



OFFERING A LIFELONG ALLIANCE TO PEOPLE
CROTCHED MOUNTAIN WITH DISABILITIES

Intern and International Programs

Training Plan for Crotched Mountain Residential Internship Placement

Placement duration: Three months minimum. Maximum duration will depend on intern's academic level and on capacity and intent to rotate through alternative placement locations (see further information below).

1. Purpose of Training

This placement is designed to offer trainees the opportunity to observe residential skill instructors as they work with younger and older adults with specialized needs. Trainees become familiar with curricula, methods of implementing goals, objectives and individualized programs. Trainees are also invited to participate in their own professional development through attendance at a variety of formal training classes. Crotched Mountain offers a wide variety of professional resources and training to trainees.

Crotched Mountain serves a unique and critically involved residential population. Approximately 70 young adults reside here within our Greenfield campus. The residential program includes nine ranch style houses, an Independent Apartment complex. Crotched Mountain is also developing its residential program to include a farm setting within the local community and alternative settings for specific individuals. The residents all have multiple challenges that can span cognitive, emotional as well as physical parameters. The range of diagnoses, some of which are quite rare, and the corresponding range of programs and services available are unlikely to be found in any other residential program. This explains the attraction Crotched Mountain has for trainees whose future careers will bring them in contact with persons that have similar diagnosis.

Numerous clinical and social science services form an integral part of Crotched Mountain's programs. Therefore, this training program is suitable as a placement for trainees pursuing careers that relate to, or support the rehabilitation and education of persons with special needs. This includes, Special Education, Social Work, Counseling, Case Management, Psychology, Nursing and various therapeutic disciplines. However, all program trainees will receive training based upon residential services within a residential setting. Thus, this training program falls within the category of 'Residential Services' for all trainees.

The trainee will learn about the various handicapping conditions/syndromes of persons with special needs. Trainees will become familiar with the day-to-day schedule of the assigned residential home. Trainees will also learn how various activities of daily living are adapted for students. Trainees will learn about Individual Educational Plans (IEP's) and various intervention programs for all residents within the assigned home. Trainees will observe how goals and objectives from the therapy programs are integrated into the resident's daily program. Trainees will learn about the adaptive equipment used by each resident within the house, including, but not limited to, specialized communication and ambulation devices and adaptive feeding equipment.

2. Trainee Qualifications

The program is specifically designed for trainees interested in pursuing a career relating to rehabilitation services for persons with special needs. All trainees must be at least eighteen years old. Program applicants furnish documents that permit Crotched Mountain to review their Criminal Record History. Applicants also furnish three letters of reference, one of which must be from a faculty member, a letter of intent, a copy of college grades to date and a completed Internship Application Form. During our involved selection process, applicants must demonstrate a high level of academic performance and a proven interest in pursuing a related career with persons with special needs.

3(a). Primary Learning Objectives:

By the end of this training the trainee will have;

- Successfully completed all orientation programs and apply what is learned to the experience within the placement setting.
- Become familiar with various disabilities encountered within the assigned residence.
- Completed all of the professional training assigned after orientation.
- Used the Internet for professional research.
- Spent an extended period of time directly assisting persons with special needs in activities of daily living. The trainee will thereby identify each person’s learning process.
- Observed Residential employees and have identified other professional staff in their role as service providers to persons with special needs.
- An understanding of the US philosophy for providing rehabilitative services to people with special needs within a residential setting.
- Operated various adaptive devices and technologies within the home setting.
- Participated as a team member throughout many activities and give feedback/input during weekly house meetings, where the different disciplines come together to discuss the progress/needs of the home resident/s.

3(b) Secondary Learning Objectives:

Activities in pursuance of secondary learning objectives will be scheduled in consideration of the trainee’s ability to acquire new knowledge and his/her operating performance in previously assigned activities. By the end of this training the trainee may have;

- Assisted on a “one-to-one” basis with residents under supervision as deemed appropriate by placement supervisors.
- Learned how to adapt programs and their application to residents with highly specialized needs.
- Come to understand the various functions of the Individual Educational Plan and how specific programs were developed.
- Practiced the specialized programs designed for residents to whom assigned.
- Participated in other activities relating to the Residential as deemed appropriate by the trainee’s supervisor, with exception to activities expressly prohibited below

Specific Activities

All trainees will complete the same first seven days of orientation training sessions. Beyond day seven, each subsequent activity will be scheduled in consideration of the trainee’s ability to acquire new knowledge and his/her operating performance in previously assigned activities. Orientations begin on Wednesdays, i.e., ‘Day Three’.

Week One - Day One - Orientation:

| | | |
|---------------|---|------------------------------|
| 08:30 – 10:00 | Identification badges | HR and IVS Staff |
| | Welcome Package review with IVS staff | IVS Staff |
| | Rights and Responsibilities as intern/trainee | IVS Staff |
| | TB tests & Health Records, Physicals | Infection Control Department |
| 10:00 – 11:30 | Welcome and Human Resource Paperwork | Human Resources |
| 11:30 – 12:00 | Explanation of benefits | Human Resources/IVS Staff |
| 12:00 – 12:15 | Employee/intern/trainee relations | Human Resources |
| 12:45 – 13:15 | Fire Safety | Facilities Management |
| 13:45 – 15:00 | Preventing Sexual Harassment | Human Resources |
| 15:00 – 15:15 | Break | |
| 15:15 – 15:45 | Intro to Training | Continuing Education Staff |

15:45 – 17:00
Infection Control & Bloodborne Pathogens Continuing Education Staff

Week One - Day Two - Orientation:

08:30 – 09:45
 HIPPAA & Confidentiality Human Resources
09:45 – 10:00 Break
10:00 – 11:30
 OSHA Review Continuing Education Staff
11:30 – 12:00 Lunch
12:00 – 12:30
 Welcome from CMF President Crotched Mountain President
12:30 – 14:00
 Back Safety Physical Therapy Staff
14:00 – 14:15 Break
14:15 – 16:00
 Transfers Physical Therapy Staff

Week One - Day Three - Orientation:

08:30 – 10:00
 Brain Injury Overview Brain Injury Center Staff
10:00 – 10:15 Break
10:15 – 10:30
 TB Tests read Infection Control
10:30 – 11:45
 Overview of Developmental Disabilities Continuing Education Staff
11:45 – 12:30 Lunch
12:30 – 14:00
 Clients Rights and Reporting Psychology Staff
14:00 – 15:00
 Social Role Valorization Continuing Education Staff
15:00 – 15:15 Break
15:15 – 16:15
 Social Role Valorization Continuing Education Staff
16:15 – 17:15
 Person Centered Planning Case Management Staff

Week One - Day Four - Orientation:

08:30 – 10:30
 Building Trust & Relationships Gentle Teaching Staff
10:30 – 10:45 Break
10:45 – 12:15
 Experiencing Disabilities BIC & Clinical Staff
12:15 – 01:00 Lunch
13:00 – 16:00
 Observing/Mentor time in trainee’s placement area. 1st session.

Week One - Day Five - Orientation:

08:30 – 17:00
 Positive Behavioral Supports – Gentle Approach Modules
 Creating a “Flow of Life”
 Techniques for Teaching
 Gaining Cooperation and Facilitating Participation
 Supporting People During Challenging Moments

Week Two – Day One

08:30 – 09:45
 Best Practices & Positive Behavior Strategies
 09:45 – 10:00 Break
 10:00 – 12:30
 MOABSEC (Part 1 of Day 1) Continuing Education Staff
 12:30 – 13:00 Lunch
 13:00 – 17:00
 MOABSEC (Part 2 of Day 1) Continuing Education Staff

Week Two - Day Two - Orientation:

08:30 – 17:00
 MOABSEC (Day 2) Licensed Instructor

Week Two - Day Three - Orientation:

08:00 – 16:00
 Standard First Aid Licensed Instructor
 16:00 – 16:30
 Exit Meeting

Week Two - Day Four - Orientation:

08:30 – 09:30
 Seizure Awareness
 09:30 – 09:45 Break
 09:45 – 11:15
 Nutrition
 11:15 – 12:15
 Dysphasia
 12:15 – 12:45 Lunch
 12:45 – 17:00
 Observation/Mentor Time in trainee's placement area – 2nd session

Week Two - Day Five - Observation:

Observation of regular daily activities and preliminary introductions to residents within the assigned home.

Week Three

The trainee will become familiar with the activities of daily living skills, methods of implementing goals, objectives and individualized programs of the residents. Familiarization with all of the general routines and regular activities associated with the residents. Interaction with the residents is encouraged under the supervision of appropriate staff.

Week Four

The trainee will learn about the various handicapping conditions/syndromes of the residents and knowledge of their day to day placement activities. The trainee will learn how to adapt specific components of the residential environment and activities of daily living skills for each individual resident. The intern will learn about the adaptive equipment used by residents such as mobility and communication devices, specialized eating utensil and other misc. equipment.

Week Five

The trainee will observe how goals and objectives of each Individual Education Plan (IEP) are integrated into the daily routine for residents still attending school. The trainee will observe how goals and objectives of each Individual Rehabilitation Plan (IRP) are integrated into the daily routine for residents no longer attending school. These goals and objectives may relate to, among other things, recreational issues, behavioral issues, academic issues, mobility issues, food intake issues and other activities of daily living.

Weeks Six to Twelve

During this period the trainee will remain assigned to a specific program. This will be one of nine regular homes, one of the Apartment Program residences, the farm residence, or one of the other alternative residential settings. The Director or designee will select the program based upon the information shared during the trainee selection process

and upon the particular environment and learning opportunities that each program presents during the period in question.

Location and Duration of Specific Training Activities:

The format outlined below provides a general view of anticipated locations and durations for specific training activities. However, it must be noted that these will vary somewhat depending upon the actual residence and the population residing there.

Location: School Program Area **Duration:** 30 minutes per day
Communication with the educational staff regarding ‘Before-School’ morning activities in the Home setting and gathering pertinent information relating to the residents day. Assisting staff as they accompany residents from the School Program Areas to the Residential Campus.

Location: Residential Program Areas **Duration:** Seven and a half hours per day
Observing and assisting residential staff with day-to-day activities in all areas of resident learning and development. These activities will take place throughout Crotched Mountain’s various residential settings and may also include activities in the local region. The following list of locations and activities are all components of this seven and a half-hour placement time in Residential Program Areas;

Location: Assigned House **Duration:** Up to seven and a half hours per day
Observing and assisting residential staff with day-to-day activities in all areas of resident learning and development.

Location: Community-Based Trip **Duration:** Up to 3 times per week (varies by residence)
Observing and assisting residential staff with provision of community integration activities.

Location: House Meetings **Duration:** One time per week, two hours long
Attendance and participation in House meetings is encouraged to gain an overview of the issues within the Home and School settings relating to the residents. This is held during residential program hours to allow for all staff participation.

Location: All Dept. Meeting **Duration:** One time per quarter
Attendance and participation in the All Department Meetings is encouraged to gain knowledge of future endeavors, update on past events and discussion of present developments.

Optional Additional Eleven-Week Rotations:

Weeks Thirteen to Twenty -three, Weeks Twenty-four to Thirty-four, Weeks Thirty-five to Forty-five

Each eleven-week training session will include a repeat of the activities listed above for day three of week two through to day five of week twelve. However, the training activities for each rotation could take place in an entirely different type of resident population in an entirely different residential setting.

Restrictions on Internship Activities:

- a) Trainees will not be used for placements that would otherwise be filled by either full-time or part-time employees.
- b) Internship placements within departments will be limited such that the intern’s learning experience will be acquired from Crotched Mountain employees and consultants rather than from other trainees.
- c) Activities for all international trainees will not include hands-on therapy, client counseling, the administration of treatment or the making any form of diagnosis, in accordance with state department guidelines.
- d) Trainees will not be left totally unsupervised in the company of any client during placement.

Supervision and Assessment

This training program will provide three levels of supervision:

Level One – Orientation and Inservice Periods

This pertains to the first six days of orientation at the start of the internship and occasionally thereafter when the trainee participates in formal inservice training. Each class or inservice is supervised by an instructor (a member of Crotched Mountain’s Continuing Education department or a contracted instructor). Many classes and inservices include testing and grading of performance level.

Level One – Daily Transition Periods

This pertains to the shift change period at the beginning of each trainee’s day in placement (02: 00 to 02: 30). It may involve activities such as bringing the resident from the school to the residence. During these periods the residential staff and classroom teachers will provide on going, day-to-day feedback regarding trainee performance.

Level One – Residential Program Periods

This pertains to the main section of each placement day (02: 30 to 10: 00) when residential personnel (and trainees) provide services within the residential setting. During these periods the ‘House Lead’ of the residence will provide immediate supervision and feedback directly to the trainee. The ‘House Manager’, in consultation with the ‘House Lead’ will complete the attached performance evaluation and will review this with the trainee at the end of the internship. The ‘House Lead’ will meet with the trainee at least one-time/week for a minimum of 30 minutes to review program events and trainee performance. The ‘House Manager’ will meet with the trainee at least one-time/month for a minimum of 30 minutes to review program events and trainee performance.

Level Two – Residential Director or designee

This person will have interviewed and accepted the trainee to the program and is responsible for selecting a program (residence) that will provide learning opportunities shared during the selection process and in accordance with this training plan. This person will also be available during the internship on an “as-needed” basis.

Level Three – Intern and Volunteer Services (IVS) Staff

IVS staff provide informal supervision during day-to-day interactions with the trainee and from IVS’s role as central liaison for all organizational activities. IVS staff also conduct formal ‘Touch-Base’ meetings between each trainee and the immediate level one supervising ‘House Manager’. In addition, IVS staff will provide input to the trainee’s written performance evaluation (see attached).

Kevin Harte
Director. Intern & Education Programs

Jon Eriquezzo
Director of Residential Services

Residential Supervisor (House Lead)

Residential Supervisor (House Manager)

Residential Services Trainee