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: *Building Natural Supports*

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

Natural supports are an important part of everyone's life. We may call them friends, neighbors, or relatives, but they are the people that we can count on for help when we need it. People receiving services tend to rely more on paid supports as opposed to natural supports. While some may see the effort to increase natural supports as an attempt to decrease costs, it really is about helping people receiving services to live a life more like everyone else. Based on the foundation of person centered planning, the role of direct support professionals is to promote an individual's life in their community.

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. Value of positive natural support
2. How to identify potential natural supports
3. Road blocks in the community for a person receiving services which limit access to activities and/or relationships
4. Assisting an individual with the development of a natural support
5. How to assist people in looking at their natural supports for what is beneficial or detrimental and what action they can take

Outcomes/Competencies:

1. Identify sources of natural supports for people.
2. Identify roadblocks and ways to counteract them.
3. Define direct support professional's role when assisting an individual in developing a desired natural support

4. Identify factors that indicate the need for changes or adjustments in a natural support.
5. Differentiate between healthy natural supports versus unhealthy relationships.
6. Assist individuals in the development of friendships and other relationships, such as family and community members.

Outline/Recommendations:

1. Describe Natural Supports and how to identify them
2. Dreams and goals related to desired relationships
   a. Participants' dreams and goals
   b. What is important? What's not?
3. Define a meaningful day:
   a. What makes a meaningful life? Week? Day?
   b. Developing interests to connect with people who have similar/like interests.
4. Connecting with people
   a. Types of Relationships: Explore the spectrum of types of relationships that people are in and that are possible.
   b. What's important in relationships? Explore things such as enjoyment of each other's company, joint activities, the reciprocity of relationships, etc.
5. Communication:
   a. Introductions/Getting to know people
      i. Staff roles in introducing individuals to people in the community.
      ii. Teaching people to introduce themselves to others.
   b. Topics, Settings, and Etiquette/Manners: Making sure the topic, setting, and relationship match. Consider politics, religion, humor, Etc. Have individuals generate examples.
6. Tools to make Friends (Suggested Activity)
   a. Develop small/large group activity for generating ideas on how we can help people to learn about relationships and develop natural supports.
7. Overcoming roadblocks to getting the most out of life.
   a. Identifying positive and negative impact from a natural support.
   b. Identifying helpful and not helpful relationships. What can be done?
   c. Suggested Activity: Have the group generate lists of things that can be roadblocks for people. Now work on strategies for dealing with them.

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

☐ College Degree:
☐ License:
☒ Years' Experience (please specify below): prefer experience in human services, specifically providing direct care supports
☒ Documented Skill Set: able to model the introduction and development of friendships
☒ Training Experience:
☒ Trainer in Adult Learning Styles/Methods:
☐ Other:

> **Specified Experience:** The trainer must have knowledge of community resources and how to access them. The trainer must have the ability and enthusiasm to convey the possibilities for individual receiving services in the development of natural supports.

Length of Training:

> The length of training should be adequate to achieve the outcomes/competencies listed above. This may be approximately 2.5 – 3 hours at the entry level, longer for larger groups. Additional time covering detailed information on conditions specific to the individuals supported could be beneficial.
>
> 1-1.5 on-line

Format:
The acceptable format(s) for the class:

☒ Blended Learning (Online + Instructor-Led)
☒ Instructor-Led Class
☒ Instructor-Led Webinar
☒ Online Course
☒ Other (specify - See Guide)

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, supplemental to other teaching methods
- ☒ Online Activities
- ☒ Individual Assignments
- ☐ Homework assignments
- ☐ Case Study
- ☐ Other (specify):

Method of Assessment:
How to measure entry-level competency in this course.

- ☒ Written Test   Performance Indicator: 80%
- ☐ Return Demonstration   Performance Indicator:
- ☒ Online Test   Performance Indicator: 80%
- ☐ Skill Sheet   Performance Indicator: 80%
- ☐ 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)
- ☒ 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
☒   As needed as directed by employer, first-line supervisor, clinical staff
☒   Other: See guide

Additional Comments:

This content can be taught simultaneously or in conjunction with Human Relationships

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.

The video series developed by MORC and MDHHS may be a resource for helping a person achieve a meaningful life.

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.