



YEAR ONE • YEAR ONE • YEAR ONE • YEAR ONE

# Student Resource Guide



**Direct Support Professional Training**



California Department of Education

IN PARTNERSHIP WITH THE

Department of Developmental Services

UPDATED SEPTEMBER 2016

Copyright California Department of Developmental Services



## Student Resource Guide, Year 1

### Acknowledgements



The Department of Developmental Services (DDS) and the California Department of Education (CDE) would like to extend their appreciation to the many people and organizations throughout the state of California and across the nation who contributed their time and expertise to the initial development and revisions of the Direct Support Professional Training. Special thanks are extended to:

- The California Legislature for their leadership in establishing this Direct Support Professional (DSP) Training Program.
- The Department of Developmental Services Advisory Committee members, Curriculum Revision Workgroup members, and technical advisors who have provided essential individual and collective input into the development and revision of the core competencies, testing and training materials.
- The Direct Support Professionals for their dedication and invaluable input into the development and revision of the core competencies and training outcomes.
- Individuals with intellectual/developmental disabilities and their family members for sharing insightful information about their needs and what is necessary to their quality of life.
- The dedicated staff at regional centers for their faithful support of the training development and revision process by sharing materials, ideas, concerns, and meticulously reviewing draft materials.
- The cadre of curriculum writers through whose collective genius and skills these materials were developed.
- The Department of Social Services Community Care Licensing Division for their tireless review of draft material and continuous technical support.
- The Department of Education for their extraordinary commitment to implement this testing and training program.

---

#### Dedication

*To everyone who is committed to improving the quality of life for individuals with intellectual/developmental disabilities.*



# Student Resource Guide, Year 1



## Table of Contents

	<i>Tab Number</i>
Introduction	
The Direct Support Professional	1
The California Developmental Disabilities Service System	2
Risk Management and Incident Reporting	3
Medication Management: Part 1	4
Medication Management: Part 2	5
Wellness: Maintaining the Best Possible Health	6
Oral Health	7
Signs and Symptoms of Illness and Injury	8
Risk Management: Environmental Safety	9
Communication	10
Positive Behavior Support	11
Resources	12



# Student Resource Guide

## Introduction



## About the Training

The Direct Support Professional (DSP) training is 70 hours of training which is designed to be completed over a two-year period, 35 hours in each year.

In Year 1, you will learn about:

- The Direct Support Professional
- The California Developmental Disabilities Service System
- The Individual Program Plan
- Risk Management and Incident Reporting
- Medication Management
- Wellness: Maintaining the Best Possible Health

- Oral Health
- Signs and Symptoms of Illness and Injury
- Risk Management: Environmental Safety
- Communication
- Positive Behavior Support

In Year 2, you will learn more about those topics, as well as:

- Making Choices
- Person-Centered Planning
- Nutrition and Exercise
- Strategies for Successful Teaching
- Life Quality

### ACTIVITY

#### Getting to Know You

**Directions:** Pair up with someone in the class. Take turns asking each other the following questions. Write your partner's answers below.

**What is your name?**

.....

**Where do you work?**

.....

**What are three positive words that describe how you feel about the work you do?**

1

.....

2

.....

3

.....

### Key Words

Each session will begin with a list of “Key Words:” words that are used often in the session and in the work of a DSP. For example, in the very first session of the training series, the word **individual** is defined as “How this training refers to individuals with intellectual/developmental disabilities. It will remind you to always treat each person you support as an individual with unique interests, abilities, preferences, and needs.”

You may hear the words “consumers” or “clients” or some other word used when referring to the individuals you support. However, throughout this training, individuals with intellectual/developmental disabilities will be referred to as “individuals.”

### Homework

There will be no written homework in this training. However, you will be asked to practice new skills in the course of your daily work. You will share your experiences with the class at the beginning of each session.

### Quizzes

At the end of each session, you will have a short quiz. The quiz questions are multiple choice. You will circle your answer. We will review the answers together in class.

### Skill Checks

Skill checks are opportunities for your trainer to observe you demonstrating new and important skills. The following are two skill checks in the first year of training:

- Assisting with the self-administration of medication.
- Gloving procedures.

In Year 2, you will repeat the skill check for assisting with the self-administration of medication because it is a very important skill. You must pass each skill check to pass the training.

### Test After Training

The Test After Training consists of 36 multiple choice questions and is also on a Scantron® form. The questions on the final test will be drawn directly from the quizzes.

## About the Training (cont.)

### Word of Caution

Before we start the training, it is important to note that this training does not replace the professional advice of doctors, lawyers, and other experts. This training is based upon what are widely considered to be preferred practice of the field. However, policies and procedures differ from facility to facility; you will be expected to learn your facility's particular policies and procedures.

It is possible that some practices in your facility may differ from preferred practices that you learn in this training. What should you do? These types of ethical considerations will be explored throughout the training. Start by talking to the administrator of the home where you work about these differences and the best course of action. However, never risk your health and safety, or that of an individual, to do something for which you feel unqualified. It is always okay to ask for help.

## DSP Training for a Better Quality of Life

The purpose of the DSP training is to build your skills to promote the health, safety, and well-being of individuals with intellectual/developmental disabilities, which will lead to a better quality of life for them. Promoting a better quality of life for the individuals with disabilities who you support will likely lead to a more rewarding professional life for you!

So what does "quality of life" mean? It means different things to different people. Generally, people experience a good quality of life when they:

- Are able to make choices in their lives, and their choices are encouraged, supported, and respected

- Have close, supportive relationships with friends and family
- Live in a home that is comfortable for them and with people who know and care about them
- Participate in activities they find enjoyable
- Have access to health care and have the best possible health
- Feel and are safe
- Are treated with dignity and respect
- Are satisfied with their lives

## "What I'd Say"

The song "What I'd Say" was inspired by several people who do not use words to communicate. It highlights the importance of listening deeply to people through the use of person centered thinking skills so that every voice is heard and each person's vision is realized. Michael Steinbruck is the Program Coordinator at The Boggs Center on Developmental Disabilities. He is a Mentor Trainer in person centered thinking and planning and has served on the Board of Directors of The Learning Community for Person Centered Practices since 2006. He has been a singer/songwriter/guitarist for more than 25 years. In describing his musicianship, he says "my guitar feeds the hungry and my voice sings in harmony with the poor, the excluded, the disenfranchised."

**W**hether you are working independently or with a team, you will need a set of “tools”—basic skills and knowledge—to help you successfully meet the daily challenges of your job. Just as a carpenter cannot do a job without a hammer and nails, a DSP cannot provide the best possible support to individuals without the DSP tools. Tools in the DSP Toolbox are:



**Ethics:** Make it possible for the DSP to make decisions based on a set of beliefs that guide behavior.



**Observation:** Makes it possible for the DSP to use their eyes and ears to notice things that could affect an individual’s health and well-being.



**Communication:** Makes it possible for the DSP to give and receive information in a variety of ways.



**Decision Making:** Makes it possible for the DSP to choose the best course of action with the information at hand.



**Documentation:** Makes it possible for the DSP to create a written record of important information about individuals and events.

Many situations in your work call for using several tools at the same time. For example, if an individual is sick, you might use every tool in the DSP Toolbox:

- **Ethics** to guide you in promoting the individual’s physical well-being by ensuring they receive timely medical treatment with dignity and respect.
- **Observation** to identify changes that may be signs and symptoms of illness. You might see the individual rubbing her stomach, *feel* her skin is cold and clammy, or *hear* her moaning and saying “my stomach hurts.”
- **Communication** to ask questions about someone’s pain such as, “How long has it hurt you?” Communication also means listening and understanding an individual’s response.
- **Decision Making** to choose how to respond to the individual’s illness based on what you have observed and what has been communicated. For example, “Do I need to call the doctor or take her directly to the emergency room?”
- **Documentation** to record information about the illness in the individual’s daily log and on an information sheet to bring to the doctor’s appointment.

## Ethics



**Ethics** are rules about how people think they and others should behave. People's ethics are influenced by a variety of factors including culture, education, and the law.

The National Alliance of Direct Support Professionals (NADSP) recognized that DSPs encounter situations that require ethical decision making everyday. NADSP developed a Code of Ethics to help DSPs make professional, ethical decisions that benefit the individuals they support. Following is a condensed version of the NADSP Code of Ethics. (For the entire Code of Ethics, see Appendix Introduction-A.)

1. **Advocacy:** As a DSP, I will work with the individuals I support to fight for fairness and full participation in their communities.
2. **Person-Centered Supports:** As a DSP, my first loyalty is to the individual I support. Everything I do in my job will reflect this loyalty.
3. **Promoting Physical and Emotional Well-Being:** As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of individuals receiving support while being attentive and energetic in reducing their risk of harm.
4. **Integrity and Responsibility:** As a DSP, I will support the mission of my profession to assist individuals to live the kind of life they choose. I will be a partner to the individuals I support.
5. **Confidentiality:** As a DSP, I will protect and respect the confidentiality and privacy of the individuals I support.
6. **Fairness:** As a DSP, I will promote and practice fairness and equity for the individuals I support. I will promote the rights and responsibilities of the individuals I support.

7. **Respect:** As a DSP, I will keep in mind the dignity of the individuals I support and help others recognize their value.
8. **Relationships:** As a DSP, I will assist the individuals I support to develop and maintain relationships.
9. **Self-Determination:** As a DSP, I will assist the individuals I support to direct the course of their own lives.

It is expected that DSPs will use this professional Code of Ethics when faced with difficult decisions, even if these ethics differ from their own.

## Observation



**Observation** is noticing changes in an individual's health, attitude, appearance, or behavior.

- Get to know the individual so you can tell when something changes.
- Use your senses of sight, hearing, touch, and smell to observe signs or changes.
- Get to know the individual's environment and look for things that may impact the safety and well-being of the individual and others.

## Communication



**Communication** is understanding and being understood.

- Listen carefully to what is being communicated through words and behavior.
- Repeat back what was communicated to confirm understanding.
- Ask questions to gain a more complete understanding.
- Be respectful.

## DSP Toolbox: Additional Information (cont.)

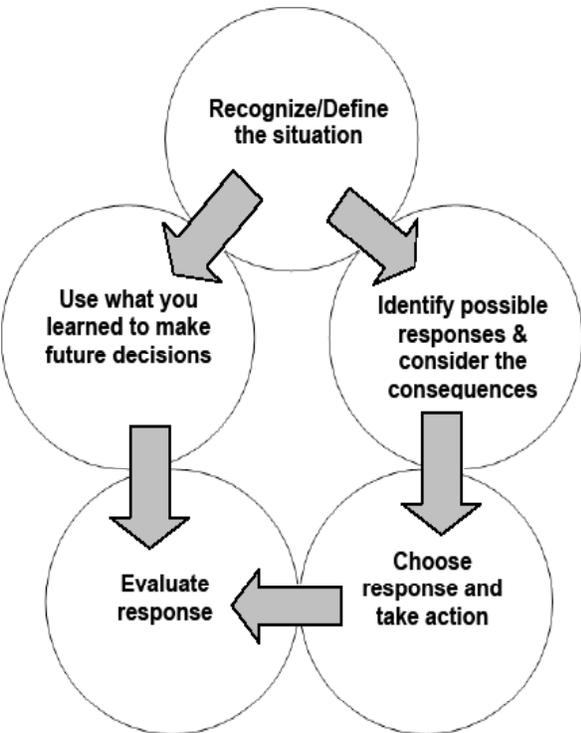
### Decision Making



**Decision Making** is choosing the best response to a situation with the information that is available to you. Decision making is an ongoing process.

- Recognize/define the situation.
- Identify possible responses and consider the consequences.
- Choose a response and take action.
- Evaluate how your response worked. Were the consequences positive? If not, what could have made it work better?
- Use what you learned to make decisions in the future.

#### D E C I S I O N   M A K I N G   L O O P



### Documentation



**Documentation** is a written record that can be shared with other people who support individuals, such as other DSPs and health care professionals.

- The DSP is required to keep consumer notes for the following important, non-routine events in an individual's life: medical and dental visits, illness/injury, special incidents, community outings, overnight visits away from the home, and communications with the individual's physician.
- Do not document personal opinions, just the facts (for example, who, what, when, and where).
- Be specific when describing behaviors.
- Record what the individual actually said or describe non-verbal attempts to communicate.
- Describe the event from beginning to end.
- Be brief.
- Use ink.
- Do not use White Out® to correct mistakes. Cross out the error and put your initials next to it.
- Sign or initial and date.

#### **Let's Get Started...**

As we said earlier, the purpose of the DSP training is to build your skills to promote the health, safety, and well-being of individuals with developmental and intellectual disabilities, which will lead to a better quality of life for those individuals. Session 1 will begin with a deeper discussion of Quality of Life.



## Appendices



## Appendix Introduction-A

### National Alliance of Direct Support Professionals

#### CODE OF ETHICS

##### Advocacy

As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

##### *Interpretive Statements*

As a DSP, I will –

- Support individuals to speak for themselves in all matters where my assistance is needed.
- Represent the best interests of people who cannot speak for themselves by finding alternative ways of understanding their needs, including gathering information from others who represent their best interests.
- Advocate for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups that have been disempowered.
- Promote human, legal, and civil rights of all people and assist others to understand these rights.
- Recognize that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions.
- Find additional advocacy services when those that I provide are not sufficient.
- Consult with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

##### Person-Centered Supports

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

##### *Interpretive Statements*

As a DSP, I will –

- Recognize that each person must direct his or her own life and support and that the unique social network, circumstances, personality, preferences, needs and gifts of each person I support must be the primary guide for the selection, structure, and use of supports for that individual.
- Commit to person-centered supports as best practice.
- Provide advocacy when the needs of the system override those of the individual(s) I support, or when individual preferences, needs, or gifts are neglected for other reasons.
- Honor the personality, preferences, culture, and gifts of people who cannot speak by seeking other ways of understanding them.
- Focus first on the person and understand that my role in direct support requires flexibility, creativity, and commitment.

### Promoting Physical and Emotional Well-Being

As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.

#### *Interpretive Statements*

As a DSP, I will –

- Develop a relationship with the people I support that is respectful, based on mutual trust, and that maintains professional boundaries.
- Assist the individuals I support to understand their options and the possible consequences of these options as they relate to their physical health and emotional well-being.
- Promote and protect the health, safety, and emotional well-being of an individual by assisting the person in preventing illness and avoiding unsafe activities. I will work with the individual and his or her support network to identify areas of risk and to create safeguards specific to these concerns.
- Know and respect the values of the people I support and facilitate their expression of choices related to those values.
- Challenge others, including support team members (for example, doctors, nurses, therapists, co-workers, or family members) to recognize and support the rights of individuals to make informed decisions even when these decisions involve personal risk.
- Be vigilant in identifying, discussing with others, and reporting any situation in which the individuals I support are at risk of abuse, neglect, exploitation, or harm.

- Consistently address challenging behaviors proactively, respectfully, and by avoiding the use of aversive or deprivation intervention techniques. If these techniques are included in an approved support plan I will work diligently to find alternatives and will advocate for the eventual elimination of these techniques from the person's plan.

### Integrity and Responsibility

As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.

#### *Interpretive Statements*

As a DSP, I will –

- Be conscious of my own values and how they influence my professional decisions.
- Maintain competency in my profession through learning and ongoing communication with others.
- Assume responsibility and accountability for my decisions and actions.
- Actively seek advice and guidance on ethical issues from others as needed when making decisions.
- Recognize the importance of modeling valued behaviors to co-workers, persons receiving support, and the community-at-large.
- Practice responsible work habits.

### Confidentiality

As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

#### *Interpretive Statements*

As a DSP, I will –

- Seek information directly from those I support regarding their wishes in how, when, and with whom privileged information should be shared.
- Seek out a qualified individual who can help me clarify situations where the correct course of action is not clear.
- Recognize that confidentiality agreements with individuals are subject to state and agency regulations.
- Recognize that confidentiality agreements with individuals should be broken if there is imminent harm to others or to the person I support.

### Justice, Fairness, and Equity

As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights, and responsibilities of the people I support.

#### *Interpretive Statements*

As a DSP, I will –

- Help the people I support use the opportunities and the resources of the community available to everyone.
- Help the individuals I support understand and express their rights and responsibilities.
- Understand the guardianship or other legal representation of individuals I support, and work in partnership with legal representatives to assure that the individual's preferences and interests are honored.

### Respect

As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and help others understand their value.

#### *Interpretive Statements*

As a DSP, I will –

- Seek to understand the individuals I support today in the context of their personal history, their social and family networks, and their hopes and dreams for the future.
- Honor the choices and preferences of the people I support.
- Protect the privacy of the people I support.
- Uphold the human rights of the people I support.
- Interact with the people I support in a respectful manner.
- Recognize and respect the cultural context (such as, religion, sexual orientation, ethnicity, socioeconomic class) of the person supported and his or her social network.
- Provide opportunities and supports that help the individuals I support be viewed with respect and as integral members of their communities.

### Relationships

As a DSP, I will assist the people I support to develop and maintain relationships.

#### *Interpretive Statements*

As a DSP, I will –

- Advocate for the people I support when they do not have access to opportunities and education to facilitate building and maintaining relationships.
- Assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- Recognize the importance of relationships and proactively facilitate relationships between the people I support, their family, and friends.
- Separate my own personal beliefs and expectations regarding relationships (including sexual relationships) from those desired by the people I support based on their personal preferences. If I am unable to separate my own beliefs/preferences in a given situation, I will actively remove myself from the situation.
- Refrain from expressing negative views, harsh judgments, and stereotyping of people close to the individuals I support.

### Self-Determination

As a DSP, I will assist the people I support to direct the course of their own lives.

#### *Interpretive Statements*

As a DSP, I will –

- Work in partnership with others to support individuals leading self-directed lives.
- Honor the individual's right to assume risk in an informed manner.
- Recognize that each individual has potential for lifelong learning and growth.