Training for Trainers: Training and Facilitation Skills
Dealing with challenging behaviour

It may be most effective to introduce this Module later in the training, once some substantive areas have been covered. This will give learners a chance to practice their skills in a more realistic context: they can practice delivering some training whilst also dealing with challenging behaviour. You may wish to be flexible about when you use this Module.

The aim of this Module is to enable learners to be able to deal effectively with challenging behaviour in training sessions.

By the end of this Module learners will have achieved the following objectives:

1. be able to recognise common types of challenging behaviour they may encounter in a training session
2. be able to understand the impact these types of behaviour can have if they are not dealt with
3. be able to confidently deal with common types of challenging behaviour, to ensure the training is successful

<table>
<thead>
<tr>
<th>Activities</th>
<th>Resources</th>
</tr>
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<tbody>
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<td>• Explain to learners that dealing with challenging behaviour can be one of the hardest things for a trainer to tackle and can have a direct impact on the success of a training session.</td>
<td>• PowerPoint slides (if required; this Module can operate without slides if necessary)</td>
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<td>• Point out that is better to focus on ‘challenging behaviour’ rather than ‘difficult people’ as a trainer’s focus should be on (improving) behaviour rather than simply labelling a person as ‘difficult’.</td>
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ACTIVITY: What do you find challenging?
• Ask learners to work in groups of two or three. Ask them to discuss with each other one example each:
  - What type of behaviour do they think they will find challenging to deal with (for example a learner who does not talk very much)?
  - Why do they think a learner might behave in this way? (For example a learner who does not talk very much might be shy, lacking in confidence or intimidated by the rest of the group).
  - What do they think is the impact of this behaviour? (For example a learner who does not talk much might not get very much out of the training session and the discussion might be dominated by other people without their ideas).

• Take some feedback from the group and refer them to the examples of challenging behaviour in the coursebook.

**ACTIVITY: Dealing with challenging behaviour**

• Divide the learners into larger groups (perhaps 6-8 people). Ask two people in each group to prepare to lead a discussion on an area of training for monitors they feel confident with. Two people will play the role of trainers and the others will play the learners.

• Hand out the Challenging Behaviour cards to people playing the role of learners. There are five types of behaviour and there should be at least one card per group. It may be best to limit the number of cards per group so the trainers are not having to deal with too many types of behaviour at once! Tell the people who have been handed the cards that they should behave in the way shown on the card. Tell the trainers that they will need to deal with that behaviour.

• Allow the discussions to run for at least five minutes and observe how the trainers are dealing with the behaviour. If there is time you may wish to run the exercise again to allow others to play the role of trainers, perhaps handing the cards to different people.

• Take some feedback about how the trainers dealt with the challenging behaviour and refer the learners to the guidance in the coursebook on dealing with challenging behaviour, adding any advice you feel would be helpful to them.

**Coursebook Module: Dealing with challenging behaviour:**

- **Challenging behaviour cards:**
  - **The Expert**
    - They have a lot of knowledge about the subject (or think they do) and are very keen to share this with the rest of the group.
    - They talk a lot and often dominate the discussion.
    - They may have difficulty in following instructions.
    - They are often difficult to work with.

- **The Aggressor**
  - You have a lot of knowledge about the subject and are very confident in expressing your opinions.
  - You are very critical of others in the group, particularly the trainer.
  - You often challenge the trainer, test their authority, and question their authority.
  - You like to dominate, make decisions, and are unwilling to see other people's points of view.

- **Flipchart and pens** (if you wish to record any feedback from the group)