

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: *Limited English Proficiency (LEP)*

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

Someone whose primary form of communication is not spoken English has the potential to encounter barriers to equal access to services. The LEP class is designed to teach staff to eliminate those barriers by providing appropriate accommodations.

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. LEP includes both an individual's receptive and expressive language abilities.
2. How to access the needed accommodations.
3. How communication impacts all aspects of an individual's life.

Outcomes/Competencies:

1. Identify the need for accommodations for individuals whose primary form of communication is something other than spoken English.
2. Identify and implement appropriate accommodations such as interpreters, speech therapists, communication boards, picture schedules, etc.
3. Identify communication barriers.

Outline/Recommendations:

1. Definition
2. Accommodations available and how to access and document
3. Examples of successful services and supports when accommodations have been provided.
4. Examples of what can happen with services and supports when appropriate accommodations are not provided.

Trainer Qualifications:

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

- College Degree: Bachelor Degree—prefer human services area
- License:
- Years Experience (please specify below): At least one year experience working in Direct Service and/or Case Management
- Documented Skill Set:
- Training Experience:
- Trainer in Adult Learning Styles/Methods:
- Other:

Specified experience:

Length of Training:

One hour for initial class (dependant on class size)
As needed for update class (dependant on class size)

Format:

Acceptable formats for the class:

- Traditional "live" class.
- Online Class
- Self-study Unit
- Video Class
- Other (specify):

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.

- Written Test Performance Indicator: 80 %
- Return Demonstration Performance Indicator:
- Online Test Performance Indicator: 80 %
- Skill Sheet Performance Indicator:
- Homework Assignment(s)
- Observation with sign-off sheet.
- Other:

Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators (see note below)
- Supported Living staff (see note below)
- Adult Foster Care staff
- Respite Service staff (see note below)
- Self-Determination staff (see note below)
- Home-based services staff (see note below)
- Foster Family Group Home staff (see note below)
- Child-caring Institutions (Children's Group Home) staff
- Other employee group (specify): clinical staff who exercise direct or indirect supervision, guidance and instructions for direct care staff on health related issues should be thoroughly familiar with the training content and standards of this entry-level training
- Other employee group (specify):

Frequency:

It is recommended the content be reviewed/retaken:

- Initial
- Annual
- Every two years
- As needed: Ongoing / as required by accrediting body
- Other:

Additional Comments:

Can be taught in combination with Cultural Competency/Proficiency

References/Legal Authority:

- 1) Americans with Disabilities Act
- 2) Civil Rights Act
- 3) Balanced Budget Amendment Act
- 4) MDCH Contract
- 5) MCL 400.710(3)
- 6) R330.1801 et. seq.
- 7) Prevailing State Guidelines and Practice Protocols
- 8) Website of the Federal Interagency Working Group for Limited English Proficiency www.lep.gov
- 9) Office for Civil Rights - U.S. Dept. of Education - www2.ed.gov/about/offices/list/ocr/ellresources.html

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.