

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

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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



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Section I: Values that Support Life in the Community



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Section I: Values...



Virginia's Vision and Principles of Person-Centered Practices

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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.



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Having a good life means different things to different people.

dreams happiness
work hope
 friends family
money being safe

7

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



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Virginia's Person-Centered Principles

Listening

Individuals are listened to and their choices respected

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Virginia's Person-Centered Principles

Listening

Community

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

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Virginia's Person-Centered Principles

Listening

Community

Self-Direction

Personal informed choice and control are supported.

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Virginia's Person-Centered Principles

Listening

Community

Self-Direction

Talents & Contributions

Individuals have opportunities to use their gifts and talents.

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Virginia's Person-Centered Principles

Listening

Community

Self-Direction

Talents & Contributions

Responsibility

There is a shared responsibility for supports and choices.

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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)

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Section I: Values...

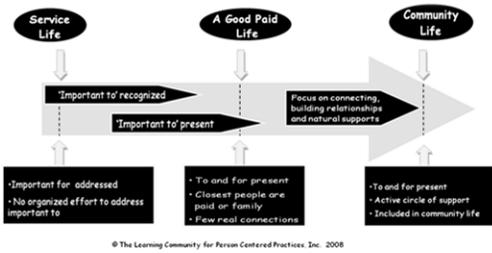
People want DSPs who...

- 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



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Section I: Values...



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Section I: Values...

Valuable Concepts in Direct Support



Section I: Values...

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

Section I: Values...

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



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Section I: Values...

Dignity of Risk

DSPs need to be able to:

- assure typical experiences in life
- support informed decisions
- understand your role
- safely support risk



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Section I: Values...

Community Connections

DSPs...

- 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



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Section I: Values...

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



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Section I: Values...

Work

DSPs ...

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



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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

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Section I: Values...

Personal Choice & Decision Making

DSPs ...

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



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Section I: Values...

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

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Section I: Values...

Individual Rights

DSPs...

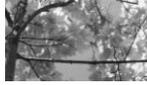


- understand human rights policies and consult with a supervisor when there are concerns
- report concerns of abuse or neglect
- include others in decisions involving risk

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Section I: Values...

Confidentiality



DSPs...

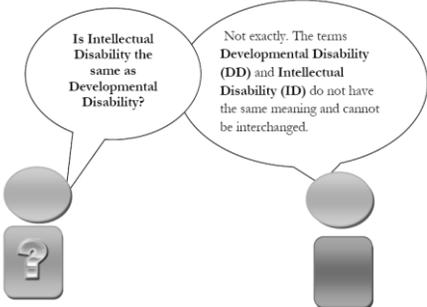
- are aware of privacy rights
- do not discuss individuals' personal information without permission
- are sensitive to how individuals are introduced in the community

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Section II: Introduction to Intellectual and Developmental Disabilities



Section II: Introduction to ID and DD



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Section II: Introduction to ID and DD

Defining Intellectual Disability



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Section II: Introduction to ID and DD

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

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Section II: Introduction to ID and DD

Myths and Misconceptions



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

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Section II: Introduction to ID and DD

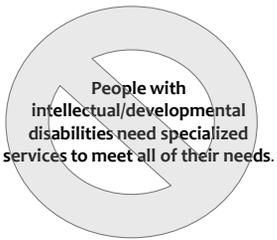
Myths and Misconceptions



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Section II: Introduction to ID and DD

Myths and Misconceptions



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Section II: Introduction to ID and DD

Some causes of intellectual disability

- Genetics
- Other physical causes
- Social and environmental factors
- Unknown

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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



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Nuts & Bolts of the ID and DS Waivers



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Section III: Nuts & Bolts...

Built upon

- individual supports
- person-centered approach
- individual choices, outcomes and needs



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Section III: Nuts & Bolts...

Can be

- Consumer-directed
- Agency-directed

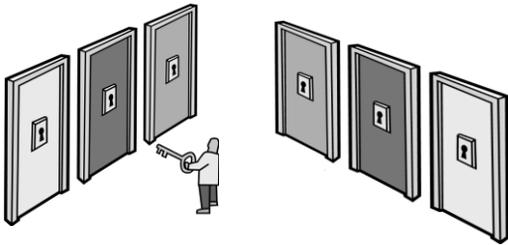
OR

- A combination of both

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Section III: Nuts & Bolts...

ID Waiver Services...



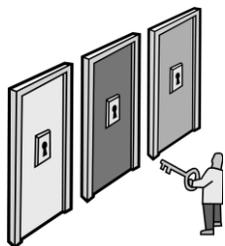
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ID Waiver Services...

Residential -Congregate -In-Home	Personal Assistance*	Respite*	Companion*
Day Support	Pre- Vocational	Supported Employment	Skilled Nursing
Therapeutic Consultation	Assistive Technology	Environmental Modification	Crisis Stabilization
P e r s o n a l E m e r g e n c y R e s p o n s e S y s t e m	T r a n s i t i o n S e r v i c e s	S e r v i c e F a c i l i t a t i o n	C o n s u m e r D i r e c t e d*

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The Day Support Waiver



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DS Waiver Services...

Residential -Congregate -In-Home	Personal Assistance*	Respite*	Companion*
Day Support	Pre- Vocational	Supported Employment	Skilled Nursing
Therapeutic Consultation	Assistive Technology	Environmental Modification	Crisis Stabilization
Personal Emergency Response System	Transition Services	Service Facilitation	Consumer Directed*

Who can get ID or DS Waivers?

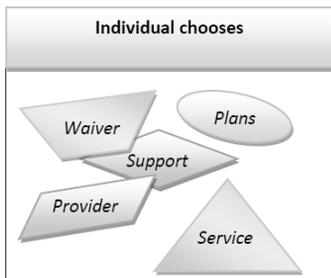
- People with intellectual disability
- Children under 6, at developmental risk (n/a DSW)
- Medicaid eligible
- Be at risk of institutionalization

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Who can get ID or DS Waivers?

- someone with a waiver slot (limited number available)

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Services are offered by the Support Coordinator and authorized by ODS



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Supports Intensity Scale (SIS)

DSPs...

- have valuable information for SIS interviews
- offer information based on knowing the person



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

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

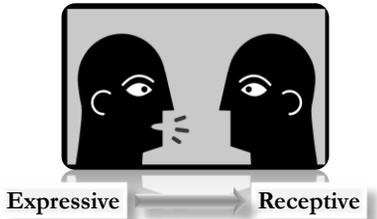
Section IV: Communication

People communicate in a variety of ways.



Section IV: Communication

Two types of communication



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Section IV: Communication



DSPs...

- Don't assume that not speaking means not understanding
- Listen to what people say with their words **and** their actions

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Section IV: Communication

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

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Section IV: Communication



DSPs...

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

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Section V: Positive Behavioral Supports



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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

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Section V: Positive Behavioral Supports

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

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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

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Section VI: Health and Safety



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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!

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Section VI: Health and Safety

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

Section VI: Health and Safety

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

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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

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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

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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.

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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



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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

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Questions?

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Orientation Training for DSPs Information for Supervisors



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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

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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

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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.



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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.

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Training Guidance

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



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References and Suggested Readings

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

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References and Suggested Readings

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Vanderheiden, Gregg, C. & Yoder, David E. (1986). Augmentative Communication: An Introduction. American Speech-Language-Hearing Association.

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