MACMHB
State Training Guidelines Workgroup
Training/Curriculum Recommendations

The intent of this Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

Topic: *Teaching New Skills/Life Skills*

Defining Paragraph (Vision, Boundaries, Overall Outcome Statement):

Teaching new Life Skills should be directed at enhancing lifestyle and improving the quality of a person's life. Teaching Life Skills should be proactive and should be done with cultural sensitivity and competence. Meaningful training for staff and families must include planning, practice, and feedback within real life contexts. Staff will learn specific strategies to teach activities of daily living, individual plan goals/objectives, and skills related to meaningful lives.

Definitions:
Content – These are a listing of the areas covered in the subject.
Outcomes/Competencies – These are statements about what participants will be able to do as a result of having participated in the course.
Outline – A suggested approach to meeting Outcomes/Competencies.
These three are interrelated, but not necessarily a one-to-one relationship.

Content:

1. Role of relationships as a tool for learners
2. Importance of communication skills
3. Communicative function of behavior
4. Importance of lasting quality relationships
5. Elements of a learning environment
6. Task analysis
7. Sequential learning
8. "Errorless learning"
9. Acceptable risks
10.   Shaping, Modeling, Prompting, Fading, Most-Least Fading
11.   Adapting activities

Outcomes/Competencies:

1. Describe goals of effective teaching.
2. Identify opportunities for offering choice, giving rewards/reinforcement.
3. Define human interaction as the most important reward tool available to staff/family
4. Identify and teach functional skills – what to teach, where, when, how.
5. Identify the mutual benefits and rewards of teaching.
6. Plan a teaching session
   a. offer individual choices,
   b. break tasks into achievable steps,
   c. ensure success,
   d. provide rewards throughout the activity and
   e. keep the activity going
7. Be aware and reward small changes in behavior.
8. Add steps and new tasks as person learns.
9. Identify things we know that help people learn new skills:
   a. Remain Calm (but still enthusiastic…)
   b. Model or Prompt effectively
   c. People learn best in places where the skill happens (e.g. Get dressed in bedroom)
   d. People learn best when they use the real item (e.g. using real money at the store)
   e. People learn best when they do tasks at the time they are usually done (e.g. Brush teeth before bed)
   f. People learn best when learning something useful or meaningful to them (e.g. using the phone to call family…)
   g. People learn best when they feel safe and secure
   h. Encourage willingness to take acceptable risks and learn from the risks we take
   i. Recognize the impact your posture has when teaching: Use eye contact, facial expression, words and touch to express respect, support and fairness.
   j. When teaching, seek balance between the relationship and the activity
   k. Use natural cues, materials, and experiences in teaching
   l. Change teaching strategies when problems occur. For example:
      1. Simplify the Activity
      2. Increase rewards
      3. Change prompts
      4. Remove distractions
      5. Slow down or speed up based on the person's performance
      6. Avoid resistance by sharing participation and supports
      7. Help the individual succeed
      8. Be patient

Outline/Recommendations

1. Working with People
   a. The Case for Teaching Functional Skills
   b. Teaching Strategies
   c. Introduction to your Role as a teacher
   d. The effective teaching pattern
   e. The structure of teaching
   f. The role of the direct care staff as the teacher
   g. Finding a balance between task and relationship
2. More Working with People
   a. Proactive options

Trainer Qualifications:

Check all that apply, be specific (years, degree, skills, etc.):

☒ College Degree: A minimum of a college degree in clinical or human services or the equivalent is preferred.
☒ Years' Experience: In lieu of degree, an exemplary direct support professional with at least 5 years of experience may be considered equivalent.
☒ Documented Skill Set:
☒ Training Experience:
☒ Trainer in Adult Learning Styles:
☐ Other

Length of Training:

May be completed in 4 hours. Length is tied to the ability of participants to demonstrate techniques/strategies listed above.

Format:

The acceptable format(s) for the class:

☒ Blended Learning (Online + Instructor-Led)
☒ Instructor-Led Class
☐ Instructor-Led Webinar
☐ Online Course
☒ Other (specify): Recommend supervisory oversight period

Teaching Methods:

These are the best teaching methods for teaching course content. Additional methods may also enhance learning.

☐ Individual
☒ Classroom/Group
☒ Lecture
☒ Group Discussion
☒ Skills Practice
☒ Return demonstrations
☒ Activities
☒ Videos
☒ Online Activities
☐ Individual Assignments
☒ Homework assignments
☒ Other (specify): Mentoring

Method of Assessment:

How to measure entry level competency in this course:

☒ Written Test   Performance Indicator: 80%
☐ Return Demonstration (live)   Performance Indicator:
☒ Online Test (in lieu of written test)   Performance Indicator: 80%
☒ Skill Sheet (on the job skill assessment) Performance Indicator: 100%
☐ Homework Assignment(s)
☐ Observation with Supervisor sign-off sheet
☐ Other:

Scope of Implementation:

Training recommended for:

☒ Specialized Residential direct care staff/home managers
☒ Specialized Residential Administrators
☒ Community Living Supports (CLS)
☒ Pre-Voc Skill Building / Supported Employment (i.e. Competitive Employment, volunteer)
☒ Non-Voc Skill Building
☒ Supported Living staff
☒ Adult Foster Care staff
☒ Respite Service staff
☒ Self-Determination staff
☒ In-Home service staff (children's program)
☒ Foster Family Group Home staff

☒ Child-caring Institutions (Children's Group Home) staff
☒ As identified in the Individual's Person Centered Plan
☐ Other employee group (specify):

Frequency:
It is recommended the content be reviewed/retaken.

☐ Initial & As Needed
☐ Initial & Annual
☐ Initial & Every two (2) years
☒ Initial & Every three (3) years
☐ As directed by the Individual Plan of Service
☒ Other: see comments

Additional Comments:

Much of this material is currently included in Providing Residential Services in Community Settings. Training of the 4 elements of this area of training (Relationships, Teaching, Natural Supports, and Behavior and Crisis Intervention), should cover a combined total of 20 to 24 hours.

References/Legal Authority:

1. MCL 400.710(3)
2. R330.1801 et seq.
3. MDHHS *Providing Residential Services in Community Settings*: Working with People 1 and 2 units
4. Recovery Model Materials
5. Positive Behavioral Support Materials
6. Prevailing State Guidelines and Practice Protocols

Note: If training is for an adult foster care facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.