


New Mexico Department of Health Developmental Disabilities Supports Division (DDSD) PROCEDURE	Procedure Number: SP-004 Supersedes: New
Procedure Title: <p style="text-align: center;">Friends and Relationships Course Teacher Certification Procedure</p>	
Effective Date: November 24, 2008	
Approved: 	Date: 11-24-08

I. POLICY REFERENCE

S-004: *Friends and Relationships Course* Teacher Certification Policy

II. PURPOSE OF PROCEDURE

This procedure outlines:

- a. The roles and responsibilities of the Interdisciplinary Team (IDT) members to support self-advocates with interest in assisting teachers and students in *Friends and Relationships Course* (FRC) classes;
- b. The requirements for certification and qualification by the Office of Behavioral Services (OBS) as FRC Teachers (Attachment A); and
- c. The roles and responsibilities of the OBS to train, certify, and maintain lists of individuals completing the FRC Teacher certification and qualification requirements.

III. APPLICABILITY

This procedure applies to Interdisciplinary Team (IDT) members, DDSD staff, and Developmental Disabilities Waiver (DD Waiver) and State General Fund (SGF) provider agency staff supporting adults with Developmental Disabilities participating in SGF or DD Waiver services on the DD Waiver or SGF programs.

IV. DEFINITIONS

Behavior Support Consultant (BSC): Means a licensed professional approved by DDSD Office of Behavioral Services to provide Behavioral Support Consultation services.

Certification: Means a specified set of activities and competencies gained in a specialization.

Comprehensive Integrated System of Sexuality Services: Means a multi-component system that provides services to address the socialization and sexuality skills and supports needed for individuals with intellectual/developmental

disabilities (I/DD) to live safely in the community and to obtain and keep jobs and form relationships, including intimate ones.

Friends and Relationship Course (FRC): Means the OBS-approved curriculum for socialization and sexuality education and training regarding relationship and sexual matters, including (but not limited to) socialization and relationship-building skills, making friends, values clarification, support to couples about dating and intimate relationships, personal boundaries and stranger safety, sexually transmitted disease, birth control, pregnancy, childbirth, and sexual choice.

Friends and Relationships Course Teacher: Means Behavior Support Consultants and other individuals who have become certified to use the OBS-approved curricula to teach *Friends and Relationships Course* classes.

Interdisciplinary Team (IDT): Means a group of support professionals, natural supports, medical supports and the Individual in services that develops the ISP and addresses all planning on behalf of the individual and addresses any emergent needs.

Qualification/Qualified: Means education, specialized training, supervised practice, and/or other activities that demonstrate professional competency as defined by OBS.

Positive Behavior Supports Assessment: Means the process and written result of conducting evaluation procedures, including observation and interview of an individual, his or her caregivers, family and others in his or her life. A Positive Behavior Supports assessment includes a functional assessment of behaviors and all other evaluative procedures as appropriate.

Positive Behavior Supports Plan: Means a supportive set of interventions tailored to the identified needs of the individual; the plan represents a holistic approach to providing positive supports interventions to the individual via his or her IDT.

Self-Advocates: Means people with developmental disabilities who have learned or are learning to make their own decisions, speak up for themselves and others, take control of their own lives, create awareness about disability issues and achieve maximum independence and quality of life.

Socialization: Means the process whereby individuals are made aware of what is expected of them in social situations from their family, culture, tribe, school, friends, church, and other social or environmental settings.

V. PROCEDURE

Roles and Responsibilities

1.	The Interdisciplinary Team (IDT)	<ul style="list-style-type: none"> • Identify self-advocates who have attended FRC classes and are interested in participating in FRC classes as teacher assistants should notify the OBS. • Identify self-advocates with interest in mentoring others. • Identify self-advocates who have completed socialization and sexuality education classes with a desire to continue their education in this area. • Determine whether the self-advocate is interested in participating in additional training to be able to assist in FRC classes. • Refer interested parties to the OBS as potential self-advocate teacher assistants.
2.	The OBS	<ul style="list-style-type: none"> • Provide training to BSCs, other professionals and individuals interested in supporting and teaching <i>Friends and Relationships Course</i> classes. • Provide supervision, on an ongoing basis, to FRC class student teachers and teachers. • Provide training to the self-advocate in preparation for assisting teachers and students in FRC classes. • Maintain a list of individuals meeting the certification and qualification requirements for teaching FRC classes. • Maintain a list of self-advocates trained to assist teachers and students in FRC classes.

VI. REFERENCES

Code of Conduct and Ethics of Professional Licensing Boards for Behavior Support Consultants

Friends and Relationships Course curriculum

Introduction to Sexuality for People with I/DD Training Manual

Policies or Guidelines of DDSD:

- Aversive Intervention Policy
- Behavior Support Consultation Practice Guidelines
- Crisis Prevention/Intervention Policy and Procedure
- The Guidelines Concerning Sexual Contact and Consent 6-30-97
- S-002 & SP-002: Promoting Healthy Relationships for Individuals with Intellectual/Developmental Disabilities Policy and Procedure
- S-003 & SP-003: Socialization and Sexuality Education for Individuals with Intellectual/Developmental Disabilities Policy and Procedure

Regulations:

- Developmental Disability Act [28 –16A-13 (C) (2)]
- 7 NMAC 26.2 - 6;
- 42 CFR 483.400-483.480;
- 7 NMAC 8.2

Standards:

- Developmental Disabilities Waiver Service Standards
- State General Fund Service Definitions and Standards

VII. LIST OF ATTACHMENTS

A: Qualifications and Certification Process: *Friends and Relationships*
Course Teachers

ATTACHMENT A

QUALIFICATION AND CERTIFICATION PROCESS:

FRIENDS AND RELATIONSHIPS COURSE TEACHERS

OBS acknowledges that the individuals interested in becoming certified as Friends and Relationships Course (FRC) teachers have varied skills and that the settings in which FRC classes are held are diverse and challenging, particularly for those new to teaching. In response to these circumstances and with the intent of maintaining a high level of competent and consistent teaching, the Office of Behavioral Services (OBS) has developed methods to accommodate the needs of different skills and settings through an ongoing process of on- and off-site supervision and training of teachers and monitoring of classes.

To become an FRC Teacher, individuals must follow the Qualifications and Certification Process requirements as delineated below:

1. Interest in and commitment to becoming an FRC teacher.
2. Educational Background
 - a. Master's degree or higher in Psychology, Counseling, Special Education, Social Work, or related field;
 - b. Registered Nurse or Licensed Practical Nurse;
 - c. Certification in Special Education; or
 - d. Other qualified persons (e.g., parents, guardians, staff members) as approved by OBS Director or Clinical Director.
3. Pre-requisites to apply to student teach (Note: completion of prerequisites does not guarantee a position as a student teacher.)
 - a. Attend all classes and support a student to complete Series I - III of the FRC curriculum taught by an OBS trainer;OR
 - b. Equivalent training and/or supervision to be agreed with the OBS about the FRC curriculum (e.g., 2-day trainings, observation of OBS-sponsored trainings in Metro, off-site supervision, Telehealth, videography).
4. Student- teacher application
 - a. After completion of pre-requisites, submit a written request to the OBS Director or Clinical Director to become a student teacher, and
 - b. The OBS Director or Clinical Director will reply in writing and either:
 - i. Accept the application and assign a start date for classesOR
 - ii. Not accept the application with an explanation.
5. Student-teaching (Note: completion of student-teaching Series I – III does not guarantee approval to teach. Skills among student teachers are varied and it may take several years to become skilled enough to teach.).

- a. At least two weeks prior to classes starting, negotiate and sign a supervision contract with an OBS Trainer to complete the requirements of either the on-site or combination supervision model:
 - A. On-site supervision model: Student-teach all classes in Series I –III of the OBS approved curriculum under the on-site supervision of an OBS Trainer(s) per the supervision contract;
 - OR
 - B. Combination supervision model: Student-teach all classes in Series I-III of the FRC curriculum under a combination of on- and off-site supervision and training by an OBS Trainer(s) per the supervision contract.
 - b. In either supervision model, for each Series of FRC classes:
 - 1) Student-teach eight 2-hr. classes;
 - 2) Student-teach eight ½ hr. pre-class meetings;
 - 3) Student-teach four hours of pre- and post-class meetings;
 - 4) Participate in at least one-half hour of supervision with an OBS Trainer(s) for each class (minimum 4 hr.);
 - 5) Participate in training provided by the OBS on administrative procedures and classroom materials;
 - 6) Participate in up to an additional 8 hours of supervision with an OBS-designated trainer(s);
 - 7) Maintain and submit all sign-in sheets as required;
 - 8) Return teacher box following the end of classes.
6. Teacher application
- a. After completion of Series I-III as a student-teacher, submit a written request to become certified as a FRC teacher to the OBS Director or Clinical Director delineating ways in which you have met the qualification and certification requirements.
 - b. The OBS Director or Clinical Director will reply in writing and either:
 - i. Approve the application for certification as a teacher
 - OR
 - ii. Delineate additional training and supervision requirements to be completed prior to applying again to be a teacher.
7. Teaching
- a. Negotiate and sign a contract for on-going supervision with OBS;
 - b. Negotiate a location and start-date for classes with the OBS;
 - c. In conjunction with the OBS, obtain registration forms and contact student support persons to confirm intent to attend classes;
 - d. Obtain teacher box and review training manual;
 - e. Teach classes under 5 – b (1-8) above.
 - f. Contact OBS immediately for technical assistance should issues of concern arise during the course of teaching classes.
 - g. Following completion of each series, review with OBS student progress and concerns/comments about series and curriculum.