**Considerations When Working With Adults**

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| Consider the use of pre-reading or pre-work. | Emphasize how the learning can be applied. | Listen to and respect the opinions of learners. | Relate material to past learning experiences. | Allow debate and challenge of ideas. |
| Provide a safe, comfortable environment to practice new skills. | Encourage learners to be resources to you and each other. | Allow learners to make choices/decisions about their work. | Consider emotional, intellectual, physical and cultural needs of participants. | Ensure flexibility. Adjust your needs to meet theirs. |
| Debrief and reflect. | Ensure follow-up support. | Provide for individual differences. | Foster independence. | Focus on real world problems. |
| Provide opportunities for participants to influence the program, the process and the evaluation. | Utilize a variety of techniques during instruction to match learning preferences and instructional design. | Consider multiple responsibilities of adults when determining time commitments. | Relate the learning to the learners’ goals. Adults learn what they consider important. | Be ready for the unexpected. |
| Celebrate success. | Use humor. Have fun. | Facilitate learning rather than present information. | Request feedback. Reflect on the input. | Ensure a trust relationship. |
| Keep desired outcomes in mind. | Connect dots for participants. | Allow for active participation. | Pace based upon participants’ needs. | Honor expertise in the room. |

Adapted from *NSDC Coaches Academy www.nsdc.org*