

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: *Human Relationships: Development, Enhancement, Sustainment, and Maintenance*

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

A primary role of staff is to assist the individual in developing and maintaining positive, healthy, and personally satisfying relationships throughout all aspects of their life. Some of the relationships may include the person's relationship with support staff, with others sharing his or her living arrangements, with family members, with friends, with clinical and professional staff, with teachers, and with members of the general community. The principles of person-centered planning, dignity and respect, self-direction, choice, recovery, and positive behavior supports are an important part of this goal.

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. Safe and trusting relationships
2. Teaching human connectedness
3. Cultivating friendships and respectful relationships
4. Preventing and/or diffusing potential obstacles in the relationships
5. Using human connectedness to enhance skills and abilities

Outcomes/Competencies:

1. Students will be able to foster a culture of gentleness.
2. Students will encourage individuals to become self-advocates. (This will enhance the partnership between providers and individuals by focusing on empowerment and working "with" people rather than "for", "on" or "leading" them.)

3. People receiving services will experience improved relationships with people in their lives.
4. People receiving services will improve the interactions they experience with people on a day-to-day basis in the community.
5. Staff will support each other in a positive manner in the service setting.
6. Support staff's relationships with people receiving services are based on the person's plan and needs.
7. The staff relationship with people they are working with will follow ethical guidelines.

Outline/Recommendations:

1. Explain the importance of interdependence.
2. Recognize that interdependence is based on the quality of relationships in the person's life.
3. Identify components of a good relationship, such as:
 - a. Feeling safe physically and emotionally.
 - b. Feeling valued, respected, and accepted.
 - c. Developing feelings of value, respect, and acceptance for self and others.
4. How to engage with others.
 - a. Use of concrete communicative "tools".
 - b. Language and tone of voice.
 - c. Use of appropriate physical contact with another.
 - d. Body language and other forms of nonverbal communication.
5. Acknowledging the supportive presence of others in one's life.
6. The influence of one's life history on the ability to develop and maintain healthy relationships.
7. The influence of one's life history on how one communicates with others.
8. Recognize those aspects of an individual that draw others to him or her and allow him or her to draw closer to others.
9. Recognize that relationship skills can be learned or developed
10. Identify the strengths that the support staff bring.
11. Identify the strengths of the individual supported.
12. Identify those aspects of an individual that push others away or which cause the individual to draw away from others, drive others away or isolate him- or herself.
13. Recognize that some characteristics can be improved and/or accommodated.
14. Recognize characteristics in oneself that may make the support staff role harder.
15. Recognize characteristics in the person supported that may make the support staff role harder.

16. Recognize the diagnosis and the experience of an intellectual, cognitive, or developmental disability or a mental illness may reflect the person's need for support.
17. Use one's words to strengthen the relationship of the support staff with the individual supported.
18. Recognize respectful human touch is essential for many people.
19. Demonstrate caring and respectful human touch.
20. Use one's expressions to encourage, uplift, comfort, and acknowledge the individual
21. Identify reasons why a person supported might feel unsafe, physically or emotionally, even if the support staff takes steps to ensure safety.
22. Recognize signals and communication from the individual that he or she feels unsafe.
23. Demonstrate ways to communicate to the individual that he or she is safe in the staff's presence.
24. Identify reasons why a person supported might feel unvalued, disrespected, worthless, unloved, or unlovable.
25. Recognize signals and communication from the individual that he or she is sad, depressed, dejected, withdrawn, unloved, or unlovable (unvalued).
26. Demonstrate ways to communicate to the individual that he or she is valued and respected.
27. Identify signals of and reasons why a person might not value others.
28. Demonstrate ways to teach the person valuing interactions such as.
 - a. Stages of human engagement.
 - b. Presence of others.
 - c. Doing things with others.
29. Identify obstacles and barriers to the presence and participation of the person supported.
30. Demonstrate ways to teach the individual the value of human engagement.
31. Demonstrate the use of activities to teach: the value of human engagement, doing things together, doing things for oneself and for others.
32. Define challenging behavior as actions or responses in the person supported that interfere with the relationship of the individual to others.
33. Categories of challenging behavior
 - a. Aggressive (harmful to persons or destructive of objects)
 - b. Distancing (withdrawing or driving others away, without harm or destructiveness)
 - c. Distracting (actions or responses, which interfere with the interactions because they interfere with one's attention).
34. Recognize that challenging behavior is a form of communication.
35. Recognize that challenging behavior stems from:

- a. fear, frustration, anger
 - b. stimulation (or the lack of stimulation)
 - c. feeling of no control over circumstances
 - d. the subjective experience of demand
 - e. physical causes
 - f. the nature of the intellectual, cognitive, or developmental disability or the mental illness.
36. Prevent causes of challenging behavior by means of one's words, appropriate touch, expressions, and presence.
37. Identify the problems associated with the use of aversive techniques or techniques of control to deal with challenging behavior.
38. Identify the problems and pitfalls associated with the use of contingencies to deal with challenging behavior.
39. Illustrate ways to teach and assist the individual supported to relate to others in a variety of settings.

Trainer Qualifications:

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

- College Degree:
- License:
- Years' Experience (please see below):
- Documented Skill Set:
- Training Experience:
- Trainer in Adult Learning Styles/Methods:
- Other: Must have content expertise.

Specified Experience:

The trainers for this material should have substantial experience in the principles of supporting individuals in relationship building; mentoring and coaching support staff in service delivery settings can be a beneficial asset.

Length of Training:

The length of training should be adequate to achieve the outcomes/competencies listed above. This may be approximately 6-8 hours at the entry-level, longer for larger groups. Additional hours covering detailed information on conditions specific to the individuals supported.

Format:

The acceptable format(s) for the class:

- Blended Learning (Online + Instructor-Led)
- Instructor-Led Class
- Instructor-Led Webinar
- Online Course
- Other (specify):

Teaching Methods:

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

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

Method of Assessment:

How to measure entry-level competency in this course.

- | | | |
|-------------------------------------|----------------------|----------------------------|
| <input checked="" type="checkbox"/> | Written Test | Performance Indicator: 80% |
| <input type="checkbox"/> | Return Demonstration | Performance Indicator: |
| <input checked="" type="checkbox"/> | Online Test | Performance Indicator: 80% |
| <input type="checkbox"/> | Skill Sheet | Performance Indicator: |
| <input type="checkbox"/> | Other: | |

*Online Test encompasses Review questions anchored within the training and/or an online test after the class

Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- Community Living Supports (CLS)
- Skill-Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
- Supported/Integrated Employment Service (ie. Clubhouse, Competitive Employment, volunteer)
- 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:

Additional Comments:

It is quite impossible for staff to support individuals in a relationship of valuing, respect, and interdependence, unless those qualities are also reflected in the culture of the organization, its policies, and procedures.

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.

Refreshers may be offered in a variety of formats.

References/Legal Authority:

- 1) MCL 400.710(3)
- 2) R330.1801 et seq.
- 3) MI Admin Code R 330.1806 et seq.
- 4) MDHHS Contract Part II 6.7 att p 6.7.1.1
- 5) 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.