

# 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 uniformity, reciprocity, and portability.

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**Topic: *Building Natural Supports***

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

Natural supports, those relationships a person has that help them on a day to day basis, are a part of normal life. As a part of living in a caring community, the development of natural supports is beneficial and desirable. Based on the foundation of person centered planning, an individual will be assisted in seeking out persons in their community with similar interests and dreams with whom to form a mutually beneficial relationship.

**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. Please indicate expectations and minimum competency criteria.

**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 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. 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 support.

- Documented Skill Set: Ability to model the introduction and development of friendships.
- Training Experience:
- Trainer in Adult Learning Styles/Methods:
- Other: Must have content expertise.

**Specified experience:**

The trainer must have knowledge of the availability of community resources and how to access them. The trainer must have the ability and enthusiasm to convey the possibilities for an individual with a disability through 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.

**Format:**

The acceptable format(s) for the class:

- Traditional “live” class.
- Online Class
- Self-study Unit
- Video Class
- Other (specify): Any interactive format with an available mentor/role model

**Teaching Methods:**

These are the best 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):
- Other (specify):

**Method of Assessment:**

How to measure entry level competency in this course.

- |                                     |   |                                  |
|-------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> | Written Test                                | Performance Indicator: 80%       |
| <input checked="" type="checkbox"/> | Return Demonstration                        | Performance Indicator: Pass/Fail |
| <input checked="" type="checkbox"/> | Online Test                                 | Performance Indicator: 80%       |
| <input checked="" type="checkbox"/> | Skill Sheet                                 | Performance Indicator: Pass/Fail |
| <input checked="" type="checkbox"/> | Homework Assignment(s) - Desirable          |                                  |
| <input checked="" type="checkbox"/> | Observation with sign-off sheet - Desirable |                                  |
| <input type="checkbox"/>            | Other:                                      |                                  |

**Scope of Implementation:**

Training recommended for:

- Specialized Residential direct care staff
- Specialized Residential Administrators
- Supported Living staff (particularly important for these)
- Adult Foster Care staff
- Respite Service staff
- Self-Determination staff (particularly important for these)
- Home-based services staff (particularly important for these)
- Foster Family Group Home staff
- Child-caring Institutions (Children's Group Home) staff
- Other employee group (specify):

**Frequency:**

It is recommended the content be reviewed/retaken:

- Initial
- Annual
- Every two years
- As needed
- Other: Refresher at 3-year intervals

**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 DCH 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) DCH 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.