**INTRO TO DSP ROLE & ORIENTATION TO THE WORK ENVIRONMENT**

Job description and requirements

Expectations and needs of individual(s) receiving support

Overview & fulfillment of employer's philosophy of support service

Employer history

Employer policy and procedures

Co-worker, mentor and supervisory relationships/working with employer's networks (for DSPs directly employed by service participant)

Access to mentors, supervisors, employee assistance programs and other support structures

Overview of upcoming regular and specialized social and other employer events

**OVERVIEW OF SPECIALIZED AND TECHNICAL KNOWLEDGE UNIQUE TO THE WORK ENVIRONMENT**

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

Terminology, communication devices, breathing or nutritional support equipment, etc.

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

Introduction to roles of specialists/consultants supporting service participant(s) in the work environment

**EMPLOYEE AND SERVICE PARTICIPANT SAFETY IN THE SUPPORT ENVIRONMENT**

Blood borne pathogens/universal precautions/infection control

Safety in lifting, transferring and positioning customized to service participants

Recognizing and correcting hazards in the workplace

Individualized risk assessment of service participant(s)

Responding to emergencies

Reasonable risk and common sense

**ETHICAL AND PROFESSIONAL PRACTICE**

Putting DSP ethics into practice

Career and educational paths associated with the work environment

Becoming a culturally competent practitioner

Identifying and mastering team work and collaboration skills

Self assessment, performance appraisal and use of supervision

Communicating effectively with others

Confidentiality and HIPAA

Creative problem solving

Understanding and fulfilling the employer's mission

**21ST CENTURY SKILLS**

Oral communication, be able to listen actively; demonstrates clarity and precision; adopts appropriate tone and word choice

Empathy, demonstrate the ability to identify the needs of others; effectively validates others' feelings

Creative problem solving, identifies patterns, exercises convergent/divergent thinking, manages ambiguity and applies an iterative process

Critical thinking, gathers relevant information; effectively identifies relevant partners/stakeholders; questions assumptions

**CONTEMPORARY BEST PRACTICES IN COMMUNITY SUPPORT**

Individualized planning strategies;

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

Focus on participant-defined life outcomes;

Integrating formal and informal supports;

Eliciting, respecting and actively supporting participant choices and preferences;

Welcoming individuals chosen by the participant into the circle of support;

Facilitating inclusion and engagement in community and neighborhood life;

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.

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.

**ADVOCACY, SUPPORTING EMPOWERMENT AND RECOGNITION, PREVENTION AND REPORTING OF ABUSE, NEGLECT AND EXPLOITATION**

Promotion of empowerment and self-confidence of service participants to speak out for themselves and others;

Defining common forms of abuse, neglect and exploitation;

Mastery of abuse prevention strategies; and

Review of state and employer requirements and protocols regarding mandated or other reporting of abuse, neglect and exploitation;

Recognizing signs of abuse, neglect and exploitation;

Common challenges facing victims of abuse, neglect or exploitation;

Common challenges to human, civil and legal rights for this (special population);

Education of service participants regarding abuse, neglect and exploitation and strategies for prevention; and

Theory and application of direct support ethical code to every day experience.

**WELLNESS ISSUES (CUSTOMIZED TO WORK SETTING OR SPECIAL POPULATION)**

CPR;

First Aid;

Medication Administration and supporting self-administration where appropriate;

Nutrition, food handling and meal preparation;

Preventive health and dentistry;

Characteristics of a healthy lifestyle;

Responding to common health concerns;

Responding to individual health needs (issues pertinent to special population, people receiving support etc.);

Childhood disease, etc);

Monitoring for medication side-effects specific to medications people in the support environment are using;

Lifting, transferring, and body positioning (or other specialized support based on workplace or special population);

Use of adaptive equipment;

Safety (environmental, personal, and driving);

Identifying health resources, judging quality and coordinating/communicating with health care practitioners; and

Supporting service participants in understanding and participating in routine and special health care screening and treatment.

**COMMUNICATION**

Effective and appropriate communication skills

Basic counseling skills

Basic team communication skills and facilitation structures

Effective, efficient and timely documentation

Using alternative communication devices

Obtaining interpreters when needed.

**TEACHING AND SUPPORTING OTHERS**

Methods of learning preferences, choices, and goals of people receiving support;

Teaching strategies, principles of reinforcement, relationships, task analysis and prompting, positive feedback and natural times to teach;

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.); and

Recognition of the unacceptability of the use of punishment procedures in teaching.

**CRISIS MANAGEMENT**

Awareness of the individual needs of service participants;

Familiarity with crises typical or common to the support environment and the service participants and prevention and intervention strategies specific to individuals and circumstances;

Familiarity with procedures for prevention and intervention in atypical crises including securing the safety of all involved, and the means of obtaining emergency assistance;

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;

Familiarity with statutes and regulations regarding the use of potentially aversive management practices including physical restraints and time out;

Fulfillment of all statutory or regulatory skill certifications in crisis prevention and management. (e.g., Mandt, CPI or other program that may be agency or state specific;

Familiarity with principles of positive behavior support;

Conflict Resolution.