



YEAR TWO • YEAR TWO • YEAR TWO • YEAR TWO • YEAR TWO

Student Resource Guide



Direct Support Professional Training



California Department of Education

IN PARTNERSHIP WITH THE

Department of Developmental Services

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Student Resource Guide, Year 2

Acknowledgements



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Dedication

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



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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.

In Year 1, you learned 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
- Oral 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
- Preventative Health Care and Advocacy
- Nutrition and Exercise
- Strategies for Successful Teaching
- Risk Management in Daily Living
- Positive Behavior Supports
- Life Quality

If you wish to review materials from Year 1 and do not have a Student Resource Guide, you may go to www.dds.ca.gov and review the sessions online.

DSPT Legislation

The requirement for the Community Care Facility Direct Care Staff Training (a.k.a. Direct Support Professional Training) was created by Assembly Bill (AB) 2780 enacted in 1998. AB 950, approved by the Governor in August, 2001, amends the Welfare and Institutions Code with the following:

SECTION 1. The Legislature finds and declares that in order to promote the health, safety, and well-being of persons with developmental disabilities who live in a licensed community care facility that receives regional center funding, it is necessary to devise and implement a training program, as specified in Section 4695.2, for direct care staff employed in those facilities to ensure that staff possess the knowledge, skills, and abilities to provide consistent and high quality services to meet consumer needs.

4695.2. (a) Each direct care staff person employed in a licensed community care facility that receives regional center funding shall be required to satisfactorily complete two 35-hour competency-based training courses approved, after consultation with the Community Care Facility Direct Care Training Work Group, by the department or pass a department-approved competency test for each of the 35-hour training segments. Each direct care staff person to whom this subdivision applies shall demonstrate satisfactory completion of the competency-based training by passing a competency test applicable to that training segment.

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: Makes 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.

ACTIVITY

Making Ethical Decisions

Directions: *After watching the video, separate into small groups. Read the summary of the NADSP Code of Ethics. Discuss examples of when you have used this Code of Ethics when faced with a difficult decision.*

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.

DSP Toolbox: Additional Information (cont.)

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.

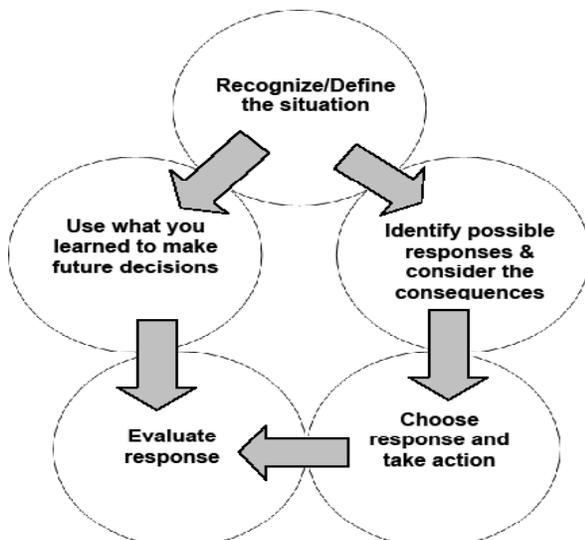
Decision Making



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...

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 addresses Making Choices.



Appendices



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.