



Foundation  
for  
Inspired Learning

# Accelerating Learning and Empowerment – Using the **Inspired Learning Model™** ... in Coach Certification

**Peter J. Reding**, *MBA, MCC*  
Founder, Coach For Life &  
Foundation for Inspired Learning  
[www.InspiredLearning.org](http://www.InspiredLearning.org)



# Agenda – Learning Objectives

1. **Intro & History – Inspired Learning Model<sup>™</sup>**
2. **Learn what makes Inspired Learning so effective.**
3. **Experience the Inspired Learning Model<sup>™</sup>**
4. **Learn how Inspired Learning is used in Coach Training & Certification.**
5. **Some Research Results**
6. **Questions - Discussion**
7. **Resources – How can I learn more?**



## **#5 - Standards of Presence**

***It is my intention to . . .***

- 1 . . . maintain confidentiality.**
- 2 . . . adopt a stand for innocence.**
- 3 . . . practice a positive focus.**
- 4 . . . connect at a heart level.**
- 5 . . . claim my experience as my own.**
- 6 . . . listen deeply and with honor.**
- 7 . . . give only authentic and positive acknowledgment.**
- 8 . . . fully receive acknowledgment . . . with “*Thank You*”.**
- 9 . . . practice self care and self responsibility,  
and allow others to do the same.**
- 10. . . be fully present.**



# History . . .

**1996** – I hear a voice – *“Only acknowledge that which is magnificent.”*

**1996** – We introduce this new learning method into our first ever 5-day in-person coach training seminar.

**1999** – I begin formal Coach Certification Programs

**2003** – We create a 501c3 Nonprofit – **The Foundation for Inspired Learning**

**2004-2005** – Trained teaches at **Johns Hopkins**

**1996 – 2016** – Trained over 2,000 coaches



# Underlying Philosophy of Learning

- Learning is messy, and awkward
- Learning (mastering) is repetitive
- Learning is primarily determined by the Learner
- Learning is an innate need of every human
- Learning is going on every day of our life
- Learning requires a willing/receptive/open mind
- What we focus on expands



# Learners & Facilitators of Learning

*The Inspired Learning Model™  
creates a 100% positive, safe,  
and competency-based feedback  
learning environment.*

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# Exercise 1 – Sharing Partner

**Share a Life-long Passion or Current Curiosity.**

It could be related to work, family, hobby, etc.

You are learning more about this topic.

When you are engaged in this topic time tends to fly.

## **Guidelines for Sharing Partner**

Take 3 minutes to share. (I will call time.)

Be 100% authentic – be real.



# Exercise 1 – Listening Partner

## Listening Partner – next 3 minutes

Active Listening for your sharing partner's:

- Passions & Strengths
- Knowledge & Skills
- Commitment & Supportive Attitudes

Ask for them to say more . . . . *“What else?”*

- No advise!
- No suggestions!
- No “joining-in” with your story



# Exercise 1 – Feedback

## Listening Partner – 90 seconds

Acknowledge your sharing partner for their:

- Passions & Strengths
- Knowledge & Skills
- Commitment & Supportive Attitudes

## Guidelines for the Sharing Partner:

- Open up to receive each acknowledgment
- “*Thank You*” – let it land



# Exercise 1a – New Sharing Partner

**Share a Life-long Passion or Current Curiosity.**

It could be related to work, family, hobby, etc.

You are learning more about this topic.

When you are engaged in this topic time tends to fly.

**Guidelines for Sharing Partner**

Take 3 minutes to share. (I will call time.)

Be 100% authentic – be real.



# Exercise 1a – New Listening Partner

## Listening Partner – next 3 minutes

Active Listening for your sharing partner's:

- Passions & Strengths
- Knowledge & Skills
- Commitment & Supportive Attitudes

Ask for them to say more . . . . *“What else?”*

- No advise!
- No suggestions!
- No “joining-in” with your story



# Exercise 1a – Feedback

## Listening Partner – 90 seconds

Acknowledge your sharing partner for their:

- Passions & Strengths
- Knowledge & Skills
- Commitment & Supportive Attitudes

## Guidelines for the Sharing Partner:

- Open up to receive each acknowledgment
- “*Thank You*” – let it land



# Exercise 1 – Self-assessment



An area of Learning/Curiosity

## Exercise 1 – Self-assessment



Peter J. Reding

Scale 1-10 (1 = none/not at all; 10 = 100% / Absolutely Yes)

**Prior** to sharing, and receiving  
100% positive feedback.

- \_\_\_ Level of excitement
- \_\_\_ Self appreciation
- \_\_\_ Stimulated with new ideas
- \_\_\_ Inspired to pursue more
- \_\_\_ Clarity of next step(s)

\_\_\_ TOTAL

**After** sharing, and receiving  
100% positive feedback.

- \_\_\_ Level of excitement
- \_\_\_ Self appreciation
- \_\_\_ Stimulated with new ideas
- \_\_\_ Inspired to pursue more
- \_\_\_ Clarity of next step(s)

\_\_\_ TOTAL



# Exercise 1 – Self-assessment



An area of Learning/Curiosity

## Exercise 1 – Self-assessment



Peter J. Reding

Scale 1-10 (1 = none/not at all; 10 = 100% / Absolutely Yes)

**Prior** to sharing, and receiving 100% positive feedback.

- \_\_\_ Level of excitement
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- \_\_\_ Clarity of next step(s)

\_\_\_ TOTAL

**After** sharing, and receiving 100% positive feedback.

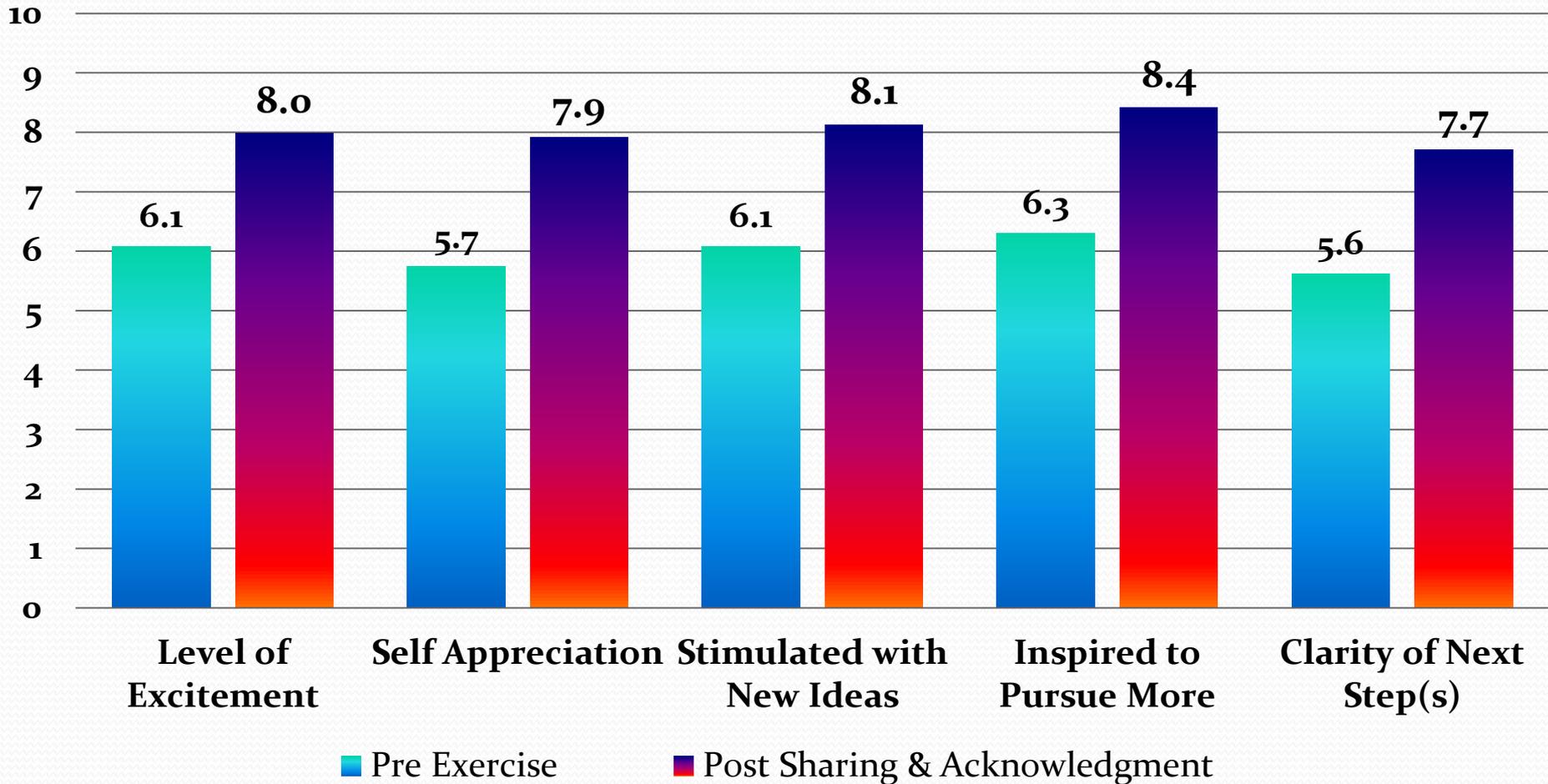
- \_\_\_ Level of excitement
- \_\_\_ Self appreciation
- \_\_\_ Stimulated with new ideas
- \_\_\_ Inspired to pursue more
- \_\_\_ Clarity of next step(s)

\_\_\_ TOTAL

[www.InspiredLearning.org](http://www.InspiredLearning.org)



# 34.6% INCREASE IN OVERALL LEARNING READINESS IN 4.5 MINUTES OF 100% POSITIVE ACKNOWLEDGEMENT PRINCIPALS & EDUCATIONAL LEADERS - KERALA, INDIA



Data collected 7 March 2014 by Peter J. Reding \* Sample of 46 Educational Leaders \* Kerala, India  
- A Sponsored Workshop by OD Alternatives & the Foundation for Inspired Learning



# Exercise 1 – Debrief & Take-aways

## Increasing Overall Learning Readiness

- **Create Safe Space** – share about anything!
- **100% Present** – I am 100% here for you!
- **Active Listening** – Interested to hear what’s important for Learner
- **Digs Deeper** – Tell me more. What else?
- **Acknowledges – ONLY the Positive**
  - Celebrates what they have done, already learned
  - Reinforces/Integrates what the learner is doing “Right”,
  - Inspires/Champions the learner to want to do more
  - Keeps the learner OPEN and READY to Learn More



## **Exercise 2 – Coach Certification**

**Count Off 1 thru 8 at your Table**

**Roles:**

**#1 = Client**

**#2 = Coach**

**#3-#8 = Peer-student Observers**



## Exercise 2 – Coach Certification

### Ground rules for all roles:

1. 100% Confidentiality
2. 100% Active Listening & Presence
3. No Critique
4. No Criticism
5. No Suggestions on how to Improve



## **Exercise 2 – Coach Certification**

### **Ground rules for the Client(#1):**

- 1. 100% Real & Authentic (no role-playing)**
- 2. It is your Current desire, issue, focus**
- 3. It is Important to you**
- 4. Hold focus between you & your coach**



## Exercise 2 – Coach Certification

### Ground rules for the Coach (#2) :

1. First time coaching this client
2. Client knows about coaching – but does not know you or your coaching
3. You are responsible for keeping time
4. You may need to stop coaching before the session would normally end.



## Exercise 2 – Coach Certification

Ground rules for Peer-student Observers (#3 - #8):

1. Focus on what the coach is doing “Right” according to the ICF Competencies.
2. Write down exactly what the coach said, asked or did.
3. Connect what the coach did to a specific ICF sub-competency 3b; or 5d.
4. A SILENT Observer during coaching.



## Exercise 2 – Coach Certification

**Peer-student Observers will Observe the following ICF Competencies:**

**Observer #3 & #4 = ICF Competencies 2,3,4  
Top half of Page 1**

**Observer #5 & #6 = ICF Competencies 5,6,7  
Bottom half of Page 1**

**Observer #7 & #8 = ICF Competencies 8-9  
Top half of Page 2**

**ICF Competencies 10-11 – not covered in exercise**



# Exercise 2 – Coach Certification

## Peer-student Observers #3 & #4 - Observe ICF 2-4

Observer's Name: \_\_\_\_\_

Date: 16-June 2016

ACTO Session – Inspired Learning Model™

**ICF Core-Coaching Competencies** – Acknowledge specifically what the coach (said/asked/did/demonstrated) & link to the sub-competency

### A. Setting the Foundation – ICF #1 and #2

### B. Creating the Relationship – ICF #3 & #4

#### 1. Meeting Ethical Guidelines and Professional Standards – Understanding of coaching ethics and standards – Paper Due

**2. Establishing the Coaching Agreement** – Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship

a) Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate)

b) Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities

c) Determines whether there is an effective match between his/her coaching method and the needs of the prospective client

**3. Establishing Trust and Intimacy with the Client** – Ability to create a safe, supportive environment that produces ongoing mutual respect and trust

a) Shows genuine concern for the client's welfare and future

b) Continuously demonstrates personal integrity, honesty and sincerity

c) Establishes clear agreements and keeps promises

d) Demonstrates respect for client's perceptions, learning style, personal being

e) Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure

f) Asks permission to coach client in sensitive, new areas

**4. Coaching Presence** – Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident

a) Is present and flexible during the coaching process, dancing in the moment

b) Accesses own intuition and trusts one's inner knowing – "goes with the gut"



# Exercise 2 – Coach Certification

## Peer-student Observers #5 & #6 - Observe ICF 5-7

### C. Communicating Effectively – ICF Competencies 5, 6 & 7.

<b>5. Active Listening</b> – Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression	
a) Attends to the client and the client's agenda, and not to the coach's agenda for the client	<input type="checkbox"/>
b) Hears the client's concerns, goals, values and beliefs about what is and is not possible	<input type="checkbox"/>
c) Distinguishes between the words, the tone of voice, and the body language	<input type="checkbox"/>
d) Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding	<input type="checkbox"/>
e) Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.	<input type="checkbox"/>
f) Integrates and builds on client's ideas and suggestions	<input type="checkbox"/>
g) "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories	<input type="checkbox"/>
h) Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps	<input type="checkbox"/>
<b>6. Powerful Questioning</b> – Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client	
a) Asks questions that reflect active listening and an understanding of the client's perspective	<input type="checkbox"/>
b) Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions)	<input type="checkbox"/>
c) Asks open-ended questions that create greater clarity, possibility or new learning	<input type="checkbox"/>
d) Asks questions that move the client towards what they desire, not questions that ask for the client to justify or look backwards	<input type="checkbox"/>
<b>7. Direct Communication</b> – Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client	
a) Is clear, articulate and direct in sharing and providing feedback	<input type="checkbox"/>
b) Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about	<input type="checkbox"/>
c) Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises	<input type="checkbox"/>
d) Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon)	<input type="checkbox"/>
e) Uses metaphor and analogy to help to illustrate a point or paint a verbal picture	<input type="checkbox"/>



# Exercise 2 – Coach Certification

## Peer-student Observers #7 & #8 - Observe ICF 8–9

### D. Facilitating Learning & Results - ICF Competencies 8, 9, 10 & 11.

<b>8. Creating Awareness</b> – Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results	
a) Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description	<input type="checkbox"/>
b) Invokes inquiry for greater understanding, awareness and clarity	<input type="checkbox"/>
c) Identifies for the client his/her underlying concerns, typical and fixed ways of perceiving himself/herself and the world, differences between the facts and the interpretation, disparities between thoughts, feelings and action	<input type="checkbox"/>
d) Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them	<input type="checkbox"/>
e) Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action	<input type="checkbox"/>
f) Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, background)	<input type="checkbox"/>
g) Expresses insights to clients in ways that are useful and meaningful for the client	<input type="checkbox"/>
h) Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching	<input type="checkbox"/>
i) Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done	<input type="checkbox"/>
<b>9. Designing Actions</b> – Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.	
a) Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice and deepen new learning	<input type="checkbox"/>
b) Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals	<input type="checkbox"/>
c) Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions	<input type="checkbox"/>
d) Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterwards in his/her work or life setting	<input type="checkbox"/>
e) Celebrates client successes and capabilities for future growth	<input type="checkbox"/>
f) Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action	<input type="checkbox"/>
g) Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them	<input type="checkbox"/>
h) Helps the client "Do It Now" during the coaching session, providing immediate support	<input type="checkbox"/>
i) Encourages stretches and challenges but also a comfortable pace of learning	<input type="checkbox"/>
<b>10. Planning and Goal Setting</b> – Ability to develop and maintain an effective coaching plan with the client	
a) Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development	<input type="checkbox"/>
b) Creates a plan with results that are attainable, measurable, specific and have target dates	<input type="checkbox"/>
c) Makes plan adjustments as warranted by the coaching process and by changes in the situation	<input type="checkbox"/>
d) Helps the client identify and access different resources for learning (e.g., books, other professionals)	<input type="checkbox"/>
e) Identifies and targets early successes that are important to the client	<input type="checkbox"/>
<b>11. Managing Progress and Accountability</b> – Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action	
a) Clearly requests of the client actions that will move the client toward their stated goals	<input type="checkbox"/>
b) Demonstrates follow through by asking the client about those actions that the client committed to during the previous session	<input type="checkbox"/>



## Exercise 2 – Coach Certification

Ground rules for Peer-student Observers (#3 - #8):

1. Focus on what the coach is doing “Right” according to the ICF Competencies.
2. Write down exactly what the coach said, asked or did.
3. Connect what the coach did to a specific ICF sub-competency 3b; or 5d.
4. A SILENT Observer during coaching.



## **Exercise 2 – Coach Certification**

**Any Questions?**

**I will sound THIS in XX  
minutes . . .**



## **Exercise 2 – Coach Certification**

**Begin your *XX*-minute  
coaching session now!**



## **Exercise 2 – Coach Certification**

**Bring your coaching  
session to a close -  
Now!**



## Exercise 2 – Coach Certification

Acknowledging Round

**All Peer-student Observers – #3 thru #8**

Take 90 seconds to review your notes and pick out 2 specific things the coach did/said/asked and match it to a specific ICF sub-competency that the coach demonstrated “RIGHT”. – For

example: *“What is your preferred way to remember this technique when/if you get stressed again?” . . . Could be 3d*



# Exercise 2 – Coach Certification

Acknowledging Round

**All Peer-student Observers**

**– #3 thru #8**

**Take 90 seconds**

- 2 specific things the coach did/said/asked**
- Match it to a specific ICF sub-competency**



## Exercise 2 – Coach Certification

Acknowledging Round

### Peer-student #3 Observer –

Take 90 seconds to acknowledge the coach for 2 specific ICF sub-competencies under ICF 2, 3 or 4 that the coach demonstrated “RIGHT”. *I would like to acknowledge you for . . . . 3d - when you asked, “What is your preferred way to remember this technique when you are stressed?”*

When you hear this please stop.

Coach – *“Thank You”*



## Exercise 2 – Coach Certification

Acknowledging Round

**Peer-student #4 Observer –**

**Take 90 seconds to acknowledge the coach for 2 specific ICF sub-competencies under ICF 2, 3 or 4 that the coach demonstrated “RIGHT”. *I would like to acknowledge you for . . .***

**When you hear this please stop.**

**Coach – *“Thank You”***



## Exercise 2 – Coach Certification

Acknowledging Round

**Peer–student #5 Observer –**

**Take 90 seconds to acknowledge the coach for 2 specific ICF sub-competencies under ICF 5, 6 or 7 that the coach demonstrated “RIGHT”. *I would like to acknowledge you for . . .***

**When you hear this please stop.**

**Coach – *“Thank You”***



## Exercise 2 – Coach Certification

Acknowledging Round

**Peer-student #6 Observer –**

Take 90 seconds to acknowledge the coach for 2 specific ICF sub-competencies under ICF 5, 6 or 7 that the coach demonstrated “RIGHT”. *I would like to acknowledge you for . . .*

When you hear this please stop.

**Coach – “Thank You”**



## Exercise 2 – Coach Certification

Acknowledging Round

**Peer-student #7 Observer –**

**Take 90 seconds to acknowledge the coach for 2 specific ICF sub-competencies under ICF 8 or 9 that the coach demonstrated “RIGHT”. *I would like to acknowledge you for . . .***

**When you hear this please stop.**

**Coach – *“Thank You”***



## Exercise 2 – Coach Certification

Acknowledging Round

**Peer–student #8 Observer –**

**Take 90 seconds to acknowledge the coach for 2 specific ICF sub-competencies under ICF 8 or 9 that the coach demonstrated “RIGHT”. *I would like to acknowledge you for . . . .***

**When you hear this please stop.**

**Coach – *“Thank You”***



## Exercise 2 – Coach Certification

Acknowledging Round

**Coach –**

Take 2 minutes to acknowledge yourself.

*I would like to acknowledge myself  
for . . . .*

When you hear this please stop.



# Exercise 2 – Coach Certification

## Group Discussion

1. What did the Positive Focus bring to your learning – as the coach, as the observer?
2. How did the focus and linking of the coach's skills, attitudes and behavior to the ICF competencies . . .
  - . . . serve the “student-coach”?
  - . . . serve the other Peer-student observers?



## Exercise 2 – Coach Certification

### Shifting the Witnessing of Learning

1. Our Natural and most innate response as a witness of learning is . . .  
**CELEBRATION!**
2. Our Enculturated response as a witness of learning is . . . **CRITIQUE!**
3. Inspired Learning returns the witness of learning BACK to one's NATURAL State of **!\*\*\*! \*\*\*! CELEBRATION ! \*\*\*! \*\*\*!**



# What are we focused on?

**Your child shows you the following grades:**

- **English** **A**
- **Social Studies** **A**
- **Biology** **C**
- **Algebra** **F**



# What are we focused on?

Your child shows you the following grades:

- English                    A
- Social Studies        A
- Biology                    C
- Algebra                    F

***“Which grade deserves the most attention from you?”***



# What are we focused on?

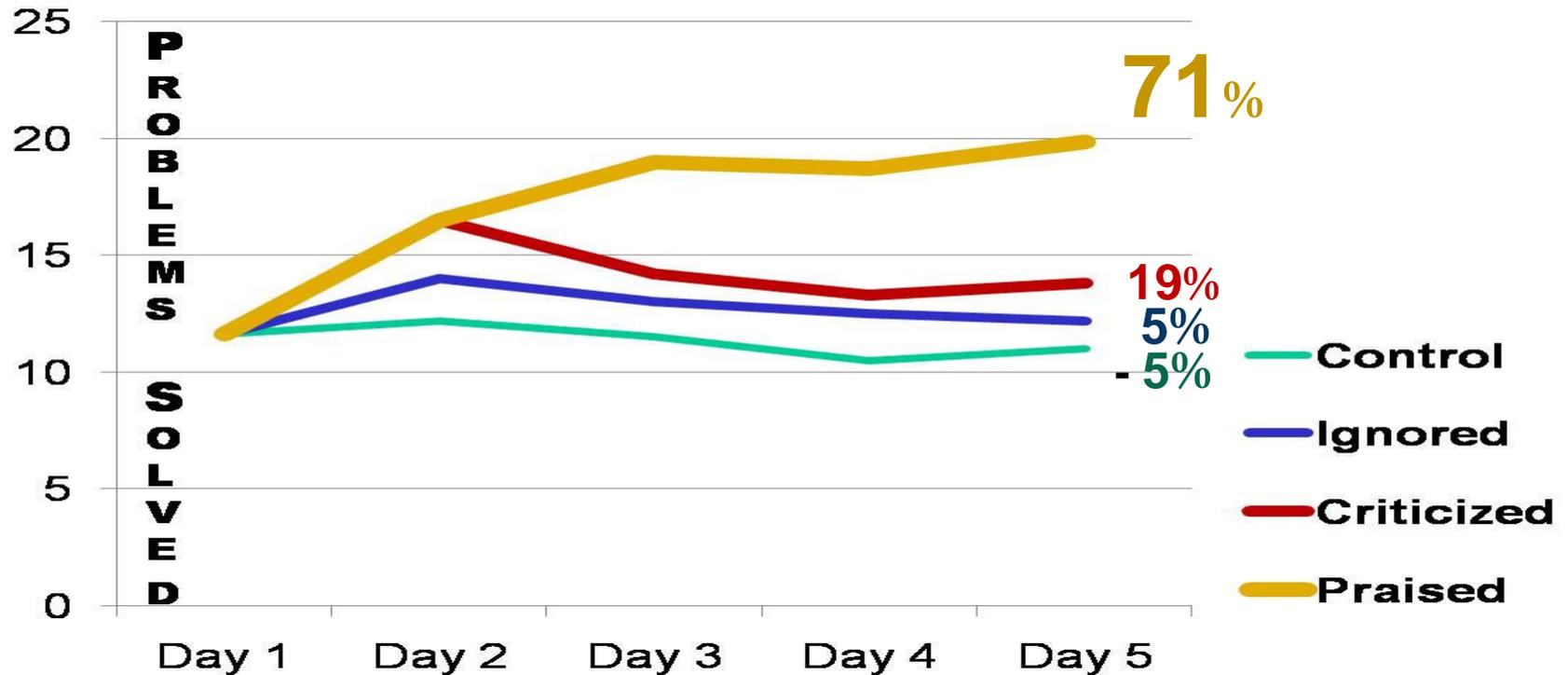
Country	Focused on A's	Focused on F's	F's Greater Focus %
UK	22%	52%	136%
Japan	18%	43%	138%
China	8%	56%	600%
USA	7%	77%	1000%
France	7%	87%	1143%
Canada	6%	83%	1283%

Source: How Full is Your Bucket? (P 48)

[www.InspiredLearning.org](http://www.InspiredLearning.org)



# Learning at the Speed of . . .

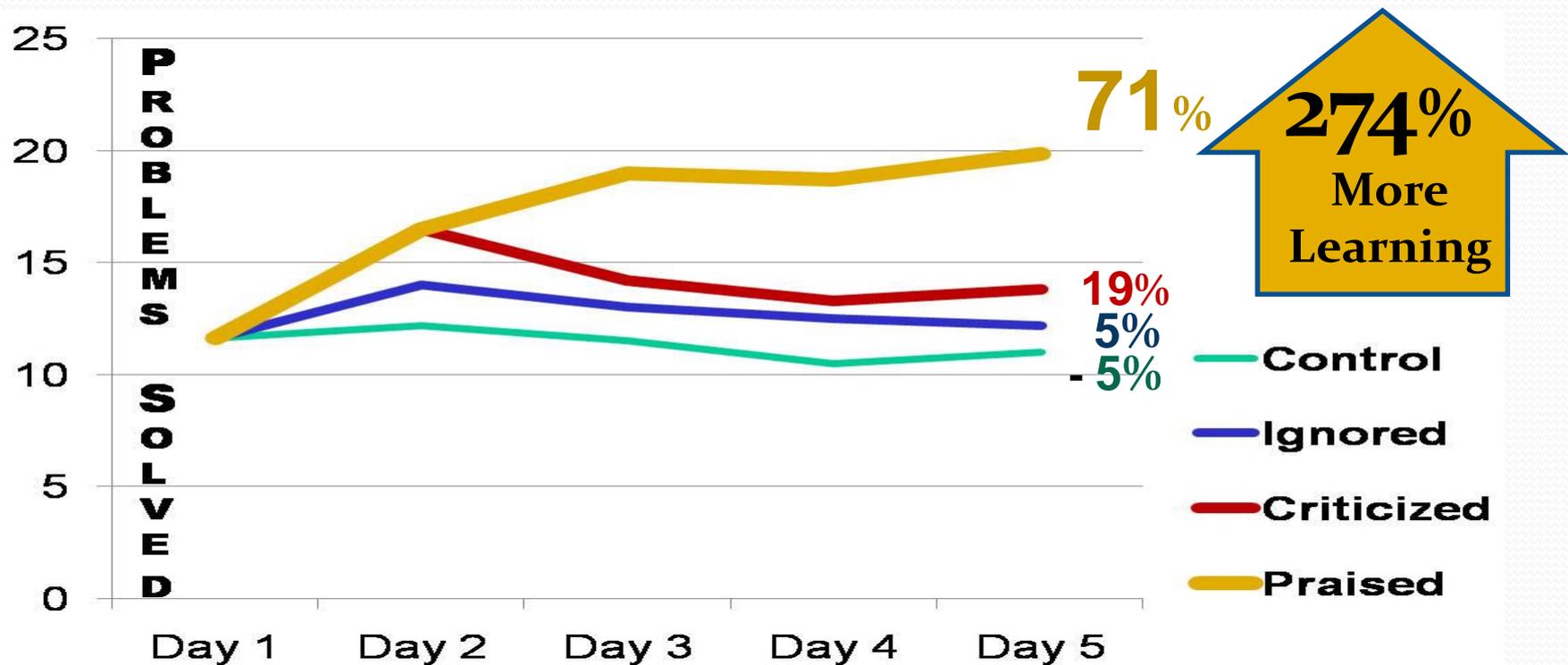


Source: E. Hurlock, 1925; How Full is Your Bucket? – P 51

[www.InspiredLearning.org](http://www.InspiredLearning.org)



# Learning at the Speed of . . .

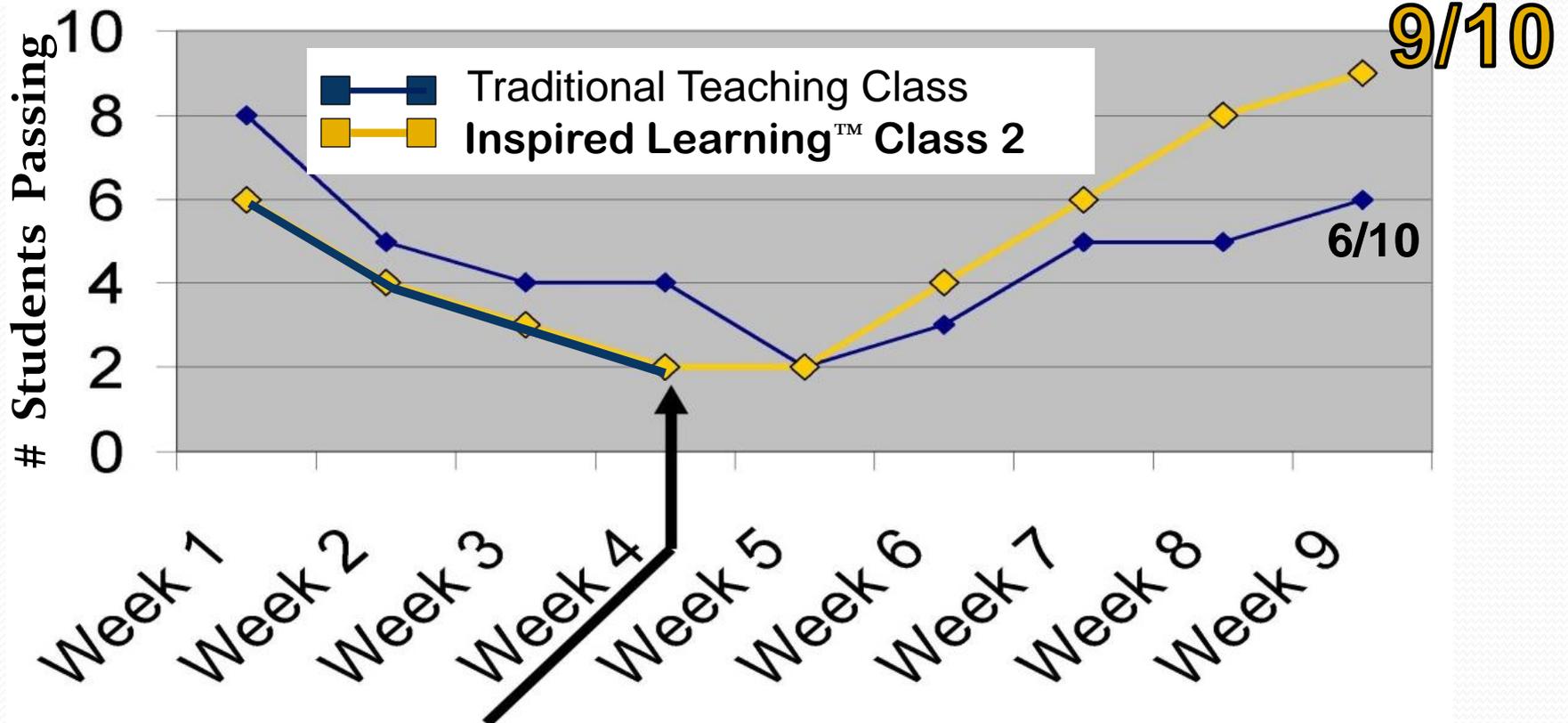


Source: E. Hurlock, 1925; How Full is Your Bucket? – P 51

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# Learning at the Speed of . . .

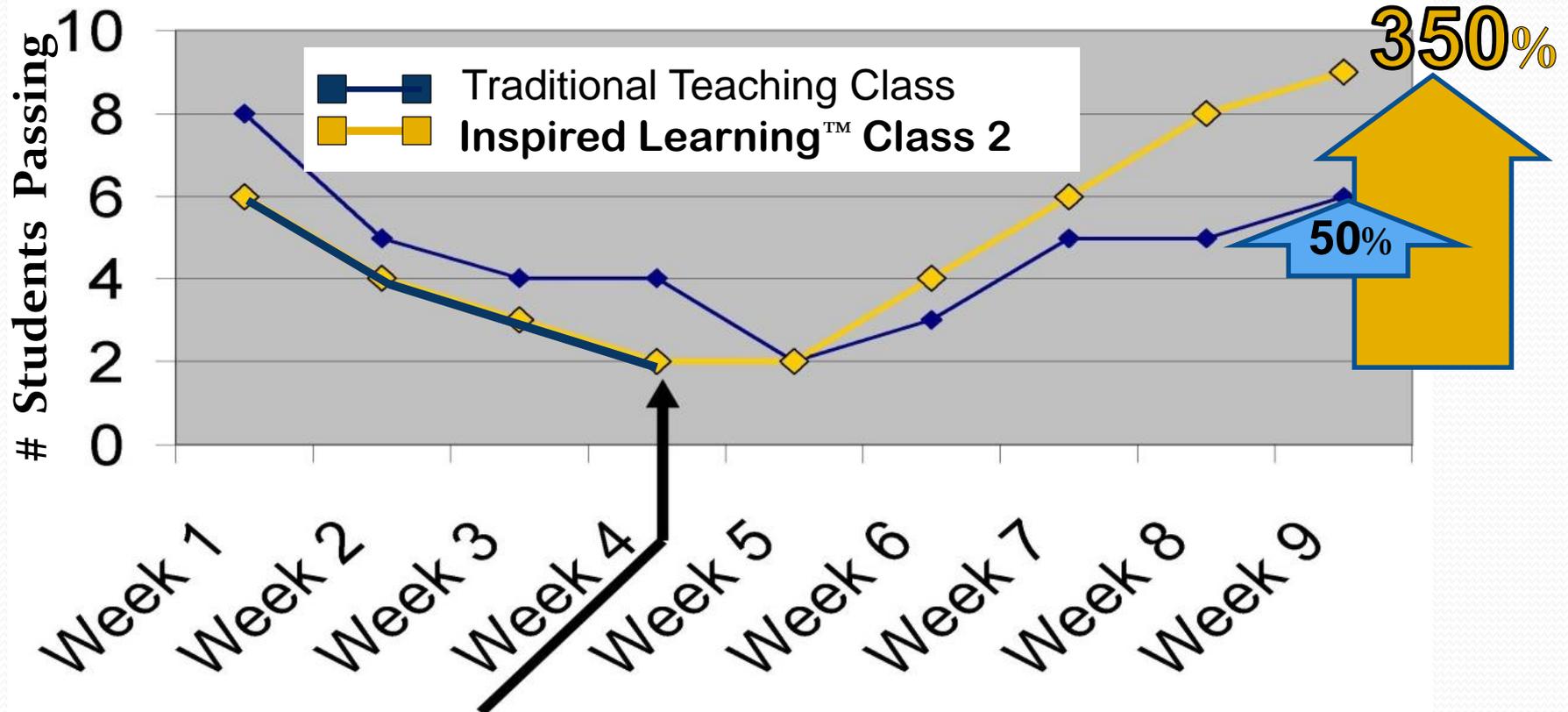


**Inspired Learning™ Introduced in Week 4 to Class 2 Only**

Source: Johns Hopkins Graduate School Project



# Learning at the Speed of . . .



**Inspired Learning™ Introduced in Week 4 to Class 2 Only**

Source: Johns Hopkins Graduate School Project



# Inspired Learning

Traditional Teaching  
Method

Inspired Learning  
Model™

50%

350%



# Learners & Facilitators of Learning

*The Inspired Learning Model™*

*brings the innate love of learning*

*back to the learner.*

*It also brings the innate joy of celebration*

*back to those who facilitate learning.*



# Inspired Learning Model's 7 Elements

1. **THE FACILITATOR**
2. **THE SUBJECT MATTER**
3. **THE PHYSICAL ENVIRONMENT**
4. **THE INSPIRED LEARNER**
5. **THE STANDARDS OF PRESENCE**
6. **THE INTEGRATION**
7. **INSPIRATION**



## **#5 - Standards of Presence**

*It is my intention to . . .*

- 1 . . . maintain confidentiality.**
- 2 . . . adopt a stand for innocence.**
- 3 . . . practice a positive focus.**
- 4 . . . connect at a heart level.**
- 5 . . . claim my experience as my own.**
- 6 . . . listen deeply and with honor.**
- 7 . . . give only authentic and positive acknowledgment.**
- 8 . . . fully receive acknowledgment . . . with “*Thank You*”.**
- 9 . . . practice self care and self responsibility,  
and allow others to do the same.**
- 10. . . be fully present.**



# Questions? – Comments!

[www.InspiredLearning.org](http://www.InspiredLearning.org)



# Resources

- Peter@PeterJReding.com
- www.InspiredLearning.org
- www.CoachForLife.com



Peter J. Reding

## Books:

- Reding & Collins, *The Inspired Learning Model™ Handbook*
- Reding, *Positively Brilliant Self-mastery*
- Rath & Clifton, *How Full is Your Bucket*
- Gostick & Elton, *The Carrot Principle*
- Buckingham, *Go Put Your Strengths to Work*



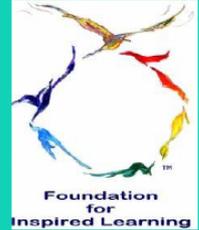
# Inspired Learning Model™ Training

- [www.InspiredLearning.org](http://www.InspiredLearning.org)
- Ms. Marti Hess, President
  - [Martiwink@cox.net](mailto:Martiwink@cox.net)
  - **619-459-4094** (San Diego, Calif.)

Inspired Learning Webinar  
14-Sept-2016 to 2-Nov-2016

## Experience and Learn a Teaching and Coaching Model That

- Evokes the love of learning
- Fosters safety and trust
- Inspires measurable progress
- Celebrates and acknowledges mastery



"I discovered so many new ways of connecting with my students, my staff, my husband and daughter. It recharged me on a personal and professional basis." *B. Graffam, Director*

The Inspired Learning Model™ training is for you if you are a

Coach    Teacher  
Parent    Trainer

*Positively - the most effective learning process in the world - guaranteed™*

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**Inspired Learning Facilitator™**

September 14—November 2, Wednesdays 12—2 pm ET

Earn up to 12 CCEUs

Visit the website and register: [www.inspiredlearning.org](http://www.inspiredlearning.org)

Questions? Contact Marti Hess

[martiwink@cox.net](mailto:martiwink@cox.net)

619.459.4094

Save \$200! Early bird discount if you register before August 15, 2016

The Foundation for Inspired Learning is a 501c3 Nonprofit Organization

[www.InspiredLearning.org](http://www.InspiredLearning.org)