

New Service Coordinator Training Standards

For Discussion Purposes Only



BUILDING RELATIONSHIPS: GETTING TO KNOW THE PEOPLE YOU SUPPORT	
Topic Area	Objective:
<p>1. Communicating with People with Intellectual and Developmental Disabilities: Building Trust and Respect</p>	<p>Communication styles and methods Communicating with people who use electronic devices, picture boards, gestures, and sign language</p> <p>Addressing people directly, demonstrating respect for adults, and building trust by listening</p>
<p>2. Cultural Awareness, Cultural Identify and Equity</p> <ul style="list-style-type: none"> • Implicit Bias • Equity in service access 	<p>This session provides an overview of cultural diversity and awareness. The training will emphasize the importance of linguistic and cultural sensitivity and illustrate approaches that should be considered when working with a diverse population.</p> <p>This is a 3 part series on cultural competence for Service Coordinators and covers:</p> <ul style="list-style-type: none"> • Cultural Competence: Culture and Communication • Cultural Competence: Dimensions of Culture Cultural Competence: Understanding Culture
<p>3. Introduction to Person Centered Service Planning</p> <ul style="list-style-type: none"> • Identifying Preferences • Balancing health and safety • Establishing desired outcomes • Identifying supports and services • Choice of Providers 	<p>This Training uses the PCT principles of choice, “Important to and Important for” and covers the steps in the PCP process and how to facilitate the development of the Person Centered Plan.</p>
<p>4. Supporting People in Crisis.</p> <ul style="list-style-type: none"> • Responding to Emergency needs • Behavior Supports and Trauma Informed Care 	<p>This is covered in two trainings: Crisis Intervention: This training provides a brief overview of crisis services, on-call procedures and incident reporting. It provides information on the Psychiatric Emergency Team (PET) and gives basic information regarding abuse and the procedure used in</p>

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	<p>reporting. It defines who is a dependent adult and who is a mandated reporter. It also describes the differences between adult protective services and ombudsman.</p> <p>Risk Management: New Service Coordinators will learn the Title 17 Requirements for Risk Management, Assessment & Planning, how to develop incident prevention strategies, and how to integrate individual risk assessment/mitigation into the IPP/IFSP process. Pre-requisite: Before enrolling staff must complete the Risk Management on-line course in the learning Management System (LMS). This prerequisite can be found under "My Courses" tab of the LMS.</p>

GETTING TO KNOW THE DEVELOPMENTAL SERVICES SYSTEM

Topic Area	Objective:
<p>5. Lanterman Act</p> <ul style="list-style-type: none"> • History • Guiding Principles (Philosophy) 	<p>Following Training, all participants will be able to explain:</p> <ul style="list-style-type: none"> • How the Lanterman Act was established, the purpose of the legislation, why it is important; • Explain the current key areas addressed in Lanterman Act; • Guiding Principles addressed through Lanterman as it relates to Regional Center Operations and service Coordination. <p>Competency Testing: Multiple Choice Test</p>
<p>6. Introduction to Intellectual and Developmental Disabilities</p>	
<p>7. Community Inclusion/ Integration/</p> <ul style="list-style-type: none"> • Home and Community Based Services 	<p>The Home and Community Based Services (HCBS) Final Rule is designed to ensure that Medicaid-funded HCBS programs provide people with developmental disabilities full access to the benefits of community living and offer them long term services and supports in the most integrated setting of their choosing. All</p>

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	<p>service providers must be in compliance with the HCBS Final Rule by March 17, 2023. This training will provide an overview of HCBS, the 10 Federal Requirements that make up the Final Rule; the impact of the Final Rule and policy changes; service coordinator tools to assess for compliance with the HCBS Final Rule; and an overview of Person Center Planning.</p>
<p>8. Employment First</p> <ul style="list-style-type: none"> • Competitive Integrated Employment • PIP Incentives 	<p>Adult and Transition-Aged Service Coordinators will understand the Employment First Policy and the emphasis on offering employment supports to every participant; The benefits of competitive employment for individuals with Developmental Disabilities; Each SC will accurately describe Competitive Integrated Employment and PIP Incentives Each SC will understand how employment services are organized in California including the role of Service Coordinators when referring to Office of Rehab Services, working with Medi-Cal and Social Security to maintain additional benefits; Competency Testing: True/False test</p> <p>This course will help you understand California's Employment First Policy the role of the Regional Center and Service Coordinators in supporting, promoting, and informing individuals they serve about the various pathways to employment. Developed for ARCA by Yukon Learning Group, Inc.</p>
<p>9. Eligibility under the Lanterman Act and Provisional Eligibility</p>	<p>An Introduction to Developmental Disabilities Services in California:</p> <ul style="list-style-type: none"> • The history of Developmental Disabilities Services in California • Eligible conditions, process and criteria • Video "We're Here to Speak for Justice" • Provisional Eligibility (In development) • People First Language <p>This session discusses the developmental disabilities and qualifying conditions for Regional Center eligibility. An overview</p>

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	<p>of the three components of the division: intake & assessment, special services and clinical team, is provided.</p> <p>Understand legislative definition of developmental disability including qualifying conditions and substantial disability.</p>
<p>10. Individual Rights</p>	<p>This training provides info regarding clients' rights, ways to assist clients and others to advocate for these rights, when it may be appropriate to deny a right, SC role and actions when rights are denied, and directing clients and others to resources if a right is being denied inappropriately.</p>
<p>11. Generic Community Services:</p> <ul style="list-style-type: none"> • How to access them, why it is important and legal mandates. • Where to find information on generic services, how to make referrals and follow up, and how to navigate barriers to generic services. • Medi-Cal and Private Insurance • EPSDT for children • CCS • IHSS • SSI and SSA • School District Services/IDEA • DOR • Housing Supports • SNAP 	<p>An online training module developed by ARCA TIG to provide an overview of financial supports for children and adults. You can use this course to learn the basics about generic and financial supports while you are waiting for an instructor-led class to be scheduled, to prepare to get the most out of the live class, or for review.</p> <p>Staff will know eligibility criteria and how to make referrals to support clients with accessing generic resources.</p>
<p>12. Common Regional Center Funded Services</p> <ul style="list-style-type: none"> • Age specific, but able to address questions about next life phase 	<p>Staff will know how to assess for need and what regional centers can justify funding.</p>
<p>13. Lanterman Service Delivery models</p> <ul style="list-style-type: none"> • Traditional • SDP 	<p>In this orientation, you will be learning about the California Self-Determination Program (SDP). This training will give you a broad overview of the program, followed by a more in depth look at:</p> <ul style="list-style-type: none"> • The Roles & Responsibilities associated with SDP • Person Centered Planning

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	<ul style="list-style-type: none"> • An explanation of a person's Individual Budget and how that is figured. • What a Services & Supports Spending Plan is. • What a Financial Management Service is and how it is used. • Safety Concerns • And Next Steps in regards to getting started
<p>14. Complaints and Appeals</p>	<p>An introduction to Due Process and Fair Hearing Procedures for Regional Center.</p> <p>Staff will be familiar with and able to explain to clients and families regional center complaint and appeal processes.</p> <p>This topic is covered in a couple of trainings: Person Centered IPP: In this training, Individual Program Plan (IPP) will be defined as written in the Lanterman Act. You will learn the philosophical principals of IPP, the role and responsibility of the planning team, the basic guidelines for developing an Individual Program Plan, and steps needed to construct it. It includes the description of mandated components and specific responsibilities of the service coordinator and regional center. This training will also go over the step by step on how to complete the SANDIS automated IPP, which includes completing an initial IPP, narrative text descriptions, progress on outcomes and current outcomes, waiver, services, distributing and submitting the automated IPP. Lastly it will cover how to complete an addendum and developing progress reports through SANDIS Basic Rights and Advocacy: This session will provide staff with basic information on the constitutional rights of persons with developmental disabilities in California. Staff will also learn about Conservatorships, Guardianships and advocacy agencies.</p>

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<p>15. Confidentiality and Privacy Act</p> <ul style="list-style-type: none"> Protected Information HIPAA requirements 	<p>By completing this online course, you will be able to:</p> <p>1. Define the Health Insurance Portability and Accountability Act (HIPAA) and the Privacy Rule Policies. Identify types of protected health information (PHI). 3. List clients' rights under HIPAA. 4. Define your role in protecting confidential client information. 5. Define how and when protected information can be used and disclosed.</p>
<p>16. Mandated Reporting and Special Incident Reporting</p>	<p>This topic is covered/included in two trainings:</p> <p>Crisis Intervention: This training provides a brief overview of crisis services, on-call procedures and incident reporting. It provides information on the Psychiatric Emergency Team (PET) and gives basic information regarding abuse and the procedure used in reporting. It defines who is a dependent adult and who is a mandated reporter. It also describes the differences between adult protective services and ombudsman.</p> <p>SIR: New Service Coordinators will learn the Title 17 Requirements for Special Incident Reporting (SIR) focusing on Special Incident Reporting: the Special Incident Reporting Policy & Procedure, how to gather the necessary information for an accurate SIR, the case management responses to SIR, and the use of the electronic reporting system to complete and submit the SIR to DDS.</p>
<p>17. Understanding Regulations</p> <ul style="list-style-type: none"> Introduction to Title 17 and Title 22 	<p>Provides Overview of the Community Services Units. It provides a preview of the organization and community services specialists assignments. It details information on resource development, vendorization, provider relations and quality assurance. Provides overview of Title 19 Notes - Federal reimbursement guidelines for billable a non-billable service coordination ID notes.</p>