

I. Introduction to the Direct Support Role and Orientation to the Work Environment				Approximate Hours 300-600		How will the hours be attained?		Anticipated Time?	Possible Projects
a) Orientation to the role of the Direct Support Professional									
1) Job Description						Supervisor Review job description with DSP; Overview of training required for the DSP position		1 hour	
2) Expectation and needs of individual(s) receiving support						Review persons served PCSP, Basis, BSP's and Life Plans; Review needs of persons served; ISC's; Review case history of persons served; Interview with Persons Served and Guardian re: what they want			
3) Overview & fulfillment of employer's philosophy of support service						Review mission statement; Community Involvement expectations; schedule meet and time with Jerry and Directors; Become a member of an I-Team			
4) Employer history						Review DSNWK's history and impact in Northwest Kansas; Review the organizational structure of DSNWK; Watch 50th anniversary video.			Study participants site and create a display for site, possibly including interview parents/community members
5) Employer Policy and Procedures						Review Employee Handbook; Review the following additional policies and procedures: 3.D policies (Supervised Services); 3.D.2 policies (Supervised Living); 3.E policies (CFL); 2.F (assessment of program quality); -----			
6) Co-worker, mentor and supervisory relationships / working with employer's networks (for DSPs directly employed by service participant)						Introduction to the department Program Manager, Director and President/CEO; Virtually join in a Planning Team meeting; Also introduce to others who they are likely to have contact with: Manager of Human Resources, Comptroller, Maintenance, Nurses, Fiscal, Directors of other departments; Review EAP policy			Develop monthly activity planning calendar for events in their area (and potentially set up some); Research community classes; Coordinate with local schools for possible activities
7) Access to mentors, supervisors, employee assistance programs and other support structures									
8) Overview of upcoming regular and specialized social and other employer events						Review Community Activities Calendar on Google; Serve on Fall/Fest Committee;			
b) Overview of specialized and technical knowledge unique to the work environment									
1) Characteristics of the individual(s) served (consideration of diagnostic issues e.g., overview of developmental disabilities, behavioral health, child development/welfare, fragile elders, substance abuse, traumatic brain injury, at-risk youth, rehabilitative health)						Review of PCSP; Scheduled training time with the nurse and ISC for training on specific characteristics of persons served			Criteria to be eligible for services and process to qualify services (work with CDDO); Develop presentation on what developmental disabilities means
2) Terminology necessary for the work environment						Overview of acronyms specific to DSNWK			Develop a sheet that defines acronyms and meanings and include in either the employee handbook or PET packet
3) Operation and maintenance of any specialized equipment (adaptive technology, communication devices, breathing or nutritional support equipment, etc)						Following Health Care and Med Administration training, further specific person served training on medical equipment by nurse; AED training in First Aid/CPR; Vehicle training in RTAP;			Research communication devices; Develop a communication book or board for persons in their service area
4) Health and medical concerns unique to the work environment including the support of medication administration, awareness and management of health concerns of people receiving support						Health Care and Med Administration training; Review of on-call system; Review when to call the nurse; First Aid/CPR and AED use			
5) Introduction to the roles of specialists/consultants supporting service participant(s) in the work environment						Orientation to specialists utilized by persons served by DSNWK; Attend at least 5 different specialist appointments			Organize an event with First Responders where persons served and First Responders become acquainted with each other (include tours of homes and center)
c) Employee and service participant safety in the support environment									
1) Blood borne pathogens/ universal precautions/ infection control						Review policies (1.1.28 - infection control); Complete quizzes; OSHA specific training; Review and participate in the Infection Control inspection with the nurse			10 hour OSHA training - overview and develop a resource book of best practices for their service area

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2) Safety in lifting, transferring and positioning customized to service participant(s)	Complete "Protecting Your Back" training and quiz; Specific training with the nurse		Take 10 hour OSHA training, as well pick a topic in the OSHA - Health Care trainings and develop a resource book of best practices for that specific training and their service area;
3) Crisis prevention and intervention customized to service participant(s)	Mandit training (Day 1 and Day 2); Additional Mandit training (Chapter 4 & 5) with a certified Mandit Instructor; Person specific BSP training with the ISC		Take 10 hour OSHA training, as well pick a topic in the OSHA - Health Care trainings and develop a resource book of best practices for that specific training and their service area;
4) Recognizing and correcting hazards in the workplace	Review and participate in the Safety Inspection with the Program Managers; How to submit a maintenance and vehicle work order;		Meet with Supervisor and determine a topic from the OSHA website, and develop a resource book of best practices for that specific training and their service area;
5) Individualized risk assessment of service participant(s)	Person specific training on risk assessments with applicable ISC's; Participate in the egress score determination (with Coordinator & ISC);		Meet with Supervisor and determine a topic from the OSHA website, and develop a resource book of best practices for that specific training and their service area;
6) Emergency preparedness and continuity of operations plans	Review drills, emergency preparedness plans, and safety manuals for the work site; Inventory emergency kits at location; Where applicable, attend local emergency LEPC; Assess each individuals ability to egress safely (able to open window, pop off screen, climb out) and then research and identify solutions		Meet with Supervisor and determine a topic from the OSHA website, and develop a resource book of best practices for that specific training and their service area;
7) Responding to emergencies	Review on-call procedures and who to call in emergency situations (supervisor, nurse, Maintenance, ANE reporting, etc)		Make props for safety drills (fire, etc)
8) Reasonable risk and common sense	Day to day circumstances; Pre-teaching that occurs with persons served;		Participant selects a person served and develop a plan to address an activity that has a element of risk aspect to it, with the plan being included in the Life Plan
d) Ethical and professional practice			
1) Putting DSP ethics into practice	Treating persons served with dignity and respect; Internab's Dignity and Risk training; Offering choice; Confidentiality; Advocacy		Research DSP Code of Ethics that all direct service staff sign off on (in PET packet for direct service staff)
2) Career and educational paths associated with the work environment	Review policy (1.G.34) that assists staff with furthering their education; Make aware of scholarship opportunities through DSNWK		
3) Becoming a culturally competent practitioner	Diversity in the Workplace training on EAP website		
4) Identifying and mastering teamwork and collaboration skills	Participating in teamwork and relationship building webinar trainings;		
5) Self assessment, performance appraisal and use of supervision	webinars/training on communication with persons served and peers; attendance at LP meetings, Mandt section on communication; effectively using email, phones, therap (SCOMM & t-notes), Google chat, signing into meeting from google calendar (Google should have online learning) review policies; present to co-workers HIPAA		Review the Shadow Training Checklist and see how it can be used as a 6 month assesement as well.
6) Communicating effectively with others	Snapshots that Ruth sends out, and post at their locations; review technology policies (secure email, 2FA, use of personal phone, social media posts)		
7) Confidentiality and HIPAA	webinars that speak to creative problem solving; work with Steve's dept to re-create the magnificant "What would you do?" scenario training;		
8) Creative problem solving			

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9) Understanding and fulfilling the employer's mission				review the mission statement; develop plan to share mission statement to all employees by way of a sticker, t-shirt, magnet, etc.		
e) 21st Century Skills						
1) Oral Communication, be able to listen actively; demonstrates clarity and precision; adopts appropriate tone and word choice				Mandt (communication chapters 4 & 5) taught directly to the participant; MANDT projects or activities (MANDT instructors have this); webinar on "actively listening"		
2) Empathy, demonstrate the ability to identify the needs of others; effectively validates others' feelings				Training on empathy; Review of I-logs in Therapy; Select an individual and demonstrate how to identify an individual's needs compared to the group needs (group home setting)		
3) Creative Problem Solving, identifies patterns, exercises convergent/divergent thinking, manages ambiguity; and applies an iterative process				Review GERs and BSP's and look at what could possibly be done differently; training on the Life Plan process		
4) Initiative, demonstrates self-awareness; learns from experiences				Self evaluation of shadow training sheet; journal that identifies at least 1 thing they've learned each week		
5) Critical Thinking, gathers relevant information; effectively identifies relevant partners/stakeholders; and questions assumptions				Review GERs and BSP's and look at what could possibly be done differently; training on the Life Plan process; Self identify areas that the participant can improve on and then identify training to address those areas		

Potential Projects:

- Develop presentation on the history of DSNWK and schedule presentations
- Present presentation on the history of DSNWK
- Develop a reference sheet that defines what acronyms mean
- Research 1 diagnosis for 3 individuals and present to peers
- Develop a healthy options menu for persons served at the DSP's work site
- 10 hour outreach OSHA training program

II. Contemporary Best Practices in Community Support (customized for unique support environment/special population)	Approximate Hours 150-300	How will the hours be attained?	Anticipated Time?
(a) Individualized planning strategies		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle; SC-037	
(b) Community centered supports		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle	
(c) Focus on participant-defined life outcomes		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle	
(d) Integrating formal and informal supports		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle	
(e) Eliciting, respecting and actively supporting participant choices and preferences		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle	
(f) Welcoming individuals chosen by the participant into the circle of support		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle	
(g) Facilitating inclusion and engagement in community and neighborhood life		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle	
(h) Promoting appropriate social roles sought by the service participant such as student, church member, friend, home owner, career professional, income enhancement, quality health care, etc		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle	
(i) Promoting typical life patterns and conditions that enhance quality of life including income enhancement, a comfortable home, quality health care, relaxation and recreation, career and educational advancement and connection to social and family (where appropriate) networks		Select an individual and review their Life Plan...then develop strategies to maximize community integration in the areas that matter most to them; identify barriers and ways to overcome them; expanding their social circle; identify potential employment; strengthen family bonds	

III. Advocacy, Supporting Empowerment and Recognition, Prevention and Reporting of Abuse, Neglect and Exploitation	Approximate Hours 150-300	How will the hours be attained?	Anticipated Time?
(a) Promotion of empowerment and self-confidence of service participants to speak out for themselves and others (b) Defining common forms of abuse, neglect and exploitation		Self Advocacy Training: Individual Rights and Responsibilities; Identify rights and then develop processes to easier explain the right in more detail so that it's easier communicated/understood	
(c) Mastery of abuse prevention strategies		Training on ANE (different forms of ANE); Research advanced training on ANE; Develop a more in depth presentation and present to co-workers specific to our field; Identify common antecedents; Develop training for persons served teaching internet safety	
(d) Review of state and employer requirements and protocols regarding mandated or other reporting of abuse, neglect and exploitation		Training on ANE (different forms of ANE); Identify common antecedents	
(e) Recognizing signs of abuse, neglect and exploitation		Identify methods and procedures to assist with those who are a victim of ANE (investigative outcomes); What do we do for the person served after the fact?; Participant will identify those common challenges (ie. fear of losing independence if reporting abuse; isolation; etc) Fear of losing independence, isolation, fear of not being believed due to having a disability; persons served are seen but not heard;	
(f) Common challenges facing victims of abuse, neglect or exploitation		Identify current DSNWK practices to prevent ANE	
(g) Common challenges to human, civil and legal rights for this special population		Research the NADSP code of ethics and explain how they each apply to their every day work as a DSP	
(h) Education of service participants regarding abuse, neglect and exploitation, and strategies for prevention			
(i) Theory and application of direct support ethical code to everyday experience			

IV. Wellness Issues (Customized to Work Setting or Special Population)			Approximate Hours 300-600	How will the hours be attained?	Anticipated Time?
(a) CPR				Take CPR training	
(b) First Aid				Take First Aid training	
(c) Medication Administration and supporting self-administration where appropriate				Take Health Care and Med Administration	
(d) Nutrition, food handling and meal preparation				Research and develop menus specific to persons served they work with (identifying specialized diets)...approval of nurse; Research life plans to ensure any adaptive equipment that's required is being used and in good working condition	
(e) Preventive health and dentistry				Oral Health Kansas for brushing/flossing teeth (potential presentation); Make contact with local dentist to potentially provide training; Flu vaccine or vaccines in general	
(f) Characteristics of a healthy lifestyle				Identify at least one person served and develop a Healthy Lifestyle plan for them (diet, exercise, sleep patterns, etc) to address common health problems...work with area nurse.	
(g) Responding to common health concerns				Identify local health professional who would come in and provide training on common health problems; Possibly have health department identify what would be a beneficial training	
(h) Responding to individual health needs (issues pertinent to special population, people receiving support, childhood disease, etc)				Select an individual and work with the area nurse to learn more about how staff respond to that individuals health need.	
(i) Monitoring for medication side-effects specific to medications people in the support environment are using				Taught in med administration	
(j) Lifting, transferring, and body positioning (or other specialized support based on workplace or special population)				Taught in health care; Identify any potential person specific training and work with the nurse to arrange.	
(k) Use of adaptive equipment				Research adaptive equipment that isn't currently being used and present findings to the individuals team. Team would then take to the appropriate specialist for possible use.; Be the voice if adaptive equipment isn't working (ie. grab bar that isn't properly placed). Ensure adaptive equipment is in working order.	
(l) Safety (environmental, personal, and driving)				Review the 3rd section of RTAP that isn't typically taught, identify highlights and then present to their co-workers	
(m) Identifying health resources, judging quality and coordinating/communicating with health care practitioners				Identify local health professional who would come in and provide training on common health problems; Possibly have health department identify what would be a beneficial training	
(n) Supporting service participants in understanding and participating in routine and special health care screening and treatment				Develop informational sheet that defines what specialists do and what will occur during appointment; include: fasting lab work; expectations of the person served when at appointment (x-rays, urine sample, etc); if available, show a pic of the doctor; work with nurse on this	

V. Communication	Approximate Hours 300-600	How will the hours be attained?	Anticipated Time?
(a) Effective and appropriate communication skills		Core skills; Mandt (chapter on communication); Online training specific to communication with persons with disabilities; Research assistive technology for communication; Identify those who have communication needs currently and see about updating communication devices (communication board) Interhab training: Conflict resolution course; effective business communication; videos from EAP; Based on DSNWK policies, training on interactions if ANE (if not in ANE training now, consider putting it in); How to apply the SODAS model (outside of ANE issues) Different ways to communicate with the team: Google Chat; emails, staff meetings, SCOMM in Therap...and what situations is appropriate to share with the team (change in care; injury; guardian communication - limitations with guardian contact); When to call a nurse; When to call supervisor; Policies regarding electronic devices; What to do when guardian calls (how to direct their call); Community concerns/complaint...how to handle	
(b) Basic counseling skills			
(c) Basic team communication skills and facilitation structures			
(d) Effective, efficient and timely documentation		Review policies regarding: med administration; ANE reporting; T-Logs; injury reporting (persons served and staff); Completing maintenance and vehicle requests; Financials (turning in receipts, documenting transactions right away); Develop reference/processes sheet???	
(e) Using alternative communication devices		Research assistive technology for communication; Identify those who have communication needs currently and see about updating communication devices (communication board)	
(f) Obtaining interpreters when needed		Research area resources for interpreters then put listing together; once put together, consider putting it on our website	

VI. Teaching and Supporting Others	Approximate Hours 600-1000	How will the hours be attained?	Anticipated Time?
(a) Methods of learning preferences, choices, and goals of people receiving support		Review life plans and PCSP's with ISC; Provide input into teaching plans; Develop a teaching plan with attainable goals (look at AIDD curriculum for guidance); Basic Teaching Strategies	
(b) Teaching strategies, principles of reinforcement, relationships, task analysis and prompting, positive feedback and natural times to teach		Provide input into teaching plans; Develop a teaching plan with attainable goals (look at AIDD curriculum for guidance); Review QE's; Core Skills; Registered Behavior Technician (RBT) 40hr training - training Kyle took through the Verbal Behavior Institute;	
(c) Teaching skills customized to the individuals in the support environment (e.g., teaching daily living skills, self care, teaching work skills, working with children and youth, leisure and recreation skills, etc)		Develop teaching program; Select an individual and develop individualized plan to address a behavior and present to team; Select an individual and identify gaps in support plans (ie. self help skills); Participants could go through training that is specific to what is observed in QE's then develop a video that would be shared with others about these skills (praising on-going good behavior; teaching a replacement behavior, etc); 0 order skills <<< participants take training on this and identify skills missing (potentially making this part of Core Skills whether by powerpoint or page insert); Use Interhab as a resource??	
(d) Recognition of the unacceptability of the use of punishment procedures in teaching			

VII. Crisis Management	Approximate Hours 450-600	How will the hours be attained?	Anticipated Time?
(a) Awareness of the individual needs of service participants		Maslow Hierarchy of Needs<<Insert persons served needs into this hierarchy; Use behavior to get needs met; Attention - positive & negative Crisis cycle (discussed in Mandt); Apply BSP to the crisis cycle and determine any additions; Supporting persons served in all environments; Apply RADAR (Recognize Assess Decide Act Review results)	
(b) Familiarity with crisis typical or common to the support environment and the service participants and prevention and intervention strategies specific to individuals and circumstances		Review safety manuals; Review emergency guidelines; Review shelter in place; Participant could be in charge of running drill(s); Develop book that keeps drills/inspections that are due monthly; Participate with local LEPC meetings; Have Local Emergency Prep person come to sites and assess safety shelter for tornadoes; Consider participant doing walk throughs with State Fire Marshal	
(c) Familiarity with procedures for prevention and intervention in atypical crises including securing the safety of all involved, and the means of obtaining emergency assistance		Research local emergency plans and how DSNWK is incorporated in them. Then prepare recommendations for DSNWK emergency guidelines based on what they learn from the local emergency plans.	
(d) Standard operating procedures following a crisis including communication with parties involved to better understand the situation; documentation in accordance with standard operating procedures and review and refinement of prevention procedures where necessary		Research Federal and State laws that governs DSNWK/IDD in regards to aversive management practices	
(e) Familiarity with statutes and regulations regarding the use of potentially aversive management practices including physical restraints and time out		Consider participant becoming a MANDT instructor or receive additional training on Chapters 4 & 5	
(f) Fulfillment of all statutory or regulatory skills certificates in crisis prevention and management (e.g., Mandt, CPI or other program that may be agency or state specific		Chapter 5 of Mandt; Mandt has a Family Services version that may be beneficial to have participants go through (online); Identify Positive Behavior Support training that participants attend; once participants have received the training, then identify ways of incorporating training	
(g) Familiarity with principles of positive behavior support		Mandt; Training through Interhab and/or Relias on conflict resolution; RBT	
(h) Conflict Resolution		https://www.onlinerbtttraining.com/	

Week of: _____

	Monday	Tuesday
Subject: <u>Introduction the DSP</u> Period: _____ Time: _____		
Subject: <u>Contemporary Best Practices</u> Period: _____ Time: _____		
Subject: <u>ANE</u> Period: _____ Time: _____		
Subject: <u>Wellness</u> Period: _____ Time: _____		
Subject: <u>Communication</u> Period: _____ Time: _____		
Subject: <u>Teaching & Supporting Others</u> Period: _____ Time: _____		
Subject: <u>Crisis Management</u> Period: _____ Time: _____		



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