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: *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.
Outline – A suggested approach to meeting Outcomes/Competencies.
These three are interrelated, but not necessarily a one-to-one relationship.

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. LEP Standards
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:
☐ 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)

30 minutes for on-line course

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 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.

☒ 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
☒ Community Living Supports (CLS)
☒ Skill-Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
☒ Supported/Integrated Employment Service (i.e. 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:

Can be taught in combination with Cultural Competency/Proficiency

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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.