A teaching and learning manual to assist pregnancy care instructors in modifying and developing current and future programs.

by

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The procedures in this staff training manual/workshop are meant to be use by agency staff, as part of the broader services they provide, or under supervision of agency staff.
Abstract
Being a parent can be challenging. The Kingston Pregnancy Centre (KPCC), a small non-profit agency, provides prenatal and parenting courses. These classes require informed and skilled instructors who can provide information in a way parents can understand. However, many volunteer instructors have little teaching experience. The agency requires a manual that provides information on teaching to assist its volunteers and staff to develop the skills necessary to instruct and inform parents of diverse learning needs. The instructors will be informed about the needs of their clients/students, different learning styles, how to use teaching strategies to accommodate these styles, and how to make the best use of the agency’s learning environment. The participants using this manual will include both staff and volunteers from the agency; however, the information will reflect their clientele and their individual needs. Clients enrolling in the prenatal and parenting programs at the KPCC range from mid-adolescents (16 years) and up. The materials used were collected using empirical literature research, search engines, academic textbooks and informative prenatal and pregnancy books. This research further identified a requirement for more evidence in fields such as multicultural education and youth pregnancy. Although there was limited research in several areas, there was enough literature to create a temporary manual that could benefit the agency in a variety of ways until further updating is possible.
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Chapter I: Introduction

During pregnancy, parents seek out programs such as prenatal programs, parenting programs, and even dads programs for the safety, understanding, and care of their child and/or children. Although parenting can be challenging, an unwanted pregnancy can constitute a crisis in itself. The Kingston Pregnancy Care Center (KPCC) offers these programs and support to expectant parents free of charge to the public in the City of Kingston. The KPCC is not a medical center; it is a Christian community agency assisting clients of all ages, genders, and religions. Pregnancy care centers receive clients with a diversity of backgrounds, knowledge and life experience; some clients have already had children, unlike others who are new to parenthood and may be uninformed. The center is a non-profit organization that is funded by donations; the agency is supported by the United Way and is a member of CAPSS (Canadian Association of Pregnancy Support Services). CAPSS’ mission is to provide assistance to women and infants across Canada; in order to do so, the organization offers the pregnancy center encouragement, guidance and preparation to assist these families. The agency provides current information on pregnancy, parenting, abortion and adoption. KPCC offers pregnancy testing, pre- and post-abortion/adoption support, and peer support. KPCC also provides clients with donated baby supplies and maternity clothing free of charge. The agency is run by three staff members: the director, an administrative assistant, and a client care coordinator. Volunteers help the agency with administrative tasks, stocking the care cupboard with baby clothing, diapers and maternity clothing when available, doing chores and teach some of the programs. Unlike staff members, the volunteers do not have meetings with clients; however, volunteers who are intending to enter a helping field may have the opportunity to observe in some client meetings for learning experience. The three regular staff members are all trained to assist clients; they can provide assistance for clients who may drop in or book an appointment. Because the agency staff and volunteers are not necessarily trained educators, the agency has requested that an informative manual be created with information regarding teaching and learning factors. Staff members often use manuals for their learning and have previous experience with the use of manuals. Successful instructors who teach groups of individuals will use a variety of techniques in their courses to accommodate the various learning styles within the group (Brandy, 2013). According to Feldman, Chick and Frewin (2008) learning styles are an individual’s desired way to obtain and use information. The authors also explain that an individual may have several learning styles. In this manual, there will be information regarding lifestyles and needs of individuals, teaching and learning styles, room setup and learning disabilities. This manual will be used to help the instructors (staff and trained volunteers) to design and teach their courses effectively.
Chapter II: Literature Review

Introduction

Considering pregnancy can be a difficult, emotional, and confusing time for prospective parents, providing a positive and effective program to these individuals is important to the agency. Clients’ needs may vary based on their age and gender. The literature review will provide research supporting the content that will be included in the manual. The literature examines how learning styles, environmental settings, and learning disabilities can affect the effectiveness of teaching as well as how these factors are related to and can be accommodated for prenatal and parenting programs.

In an informational article, Brandy (2013) stated that it is the learners’ responsibility to apply the information they have been taught. Although this may be true, it would seem that a client’s age, and past parenting experience would be relevant to prenatal and parenting education; however, there is scant research or literature about this. Other important factors an instructor may want to consider when developing a course include parents’ education level and their culture or ethnicity. Berman (2006) conducted a study on the learning needs of pregnant minority group women and the issues that are associated with prenatal education. Firstly, Berman (2006) discovered that 93% of the women who took their survey identified as foreign-born individuals. Secondly, it was identified that the cost and timing of child-birth courses were two factors that prevented women from attending. Although the family continued to stand by their cultural beliefs and parenting ways, many women believed in taking prenatal courses. Gender roles are exceptionally important in some cultures, yet some families reported it important for the father to attend these groups also.

Multilevel Education

Roberts (2007) in her article based on personal experience presented information about a multilevel classroom that consisted of a group of students who range from having minimal or no education to having secondary or post-secondary education. She continued to summarise four main areas. She provided advice such to take existing curriculum which can be modified to meet the needs of different levels and groupings, to go to workshops from several areas, collect reproducibles, and to become comfortable with searching for multilevel instruction sites. A challenge to teach a multilevel classroom, but it is also a rewarding experience. One of the challenges is to anticipate problems/issues that arise throughout the day. Shank and Terrill (1995) noted that every classroom may consist of a multilevel group as each individual may begin at a different level of competency and of language. Multitasking is therefore an essential ability for a teacher as he or she is required to plan activities that meet the needs of different academic levels and address the various learning styles of each individual. A community agency may have clients of many different educational levels, i.e., a multi-level classroom (Roberts, 2007). That is, when the agency provides a prenatal or parenting program, the educational levels may vary among parents - meaning that the teacher will be required to accommodate the parents’ learning. To facilitate accommodation, instructors could identify their clients’ educational levels by requesting this information as part of their program sign up.

Culture and Fathers

Fletcher, Silberberg, and Galloway (2004) did a study in Australia on how beneficial it is for fathers to take antenatal courses. The study was conducted through surveys given to couples who had attended antenatal courses. The outcome of the study suggested that, overall, the fathers felt prepared for the child’s arrival and for parenting. However, these authors noted that the
fathers commented that they did not feel prepared for the challenges and changes made to their lifestyles and relationships. Furthermore, parents were more receptive to information when it was most needed. In other words, parents would pay more attention to course content when they could relate to it (i.e., couples in a prenatal period would be more receptive to prenatal education, as opposed to parenting education). Panquette, Jones, and Bader (2003), discussed the results of the CAPC/CPNP (Community Action Program for Children/Canada Prenatal Nutrition Program) survey regarding prenatal and postnatal needs for fathers in Ontario. The survey showed that services were limited in financial resources, they lacked male staff facilitators, the programs were mother-focused, the program times were inconvenient, and there was minimal outreach geared towards the male population. Thus, there is a need to acknowledge and accommodate the needs of the males in prenatal couples. Further, it is important to recognise that the information being presented should coincide with the parents’ “current” stage in life; the content delivered should also provide the parents with parental information and potential changes to lifestyles and relationships.

Also in Australia, Brooker and Lawrence (2012), researched the challenges that foreign adult immigrants face during adjustment to life in a new country including the differences between the culture and education of immigrants’ country of origin versus culture and education in their new country. The article also identified exposure to a new culture and development of a bi-cultural identity as challenging, due to: starting or restarting an education with limited English, managing racial discrimination and racism, living in financially low income areas, living in poverty and the struggle to create a social networking system, as challenges. Adult immigrant students who choose to find solutions and work through these challenges have better chances of succeeding. Although motivation and determination may be a large factor of achievement, it is sometimes necessary to obtain assistance from others. The work of Brooker and Lawrence (2012) suggests that if a family speaks a foreign language and experiences difficulties with the English language, a prenatal care agency may consider providing one-on-one courses for their programs. Further, since culture is important to the clients, agencies need to be educated about the clients’ cultural backgrounds. Various cultures may use similar verbal and physical communication. However, for some cultures, some gestures or manners may represent something differently (i.e., how to say hello or greet someone, what type of eye contact is appropriate, etc.).

In Canada in 2010, the immigrant population reached over 280,000 individuals (Chui, 2011). The population total includes both new immigrants and more established individuals. This study looked at the immigration population for both females and males, but notes that the majority are now women. The immigration population has been escalating ever since 1951. More specifically, the female immigration population is increasing and surpassing the overall immigration population. Based on the growth rate and trend of women’s’ immigration, Canadians can expect a potential population of 11.1 million immigrants by the year 2031. Further, Chui’s research shows that in 2006 the highest immigration was for those between 25 and 54 years of age (2011). The Chui (2011) research report and updated statistics provide useful information for agencies delivering services to immigrant women of child bearing age. Reviewing information such as age, relational status, family status, etc., could assist agencies in determining what information and assistance immigrant women may be require. Being knowledgeable in these areas may also help improve communication and relationships with the individual or the family. By understanding other cultures, we can offer more respectful and supportive services to immigrated families that assist their adaptation.
Learning Disabilities and Intellectual Disabilities

It is to be noted that a learning disability (LD) is different from an intellectual disability (ID). According to the Learning Disabilities Association of Canada (n.d.), 10% of Canadians have a learning disability (LD). Skills that can be affected in individuals with a learning disability may include: listening skills, speech, the ability to read and level of reading, writing skills and mathematics (Learning Disability Association Canada, n.d.). However, these individuals do not have intellectual disability (Logan, 2009). People who have intellectual disability have an intelligence quotient (IQ) of between 70 and 75 or less with an onset of the disability occurring prior to the age of 18 (Learning Disability Association Canada, n.d.).

Logan (2009) wrote Learning Disabilities: A Guide for Faculty at Ontario Universities – in which he covered various areas of learning disabilities including but not limited to the accommodations related to each. Regarding accommodations, Logan (2009) referenced a list of to be used in post-secondary settings. This list involved extended time provided for tests and evaluations, reduced course loads, course counselling, audio texts, reading scanners for printed content, voice output computers, an individual who could read the content for the person with a LD, an individual to take notes for the person with a LD, and audio recording of lectures. Moreover, Logan (2009) goes on to mention that other accommodations may also include a quiet room to minimize distractibility. Addressing learning disabilities, however, depends on the level or severity and the requirement of the accommodation. Depending on the severity, an individual may require a tutor, a computer for tests and exams, and/or learning assistance and strategies. Although the accommodations above would be an ideal way to help individuals, not all are financially viable for all agencies. Therefore, it may be necessary to provide instructors with alternative ways of helping clients. Crawford (n.d.), provides information regarding some accommodation that would be affordable even to non-profit organizations. She listed five categories of accommodations. These areas were: presentations, settings, test scheduling, response, and timing. The presentations accommodations list consists of the reduction of items presented per page or line, enlargement of the print of texts, establishing a main reader, and providing oral instructions. Settings consists of providing preferred seating arrangements, considering the lighting in the room, and eliminating the majority of distractions, allowing the student to be testing in either a small group of people or alone in a room. Test scheduling, as the title explains, locates a time of day and amount of time offered to complete the test. The response section mentions allowing individuals to respond verbally. Timing discusses the opportunity for more frequent breaks and extended timing for tests. Finally, an additional factor was mentioned; providing the individual with a special test preparation, providing prompts to help individuals stay on-task and focused, and providing any other accommodations required. These accommodations could be provided by the agency when running a parenting class. They would help the parents’ learning by providing them with the necessary tools to learn the course content. Although there are many options above to help accommodate learners, the Learning Disability Association (LDA) of America (n.d.) mentions various ways that some individuals communicate and learn differently: some learn orally, others through auditory presentation, some visually and others by writing. Similarly, The Learning Disability Association (LDA) of Texas (n.d.) mentioned a large list of potential accommodations such as notebook assignments, highlighted text, visual materials, repetitions, self-testing, large print, etc.

It is important to note in the following discussion that scholarly articles and policy papers of different countries may use the same term to describe different populations. In the British Isles, the term learning disability is used to refer to individuals who in North America would be
described as intellectually disabled. For the purpose of clarity in this paper, the North American terminology will be used regardless of the origin or the study. According to Porter et al. (2012), an instructor should consider the high number of individuals with intellectual disability (ID) who have children. With appropriate support, parents with [intellectual disability] can be prepared for and capable of raising their children. For an agency providing prenatal services to the population of intellectually disabled individuals, there is a requirement to provide additional resources in order to help these adolescents and adults to understand and navigate the stages and responsibilities of pregnancy. Further, Tarleton and Porter (2012) addressed the stereotyping of parents with [intellectual disability]; these parents are inaccurately assumed to be incompetent and unfit parents. But they do face challenges with more than just their literacy skills; they can face difficulty with abstract concepts and tasks that occur in everyday life. Feldman and Case (1999) pointed out that parents with intellectual disabilities who are at risk of neglectful care are in fact capable of learning parenting skills. They studied 23 participants (including three fathers) and four categories of skill using simple literacy instructions, images, and recorded audio instructions. They concluded that the training was successful and effective.

**Learning Styles**

Kolb (2007) theorized that parents’ decisions are based on their preferred style of learning. He went on further to explain that there are four learning styles: watching, thinking, feeling, and doing. These four main categories of learning styles are also described as receptive learning styles, information processing styles, personality styles and experimental styles (Feldman, Chick, and Frewin, 2008). These categories each contain several styles to which people may relate as their preferred learning style.

**Receptive Learning Styles** consist of three sub-styles: **Visual**, **Auditory** and **Tactile** (also known as **Kinesthetic**). **Visual** learners are described as learning by mentally visualizing content; therefore, individuals with this type of style favour watching and reading. **Auditory** learners are referred to as individuals who prefer to listen; therefore, these individuals are thought to do well with oral presentation of content. **Tactile** learners are described as individuals who have a need to feel and manipulate objects in order to learn.

**Informational Processing Styles** consist of two sub-styles: **Analytic** and **Rational**. An **Analytic** learner will use a small portion of information to begin and with continue to build on it, creating a bigger picture. However, a **Rational** learner will look at the situation as a whole and break it down into several components.

**Personality Styles** include **Introverts** versus **Extroverts**, **Intuitors** versus **Sensors**, **Thinkers** versus **Feelers**, and **Perceivers** versus **Judgers**. An **Introvert** is characterised as someone who is independent, enjoys being segregated and working alone, as well as demonstrating less interest in others around them. On the other hand, **Extroverts** are more influenced by and interested in others around them, they work best in groups, and they are known to be outgoing. **Intuitors** are problem solvers; they are known to be creative and **relational** thinkers. **Sensors** are precise and logical thinkers, and approach situations cautiously. **Thinkers** tend to use logical thinking when approaching situations and problems by analysing them. This is as opposed to **Feelers**, who react to situations and problems emotionally and respond based on values. A **Perceiver** will be open to different perspectives as he or she attempts to collect all information prior to a decision. Finally, the **Judge**, unlike the **Perceiver**, uses rash thinking and decision making; he or she enjoys self-delegated goal achievements.

**Experimental Styles** include **Divergers**, **Assimilators**, **Convergers** and **Accommodators**. Individuals who are **Divergers** are known to be able to record learning information, and are
obsessant for both themselves and for others. Assimilators are more theoretical learners and thinkers, they prefer to use reading and listening to learn. Convergers prefer to be taught in teams and learn best by hands-on information in steps by an expert. Accommodators will work at practice.

The theory behind this is that there is a learning cycle in which individuals begin in one of the learning stages, and with time develop all learning styles (Kolb, 2007). Further, Kolb (2007) says that teaching the child to explore all four types of learning stages would be beneficial to the child. Platsidou and Metallidou (2009) conducted a study looking at the Learning Style Inventory (LSI) developed by Kolb. The purpose of the experiment was to evaluate the psychometric properties of the LSI. The study was conducted on a sample of Greek teachers who taught different academic levels. The results indicated that Kolb’s LSI was reliable and was consistent with the authors’ previous research; however, their results indicated that its construct validity was questionable. The authors mention that other older studies had found good validity for the LSI. Given these equivocal findings, it is important to use Kolb’s theory carefully when designing lessons. Future research may clarify the effectiveness and utility of Kolb’s theories.

Muscat and Mollicone (2012) conducted an assessment on students in mechanical engineering in order to establish if Kolb’s learning styles could help the students expand on their learning styles and to determine how they interpret information in order to help them in their future careers. Following the assessment, they concluded that utilizing Kolb’s leaning styles in a well-rounded fashion can be an effective way to learn. Further, Muscat and Mollicone (2012) proposed considering the learner’s style and allowing the learner to experience a situation in which to use other styles in order to develop the skills.

Practicing new learning styles could be an advantage to a parent. If a parent has just one or two learning styles, it might be challenging to accommodate the presentation of some content to those one or two styles. Similarly, there may only be certain ways of presenting some material. By experiencing, the presentation of content suited to a new learning style a parent might expand his or her learning skills; he or she might develop problem solving and analytic skills necessary for parenting. For prenatal or parenting education, this might provide further understanding of the parents’ learning styles and may be a beneficial way to educate parents on learning styles and the effects on their children. The four main categories of learning styles are receptive learning style, information processing styles, personality styles and experimental styles (Feldman, Chick, and Frewin, 2008). These categories each contain several styles to which people may relate as their preferred learning style.

In summary, developing skills in all areas of learning styles can assist the teacher and the learners to grow and adapt to new problems and situations. However, disabilities such as auditory processing and language processing deficits may interfere with the capacity of an individual to develop some of these skills. Kolb also did not consider the possibility that individuals may have hearing loss or visual impairment. Such disabilities would limit a person’s ability to understand, connect and develop the skills described by Kolb. Kolb’s theory would seem to be specific to a population of individuals without disabilities or impairments. If individuals could practice and adapt to all learning styles, we as a society would experience fewer difficulties when solving problems. We would be able to approach situations with a variety of solutions and perspectives for solutions. Further, students who adapt to a different teaching style would be better prepared to understand and interpret the material. Realistically not everyone is able to develop all learning styles therefore an instructor must accommodate to the preferred style of each individual in order to meet that individual’s needs.
Brandy (2013) discussed some of the common learning styles and added some learning styles that were not included in Kolb’s Theory. She identified the visual, auditory, kinesthetic learning styles but added logical, social and solitary. Although Brandy used different titles, the logical learning style can be compared to the Sensors learning style; the social learners can be related to the Extroverts; the solitary learners are similar to the Introverts. Feldman, Chick, and Frewin (2008) state that a person may have a wide variety of learning styles that are a basic reflection of one’s preferences. An individual’s learning style has potential to change at any time in his or her life, allowing one’s views and life to be reshaped. If teachers were to consider the learners’ styles, they would be able to provide their students with more effective learning environments. However, this would not necessarily affect future development of their parental skills because it is the teacher’s responsibility to provide the opportunity and the responsibility of the learner to take the opportunity to develop him or herself (Feldman, Chick, and Frewin, 2008).

In regards to teaching prenatal and postnatal parents, it is important to assess the parents’ learning styles and preferences as this will assist both the instructor to communicate and teach the parents in a way to which they can relate and understand. To accomplish this, the agency could provide an anonymous survey to the parents to provide information regarding learning preferences.

**Teaching Styles**

In an article on teaching and cognitive styles, Evans, Jane and Young (2008) stated that teaching styles are a way for educators to express their individuality and to improve upon their way of educating others while adhering to appropriate instructional methods. In order to improve upon teacher-student interactions, it would be desirable for the teacher to be aware of his or her own preferred teaching style, allowing the teacher to identify areas in need of change and modification. Brandy (2013) wrote that educators should consider teaching new information by balancing concepts and concrete information. They should also look at incorporating different elements, such as pictures, verbal and written exercises, lectures with handouts, etc. The relationships between two learners who learn differently and between instructor and a student are similar; both parties must find common ground in order to communicate, understand, and advance in their work. This can be extended to teaching parents. If each parent in a relationship and the instructor all use different techniques, it will further learning for the instructor to assess the situation in order to create an effective communication and learning environment. Kolb (2007) gave some examples of how parents with different teaching styles approach parenting situations differently; it would seem likely that parents could benefit from recognizing each other’s teaching and learning styles in order to be more consistent as a couple and to further develop as individuals.

**Environment**

Elements relating to environment and room setup discussed by Shalaway (2013) in a book entitled *Learning to Teach...Not Just for Beginners* are important factors. A properly lit room can enhance the energy level of an individual. An opportunity for individuals to move around and to stretch and temperature preferences should also be considered as they too can affect the energy level of the learner. Noise level is also important. The placement of the desk, tables, or chairs is important. There are various ways of placing desks, tables or chairs; Shalaway (2013) mentions the circle, U-shape, individual spacing, groups, and rows. The placement of the furniture depends on the teachers’ preference and the activities presented; regardless it is important that eye contact with each student can still occur. A poor environment will affect the individual’s ability to comprehend and concentrate on the content being taught; it can hinder the
learning experience of the individual and cause inattentiveness (Australian Government Department of Health and Aging, 2009). The Australian Government Department of Health and Aging (2009) identified five elements, referred to as SPECH, which are used to create a better learning experience and environment for all parties involved. The acronym SPECH stands for: Social Environment, Physical Environment, Emotional Environment, Cognitive Environment and Holistic Environment. The element of Social Environment can be achieved by incorporating some of the following: welcome signs, introductory activities, name tags, group activities, taking breaks, and outdoor activities. Just as for any new class, breaking the ice can be helpful for parents. In prenatal and postnatal groups, parents can bring a variety of experiences to the table; creating a comfortable environment can help the group to share those experiences. Providing a comfortable Physical Environment can be achieved by adjusting room temperature, controlling noise/volume, the lighting in the room, the appearance and room plan, the air ventilation as well as the equipment being used. When teaching a class, it is important to consider the Emotional Environment; assisting the learner to feel safe and comfortable is important. This can be achieved by encouraging the learners’ involvement, acknowledging their contribution, demonstrating value for the individuals’ differences, giving and earning respect, keeping information confidential, being genuine, and giving constructive feedback. When learning new information, adults want to know that the information they are learning is relevant and beneficial to them. The Cognitive Environment can be established by encouraging participation in decision making, helping participants relate to the information, providing a range of information for individuals who have different backgrounds and knowledge, creating activities for practice, and providing supplementary information. The Holistic Environment accounts for the various needs of the participants and applies to a range of examples using basic language, respecting different cultures, and provided teaching styles according to learning preferences.

**Maternal Needs**

Many needs are to be considered when instructing any course. Mothers in prenatal, postnatal, and parenting courses may be pregnant or have a child with them and will therefore have additional needs compared to those of other students. Within the first month of a mother’s pregnancy, she will begin to feel both physical and emotional changes in her body (Eisenberg, Murkoff and Hathaway, 1984). While not all symptoms may present themselves, or are probable to occur, (Lippicott, Williams and Wilkins, 2008), some physical symptoms that may occur are: breast changes and tenderness, nausea or vomiting, frequent urination, backaches, round ligament pains, constipation, ankle pains, headaches, and leg cramps. With these symptoms in mind, women will require the opportunity for more frequent bathroom breaks, they will require proper seating environments for their back and ankle pains, and may need to take time for some exercises to help relieve these pains (Lowdermilk, Perry, Cashion, and Alden, 2012). They may also require periods to breast feed a child and will need to be excused when feeling nauseous. Lowdermilk, Perry, Cashion, and Alden (2012) suggested that pregnant women experiencing back and lumbar aches move frequently, sit in a low chair and have their knees elevated higher than their hip lines or even acquire a box or foot stool to elevate their feet.

In summary, many factors may have an impact on individuals’ learning experience. Even if the members of the class have needs and learning styles that are different, a good teacher seeks ways to accommodate and communicate with his or her students. Effectively teaching, communicating, and providing information to parents in prenatal and postnatal education is desirable for the best learning outcomes for families.
Chapter III: Format/Methodology

Participants

Clients attending the Kingston Pregnancy Care Center programs are as young as 16 years of age and up. The KPCC provides some gender-specific programs as well as co-ed classes. There are no financial requirements for participation in KPCC programs and they are open to all members of the public who require the services; therefore, clients’ financial status, living style, culture and overall needs may vary widely. Furthermore, clients can have disabilities that could affect the learning and teaching experience. These factors will be considered and covered in the manual to allow accommodation of various learning needs and potential expectations of KPCC clientele.

Setting

KPCC is centrally located in Kingston. This center is a Christian organization; however, it ensures that staff and volunteers are non-judgmental individuals and it welcomes anyone in need to use its services. The center contains two offices, a counselling room, and a large meeting room for its parenting, fathers’ parenting, and prenatal classes. The agency’s meeting room contains a sitting area for the groups, and a small section of the room for children to play with toys and read books. The room contains a changing table, some chairs, a table and various children toys.

Procedure

Ebsco Host data base, Queen’s University data base, Google scholar search engine, Google search engine, and the St. Lawrence College Library were used to locate peer reviewed articles; information was also retrieved from scholastic peer reviewed textbooks, websites; and important information was provided by the agency. Information about pregnancy development and self-care recommendations was located in maternity and women’s health references. The material researched consisted of individual’s needs, pregnant women’s needs, learning disabilities, learning styles, teaching styles and environmental factors.

Format

The manual covers different client needs, learning disabilities, pregnancy needs, learning styles, teaching styles, and environmental settings. This information is presented as a booklet with a clear cover for protection and a title page with the agency’s name and logo. The manual includes a table of contents, with the five sections as described above, and references. Finally, the manual will be bound together with a black plastic binding spine. As such, the manual will be complete, and ready to use as a training reference.

Expected results

The expectations for this manual are that it will inform the instructors and volunteers about clients’ potential needs based on gender. This manual was not be tested due to the duration of the practicum. However, the staff will be provided with a rating scale/questionnaire to evaluate how well it meets the needs of KPCC instructors and to facilitate ongoing revision and updating. It will address the manual’s clarity, its effectiveness, how user friendly it is, and how well it met the agency request. The questionnaire consists of 10 questions, each to be rated on a scale from 1-10 (see Appendices B). It will include section allowing staff members to add comments and requests for further modifications. Furthermore, the completed feedback questionnaires will be reviewed for potential modifications including additional information to be added. In the event that the results of ratings by the instructors and volunteers are consistent and there is time remaining, revisions will be discussed and incorporated. A future student on placement at KPCC may wish to further test the manual.
Chapter IV: Conclusion/Discussion – Limitations

A limitation of the manual is the impossibility of testing it prior to the thesis completion. It is recommended that the manual be properly tested and assessed to evaluate its effectiveness as a training and reference guide. Further, the creation of additional “program specific” manuals could accompany this one. Each additional manual could be specific to a program, allowing the current manual to be a general guide. Lacking the opportunity to test the manual may lead to other limitations. Some limitations may include the general nature of the information as opposed to specific information about the needs of individuals and clients. The information may not be suitable for all situations and, therefore, ethical issues may ensue. For example, if instructors do not accommodate the needs of individual clientele, the learning process may cause some individuals to become distressed or to misinterpret the information. Although the agency has been consulted regarding revisions and the appropriate corrections have been made, the agency’s needs may change over time. This means that the content should be assessed and modified as required to meet the agency’s changing requirements.

Although using the manual does not require any training, an explanatory session was provided to ensure that the staff understood the sections of the manual and how it could be beneficial for the creation of programs. At the session, staff members were able to ask questions and discuss the information from the manual. Overall, the staff enjoyed the manual and had minimal changes and additions. The staff wanted to include their agency mission and to include some information regarding immune system of pregnant women regarding caution practices for clients who are ill. These updates were included and revised, printed and bound for use.

In conclusion, this manual targets agencies with and without knowledge in the education field. Agencies desiring to create a class can use this manual as a base of knowledge regarding techniques and set up ideas to enhance learning. The literature review revealed significant gaps in information relevant to prenatal education indicating that further research should be considered in the areas of youth parenting (including their skills and needs), paternal parenting programs and paternal parenting (skills and needs), the needs of immigrant parents, parents with intellectual and learning disabilities, and effective environmental learning set ups and design. With an increase of knowledge in these areas, there could be an improvement in the information for the manual in future maintenance.

Multilevel Challenges

Additionally, instructors may face a series of multilevel challenges when using a manual to assist them in teaching a diverse group of individuals. Although this manual can assist in many areas of teaching, there are still challenges that can develop in several other areas where the manual becomes inadequate (i.e., at the client level, program level, organizational level, and the societal level).

At the clinical level: Some instructors may face challenges with their client’s motivation to actively participate in, and attend prenatal and parenting courses. They are unable to instill the importance of taking these courses seriously. Further, instructors are unable to control whether or not their clients attended the courses or if they are punctual. There are external factors that instructors have no control over, such as transportation, emergencies and other important appointments. However, some clients may also be facing stress and pressure in their lives from their partners, relatives, and friends, or from individuals in the program. The manual is created to accommodate learners and to develop environments that are more comfortable.
At the program level: The manual can be beneficial in instructing the staff and volunteers who to utilise their resources to better teach a course at the agency. However, not everyone can learn by reading a manual. Therefore the manual in and of its self is a challenging task for some individuals. Thus, the manual may sometimes require explanations, and may require updates over time. As information becomes outdated, new research becomes available and maybe more beneficial to the agencies population. It is important to note that individuals using the manual may experience challenges as it has not been tested for how functional and effective it is.

At the organization level: The manual is a good tool in assisting the staff and volunteers to learn how to instruct individuals. However, the manual is only beneficial if the agency is able to provide available staff and volunteers who are qualified. Further, the manual can become costly over time as it is important to update the information. Although the manual provides a series of inexpensive examples and suggestions, some challenges an agency may experience is inadequate funding to run the programs and provide the accommodation required for the clients learning. While the agency provides a variety of choices and are open minded towards client’s choices, it is a Christian organization. This may have an impact on the number of clients it receives for programs, meaning that with small inconsistent courses, the agency is no long placing their resources, time and money in areas that are affecting the majority of their population.

At the societal level: One challenge that the agency has faced is male client attendance to courses. Even though the agency provides an all-male clients course, it is difficult to bring men into the programs. Similarly, many individuals in society face the challenges in approaching agencies to attend and seek prenatal and parental courses. Society can sometimes carry a negative stigma about services that offer courses on “how to parent”. The manual is unable to assist the agency to change views and opinions. However, with the use of the manual instructors can provide a positive environment and experience.

Finally, it is important to note that the information covered in the manual is pertinent in the field of behaviour psychology as it can provide understanding of the relation between the people’s needs, learning styles, teaching styles, and class room set-up. This information is valuable as it can help instructors of various fields develop and provide good and effective lessons or programs.
References


Appendix A: Manual

KPCC
Kingston Pregnancy Care Centre
Abstract

In this manual, you will find information about teaching and learning techniques and learning environments relating to the general population. The following chapters will provide information regarding the potential needs of clients who may come into the center, information and references on learning disabilities, learning styles, parenting styles, teaching styles, and classroom set-ups. The manual is intended to help the instructor(s) organize and prepare their classes to meet the needs of most individuals involved.
This teaching guide was created by a 4th year Behavioural Psychology student from St. Lawrence College in 2013. The information found in this guide is intended to be used as a reference to assist instructors in developing the presentation of programs.
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CHAPTER 1
INTRODUCTION
Introduction to the Guide

Teaching can be a challenging task because our population has various personalities, learning styles and needs. You can be faced with students who are of different ages, different genders, have diverse backgrounds, life experiences, learning disabilities, medical needs, personal needs, different learning styles, different parenting styles, etc. When teaching, there is a great deal of information to consider about the client. However, it is also important to be aware of your teaching styles and experiences. What can you bring to the table?

Questions to be addressed when preparing for a class include: Who am I teaching?, What material is the being taught?, What are my teaching styles?, What are the students learning styles?, and How can I create a better learning environment? Answering these questions will help us structure our programs (classes) to be productive and efficient for parents and instructors alike. Considering different individual needs will create a stronger connection between teaching and learning.
The Guide

Learning new material can be difficult when it is presented to you in a way not compatible with your way of learning. Learning can also be difficult when the classroom environment is uncomfortable and distracting. So how do we meet everyone's needs?

This guide is intended to provide you with client needs information, with information on various learning styles, teaching styles, and class environments, which will inform the design of lessons and the adaptation of the classroom environment.

Note: The information in this guide is subject to change over time as new research may become available. Further, the information in this guide was selected to assist the agency based on its current location, funding and clientele (pregnant women and their partners). Therefore, if the agency were to experience a change in any of these factors it might require maintenance or revision.
CHAPTER 2
CLIENTELE
Clients:

The KPCC is a private organization offering their services to the Kingston community and their surrounding areas. It is a Christian based organization, which supports all individuals, regardless of one’s race, religion, creed, national origin, age, gender, or lifestyle. As a member of staff, you will be faced with a diverse group of individuals. The agency offers programs for both males (fathers/partners) and females (mothers/partners). New clients are required to be registered prior to using the agencies services; this helps the agency understand more about the individuals and their needs. The registrations of clients also assist the agency in collecting statistics on the clientele and types of services being utilized in order to improve the agency’s programming. Some clients are first time parents; others have been parents for some time; some families require the support of the CAS (Children’s Aid Society); others may have experienced domestic abuse; there are parents who are single and others are married or in a relationship. It is imperative to keep in mind that each client carries a different past, and has different beliefs.
Needs of Clients:

It is important to be aware of clients’ medical history, the need for food and beverages, breaks, and pregnancy needs (e.g. A pregnant client in her first trimester is experiencing pregnancy symptoms such as an upset stomach and vomiting; she may need to take a break or leave the session).

Pregnant Women:

During pregnancy, women will experience various symptoms that are uncontrollable and require accommodation.

First Trimester (1-12 weeks)
- Upset stomach with or without vomiting
- Headache
- Heartburn
- Frequent urination
- Fatigue and sleepiness
- Food aversions and cravings
- Tenderness, tingling and heaviness in breasts from enlargement

Second Trimester (13-28 Weeks)
- Body pains in back, abdomen, breasts, and thighs or groin
- Carpal Tunnel Syndrome: numbness or tingling in the hands
- Itching of abdomen, palms, and feet
- Swelling of ankles fingers and face

Third Trimester (29-40 Weeks)
- Shortness of breath
- Heartburn
- Swelling of ankles fingers and face
Hemorrhoids
Tenderness in breasts
Trouble sleeping
The baby moving lower in the women’s abdomen
Contraction: signs of real or false labour
With different symptoms, there are different solutions. Therefore, it is important to request that the clients bring in their own equipment if the agency does not have access to the required solution (example: pillows, foods, medications, etc.).

Further, pregnant women are more susceptible to sickness (colds, flu, etc.) Thus, establishing an environment that assists in preventing the spread of illness will help both mother and families. Consider offering masks, anti-bacterial sanitizer, and anti-bacterial wipes (to wipe off surfaces). Make a courtesy request that the client stay home if ill (call the agency to notify them of absence) or to take the required precautions if attending the course while ill.

Food and Beverages:
When running a class consisting of several hours, it is important to inform the group if there will be food and beverages being offered or if they should bring a snack or a lunch. Clients can become distracted if they are hungry. They can also become physically uncomfortable. This also goes for hydration; if you will not have beverages available for the clients, it is important to advise them to bring their own to the class. Moreover, if the class is providing food and beverages, it would be beneficial and wise to take allergies and dietary restrictions, related to both medical conditions and cultural practices, into consideration. Providing snacks that are easily tolerated by those experiencing nausea, heartburn, etc. would also be wise. By being informed about the clients’ health, the agency can provide a safer and supportive environment.
Breaks:

When running a program or a class, clients should be provided breaks to socialize, stretch and have time to consolidate the information they have been taught. Taking a break is also a time for clients to have their cigarettes, refill their beverages, take medication, and use the washroom.

Medical History:

When reviewing the clients’ medical history it is important to take note if they require any medications or if they may exhibit signs medical difficulties.

Some examples:

Asthma: Do they have an inhaler in case of emergency?

An Allergy: How severe is the allergy? How is it triggered? Do they have an epipen?

Diabetes: Do they require an insulin shot? Do they require a break to take their readings?
CHAPTER 3
LEARNING
Learning Styles:

In today’s society, people are encouraged to be aware of how they learn and to advocate for the tools and supports they find effective. Some people prefer reading a book or manual, others would rather listen to audio books or to have an instructor, and many find that watching someone or doing it yourself is the key. There is no single right way to learn. In general, we use a variety of learning styles which relate to our choice of thought process, our personalities and our personal preferences regarding the delivery of the content.

The following is an overview of four different categories that have an impact on our learning styles (Feldman, Chick, and Frewin, 2008).

Receptive Learning styles: These are the learning styles most traditionally referred to as: visual learning (learn by seeing and reading), auditory learning (learn by listening), or tactile learning (also known as kinesthetic learning. Learn by doing hands-on work). These learning styles represent the initial way the body gathers information to learn.

In a prenatal or parenting course, it may be beneficial to know the group members’ learning style in order to provide the information in ways members can understand and remember. If there is a diverse group, and/or you are unsure of members’ learning types, consider providing the information in multiple ways to accommodate each learning style. Example: in a prenatal course when teaching mothers to breast feed, consider providing a step by step written description, verbally explain the process, give a demonstration or provide images and allow the group to practice the technique.

Information Processing Styles: The following are two learning styles that explain the way people understand information: analytic and relational. An analytic learner will use small portions of information to begin their learning. They
will continue to build on that information to create a bigger picture. However, a relational learner will look at the big picture and break it down into several components. Some parents have difficulties seeing the bigger picture (example: a life goal). They focus on the small things that create the big picture (example: they look at obstacles and tasks to achieve in order to reach the goal.) Parents who only look at the big picture are missing the small things. Therefore, they can miss out on important lessons and issues because they are focused on the result. Provide the parents with activities that can challenge both types of thinking by first providing them with a “big picture” situation and have them break it down, then follow-up with a list of situations, events, activities, etc. and ask them to identify the big picture.

**Personality Styles:** include Introvert versus Extrovert, Intuitive versus Sensor, Thinker versus Feeler, and Perceiver versus Judger. An Introvert is characterised as someone who is independent, enjoys being segregated and working alone, as well as demonstrates less interest in others around them. On the other hand, Extroverts are more impacted and interested in others around them, they work best in groups, and they are known to be outgoing.

When teaching a course consider using activities that involve both individual and group work; this can provide both Introverts and Extroverts the opportunity to concentrate. Further, it may be beneficial to teach parents ways to work with both introverted or extroverted individuals because their partner or child may be opposite from their personality.

**Intuitors** are problem solvers; they are known to be creative and relational thinkers (see information processing styles). **Sensors** are precise and logical thinkers, and they approach situations cautiously.
Thinkers tend to use logical thinking, approaching situations and problems by analysing them, as opposed to Feelers who react to situations and problems emotionally and respond based on values. A Perceiver will be open to different perspectives as he or she attempts to collect all information prior to a decision. The Judge, unlike the Perceiver, uses rash thinking and decision making; he or she enjoys self-delegated goal achievements.

Overall, bearing in mind the personality aspect of learning styles is beneficial during a parenting course when conducting role plays and group discussions. It will provide diverse opinions and ideas. Among one another clients will be able to discover different ways to approach and solve a situation.

Experiential Styles include Divergers, Assimilators, Convergers and Accommodators. Individuals who are Divergers are known to be able to record learning information (by taking notes), and are observant for both themselves and for others. Assimilators, are more theoretical learners and thinkers, they prefer to use reading and listening to learn. Convergers prefer to be taught information in steps by an expert. Accommodators will work in teams and learn best by hands-on practice. Experiential styles are very similar to those in the receptive learning.

Note: There are tests available in the Kolb Learning Style Inventory booklet and the Power Learning Strategies for Success in Higher Education and Life book contains learning styles quizzes and tests Kolb (2007).
Learning Disabilities (LD):

Did you know an individual with strong intelligence can have a learning disability? People with a below average, average and above average intelligences can have a learning disabilities. Individuals with LD often experience difficulties keeping up with others their age when learning something new because of how they process information.

There are adults who are unaware that they have a learning disability. Many of those who do not know they have an LD have developed strategies to deal with the difficulties they face. Every individual with an LD experiences different effects, and they have different levels of severity ranging from mild to severe LD.

How can we establish if someone has a learning disability? There are levels of factors to consider when establishing if someone has a learning disability. First, it is important to understand what learning disabilities can affect.

Here are some of the areas affected by LD:

- Writing
- Listening
- Speaking
- Reading
- Mathematics

There is no clear understanding of what causes learning disabilities; however, individuals have considered some contributing factors to be: heredity, problems during pregnancy and birth, and incidents after birth.

Note: When referring to people with a learning disability (LD) or an intellectual disability (ID), we address them as “an individual with”, “a person who has”, or “people who have” an LD or ID.
Intellectual Disabilities (ID):

Individuals who have an intellectual disability have an intelligence quotient (IQ) of between 70 and 75 or less and the onset of the disability must occur prior to the age of 18 (Learning Disability Association Canada, n.d.). In fact, ID is a life-long condition which has an onset at birth or within childhood. An intellectual disability can make it difficult for the individual to understand an abstract concept; it may also impact the ability to adapt to daily life stressors. Individuals with ID have the ability to communicate, work, and participate in social events and to live their lives as everyone else does. The amount of support they require depends on the severity of their condition.

Thus, individuals who have either a LD or an ID may require accommodations. These accommodations are to help them learn the information being taught in a way they can understand (see the accommodations section). Some parents may also require being taught the most basic parenting skills and how to perform certain tasks.
Accommodations:

Accommodations can be used to assist LD and ID students with understanding the material or keeping up with the work. Some accommodations may be required due to a disability or learning preference.

Here are some accommodations:

- Reduce the number of items presented on a page, power point slide, flip chart, white board, or chalk board
- Enlarge the text print (size)
- Establish a main reader in the group
- Provide handouts for lectures and activities
- Provide oral instructions for activities and tasks
- If there are tests, schedule times and conditions of the test with the students
- Providing prompts to help individuals stay on task and focus
- Provide any additional assistance if required
- Use visuals to supplement a lesson or class
- Provide opportunities to practice and overlearning of key skills and ideas
- Allow the class to be recorded
CHAPTER 4
TEACHING
Teaching Styles:

Teaching styles also are based on our own learning styles. Instructors will present the material in a way they are used to and prefer learning. This might be easier for the instructor to teach the information, but it might be more difficult for some of the students. People all learn differently, and that’s why it is important to include different types of teaching styles into the lessons.

Below is a list of types of teaching styles:

Lecture Method is a teaching style that can be used to teach new material that is factual. Lecture methods involve an instructor talking to a group of people (students). If the group is uneducated on a topic, it might be useful to teach the content using a lecture method and then review the information using a different method.

How to present a lecture and make it interesting?

- Power Points
- Flip charts
- Printed handouts
- Limit lectures to 20 minutes or less
- Use relevant pictures, diagrams, models and videos
- Provide examples and let students provide examples

Example: When providing new information about child feedings, ensure that the clients all have copies with clear descriptions. Further, create a visual chart or write key words/sentences in a flip chart or a Power Point (if it becomes available).

A Discussion Group is a teaching style that allows the students an opportunity to talk about the topic as a collective group. Students can provide additional
information about the topic, they can give examples, and they can share ideas and opinions. This is a good method to use when learning about the individual students, and about their knowledge regarding a specific topic. The discussion method can be used in different group sizes (as whole class or in divided groups). Discussions are also good to use as a review session. This method can also help the instructor understand what his or her students have learned up to a certain point and what questions they may still have.

Points to consider when using the discussion method:

- Present an interesting and relevant topic
- Provide a series of questions for discussion
- Write down the main points of discussion for all students to see.
- Keep the discussion to a time limit

Example: Use during the parenting program when reviewing previous sessions and homework. A discussion among the group can help refresh the clients’ memories and interest in the topic. This can also give them a chance to share an experience that occurred that past week in relation to the subject being discussed.

**Buzz Groups** are similar to the discussion method. However, buzz groups are typically made up of pairs, trios or more. One individual from the group reports their group’s conclusions and results to the class. This technique can be used in any class or lesson, and it can be paired with other teaching methods.

Points to consider when using the buzz groups technique:

- Give an explanation of the topic to be discussed
- Organize the different groups (groups sizes, group types: mixed, gender specific, same abilities, interests, etc.)
- Supervise and provide assistance to students
- Provide interesting similar topics to each group to encourage participation. This way each group can contribute to the activity
- Keep the activity to a time limit (provide a limited to discuss and a limited time to share)

Example: During a parenting program, provide a lecture followed by a scenario. This scenario is then to be discussed in the group to either identify what they would or should do, or what was wrong with the situation. Have one person per group share what they had discussed.

The Demonstration Lesson is a teaching style that allows hands-on experiential learning. This style is good for teaching practical information. The instructor might present an in-class activity or task to the group and will show them how it is done. Often this type of style is helpful for students to know what is expected of them. Demonstrations are also used for showing the class an example, when materials are limited, when time is limited, and to introduce new skills and concepts.

Points to consider when using the demonstrations:
- All students should be able to see the instructor
- If there is a large class, divide them into smaller groups and demonstrate to each group
- Review the steps of the task

Example: During prenatal class, instructors could use demonstrations to teach parents hands-on tasks. Some of the following are things instructors could demonstrate: how to properly hold an infant (while walking, feeding, sitting, etc.), techniques to bathe an infant, etc.
Brainstorming is a teaching style similar to the discussion method. Brainstorming can be done in a group or individually. The student(s) think(s) of ideas and either write them down or share them with the group. Brainstorming allows the group to generate a large number of ideas in a short period. This method can be used to share ideas and create lists of places, objects, emotions, thoughts, activities, etc. It can also be used to problem solve by listing solutions or outcomes. Using brainstorming can be a good alternative for those who are hesitant to enter into discussion groups.

Points to consider when using the brainstorming technique:
- Give an explanation of the topic
- Organize the different groups if required
- Supervise and provide assistance to students
- Keep the brainstorming to a time limit

Example: During a parenting program, parents could be grouped to discuss safety measures in different rooms. Each group is provided with a room in a home and are to create a list of hazards. Then each group will share what they came up with. This can then proceed to a discussion group.

Role Play is a method is used for individuals to learn by practicing. Students use experience and creativity to replicate real life situations. This helps people explore their roles, experience others’ roles, or be an audience member/observer. After role playing, individuals can discuss and review the performance.

Points to consider when using the role plays:
- Give an explanation of the role(s) and situation
- Organize the different groups or request volunteers to act the role play
- Provide the group or volunteers with a time limit to act out the situation
Example: During the parenting course on discipline and boundaries, have the class practice different situations. Through role play, they can practice being challenged and creating boundaries.

The role play technique can also be used by instructors as a demonstration or as an example.
Environment:

The physical appearance of a classroom can change its comfort. The room’s lighting, seating arrangement and artistic design/appearance are all things that can affect how comfortable the room feels. Temperature, sounds and odors also can affect how it feels.

The Agency “Classroom”

The agency has a narrow and long room which it uses as a meeting/classroom. The room contains over a dozen chairs, a medium size folding table, a few large windows, two heaters/furnaces, and a section for children to play. The room faces two agency staff members’ offices. The entrance/exit door of the meeting room is only used for group programs. Although many of the characteristics of this room that are positive, there are areas of the room that could be improved.

Creating a Classroom Environment

Artistic Design/Appearance creates a room that reflects the agency and its goals. Art, posters, plants, and color/themed coordinated designs can assist in providing the room with comfort. However, it is important to consider if the appearance of the room is overwhelming and distracting to the students.

The agency currently has abstract art and panel art on the walls. These images blend in well with the rooms design. However, the room could use a plant or two to create a touch of life. Also, the windows could use new and functional curtains which match and complement the room to provide a feeling of privacy as it is facing other building windows. Further, in order to make the room feel separate from the hall there could be a curtain separator at the hall entrance. This may help the room and the meetings feel private.
Colour choices can also affect an individual’s learning. The wall and decoration colours can impact the students’ mood and their intellectual stimulation. For younger children brighter colours would be appropriate, and for older individuals subdued colours are better as they are less distracting. Also, it is found that females prefer softer colours and males prefer bright colours. The use of natural colours and tones can help bring colour to the room while avoiding potential for distraction. Here are some colours that affect learning behaviour:

- **Red** is a colour that makes students more attentive and energized. However, it does not assist creativity and has been linked to aggressive behaviour.
- **Blue** is a relaxing and calming colour; it can assist in being open to new ideas.
- **Yellow and Orange** are associated to creative energy.
- **White and off-white shades** are colours that can be perceived as boring. They can cause students to feel restless and frustrated.

**Temperature:** The temperature of a room can be distracting if rooms are too cold or too warm people often focus only on temperature. Provide a room that has a controlled average temperature. Provide the students with an estimate of the room temperature to allow them the opportunity to dress accordingly. Based on Statistics Canada, the average temperature Canadians keep their home when present in it is between 20°-23° C.

Keeping a thermometer in the room may assist the staff and instructors identify the room temperature is, and this way they can adjust it accordingly. Further, as there are issues with the heaters it is suggested to keep a small room heater in the room. A separation curtain placed at the hall entrance may make it easier to maintain the rooms’ temperature.
Lighting: Consider the type of lighting you want in the room. Some bright lighting can cause people to be restless and hyper, however very dim lighting can cause drowsiness.

Natural: Depending on the weather and how the light shines into the room, natural light can be a pleasant source of lighting and natural warmth. If the light shines directly into the room, the light might be too bright and cause discomfort to individuals in the room. If there is bad weather, this can be a distraction and bring down the mood of the room. For large windows requiring curtains, only open the curtains that provide indirect lighting.

Un-natural: Typically, un-natural lighting is very dim and can cause sleepiness. It is suggested to pair the two types of lighting to provide a comfortable environment.

The agency should discuss lighting with their clients and modify it in accordance to the situation at the time. This will assist clients who are not feeling well, who cannot see due to brightness, or to see if the lights are too dim.

Sounds & Odours: When instructing a class it is crucial for students to hear what the teacher is saying. This is why it is important to analyse the internal and external sound factors. Establish if the sounds are relaxing and faint, or if they are loud and intolerable. Then identify if the noises can be controlled and silenced or if they can be muffled and/or ignored. In the scenario where a sound is distracting and cannot be silenced consider addressing this issue to the students. If possible, identify the sound to the students to prevent their curiosity from becoming distracting. These points also apply to odours. Are they strong or faint? Are they pleasant or offensive? Are they safe or not? It is important to remember that pregnant women are more sensitive to smells. This may cause issues with their health (nausea) or be distracting from their studies.
As the agency is placed on a busy intersection, there are a lot of noises such as vehicles. These noises are inevitable, thus it is important to speak up as required. If the agency is considering using objects with scents, they should consider addressing the clients first to determine what scents would be acceptable. By requesting this information, the selected scents will not harm the clients’ health or comfort; it would provide an opportunity to clarify if clients do or do not like scented rooms.

**Seating:** Although, positioning of seats and tables can affect student learning, providing comfortable furniture is also important to minimize distractions. Naturally, people who are provided with comfortable seating are able to direct their attention to the required task as they are not focused on and distracted by their discomfort or pain. As previously mentioned, pregnant women have specific needs. They are advised to use lumbar rolls, towels or pillows to assist their correct seating and posture. Thus, it would be beneficial to provide seating that is padded in order to help avoid pains and distractions.

Based on the type of lesson that is being taught and the room size, the instructor may consider changing the seat positioning to create change. Further, it is recommended to make use of the room size and consider personal space between clients.
CHAPTER 5

REFERENCES
References


Appendix B: Questionnaire

**Manual Feedback Questionnaire**

In order to maintain confidentiality, the questionnaire will remain anonymous. This questionnaire will provide you with the opportunity to give feedback regarding the various aspects of the manual. The questionnaire is a combination of 10 questions: 4 yes or no questions, and 6 questions with a 1-5 satisfaction rating scale. Further, there will be a comment/request section provided below.

Please complete the following questions by circling the correct response

(1= Very Dissatisfied, 2= Dissatisfied, 3= Neither Satisfied nor Dissatisfied, 4= Satisfied and 5= Very Satisfied)

1. Do you believe this manual will improve the agency’s services and performance?
   
   Yes or No

2. How satisfied are you that the manual achieves its purpose?
   
   [1 2 3 4 5]

3. Does this manual present valuable information that you were not familiar with before?
   
   Yes or No

4. How satisfied are you with the content of the manual?
   
   [1 2 3 4 5]

5. How satisfied are you with usability of the manual?
   
   [1 2 3 4 5]

6. How satisfied are you with the readability of the manual?
   
   [1 2 3 4 5]

7. How satisfied are you with the professionalism of the manual?
   
   [1 2 3 4 5]

8. How satisfied are you with the overall appearance of the manual?
   
   [1 2 3 4 5]

9. Is this manual missing any information that you would have wanted to see?
   
   Yes or No

10. Have you read the manual in depth prior to taking this questionnaire?
    
    Yes or No
Please leave your comments/requests bellow:

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Thank you for completing this questionnaire. The feedback will be reviewed and considered for future manual maintenance and updates.