**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.