

TDCAA's Faculty Handbook

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From the Training Director



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Greetings! Welcome to the Texas District and County Attorneys Association (TDCAA) Faculty Handbook. Many of you have found your way here through our Train The Trainer program. If that is the case, rejoice, this guide has been developed with you in mind.

The guidance in the following pages provides prospective TDCAA speakers everything they need to design and implement engaging, informative, and effective presentations. Because we've migrated this handbook from paper to an electronic publication, you can be sure that you are looking at the most current version available. Still, you are encouraged and welcome to reach out to me or any other TDCAA staffers if you have additional questions.

Everyone on the TDCAA training team takes our responsibility to provide top-notch education and support to our membership seriously, and I believe there is no better prosecutor training than what TDCAA offers. If you are presenting for us, you are part of the TDCAA team. (Congratulations?)

The first part of this handbook discusses what it means to be on the team. There are some specific rules relating to TDCAA's funding and continuing education accreditation that all of our speakers must follow. We'll also let you know the pre-conference procedure you'll need to follow leading up to the training itself.

The second part of the guide will focus on the work of developing the talk itself. In the military, they say all the rules are written in blood—meaning, someone had to die for the rule to be put in place. Our rules are written in the dried tears of boredom and the drool of sleep and are fueled by the power of confused, slowly-shaking heads. You are speaking for TDCAA because your colleagues have identified you as an expert. You have information to impart that will lead to increased justice for the citizens of this great state. Don't let a shoddy presentation get in the way of all the good you can do.

But what if you *aren't* presenting for TDCAA? Maybe you are an allied professional getting a talk together for the local bar, law enforcement, or even community supervision. Maybe you are on your way to Montana for a door hardware convention and you have to give a presentation on the evolution of hinges. Trust me, the information in this handbook will make you the hinge hit of Helena. Are you stuck giving an oral report on *Johnny Tremain*? Keep reading and you'll transfix Ms. Watson's third-grade class with riveting tales of colonial apprenticeship and servitude.

The faculty handbook was first written long before my time with TDCAA, and I want to thank a former training director, Erik Nielsen, for his work on it. It is a four-dimensional creation that could not exist without the contributions of past TDCAA leadership, staff, and speakers like you. That being the case, and in the words of a predecessor, thanks for giving us your time, effort, and expertise. We could not do it without you.

Very truly yours,

A handwritten signature in blue ink, appearing to read "Brian Klas".

Brian Klas

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TDCAA Training Goals

TDCAA’s primary purpose is to provide timely, relevant, and accessible legal and professional education to its members. To achieve this purpose, it is imperative that our trainings are educationally sound, innovative, and presented in a manner that guarantees maximum comprehension and retention. For these reasons, TDCAA carefully chooses its topics and presenters.

The key to this entire enterprise is you, the presenter. TDCAA will provide or reimburse you for lodging, transportation, and other needs that may arise, but only you can thoughtfully prepare the presentation and skillfully present it. To aid you in this effort, we offer the following suggestions.

Know your assignment

At every TDCAA seminar, there will be other faculty presenting additional—oftentimes related—topics. Reading the agenda thoroughly should help you understand how your talk fits with the overall course or track. To further enhance your presentation and topic coverage, don’t hesitate to reach out to other faculty about their talks.

If you identify three learning objectives—that is, three things that you want your audience to know, duplicate, or understand—it will greatly aid in organizing your talk. It will also make it easier for you to determine what *must* be in the presentation and what would be *nice* to include, so that if time becomes an issue (as it often does), you know what needs to be cut first.

Learning objectives are required for TCOLE credit, so some TDCAA courses have learning objectives created for the presenter. This includes required TCOLE courses and Clay Abbott’s regional DWI programs. In those cases, we send them to the speaker, and he must make sure his actual presentation accomplishes those objectives.

No part of adult education is as difficult as creating learning objectives. These are different from goal statements. “Students will be better trial advocates” or “Students will be able to do most excellent jury selection” are goal statements, not learning objectives. With learning objectives, the speaker can define success for her own talk. They are also an essential step in preparation. Only by creating learning objectives can the speaker sort what is “good to know” from what is “essential to know.”

Each learning objective has three parts: identification of audience, a measurable verb, and a measurable and realistic result. For example, “By the end of the presentation, participants (audience) will be able to identify (verb) the three most common types of reversible argument (result).” What goes into your objectives must be accomplished, so don’t oversell (for example, don’t say, “Participants will be able to avoid reversible argument”). Below is a chart of measurable verbs. Note that terms like understand, improve, master, and comprehend are not measurable, so they don’t appear on the chart. Conversely, terms such as identify, list, compare, contrast, evaluate, use, and create are measurable—use such verbs in your learning objectives.

Focus on the level of learning appropriate to your

Chart of Learning Objectives			
LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE LEARNING OBJECTIVES
Knowledge	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write, List, Label, Name, State, Define	The student will define the six levels of Bloom’s taxonomy of the cognitive domain.
Comprehension	Student translates, comprehends, or interprets information based on prior learning.	Explain, Summarize, Describe, Paraphrase, Illustrate	The student will explain the purpose of Bloom’s taxonomy of the cognitive domain.
Application	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Use, Compute, Apply, Demonstrate, Construct	The student will write an instructional objective for each level of Bloom’s taxonomy.
Analysis	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze, Categorize, Compare, Contrast, Separate	The student will compare and contrast the cognitive and affective domains.
Synthesis	Student originates, integrates, and combines ideas into a product, plan, or proposal that is new to him or her.	Create, Design, Hypothesize, Invent, Develop	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
Evaluation	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge, Recommend, Critique, Justify	The student will judge the effectiveness of writing objectives using Bloom’s taxonomy.

audience. Are you simply providing new data, or are you creating new ways to use skills and knowledge the attendees already possess? The chart starts with the simplest types of learning and progresses to the more advanced.

As the training moves past simple updates involving Knowledge and Comprehension into advocacy and investigative skills involving Application and Analysis, the training will take more time. And when training goes all the way to Synthesis and Evaluation, it will go slower still. Also remember that “re-training” or fixing something that’s wrong is always much more difficult in terms of time and emotional barriers.

Creating an outline will also aid in understanding the transitions and flow of your presentation. If you believe it would help attendees to better follow your talk, don’t hesitate to include the outline in your written materials.

When developing your presentation, please be mindful of your assigned time. Most TDCAA presentations are done in one-hour blocks, but for certain seminars and topics, a two- or even three-hour block may be appropriate. Regardless of time allotted, it is imperative that you stay within your time frame and be prepared with an exit strategy should you go longer than expected. While it is never our desire to cut off a speaker, we will do it to protect the schedule or the following speaker’s time.

Do not change your assignment. Your topic was chosen by a committee of your peers and TDCAA staff after much thought. It is disrespectful to all parties (including the audience, who came to the seminar based on the agenda) to unilaterally change it without requesting and receiving permission from the training director (which is not likely, but you can ask). Moreover, it could negatively affect the CLE credit we requested from the Texas State Bar or TCOLE.

Lastly, if you find yourself feeling lost while considering your topic, give us a call! When you were contacted to speak, it was not out of the blue, no matter how you feel. If you ever have any questions about your topic or learning objectives, please reach out to us, and we will figure it out.

Know your audience

The experience level of your audience is always important to consider when planning your lecture. Outside of a few specific, targeted courses, the majority of TDCAA seminars involve attendees with a wide range of experience. Attendees will include everyone from greenhorns with less than a year’s experience to 30-year veterans. For this reason, most presentations should include both the practical applications (how-tos and “nuts and bolts”-type info) as well as some advanced scenarios for those who have been practicing—and oftentimes specializing—in these fields for many years. Try to give them something they can use now along with something they’ll be happy they heard down the road.

Also, be aware of the different audiences that you will encounter. TDCAA seminars primarily involve prosecutors, investigators, office staff, victim-witness coordinators, and civil attorneys who represent county governments. However,

the audience will often additionally include private practitioners, judges, defense lawyers, law enforcement officers, probation officers, and other persons interested in criminal justice issues. Keep all of these folks in mind when creating your talk, and remember not to deride, talk down to, or otherwise degrade any of them. Doing so alienates not only that group in the audience but other attendees who empathize with them.

Materials for TDCAA

Once you’ve graciously accepted our invitation to speak at a seminar, things kick into high gear. You’ll receive an email from one of our meeting planners, either Patrick Kinghorn or LaToya Scott (they split all of our conferences between them), requesting several bits of information from you. Here’s what we ask for:

- your updated résumé
- a very short bio (two to three sentences)
- a Curriculum Vitae (CV)
- a Speaker Data Form (more on this below)

TDCAA needs your résumés and bios for two reasons. First off, we need that information for our records. After every seminar, we are required to turn speaker information over to the Court of Criminal Appeals or TCOLE for auditing purposes. For our records and reporting, please include any specialized training you have received or any trainings that you have presented within your biography. Please make this document as complete as possible. If you would like a Curriculum Vitae (CV) with your written materials, please indicate such when you provide it to us. (Find an example of a CV in the appendix of this handbook.)

Secondly, recall that at TDCAA events, every speaker receives an introduction. We do this so the speaker doesn’t have to waste her valuable first moments telling the audience who she is. It also solves the dilemma of whether a speaker should introduce herself as an expert (potentially appearing as a loathsome know-it-all) or with self-deprecating humility (potentially undermining credibility). When we introduce you, we will typically get the audience’s attention, hit one or two professional highlights, and then hand the room over to you. *Be advised* that the TDCAA training team does not always do the speaker introductions. When someone else introduces a speaker, it is much more likely that person will read aloud every word of the bio you provided us. If you provided only a CV or resume, it could be a while before you speak. Everyone will hear where you interned and attended high school and that you have a deep abiding love for hand-fishing. We highly recommend you provide us with an additional short bio you would want read to your audience. (There’s a good one in the appendix.)

The Speaker Data Form is super, super, super important. In it, you provide us with your contact information (including your cell phone number), hotel room preferences, and your proposed travel itinerary, such as whether you plan to drive or fly to the seminar, on what date you plan to arrive and depart, and what night(s) you will stay at the hotel.

Please submit that form as soon as the meeting planner confirms your speaking engagement, as your promptness allows us to obtain the best possible flight rates.

TDCAA provides materials to all registered attendees through our web page in a downloadable PDF format. When you miss deadlines for sending us materials, people in your audience who believe in preparation clearly see that you are not prepared. (Talk about digging yourself into a hole—you start your presentation as the speaker who could not be bothered to provide materials to the audience.) And when you totally rework your PowerPoint the night before, you will drive well-prepared, linear learners insane. This is a bad use of primacy. Nearly every TDCAA speaker is a volunteer with a very demanding job, but the first indication a speaker is really TDCAA quality is that he sent good materials to us on time.

Materials for attendees

There are two things that virtually every attendee expects from a TDCAA presenter: 1) a PowerPoint or other visual presentation program, and 2) written materials, such as an outline or paper. Presenters receive lower scores on their evaluations when they do not provide them, many times without explanation. Attendees may walk away from the presentation with less understanding and knowledge of the topic than they would have with visuals or a paper (the reason behind this is discussed on page 8 of this handbook). Additionally, some attendees will form a negative bias against the presenter prior to the talk if nothing is available beforehand.

When TDCAA receives a PowerPoint or other presentation slides, we upload that presentation (with three slides per pages so there are blanks to take notes) for attendees to access before the seminar as well as on-site. Oftentimes this is all we provide without any additional written course materials, which is acceptable.

For the seminar to proceed smoothly, it is vital that you provide TDCAA with your presentation by the deadline listed in your speaker email. (A timeline of the entire process is on page 16.) This date is chosen for two reasons: 1) to give the speaker adequate time to prepare and create the presentation materials and 2) to give TDCAA time to look at the materials, perform any necessary edits, and upload materials onto our website one week before the training

begins. Meeting the deadline will also prevent passive-aggressive emails from our meeting planners.

Sometimes speakers hesitate to deliver a copy of their presentations as they don't want to spoil their talks. In those cases, it is completely appropriate to send us two copies of the presentation, one for the show and one for dissemination. (Make sure we know which is which.) By providing a scaled-down presentation for attendees to download, speakers are also able to continue to tinker with their live presentation after the materials deadline.

Often, a speaker will reference transcripts and cite additional information sources. To the extent that you are able, please provide that information to us in advance so that we may include it on our materials webpage. For example, a talk on blood toxicology may include the following link for attendees to view in advance: http://www.ndaa.org/pdf/drug_toxicology_for_prosecutors_04.pdf. Remember, links to course materials remain available for attendees to download months or years after the seminar. The materials you provide are a great resource long after we've closed down a conference.

The easiest way to send your written materials to us is via email, to the meeting planner who sent your speaker email. If you are delivering your stuff through regular post on a thumb drive, please email the appropriate meeting planner so we know to keep an eye out. Written materials should be sent in Microsoft Word. Presentations have traditionally been done using PowerPoint, which is fine. If you prefer to use different software for your presentation, know that there may be an issue with our ability to manipulate it for posting. Continue reading this handbook for potential on-site issues which may arise from using exotic presentation software. All materials will be converted to PDFs for uploading onto the website.

If you write a paper to accompany your presentation, hallelujah! You were one of those straight-A kids who also did all of the extra-credit work, weren't you? When formatting your paper, we recommend at least 12-point type and an easy-to-read typeface (Times New Roman, Courier, or Arial are preferred). There is no page limit, but remember that cliché about brevity.

Keep in mind that we usually do not review the presentations you send to us for content. If you have questions about the presentation you submitted, please email the Training Director at Brian.Klas@tdcaa.com.

Building a PowerPoint Presentation

Why do we ask you to use visuals? Because research proves that learners remember only 20 percent of what they hear, but 50 percent of what they see *and* hear! Plus, if you can get an audience to repeat something back to you, the numbers jump up to 70 percent, and if they say it and *do* it, it's an astronomical 90-percent retention rate. That's why interaction with your audience is of supreme importance. Even in large rooms, you can try group

discussions, table discussions, quizzes, or other methods to engage listeners. Keep them talking, and you will have them remembering. But at a minimum, *show* them what they're hearing so your audience will remember at least half of it.

Whatever audiovisual equipment you can envision, TDCAA will strive to have it on hand and ready to work for you at the training site. We always have a laptop and projector for every presentation, as well as a lavalier microphone

(wireless clip-ons like a TV anchor wears) and a wireless clicker to run the PowerPoint presentations. The training director or A/V operator will meet with each speaker to ensure that you understand how the electronic equipment works and what to do if it doesn't.

If requested, TDCAA can also supply flip charts, easels, markers, or any other props or media if we have the means and proper notice. If you ask for ELMOs, slide projectors, or overhead projectors, we will try to assist, but expect at least three different time machine jokes. (Would you also like us to set up a smoky fire so you can convey your message to the back of the room? How about a megaphone?) Please fill out these requests on your Speaker Data Form by the date the meeting planner indicates. This ensures that we know about everything you need for your talk and that we can bring it with us, as most of our trainings occur outside of our home base in Austin. If you request specific items for your presentation, we also suggest you remind us of that request when you submit your speaking materials.

Like the earlier tips for enhancing your performance, there are a lot of things you can do, or not do, to enhance your PowerPoint presentation. This is the easy money of your talk—it can all be done in advance and can passively make you look like the pro that you are. The flipside, of course, is that a bad PowerPoint can sabotage even the greatest of presenters. Here are our top tips.

Pay attention to type size

Take a look at the following photographs. Each screen depicts fonts in different sizes, and each photo was taken in a live training environment with a real person (the one and only Clay Abbott) next to the screen for scale.



Using a 12-point font will not only ensure no one can read the information on the slide, but there is also the added bonus of giving everyone a headache and a (pretty solid) reason to hate you.



An 18-point font isn't much easier to read, though it's the clearer option when the optometrist asks which line of letters is less incomprehensible.



24-point text is getting there and is the absolute smallest size you should use on any slide regardless of room size.

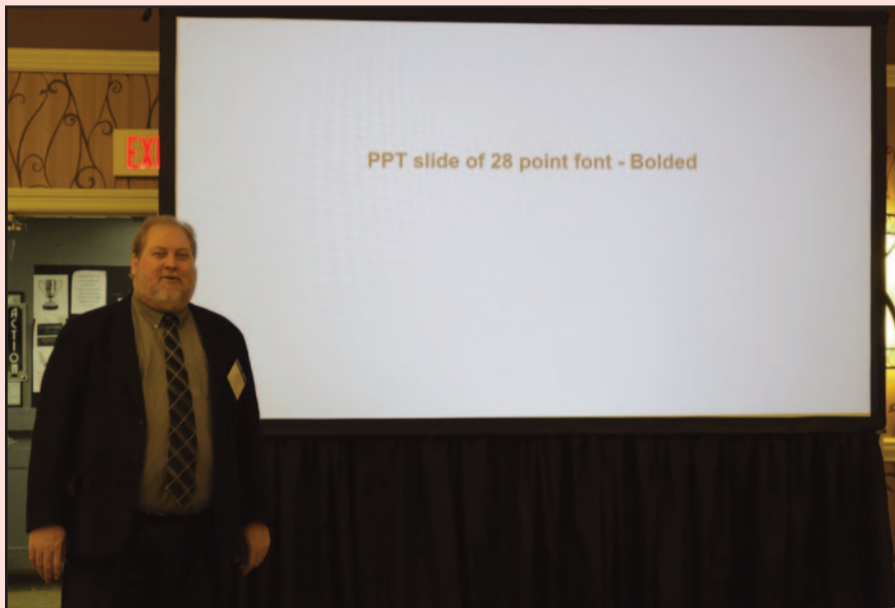


28 points is a preferred minimum. It will make sure the audience can read your slide (barring issues beyond your control, such as lighting) and keep you from overloading a slide with text.



32-point type is ideal. For comparison, look at the 12-point font again—what a difference, right? It may be hard to believe, but presenters routinely attempt to use tiny type. They might as well copy and paste their weird uncle's manifesto onto the slide because no one will see it anyway.

Now try this: Bolding



Once you start bolding, you will never go back! If your goal is for the audience to read and digest what you've written, choosing a heavier weight of type—that's the technical term for a bold font—is a must. Look what a difference it makes with 28- and 32-point fonts.



One thing to notice about all of these slides is the font we used: good ol' Arial. Arial is always a safe choice because it is a sans serif font with an even weight. Serifs are the little “feet” and other tidbits that some fonts include on each letter (like in this handbook, which is Chronicle Text font), and such fonts often have thinner and thicker parts of each letter. Serif fonts are fine for a document, but when you are projecting words onto a screen for readability, the details of these fonts can get lost. So when you create a presentation, tell Times New Roman to take a holiday and invite Arial for a spin!

Consider color

Some colors look just fine when viewing them on your computer monitor, but they can morph oddly when they're projected on a screen. Every venue is different, and room sizes, lighting, room shape, and the projector's quality will all profoundly affect how your slides look on a screen. In the photographs at right and on the next page, pay particular attention to the type's color versus what it looks like on the room. We always recommend a *neutral* background.



Are your eyes bleeding? Mine are. It's hard to tell, but that top photo (above) depicts yellow type on an orange background; the photo below it has green type on red. Do not do this to your audience. Don't be fooled with how bright colors look on your monitor: Projected onto a screen, these combos look like a compound fracture feels.



Even colored type works on a neutral background. But be warned! Even though the yellow and red writing seems to work in these examples, both colors will wash out in a room with even a little brighter lighting. As a rule, be cautious with colored text. If you are creating a presentation for a small room with a large monitor display, you can use a lot of color options not available to you when relying only on a projector and screen.



A little old-school, but this combination hangs around for a reason. Just beware of old-time themes that can really date yellow on blue.



Black on white at first may appear boring, but a neutral background will allow for more imagery on the slide itself without becoming too busy. Before you settle here, though, look at this next slide, below.



Look how confident and relaxed Clay looks! That is because he is in front of the Cadillac of slide color combinations: Black on a very soft grey. It is a personal favorite and it's extremely adaptable. The grey will create the same affect (neutral and calm) as white but without the glare.

With the right color choices, font, and font size you are well on your way to a polished presentation. Never forget that the PowerPoint is there to enhance you, not the other way around. Use short phrases to augment your instruction rather than well-written but long sentences. Not only will that result in a talk and presentation that complement one another, but it will also remove the temptation to read your slides aloud.

Use of copyrighted items

TDCAA respects the copyrighted intellectual property of others, and despite the widespread belief that a per se “educational use” exception exists, it does not. Copyright protection is the law and can include both civil and criminal enforcement. We will not write the book on fair use because it has already been done. Go here for a nice, short (but comprehensive) discussion of the law and practice: https://en.wikipedia.org/wiki/Fair_use.

If you want to use copyrighted images, sounds, video, or audio and you do not plan on asking or paying for permission, then TDCAA recommends that you follow the fair-use guidelines developed by the Conference on Fair Use. You can go here to find it: <https://www.copyright.gov/fls/fl102.html>. Essentially, “fair use” is determined by the answers to four questions:

1) Who wants to use the copyrighted material?

2) What material do you intend to use?

3) How much of said material do you plan to incorporate?

4) What is the purpose of your use?

Let us go through them.

1 Who wants to use the copyrighted material? You have an individual responsibility for fair use, and because you are our agent, so does TDCAA. We are respectively an individual and a training non-profit. That puts us in a slightly less precarious position in using copyrighted materials, but it does not mean the sky is the limit.

2 What material do you intend to use? Does the copyrighted material help teach something? If not, dump

it. Does the material relate to your learning objectives? It should. Is there an equal way to teach the point without copyrighted material? If so, consider it.

3 How much of said material do you plan to incorporate? Use short clips, small quotes, or a single image—never just dump the whole copyrighted product in your presentation or materials unless you have permission.

4 What is the purpose of your use? Our purpose is not commercial, but that does not mean everything is fair use. Use common sense, and again, make sure the material is related to the instruction.

How else can we make the use “fair use?” A recommended procedure would be to acknowledge in your presentation or written materials that you will be using the copyrighted works of others, that you have the right under fair use, and any further use or distribution is not permitted. You also must acknowledge the source of the image or sound at the time you use it. Be aware: It is advisable to use only three minutes or less from any one movie under the fair use rules, and that fair use permission expires after two years if used in the same presentation.

Anything printed with copyrighted materials cannot be distributed or printed by TDCAA without written permission from the copyright owner. Please contact us with any questions regarding copyright issues.

... but still steal stuff

The final point we’d like to make with your visual presentation is one that prosecutors have been making for years: If you see a presenter do something you like, steal that something for yourself. Modify it to work with your style. As you watch other presentations, watch them as a fellow presenter and not just as an attendee. The caveat to this point is that doing something just because everyone else does it is a mistake. The reason every college professor used yellow writing on a blue background exclusively for years is because that is what all the other professors were doing. Sure, it worked, but come on. It’s boring. Don’t be boring. You’re better than boring!

Delivering Your Lecture

For TDCAA presentations, the time of a lecturer reading from note cards behind a podium has passed. It limits eye contact, it contains no visual cues to stimulate learning and retention, and frankly, it's boring beyond belief. For this reason, TDCAA recommends these tips for a successful presentation.

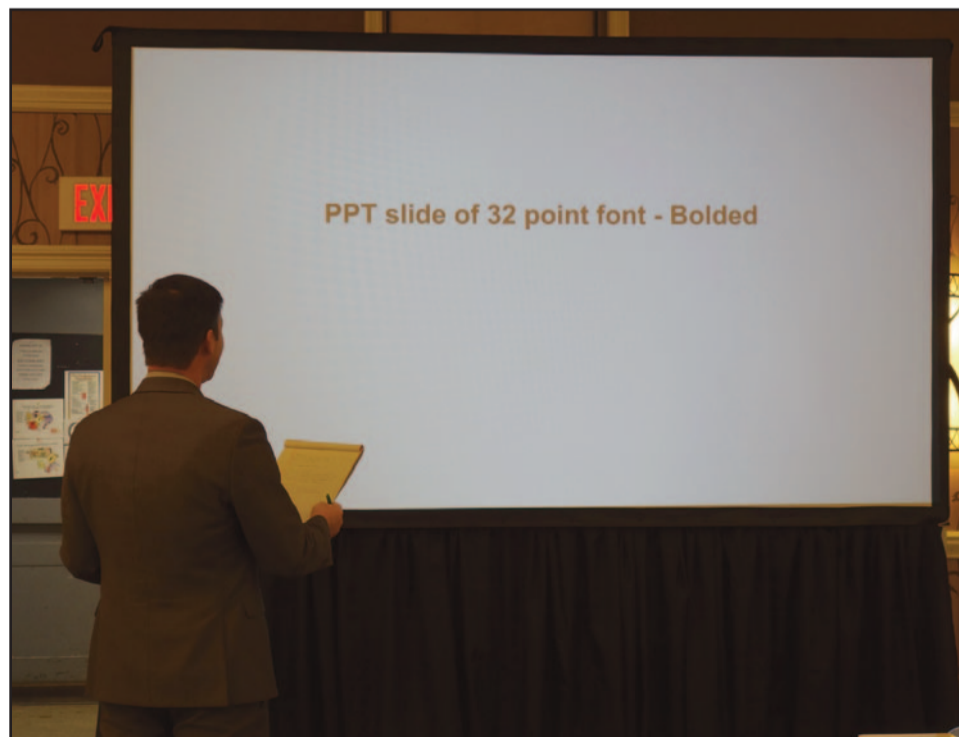
1 Open strong. Grab their attention and don't let it go. Most attendees will make up their minds about a speaker within the first few minutes, so don't waste this important opportunity. That's called primacy, baby. It's just like the first minutes of voir dire, opening argument, and first close in jury trials. Starting strong is easy money, and it's too important to waste with nonsense or, worse yet, sabotage.

Here are the most common ways speakers weaken their opening:

1) They disrespect the audience, association, or location of the training. Attendees do not need or care to know that "I just got called last week," "I'll do my best in this loud, horrible room," or "I usually speak to lawyers, so I don't know if this stuff is applicable to you people." It comes off either as an excuse or that you are a difficult person to deal with, neither of which is a great way to begin a presentation.

2) They disrespect themselves or their talk. No one wants to hear that "this is the first time I've done this, so go easy on me," "I don't know why they chose me—I'm not very good at this," or "I'm sorry this is such a boring topic." Why not just wear a hat that says, "I suck"? The topics and speakers are carefully chosen, so belittling them or yourself is a self-fulfilling prophecy. If you tell the audience your talk is boring, they'll believe you. If you tell them you're no good, they'll think you're not. Instead, be positive and energetic.

2 Be aware of your body position. Do not turn your back to the audience (like the yahoo in the photo below). Do not grab both sides of a podium and stand rigidly for the



entire hour (like the same yahoo in the photo below). Unless it is intentional or required, don't stay behind a podium at all. Do not look only to one side of a room or only to the front few rows. All of these actions exclude portions of the audience and detract from their learning and retention.



3 Don't read from notes or read from the PowerPoint slides. If the people wanted someone to read from the slides or from the paper, they could do it themselves. You are a presenter. You should use the PowerPoint as a guide or outline, but it should not contain all the information you want to convey. It is there to reinforce you and your message, not to replace you.

Everyone loses his place from time to time. If you need to eyeball a slide to jumpstart your brain, just stop talking and walk toward the screen. It will work as a nice pause, allow you to move to a different location, and help you remember what you wanted to talk about.

4 Do use visual aids. Visual aids greatly increases an attendee's learning and retention. This is the reason that PowerPoint or other visual presentation software is so important in your presentation—it's a simple way to *reinforce* your message. Be careful of overusing sounds, pictures, clip art, etc., in your presentation, as these often distract from the message rather than reinforce it. If you use transitions with a checkerboard effect or star wipe for every slide change, consult a trusted friend or family doctor because that ain't right.

5 Do not fidget while you are in front of the audience. Empty your pockets of change, keys, gewgaws, etc. No one will steal your stuff. (Probably.) Do not wield your pen or notes as a sword or shield. And please, for the love of Pete, don't click your pen continuously. Do not continually adjust your microphone. If there is an audio issue, we are on it. We'll fix it at the soundboard or approach you during your presentation to fix it for you.

On that note, wear something that will work with a body microphone—neckties are the perfect attachment spot. If you are sans tie, wear something made of stiff cloth, not anything

flimsy or silky (like the gal in red below). Avoid lanyards or necklaces. They clank around, and the sound drives at least one attendee crazy.



6 Be careful with off-color language. You must know your audience and be very sure that they will not be offended by what you're saying. What's hysterical to one person is offensive to another, and it will be negatively reflected in your evaluations. Getting salty with your language may at times be a necessary component of the training. However, like a lot of things in this world, if you aren't sure, the answer is probably no. Any comments or stories that rely upon racial, ethnic, sexual, religious, or gender degradation are always inappropriate.

7 Avoid using too many war stories, even if they aren't off-color. Using a hypothetical or one or two war stories is much more effective than beginning each statement with "In my county, we ..." or "In this case, I ..." After more than one or two of these, the audience begins to doubt the speaker's objectivity and believes he is interested only in himself and not the topic. Remember, if you pin all your training to the county you are from, then it won't sound relevant to anyone from other jurisdictions—or it'll at least give them an excuse to tune out.

8 Do not arrive late or run over. When you show up late without explanation, you are letting the whole world know that you simply don't care. You don't care about the attendees, your fellow presenters, or the group for whom you are speaking. Nothing says amateur hour like an unexplained, too-long break followed by a frenzied setup in the front of the room. We know that things happen—all we ask is that if things happen, you let us know. Attendees will forgive just about anything so long as they are kept in the loop. Remember that for TDCAA events, we ask that our presenters arrive *at least* an hour in advance.

Like a late start, running significantly past your scheduled stop is also a bad look. Always bring a timepiece with you to keep track of your time, or TDCAA staff will be happy to give a five- or 10-minute warning to a speaker. If we are giving you a warning, you must acknowledge that

warning (like Clay, below)! Otherwise the designated warner will become increasingly animated (like Brian, bottom photo) to ensure that you are aware of your approaching limit.



Earlier iterations of this handbook explained the consequences of running over your allotted time. Those consequences are numerous and all negative. The last thing we want to do is cut off a presentation—it is uncomfortable for attendees and presenter alike. That said, stopping an overlong presentation is the less damaging solution than a talk that is eating into other scheduled presentations.

9 Do not call on attendees who are unprepared. This is not high school and *definitely* not law school. (The way you can tell is the presence of practical information.) No presenter has ever appeared to be smarter based on the number of unanswered questions he asks. Attendees bring their self-esteem with them and will react poorly to having

it sabotaged by the presenter. Asking questions can be useful, however, to quiet an attendee who continues to talk to neighbors while you are presenting—but handle it carefully.

Don't take this dictum to mean that questions are a bad thing! We encourage you to engage the attendees during your talk, and asking questions is an excellent way to do that. Instead of surprise, though, try pre-selecting a table by identifying it before asking your question. Then become their ally. If the small group is stumped, move on diplomatically. Except for a few exceptions, if TDCAA is asking you to speak, it is not with the goal of "toughening up" the attendees.

10 Do not argue with an attendee. When answering questions or hypotheticals, do not get involved in an argument. Even if you are right, you will alienate portions of the audience. Answer the question cordially and move on. If the attendee continues to spar with you, gently state that you will have time to talk with him after the presentation, but now there are other points you need to get to.

It is worth mentioning that any time an attendee asks a question, please repeat it back to the entire audience. In large rooms, most of the attendees cannot hear the person asking the question because they do not have a microphone.

11 Do not change your topic. This has been mentioned more than once in this handbook. Don't do it. If you are convinced that there is an issue with the topic you initially accepted as an assignment, then by all means, have a conversation with us. It could be that there was a communication issue when the topic was first conveyed. It could be that you have discovered something new, and that the topic does need to change. Only TDCAA can make that call. Trust us, you want us to make that call so that we can explain it to the attendees and fade any heat for the change (rather than you bearing the brunt of it).

Remember, a topic change could negatively affect the CLE credit we requested from the State Bar or TCOLE. Again, if you have any questions about your topic, please contact TDCAA, and we will clarify the issues and learning objectives.

12 Finish strong. You've just delivered a fantastic hour of training. You did all the right things and attendees are flashing smiles at you or texting their family about the great presentation they just saw. Don't blow it! (This is recency, baby! Recency means that people retain what they've heard most recently.) When you are close to your end time and you still have more info to relay, don't hit the panic button, increase your rate of speech by a factor of 10, and then mumble, "Well, that's it" while yanking off your microphone. Instead, mute your screen (if necessary) and end the way you started—strong and confident. Never forget that you were asked to speak for a reason, and that reason more than likely didn't change from the start to the finish of your talk.

Bonus. We encourage a presenter to stick around after the presentation to answer attendees' questions during the break. However, as there is usually another speaker

presenting after you, please leave the lectern and remove any personal items, such as water, computers, cell phones, etc. This way, TDCAA and the next presenter can set up the presentations, clip on a microphone, and otherwise keep the training running smoothly.

Other pet peeves



Don't hold the microphone at waist level. Not only will it not pick up your voice from that far away, but it also looks super-creepy.



People probably do this (or some variation) trying to look casual and at ease, but this stance just comes across as hokey (at best) and uncomfortable (at worst). If you must lean, use the podium.



Don't wander into the projector's light path—you'll block attendees' view of the slide and cast a strange shadow on the screen.

Adult learning styles

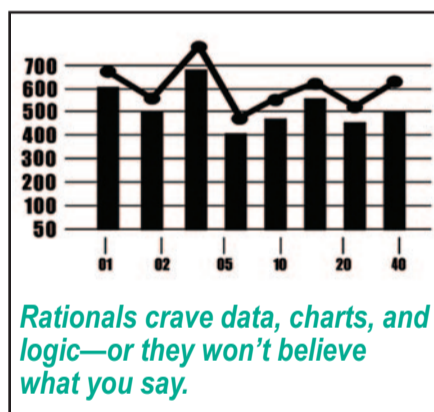
The key distinguishing feature between teaching children and teaching adults is that adults have experience. The attendees' experiences can affect your presentation in numerous ways, from resistance and bias to acceptance and recognition, but you must always be aware of its power.

The one question every attendee wants to know immediately in your presentation is WIIFM: **What's in it for me?** You have to answer that question early and often. Know that your audience will draw from their experiences and make connections between their experiential knowledge and what they seek to gain from your lecture, so it is imperative that you listen and interact with them. This is why lecturing behind the podium doesn't work—adults simply don't learn well that way.

It's also very important to be aware that not all of your audience will react to presentations the same. Some folks primarily take in information through their ears (auditory learners), some through their eyes (visual learners), and some through physically moving, touching, or re-enacting (kinesthetic learners). Also, individuals have distinct learning styles that influence how well they learn and remember information.

There are essentially four types of learning styles, none of which is any better or worse than the others—they're just different. They have clinical names, but for simplicity, let's use the more colloquial and explanatory names: the Rationals, Guardians, Idealists, and Artisans.

For **Rationals**, include lectures, handouts, experts, analysis, and logic. They want facts, theories, and case studies. These folks must be convinced. They like to question and test. They ask, "Do the speaker's conclusions follow from the data, and do they make sense?" Rationals are linear and cognitive. That means they process by debate and live in their heads, and a presentation must make cognitive sense.



Guardians desire examples, checklists, policies and procedures, summaries, and practice. They like structure. These are "bottom line" folks. They want to know what is the rule, answer, law, or policy they need to implement to accomplish the desired result. Get off-topic or off-agenda with Guardians, and they'll rip you in the evaluation. Guardians live and die by preparation. They are linear. If you tell them you have a four-part method, you better cover all four steps and in order.



Never, ever exceed your time limit with a Guardian—he'll take it to mean you were unprepared and undisciplined—and why should he trust what you say? Guardians also don't trust people who can't spell, so check your presentation for errors.

To speak to **Idealists**, include interactions, group discussions, videos, personal experiences, music, and role-plays. Inspire Idealists, and they will learn. These folks care about feelings and people's self-worth, so this is the group you'll offend if you talk down to other members of the audience or ridicule someone, and they'll be bored to death if it's all numbers, statistics, and lecture. Idealists excel at diplomatic intelligence. Idealists must be inspired, not just convinced or given rules. If your presentation is devoid of emotional appeal, you will lose the idealist. If your presentation is all emotional appeal, you will lose everyone else.



Finally, **Artisans** want brainstorming, visuals, imagination, discussions, holistic exercises, experimentation, and creativity. These folks march to their own drummer, so they like surprises in the presentation and off-beat humor or thinking. No presentation is worse than a boring one for Artisans. They want the big picture, and they want to be engaged. Artisans are creative and think outside of the box—because they alone know there is no box. Challenge is the key to keeping Artisans engaged. They want you to get to the point. Bore them, and they will liven up the classroom by hunting you.



Remember, your audience will always include people of each learning style. You can see how many of these learning styles completely contradict each other, and that's why it's important to include elements for all of them in your presentation. You will feel more comfortable teaching in the style you learn in, but it is critical that you reach out to all the groups. Focus especially on the ones that don't come naturally to you: That way, you will ensure that each learner receives something to take back with him, and you will have truly taught the entire audience, which is not an easy thing to do. Thus, parts of your presentation must speak to each group, or that subset will not learn or retain your information. You will always speak effectively to folks similar to you, but it takes preparation and thought to communicate with different people.

After the Conference

Training materials are kept by the association for distribution to those persons who paid the registration fee but could not attend. Further, the materials are used by TDCAA to answer members' questions and sometimes are emailed or faxed as resource materials. Please be advised that there are defense attorneys, judges, and other non-prosecutor persons who are members of TDCAA, and if requested for proper reasons, they may be provided a copy of your paper or PowerPoint. If you do not want your PowerPoint distributed, please let us know, but in that case you must prepare other materials, such as an outline or lesson plan.

Keep in mind that using just your PowerPoint as materials is very minimalistic. Secondly, making your PowerPoint the only material for the audience means that your PowerPoint is a terrible visual presentation. It gets wordy and dense and tempts you to turn your back on your audience to read it. Consider viewing your PowerPoint in outline mode and decide if you can export it to Word and make it an outline. Remember you can use one PowerPoint as materials, then use a second to present—you could then send us your handout as an adapted PDF and your PowerPoint as a Word document.

Please consider adding statutes, case site lists, news articles, and most importantly forms to your materials. Because TDCAA posts all materials as PDFs, you could create one perfect PDF that includes your presentation and all your materials. Do you want full marks on your evaluation from attendees? Consider making the first page a table of contents.

Speaker reimbursement

A Request for Reimbursement form will be included with your speaker materials when you arrive at our registration desk. (One of these forms is in the appendix.) At right is an at-a-glance chart of what expenses we'll reimburse for, what we won't, and whether we need receipts for this or that expense:

If you plan to fly to the seminar, TDCAA prefers to book your airfare. Our meeting planner will purchase airfare based on your flight preferences (from your Speaker Data Form, which we explained above). If you would like to book your own airfare, you must receive prior approval from TDCAA. If we approve, we require that you send us your intended itinerary and the proposed cost of the tickets before you buy them. For us to reimburse you for your flights, you must attach the receipts to your reimbursement form.

Please note: If you want to attend the entire seminar, and doing so requires more than two nights in the hotel, you'll need to fill out a second reimbursement form, this one for attendees.

Evaluations

At all TDCAA trainings, attendees are given the chance to evaluate every speaker online. (There's an example in the appendix.) We maintain these evaluations for record-keeping and quality control. Also, TDCAA must send these evaluations to the Court of Criminal Appeals to verify that we are providing high-quality, relevant legal and professional training.

We also mail each presenter a summary of his evaluation responses, including numerical score averages and written comments from attendees. Please use these comments to sharpen and refine your talk, but also take some of the comments with a grain of salt. Some folks would be thrilled if you read the phone book, and others wouldn't be impressed if Clarence Darrow were speaking. (I hear he's good—we should call him.) If an issue is consistently coming up in numerous evaluations ("swearing too much" or "reading from the slides"), that is something to work on, but one or two random snipes on your evaluation should not be taken personally and are probably not reflective of what the overall audience thought of your talk.

Earlier we mentioned that attendees bring their self-esteem with them to the seminar. They sometimes also bring feelings of inadequacy, chip-laden shoulders, and meanness. Clay Abbott advises you to take a cue from the Olympics: Toss out the best evaluation and the worst before you decide to change up your method of presentation or the presentation itself. Believe us, the best speaker you've seen at a TDCAA event has been targeted by trolling evaluators. (And if you

TDCAA *will* pay for:

- mileage at the state rate
- coach airfare
- a rental car, but only with prior approval from us, and even then only an economy or compact car
- self-parking, but we need a receipt
- taxi fare, but we need a receipt
- a per diem for meals
- two nights at a hotel
- the fee to attend the seminar

TDCAA needs receipts for:

- self-parking
- taxi fare
- rental cars

TDCAA *will not* pay for:

- first-class airfare
- rental cars without prior approval from us
- pre-paid gas or insurance for a rental car
- upgraded or luxury rental cars, not ever
- any incidentals charged to your hotel room
- more than two nights at the hotel

Don't worry about these receipts:

- the hotel (it will be charged to TDCAA's master account)
- meals (we give you a per diem)

figure out how to not take the random snipes personally, please tell me how.)

Conclusion

Thanks again for your willingness to present for TDCAA as a faculty member. We hope these tips will help you prepare and deliver an excellent presentation. The most important tips of all: Believe in yourself and have fun. You were selected by TDCAA as a subject-matter expert. We choose faculty for two equally important reasons. The first is that you have knowledge and skills that other members need. Second, you have the ability to teach what you know. Sure, there will be

other people in the room who know as much or more about the topic, but we picked you, and you prepared a presentation. *You* are the expert! Encourage interaction in the class to use the other folks with knowledge. Organize, prioritize, and adapt your presentation to your audience. You will often have folks with wildly variant expertise, but no one in the room will have done your preparation. Once again, you are the expert!

Equally important: Enjoy the presentation. Uptight presenters make the audience uptight, and stress reduces learning. If you're enjoying it, they'll enjoy it.

See you at the seminar!

Timeline of speaking for TDCAA

6 months out

Whoa, hold on. This is really early. At this point, we at TDCAA are only *just* starting to pull the training together. For an idea of how TDCAA develops training, eyeball [this article](#) from *The Texas Prosecutor* journal.

4 months out

At this point, Brian, the Training Director (that's me!) is in front of a computer staring at a *rough* version of a conference agenda. After expertise, geography, any recommendations, and skill considerations are made, a speaker is chosen. I will then send that person an email detailing the allotted time, topic, and location of the talk.

3½ months out

Our target for to complete and mail a paper brochure about a conference is 90 days before said conference. If I have emailed asking you to speak and you have not responded, I will send a follow-up at about this time. If I have asked you to speak and you are unsure of your availability, that is OK. If that is your situation, however, I need you to communicate your issue.

2 months out

You will get your first reminder email from a meeting planner. These reminders get progressively more "direct" as the conference approaches. We give you deadlines because we work with deadlines ourselves. We know that you have a demanding job and that it is easy to lose focus on anything other than tomorrow's docket.

3 months out

So you've committed to a speaking role at a TDCAA event—the hook is set! I will send a confirmation email saying that I am stoked to have you at the conference. In that same email, I say that a meeting planner—either Andrea Peters or LaToya Scott, whichever one is assigned to that conference—will be the next to contact you with logistics. Andrea or LaToya will email you a Speaker Data Form, which asks for hotel and travel information. You will also be provided a list of deadlines so you know when to provide your biographical information (CV, résumé, or short bio), and when your PowerPoint and written materials are due.

2 weeks out

Your deadline for sending us your PowerPoint and written materials is here. At this point, we should also have all your travel information, biographical info, your presentation, and all the written materials you want us to upload to our website so attendees can download it. If you have any questions, this is the time to ask.

During the conference

All that preparation is about to pay off. Every speaker must check in at the registration desk at least one hour before his talk. Don't forget to take a look at the room arrangement before your time to speak. If you want to test your presentation for functionality, we can do that. We *cannot* do that during breaks between speakers, though—the best time to check your PowerPoint is early in the morning, at lunch, or at the end of the day before your talk.

Your talk

It is going to be great! Clay Abbott or I will be up at the front of the room with you to make sure you know how to use the clicker and that your presentation is advancing properly. We will also do a very quick audio and video check on the presentation. We'll get you all mic'd up and maybe even tell a joke. We will not start until the time listed on the agenda. If you experience technical issues during your talk, know that we are on it. Remember, just like you wouldn't let a jury know something isn't going to plan, don't let your audience know if there's a malfunction. It will only be as big of a deal as you make it. Be cool.

After the conference

Turn in your reimbursement form and any receipts. Officially, you have 30 days after a conference to send it to us. You will receive a letter from me sometime in the following few months where I will thank you for presenting and you will receive any speaker evaluations that we collected.

That's it! You've just completed an entire cycle of speaking for TDCAA. Don't you want to do this again?

An example of a Curriculum Vitae (CV)

June 2010 Child Protection Conference Brisbane Australia

Forensic Alliance Interview Training, Surrey, BC with John Yuille Ph.D.

Matthew H. LOGAN Ph.D.
Website: www.mattloganhalo.com
mattlogan6@gmail.com
(613) 451-5600

EDUCATION - University:

1997 - 2001 University of British Columbia
Vancouver, British Columbia
Ph.D. in Counselling Psychology
Registered Psychologist (NWT)

Dissertation Topic: What hinders or facilitates successful crisis (hostage) negotiation.

1994- 1996 University of Ottawa
Ottawa, Ontario
Advanced Psychopathology (2)

1988-1992 University of Victoria
Victoria, British Columbia
Master of Education in Counselling Psychology

Thesis Topic: A systems application to stress management training in the RCMP.

1975-1978 Bob Jones University
Greenville, South Carolina
Bachelor of Science in Education

EDUCATION - French Language Training:

1995 RCMP "National C Level" Language Training

1992 RCMP Full-Time Language Training

EDUCATION - Other Training:

April, 2016 Clinician Training for First Responders West Coast Post Trauma Retreat, Napa, CA with Ellen Kirschman Ph.D.

September, 2013 Introduction to DSM-5 Training, Shoreline, WA with Yvonne Owens Ph.D.

May, 2013 Forensic Unit Training for Expert Evidence, Office of the Attorney General Seattle, Washington

May, 2013 Static 99R Update, Office of the Attorney General Seattle, Washington with Amy Phenix Ph.D.

Continued on the next 13 pages

An example of a short bio

Matt Logan, Ph.D.

Dr. Matt Logan is an FBI trained hostage negotiator and retired member of the Royal Canadian Mounted Police. He is a conference speaker and facilitator specializing in Conflict and Crisis Management, Psychopathy, Risk for Violence, Sexual Predators, and Trauma.

S/Sgt. Logan retired from the RCMP in 2009 after 28 years of policing and has joined Dr. Robert Hare and Dr. Mary Ellen O'Toole (FBI ret.) in forming HALO, to provide forensic behavioural consultation and training for law enforcement and criminal justice officials.

Dr. Logan does risk assessments and works for the courts in assessing sexually violent predator (SVP) cases worldwide.

Along with Dr. Hare, he conducts PCL-R Workshops and seminars on the application of psychopathy to the criminal justice field.

Speaker data form

*Texas District and County Attorneys Association
2018 Prosecutor Trial Skills Course • San Antonio, TX
January 7-12 • Holiday Inn Riverwalk
Speaker/Faculty Advisor Data Form*

Contact Information

Name: _____

Cell Phone: _____ Email address: _____

PID # (if applicable): _____

Hotel Room Accommodations

Arrival Date: _____ Departure Date: _____

King Two Beds No Room Needed

Transportation

Automobile

Airline – Book for Me (Please make flight arrangements for me according to the above arrival and departure dates & times. Be sure to indicate the following for TSA online-booking purposes:

Name on I.D.: _____

Date of Birth: _____

Preferred home airport: _____

Frequent Flier Program #: _____

Additional Information

San Antonio International Airport is 15-20 minutes away from [Holiday Inn Riverwalk](#).

Ground Transportation: [Super Shuttle](#)- \$14.00 each way / Taxi: \$45.00 each way

TDCAA will only reimburse for economy or compact rental cars. This excludes midsize, intermediate, vans, SUVs, etc. TDCAA will reimburse for your travel (coach airfare or mileage) and provide a per diem for meals. No meal receipts required. If you book a rental car, please submit the final receipt and note that our grant will not cover pre-paid gas, insurance or upgraded/luxury vehicles.

To secure your hotel reservation, please return this form no later than Friday November 10 to:

LaToya Scott, Meeting Planner
Texas District & County Attorneys Association
505 W. 12th Suite 100, Austin, TX 78701
512/474-2436 or FAX: 512/478-4112
Email: latoya.scott@tdcaa.com

Speaker reimbursement form

TDCAA SPEAKER REIMBURSEMENT REQUEST

Your Name: _____

Your Office: _____

Check Payable To: _____

Address: _____

City/State/Zip: _____

Meeting/Location: _____

Dates of Travel: _____ thru _____

SUBMIT TO TDCAA

Email: andrew.smith@tdcaa.com

Fax: 512-478-4112

Snail Mail:

TDCAA Reimbursements
505 W. 12th St., Suite 100
Austin, Texas 78701

Were you a Speaker? Yes No Yes? What Date(s)? _____

**Typically, a speaker is eligible for 2 nights hotel comp and 3 days travel reimbursement per engagement*

Were you also an attendee? Yes No Yes? **You must submit attendee form too!**

MILEAGE: (\$0.45/mile, roundtrip from address listed below to meeting location)

Did You Drive Your Personal Automobile? Yes No

Roundtrip Address: _____

For Admin Use Only

MEAL PER DIEM: (\$30 each travel day)

How many days are you requesting per diem? _____

LODGING: (please submit itemized lodging bill if you were NOT on a TDCAA master bill)

Did TDCAA pay for your room? Yes No Yes? Which Nights? _____ thru _____

Did YOU pay for your room? Yes No Yes? Which Nights? _____ thru _____

Nightly Rate: \$ _____ Total: \$ _____

If you incurred lodging expenses beyond your engagement's comped stay, please fill out an attendee form as well.

OTHER EXPENSES: (please submit itemized receipts for flights, car rental, taxi, parking, etc.)

1	_____	\$ _____	Date: _____
2	_____	\$ _____	Date: _____
3	_____	\$ _____	Date: _____
4	_____	\$ _____	Date: _____
5	_____	\$ _____	Date: _____
6	_____	\$ _____	Date: _____

For Admin Use Only

\$ _____

I hereby certify that the above, including attached documents, is true and correct. I further certify that other funds are not available and I am not receiving reimbursement from any other source.

Signature: _____ Date: _____

Speaker evaluation form

Speaker Evaluations 2019 Cutting Edge Tools

Name: Jonny Talkington

Date & Time: Jan 10 - 1:00 p.m.

Session Title: Effective Use of Hypnotism

Overall rating **Speaker Rating** **Materials Rating**
(1 being poor, 5 being excellent)

5	5	5
5	5	5
5	5	5
1	1	1
5	5	5
5	5	5
5	5	5
5	5	5
5	5	5
5	5	5
4.5	4.5	4.5

Written comments:

- Fantastic! The best presentation ever!
- Fantastic! The best presentation ever!
- Fantastic! The best presentation ever!
- Fantastic! The best presentation ever!
- Fantastic! The best presentation ever!
- I missed the first ten minutes of the talk, but what I did see was not helpful. All you did was tell me that you were fantastic and that I was seeing the best presentation ever. I learned nothing about the subject and the materials were scant. Also, your PowerPoint was only one slide and gave me a terrible headache!