

ALTERNATIVES UNLIMITED, INC.

Redefining Community

AGENCY MISSION

Skills + Supports = Success

AGENCY VISION

***Real Jobs + Real Homes + Real Relationships
= Satisfaction***

RECOVERY/DISCOVERY VISION

***Human Resilience + Opportunities for Meaningful Roles
= A New Life Purpose***

Guidelines for Managers to Ensure Utilization of Training

BEFORE TRAINING OCCURS:

- **Assess current skill level of staff against job demands to determine training needs**
- **Review learning objectives with staff**
- **Demonstrate the skill to staff and explain its relevance**
- **Address resistance and facilitate attendance**

DURING TRAINING:

- **Remind staff to complete assignments and attend training follow up meetings**
- **Process skill exercises with staff to ensure their comprehension and completion**
- **Create opportunities for staff to practice skills with peers**
- **Review any feedback from trainers with staff**

AFTER TRAINING:

- **Reassess staff knowledge to determine their understanding of the material, its purpose and relevance to their job**
- **Evaluate staff ability to apply newly learned skill behaviors**
- **Review final training feedback from trainers with staff**
- **Support the use of the new skills through role modeling, coaching, role plays and feedback**
- **Create opportunities for “real life” skill use through delegation of responsibilities and setting ground rules for expected performance**
- **Implement skill use programs to overcome barriers to full skill utilization**
- **Nurture skill refinement through “in the moment” feedback, regular discussion of skill use in staff meetings and ongoing supervision and performance appraisal**
- **Help newly trained staff to further solidify their new knowledge and skills by providing opportunities to mentor “junior” staff and by getting involved in training others**
- **Consequence non attendance/non achievement**
- **Reward achievement**

Rehabilitation Task Force

Training

- Full week of rehabilitation training for new staff
 - All rehabilitation tools presented in one binder
- Supervision and monitoring is consistent with training

Standardization

- Create forms for all staff to use
- One rehabilitation manual for all programs to use
 - Incorporate funder feedback

Streamlining

- What expectations must we meet?
- What redundancies can we omit?
- How can the work be done faster?

	Monday	Tuesday	Wednesday	Thursday	Friday
9am-10am	Recovery 9-11	Functional Assessment Training 9-1	Direct Skills Teaching Training 9-1	Developing a Program Specific Treatment Plan Training 9-1	Progress Notes & Periodic Review Training 9-1
10am-11am					
11am-12pm	Assessing Readiness Training 11-1				
12pm-1pm					
1pm-2pm	Lunch	Lunch	Lunch	Lunch	Lunch
2pm-3pm	Setting an Overall Rehabilitation Goal 2-4		Programming Skill Use Training 2-5	Alcohol/Substance Abuse Assessment and Treatment Planning 2-4	File Maintenance Training 2-4
3pm-4pm					

Rehab Training Week – Participant Feedback

Participant's Name: _____

Program: _____

Trainings Attended:

- | | | | |
|---|------------------------------|-------------------------------|---|
| <input type="checkbox"/> Recovery | <input type="checkbox"/> ORG | <input type="checkbox"/> PSU | <input type="checkbox"/> Progress Notes |
| <input type="checkbox"/> Assessing Readiness | <input type="checkbox"/> FA | <input type="checkbox"/> PSTP | <input type="checkbox"/> File Maintenance |
| <input type="checkbox"/> Developing Readiness | <input type="checkbox"/> DST | <input type="checkbox"/> SA | |

Participation:

1	2	3	4	5
No Participation	Minimal Participation	Average	Good Participation	Excellent Participation

Comments: _____

Strengths: _____

Further Development Needed In

: _____

Assignment Feedback:

Trainer's Signature: _____

Date: _____

- Participant Copy Supervisor Copy Developer Copy QI Copy

**CORE COMPETENCIES
REHABILITATION AND RECOVERY
(Draft- 3/31/03)**

Developing Readiness for Rehabilitation

Engages individuals in a process of exploring their awareness and commitment levels related to making a change and develops strategies to increase “readiness” as needed.

- Assesses and rates readiness according to five factors
- Develops strategies to increase readiness in required areas

Establishing an Overall Rehab Goal

Assists individuals to set a life goal in a living, learning, working, or socializing/community environment.

- Assists individuals to list their personal criteria for the future environment
- Assists individuals to brainstorm, research, and rate potential places according to listed personal criteria
- Assists individuals to line up needed supports and resources in order to successfully work toward and accomplish their goal

Assessing skill development needs to attain overall rehab goals

Conducts a functional assessment with individuals to determine appropriate skill goals.

- Assists individuals to list critical skills and personally important behaviors needed to successfully attain goal and sustain success and satisfaction in that environment
- Assists individuals in rating their ability to perform skills and behaviors, to determine if there has been skill acquisition
- Assists individuals to list all skill development areas and indicates appropriate intervention, skill teaching or skill programming
- Assists individuals to prioritize skill goals by evaluating urgency of achievement, ease of achievement, motivation for achievement, and perceived support for achievement of the goal/skill

Direct Skills Teaching

Teaches skills that a person has never learned to perform.

- Writes a skill definition in skill use performance language
- Describes the benefit of learning the skill
- Writes skill steps
- Determines and indicates performance conditions for the skill
- Develops a Review, Overview, Presentation, Exercise, and Summary (ROPES) plan
- Implements ROPES plan according to interventions outlined in the PSTP/ISP

Programming skill use

Designs and implements strategies to overcome barriers to effective skill use.

- Explores with individuals reasons that they don't perform the skill at the needed level, in the needed environment/conditions, or without needed prompts for use (lack of confidence, lack of knowledge, lack of forethought or planning, lack of resource)

- Develops steps to develop the needed confidence, knowledge, planning, and/or resources needed to reach the goal
- Determines and provides needed reinforcements to support skill acquisition

Developing Resource Acquisition Plans

Assists individuals to assess needed resources and establishes plans to get them.

- Identifies needed resources to meet all current and future needs and preferences
- Links with community groups, agencies, etc...that will meet the resource need
- Assists individuals to mobilize needed resource according to level of need
- Assists individuals in monitoring that each resource meets their needs and preferences
- Coaches individuals in negotiating changes in resource as needed

Facilitating and Supporting a Recovery Oriented Environment

Assists individuals to believe in their potential for recovery from the catastrophic effects of mental illness and cultivates their journey.

- Displays a belief in recovery in their day to day interactions
- Provides information on recovery to individuals and staff
- Develops treatment plans that incorporate recovery
- Offers hope building activities within and outside the program
- Links individuals with natural supports to develop meaningful community roles
- Promotes the concepts of, and the belief in, recovery to the community and other treatment providers