**CMHAM**

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.*

*Updates to guides will be communicated through the State Training Guidelines Workgroup to the PIHP Leads/CEO’s. It is the responsibility of the PIHP to communicate when a guide has been updated and placed on Improving MI Practices*

**Topic:** Limited English Proficiency

**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**: Click or tap here to enter text.

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**: Click or tap here to enter text.

1. Identify the need for accommodation 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**: Click or tap here to enter text.

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: Click or tap here to enter text.

License: Click or tap here to enter text.

Years’ experience (Please specify): At least one-year experience working in Direct Service and/or Case Management

Documented Skill Set: Click or tap here to enter text.

Training Experience: Click or tap here to enter text.

Training Experience: Click or tap here to enter text.

Trainer in Adult Learning Styles/Methods

Other: Click or tap here to enter text.

**Length of Training:** One hour for initial course (dependent on class size). 30 minutes for an 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 Click or tap here to enter text.

**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): Click or tap here to enter text.

**Method of Assessment**

*How to measure entry-level competency in this course.*

Written Test with Performance Indicator 80%

Return Demonstration with Performance Indicator Click or tap here to enter text.%

Online Test\* with Performance Indicator 80% or test questions embedded in course, with correct answer being required before moving forward with content

Skill Sheet with Performance Indicator Click or tap here to enter text.%

Other: Click or tap here to enter text.

*\*Online test encompasses review questions anchored within the training and/or 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-Vocational Skill Building / Supported Employment (i.e., competitive employment, volunteer)

Non-Vocational Skill Building

Supported Living Staff

Adult Foster Care staff

Respite Service staff

Self-Determination staff

In-home service staff

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): Click or tap here to enter text.

**Frequency**

*It is recommended the content be reviewed and retaken.*

Initial and as needed

Initial and annually

Initial and every two (2) years

Initial and every three (3) years

As directed by Individual Plan of Service (IPOS)

As needed

Other: Click or tap here to enter text.

**Additional Comments:** Can be taught in combination with Cultural Competency

**References/Legal Authority**

1. Americans with Disabilities Act
2. Civil Rights Act
3. Balanced Budget Act
4. MDHHS Contract
5. MCL 400.710(3)
6. R330.180 et.esq.
7. Prevailing State Guidelines and Practice Protocols
8. Website of the Federal Interagency Working Group for Limited English Proficiency [www.lep.gov](http://www.lep.gov)
9. Office for Civil Rights – U.S. Dept. of Education- [www.2.ed.gov/about/offices/list/ocr/ellresources.html](http://www.2.ed.gov/about/offices/list/ocr/ellresources.html)

**Additional Comments:**

This course could serve as an update for staff as new information becomes available. May also be used as a remedial action for staff