Providing Orientation Training to Direct Support Professionals (DSPs): Supporting people in their homes and communities.

Office of Developmental Services
Department of Behavioral Health and Developmental Services
July 2012

Language Matters

- DSP = Direct Support Professional
- PCP = Person-centered Practices
- ID = Intellectual Disability (formerly called mental retardation, which is no longer used)
- DS = Day Support
- ODS = Office of Developmental Services

DSP Orientation Manual Sections

I. Values that Support Life in the Community
II. Introduction to Intellectual and Developmental Disabilities
III. Nuts & Bolts of the ID and DS Waivers
IV. Communication
V. Positive Behavioral Supports
VI. Health and Safety
Section I: Values that Support Life in the Community

Vision for Virginia

We see a Virginia where individuals of all ages and abilities have the supports we need to enjoy the rights of life, liberty, and pursuit of happiness and the opportunity to have a good life.
Having a good life means different things to different people.

- dreams
- happiness
- work
- friends
- family
- money
- being safe

We believe a good life is best led by the individual following these person-centered principles.

Virginia's Person-Centered Principles

- Listening

Individuals are listened to and their choices respected.
Virginia’s Person-Centered Principles

Listening

Community

Relationships with family, friends, and people in the community are supported.

Listening

Community

Self-Direction

Personal informed choice and control are supported.

Listening

Community

Self-Direction

Talents & Contributions

Individuals have opportunities to use their gifts and talents.
Virginia’s Person-Centered Principles

- Listening
- Community
- Self-Direction
- Talents & Contributions
- Responsibility

There is a shared responsibility for supports and choices.

Section I: Values...

Virginia’s HCB (Home and Community Based) Waivers

1) Alzheimer’s Assisted Living
2) Day Support (DS)*
3) Elderly or Disabled with Consumer Direction (EDCD)
4) HIV/AIDS
5) Individual and Family Developmental Disabilities Support (IFDDS)
6) Intellectual Disability (ID)*
7) Technology Assisted (Tech)

People want DSPs who...

- Are respectful and polite
- Are flexible and creative
- Respond quickly
- Keep promises
- Seek win-win solutions
- Are honest and person-centered
- Are good listeners and communicators
Section I: Values...

Valuable Concepts in Direct Support

Person-Centered Thinking

- see the person, not the disability
- listen to and respect the person's choices and preferences
- balance what's important TO someone with what's important FOR them
- record what's learned to improve the support provided
Person-Centered Planning

DSPs need to be able to:
• plan WITH the person using a team approach
• listen and contribute
• continue listening and learning to improve the supports and the person’s plan

Dignity of Risk

DSPs need to be able to:
• assure typical experiences in life
• support informed decisions
• understand your role
• safely support risk

Community Connections

DSPs need to be able to:
• support people to be involved in their community
• encourage independence and participation
• find community opportunities and resources for the person to connect with friends, neighbors and other community members
Natural Supports

DSPs should be able to:

• learn who people want to be around
• connect people by interest not disabilities
• help locate and nurture unpaid relationships

Section I: Values...

Work

DSPs...

• talk to individuals about work
• understand the benefits of work
• focus on employment first!

Section I: Values...

Alternatives to restrictive programs

DSPs should be able to:

• focus on community, avoiding separation or special groups
• support the person’s ability to contribute
• encourage finding meaningful work
Personal Choice & Decision Making

DSPs ...  
• listen to preferences as choices  
• encourage and honor choices big and small  
• help the person consult with others

Respect

DSPs...  
• honor people’s rituals and routines  
• learn backgrounds and cultures  
• encourage talking for oneself  
• ask permission when supporting  
• don’t use jargon and labels

Individual Rights

DSPs...  
• understand human rights policies and consult with a supervisor when there are concerns  
• report concerns of abuse or neglect  
• include others in decisions involving risk
Section I: Values...

Confidentiality

DSPs...
- are aware of privacy rights
- do not discuss individuals’ personal information without permission
- are sensitive to how individuals are introduced in the community

Section II: Introduction to Intellectual and Developmental Disabilities

Section II: Introduction to ID and DD

Is Intellectual Disability the same as Developmental Disability?

Not exactly. The terms Developmental Disability (DD) and Intellectual Disability (ID) do not have the same meaning and cannot be interchanged.
Defining Intellectual Disability

Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18.

AAIDD

Myths and Misconceptions

People with intellectual or other developmental disabilities are all alike and all require the same supports.
Myths and Misconceptions

People with intellectual or other developmental disabilities are ill or sick.

People with intellectual/developmental disabilities need specialized services to meet all of their needs.

Some causes of intellectual disability

• Genetics
• Other physical causes
• Social and environmental factors
• Unknown
Section II: Introduction to ID and DD

DSPs...
- see the individual not the disability
- are creative, taking each person’s wishes seriously
- are positive and don’t let history get in the way
- are a model for others

Section III: Nuts & Bolts...

Nuts & Bolts of the ID and DS Waivers

Built upon
- individual supports
- person-centered approach
- individual choices, outcomes and needs
Section III: Nuts & Bolts...

Can be
- Consumer-directed
- Agency-directed
  OR
- A combination of both

ID Waiver Services...

<table>
<thead>
<tr>
<th>ID Waiver Services...</th>
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<tbody>
<tr>
<td><strong>Residential</strong></td>
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<tr>
<td>- Congregate</td>
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<tr>
<td><strong>Day Support</strong></td>
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<tr>
<td><strong>Therapeutic Consultation</strong></td>
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<tr>
<td><strong>Personal Emergency Response System</strong></td>
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The Day Support Waiver

Section III: Nuts & Bolts...

Who can get ID or DS Waivers?

- People with intellectual disability
- Children under 6, at developmental risk (n/a DSW)
- Medicaid eligible
- Be at risk of institutionalization
Who can get ID or DS Waivers?

- someone with a waiver slot (limited number available)

Services are offered by the Support Coordinator and authorized by ODS
Section III: Nuts & Bolts…

Supports Intensity Scale (SIS)
DSPs…
• have valuable information for SIS interviews
• offer information based on knowing the person

Section III: Nuts & Bolts…

Personal Profile
DSPs…
• share information about what the individual wants in his or her “good life”
• consider what’s working and not working in 8 life areas
• contribute in many ways through conversations and written notes

Section III: Nuts & Bolts…

Planning Team
DSPs…
• might help the individual plan the meeting
• might attend with the individual
• share information with permission
Plan for Supports

DSPs...
- know the outcomes, activities and instructions in the Plan for Supports
- follow the instructions as described in the Plan
- know how to respond to change

Documentation and PC Reviews

DSPs write notes...
- and complete checklists to record that support activities were provided
- that relate to outcomes and describe supports
- that convey vital information needed for Person-Centered Reviews

Section IV: Communication

People communicate in a variety of ways.
Section IV: Communication

Two types of communication

Expressive ➔ Receptive

• Don’t assume that not speaking means not understanding
• Listen to what people say with their words and their actions

DSPs…

• Ask questions for information in different ways
• Politely encourage others to speak with the individual
• Always refer to the person first not their disability
Section IV: Communication

DSPs...
• Take the time to understand what someone is saying through his actions
• Model age-appropriate and positive communication

Section V: Positive Behavioral Supports

The preferred DBHDS approach to supporting individuals with behavioral concerns.

Person-centered and focuses on:
• Changing the surroundings and supports
• Teaching new skills that increase choice/control
Has four basic values:

- Respect for the rights of ALL citizens
- The importance of the individual
- Dignified treatment of people
- Assurance that individuals with disabilities are not abused and neglected

Section V: Positive Behavioral Supports

DSPs…

- Follow PBS plans
- See all behavior as communication
- Seek ways to increase choice and control
- Teach new, positive ways of meeting needs

Section VI: Health and Safety


Maintaining Good Health through Good Nutrition

• All people need good nutrition
• Special diets help with difficulty chewing or medical conditions
• As people age nutrition becomes even more important!

DSPs…
• Never use food as a reward or for reinforcement!

The Food Plate

Recommended Daily Servings

- 2-3 daily servings of milk, yogurt or cheese
- 3-5 daily servings of vegetables
- 2-3 daily servings of meat, poultry
- 2-4 daily servings of fruit
- 6-11 daily servings of breads, cereals

DSPs…

• Recognize the importance of good hygiene
• Know that people need support with personal care in different ways
• Respect peoples’ privacy with personal hygiene
• Support good hygiene for value in the community
Section VI: Health and Safety

Regular Medical and Dental Care

DSPs…

• Know the connection between clean teeth and health
• Know the possible side effects of medications
• Give the right medication, to the right person, in the right dose and at the right time!
• Watch for any signs of illness and/or changes in routines or abilities

Section VI: Health and Safety

Regular Medical and Dental Care

DSPs…

• Keep scheduled medical appointments and know how to respond in emergencies
• Report and record any medical concerns immediately

Section VI: Health and Safety

Regular Medical and Dental Care

People with ID or DD might have other medical concerns.

For example:
• Seizures
• Diabetes
• Difficulty walking
• Sleep apnea
• Food or drug allergies
• Difficulty with sight or hearing

Learn about each individual’s unique medical needs!
Section VI: Health and Safety

Exercise

DSPs...

• Recognize that people with ID or DD may have not experienced a routine or formal fitness program.

• Know that 30 minutes of exercise is recommended most days of the week.

• Are creative and think of ways to get people moving in safe, healthy and preferred ways.

Section VI: Health and Safety

Assistive Technology

• Items or devices that maintain or improve abilities

For example:

• custom eating utensils

• shower benches

• communication devices

• picture books

Section VI: Health and Safety

Assistive Technology

DSPs...

• Support the safe use of assistive technology

• Receive training on how assistive technology is used by specific individuals

• Teach individuals how to use their assistive devices
Questions

Orientation Training for DSPs
Information for Supervisors

Training Guidance

Why must DSPs receive training?*

- So people get quality services
- To build skills and confidence
- To enhance the supervisor-DSP relationship.

*Required before providing services in the ID and DS Waiver
Training Guidance

What is the purpose?
• To outline values and best practices
• To provide practical tips to DSPs
• To prepare DSPs for the work
• To promote person-centeredness

Training Guidance

What are expectations of a supervisor?
• To obtain a training certificate that supports your understanding of the July 2012 Orientation Materials.
• To complete a Supervisor’s Assurance, which must be kept on file with your agency.

Training Guidance

What are expectations of a supervisor?
• To discuss the training and manual with all DSPs and to confirm their understanding.
• To explain to DSPs how this training fits with the organization.
Training Guidance

**NOTE:** Failure to train DSPs and have the proper documentation for a supervisor and/or a DSP may result in financial retraction from DMAS.

References and Suggested Readings


The Learning Community for Person-Centered Practices. Learning Log.

References and Suggested Readings

