



ADMINISTRATIVE RULES OF MONTANA



37.34.1201 ADULT AND FAMILY SERVICES: EDUCATION AND TRAINING REQUIREMENTS

- (1) Education and training must be provided in accordance with the performance requirements in this rule.
- (2) An adult or family services contractor in providing education and training must comply with the performance requirements in this rule.
- (3) Education and training must be directed toward the individual's attainment of goals identified by the IP or the IFSP team.
- (4) There are 2 categories of training: formal and incidental. Formal training is a focused, documented effort to accomplish a training objective. Incidental training occurs incidental to daily living and is facilitated through various techniques which recognize that all individuals learn, grow and develop if given the opportunity to do so. Formal training should occur in the environment in which the knowledge, skill or ability will most likely be used.
- (5) Training may be most appropriate across a variety of environments. The IP or the IFSP team identifies the settings for specific training objectives. The training method should be the most culturally normative, effective method for the individual and the skill or ability that is the subject of the training. Incidental training should occur across all settings.
- (6) Training, formal or incidental, must be provided in the development of one or more of the following areas: motor/physical, communication, self-help and personal care, functional academics, community life, social and sexual, health and safety, home-related skills, adaptive behavior, leisure, work, job-specific training, and self-advocacy.
- (7) Motor and physical training develops gross and fine motor skills. Training includes locomotion, body posture and control, motor coordination and physical conditioning.
- (8) Communication training develops an individual's ability to affect the environment around them through other people. Training includes receptive and expressive language and control of inappropriate verbalization.
- (9) Self-help and personal care training develops independence in basic daily living skills. Training includes eating, toileting, dressing, bathing, hair care, personal hygiene and grooming; clothing selection and care; care of menstrual needs; mobility and care of mobility devices.
- (10) Functional academics develops academic skills directly related to independent functioning in the community. Training includes reading and survival word recognition and number concepts and recognition.
- (11) Community life training develops independence in the community, locating and using community resources, and interacting with others. Training includes orientation to the community, travel and

transportation; community recreation; safety, including traffic signs; shopping skills, restaurant use and use of community services.

- (12) Social and sexual training develops independence and acceptance in the community. Training includes interpersonal relationships, birth control, marriage, children and pregnancy; sexual abuse and exploitation; alcohol and drug use; human development; and disease and sexually transmitted disease prevention.
- (13) Health and safety training develops the skills necessary to live independently and safely in the community and to maintain optimal health. Training includes self administration of medications; first aid; nutrition; home, work and community safety and response to emergencies.
- (14) Home-related skills training develops independence in managing one's own home. Training includes financial management; clothing care and selection; household chores, meal preparation and food handling; home repair and maintenance; time telling; telephone usage; and use and care of major appliances.
- (15) Adaptive behavior training develops acceptable alternatives to maladaptive behavior. Training includes positive programming, dealing with difficult situations, anger management, independence, dependability, initiative, versatility and decreasing maladaptive behavior.
- (16) Leisure training develops independent, age-appropriate use of free time, both through individual and group activities. Training includes crafts; individual and group games; hobbies and sports.
- (17) Work training develops skills which are necessary to functioning in the work environment. Training includes small assembly; color and shape assembly; attention span/attending and following instructions; matching and sorting and simple assembly; quality of work, quantity of work and general work habits; obtaining employment, relating to supervisor and relating to peers.
- (18) Job-specific training develops all the skills necessary to succeed in the paid employment that an individual is hired to perform.
 - (a) Training occurs within the actual job environment and addresses naturally occurring demands and contingencies.
 - (b) The trainer assists the employee in completing the job until all the tasks can be performed at the standards established by the employer.
 - (c) Trainer activities may include, but are not limited to performing the job in order to prepare a task analysis; identifying and addressing employee needs; directly training employees within the natural environment and ensuring completion of job requirements for the employer until the employee is completing the job independently.
- (19) Self advocacy training develops advocacy skills. Training includes rights, responsibilities and participation in the planning process.

Authorizing statute(s): Sec. 53-20-204, MCA

Implementing statute(s): Sec. 53-20-203 and 53-20-205, MCA

History: NEW, 1995 MAR p. 1136, Eff. 6/30/95; TRANS, from SRS, 1998 MAR p. 3124.