hearing assistive technology
- **discuss** the general principles of HAT
- **apply** problem-solving techniques to address hearing loss technology needs
- **search** for and select new or emerging HAT
- **recognize** various aspects of disability law and the importance of advocacy
- **identify** practices for cultural and linguistic inclusion of consumers in community training
- **plan** community training for consumers to successfully integrate HAT into their lives
- **self-evaluate and integrate** consumer feedback into training practices for continuous improvement



### The N-CHATT Experience

The immersive structure of the program provided participants with a solid content foundation, extensive exposure to adult learning and training development and implementation, hands-on experimentation with hearing assistive technology, and opportunities to build a strong network with other trainers.

Participants engaged in self-assessment at the start of the program to establish benchmarks for improving their skills and at the end to measure their progress. During eight two-week online modules, participants received information through journal articles, videos, conducting research, webinars, and explanations from staff. They integrated this information with what they knew before the program by researching products, investigating resources in their communities, implementing assessment processes, and con-

ducting minitrainings. In the final phases of the training, they developed training plans and presentations for use in their community trainings. And, at the culmination of the training, participants practiced their presentations with each other to prepare them to go out in the community. Through program funding and donations, the program provided HAT equipment for the volunteers to use during their community trainings.

Because of the multiyear program timeline, we regularly evaluated and continually improved the training components. We spent the first year of the program designing and developing the training. The first year of training implementation was a pilot so that we could refine the training design before rolling it out for the subsequent three years.



# I. OVERVIEW OF N-CHATT PROGRAM

## Recruitment and Selection of Volunteer Trainers

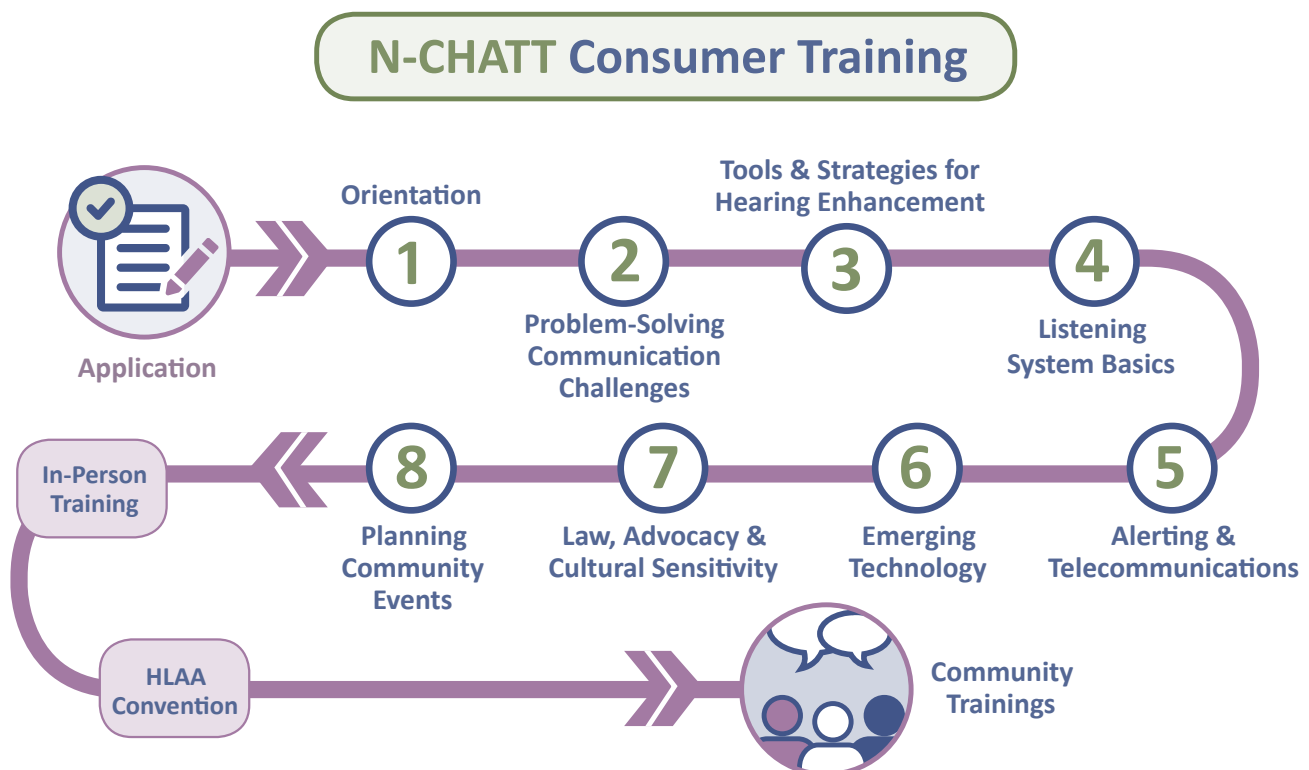
From 2015 to 2019, we recruited (nationally) four cohorts of volunteer consumers to provide services in communities throughout the country. HLAA conducted promotion to potential trainers through their e-News and dedicated e-mails in addition to their website, Facebook and Twitter accounts, and recruitment fliers (Appendix A) at their national conventions. They garnered 372 applications over four years. The application process was rigorous, requiring applicants to provide extensive descriptions of their:

- (a) interest to participate as a volunteer
- (b) interest in pursuing knowledge about and use of HAT
- (c) training experience
- (d) community contacts or ability to secure locations to offer training

Two non-HLAA program staff reviewed each application (Appendix B), using a comprehensive rubric (Appendix C). The reviewers sent final recommendations

to HLAA to obtain consensus on the selection of individuals to be invited and those to be wait-listed. A total of 53 applicants were selected over the four years. All selected applicants were required to commit to all portions of the training during their program year—online and in-person coursework, three webinars, a three-day face-to-face training, attendance at the HLAA annual national convention, and conducting three trainings (see Figure 1). The online and in-person training, staff support, and materials were provided to participants for free. However, they were required to cover their travel and related expenses for the face-to-face training and the convention. The desired skills, obligations, and expectations for participation were explicitly stated in the online application. Sign-off by applicants on each was a prerequisite for their application to be considered. In addition, each selected applicant received a letter of acceptance and a Consumer Cooperative Agreement restating the financial obligations, activity requirements, and expectations for participation (Appendix D). These efforts were intended to ensure that applicants would make their

Figure 1 N-CHATT participants' journey from point of entry through completing the program



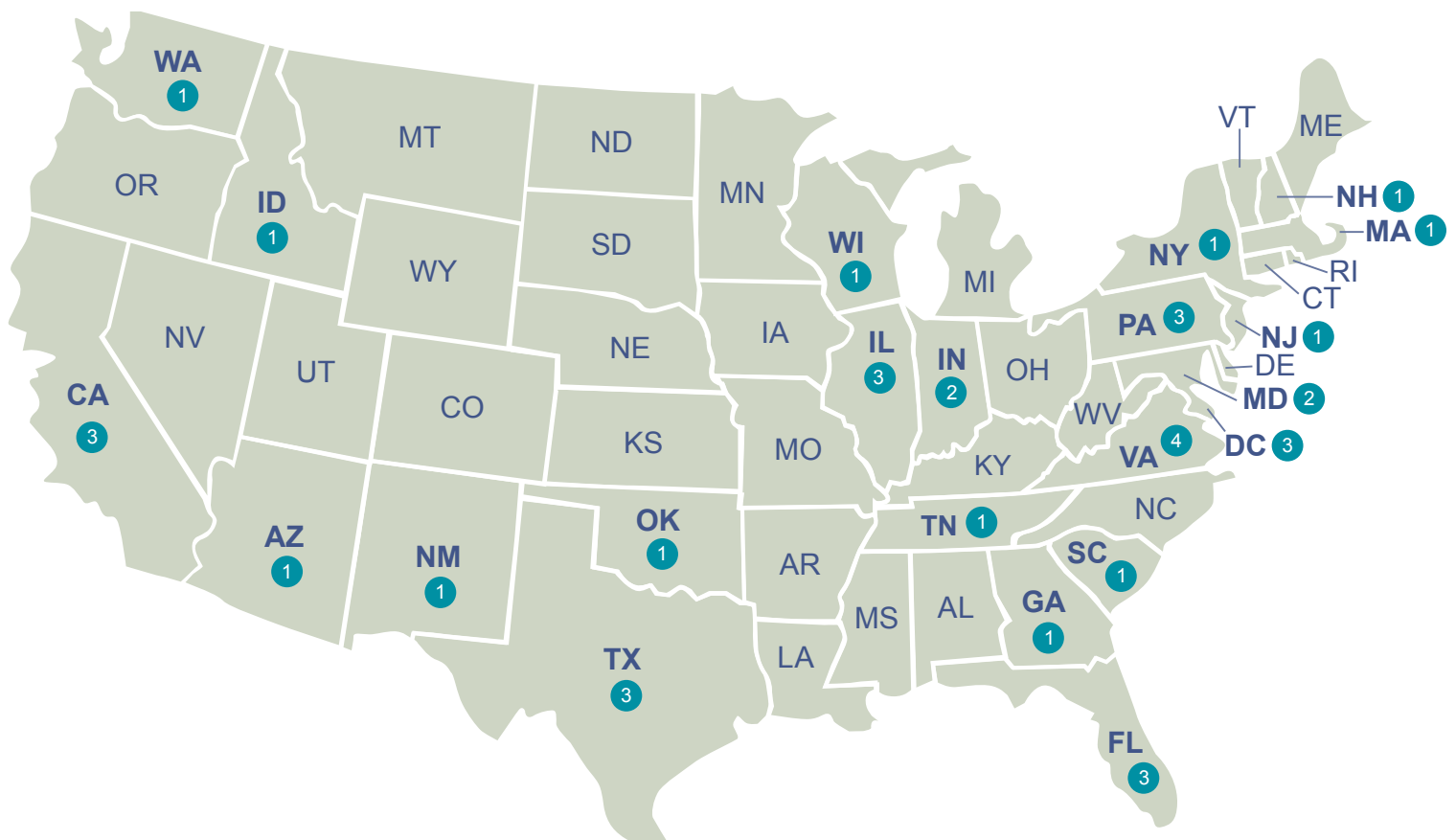
## I. OVERVIEW OF N-CHATT PROGRAM

decision to join the program with full understanding of the commitment. Only those who agreed to comply with all the requirements became N-CHATT trainers. Over the years, we learned to reiterate this message multiple times so that the trainers knew before investing their time and energy that they were also required to invest money toward their participation. Given the rigor of the training program, attrition occurred every year; over the four years, 14 people withdrew before completing the training components primarily because of health issues and work

schedule conflicts, producing a total of 39 graduates (see Figure 2). Some attrition is to be expected given that this is a volunteer position with an intense commitment level.

The volunteers who were accepted were primarily consumers of hearing assistive technology. They were trained to work with their peers as collaborators to diffuse knowledge about HAT that can be used in conjunction with hearing aids and/or cochlear implants or independently.

**Figure 2** Distribution of N-CHATT Graduates by State



## I. OVERVIEW OF N-CHATT PROGRAM

### Staffing and Level of Effort

As noted earlier, a partnership of three organizations developed N-CHATT, with several staff from each involved in recruitment and selection of participants, design, delivery, and management of the program. The N-CHATT team included a program manager, subject matter experts in hearing loss and hearing assistive technology, curriculum development specialists, and training facilitators.

**Recruitment:** The training design included a rigorous recruitment and selection process, with review of 62 to 122 applications per year by N-CHATT staff. Accepted applicants received extensive communication to prepare them for the year ahead, including the Consumer Cooperative Agreement Form and a program schedule.

**Instructional Design and Facilitation:** Curriculum development specialists and subject matter experts developed all the content and activities for the online course, webinars, in-person training, and HLAA convention session; built the online course using the Blackboard CourseSites platform; facilitated online and in-person training; updated training materials; monitored progress in training activities; and provided follow-up coaching and support through the online course, e-mails, debrief phone calls, and communications through Basecamp over 12 months for each cohort. Some trainers continued to offer community training sessions after their one-year commitment and were able to borrow HAT devices from HLAA, check in with staff, and continue interactions with other cohorts.

**Program Management:** The staff met biweekly during the intensive training months and less frequently while the trainers were out in the community conducting their trainings. The regular planning, check-ins, and evaluation allowed the staff to adjust and continuously improve materials over the course of each year. In addition, the staff secured donated equipment and arranged industry demonstrations at the HLAA convention and engaged volunteers to contribute during webinars and the in-person training.

This extensive staffing structure was feasible because of the grant. However, the main functions that you should consider are planning, content and curriculum development, program coordination, facilitation of training, and technical support and coaching for participants.

### Evaluation

While developing this blended training, we found little research base on the effectiveness of train-the-trainer models, particularly in applying this model to a population of people with a disability. As a result, we treated the first year of the program as a pilot, and subsequent years included extensive formative and summative evaluation. Along with staff observation, we used surveys to collect participant feedback about the online modules (Appendix J-1), and in-person training (Appendix J-2) which richly informed modifications to the program for each cohort. In addition, we collected data through evaluations disseminated at the community trainings (Appendix J-3), which provided insight into how prepared trainers were to go out in their communities and share their knowledge.

#### IMPACT:

Although the training cohorts were kept small each year (*no more than 16 people were accepted*), the program had a wide reach. Thirty-nine (39) volunteers completed the N-CHATT training and conducted 94 trainings to 1,506 community members in 22 states.



## II. PRINCIPLES OF N-CHATT PROGRAM

The principles of the N-CHATT program are rooted in the belief that those who use hearing assistive technology for their daily living are best suited to share information about what is available, how to use the technology, and the impact it can have on quality of life. Because they are consumers themselves, the trainers reach out to community members as equals, each increasing their confidence in learning about and trying new things. Using a blended learning model, with some portions of the training delivered online and other portions delivered face-to-face, allowed for intensive hours of exposure to the material over an extended period of time. During both the online interactions and in-person activities, trainers developed strong bonds and saw each other as collaborators. We also felt that it was important to use adult education teaching and training methods to build on the knowledge and valuable life experience participants already had to inform their skills development.

### PRINCIPLE 1: Diffusion of Innovations

**HAT use will proliferate within a social system when experienced insiders introduce it.**

The N-CHATT model applies a diffusion of innovations approach in which one segment within a group teaches another, and the knowledge spreads throughout the social system. Volunteers who are knowledgeable adopters of hearing assistive technology are educating others and promoting the value of HAT, thereby encouraging those who might be less comfortable with technology to change their behaviors and improve their hearing and communication in daily life. Ideally, those who attend the consumer training sessions will be inspired to learn how to use devices and how to find information and resources and, in turn, can share that HAT knowledge with others and expand the reach of the original volunteers.



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**A smile on the face of a person with a hearing loss after I do an N-CHATT presentation says a thousand words. The smile, hug and tears of joy tell me the HAT information is going to change their quality of life. Our interactions with other individuals with hearing loss and the community can and does make a difference. – Kay Tyberg**

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## II. PRINCIPLES OF N-CHAT PROGRAM

### PRINCIPLE ② : Peers Training Peers

**Peers who share common hearing loss and communication challenges can influence others within their social system to adopt HAT.**

N-CHAT was designed to train volunteers who are hard of hearing to work in their own communities to help others with hearing and communication challenges. This structure of peers training peers has been used most often in health settings. Typically, volunteers from within the target groups, such as smokers or those with HIV, diabetes, or mental health issues, have been trained to help others change their behavior and access resources. A key tenet of the N-CHAT program design is that the consumer volunteers can relate to their community consumers with personal understanding of family, social, and workplace needs. This removes the power dynamic that can exist between professionals and consumers. The rationale for this design is that volunteers with similar needs, challenges, and goals can serve as role models for others. When working together, the volunteers and their peers gain confidence and reduce any stigma they may feel from their condition—the volunteers in knowing they are helping someone with challenges they have faced themselves, and the peers in knowing they can change and improve their situation, just as their counterparts have. The volunteers are trained to help others problem-solve and become comfortable with new information, resources, and technology rather than to serve as experts—they are within the same community of people, and while each has different understandings and experiences surrounding the same topic, they all can learn from each other.

### PRINCIPLE ③ : Value of Blended Learning

**Delivering asynchronous and synchronous instruction through online, virtual, and in-person modes will allow for intensive training on HAT. Through rigorous study of concepts and applied practice, volunteers will integrate knowledge and adopt new training methods.**

The N-CHAT blended learning approach included asynchronous distance learning through the online course, synchronous distance learning through webinars, and synchronous learning through the face-to-face session. The benefits of this training design were that people from all over the country could be trained because they worked independently and remotely for most of the program. The online coursework afforded the flexibility to complete assignments based on participant availability, but the activities also required interaction, sharing information, giving feedback, and getting feedback from fellow trainers and staff, which enriches the trainer experience. The in-person training provided total immersion in theory and application. Participation at the face-to-face training provided opportunities to strengthen connections with the other trainers, hands-on practice with equipment and resources, practice explaining information and presenting to a group, and immediate feedback from peers and staff.

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**The blended learning model made it much more fun and interesting, and it gave us the opportunity to learn on our schedule and the invaluable opportunity to engage face-to-face!**

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– Beverly Zwhelan

## II. PRINCIPLES OF N-CHATT PROGRAM

Another key outcome of the training program was for the volunteer trainers within each cohort to develop a support network with each other that would sustain their work as they finished their year commitment and beyond. The volunteers achieved this through the discussions in the online course, group-building activities during the face-to-face training, and use of an online communal workspace platform called Basecamp, which all trainers have access to upon completion of their program requirements. This platform is one of many, and the purpose of using a management tool like this is to provide a private, informal space for participants to connect. Through this online portal, participants share information and links to resources; upload work such as their training plans, PowerPoint presentations, or recruitment flyers; and support each other through presentation jitters, explanations about unfamiliar devices, or personal hearing loss issues.

### Face-to-Face Training Goals

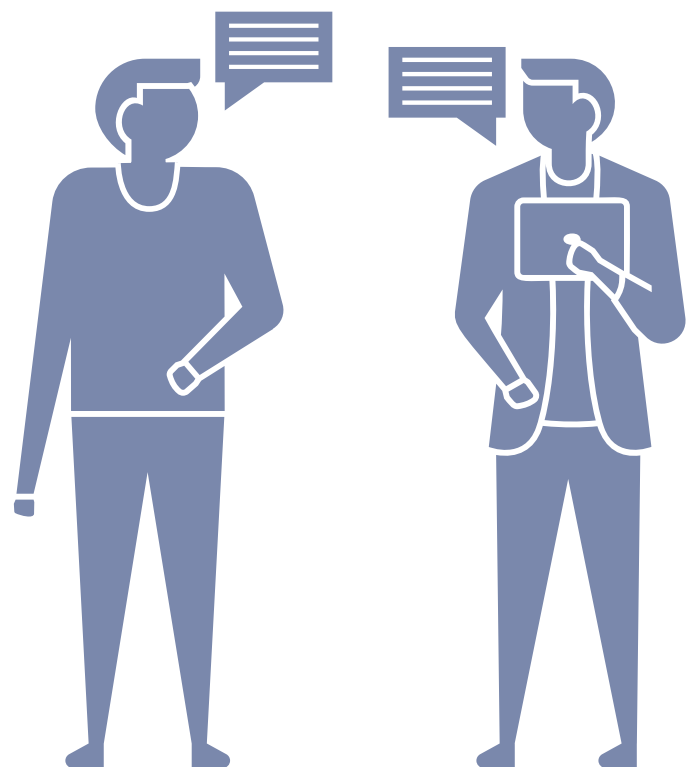
- **Assess** your growth in understanding of training techniques.
- **Demonstrate** problem-solving techniques using hearing assistive technology.
- **Demonstrate** and evaluate your training techniques for continuous improvement.
- **Identify** HAT devices for consumer training.
- **Establish** ongoing communication and resources to support your network of consumer trainers.

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I found it helpful that the training modeled for us what we were supposed to do in our trainings. So, we are encouraged to do interactive, hands-on activities in our trainings in the community, and that was how we participated in the training ourselves when we were all together. This is an extremely effective design element to expedite transfer of learning in the community.

– Judy Alden

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## II. PRINCIPLES OF N-CHATT PROGRAM

### PRINCIPLE 4 : Adult Education

**N-CHATT volunteers need to learn relevant information and gain practical skills related to HAT to supplement their knowledge base. Using adult education principles will facilitate their learning and will model best practices to incorporate into their own training sessions.**

Adult learners want practical, goal-oriented, and problem-centered learning opportunities. Another key feature of adult education is that it capitalizes on the learners' prior knowledge and experience as well as their abilities to self-direct learning. These adult education principles framed the design and delivery of this program. The trainers wanted to acquire knowledge and skills that could be directly applied within their training sessions out in the community, so we designed the activities to provide content and best practices for application in their training sessions. For example, one assignment asked participants to develop and deliver a five-minute tutorial to someone in their life on a personal skill or topic of interest, such as how to light a fire or how to poach an egg. The purpose was to apply the instructional principles to this short session and assess what was effective and what they would change moving forward in designing and delivering their community trainings. Another exercise asked participants to select and research an assistive listening device and share their findings with the other trainers. This allowed each person to investigate one product of their choice but also provided the opportunity for the group to create content that could be shared with each other. During other activities, we presented participants with different scenarios and questions that they may face while training in the community. Using the readings and videos from the course and their previous knowledge and experiences, they formulated approaches and responses for how to handle the different training situations. Each activity developed skills, increased knowledge, and had a direct application to the trainings that participants would be designing and delivering to their communities.



### III. N-CHATT PROGRAM COMPONENTS

We designed the training program to provide opportunities for knowledge integration and experiential learning. The new information complemented what the trainers knew, and the activities involved “doing” rather than passively receiving material. We asked them to reflect on their work and experiences within the N-CHATT training to prepare them to become consumer trainers. The activities in both the online modules and the in-person training promoted problem solving, engagement with fellow trainees and staff, skills practice, and continuous personal development. The key components of the model are: Content Learning, Applied Practice, Meta-cognitive Learning, and Continuous Improvement (see Figure 3).

#### Component 1 Content Learning

##### Informational Presentations

Throughout the training program, participants actively engaged in reading, listening, and viewing activities that conveyed information about hearing assistive technology to increase their understanding. These informational presentations were also intended to inspire their thinking about how they might present HAT in their community training. Presentation types included augmented slide shows, stories, case studies, articles, videos, and website tours. Where usage rights allowed, we encouraged participants to repurpose the informational presentations for their community training.

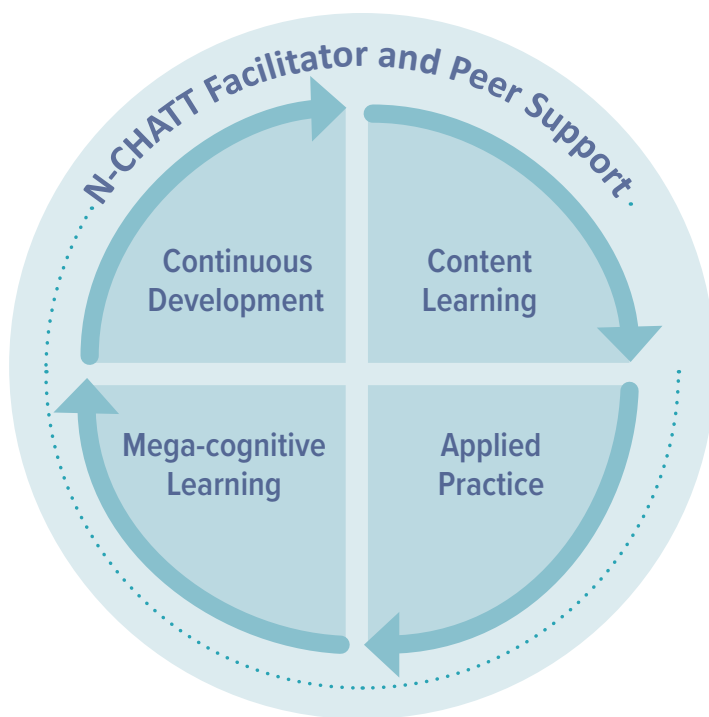
##### Guided Exploration of HAT

In small groups at the face-to-face training, facilitators explained the functionality and demonstrated the use of various hearing assistive technology devices so participants could gain facility and increase their comfort level in using them. Participants received additional training and practice during sessions at the HLAA national convention. Harris Communications, Inc., a distributor of HAT equipment, provided training on how to use items donated by manufacturers to the N-CHATT program. The Harris representative met with small groups of N-CHATT trainers, and these participants had the opportunity to test alerting devices and telecommunications and listening systems equipment.

##### Conducting Research

The volunteer trainers were tasked with helping others become independent consumers of technology. So, during the training program, they learned how to seek out information and critically examine the features and merits of various HAT devices. For one

Figure 3 N-CHATT Program Components



activity, participants completed a usability questionnaire to assess the qualities of telecommunications websites. During another activity, they researched assistive listening devices and noted features and the capacity of the equipment to meet hearing needs using a set of product review questions. They were also asked to research captioning and Communication Access Real-Time Translation (CART) services in their geographic area so that they would know what is available and the right questions to ask when engaging those services. In addition, they researched regional public and nonprofit organizations and services to compile a resource guide to share with consumers who attend their trainings. Each of these activities included guidance on the process so that participants could conduct their research and teach others how to do the same.



### III. N-CHATT PROGRAM COMPONENTS

#### Component 2 Applied Practice

##### Problem Solving and Simulation

The two major competencies developed through the training program were (1) planning and delivering training and (2) troubleshooting hearing challenges with HAT. With application activities, volunteer trainers demonstrated their ability to transform their prior experience and new information to the skills necessary to effectively inform and influence how consumers engage with hearing assistive technology. The N-CHATT team designed application activities—specifically problem-solving and simulation activities—that allowed opportunities for trainees to put knowledge into action with the benefit of feedback from the program facilitators and the other volunteer trainers.

Scaffolded application activities were embedded early and throughout the training program to allow time for adequate practice leading up to the major demonstration activity, which was to prepare a training plan for a community event and deliver a segment of training for feedback. From the start of the online modules, participants were given a training plan template and asked to think about adult learning principles and content they would incorporate into the design and delivery of their future training sessions. This frame of reference was repeated throughout the training. During one activity, participants viewed videos of professionals presenting on a variety of hearing loss and communications topics. They were given a rubric to evaluate various training elements, such as the organization and flow of the presentation, the materials that were used to explain the content, the training techniques that were used, and the level of engagement

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**During the online course and at the in-person training, we did some problem-solving scenarios to think through how we would answer certain types of questions or deal with different situations that might come up during our community trainings. I've since used ideas and approaches that came from those discussions several times.**

— Mary Jarrett

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**It would have been easy for this module to give us the information on current and emerging technology, BUT then we would not have learned how or where to find it ourselves, or how to explore how it works and who would benefit the most from it. This went beyond just reading reviews to exploring the devices and apps and locating websites, instructions, and reviews to match the needs with the device.**

— Emil Quast

---

of the audience. Analyzing “training in action” made them more cognizant of training elements they should keep in mind as they plan and deliver their trainings.

During the face-to-face training, participants had two opportunities to deliver training they had designed in advance. One was a mini-session based on the training plan they had worked on throughout the course. The other was an equipment demonstration. During the first three iterations of the face-to-face training, the equipment demonstration was done as an on-the-spot, group activity. However, because of feedback from participants indicating that they did not get enough practice, we decided to change the activity. We assigned and shipped to each member of the fourth



### III. N-CHATT PROGRAM COMPONENTS

group one piece of equipment with which to prepare a full demonstration to be delivered when they came to the in-person session. The value of this exercise was that they had more time to explore the features of the devices, they learned more details about them, and they got individual hands-on experience conducting a product demonstration before presenting it to the group.

#### Supplemental Resources

The program provided outreach documents for volunteers to use when approaching venues to hold their training sessions, such as a two-page description of the program, and business cards upon completing the 12-month training commitment.

---

**Although I thought I understood a lot about HAT, my fellow volunteer trainers had many valuable insights into how they and others used technology in ways that I hadn't imagined. Our discussions offered me new perspectives on what equipment works best in a variety of situations, and how to engage people at my workshops to take advantage of HAT to improve their lives.**

– Liz Lesan

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In addition to receiving resources created by the program, participants shared materials they created with each other. One participant developed an interest/needs assessment, and another produced a training preparation checklist.

By the end of the training, each participant develops a training plan and presentation so that they have a complete training to deliver immediately upon completion of their training, and they can get ideas and other plans and presentations from their fellow trainers.

#### Component 3 Metacognitive Learning

Metacognition is the act of thinking about one's own thinking and learning to enhance understanding and performance. Developing this awareness helped trainers determine if the learning process was effective for them. They could identify if they were acquiring knowledge and skills, and consider what they could do differently, or what help they might need, to improve the learning experience. We included self-assessments and reflection activities so participants would not just "do" but also think about what they were doing. By applying the program content to themselves, and gauging what activities and methods were effective learning experiences for them individually, they were able to integrate the information about communication, hearing assistive technology, and training principles more deeply into their knowledge base. We asked them to share their thoughts and feelings to enhance the learning process.

#### Self-Assessment

By measuring their current training skills, participants could establish goals for improvement. At the start of the online training, they filled out a form rating how comfortable, experienced, and knowledgeable they felt within several categories (Appendix E). For example, they responded about adult education; training; designing training; making presentations; using devices for listening, alerting, and telecommunications; conducting self-assessments; and using feedback from others to improve their skills. On the final day of the in-person training, participants answered the same set of questions to check their progress over the six months of work they had completed. During the online module also, we asked them to think through their

### III. N-CHATT PROGRAM COMPONENTS

own hearing situations to give them a frame from which to build their community trainings, thereby helping others identify situations in which HAT could improve their communication abilities.

#### Reflection

We asked participants to think about how what they were learning applied to their own lives and others' and to identify what they needed to understand better to prepare to train people with hearing loss. We asked them to reflect on their work in the online course, their practice trainings, and their community trainings. After each session they conducted, the trainers responded to questions about their training experiences. Then the program coordinator conducted debriefing phone calls with them to find out how they applied the training theories and content to the design and delivery of their training. These various reflection opportunities allowed them to use higher order thinking skills such as application, analysis, evaluation, and creativity to build their knowledge and direct their own learning.

#### Component 4 Continuous Development

Central elements of the N-CHATT model are for volunteers to gain knowledge, improve training techniques, become informed consumers, and gain confidence in their abilities to seek and share hearing assistive technology information. The design promoted active learning in which participants think through their current understanding to incorporate new information and identify areas for growth. Throughout the training experience, participants assessed their knowledge and skills using various tools. They gauged their training abilities and comfort levels using a pretest at the start of the training program and revisited the questions at the end of the training (Appendix E). When they conducted their practice demonstrations and presentations at the face-to-face training session, we asked them to evaluate what they did well, how they could improve the content and delivery of their sessions, and what resources they would need to accomplish those changes (Appendix H) and we asked the participants to provide feedback to one another about their practice presentations, which they then incorporated when they revised their trainings (Appendix I)

---

**When I thought about the activities that helped me learn the material best, like the videos and the problem scenarios, it gave me ideas for things to do in my community trainings.**

– Phineas Washer

---

#### Component 5 N-CHATT Facilitator and Peer Support

##### Facilitators and Content Experts

As noted, several organizations developed and executed this program, so a program leadership team met regularly to manage and evaluate implementation. However, the main roles and functions an organization should consider when planning and staffing such a model are subject matter experts to contribute content and facilitate online and in-person sessions, someone with curriculum development skills to ensure content sequencing and develop engaging activities, and a coordinator to oversee program delivery and manage and support participants. Therefore, organizations can decide how many staff or volunteers they can devote to performing these roles; and in some cases, individuals may serve in multiple roles. Subject matter experts on hearing loss, HAT, adult learning, and training provided facilitation throughout the online modules and the in-person training session. In this capacity, both online and in person, they responded to participant questions and comments, provided feedback on their assignments, and shared relevant content and resources.

Webinars were held three times during each program year—at kickoff, midway, and at the conclusion of the online training activities. These sessions gave staff an opportunity to address questions about both completed and upcoming activities, to inform participants about upcoming events and deadlines, and to introduce or reinforce content.

A staff member from one of the partnering organizations served as the program coordinator. The coordinator communicated directly with all participants during the application and acceptance process

### III. N-CHATT PROGRAM COMPONENTS

and continued to provide information and logistical support as the volunteers progressed through the training. The coordinator monitored participation and held volunteers accountable for completing their work, e-mailing and calling them about outstanding assignments. Once participants completed the on-line and in-person components of the training, the coordinator mailed equipment from an HLAA equipment library to them for use in their consumer training demonstrations. After the trainers delivered each training, the coordinator provided coaching support through one-to-one phone and e-mail consultations. During those communications, the program coordinator fielded content and delivery questions and shared them with the subject matter experts, connected trainers in the same locale so they might co-present, and helped the trainers think through where they should hold their trainings.

Note: Although the coordinator provided suggestions to trainers and helped them think through the needs in their communities, the volunteers independently investigated locales and coordinated all details of their trainings. The volunteers negotiated the equipment needs, room setup, hearing accommodations, and recruitment with the site hosts.

#### LEARNING COMMUNITY

**A Community of Practice (CoP) is a set of relationships and ongoing interactions among a group of individuals with common interests. The value is that the group establishes a cooperative learning environment, setting its own norms and sharing leadership.**

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**We've had similar experiences with hearing loss, and we all want to find ways to communicate better and share what we know with others who are struggling. I am so energized by all of these like-minded, enthusiastic people!**

*– Shelley Gladden*

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A foundational construct of this training was for trainers to learn from each other and build a support network. A principle of the model is that each volunteer trainer brings a wealth of expertise to the learning process, so they will be both teaching and gaining knowledge through their participation. Therefore, trainers had numerous opportunities to share their thoughts, ideas, experiences, knowledge, and resources with each other. While doing the online modules, participants responded to discussion questions and posted their own questions and responses in a general discussion board. In advance of the face-to-face training, participants prepared a sample presentation and hearing assistive technology device demonstration. During the training, participants were given rubrics and question prompts so they could give feedback to each other about the content and delivery of their practice training presentations. Finally, after completing the online and in-person components of the training, participants were invited to use a private online communal workspace dedicated to further share resources about HAT and hearing loss, training plans, and to offer guidance and moral support. This workspace has been a valuable tool to bond the group and expand their knowledge beyond what they learned in the formal online and in-person training components. All these activities encouraged sharing and building trust and camaraderie.

# IV. THE READINESS TO IMPLEMENT N-CHATT PROGRAM CHECKLISTS

These checklists are designed to help programs determine their readiness to develop and implement a high-quality training of trainers based on the N-CHATT model. Use these planning tools to consider the staffing and program components and tasks that would be most effective and relevant within your context. Some aspects in a checklist may not be applicable (N/A) to your needs and implementation, and other aspects may require some further comments. Space has been provided in the checklist for these possibilities.

## Staffing

Staff Skills and Expertise Needed	Staff Identified			Comments
	Yes	No	N/A	
<b>Program coordination expertise</b>				
<ul style="list-style-type: none"> <li>Ability to oversee all aspects of the program to ensure quality and successful implementation of the training of trainers and the consumer trainings in the community</li> </ul>				
<ul style="list-style-type: none"> <li>Ability to manage the design process and delivery of the training program</li> </ul>				
<ul style="list-style-type: none"> <li>Ability to train staff and volunteers as needed to implement the program</li> </ul>				
<ul style="list-style-type: none"> <li>Ability to manage training logistics online and in-person</li> </ul>				
<b>Curriculum development expertise</b>				
<ul style="list-style-type: none"> <li>Content expertise on disability and assistive technology</li> </ul>				
<ul style="list-style-type: none"> <li>Expertise on how to update or design e-learning</li> </ul>				
<ul style="list-style-type: none"> <li>Expertise on how to update or design in-person training</li> </ul>				
<b>Facilitation expertise</b>				
<ul style="list-style-type: none"> <li>Ability to create an engaging learning environment, guide participants through activities, support communication and collaboration between participants, and provide content knowledge</li> </ul>				
<ul style="list-style-type: none"> <li>Ability to deliver in-person training by facilitating activities and providing content knowledge to participants</li> </ul>				
<ul style="list-style-type: none"> <li>Ability to support accessibility via CART (real-time transcription), Assistive Listening Systems (ALS), interpreters, or provide other accommodations as needed</li> </ul>				



## IV. THE READINESS TO IMPLEMENT N-CHATT PROGRAM CHECKLISTS

### Program Components/Tasks

Training Program Components/Tasks	Ready to Implement			Comments
	Yes	No	N/A	
<b>Participant Recruitment and Selection</b>				
<b>Develop recruitment plan</b>				
<ul style="list-style-type: none"> <li>• <b>Develop</b> outreach materials (e.g., print, social media, Website posts, e-mail outreach)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Determine</b> outreach and selection schedule</li> </ul>				
<b>Develop application process</b>				
<ul style="list-style-type: none"> <li>• <b>Determine</b> application format (e.g., electronic, written, phone interview)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Determine</b> skills and other criteria desired for potential candidates and develop application questions</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Develop</b> scoring rubric to review applications</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Designate</b> application reviewers</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Determine</b> tiers of applicants so that there are alternates in case someone does not accept the position as a trainer</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Select</b> trainers to participate in the program</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Develop</b> acceptance, waitlist, and rejection correspondence</li> </ul>				
<b>Orientation to the Program for Participants</b>				
<ul style="list-style-type: none"> <li>• <b>Provide</b> orientation to participants about purpose of program, and requirements and expectations for becoming a trainer</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Provide</b> resources needed to participate (e.g., log-in information for online platforms, schedule of activities)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Provide</b> instruction and technical support on how to use the online platforms</li> </ul>				
<b>Online Training</b>				
<ul style="list-style-type: none"> <li>• <b>Select</b> online learning platform (e.g., learning management system, webinar platforms)</li> </ul>				
<b>Design curriculum/content</b>				
<ul style="list-style-type: none"> <li>• <b>Determine</b> learning objectives</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Select</b> readings, videos, activities, etc.</li> </ul>				

## IV. THE READINESS TO IMPLEMENT N-CHATT PROGRAM CHECKLISTS

### Program Components/Tasks

Training Program Components/Tasks	Ready to Implement			Comments
	Yes	No	N/A	
<b>Design curriculum/content</b>				
<ul style="list-style-type: none"> <li>• <b>Build</b> online training within learning platform</li> </ul>				
<b>Make staffing decisions</b>				
<ul style="list-style-type: none"> <li>• <b>Develop</b> descriptions of the roles and responsibilities of the facilitators</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Select</b> facilitators</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Provide</b> any training needed for facilitators</li> </ul>				
<b>Facilitate online training</b>				
<ul style="list-style-type: none"> <li>• <b>Maintain</b> scheduled and regular presence online</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Guide</b> participants through activities and discussions in the online course</li> </ul>				
<b>Monitor online training</b>				
<ul style="list-style-type: none"> <li>• <b>Convene</b> staff regularly to discuss participant progress, need to make revisions to the online portion of the training, etc.</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Solicit and collect</b> feedback from participants on the quality of the training, their experiences, and their suggestions</li> </ul>				
<b>Face-to-Face Training</b>				
<b>Design curriculum/content</b>				
<ul style="list-style-type: none"> <li>• <b>Determine</b> learning objectives</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Select</b> resources and design activities</li> </ul>				
<b>Make staffing decisions</b>				
<ul style="list-style-type: none"> <li>• <b>Develop</b> descriptions of the roles and responsibilities of the facilitators</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Identify and select</b> facilitators to present the material and run the activities</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Provide</b> any training needed for facilitators</li> </ul>				

## IV. THE READINESS TO IMPLEMENT N-CHATT PROGRAM CHECKLISTS

### Program Components/Tasks

Training Program Components/Tasks	Ready to Implement			Comments
	Yes	No	N/A	
<b>Deliver Training</b>				
<ul style="list-style-type: none"> <li>• <b>Obtain</b> equipment/services to provide accommodations needed</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Obtain</b> assistive technology equipment samples and mobile apps to use during training</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Conduct</b> training to reinforce concepts learned in the online training and to provide trainers with opportunities to practice presenting and using the AT devices</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Solicit and collect</b> feedback from participants on the quality of the training, their experiences, and their suggestions</li> </ul>				
<b>Support for Trainers in the Community</b>				
<b>Equipment and Resources</b>				
<ul style="list-style-type: none"> <li>• <b>Obtain</b> AT equipment for consumer trainers to demonstrate in the community</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Provide</b> training resources such as templates, checklists, tips sheets</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Develop</b> evaluations for trainers to distribute at community trainings and collect consumer feedback</li> </ul>				
<b>Administrative Support</b>				
<ul style="list-style-type: none"> <li>• <b>Develop</b> a system to distribute AT equipment for trainers to demonstrate in their community trainings (e.g., check-out library, pre-paid postage)</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Distribute</b> AT equipment for consumer trainers to demonstrate in the community</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Collect and process</b> evaluations from community training events to gather data on how effective the consumer community trainings are</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Identify and provide</b> a collaborative online workspace for trainers to share resources with one another</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Conduct</b> check-in calls to field questions and to determine needs for technical support</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Offer</b> supplemental association/organization events for interaction, support, and learning (e.g., conventions, conference, webinars)</li> </ul>				



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For more information about the N-CHAT program visit:  
<https://www.hearingloss.org/programs-events/n-chatt/>

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# V. N-CHATT PROGRAM APPENDICES

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# Appendix A: Flyer

## What is N-CHAT?

The Network of Consumer Hearing Assistive Technology Trainers (N-CHAT) is a **volunteer** consumer train-the-trainer program. The program's goal is to build a network of consumer trainers with the knowledge and skills necessary to train others impacted by hearing loss. Trainers will assist others in the successful integration of hearing assistive technology to support individual hearing and communication needs at home, work, school, and the community.

## What Comprises the N-CHAT?

N-CHAT training includes webinars and online modules, which are completed over a period of six months, followed by an in-person three-day training session in the Washington, DC metropolitan area with presentations on training activities and hearing assistive technology topics, hands-on technology exploration, and opportunities for training practice and interactive learning. Upon successful completion of the training, individuals attend the HLAA Convention and commit to conducting at least three community-training events within one year of the start of the program.



## Who are the Consumer Trainers?

Consumer trainers are adults with hearing loss and parents of children with hearing loss who use hearing assistive technology. They are passionate individuals comfortable using technology and experienced making presentations.

## How do I Apply?

Visit the HLAA website N-CHAT-Training link for more information at: [hearingloss.org/content/n-CHAT-training](http://hearingloss.org/content/n-CHAT-training). Questions about the N-CHAT program should be directed to N-CHAT@hearingloss.org. Or visit the HLAA booth in the Exhibit Hall.

**Online applications will be accepted through July 10, 2017.**



This program is a partnership with Gallaudet University and the American Institutes for Research, and is supported by a grant from the U.S. Department of Health and Human Services, National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR), through Gallaudet University's Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center (RERC). Grant # 90RE5020.

June 2017

## About N-CHATT

### What is N-CHATT?

The Network of Consumer Hearing Assistive Technology Trainers (N-CHATT) is a volunteer program that has built a network of consumer trainers around the country who have the knowledge and skills to train others impacted by hearing loss.

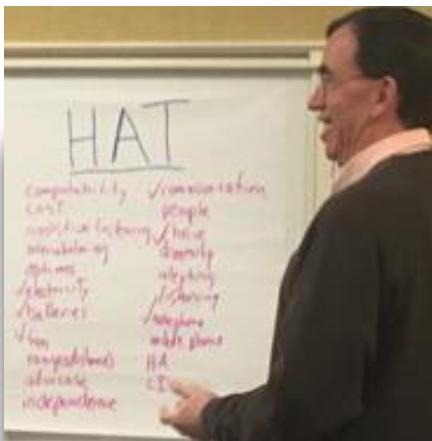
### Who are N-CHATT trainers?

We are adults with hearing loss and/or parents of children with hearing loss who use hearing assistive technology.

Each of us has successfully completed a 10-month training program provided by the Hearing Loss Association of America to learn how to train others with hearing loss to find, use, evaluate, and advocate for the use of hearing assistive technology. As trainers, we are comfortable using technology, experienced in facilitating training, and passionate about sharing communication tools and strategies.

### What does an N-CHATT trainer do?

As N-CHATT trainers, we are community volunteers who provide group training sessions that address the challenges and needs of individuals with hearing loss for hearing and communicating well at home, work, school, and in the community. We use adult learning principles and facilitation skills to create interactive learning events for our audiences.



# Appendix A: N-CHAT Promotional Letter (2018)

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## What's the benefit of training for your organization and consumers?

We are committed to providing training in our communities **at no cost to an organization** that wants to host a training event. Importantly, we bring knowledge and expertise to train people in problem-solving techniques to address the challenges that they and others face in hearing and communicating well in a variety of settings. We can present on a variety of topics that include, but are not limited to, problem solving for communication challenges; tools and strategies for hearing enhancement; listening system basics; captioning, alerting, and telecommunications; current and emerging technologies; and advocating for hearing assistive technology. As N-CHAT trainers, we also have access to a variety of equipment that can be used in training events to demonstrate new or useful hearing assistive technology with our audiences. The equipment is provided for demonstration purposes through the Hearing Loss Association of America.



## What is required of your organization to host an N-CHAT training event?

Your organization is only responsible for ensuring that the venue is hearing accessible so that all who attend can benefit from these trainings. Some venues also provide audio-visual equipment when available, such as a laptop and projector or flipcharts and markers. We can discuss these training support needs as we plan for your training event.

## Trainers are currently available in areas within these states:

- California
- Delaware
- Georgia
- Idaho
- Illinois
- Indiana
- Kentucky
- Maryland
- Massachusetts
- New Jersey
- New Mexico
- Oklahoma
- Pennsylvania
- South Carolina
- Tennessee
- Texas
- Virginia
- Washington
- Washington, DC



## Appendix A: N-CHAT Promotional Letter (2018)

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### Where can you learn more about N-CHAT?

The N-CHAT program description can be found at <https://www.hearingloss.org/programs-events/n-chatt/>. This program was developed through a partnership of Hearing Loss Association of America (HLAA), Gallaudet University, and the American Institutes for Research, under the Gallaudet-led Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center. The project is funded by the National Institute on Disability, Independent Living, and Rehabilitation Research, Grant #90RE5020. Learn more about HLAA at <http://www.hearingloss.org>.

## Appendix B: N-CHAT Application Questions

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Q1: Which state do you live in?

Q2: Describe why you want to become a volunteer trainer for the N-CHAT program?

Q3: Have you applied for the N-CHAT program before?

Q4: Which of the following best describes your status as a hearing assistive technology user?

Q5: Hearing assistive technology I currently use includes:

Q6: Hearing assistive technology I have used in the past includes:

Q7: Hearing assistive technology he/she currently uses includes:

Q8: Hearing assistive technology he/she has used in the past includes:

Q9 & 10: Have you received training on use of hearing assistive technology other than one-on-one training in the use of your personal hearing device? If yes, describe type of training received.

Q11: How do you stay informed about new and existing hearing assistive technology?

Q12 & 13: Do you have experience as a trainer in a work or volunteer setting?

If yes, how many years of experience?

Q14: Please describe your experience designing, developing, and delivering training.

Q15: Was the training you provided in-person, online, or both?

Q16: Who comprised the audience(s) that received your training?

Q17, 18, & 19: Training Techniques / Strengths as a Trainer/Weaknesses to Improve Upon

Q20 & 21: Are you a member of HLAA? With which HLAA state organization or chapter are you affiliated? (city and/or state)

Q22: Are you interested in becoming a member of HLAA?

Q23: List local or national organizations (in addition to HLAA) you are affiliated with that could serve as potential recipients of your training.

Q24: Which additional organizations or groups do you plan to reach out to if you are selected as a trainer?

Q25: Indicate your highest level of academic attainment.

Q26: Are you an active or retired member of the military?

Q27: Please provide your Resume/work history/LinkedIn webpage.

Q28: Please provide three references.

# Appendix C: Consumer Cooperative Agreement Form

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## N-CHATT PROGRAM 2018 – 2019 COOPERATIVE AGREEMENT

I, \_\_\_\_\_ (name of consumer trainee), agree to participate in all aspects of the N-CHATT program as described below. The program begins October 2, 2018 and continues through September 30, 2019. Further, I understand that if I do not fulfill all aspects of this cooperative agreement, I may be asked to leave the N-CHATT program and would not receive a certificate of completion.

1. I agree to actively participate in all aspects of the N-CHATT training, which includes completing all online training modules as scheduled, attending all webinars, and participating in-person at the face-to-face training in Rockville, MD (March 15-17, 2019).
2. I agree to attend the HLAA Convention 2019 (June 20-23, 2019) in Rochester, New York and the N-CHATT meeting held there.
3. I agree to assume responsibility for the cost of transportation and dinners for the in-person training in Rockville, MD and registration, travel and all other related expenses for attendance at the HLAA Convention.
4. I agree to use the skills and information learned during the training to train others affected by hearing loss in the successful integration of hearing assistive technology to support individual hearing and communication needs at home, work, school, and the community.
5. I agree to complete all N-CHATT related activities on a volunteer basis. I will NOT receive any remuneration or in kind gifts for the trainings; I will NOT sell or become an unpaid representative for any hearing assistive technology products or services; and I will NOT promote any particular provider of products or services during the training program period.
6. I agree to set up, schedule, coordinate, conduct, and make all other arrangements for at least three (3) training events on hearing assistive technology for adults with hearing loss, parents of children with hearing loss, hearing health professionals and relevant stakeholders in my community from March through September, 2019.
7. I agree to provide HLAA with copies of all materials I use, distribute and/or develop to support my N-CHATT training events.
8. I agree to submit evaluation data and other feedback on the program as requested to support improvements to the training and to improve the work of the trainers.
9. I agree to maintain communication with HLAA during the 12-month period of the N-CHATT program. I may choose to continue as a trainer in the N-CHATT program after this period.

N-CHATT Staff SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Trainee SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_



# Appendix D: N-CHAT Self-Assessment

Name:

	Question	Pre-Assessment October 2018	Post-Assessment March 2019
1.	My comfort level with providing training to adults (HAT consumers or non-HAT consumers) is best described as:		
2.	My experience in seeking out new and emerging HAT can best be described in the following way:		
3.	My knowledge of problem-solving techniques to address communication challenges of individuals with hearing loss can best be described as:		
4.	My knowledge of how to assess the communication needs of individuals with hearing loss is best described as:		
5.	My comfort level with presenting on the basics of hearing loss is best described as:		
6.	My comfort level with presenting on hearing aids, cochlear implants, and implantables is best described as:		
7.	My comfort level presenting on listening systems basics is best described as:		
8.	My comfort level with presenting on alerting devices is best described as:		
9.	My comfort level with presenting on face-to-face communication is best described as:		
10.	My comfort level with presenting on media devices is best described as:		
11.	My comfort level with presenting on Telecom devices is best described as:		
12.	My comfort level with presenting on emerging technology is best described as:		
13.	My comfort level with presenting on disability law and advocacy as it relates to hearing loss is best described as:		
14.	My knowledge of cultural and linguistic inclusion practices of consumers with hearing loss in community training can best be described as:		
15.	My knowledge of the materials and resources needed to plan community training for consumers with hearing loss to successfully integrate HAT into their lives would best be described as:		
16.	My experience evaluating myself and integrating participant feedback for continuous improvement of my training abilities can best be described as:		

## Appendix E: Online Training Schedule & Module Summaries

<b>N CHATT Program Schedule</b>	
<b>Part I: Online Course</b>	<b>Dates</b>
<i>Orientation Webinar</i>	<i>October 2, 2018, 3 - 5 pm EDT</i>
Module 1: N-CHATT Orientation	October 2 – October 15, 2018
Module 2: Problem-Solving Communication Challenges	October 16 – October 29, 2018
Module 3: Tools and Strategies for Hearing Enhancement	October 30 – November 12, 2018
BREAK	November 13 – November 26, 2018 (Thanksgiving, Nov 22)
Module 4: Listening System Basics	November 27 – December 10, 2018
BREAK	December 11, 2018 – December 31, 2018
<i>Mid-course Check-in Webinar</i>	<i>January 2, 2019 (tentative)</i>
Module 5: Captioning, Alerting and Telecommunications	January 1 – January 14, 2019
Module 6: Emerging Technology	January 15 – January 28, 2019
Module 7: Law, Advocacy, and Cultural Sensitivity	January 29 – February 11, 2019
Module 8: Planning Community Events	February 12 – February 25, 2019
<i>Wrap-up Webinar</i>	<i>February 26, 2019 (tentative)</i>
BREAK	February 27 – March 14, 2019

<b>Part II: Face-to-Face Training</b>	<b>Dates</b>
Attend Face-to-Face Training in Washington, DC	March 15 – March 17, 2019
<b>Part III: Community Events</b>	<b>Dates</b>
Conduct Trainer-led Community Outreach Event #1 Conduct Trainer-led Community Outreach Event #2 Conduct Trainer-led Community Outreach Event #3	March 18 – September 30, 2019
<b>Part IV: HLA A Convention</b>	<b>Dates</b>
Attend HLA A Convention 2018 in Minneapolis, MN	June 20 - 23, 2019

# Appendix E: Online Training Schedule & Module Summaries

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## MODULE 1: N-CHATT Orientation (October 2 - October 15, 2018)

### Overview

Module 1: N-CHATT Orientation begins on **Tuesday, October 2, 2018**. All activities in this module should be completed by **Monday, October 15, 2018**.

In this first module, you will complete six activities. To access each activity, click on the title of the activity below (for example, click on "1.1. Start Here!" to access the first activity in module 1). These activities will help you become familiar with the look and feel of this online training and lay the groundwork for our work, developing consumer training. You will spend some time exploring the online course, becoming familiar with the menu and functions of the site and get comfortable using links and holding virtual 'conversations' with other participants and the facilitators.

Also in this module we've included a Plan for Success worksheet in activity 1.4, as a tool to manage your time throughout the course. In this and each subsequent module, we've provided estimated times for completing each activity and suggested due dates to help keep you on track. Each module has up to five (5) hours worth of activities over a two-week period.

Each module ends with a check-in, in which we ask you to share your feedback on the module. This feedback helps us to continually improve the program, so please be sure to complete the check-in after you finish each module.

### Objectives:

By the end of this module you will:

1. Learn how to navigate the CourseSites Blackboard Course
2. Adopt norms for online communication and learning
3. Get to know other trainees and the N-CHATT facilitators
4. Understand the expectations for participation in the N-CHATT training and plan for success
5. Use your self-assessment to measure your strengths and areas for growth as you proceed through this training
6. Understand the role of adult learning principles in training HAT consumers

### 1.1 Start Here!

Find details about our orientation webinar, "netiquette" guidelines for online communication, and a walkthrough on how to use CourseSites [here](#).

Estimated Time: 30 minutes    Suggested Complete by Date: October 5, 2018

### 1.2 Getting to Know You

Meet and greet your fellow N-CHATT trainees and the course facilitators.

Estimated Time: 20 minutes    Suggested Complete by Date: October 5, 2018

# Appendix E: Online Training Schedule & Module Summaries

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## **1.3 N-CHATT Self-Assessment**

Complete the N-CHATT Self-Assessment of your HAT experience and learning needs as a consumer trainer.

Estimated Time: 30 minutes    Suggested Complete by Date: October 8, 2018

## **1.4 Plan for Success**

Prepare for participation in this course by thinking about your vision of yourself as a consumer trainer, planning your time, and considering what supports you may need to complete the work.

Estimated Time: 30 minutes    Suggested Complete by Date: October 11, 2018

## **1.5 Five-Minute Training Challenge**

\*Please note: this activity requires advanced planning.

Put on your "trainer cap" for this exercise. With your vision of yourself as a consumer trainer in mind, begin applying adult learning principles to conduct a mini-training.

Estimated Time: 90 minutes    Suggested Complete by Date: October 14, 2018

## **1.6 Resources on Adult Education and Learning**

We discussed adult education and learning in the orientation webinar. These three resources provide more information on the topic to help you consider the following as you design your HAT training: What will help training attendees learn and gain the most from my sessions? How can I keep my audience engaged? How can I accommodate participants with different learning styles and needs? Review the resources now, and revisit them to inform how you develop and deliver your HAT training sessions.

Estimated Time: 60 minutes    Suggested Complete by Date: October 15, 2018

## **Module 1 Check-In**

Share your feedback on this module. Tell us what worked, what was confusing, and what you'd like to know more about.

Estimated Time: 10 minutes    Suggested Complete by Date: October 15, 2018

# Appendix E: Online Training Schedule & Module Summaries

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## **MODULE 2: Problem-Solving Communication Challenges (October 16 - October 29, 2018)**

### **Overview**

Module 2: Problem-Solving Communication Challenges begins on Tuesday, October 16, 2018. All activities in this module should be completed by Monday, October 29, 2018. In this second module, you will complete six activities and a check-in to share your feedback on the module.

Throughout the N-CHAT training you will be provided with information to help you conduct training and provide support to adults and families in their efforts to solve their communication challenges at home, work, school, and in the community. You will explore tools and resources that you can use to empower individuals and groups to examine and address their needs.

We begin this module with an 'ice breaker.' Then, you will read about best practices in hearing enhancement when a consumer-centered approach is used in hearing health care. You will examine your own listening needs as a consumer with hearing loss or as a significant other to a person with hearing loss. You will collaborate to identify the kinds of questions you can ask in order to receive the information you need for guiding consumers to problem-solve communication challenges.

In this module and each of the following ones, we end with an activity that asks you to review the training plan template and relate what you've learned in the module to your consumer training plan.

### **Objectives**

By the end of this module you will:

1. Develop problem-solving skills related to best practices in hearing enhancement
2. Understand and describe four receptive communication needs.
3. Identify and understand listening needs and hearing communication challenges of consumers.
4. Identify questions that focus on issues consumers and families should be asking to resolve communication challenges.

### **2.1 You are stranded on a desert island...**

Get to know your fellow N-CHAT trainees a little bit more with this 'Ice Breaker' activity.

Estimated Time: 20 minutes    Suggested Complete by Date: October 17, 2018

### **2.2 Best Practices in Hearing Enhancements**

Read the article about different listening needs and respond to questions in the Discussion Board.

Estimated Time: 60 minutes    Suggested Complete Date: October 19, 2018

# Appendix E: Online Training Schedule & Module Summaries

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## **2.3 Needs Assessment**

Complete a personal listening needs assessment and write your comments in the Discussion Board.

Estimated time: 60 minutes Suggested Complete Date: October 22, 2018

## **2.4 Another Approach to Needs Assessment**

In this activity you will review Ida Institute's needs assessment app and discuss your impressions of the app.

Estimated time: 30 minutes Suggested Complete Date: October 24, 2018

## **2.5 Consumer Needs Scenarios**

Generate a list of questions you might ask the consumer described in the scenario assigned to your group.

Estimated Time: 60 minutes Suggested Complete Date: October 26, 2018

## **2.6 Your Training Plan**

Review the training plan template (found under "Getting Started") and begin to think about how you can apply what you've learned in this module to your consumer training.

Estimated Time: 30 minutes Suggested Complete Date: October 28, 2018

## **Module 2 Check-In**

Share your feedback on this module. Tell us what worked, what was confusing, and what you'd like to know more about.

Estimated Time: 10 minutes Suggested Complete by Date: October 29, 2018

## **MODULE 3: Tools and Strategies for Hearing Enhancement (October 30 - November 12, 2018)**

### **Overview**

Module 3: Tools and Strategies for Hearing Enhancement begins on Tuesday, October 30, 2018. All activities in this module should be completed by Monday, November 12, 2018. In this third module, you will complete seven activities and a check-in to share your feedback on the module.

You began this online training exploring listening needs and environments. You have learned that many people with hearing loss can share similar day-to-day challenges. In this module we will consider those factors that inform the selection of different personalized hearing technologies. Also, you will delve a little deeper into the components of best practices for hearing assessment, rehabilitation and procurement of hearing aids and cochlear implants. A grasp of key elements in each area will allow you to assist consumers to organize and prioritize their needs as they seek solutions and identify resources in their communities.

### **Objectives**

By the end of this module you will:

1. Understand the kinds of services and information that consumers should receive from a hearing assessment.
2. Understand the purpose of aural rehabilitation and practices that can benefit consumers with hearing loss.
3. Identify the kinds of services and information that consumers should receive when considering hearing aids or cochlear implants.
4. Develop a guide to services for consumers and families in your area.

### **3.1 If you could meet anyone...**

Complete this introductory 'Ice Breaker' activity, and then respond to someone else in the Discussion Forum.

Estimated time: 20 minutes    Suggested Complete Date: October 30, 2018

### **3.2 Hearing Assessment Results**

In this activity you will view a powerpoint show and complete two reading assignments.

Estimated time: 60 minutes    Suggested Complete Date: November 2, 2018

### **3.3 Aural Rehabilitation**

You will complete readings for this activity.

Estimated time: 40 minutes    Suggested Complete Date: November 4, 2018

# Appendix E: Online Training Schedule & Module Summaries

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## **3.4 Hearing Aid and Cochlear Implant Considerations**

Complete a series of readings on hearing aids and cochlear implants.

Estimated time: 50 minutes    Suggested Complete Date: November 7, 2018

## **3.5 Resources in Your Community**

Spend time researching public and non-profit services in your community for people with hearing loss and create a resources page for your community trainings. Post and discuss the resources on the Discussion Board.

Estimated time: 70 minutes    Suggested Complete Date: November 9, 2018

## **3.6 Questions Trainers Might Face**

In this activity, you will work in groups and use the Discussion Board to address your assigned scenario.

Estimated time: 30 minutes    Suggested Complete Date: November 11, 2018

## **3.7 Your Training Plan**

Reflect on how you might apply the second principle of adult learning to your training plan.

Estimated time: 20 minutes    Suggested Complete Date: November 12, 2018

## **Module 3 Check-In**

Share your feedback on this module. Tell us what worked, what was confusing, and what you'd like to know more about.

Estimated Time: 10 minutes    Suggested Complete by Date: November 12, 2018



## **MODULE 4: Listening System Basics (November 27 - December 10, 2018)**

### **Overview**

Module 4: Listening System Basics begins on **Tuesday, November 27, 2018**. All activities in this module should be completed by **Monday, December 10, 2018**. In this fourth module, you will complete six activities and a check-in to share your feedback on the module.

Consumers' issues with hearing assistive technology and its use might be related to a number of areas, including cost, lack of awareness of how to begin the search for technology, or how to determine which device works best for the individual. Certainly, one area that comes up is a lack of understanding of how these listening systems work. In this module you will explore the physical characteristics of various listening environments and learn some guiding principles about how assistive listening systems work so that you can assist consumers in thinking about which conditions are challenging to them, and what devices and strategies they can use to improve their experiences.

### **Objectives**

By the end of this module you will:

1. Identify environment-specific challenges and understand their impact.
2. Become familiar with advantages and disadvantages to assistive listening systems such as Induction Loop, Frequency Modulation (FM), and Infrared (IR) systems.
3. Develop a framework of guiding principles about how assistive listening systems work that you can use to help consumers better address their listening needs through hearing assistive technology.

### **4.1 Share two things...**

Complete our final 'Ice Breaker' activity, and then respond to someone else in the Discussion Forum.

Estimated time: 20 minutes    Suggested Complete Date: November 28, 2018

### **4.2 Impact of Background Noise and Reverberation**

Review the background information and video provided regarding the impact of background noise and reverberation, prior to proceeding to your analysis of two case studies, "The Restaurant" and "The Office Meeting."

Estimated Time: 60 minutes    Suggested Complete Date: November 30, 2018

### **4.3 Assistive Listening Systems**

Read the background information provided and the article "Comparison of Large Area Assistive Listening Systems," and then learn about new assistive listening systems that use WiFi.

Estimated time: 60 minutes    Suggested Complete Date: December 3, 2018

# Appendix E: Online Training Schedule & Module Summaries

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## **4.4 Personal Assistive Listening Experience**

In this activity, you will reflect on an assistive listening device that you use on a regular basis.

Estimated time: 30 minutes      Suggested Complete Date: December 5, 2018

## **4.5 Searching for Assistive Listening Devices**

Select one assistive listening device and use the Internet to learn more about the product you selected. You will use the Discussion Forum to summarize your findings.

Estimated time: 90 minutes      Suggested Complete Date: December 9, 2018

## **4.6 Your Training Plan**

In this activity you will be referring back to your training plan in "Getting Started."

Estimated time: 30 minutes      Suggested Complete Date: December 10, 2018

## **Module 4 Check-In**

Share your feedback on this module. Tell us what worked, what was confusing, and what you'd like to know more about.

Estimated Time: 10 minutes      Suggested Complete by Date: December 10, 2018

## **Module 5: Captioning, Alerting and Telecommunications (January 1 - January 14, 2019)**

### **Overview**

Module 5: Captioning, Alerting and Telecommunications begins on **Tuesday, January 1, 2019**. All activities in this module should be completed by **Monday, January 14, 2019**. In this fifth module, you will complete five activities and a check-in to share your feedback on the module.

As an N-CHAT trainer you will need to be familiar with how captioning, alerting and telecommunications technologies function and the various types of technology available for consumer use. In this module, you will learn about different types of captioning and how alerting and telecommunications devices work and you will practice seeking out information on the Web about these products. The activities in this module will help you to develop content for your training and prepare you to assist HAT consumers.

### **Objectives**

By the end of this module you will:

1. Develop a guide to CART services in your area.
2. Identify situations when alerting equipment for people with hearing loss can be used.
3. Describe how a specified alerting device type works.
4. Apply the concept of usability to websites and products.
5. Plan to use training strategies that build on the experience of your training audience.

### **5.1 Captioning and CART**

You will read brief descriptions of the types and methods of captioning and CART and search for CART providers in your local area.

Estimated Time: 60 minutes Suggested Complete By Date: January 4, 2019

### **5.2 Alerting Devices**

After brief readings about different types of alerting devices, you will describe in your own words how a particular type of device works and when the device is most useful to consumers.

Estimated Time: 60 minutes Suggested Complete By Date: January 7, 2019

### **5.3 Telecommunications Readings**

A selection of three readings. One article describes, in the form of a FAQ, hearing aid compatibility considerations with cell phones. The other articles are a two-part series on mobile device applications (apps for people with hearing loss).

Estimated Time: 50 minutes Suggested Complete By Date: January 9, 2019

# Appendix E: Online Training Schedule & Module Summaries

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## 5.4 Telecommunications Web Search

This activity will help you begin to think about and apply the concept of usability as you explore online resources and product categories for your training events.

Estimated Time: 60 minutes Suggested Complete By Date: January 12, 2019

## 5.5 Your Training Plan

Review and discuss strategies for integrating consumers' rich experiences into your training.

Estimated time: 60 minutes Suggested Complete By Date: January 14, 2019

## Module 5 Check-In

Share your feedback on this module. Tell us what worked, what was confusing, and what you'd like to know more about.

Estimated Time: 10 minutes Suggested Complete by Date: January 14, 2019

# Appendix E: Online Training Schedule & Module Summaries

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## Module 6: Emerging Technology (January 15 - January 28, 2019)

### Overview

Module 6: Emerging Technology begins on **Tuesday, January 15, 2019**. All activities in this module should be completed by **Monday, January 28, 2019**. In this sixth module, you will complete five activities and a check-in to share your feedback on the module.

The activities in this module are meant to be done in order. They begin with defining the general concept of emerging technology. You'll learn what professionals describe as the core features of emerging technology. Next we'll consider how technology evolves and how people, including you, adopt it. Then you'll read about a specific type of emerging technology related to hearing assistance, and do your own consumer technology review. We'll end this module by asking you to reflect on how you'll keep up to date with emerging technologies.

### Objectives

By the end of this module, you will:

1. Describe the core characteristics or features of emerging technology.
2. Identify and describe different groups of technology adopters.
3. Become familiar with recent trends in emerging technologies related to HAT.
4. Practice writing a consumer technology product review.

### 6.1 Define What Emerging Technology Means to You

Make a list of examples of technology that you consider to be emerging, and write down a list of characteristics that all your examples have in common.

Estimated time: 30 minutes    Suggested Complete Date: January 17, 2019

### 6.2 What the Experts Say About Emerging Technology

First, read about the core features of emerging technology. Then, write a brief reflection on how your list of features (activity 6.1 compared to those of the experts.

Estimated time: 45 minutes    Suggested Complete Date: January 18, 2019

### 6.3 Exploring Readiness to Adopt Technology

First, take a survey and learn about your own readiness to embrace new technologies. Then, listen and watch a presentation on how technology is adopted over time and by different groups. Finally, read about an example of how one familiar company sold a disruptive idea to each of these consumer groups.

Estimated time: 45 minutes    Suggested Complete Date: January 22, 2019

# Appendix E: Online Training Schedule & Module Summaries

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## **6.4 Readings on Hearables and Writing Reviews**

Read a series of short articles about hearables and write a review of one of the "hearables" or another emerging hearing assistive technology you've found for this activity.

Estimated time: 50 minutes for the readings; 105 minutes for the review    Suggested Complete Date: January 27, 2019

## **6.5 Keeping up with Emerging Technologies Reflection**

Spend just a few moments thinking about how you'll keep up to date with emerging technologies. What are some ways you will keep up to date with trends in Emerging Technologies in order to answer potential questions from your community training audience? Write a brief reflection to this question in the Discussion Forum.

Estimated time: 15 minutes    Suggested Complete Date: January 28, 2019

## **Module 6 Check-In**

Share your feedback on this module. Tell us what worked, what was confusing, and what you'd like to know more about.

Estimated Time: 10 minutes    Suggested Complete by Date: January 28, 2019



# Appendix E: Online Training Schedule & Module Summaries

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## **Module 7: The Law, Advocacy and Cultural Sensitivity (January 29 - February 11, 2019)**

### **Overview**

Module 7: Law, Advocacy, and Cultural Sensitivity begins on **Tuesday, January 29, 2019**. All activities in this module should be completed by **Monday, February 11, 2019**. In this seventh module, you will complete four activities and a check-in to share your feedback on the module.

Consumers with hearing loss often do not have a good grasp of their civil rights under disability law. That leaves them at a significant disadvantage: consumers may end up taking early retirement because they didn't understand their rights in the workplace. Others may withdraw from school, forgo public events, or shy away from going to the theater or the movies because they didn't think to ask for an accommodation or know they have the right to request accommodations in all those situations. When consumers do know their rights and responsibilities under the law, they are in a better position to know when and how to request hearing assistive technology.

In this Module we will provide an overview of the kinds of protections available for people with hearing loss under federal disability law. We will also consider identity and cultural sensitivity in relation to people with hearing loss to give you the tools you need to address these kinds of questions in the field.

### **Objectives**

By the end of this module, you will:

1. Identify some of the federal disability laws that impact people with hearing loss and understand how these laws serve to protect the civil rights of people with hearing loss.
2. Understand how the ADA and other laws impact people with hearing loss in public places, employment and in the classroom.
3. Adopt culturally sensitive language in writing and in public presentations.

### **7.1 Basics of the ADA and Other Federal Disability Laws**

Complete two readings before posting a reflection to the Discussion Board.

Estimated time: 60 minutes    Suggested Complete Date: February 1, 2019

### **7.2 ADA in Action - Scenarios**

Apply and expand your knowledge of ADA as you discuss your response to two scenarios.

Estimated time: 60 minutes    Suggested Complete Date: February 5, 2019

# Appendix E: Online Training Schedule & Module Summaries

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## **7.3 The ADA in Action - Going to the Movies**

Go to the movies, use a captioning device, and post your experience to the Discussion Board.

Estimated time: 60 minutes    Suggested Complete Date: February 8, 2019

## **7.4 Defining Identity**

Complete a few brief readings on culture and identity and think about how the information connects to you personally and how N-CHATT consumers may identify themselves using these terms. During the face-to-face training, we will ask you to reflect on these topics and more in greater depth.

Estimated Time: 50 minutes    Suggested Complete Date: February 11, 2019

## **Module 7 Check-In**

Share your feedback on this module. Tell us what worked, what was confusing, and what you'd like to know more about.

Estimated Time: 10 minutes    Suggested Complete Date: February 11, 2019

# Appendix E: Online Training Schedule & Module Summaries

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## **Module 8: Planning Community Training Events (February 12 - February 25, 2019)**

### **Overview**

Module 8: Planning Community Events begins on **Tuesday, February 12, 2019**. All activities in this module should be completed by **Monday, February 25, 2019**. In this final module, you will complete six activities and a check-in to share your feedback on the module.

This module will prepare N-CHATT trainers to plan and conduct community training events that reflect the standards and goals for consumer training.

### **Objectives**

By the end of this module you will:

1. Create a shared vision for N-CHATT community training events.
2. Describe three approaches to community training and what makes each approach effective.
3. Anticipate and brainstorm solutions to potential challenges with communication during training events.
4. Apply adult learning principles and use the steps of training development to (1) prepare a technology demonstration and (2) complete a training plan and presentation for your selected topic; both presentations will be delivered at the face-to-face training.

### **8.1 Your Training Vision Statement**

Review the roles and responsibilities of the N-CHATT trainer and create a vision statement to guide your work as a consumer trainer.

Estimated Completion Time: 30 minutes      Suggested Complete by Date: February 14, 2019

### **8.2 What Makes Training Effective?**

Review different approaches to training events and what makes each effective. Then, evaluate sample training scenarios.

Estimated Time: 90 minutes      Suggested Complete By Date: February 16, 2019

### **8.3 Potential Training Challenges**

Consider potential challenges and solutions when developing and conducting consumer training.

Estimated Completion Time: 20 minutes      Suggested Complete By Date: February 18, 2019

### **8.4 Practice Technology Demonstration & Prep for Face-to-Face Training**

Prepare a technology demonstration that you will deliver at the face-to-face training.

Estimated Completion Time: 70 minutes      Suggested Complete By Date: February 20, 2019

# Appendix E: Online Training Schedule & Module Summaries

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## **8.5 Your Training Plan & Prep for the Face-to-Face Training in DC**

In preparation for the in-person training, submit your draft training plan for review by other course participants and the N-CHATT facilitators. You will also review and comment on the plan of at least one other participant.

Estimated Completion Time: 3 hours

Suggested Complete By Date: February 24, 2019

## **8.6 Post-Course Self Assessment**

Reflect on what you've learned since you began this training and what skills and knowledge of particular topics you'd like to develop more. This activity should be completed after you've completed all other online training activities.

Estimated Time: 20 minutes

Suggested Complete by Date: February 25, 2019

## **Module 8 Check-In**

Share your feedback on this module. Tell us what worked, what was confusing, and what you'd like to know more about.

Estimated Time: 10 minutes

Suggested Complete by Date: February 25, 2019

# Appendix F: Training Plan Template

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Use this template to plan for each community training you will conduct. The purpose of this document is to record details for coordinating, organizing, and developing content for your trainings. Section 1 includes the logistical information and topic of your training. Section 2 covers how to gather information to target the development and delivery of the training to fit your audience. Section 3 provides an agenda outline that describes what you want to achieve and include in each segment. Section 4 covers details you will finalize and resources you will prepare in advance of the day of your training.

## Logistics

**Training name:** *[title should be relevant to the topic you will speak on—“HAT Training” may not be descriptive enough; make sure it is clear and relevant. The title may help you focus as you develop your content, or you may find that you determine the title after you develop the content].*

**Training date and time frame:** *[include day of week, date, and start/end times of your presentation]*

**Training location:** *[address including room number]*

## Assessing the Needs/Interests of Your Audience

You can obtain this information by conducting a needs assessment prior to the event, by speaking with (interviewing) a few participants prior to your training, or by speaking with the event coordinators who know the audience well. Ask about prior training the group has received and what they found most useful from those training events. You may also conduct a quick needs assessment by asking questions of your audience at the start of your training, and then adjusting your training content based on those expressed expectations; however, ideally, you will have this information as you are planning the content before you arrive. Be flexible, though, as things may change on-site.

What you want to learn about your audience:

- Audience knowledge of HAT
- Expectations of the audience
- Knowledge or skills the audience needs or wants to learn
- Topics of interest to the audience
- Real-world needs and application of HAT information for the audience

# Appendix F: Training Plan Template

Following are links to articles that consider the needs of learning audiences:

- E-Learning Industry: <http://elearningindustry.com/6-key-questions-to-effectively-analyze-your-elearning-course-audiences>
- TalentLMS: <http://www.talentlms.com/ebook/effective-courses/know-your-audience>

## Training Agenda Outline

The agenda outline below includes the segments and possible time allotments for each, types of activities to include, and how to tie all of the information together to reach the intended outcomes. Please use goals and purpose of the training, your target audience, and this outline as your guides to developing your Consumer Training.

**Overall Goal/Purpose of Training:** *[see N-CHATT overall objectives and module objectives; plan for no more than 2–3 objectives per training]*

**Training audience:** *[number of attendees expected; demographics; typical use of assistive devices; needs and interests]*

## Training Agenda Outline

Time (minutes)	Handouts and slides	Presentation/activity description	Goal/objective
10 a.m. (5 min)	Welcome	<ul style="list-style-type: none"> <li>• Introduce yourself—name, what your role is, some brief background on your expertise as a trainer and/or HAT expertise, or, ask your host to introduce you.</li> <li>• Welcome everyone to the training.</li> </ul>	Set the tone for the training (warm and professional)
10:05 a.m. (10 min)	Introductions/ Icebreaker	<ul style="list-style-type: none"> <li>• Ask the participants to introduce themselves.</li> <li>• Use a quick 5-minute ice breaker as part of their introductions.</li> <li>• If the audience is too large for individual introductions, have them sit in pairs or groups of three for small group introductions.</li> </ul>	To get familiar with and warm up group
10:15 a.m. (15 min)	Presentation	<ul style="list-style-type: none"> <li>• Present information through lecture, slides, or other means.</li> <li>• Ensure audience knows they can interrupt to ask questions.</li> <li>• Ask questions of the audience to engage them.</li> <li>• Keep the presentation short to allow time for discussion and/or activities.</li> </ul>	Objective #
10:30 a.m. (30 min)	Activity	<ul style="list-style-type: none"> <li>• Identify an activity that builds knowledge, awareness, or skills of the audience.</li> </ul>	Objective #



# Appendix F: Training Plan Template

Time (minutes)	Handouts and slides	Presentation/activity description	Goal/objective
		<ul style="list-style-type: none"> <li>Apply the principles of adult learning.</li> <li>Take note of topics of great interest and challenges identified; encourage discussion and problem-solving among the audience.</li> <li>Activity may range from whole group to small groups to pairs; ensure all audience members can fully engage in the activity.</li> </ul>	
11:00 a.m. (20 min)	Discussion or Reflection on Activity	<ul style="list-style-type: none"> <li>Ensure adequate time for discussion of content or reflection activity.</li> <li>Again, take note of topics of interest and challenges identified.</li> </ul>	Objective #
11:20 a.m. (10 min)	Wrap up	<ul style="list-style-type: none"> <li>Allow at least 5 minutes for Q&amp;A at the end of the session.</li> <li>Ask the audience to share additional topics they would like to learn more about at a future training.</li> <li>Allow time for audience to complete the evaluation form (or provide link to be completed online).</li> </ul>	
End: 11:30			

Preparations in Advance of the Training:

Also refer to the Pre-training Checklist for other items to keep in mind.

**Room Setup:** *[Request room setup in a way that will support your training (e.g., chairs facing the presenter or chairs in a circle; space for moving around the room; extra table for materials, etc.)]*

**Resources:** *[books, handouts, Internet access, flipchart with markers, other]*

**Evaluation Plan:** *[always bring adequate number of copies of the HLAA evaluation form; consider adding an immediate evaluation process such as Plus/Delta; if link to HLAA evaluation form is provided, encourage audience to complete it before they leave the training]*

- HLAA Evaluation Form
- Additional evaluation activity (if time allows) (e.g., Plus/Delta)
- Reflection and share out (e.g., “I used to think...Now I think...”)
- Presenter self-assessment/reflection on your training

# Appendix F: Training Plan Template

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## Blank Training Plan Template

Time (minutes)	Handouts and slides	Presentation/activity description	Goal/objective

# Appendix G: Training Plan Template

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## Template Instructions

Use this template to plan for each community training you will conduct. The purpose of this document is to record details for coordinating, organizing, and developing content for your trainings. Section 1 includes the logistical information and topic of your training. Section 2 covers how to gather information to target the development and delivery of the training to fit your audience. Section 3 provides an agenda outline that describes what you want to achieve and include in each segment. Section 4 covers details you will finalize and resources you will prepare in advance of the day of your training.

### 1. Logistics

**Training name:** *[title should be relevant to the topic you will speak on—“HAT Training” may not be descriptive enough; make sure it is clear and relevant. The title may help you focus as you develop your content, or you may find that you determine the title after you develop the content].*

**Training date and time frame:** *[include day of week, date, and start/end times of your presentation]*

**Training location:** *[address including room number]*

### 2. Assessing the Needs/Interests of Your Audience

You can obtain this information by conducting a needs assessment prior to the event, by speaking with (interviewing) a few participants prior to your training, or by speaking with the event coordinators who know the audience well. Ask about prior training the group has received and what they found most useful from those training events. You may also conduct a quick needs assessment by asking questions of your audience at the start of your training, and then adjusting your training content based on those expressed expectations; however, ideally, you will have this information as you are planning the content before you arrive. Be flexible, though, as things may change on-site.

What you want to learn about your audience:

- Audience knowledge of HAT
- Expectations of the audience
- Knowledge or skills the audience needs or wants to learn
- Topics of interest to the audience
- Real-world needs and application of HAT information for the audience

# Appendix G: Training Plan Template

Following are links to articles that consider the needs of learning audiences:

- E-Learning Industry: <http://elearningindustry.com/6-key-questions-to-effectively-analyze-your-elearning-course-audiences>
- TalentLMS: <http://www.talentlms.com/ebook/effective-courses/know-your-audience>

## 3. Training Agenda Outline

The agenda outline below includes the segments and possible time allotments for each, types of activities to include, and how to tie all of the information together to reach the intended outcomes. Please use goals and purpose of the training, your target audience, and this outline as your guides to developing your Consumer Training.

**Overall Goal/Purpose of Training:** *[see N-CHATT overall objectives and module objectives; plan for no more than 2–3 objectives per training thinking about what you want your participants to know and be able to do when your session is over]*

**Training audience:** *[number of attendees expected; demographics; typical use of assistive devices; needs and interests]*

### Training Agenda Outline

Time (minutes)	Handouts and slides	Presentation/activity description	Goals and Objectives
10 a.m. (5 min)	Welcome	<ul style="list-style-type: none"><li>• Introduce yourself—name, what your role is, some brief background on your expertise as a trainer and/or HAT expertise, or, ask your host to introduce you.</li><li>• Welcome everyone to the training.</li></ul>	Goal: Set the tone for the training (warm and professional)
10:05 a.m. (10 min)	Introductions/ Icebreaker	<ul style="list-style-type: none"><li>• Ask the participants to introduce themselves.</li><li>• Use a quick 5-minute ice breaker as part of their introductions.</li><li>• If the audience is too large for individual introductions, have them sit in pairs or groups of three for small group introductions.</li></ul>	Goal: Get familiar with and warm up group
10:15 a.m. (15 min)	Presentation	<ul style="list-style-type: none"><li>• Present information through lecture, slides, or other means.</li><li>• Ensure audience knows they can interrupt to ask questions.</li><li>• Ask questions of the audience to engage them.</li><li>• Keep the presentation short to allow time for discussion and/or activities.</li></ul>	Objective #

# Appendix G: Training Plan Template

Time (minutes)	Handouts and slides	Presentation/activity description	Goals and Objectives
10:30 a.m. (30 min)	Activity	<ul style="list-style-type: none"> <li>Identify an activity that builds knowledge, awareness, or skills of the audience.</li> <li>Apply the principles of adult learning.</li> <li>Take note of topics of great interest and challenges identified; encourage discussion and problem-solving among the audience.</li> <li>Activity may range from whole group to small groups to pairs; ensure all audience members can fully engage in the activity.</li> </ul>	Objective #
11:00 a.m. (20 min)	Discussion or Reflection on Activity	<ul style="list-style-type: none"> <li>Ensure adequate time for discussion of content or reflection activity.</li> <li>Again, take note of topics of interest and challenges identified.</li> </ul>	Objective #
11:20 a.m. (10 min)  End: 11:30	Wrap up	<ul style="list-style-type: none"> <li>Allow at least 5 minutes for Q&amp;A at the end of the session.</li> <li>Ask the audience to share additional topics they would like to learn more about at a future training.</li> <li>Allow time for audience to complete the evaluation form (or provide link to be completed online).</li> </ul>	

## 4. Preparations in Advance of the Training:

Also refer to the Pre-training Checklist for other items to keep in mind.

**Room Setup:** *[Request room setup in a way that will support your training (e.g., chairs facing the presenter or chairs in a circle; space for moving around the room; extra table for materials, etc.)]*

**Resources:** *[books, handouts, Internet access, flipchart with markers, other]*

**Evaluation Plan:** *[always bring adequate number of copies of the HLAA evaluation form; consider adding an immediate evaluation process such as Plus/Delta; if link to HLAA evaluation form is provided, encourage audience to complete it before they leave the training]*

- HLAA Evaluation Form
- Additional evaluation activity (if time allows) (e.g., Plus/Delta)
- Reflection and share out (e.g., “I used to think...Now I think...”)
- Presenter self-assessment/reflection on your training

# Appendix G: Training Plan Template

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## Blank Training Plan Template

Time (minutes)	Handouts and slides	Presentation/activity description	Goal/objective



## Appendix H: Evaluate Your Consumer Training Form

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### Evaluate Your Consumer Training

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Take a moment to evaluate your consumer training. Note feedback shared during discussion and any strengths and areas for development you recognized. These notes can be referenced to revise your consumer training and more broadly, to support your continuous reflection and development as an N-CHAT Trainer.

<b>What aspects of my consumer training were successful?</b>	
<b>What would I do differently next time?</b>	
<b>What skills and knowledge would I like to develop further?</b>	
<b>What additional information, resources, and opportunities do I need to enhance my presentation?</b>	
<b>Other Notes:</b>	

## Practice Training: Feedback Sheet

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Use the 4 Star Training Description, the Training Plan Template and this handout to share feedback on presentation you observed. Note: These notes will be shared directly with the presenters.

<b>Trainer</b>	
<b>Training Title</b>	
<b>From 4 Star Training Description</b>	
<b>Training Design</b>	
<b>Training Materials</b>	
<b>Trainer</b>	
<b>Participant Engagement</b>	
<b>Perceived Impact</b>	
<b>Overall Presentation</b>	
<b>Compliments</b>	
<b>Suggestions</b>	
<b>Corrections</b>	

# Appendix J: Evaluation Forms

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## Network of Consumer Hearing Assistive Technology Trainers (N-CHATT)

### *Module Check-In Questions*

What did you like about this module? What worked well for you?

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What was confusing about this module? What didn't work well for you?

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What questions or other comments about this module would you like to share with the facilitators?

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# Appendix J: Evaluation Forms

## Network of Consumer Hearing Assistive Technology Trainers (N-CHATT)

### Post Face-to-Face Evaluation Form

	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Training Design</b>				
The goals and objectives of the training were clear.	4	3	2	1
The instructions for this training were clear.	4	3	2	1
Information was presented in a way that was easy to follow.	4	3	2	1
There was ample opportunity to interact with trainers and/or other participants.	4	3	2	1
There was ample opportunity to reflect on course content.	4	3	2	1
Training activities helped facilitate learning.	4	3	2	1
<b>Facilitators</b>				
The training strategies used by the facilitators were effective in helping me learn.	4	3	2	1
There was ample opportunity to ask questions.	4	3	2	1
The facilitators addressed questions adequately.	4	3	2	1
<b>Participant Engagement</b>				
I felt comfortable interacting with others.	4	3	2	1
I felt comfortable asking questions.	4	3	2	1
I was able to keep up with the pace of the course.	4	3	2	1
Self-reflection activities informed my learning.	4	3	2	1
<b>Perceived Impact</b>				
This training has improved my own training skills.	4	3	2	1
This training has improved my understanding of adult learning principles.	4	3	2	1
This training has improved my ability to search for and identify HAT based on consumer needs.	4	3	2	1
This training has increased my ability to problem-solve challenges involving HAT.	4	3	2	1
The training content will be useful as I plan community training events.	4	3	2	1
My learning aligned with the stated goals and objectives.	4	3	2	1

# Appendix J: Evaluation Forms

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Please comment on the strong components of the on-site training.

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Please comment on how to improve the on-site training.

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Please list information that you would have liked addressed in the on-site training that was not included.

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Please share any additional information about the on-site training.

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# Appendix J: Evaluation Forms

## Network of Consumer Hearing Assistive Technology Trainers (N-CHATT)

### Consumer Evaluation Form

Title of Training: \_\_\_\_\_

Location of Training (city, state): \_\_\_\_\_

Date of Training: \_\_\_\_\_

Name of Trainer/Facilitator: \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Training Design</b>				
The goals and objectives of this training were clear.	4	3	2	1
Information was presented in a way that was easy to follow.	4	3	2	1
There was ample opportunity to interact with the trainer and/or participants.	4	3	2	1
The activities used in this training helped facilitate learning.	4	3	2	1
The amount of time required for this training was appropriate.	4	3	2	1
<b>Trainer</b>				
The training strategies used by the trainer were effective in helping me learn.	4	3	2	1
There was ample opportunity to ask questions.	4	3	2	1
Questions were addressed adequately.	4	3	2	1
<b>Participant Engagement</b>				
I felt comfortable interacting with others.	4	3	2	1
I felt comfortable asking questions.	4	3	2	1
I was able to keep up with the pace of the training.	4	3	2	1
<b>Perceived Impact</b>				
This training has improved my ability to search for and identify HAT based on consumer needs.	4	3	2	1
This training has increased my ability to problem-solve challenges involving HAT.	4	3	2	1
My learning aligned with the stated goals and objectives.	4	3	2	1
<b>Customized Questions</b>				

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# Appendix J: Evaluation Forms

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Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the federal government.

Please share any comments on the strong components of the training.

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Please share any comments on how to improve the training.

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What additional topics would you like to receive training on related to hearing assistive technology?

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