# Community Inclusion

**DSP Name:**

**Mentor’s Name:**

**Dates of Portfolio Review:**

**Total Mentoring Time:**

## On-the-Job Competencies

Instructions: *For each lesson select three (3) topics to discuss. With your mentor, discuss and check off the (3) topics as you complete them. Include comments with regard to your discussion and ideas to your shared observation as to how you used what you’ve learned on the job.*

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<thead>
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<th>Date Lesson Completed:</th>
<th>Total Time:</th>
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### Lesson 1: The DSP Role in Community Inclusion

- [ ] Describe inclusion as separate from integration. Discuss how you can use methods in daily practice that increase opportunities for inclusion including: presence, choice, competence, respect/value roles, participation, and belonging.

- [ ] Describe how you assist people to use services and amenities in their communities. Discuss how you use integrated settings over segregated settings and provide regular opportunities to be the only person with a disability present at gatherings.

- [ ] Discuss specific benefits to people being supported in regards to inclusion. Explain how you ensure opportunities for people to remain bonded to family and community and to experience a variety of social roles.

- [ ] Explain how you ensure that people have opportunities to participate in a variety of social roles, help people pursue social activities and roles of interest to them, and serve as an educator and role model to members of the community.

- [ ] Describe how you support people to have consistent opportunities to participate in meaningful ways in their social networks, learn about the community as needed, and respectfully advocate for access and necessary changes.

**Comments:**

*Updated 4.7.09*
## Lesson 2: Matching Community Resources with Individual Interests

- Describe social and professional connections useful in supporting inclusion. Discuss how you effectively ensure that social activities are of interest and desired by people being supported and avoid activities for personal convenience.

- Describe methods for identifying people’s interests and strengths in the area of inclusion. Discuss the interests and preferences of the people you support and how you learn more about these.

- Explain how you help people with limited experience try new things and get to know different parts of their communities based on what is known about the person’s preferences and habits.

- Discuss the various sources for finding out about community opportunities. Explain how you help people seek out sources that match interests and work with the person to create best possible opportunities for inclusion.

- Discuss the difference between activities that are likely to lead to inclusion and those that are not. Describe how you plan and use long-term strategies that are likely to enhance inclusion for person supported.

- Discuss the importance of taking time to plan for and avoid likely problems when working toward inclusion. Describe what you do when unexpected situations come up and how you work to support the person’s comfort and success in the activity.

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

- Describe the purpose and critical components of networking and community bridge-building.

- Discuss the benefits of community connections and risks of not being connected to other community members. Describe current connections of a person supported and identifies if these are likely sufficient.

- Discuss ways you behave (including speech, dress, and actions) in ways that help people be included into communities of their choice and support social skill development as needed. Preserves people's privacy and dignity at all times.

- Describe how you can use a variety of methods including volunteering, frequenting, networking, and joining to assist people in making community connections and support inclusion on a daily basis by planning, preparing, and following-up.

- Discuss methods of identifying and following-up with potential contacts. Describe how you assist people as necessary in finding and working with people who can support goals related towards inclusion (finding jobs, relationships, etc.) and thank those who help.

Comments:
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Date Lesson Completed:             Total Time:

**Lesson 4: Natural Supports**

- Describe natural supports and includes the concepts of interdependence, decreased reliance on paid supports, and increased inclusion. Give reasons as to why having natural supports improves a person’s life.

- Describe how you support a person in maintaining, initiating, and changing family interactions as he or she desires, are friendly and welcoming to family, know and respects family norms, and avoids interfering in family relationships.

- Discuss the importance of providing frequent, regular opportunities for persons to participate in community events as individuals (not in groups) and explain how you identify and act on chances for encouraging the use of natural supports.

- Discuss ways to minimize and prepare for common barriers to developing natural supports. Explain how to apply effective strategies in day-to-day practice and work with others to create effective, long-term supports in this area.

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Portfolio Assignments/Work Samples

Instructions: Complete at least one (1) of the listed assignment options. Share your ideas with and discuss project outcomes with your mentor. If applying for NADSP certification, complete the Summary Statement to describe your learning. Attach completed assignments to your portfolio.

☐ Option 1: Shared Interests & Community Connecting
NADSP Competency: Community & Service Networking

Help a person connect to the community by learning about inclusive places to go in the community, discovering his/her interests, and matching the two. Determine supports (natural and paid) that are needed for the person to be able to participate and develop relationships. Brainstorm potential problems and barriers and ways to overcome these.

Provide a written description and/or create a photo essay of the process you took to support a person in identifying his/her interests and using this information to connect him/her to community activities. Describe any barriers that existed and what you did to overcome them. Explain how you have helped to increase community inclusion for the person by providing a description of the activity, including: how you found it, who participates, how you supported the person, and the overall outcome (i.e. frequency, relationships, group dynamics, roles taken, changed perception of people with disabilities, etc…). Give details about what you would do the same and what you would do differently as you help others to connect to the community.

☐ Option 2: Interest Assessment
NADSP Competency: Assessment

Review methods of assessment that exist to help people identify recreational, vocational, and other personal interests. Use some of the methods you learn about to determine the interests of a person you support and using these interests determine inclusive community places the person may want to go, and support the person to go and participate.

Provide a written description of the assessment methods you reviewed. Include information about how the various methods are useful in identifying inclusion opportunities, and discuss the limitations of the methods. Describe how you used them to learn more about the person’s interests, how you discussed this with the person, and what you did to match his/her interests with places in the community. Explain how you would use the assessment methods differently and share ideas about how you can continue to use them in the future.

☐ Option 3: Building Community Bridges
NADSP Competency: Community and Service Networking

Organize and write a description a work sample that demonstrates using strategies of community bridge building. In the description show how the strengths and interests of people being supported were used to identify potential community connections. Use networking strategies to assist people to be included. Describe the networking process (what was done, what happened, what was unexpected, what worked, what didn’t, what changes were made in response, etc…). Explain the various things you did (education, identification of allies, etc…) to increase the community’s capacity to value all people.

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Option 4: DSP Choice (Create your own activity and title)
NADSP Competency: (Choose one of the 15 NADSP Competency Areas to focus on)

Develop a work sample that demonstrates your hands-on work in community human services. Include in your portfolio any materials you have used or developed, any relevant video or pictures you may have taken to show your accomplishments, a brief written summary of the activity, and a personal reflection. The work sample you create must accomplish the following:

- Focus on what you've learned in the Community Inclusion Module found in the College of Direct Support;
- Be completed on-the-job to improve the life/lives of people you support and/or increase your professionalism;
- Demonstrate mastery of one (1) of the competency areas outlined by NADSP (See Appendix A); and
- Demonstrate Best Practice.
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Summary Statement (Only required if applying for NADSP certification)

Name:

Title of Work Sample:

Describe the challenge, issue or goal addressed by this sample:

Describe your plan for addressing the challenge, issue, or goal:

Identify the steps you actually took to complete this work sample:

Describe the outcome or result of your actions (the steps you took):

Describe how the skill standards for this competency area are shown in the work sample:

Briefly describe what you learned from completing the work sample:
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Please sign in the spaces below.

This Direct Support Professional has successfully completed the coursework and displayed competency on the job as it relates to Community Inclusion.

_________________________________  ________________________________  ______________________________
Direct Support Professional                Mentor                                Supervisor/Agency Approval