



College of

# Direct Support

Course Descriptions and Lesson Objectives

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*In partnership with*  
State of Connecticut, Department of Mental Retardation

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## ***Introduction to Developmental Disabilities***

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This course provides the learner with a background in the history, language, and basic concepts of services for persons with developmental disabilities. In this course the learner reviews the ideas and learns the vocabulary that is important to working within the field of developmental disabilities. This information makes the learner more effective in communicating with others and in understanding the system in which developmental disabilities services are provided. The following lessons are included in this course:

- Lesson 1: A Brief History of Developmental Disabilities
- Lesson 2: The Language and Ideas of Best Practices
- Lesson 3: Terminology and Classification in Developmental Disabilities
- Lesson 4: The Causes of Developmental Disabilities
- Lesson 5: Services for People with Developmental Disabilities

### ***Lesson 1: A Brief History***

After completing this lesson, you will be able to:

- Describe social attitudes and the treatment of people with developmental disabilities at critical times in Western history.
- Describe three models of viewing people with developmental disabilities that help us understand historical and current views.
- Describe some of the beneficial and harmful effects that the moral, medical, and minority models have had on attitudes and treatment of people in history, and their influence today.
- Describe some ways in which historical and current views of disability are similar and different across cultures.
- Describe current and anticipated challenges for people with developmental disabilities in regards to general acceptance of the Minority Model of disability.
- Describe the historical role of direct support professionals and their important role in supporting and fostering positive lifestyles for people with developmental disabilities today.

### ***Lesson 2: The Language and Ideas of Best Practices***

After completing this lesson, you will be able to:

- Describe the importance of language choice in our daily and professional lives.
- Define the term “best practices.”
- Describe and define some important terms related to current best practices including: circle of support; consumer-directed; deinstitutionalization; dignity of risk; direct support professional; inclusion; integration; natural supports; normalization; person-centered; people first language; self-advocate; self-determination; support coordination; and support teams

### ***Lesson 3: Terminology and Classification***

After completing this lesson, you will be able to:

- Describe what a classification system is and its purposes.

- Describe some benefits and drawbacks of using classification systems to define disabilities.
- Define the term developmental disability.
- Describe some differences between developmental disabilities and other types of disabilities.
- Describe specific classification systems commonly used today.
- Describe some anticipated changes in terms and classification.

#### ***Lesson 4: Causes of Developmental Disabilities***

After completing this lesson, you will be able to:

- Describe the two most common things that can cause developmental disabilities.
- Describe some of the major genetic and environmental factors that can cause developmental disabilities.
- Describe why knowing the causes of a developmental disability may affect the support you provide.
- Identify and use strategies to get additional information about specific conditions.

#### ***Lesson 5: Services for People with Developmental Disabilities***

After completing this lesson, you will be able to:

- Describe the difference between services and support.
- Describe the difference between specialized and generic services.
- Describe methods of payment for specialized services.
- Describe service coordination and how services are organized.
- Describe common specialized services that people with developmental disabilities use including: family support services; residential services; special education services; and vocational services.
- Describe changes in the service system and how those are affecting people with developmental disabilities and direct support professionals.

## ***Direct Support Professionalism***

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This course introduces the learner to the importance and benefits of a professional orientation to the DSP role and to the history and status of the professionalism movement. The national movement to professionalize direct support is described. The reasons why professionalism is important, progress that has been made in creating a profession and how DSPs can become part of the professionalism movement are included. An ethical code for DSPs is reviewed along with ways of applying these ethical guidelines in daily practice. The following lessons are included in this course -

- Lesson 1: Becoming a Direct Support Professional
- Lesson 2: Contemporary Best Practices
- Lesson 3: Applying Ethics in Everyday Work
- Lesson 4: Practicing Confidentiality
- Lesson 5: Working with Your Strengths and Interests

### ***Lesson 1: Becoming a Direct Support Professional***

After completing this lesson, you will be able to:

1. Describe what direct support professionals do and who they are.
2. Identify professional and unprofessional practices in the workplace.
3. Understand what direct support professionalism is.
4. Recognize key roles of the direct support professional.
5. Describe how the roles of the direct support professional have changed in recent years.

### ***Lesson 2: Contemporary Best Practices***

After completing this lesson, you will be able to:

- Understand current best practices in direct support
- Identify strategies to apply best practices in everyday work
- Identify ways to expand your awareness and knowledge of best practices in direct support

### ***Lesson 3: Applying Ethics in Everyday Work***

After completing this lesson, you will be able to:

- Define ethics and ethical practice for direct support professionals
- Describe and refer to the National Alliance for Direct Support Professionals Code of Ethics.
- Recognize common characteristics of an ethical dilemma
- Identify and use the steps of the "RIGHT Decision" method in resolving ethical dilemmas.

### ***Lesson 4: Practicing Confidentiality***

After completing this lesson, you will be able to:

- Describe why confidentiality and privacy are important to providing direct support.
- Discuss the need for consent and the consent process.
- Identify common ways that private information is inadvertently shared.

- Identify methods and strategies to use to protect the confidentiality and privacy of the people you support.

***Lesson 5: Working with Your Strengths and Interests***

After completing this lesson, you will be able to:

- Use a strengths-based approach to identify personal talents, skills, and interests.
- Identify the ways that personal strengths, interests, and life experiences can be used to support others.
- Identify areas for personal growth and development.

## ***Individual Rights and Choice***

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In this course, the learner gains knowledge of the rights of individuals with disabilities including a brief overview of relevant laws and their historical roots. It teaches how to balance the right to take risks with the right to be protected from harm, and provides valuable skills in facilitating choice making by the individuals to whom DSPs provide support. It is recommended that the learner complete the course on Maltreatment of Vulnerable Adults and Children along with this course to better understand rights. While this course discusses many federal laws that concern the rights of individuals with disabilities, state and local communities also have laws that pertain to rights. Learners are encouraged to contact their state or local government representatives and their supervisor to find out about local laws. Agencies are encouraged to use the tailoring options of the CDS to identify state and local laws and information that DSPs should know. The following lessons are included in this course -

- Lesson 1: Overview of Rights
- Lesson 2: Identifying Restrictions of Rights
- Lesson 3: A Past of Barriers, a Future of Risks, Choices, and Solutions
- Lesson 4: Your Role in Supporting Expression of Rights and Facilitating Choice

### ***Lesson 1: Overview of Rights***

After completing this lesson, you will be able to:

- Define relevant terms related to individual rights.
- Identify various sources of individual rights.
- Identify relevant legislation related to individual rights.
- Identify common rights that people with disabilities who receive support services have.

### ***Lesson 2: Overcoming a Past of Barriers and Restrictions***

After completing this lesson you will be able to:

- Describe important historical events in which violations of rights for individuals with disabilities were common.
- Understand the importance of knowing the history of rights restrictions and barriers for people with disabilities so that history does not repeat itself.
- Review important pieces of federal legislation and related national events that identify certain rights for people with disabilities.
- Identify common barriers to individuals being able to express their rights.

### ***Lesson 3: Restrictions of Individual Rights***

After completing this lesson you will be able to:

- Define guardianship and terms that relate to guardianship.
- State several ways to work through balancing rights and risks.
- Identify common ways in which rights are unnecessarily restricted.
- Understand the role of human rights committees.

***Lesson 4: Your Role in Supporting Expression of Rights and Facilitating Choice Making***

After completing this lesson you will be able to:

- Identify the many roles Direct Support Professionals play in facilitating choice making and supporting expression of rights.
- Name the choice making steps.
- Name several ways to teach individuals about their rights.
- Identify ways to encourage choice making.
- Identify the personal responsibilities that go along with expression of individual rights.
- Name several skills involved in self-advocacy.

## ***Maltreatment of Vulnerable Children and Adults***

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This course helps the learner understand what abuse, neglect, and exploitation are; how to identify suspected cases of abuse, neglect or exploitation; how to protect the person who may have been harmed from further exploitation; and how to effectively document these situations. This course teaches learners about specific reasons people with disabilities may be more vulnerable to abuse, neglect, or exploitation and what strategies they can use to reduce peoples' vulnerabilities. Protection and advocacy, state ombudsman, and other agencies that deal with abuse and neglect situations are described and explained to the learner. The following lessons are included in this course -

- Lesson 1: Defining Abuse, Neglect, and Exploitation
- Lesson 2: Preventing Abuse, Neglect, and Exploitation
- Lesson 3: Reporting Abuse, Neglect, and Exploitation
- Lesson 4: Documenting Abuse, Neglect, and Exploitation
- Lesson 5: Following Up on Reports

### ***Lesson 1: Defining Abuse, Neglect and Exploitation***

After completing this lesson, you will be able to:

- Understand a definition of vulnerable adult.
- Understand a definition of abuse.
- Understand a definition of neglect.
- Understand a definition of exploitation.
- Identify examples of abuse, neglect, and exploitation.

### ***Lesson 2: Preventing Abuse, Neglect and Exploitation***

After completing this lesson, you will be able to:

- Identify aspects of service delivery that can make the people more vulnerable to abuse, neglect and exploitation.
- Identify aspects of a person's disability that can make them more vulnerable to abuse, neglect and exploitation.
- Identify methods for reducing the risk of abuse, neglect and exploitation.

### ***Lesson 3: Reporting Abuse, Neglect, and Exploitation***

After completing this lesson, you will be able to:

- Identify common signs of abuse, neglect and exploitation.
- Speak with potential victims of abuse in a manner that creates a respectful environment and does not cause harm.
- Identify situations that should be reported as potential abuse, neglect and exploitation.
- Identify who should be notified when a case of suspected abuse, neglect, or exploitation has occurred.

- Identify when and how suspected abuse, neglect, and exploitation should be reported.
- Identify steps to protect potential victims of abuse, neglect or exploitation from further harm.

***Lesson 4: Documenting Abuse, Neglect, and Exploitation***

After completing this lesson, you will be able to:

- You will understand the importance of documenting suspected or confirmed cases of abuse, neglect, or exploitation as well as major incidents, accidents, or unexplained injury.
- You will know what information should be included in the documentation of suspected or confirmed incidents of abuse, neglect, or exploitation.
- You will understand where to document suspected or confirmed incidents of maltreatment.

***Lesson 5: Following up on Reports***

After completing this lesson, you will be able to:

- Learn the importance of following up on reports of maltreatment.
- Gain some practice in identifying possible maltreatment.

## ***Supporting Healthy Lives***

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This course provides an overview of information needed to understand what it takes to lead a healthy life and how to support people with disabilities in making good choices related to their health. It covers the importance of making healthy choices such as eating right and getting the right amount of exercise. It reviews health-related issues across the life span and gives advice on working with health care providers. A lesson on recognizing the signs and symptoms of illness is included along with information on how to take care of someone who is ill. The following lessons are included in this course -

- Lesson 1: Living a Healthy Life
- Lesson 2: Health Through the Age Span
- Lesson 3: Individual Health Needs
- Lesson 4: Care of Common Health Care Conditions
- Lesson 5: Recognizing Signs and Symptoms of Illness
- Lesson 6: Working with a Health Care Provider

### ***Lesson 1: Introduction***

After completing this lesson you will be able to:

- Describe what it takes to live a healthy lifestyle.
- Describe the benefits of living a healthy lifestyle and why this is important.
- Explain at least three ways you can support individuals to make healthy choices.
- Describe the role Direct Support Professionals play in supporting healthy lives.

### ***Lesson 2: Health Across Lifespan***

After completing this lesson you will be able to:

- Identify seven areas of health that need to be followed throughout a person's lifespan.
- Identify the medical standards of care for each age range across the lifespan.
- Identify the vision standards of care for each age range across the lifespan.
- Identify auditory standards of care for each age range across the lifespan.
- Identify the oral standards of care for each age range across the lifespan.
- Identify mental health strategies designed to ensure good mental health across the lifespan.
- Identify basic nutritional needs for each age range across the lifespan.
- Identify the basic exercise habits needed to maintain good health across the lifespan.

### ***Lesson 3: Individual Health Needs***

After completing this lesson you will be able to:

- List 6 factors that impact an individual's health.
- State the reasons why it is important to complete a family medical history with each person who receives support.
- Describe culturally competent strategies in supporting an individual in living a healthy life.

- Name 5 areas of life that are impacted by various health conditions.
- Identify 3 lifestyle choices that are associated with increased risk to personal health.
- Identify 4 environmental areas that impact an individual's health.

#### ***Lesson 4: Signs & Symptoms of Illness***

After completing this lesson you will be able to:

- Describe how using the OAR system is an effective way to recognize signs and symptoms of illness.
- Describe what senses the Direct Support Professional uses to observe and assess signs and symptoms of illness.
- Describe the ten body systems and what function each performs.
- For each body system, describe at least two signs or symptoms that might indicate illness.
- Identify information you would report to health care professionals when requesting assistance to assess the seriousness of non-emergency health related situations.
- Identify at least four health-related situations that would constitute a life threatening situation and require immediate emergency intervention.

#### ***Lesson 5: Care of Common Health Conditions***

After completing this lesson you will be able to:

- Describe some common health conditions that need care.
- Identify the symptoms of common health conditions that need care.
- State how to care for common health care conditions.
- Describe the differences among acute, chronic, and acute-on-chronic health conditions.
- Describe how a syndrome is different than chronic or acute health conditions.

#### ***Lesson 6: Working with Health Care Professionals***

After completing this lesson you will be able to:

- Describe the Direct Support Professional's role in supporting an individual to work with health care professionals.
- Describe the role effective communication plays when working with the health care professional, individual, family and legal representative, as well as case managers, social workers or others involved in health care.
- Identify the responsibilities of the Direct Support Professional when supporting an individual to find a health care provider.
- Describe key skills to developing a working relationship with a health care provider.

## ***Safety at Home and in the Community***

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This course provides an overview of methods for preventing and responding to safety issues at home and in the community away from home. Lessons include information on safety while driving, creating safe home environments, and safe handling of blood borne pathogens (universal precautions and OSHA requirements). Information for preventing and responding to specific situations such as fires, natural disasters, acts of terrorism, and other emergencies is covered. Throughout the lessons, the learner is asked to think about balancing safety concerns with personal choice and opportunity for people with disabilities by reflecting on examples that represent the types of challenges DSPs face today. Because safety risks have a lot to do with individual circumstances, the learner is asked to apply learning to the policies and procedures of the specific support setting in which they work, as well as to the unique needs of each person supported. The following lessons are included in this course -

- Lesson 1: Risks, Choice, and Common Sense
- Lesson 2: Safety at Home
- Lesson 3: Fire Safety
- Lesson 4: Responding to Emergencies
- Lesson 5: Safety for All Occasions
- Lesson 6: Motor Vehicle Safety
- Lesson 7: Universal Precautions and Infection Control
- Lesson 8: Accident and Incident Reporting

### ***Lesson 1: Risk, Choices, and Common Sense***

After completing this lesson you will be able to:

- Identify methods to balance policies and procedures with individual freedom.
- Identify risk factors that are common for people with developmental disabilities and how to assist people in managing and minimizing risks that accompany their choices.
- Understand how to identify real risk, perceived risk, and informed choice, based on individual personality, experiences, desires, and needs.
- Know the difference between a universal safety measure and the precautions needed for specific individuals.
- Identify the direct support professional role in risk management and the potential results of poor safety procedures and risk management.

### ***Lesson 2: Safety at Home***

After completing this lesson you will be able to:

- Identify common safety issues.
- Be familiar with universal home safety precautions.
- Understand the importance of universal standards, while understanding the importance of respecting the personal space and the rights of the individual who receives supports.
- Understand the importance of being pro-active with safety issues in the home.

- Accurately assess potential safety hazards in the home environment depending upon the needs of the individuals.
- Understand that each shared space of the home should meet the safety needs of all the individuals who live there, regardless of how often they may occupy that space.

### ***Lesson 3: Fire Safety***

After completing this lesson you will be able to:

- List the characteristics of fire that affect the development of evacuation plans.
- Understand the responsibilities of direct support professionals related to fire safety.
- Identify the methods for preventing fire emergencies.
- Identify the important components in developing and implementing a fire emergency plan.
- Understand the special risks that people who need support face during a fire emergency.
- List the proper procedures to use in an actual fire.
- Determine the important aspects of fire safety when away from familiar settings.
- Identify methods for teaching fire safety to the individuals supported.

### ***Lesson 4: Responding to Emergencies***

After completing this lesson you will be able to:

- Identify your role in preventing and responding to emergency situations.
- Understand that your first priority in any emergency situation is your safety and the safety of those you support.
- Understand the importance of being prepared for emergencies.
- Identify the most common types of emergencies you may face and how to prepare and react to them.
- Understand your role in dealing with terrorism.
- Understand how to seek assistance effectively in the event of an emergency.
- Understand the signs of stress related to traumatic events and how to respond.

### ***Lesson 5: Safety for all Occasions***

After completing this lesson you will be able to:

- Understand direct support professional responsibilities to promote safety in all settings for the people you support.
- Identify methods to accurately assess daily activities with regard to safety precautions.
- Understand the direct support professional role helping people enjoy personal freedom in all environments.
- Identify current and potential risks for individuals regarding support needs in all environments.
- Understand the direct support professional's responsibility to support individuals in being active community members in a safe manner.

- Understand the direct support professional's responsibility to teach and model safe behaviors in all environments.

### ***Lesson 6: Motor Vehicle Safety***

After completing this lesson you will be able to:

- Understand the cost and consequences of motor vehicle accidents.
- Identify the responsibilities of a direct support professional when driving.
- Identify driver behaviors before, during, and after driving that reduce the chance of accidents.
- Identify differences among vehicles that can affect safety and performance.
- Understand passengers' needs and the role of the direct support professional is to ensure the safety of all riders in a vehicle.
- Identify what to do if a vehicle breaks down or is in an accident.

### ***Lesson 7: Universal Precautions and Infection Control***

After completing this lesson you will be able to:

- Identify and define blood borne pathogens and infectious diseases.
- Identify the stages of the infectious disease cycle.
- Identify general methods of infection control and when to use them.
- Identify universal precautions and when to use them.
- Identify bodily fluids to which universal precautions do or do not apply.
- Identify the steps of a proper hand washing procedure.
- Identify the correct procedures for cleaning and disinfecting contaminated areas.
- Identify the correct procedures for handling contaminated laundry.
- Identify the steps to take in the event of an accidental exposure to someone's blood or bodily fluids.

### ***Lesson 8: Accident and Incident Reporting***

After completing this lesson you will be able to:

- Identify why reporting and documentation of accidents and incidents is important.
- Identify reportable incidents and accidents
- Identify when to report incidents and accidents.
- Identify who needs to be notified in the event of an incident or accident.
- Identify what information needs to be included in an incident/accident report.

## ***Personal and Self-Care***

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Grooming and hygiene is an important part of daily life. Grooming and hygiene can reflect a person's well-being and self-esteem. Poor hygiene can lead to poor health. Many direct support professionals help people with grooming and hygiene activities. These include tasks such as helping with dressing, bathing, shaving, or using the toilet. It may also include teaching these skills to children or adults with special needs. Direct support professionals may feel uncomfortable assisting people with grooming and hygiene. Learning to support people with personal care in a sensitive and respectful manner is discussed. It is also important to respect a person's own grooming habits. These are personal and unique, and can be culturally based. Direct support professionals will learn how to find out about people's personal style and preferences. Learners will review methods for completing many grooming and hygiene tasks. This course will also help learners understand health concerns and risks related to personal care.

- Lesson #1 Understanding Personal and Self Care
- Lesson #2 Providing Individualized Personal Care Support
- Lesson #3 The Basics of Hygiene
- Lesson #4 The Basics of Grooming and Dressing
- Lesson #5 Oral Care

### ***Lesson 1: Understanding Personal and Self-Care***

After completing this lesson, you will be able to:

- Describe personal care and self care activities.
- Provide three reasons why grooming and hygiene activities are important.
- Describe methods of approaching conflicts between hygiene choices and health and safety.
- Identify the role and responsibilities of the direct support professional in assisting with personal care activities.
- Describe methods for overcoming challenges faced by direct support professionals when assisting with personal care.

### ***Lesson 2: Providing Individualized Personal Care Support***

After completing this lesson, you will be able to:

- Describe individual attributes that may affect grooming and hygiene routines.
- Use strategies to gather information about preferred routines and procedures regarding personal care.
- Provide support based on the values and preferences of the person supported and avoid personal biases.
- Assist people in expressing their own personal style through grooming habits.
- Effectively balance time spent on personal care with other job expectations.

### ***Lesson 3: The Basics of Hygiene***

After completing this lesson, you will be able to:

- Use infection control procedures and universal precautions when completing personal care.
- Complete hygiene activities related to bathing, showering, and washing of hair.
- Assist people with personal cleanliness related to care of genitals and menstrual care.
- Assist people with activities related to using the toilet or disposable briefs.
- Complete activities related to care of fingernails and toenails.

### ***Lesson 4: The Basics of Grooming and Dressing***

After completing this lesson, you will be able to:

- Assist a person with grooming and dressing in a way that projects the image that he or she chooses.
- Assist with dressing including physical assistance and selection of clothing.
- Complete activities of grooming including hairstyling, managing body hair, wearing makeup & jewelry, and other grooming activities.

### ***Lesson 5: Oral Care***

After completing this lesson, you will be able to:

- Use effective infection control procedures during oral care.
- Identify signs of good oral health and health issues related to poor oral health.
- Identify obstacles to good oral health and use strategies to address them.
- Support people in four key elements recommended for maintaining oral health.
- Assist people with brushing, flossing, care of dentures, and/or care of gums.
- Assist people to find and use dental services.

## **Documentation**

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This course provides the learner with a thorough understanding of why it is important to record specific activities or events, different types of documentation, ways of effectively completing documentation, and the importance of maintaining confidentiality in documentation. Learners are given general guidelines for documentation and are urged to review the policies and procedures of their employers and states. Agencies and states are encouraged to take advantage of the easy-to-use tailoring features of the CDS to present learners with specific information about their agency or state. The following lessons are included in this course -

- Lesson 1: Purposes of Documentation
- Lesson 2: Types of Documentation
- Lesson 3: Effective Documentation
- Lesson 4: Confidentiality in Documentation

### ***Lesson 1: Purposes of Documentation***

After completing this lesson you will be able to:

- Define documentation.
- Identify the purpose of documentation.
- Identify direct support professional roles and tasks related to documentation.
- Identify reasons why documentation is beneficial and important.

### ***Lesson 2: Types of Documentation***

After completing this lesson you will be able to:

- Identify five different areas of support in which it may be important to communicate through documentation.
- Describe common requirements of completing documentation in each area and common forms used to organize this information.
- Identify the information that should be included when documenting in each area.

### ***Lesson 3: Effective Documentation***

After completing this lesson you will be able to:

- Identify the basic rules used in completing effective and legal documentation.
- Describe objective documentation and identify its four elements.
- Describe subjective documentation and identify its two elements.
- Describe the importance of completing documentation in a timely manner.

### ***Lesson 4: Confidentiality***

You have completed this lesson, you should be able to:

- Define confidentiality and its importance.
- Identify common ways in which confidentiality is breached and methods for avoiding these breaches.
- Identify who has access to documentation and when they have access.

- Describe methods for ensuring people have given appropriate consent and information is released correctly.
- Identify possible exceptions to maintaining confidentiality.

## ***Teaching People With Developmental Learning Disabilities***

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This course is an overview of the important role that DSPs have in teaching people with developmental disabilities. It provides the learner with a basic understanding of teaching and learning, an important part of the direct support role. It helps the learner move beyond a "caregiving" role to one of being a true supporter and professional. This course helps the learner understand why it is important for all people to learn new things, what motivates people to learn, what teaching strategies help people with developmental disabilities learn, and how teaching and learning can be effectively organized. The following lessons are included in this course:

- Lesson 1: Understanding Teaching
- Lesson 2: Preparing to Teach
- Lesson 3: Teaching Strategies
- Lesson 4: Organizing and Applying Teaching Strategies

### ***Lesson 1: Understanding Teaching***

After completing this lesson, you will be able to:

- Describe why teaching is an important part of the direct support profession.
- Describe the teaching relationship between the DSP and the person being supported.
- Describe how to choose what to teach.
- Describe common opportunities for learning that should be part of your day-to-day interactions.
- Describe how to select from various teaching strategies.
- Describe the importance of using naturally occurring environments, situations, and resources when teaching.

### ***Lesson 2: Preparing to Teach***

After completing this lesson, you will be able to:

- Describe why preparing to teach is important and what to include in the preparation of teaching.
- Describe why knowing a person well is helpful for successful teaching and what things about the person you need to know.
- Define task analysis and when and why it is important.
- Demonstrate the completion of a task analysis.
- Describe the importance of adapting the environment for success and demonstrate how to do so.
- Describe assistive technology and how it can be used in teaching.
- Describe important considerations for scheduling learning opportunities.

### ***Lesson 3: Teaching Strategies***

After completing this lesson, you will be able to:

- Describe the primary purpose of teaching.

- Define and demonstrate various teaching strategies and techniques including: chaining, discrimination training, fading, graduated guidance, modeling, prompting, role-play, shaping, time delay, total task presentation.
- Describe methods for ensuring teaching is effective including ensuring fluency, generalization, and maintenance.
- Describe how to use reinforcement in the teaching process.

#### ***Lesson 4: Organizing and Applying Teaching Strategies***

After completing this lesson, you will be able to:

- Define a teaching plan and describe its important components.
- Describe the difference between goals and objectives.
- Describe methods of documentation of goals and objectives.
- Describe the importance of the person being involved at every point of developing and implementing the teaching plan.
- Demonstrate how to teach skills related to self-determination.
- Describe important consideration for teaching in inclusive environments.

## ***Person Centered Planning***

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This course will help learners understand the foundational concepts and values of Person-Centered Planning and the benefits of this type of planning. The history of Person-Centered Planning is reviewed. The course includes an overview of five different types of planning as they are done today. It includes information and tips on participating meaningfully in a Person-Centered Plan. The course outlines steps that help the direct support professional bring these plans to life. Common challenges to person-centered services are reviewed and the learner is given a chance to learn about and create solutions to these types of challenges.

- Lesson 1: Foundational Concepts
- Lesson 2: Person-Centered Planning Approaches
- Lesson 3: Contributions People Can Make to the Person-Centered Planning Process
- Lesson 4: Making Person-Centered Plans Come to Life
- Lesson 5: Challenges and Barriers to Person-Centered Planning

### ***Lesson 1: Foundations of Person-Centered Planning***

After completing this lesson, you will be able to:

- Describe person-centered planning, its history, importance, and basic concepts and values.
- Describe how outcomes and processes vary between person-centered planning and to system-centered planning.
- Describe benefits and challenges of engaging in an organized and established person-centered planning process.

### ***Lesson 2: An Overview of Person-Centered Approaches***

After completing this lesson, you will be able to:

- Identify the name, primary author(s), and primary focus or unique quality for at least four approaches to person-centered planning.
- Assist people being supported and teams in finding resources and facilitators for person-centered planning.

### ***Lesson 3: The Person-Centered Planning Process***

After completing this lesson, you will be able to:

- Prepare yourself and others to contribute to a person's person-centered planning process.
- Support cultural differences in the person-centered process.
- Engage in behaviors and actions that are supportive of the person-centered planning process.

### ***Lesson 4: Bringing Person-Centered Plans to Life***

After completing this lesson, you will be able to:

- Support people on a day-to-day basis in a person-centered way.

- Anticipate challenges that are common to carrying out person-centered plans and keeping them going.
- Implement methods for ensuring that goals of person-centered plans are likely to be achieved and maintained over time.
- Use effective strategies to stay focused on person-centered approaches.

## ***You've Got a Friend: Supporting Relationships and Connections***

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This course explores the importance and meaning of human relationships in the lives of all people, including people of all ages with disabilities. In it the learner reflects on the benefits that healthy relationships bring to people's lives and why they are valuable. The learner identifies the common perceptions and prejudices about people with disabilities that create barriers to social relationships. The learner is taught the common challenges that DSPs face when supporting people in developing and maintaining relationships and specific strategies for overcoming these challenges. In addition, the learner explores family relationships and how to effectively support these special long-term relationships that are so important to people with developmental disabilities. The following lessons are included in this course -

- Lesson 1: The Importance of Relationships
- Lesson 2: Barriers, Challenges, and Opportunities for Friendships
- Lesson 3: Strategies for Building and Maintaining Relationships
- Lesson 4: Supporting Family Networks

### ***Lesson 1: The Importance of Relationships***

After completing this lesson, you will be able to:

- Identify important benefits of having an active social network.
- Identify common types of friendship and relationships that can make up a social network.
- Identify some common differences in social networks between people who use services and supports and people who do not.

### ***Lesson 2: Barriers, Challenges and Opportunities to Making Friends***

After completing this lesson, you will be able to:

- Recognize basic components and characteristics of positive relationships.
- Recognize barriers to forming relationships.
- Recognize additional barriers to forming relationships common to many people with developmental disabilities.
- Explain how person-centered approaches and methods can be used to overcome barriers and challenges to relationships.

### ***Lesson 3: Strategies for Building and Maintaining Relationships***

After completing this lesson, you will be able to:

- Identify the direct support professional's (DSP's) role in assisting person(s) supported to maintain relationships.
- List challenges that DSPs experience when facilitating inclusive relationships and identify approaches to resolving those challenges.
- Apply a strengths-based approach to identify opportunities to develop and sustain relationships.
- Describe why relationships require continual attention.
- Use strategies to incorporate relationship building and maintenance in daily work.

### ***Lesson 4: Supporting Family Networks***

After completing this lesson, you will be able to:

- Identify some cultural and lifestyle differences among families.
- Identify person-centered methods for assisting people to identify opportunities for participating in the culture and lifestyle of their families and communities.
- Identify some common experiences of families when supporting a family member with a disability and ways direct support professionals (DSPs) can help families with these challenges.
- Identify some ways that family involvement is discouraged by the formal support system.
- Identify strategies that direct support professionals can use to work in partnership with families.

## ***Community Inclusion***

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This course helps DSPs understand their roles in supporting the inclusion of people with developmental disabilities in the communities in which they live and work. It provides an overview of inclusion and why it is important, and the learner is given strategies for enhancing inclusion of individuals with developmental disabilities. The following lessons are included in this course -

- Lesson 1: The DSP Role in Community Inclusion
- Lesson 2: Matching Community Resources with Individual Interests
- Lesson 3: Community Bridge-Building and Networking
- Lesson 4: Natural Supports

### ***Lesson 1: The DSP Role in Community Inclusion***

After completing this lesson, you will be able to:

- Define inclusion and describe its components.
- Define integration and its role in inclusion.
- Describe some benefits of inclusion.
- Define the term social role and why having a variety of social roles is a sign of inclusion.
- Describe the roles of a direct support professional in supporting inclusion

### ***Lesson 2: Matching Community Resources with Individual Interests***

After completing this lesson, you will be able to:

- Use your resources to encourage inclusion, with awareness of risks and benefits of doing so.
- Identify the strengths, interests, and desire for community involvement of the people you support.
- Provide many different opportunities for people to explore community interests.
- Identifying community resources that are a good match for individuals.
- Discriminate between activities and events that are likely to lead to inclusion and those that are not.
- Identify barriers to community access and use strategies that help to minimize these barriers.

### ***Lesson 3: Community Bridge Building and Networking***

After completing this lesson, you now can:

- Define the terms community bridge-building and networking.
- Identify why these strategies are important.
- Act in ways that positively affect the perceptions others have regarding people being supported.
- Implement community bridge-building strategies.
- Implement strategies of networking

### ***Lesson 4: Natural Supports***

After completing this lesson, you will be able to:

- Define natural supports by identifying key characteristics and its importance.
- Implement strategies to build upon or develop natural support.
- Overcome challenges related to building natural support.

## ***Cultural Competence***

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This course is an overview of cultural competence and its importance in daily support to people with disabilities. The learner is helped to understand the key components of cultural competence including: valuing diversity; recognizing one's own culture and the culture of others; and having the resources and ability to adjust one's behavior to meet the needs of the situation. Learners are asked to reflect on their capacities in these areas at different points during the course. The learner is given many opportunities to learn more about their own culture and reflect on the similarities and differences with other cultures.

- Lesson 1: What is Cultural Competence?
- Lesson 2: Understanding You Own Culture
- Lesson 3: The Culture of Support Services
- Lesson 4: The Cultural Competence Continuum
- Lesson 5: Cross-Cultural Communication
- Lesson 6: Cultural Competence in Daily Support
- Lesson 7: Direct Support Professional Roles in Culturally Competent Organizations.

### ***Lesson 1: What is Cultural Competence?***

After completing this lesson, you will be able to:

- Explain why working towards cultural competence is a critical part of support work.
- State a definition of the following terms: Affiliation; Culture; Cultural Competence; Diversity; Ethnicity; and Race.
- Describe the difference between race, ethnicity, diversity, and culture.
- Describe five essential elements of cultural competence and their importance.
- Describe the cultural competence continuum and state how it may be useful.

### ***Lesson 2: Comparing Your Culture to Others***

After completing this lesson, you will be able to:

- Describe why it is important to understand your own culture.
- Describe some of the most important influences that are part of your culture.
- Identify how your culture affects daily choices and interactions.
- Describe how your culture is similar to, and different from, other cultures.
- Identify biases that you may have toward other cultures.

### ***Lesson 3: The Culture of Support Services***

After completing this lesson, you will be able to:

- Define the terms cultural capital; dominant culture; institutional bias; macro culture; and micro culture.
- Identify key values and views related to the macro culture of the United States.
- Identify key values and views related to the culture of the human services delivery system.

- Describe some differences in definitions and responses to disability based on culture.
- Give an example of cultural bias found in the use of jargon and disability labels.
- Describe ways in which design and delivery of services, including best practices, can conflict with the culture of people receiving supports.

#### ***Lesson 4: The Continuum***

After completing this lesson, you will be able to:

- Describe the importance of being able to assess levels of cultural competence.
- Describe the six points on the cultural competence continuum.
- Place examples of organizational practices, media, service practices, or social norms on the cultural continuum.
- Identify where you are functioning on the cultural competence continuum.
- Identify at least three methods for increasing cultural competence.

#### ***Lesson 5: Communication***

After completing this lesson, you will be able to:

- Describe the purpose of communication.
- Describe methods of communication.
- Describe how culture can affect communication.
- Describe or demonstrate several strategies for overcoming and preventing cultural barriers to communication

#### ***Lesson 6: Daily Support***

After completing this lesson, you will be able to:

- Describe methods of adjusting services to create more culturally competent supports.
- Describe methods for identifying the cultures of people receiving supports.
- Identify methods of learning more about specific cultures.

#### ***Lesson 7: DSP Roles in Organizations***

After completing this lesson, you will be able to:

- Describe the importance of cultural competence in organizations.
- Describe how the five elements of cultural competence apply to organizations.
- Describe key components of effective assessments of cultural competence within organizations.
- Place examples of organizational or employer practice and policy on the cultural competence continuum.
- Identify DSP roles in increasing cultural competence at the organization in which you work.

## ***Positive Behavior Supports***

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This course is an introduction to methods of supporting people who engage in challenging behaviors. Strategies that are safe, fair, compassionate, and effective in preventing and reducing problem behaviors are included. The learner is provided with definitions of challenging behavior and basic behavioral terms and principles. The learner will understand more about the history of treatment of people with developmental disabilities and why the person-centered practices at the heart of positive behavior supports are being embraced. The course teaches learners about regulations in the use of behavioral interventions and provides practical information on how to effectively support people who present behavioral challenges. The following lessons are included in this course:

- Lesson 1: Understanding Behavior
- Lesson 2: Functions and Causes of Behavior
- Lesson 3: Understanding Positive Approaches
- Lesson 4: Preventing Challenging Behavior
- Lesson 5: Responding to Challenging Behavior
- Lesson 6: Behavior Support Plans
- Lesson 7: Rules, Regulations, Policies, and Rights

### ***Lesson 1: Understanding Behavior***

After completing this lesson, you will be able to:

- Define behavior.
- Describe the importance of defining behavior in observable and measurable terms.
- Define challenging behavior.
- Identify the "ABC's" of behavior and how they are useful.
- Define the following common terms and concepts used in understanding behavior: antecedent, aversive, consequence, deprivation, positive and negative punishment, punisher, positive and negative reinforcement, reinforcer.
- Identify some limitations to using only the management of consequences in behavioral supports.

### ***Lesson 2: Understanding Positive Approaches***

After completing this lesson, you will be able to:

- Define applied behavior analysis and describe its role in positive behavioral supports.
- Describe the historical use of behavior interventions.
- Identify three critical social movements and describe their influence on approaches to behavior supports.
- Define positive behavior support.
- Identify barriers to positive behavior supports.
- Identify characteristics of direct support professional skill, knowledge, and attitude that are critical to effectively using positive behavior supports.

- Define and identify examples of common terms and concepts used in understanding positive approaches including: applied behavior analysis, inclusion, normalization, person-centered planning, quality of life, self-determination and self-management.

### ***Lesson 3: Preventing Challenging Behavior***

After completing this lesson, you will be able to:

- Describe why it is important to use prevention strategies.
- Describe the relationship between prevention and response strategies.
- Describe the important link between the hypothesis statement and the selection of prevention strategies.
- Describe and give examples of antecedent manipulation strategies for preventing problem behaviors.
- Describe how to select appropriate behaviors to teach.
- Describe important considerations when selecting and using appropriate teaching strategies.
- Define and identify examples of common terms and concepts used in preventing challenging behaviors, including: antecedent manipulation, functional equivalence, and replacement behaviors.

### ***Lesson 4: Rules, Regulations, Policies and Rights***

After completing this lesson, you will be able to:

- Identify the rights individuals with developmental disabilities have in regards to behavioral supports.
- Describe how individual rights may affect the development and implementation of behavior support plans.
- Identify rights restrictions commonly associated with behavioral issues.
- Describe ways to clarify whether interventions are rights restrictions or not.
- Demonstrate one method for exploring whether a rights restriction is justified or not, in cases involving challenging behaviors.
- Identify examples of laws, regulations, or agency policies that may affect approaches to behavioral interventions.
- Describe the purpose of a review committee and the responsibilities of legal representatives regarding interventions used in response to challenging behaviors.
- Identify responsibilities of a DSP regarding behavioral interventions and rights.

## ***College of Frontline Supervision***

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### **Fueling High Performance – Learning Objectives**

This course focuses on reducing turnover among high-potential staff by providing professional development opportunities and by establishing consistent and high performance requirements. It reviews a number of important interventions that give structure and definition to expectations that promote high quality performance. The following lessons are included in this course:

- Lesson 1: Competency-Based Training
- Lesson 2: Employee Development
- Lesson 3: Building a Successful Team
- Lesson 4: Coaching and Positive Discipline
- Lesson 5: Employee Participation, Motivation, and Recognition

#### ***Lesson 1: Competency Based Training - Employee Development***

After completing this lesson you will be able to:

- Define and explain employee development plans.
- Describe the benefits of employee development.
- Describe the role of the frontline supervisor in supporting employee development.
- Effectively support employees in creating and updating employee development plans.

#### ***Lesson 2: Employee Development***

After completing this lesson you will be able to:

- Define and explain employee development plans.
- Describe the benefits of employee development.
- Describe the role of the frontline supervisor in supporting employee development.
- Effectively support employees in creating and updating employee development plans.

#### ***Lesson 3: Building a Successful Team***

After completing this lesson you will be able to:

- Describe teams and their importance.
- Use a 7-step process for developing healthy teams.
- Use communication and conflict management skills to support team development.

#### ***Lesson 4: Coaching and Positive Discipline***

After completing this lesson you will be able to:

- Describe the purpose and benefits of performance coaching.
- Use a variety of methods and styles to coach performance issues.
- Use feedback effectively in performance coaching.

- Identify the role of the frontline supervisor in providing performance coaching to direct support professionals.

### ***Lesson 5: Employee Participation, Motivation, and Recognition***

After completing this lesson you will be able to:

- Describe participatory and empowering management styles and their importance to employee satisfaction and performance.
- Use methods to improve the status and image of direct support professionals.
- Implement strategies related to employee participation, motivation, and recognition.

### **Recruitment and Selection– Learning Objectives**

You will not retain the right staff if you cannot find and hire them. This course will help you understand how to bring more potential employees to your door and how to choose the best of those that apply. This course has 3 lessons:

- Lesson 1: Recruitment and Marketing
- Lesson 2: Realistic Job Previews
- Lesson 3: Selection and Hiring

### ***Lesson 1: Recruitment and Marketing***

After completing this lesson you will be able to:

- Effectively identify and use unique information regarding the employer in recruitment and marketing strategies.
- Describe the difference between inside and outside recruitment sources and use each in the most effective way.
- Use methods of recruitment that improve the chances of finding direct support professionals who are likely to be a good match to positions.
- Developing an effective marketing plan using the eight steps described in the lesson.
- Plan for barriers and challenges in recruitment and marketing and ways to overcome these challenges.

### ***Lesson 2: Realistic Job Previews (RJP)***

After completing this lesson you will be able to:

- Define Realistic Job Previews: how they are used and why they are important retention tools.
- Identify the five key characteristics of an effective Realistic Job Preview and use them to evaluate existing RJPs.
- Describe at least three different Realistic Job Preview delivery methods.
- Complete a five step plan for a Realistic Job Preview that incorporates the five characteristics of an effective RJP.

### ***Lesson 3: Selection and Hiring***

After completing this lesson you will be able to:

- Describe five components of effective selection practices.
- Identify at least three question styles and how they can improve the selection process.
- Effectively screen applicants before an interview.
- Conduct an effective interview.
- Select and match the best candidates for the position.

## **Training and Orientation – Learning Objectives**

This course reviews the need for assessing employee skills as the foundation of successful training and development programs. The course teaches various components of training and how training practices can influence the retention rates of high-potential staff. Ways to structure training including methods and topics for training are reviewed. Because orientation serves a different purpose than skill training, a separate lesson on orientation practices is included. The following lessons are included in this course:

- Lesson 1: Understanding Training
- Lesson 2: Choosing Training Topics
- Lesson 3: Choosing Training Methods
- Lesson 4: Understanding Employee Assessment
- Lesson 5: Orientation Practices

### ***Lesson 1: Understanding Training***

After completing this lesson you will be able to:

- Define training and its purpose.
- Describe training challenges common to community support services.
- Describe why training is important to the overall success of an organization and the quality of services.
- Describe the correlation between training and performance.
- Identify key components to effective training.
- Identify the frontline supervisor's role in supporting direct support professional training opportunities.

### ***Lesson 2: Choosing Training Topics***

After completing this lesson you will be able to:

- Identify important factors that influence the choice of training topics.
- Describe three existing industry job analyses and how they can be used to identify training topics.
- Describe the influence of changing paradigms of services on topic selection.
- Identify methods for identifying individual employee topic needs.
- Describe possible influences of new worker pools on topic selection.
- Describe methods for locating effective training resources and opportunities

### ***Lesson 3: Choosing Training Methods***

After completing this lesson you will be able to:

- Identify common problems with training practices.
- Describe the needs of adult learners.
- Accommodate different learning styles.
- Use a variety of effective training methods.
- Describe important considerations for choosing training methods.

### ***Lesson 4: Understanding Employee Assessment***

After completing this lesson you will be able to:

- Define employee assessment.
- Describe why employee assessment is important.
- Use several methods to assess employees.
- Describe who should be involved in employee assessment.
- Describe the frontline supervisor's role in using employee assessment to guide training.

### ***Lesson 5: Orientation Practices***

Learner Objectives. After completing this lesson you will be able to:

- Use methods for discovering if poor orientation or lack of orientation are leading to unnecessary turnover.
- Describe the purpose of orientation.
- Use effective methods for supporting a diverse workforce through orientation practices.
- Use a variety of strategies to improve current orientation practices.
- Use mentoring as an orientation strategy.
- Describe possible roles for the frontline supervisors and/or managers in orientating new employees.

## **Developing Interventions - Learning Objectives**

This course teaches learners how to develop an effective plan for employee retention based on analysis of specific needs in their service settings. It teaches learners how to calculate and track turnover and vacancy rates and how to use the results to select the best interventions and monitor progress. It also teaches how to anticipate and overcome barriers and challenges in implementing intervention plans. The following lessons are included in this course:

- Lesson 1: Understanding the Intervention Plan
- Lesson 2: Assessing the Challenge Part 1: Retention Basics
- Lesson 3: Assessing the Challenge Part 2: Additional Assessment and the Assessment Process
- Lesson 4: Developing an Intervention Plan

### ***Lesson 1: Understanding the Intervention Plan***

After completing this lesson you will be able to:

- Describe the importance of creating and maintaining a plan to reduce turnover and vacancy rates.
- Describe the seven (7) fundamental components of an intervention plan to reduce turnover and vacancy rates.
- Identify key considerations and methods within each of the seven (7) components of an intervention plan.

### ***Lesson 2: Assessing the Challenge - Part 1, Retention Basics***

After completing this lesson you will be able to:

- Describe why it is important to collect and analyze data about turnover, tenure, and vacancy rates.
- Define the terms: baseline, tenure, turnover, and vacancy rates.
- Describe important steps in preparing information prior to computing turnover, tenure and vacancy rates.
- Compute the crude separation rate (turnover) of direct support professionals as it applies to your situation.
- Compute tenure rates for direct support professionals as they apply to your work situation.
- Compute the vacancy rate of direct support positions as applies to your situation.

### ***Lesson 3: Assessing the Challenge - Part 2, Additional Assessments and the Assessment Process***

After completing this lesson you will be able to:

- Select additional assessment methods based on your turnover, vacancy, and tenure results (retention trends).
- Identify five areas to assess beyond retention trends prior to selecting intervention strategies.
- Describe five methods of collecting information to assess workforce challenges and describe some pros and cons of each method.
- Identify existing tools that can be used to assess challenges in recruitment and retention of high quality direct support professionals.
- Describe key steps and considerations regarding creating a new survey.

### ***Lesson 4: Developing Your Intervention Plan***

After completing this lesson, you will be able to:

- Complete all aspects of the intervention plan based on actual baseline turnover data.
- Establish a schedule for collecting and analyzing information regarding challenges.
- Select effective interventions to meet your challenges.
- Create specific and manageable goals and timelines for your plan.