



YEAR ONE • YEAR ONE • YEAR ONE • YEAR ONE

Student Resource Guide



Direct Support Professional Training



California Department of Education

AND THE

Regional Occupational Centers and Programs

IN PARTNERSHIP WITH THE

Department of Developmental Services

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Student Resource Guide, Year 1

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Dedication

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



Student Resource Guide, Year 1



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Student Resource Guide

Introduction



About the Training

The DSP training is 70 hours of training which is designed to be completed over a two-year period, 35 hours in each year. Each 35-hour training consists of eleven 3-hour class sessions and one 2-hour final test session. In Year 1, you will learn about:

- The Direct Support Professional.
- The California developmental disabilities service system.
- The Individual Program Plan.
- Risk management: principles and incident reporting.

- Maintaining the best possible health.
- Environmental safety.
- Dental health.
- Medication management.
- 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 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 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 enter your answers on a Scantron form. 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.

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 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.

DSP Toolbox

Whether 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

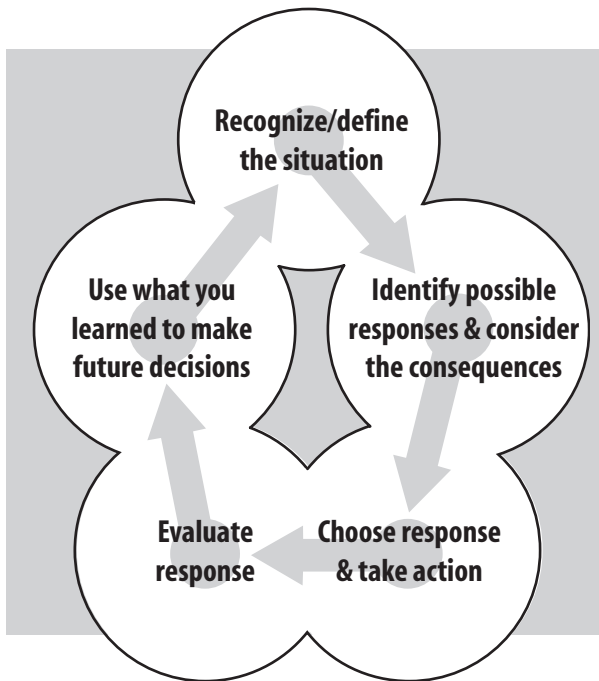
Decision making



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.

DECISION MAKING LOOP



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 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.