

Intern and Volunteer Services

Training Plan for Crotched Mountain School Internship Placement

Placement duration: Three months minimum. Maximum duration will depend on trainee'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 participants the opportunity to observe Speech-Language Pathologists and the Communication Technology Specialist working with students with specialized needs and to become familiar with communication devices, both electronic and non-electronic, methods of access for these devices, computer access, knowledge and use of software to develop communication boards and the fabrication of materials that might be needed with the communication device or access method. 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 placed in the School.

Crotched Mountain serves a unique and critically involved student population. Approximately 130 students attend Crotched Mountain School and 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 school. This explains the attraction Crotched Mountain has for students whose future careers will bring them in contact with children with similar diagnosis. There might also be the opportunity to do some observation on the Adult Brain Injury Unit with the Speech-Language Pathologist that services these adults.

Numerous clinical and social science services form an integral part of Crotched Mountain's educational programs. Therefore, this training program is also suitable, as an internship placement, for students pursuing other careers that relate to, or support the education of children with special needs. This includes Education, Social Work, Counseling, Case Management, Psychology, Nursing and various therapeutic disciplines. However, all program trainees will receive training based upon Communication Disorders and supports within the rehabilitation center setting. Thus, the training program is within the category of 'Communication Disorders for all trainees.

The trainee will learn about the various handicapping conditions/syndromes of students with special needs. Trainees will become familiar with a variety of communication devices, computer access, computer software and various equipment needed to carry out communication programs. Trainees will learn about Individual Educational Plans (IEP's) and will observe how communication goals and objectives from the therapy programs are integrated into the student's daily program. Trainees will learn how to evaluate a student for a communication device, make communication boards and program communication devices.

2. Trainee Qualifications

The program is specifically designed for students interested in pursuing a career relating to assistive technology or the education of children 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 as well as a completed Internship Application Form. During our involved intern selection process, applicants must demonstrate a high level of academic performance and a proven interest in pursuing a career with children 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 rehabilitation center.
- Completed all of the professional training assigned after orientation.
- Used the Internet for professional research
- Spent an extended period of time directly assisting people with special needs in relation to their use of communication devices.
- Observed the Communication Disorders Department staff and have identified other professional staff in their role as service providers to people with special needs.
- Operated various communication devices and computer software within the therapy or classroom setting.
- Participated as a team member throughout many activities.

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 clients under supervision as deemed appropriate by placement supervisors
- Observed individual therapist, co-treatments with other disciplines and group activities.
- Observe a wide range of Augmentative-Alternative Communication, (AAC), devices being used by students and clients.
- Learned how to program a variety of electronic communication devices.
- Learned the potential uses and access methods of each device. Demonstrate to department staff what some of the potential uses are.
- Checked the status of the student's AAC devices and equipment at the beginning of the day.
- Learned troubleshooting techniques and simple repairs.
- Become familiar with software used by children and adults with special needs.
- Assisted with using authoring software, (e.g., Intellitools products), to personalize the software for individuals.
- Used Boardmaker extensively to make boards, books, pictures and photos needed for therapies, schedule systems, etc.
- Take photos and import them into Boardmaker and documents.
- Fabricated objects for object communication systems.
- Shared with the department what Assistive Technology is being used in his/her country.
- Learn about equipment inventory.
- Prepared necessary low-tech and high-tech communication items for the weekly "News-to-you" magazine.
- Participated in other activities relating to the Communication Disorders Department 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 sessions. Crotched Mountain's orientation sessions begin on alternate Wednesdays, therefore day one of orientation is identified as day three of week one. After completing orientation, each subsequent activity will be scheduled in consideration of the intern's ability to acquire new knowledge and his/her operating performance in previously assigned activities.

School Vacation Periods:

Crotched Mountain School closes for five to ten day periods for approximately 35 days of each calendar year. During each school vacation period, the Communications Disorders department will also be closed. The trainee

may be required to utilize accrued time-off during such periods (Trainees accrue 1.33 days time-off for each month of placement). Alternatively, if the placement supervisor is in agreement and if appropriate training opportunities are available to the trainee, arrangements may be made for the trainee to be in placement.

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	HIPPA & 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
16:15 – 17:15
Person Centered Planning

Continuing Education Staff
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/working with Communication Technology Specialist. Becoming familiar with the variety of AAC devices, the Boardmaker program and importing photos.

Week Three

Shadowing the Communication Technology Specialist while checking the status of the student's AAC devices and equipment at the beginning of each day. Meeting and observing several students who use communication devices. Continue to learn how to make communication boards.

Week Four

Independently checking the status of the student's AAC devices and equipment at the beginning of each day; learning how to program one AAC device, learn troubleshooting. Begin to learn authoring software, making communication boards.

Week Five

Learn how to program another communication device. Assist with programming the devices for the SLP's

Weeks Six to Twelve or Sixteen

During this period the trainee will have 1 or more students that they will follow during their traineeship to observe their communication skills using communication devices. The trainee will also have the opportunity to observe how a decision is made as to what device to choose for the client. Continue with all of the above objectives. The location for all of these activities will be in the Communication Disorders Department and in classrooms.

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 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 seven 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. The exception to this are the orientation days assigned to observation periods within a placement, in which case the trainee will be under the supervision of the Communication Disorders Department staff.

Level One – Communication Technology Specialist and Speech-Language Pathologists

This pertains to all training periods mentioned above when the Communication Technology Specialist, (CTS), will provide training and supervision to the trainee. The CTS and or Speech-Language Pathologist designee will assign duties and responsibilities and provide on-going, day-to-day feedback on performance. Staff will also complete the attached performance evaluation and will review this with the trainee at the end of the internship. The Speech-Language Pathologists are certified by the American Speech-Language-Hearing Association and are licensed by the state of New Hampshire.

Level Two – Director of the Communication Disorders Department or designee

This person will have interviewed and accepted the trainee to the program. This person will also be available during the internship on an “as-needed” basis.

Level Three – Trainee and International Programs (IVS) Staff

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

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