

**New Jersey Division of Developmental Disabilities  
Pre-Service Training  
College of Direct Support  
Option**

**Agency Guide to  
Requirements & Procedures**

October 2013  
Second Edition

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## **INTRODUCTION:**

The New Jersey Division of Developmental Disabilities is pleased to offer use of specified College of Direct Support (CDS) training modules for use in meeting New Jersey Pre-Service Training Requirements for Overview of Developmental Disabilities and Preventing Abuse and Neglect.

We thank the membership of the Statewide Training Advisory Committee (STAC) for the work they did in collaboration with the Division in the development of training procedures which have been designed to support organizations to implement this option in a way that best supports staff competency development. Information provided in this guide emphasizes the importance that both training and on-the-job competency development play in the provision of quality services.

This document outlines the required process that must be followed if an organization is to use the College of Direct Support to meet staff Pre-Service Training Requirements.

## **TECHNOLOGY REQUIREMENTS:**

Employees may complete the online training at any location with high-speed internet access. The following list the minimum system requirements for the CDS:

- IBM-compatible computer
- Intel Pentium II 450Mhz or faster processor (or equivalent)
- 128 MB RAM
- A high-speed connection such as DSL or T1
- Cable high-speed is unreliable in a learning lab environment with multiple computers simultaneously accessing the CDS application
- Color Monitor capable of 800 X 600 Resolution
- Audio Sound Card
- Microsoft Windows XP or later
- Microsoft Internet Explorer 7.x or later, or Netscape
- Flash Player 8.0 or later
- Window Eyes® screen reader is the recommended screen reader for Flash compatibility
- Windows Media Player 9.x or later (must be set as default)
- Adobe Acrobat Reader
- QuickTime (not as the default media player!)
- Java 6.0 or higher
- Pop-up blockers must be disabled
- Browser window expanded to maximum width and height (close any unused toolbars at top or bottom of browser window)
- Vista requires the following: [http://www.bytescribe.com/downloads/tsp\\_codec\\_install.exe](http://www.bytescribe.com/downloads/tsp_codec_install.exe)

## **ASSIGNING PRE-SERVICE TRAINING THROUGH THE COLLEGE OF DIRECT SUPPORT:**

Employees are required to meet the Pre-Service training requirements within 120 days of hire. It is recommended that these requirements be completed much earlier than this with additional training opportunities provided throughout the employee's career. Ideally, Pre-Service training should be conducted prior to an employee starting their work supporting people. Providing training early in employment prepares Direct Support Professionals (DSPs) and other staff for the job they will do, supports them in developing relationships with their supervisors and others at the agency that will be of assistance, and provides them with some of the information needed to enhance their confidence and skills.

Employees must be compensated for training time. Each Pre-Service training module should take approximately 5-8 total hours to complete. This time may vary based on length of the course, the employee's literacy level, and the employee's primary language.

One of the benefits of online learning is that people can complete coursework at their own pace in an environment that is comfortable. Employees should be encouraged to complete training in an environment that encourages learning. This includes a place where they are not performing additional tasks, it is quiet, there are few distractions, etc...

Employees must successfully complete each lesson of the Pre-Service module. Each lesson is configured so that the learner must complete entire lesson prior to gaining access to the required post-test.

All DDD contracted day and residential provider agencies with staff required to complete Pre-Service Training have a CDS Agency Administrator. CDS Agency Administrators have the system access needed to assign online training to employees. They assign Pre-Service Training by completing the following steps (full details are in the CDS Administrator Manual):

- Enroll the new employee in the CDS and create a User ID using the required naming mechanism (*first initial, full last name, last four digits of the person's social security #*)
- Instruct the employee how to log-on to the CDS and access assigned training. Provide them with the learner manual and give them information related to the steps they need to take to complete the courses (Appendix A).
- Assign online *NJ Pre-Service Training: Overview of Developmental Disabilities* and/or *NJ Pre-Service Training: Preventing Abuse and Neglect* by navigating through the following:
  - o "eLearning" – "Assign Training To" – "Individuals"
  - o "Select Learner"
  - o Type the employee's last name --- Click "Search"
  - o Select the correct employee using the drop-down – Click "Select Learner"
  - o Click "E-Learning Assign Modules"
  - o Under "Modules Available to Everyone" select the following:
    - NJ Pre-Service – Overview of Developmental Disabilities
    - NJ Pre-Service – Prevention of Abuse and Neglect
  - o Click "Assign Now" to assign the course immediately.

### ***Testing Procedures:***

#### **Required:**

Employees must successfully complete the post-test for each lesson in the course. The course will not be marked as complete until the employee passes the test with at least an 80% score. If the staff person fails to pass the test within 3 attempts, they must be sent to classroom Pre-Service training conducted by a Lead or Non-Lead agency trainer.

#### **Optional:**

An agency may opt to verify the identity of the employee completing the test by requiring that the test be completed at an agency location with witness verification. A form has been provided for agencies (Appendix F) that would like this additional assurance. If an agency requires this of their staff they need to make certain that staff know they should not take the test without agency verification because it will not count.

### ***Course Completion Status on Staff CDS Transcript:***

All of the lessons found in the module must be completed successfully. The employee's CDS transcript will show a green checkmark for each of the lessons completed successfully and a red X for those that have not. Agencies should review their employees' CDS transcripts to ensure completion. Agency CDS Administrators have the access needed to view and print CDS transcripts. Employees also have the capability to view and print their own transcripts.

### **AGENCY COMPETENCY-BASED FOLLOW-UP**

Regardless of modality, training alone does not build competency in staff. Organizational follow-up is important to reinforce learning and emphasize ways that the information provided can be used on the job. Agency follow-up is not aimed at being punitive in nature nor is it designed to be another test. The role of follow-up is twofold. First it helps ensure the identity of the person completing the course through the demonstration of knowledge about material presented in the course. Second, follow-up helps employees build connection between what was learned in the training and their day to day work.

When using the CDS to meet Pre-Service Training requirements, agencies are required to conduct follow-up procedures as outlined in this guide. Full details on how this can be completed can be found in the *"Supervisor Facilitated Follow-up Guide"* (Appendix B). It is recommended that follow-up facilitators are educated on how to conduct these tasks in an effective manner. A webinar is available on the Boggs Center website on how to facilitate this follow-up.

If a new employee's CDS transcript shows that s/he has successfully completed the NJ Pre-Service Training through the CDS courses while employed at another agency, the current agency needs to complete the follow-up procedures as outlined in this guide.

### ***Follow-Up Requirements:***

- The person facilitating the follow-up procedures must hold a supervisory, administrative, or training role within the agency.

- The facilitator must have successfully completed each of the Pre-Service Trainings found in the College of Direct Support.
- The facilitator must discuss the required number of competency-based discussion topics with the employee using the discussion guides (Appendices C & D)
- Follow-up *must* be conducted within 30 business days of course completion or hire date if the courses were completed with a previous employer. In effort to give employees the opportunity to discuss the topic close to when they took the course, it is recommended that the follow-up be conducted within 2 weeks of course completion.
- Completion of follow-up must be verified using the required Agency Follow-Up Form(s) (Appendix E)

One of the following procedures may be used to meet the follow-up requirement:

***Option 1: Trainer Facilitated Seminar***

- Trainer facilitates discussion with employee(s) that completed the CDS training using Follow-up Discussion Guides (Appendices C & D) designed to address concepts taught in the training.
- The goal of the trainer is to engage all and evaluate competency in the required number of topics based on the answer key.
- The trainer must document successful completion using the Agency Follow-Up Form(s) (Appendix E).
- If a trainer does not believe an employee to *reasonably understand* the content due to unresponsiveness or discussion that is overly inconsistent with course content/answer key they must meet with the person following the session to address competency further.
- If determined that staff did not understand the content, the agency must send the person to classroom Pre-Service training conducted by lead/non-lead trainers.

***Option 2: Supervisor Facilitated Discussion***

- A useful Supervisor Facilitated Follow-up Discussion Guide can be found in Appendix B. Agencies are strongly encouraged to provide this to any supervisors that will be facilitating follow-up discussion.
- Use Follow-up Discussion Guides (Appendices C & D) to engage the DSP(s) in conversation about the required number of topics for each course.
- The supervisor must document successful completion using the Agency Follow-Up Form(s) (Appendix E).
- If determined through the Pre-Service follow-up process that the staff did not *reasonably understand* the content, the agency must determine a method for remediation (i.e. attendance at classroom training with Pre-Service follow-up process).

## **MAINTAINING PRE-SERVICE TRAINING & FOLLOW-UP RECORDS**

The following information describes what organizations need to have in order to meet DDD training requirements and adhere to licensing standards.

### **Training:**

Training completion information is automatically recorded on the employee's transcript found in the College of Direct Support. Upon licensing review or Day Program/Supported Employment compliance reviews, the inspector may request to see employee transcripts. The CDS Agency Administrator must be available to show them these in accordance with NJAC 10:44A-2.7(a) and/or Adult Day Service and Supported Employment Standards Manual.

### **Test Identity Verification:**

If an agency opts to verify the identity of the employee taking the test as described above, it is recommended that they use the Test Sign-Off Form (Appendix F) and maintain this in the employee's personnel file.

### **Follow-Up Procedure Form:**

If follow-up procedures are not facilitated by the employee's supervisor, a copy shall be provided to him/her. The follow-up checklist must be maintained in the employee's personnel file in accordance with NJAC 10:44A-2.7(d)3 and/or Adult Day Service and Supported Employment Standards Manual.

### **FOR ADDITIONAL INFORMATION:**

Information Sessions will be provided across the state. A calendar of these events as well as additional information related to using the College of Direct Support can be found at:

[www.nj.gov/ddd/DSPWD](http://www.nj.gov/ddd/DSPWD)

Workshops and/or webinars for supervisors and others on effective ways to facilitate competency-based training follow-up can be found by going to:

<http://rwjms.umdni.edu/boggscenter/>

# Appendix A

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## Completing Pre-Service Training using the College of Direct Support Employee Instructions

*A full CDS learner guide with detailed screenshots can be found at  
[www.nj.gov/ddd/DSPWD](http://www.nj.gov/ddd/DSPWD) - Click "Information for DSPs"*

### **Taking the Course Online:**

One of the benefits of online learning is that people can complete coursework at their own pace in an environment that is comfortable. To achieve the best results you should complete training in an environment that encourages learning. This includes a place where you are not performing additional tasks, it is quiet, there are few distractions, etc...

Follow these simple steps to take each lesson.

1. Log on to the College of Direct Support by going to:

<http://www.collegeofdirectsupport.com/embcenter>

User ID: First initial, Full Last Name, Last 4 digits of your Social Security number (e.g. *jdoe3456*)

Password: hello

2. Click the "View" button next to "My E-learning Lessons."
3. Click the "E-Learning by Module" tab.
4. Click the hyperlinked title of the lesson to take the course.
  - a. Take a Pre-Test.
  - b. After completing the Pre-Test, click the "Personal Page" tab on the top of the screen.
  - c. Click the hyperlinked title of the course to view the lesson.
5. Some agencies require that the post-test be taken onsite with an agency witness, if so follow your agency's procedures.
6. Completing the Test:
  - a. After completing the course, click the "Test" button in the upper right corner of the last page of the lesson.
  - b. If taking the test at a later time, follow steps 1 – 3 and click the "Test" button beside the lesson you would like to complete.
  - c. To complete the test linked to "PAN Lesson 5: New Jersey Policy, Procedure, and Information you need to return to your "personal page" and click the "test" button.
7. You must complete every lesson found within the module you were assigned in order to meet training requirements. The full list of lessons by Pre-Service module is on the next page.

### **Completing Follow-up Procedures:**

Upon completion of the lessons you will be required to have a discussion with your supervisor or other person designated by your agency to make sure you understand the content and can share ideas for how you can use the information on the job. Once you have finished this task you will be asked to sign a form stating that you've completed the follow-up.



# Appendix A

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## **Required Lessons by Pre-Service Course:**

Use the following lists to make sure you've completed all the required lessons. These lessons will be assigned to you by your employing agency. Completed lessons will display a completed date in "My eLearning Lessons" and will show a green checkmark in "My Transcript – All Training." Lessons that have not been completed will not show a date and will display a red x on your transcript. It is important that you complete the lesson prior to conducting the related follow-up discussion.

### **NJ Pre-Service: Overview of Developmental Disabilities**

**DIRECT SUPPORT PROFESSIONALISM: Becoming a Direct Support Professional**

**INTRODUCTION TO DEVELOPMENTAL DISABILITIES: The Language and Ideas of Best Practice**

**INTRODUCTION TO DEVELOPMENTAL DISABILITIES: Terminology and Classification**

**INTRODUCTION TO DEVELOPMENTAL DISABILITIES: Causes of Developmental Disabilities**

**INTRODUCTION TO DEVELOPMENTAL DISABILITIES: Services for People with Disabilities**

**INDIVIDUAL RIGHTS AND CHOICES: Overview of Individual Rights**

**INDIVIDUAL RIGHTS AND CHOICES: Your Role in Supporting Expression of Rights and Facilitating Choice-Making**

**YOU'VE GOT A FRIEND: The Importance of Relationships**

**EVERYONE CAN COMMUNICATE: The Role of the Direct Support Professional as a Communication Partner**

### **NJ Pre-Service: Preventing Abuse & Neglect**

**MALTREATMENT - PREVENTION AND RESPONSE: The Direct Support Professional Role**

**MALTREATMENT - PREVENTION AND RESPONSE: What is Maltreatment?**

**MALTREATMENT - PREVENTION AND RESPONSE: What is Abuse?**

**MALTREATMENT - PREVENTION AND RESPONSE: What is Neglect?**

**MALTREATMENT - PREVENTION AND RESPONSE: What is Exploitation?**

**MALTREATMENT - PREVENTION AND RESPONSE: Balancing Rights with Protection**

**MALTREATMENT - PREVENTION AND RESPONSE: The Ethical Role of the DSP**

**MALTREATMENT - PREVENTION AND RESPONSE: An Overview of Risks for Maltreatment**

**MALTREATMENT - PREVENTION AND RESPONSE: Characteristics of Caregivers that Affect Risk**

**MALTREATMENT - PREVENTION AND RESPONSE: Characteristics of Situations that Increase Risk**

**MALTREATMENT - PREVENTION AND RESPONSE: Characteristics of People Supported that Affect Risk**

**MALTREATMENT - PREVENTION AND RESPONSE: Reducing Caregiver Risk of Maltreating**

**MALTREATMENT - PREVENTION AND RESPONSE: Engaging and Supporting Protective Factors in Individuals**

**MALTREATMENT - PREVENTION AND RESPONSE: The Role of Documentation and Systems in Prevention**

**MALTREATMENT - PREVENTION AND RESPONSE: Engaging and Supporting Protective Factors in Organizations and Communities**

**NEW JERSEY: Policy, Procedure, and Information**

**COLLEGE OF DIRECT SUPPORT  
PRE-SERVICE TRAINING**

**SUPERVISOR FACILITATED  
FOLLOW-UP DISCUSSION GUIDE**

**October 2013  
2<sup>nd</sup> Edition**

## **OVERVIEW**

### **Agency Competency-Based Follow-up:**

Regardless of modality, training alone does not build competency in staff. Organizational follow-up is important to reinforce learning and emphasize ways that the information provided can be used on the job. Agency follow-up is not aimed at being punitive in nature nor is it designed to be another test. The role of follow-up is twofold. First, it helps ensure the identity of the person completing the course through the demonstration of knowledge about material presented in the course. Second, follow-up helps employees build connection between what was learned in training and the day-to-day work.

When using the CDS to meet Pre-Service Training requirements, agencies must conduct follow-up procedures as outlined in this guide. It is recommended that follow-up facilitators are educated on how to conduct these tasks in an effective manner.

If a new employee's CDS transcript shows that s/he has successfully completed the NJ Pre-Service Training through the CDS courses while employed at another agency, the current agency needs to complete the follow-up procedures as outlined in this guide.

### ***Follow-Up Requirements:***

- The person facilitating the follow-up procedures must hold a supervisory, administrative, or training role within the agency.
- The facilitator must have successfully completed each of the Pre-Service Trainings found in the College of Direct Support.
- The facilitator must discuss a *minimum* of four (4) competency-based discussion topics with the employee for *each* lesson in Overview of DD and all of the discussion topics for Preventing Abuse and Neglect using the discussion guides (Appendices C & D).
- Follow-up *must* be conducted within 30 business days of course completion or hire date if the courses were completed with a previous employer. In effort to give employees the opportunity to discuss the topic close to when they took the course, it is *recommended* that the follow-up be conducted within 2 weeks of course completion.
- Completion of follow-up must be verified using the forms (Appendix E).

## **SUPERVISOR FACILITATED DISCUSSION**

Supervisor facilitated discussion is one method agencies may use to meet the Pre-Service follow-up requirement. Basic instructions for completion are as follows:

- Use Follow-up Discussion Guides to engage the DSP in conversation about the required number of topics listed for each course. These guides are found in Appendices C & D.
- The supervisor must document successful completion using the Agency Follow-up Form (Appendix E).
- If determined through the Pre-Service follow-up process that the staff did not *reasonably understand* the content, the agency must determine a method for remediation (i.e. attendance at classroom training with Pre-Service follow-up process).

The pages that follow will assist supervisors in conducting effective follow-up.

## Using the Discussion Guide:

You shall be provided with a series of discussion topics and an “answer key” of staff responses (Appendices C & D). Instructions for completion are as follows:

*“Use the information found in the discussion guide(s) to facilitate a discussion with the employee(s) that recently completed NJ Pre-Service Overview of Developmental Disabilities and or Preventing Abuse and Neglect through the College of Direct Support. Engage the employee in a discussion of at least four (4) topics for each lesson within Overview of DD and in ALL the topics within Preventing Abuse & Neglect, and mark successful completion using the required form. Throughout your discussion the DSP should demonstrate awareness of the text in italics. As a facilitator you should reinforce how these concepts apply to where you work and the people you support.”*

The following steps should be useful in helping you to conduct the follow-up:

### **A. Determine when and where you will conduct the follow-up. It should take approximately 15-20 minutes to cover the 4 discussion topics for each lesson.**

#### **Where:**

Conducting the “on-the-clock” follow-up can happen in a variety of ways. You can:

- Complete by scheduling time for discussion when other work tasks aren’t being done.
- Have a discussion during a formal supervisory meeting.
- Complete informally when you and the staff person have a free moment.
- Discuss as a group (i.e. during a staff meeting or other scheduled time) if you have multiple new staff (or staff that need a refresher).

#### **When:**

You may also opt to conduct the follow-up all at once or over a few days. Keep in mind that although the follow-up must be completed within 30 days of the coursework being finished, it is recommended that you complete it as close to when the employee finished each lesson as possible.

- Have the discussion after the employee completes a lesson (This will result in multiple 15 minute sessions).
- Conduct the follow-up after the staff person completes the entire course.
  - o Schedule 1 long meeting (2+ hours for Overview of DD ; 1+ hour for Preventing Abuse & Neglect).
  - o Schedule a few shorter meetings to cover all the required discussion.

### **B. Make sure the employee has completed the College of Direct Support training you will be discussing. You may verify this by:**

- Asking the employee to share his/her CDS transcript.
- Contacting your agency’s CDS Administrator.

### **C. Select at least 4 topics for each lesson that you’d like to discuss with the staff person and have the discussion.**

#### **1. Start the discussion:**

The discussion topics are phrased as questions so that you can simply read them to the employee. An “answer key” of response suggestions is provided in italics to help you

determine if the employee understood the content. Keep in mind that this “answer key” is to be used as a guide for you and it is not expected that the employee answer with everything or exactly as written. The goal is for you to make a **reasonable determination** that the employee 1) completed the coursework him/herself and 2) understood the content and can relate the information to the job they do.

The following table shows some **examples** that can help you to determine this.

From Discussion Guide	Reasonable Response Examples
<p><b>How can you demonstrate professionalism at work?</b></p> <p><i>Skill Development</i> - Working hard to build the skills necessary to be good and effective at what you do;</p> <p><i>Ethical Practice</i> - Modeling the values and ethics shared by others who are competent, ethical, and successful in their jobs;</p> <p><i>Knowledge Acquisition</i> - Seeking the knowledge you need to excel by learning everything you can about your work and how to do it well.</p>	<p><i>Working hard and being respectful.</i></p> <p>Or</p> <p><i>Being a good role model and taking training.</i></p> <p>Or</p> <p><i>Practicing ethics and being dedicated.</i></p> <p><i>Other responses are acceptable if they address concepts described in the “answer key” with reasonable accuracy.</i></p>
<p><b>How is classification used? What are limitations of using classifications and diagnosis labels?</b></p> <p><i>Classification in developmental disabilities is used for a number of reasons including:</i></p> <ul style="list-style-type: none"> <li>• <i>Deciding <b>who</b> is able to use services.</i></li> <li>• <i>Deciding and approving the <b>types</b> of services the person can use.</i></li> <li>• <i>Deciding and approving the <b>amounts</b> of services the person can use.</i></li> <li>• <i><b>Assigning</b> people to service programs.</i></li> <li>• <i><b>Dividing people with Intellectual disabilities into more categories.</b></i></li> </ul> <p><i>Limits of classifications and diagnosis labels include:</i></p> <ul style="list-style-type: none"> <li>• <i>Classifications are not helpful in understanding people as individuals. Classifications are labels. They can make it easy to forget there is a person behind the label.</i></li> <li>• <i>Just because you know a label for someone, doesn't mean you know what that person is like. Two people may share the same condition but not be alike in any other way. One may be outgoing and one may be shy. Labels don't tell the whole story.</i></li> </ul> <p><i>It is important as a direct support professional to get to know the person. Spend time with them. Learn about what is important to them. Labels are about gaining services in a system. They do not define strengths and hopes.</i></p>	<p><i>Classification is used for services. Classification and/or diagnosis labels people. A label doesn't describe who the person is.</i></p> <p>Or</p> <p><i>Classification is used for eligibility and funding. We still need to get to know the person even if they have a label.</i></p> <p><i>Other responses are acceptable if they address concepts described in the “answer key” with reasonable accuracy.</i></p>

## 2. Prompt for more detail (*as needed*):

Sometimes an employee may struggle with a response because they did not understand the question, need time to collect their thoughts, or did not give enough of a response for you to determine if they understood the material. In these cases it is appropriate to give prompts needed to engage the employee. This may include:

- Give enough wait time. Be comfortable with silence. Count to 5 to yourself to allow the person enough time to respond.
- Rephrase the question.  
Example:  
You initially asked: "How can you demonstrate professionalism at work?"  
Rephrase to ask: "What can you do to show you're a professional?" Or  
"What do professionals do?"
- Break the topic down.  
Example:  
The discussion topic reads:  
"Describe what neglect is and discuss some signs and examples. Discuss the procedures to follow if neglect is suspected."  
  
Instead of reading as written, ask each separately: "Describe Neglect?"  
*Employee Response.* "What could be a sign of neglect?" *Employee Response.*  
"What must you do if you suspect neglect?" *Employee Response.* Etc....
- Prompt for a response.  
Sometimes people need a little extra assistance in coming up with the answer. In these cases you may want to use your knowledge of the course to elicit a response.  
Examples:  
The person struggles with the question focused around defining the type of abuse.  
You may say: "Remember the video about the institution in Texas? What kind of abuse was displayed? Why was it considered abuse?"  
  
You may also want to prompt by asking the person to give an example first.  
"Describe what verbal abuse may look like. Why would it be considered abuse?"
- Ask for more information.  
Example:  
The person responds to "What are strategies caregivers/supporters can use to prevent burnout?" by saying, "Get enough sleep."  
You may say: "That's great. What are some other things you may do?" or "Good idea. Who can you go to if you are feeling stressed?" etc...

### 3. Reinforce concepts that the employee did not address:

The employee is not expected to give a response that addresses everything found in the “answer key” exactly. Once the employee gives his/her response make sure to discuss information that s/he might have missed.

### 4. Relate the material to the job they do/people they support:

An important aspect of competency development is relating learning to the work people do every day. This helps employees take steps to move information from knowledge to practice. Once an employee demonstrates knowledge in a topic, you are encouraged to discuss how they can use this information on the job site. This can be done by:

- Relating the information to a person/people using supports.

Examples:

After discussing professionalism you say, “Is there any training you’d like to pursue to enhance your professionalism? I’ve had staff take these courses ---- and they’ve found them to be very useful.”

Or

After discussing the limitations of diagnosis and classification, you say, “Bob and Jim, are both diagnosed with Autism. Even though they have the same diagnosis, they are very different and each has things they enjoy doing. For instance, Jim loves to play board games. Bob would rather watch game shows. Bob does not like eating foods with a pudding-like texture, but Jim will eat pretty much anything. What have you learned about Bob and Jim since you’ve been here?”

### 5. Use Case Studies:

The follow-up discussion topics for NJ Pre-Service: Preventing Abuse and Neglect - Lesson 5: New Jersey Policy, Procedure, and Information include a selection of case studies. In order to complete this you should share the case study with the employee by either reading it to them or providing them with a copy to read. The case studies were designed for you to have a conversation with the employee. In order to address these you should:

- Use the questions found with the case studies to guide your conversation.
- Ask the employee to describe the action that could be considered to be abuse, neglect, or exploitation. Prompt them to name the form of abuse.
- Use the “answer key” to elaborate on the employee’s responses as needed. (e.g. the employee identifies abuse, but if neglect also took place you should explain why).

Note: Some of the examples contain multiple actions considered to be abuse, neglect, and/or exploitation. As with the other discussion topics, the employee is expected to demonstrate reasonable understanding. The employee is not expected to give a response that addresses everything found in the “answer key.”

**6. You are not able to reasonably determine that the employee understood the topic:**

There may be some instances when the employee isn't able to respond and/or did not demonstrate sufficient knowledge. In these cases you may:

- Move onto another topic and come back to it. Further discussion may trigger the employee's memory.
- Select another topic to replace it. This is only a possibility if there are more than 4 topics provided as the person must successfully demonstrate knowledge in at least 4 topic areas per lesson.

If the person is unable to demonstrate *reasonable understanding* the content in 4 of the provided discussion topics for each lesson within a course, they ***will not*** be considered as successfully completing the Pre-Service Training requirements. In these cases, the employee must be registered for and complete classroom Pre-Service Training as offered by a Lead or Non-Lead trainer. Contact the person at your agency who registers staff for training to make sure they are registered and completed within 120 days of being employed.

**D. Conducting follow-up with multiple staff.**

If you have multiple new staff and/or have new staff and seasoned staff that need a refresher, conducting the follow-up as a group is a possibility. You should follow the instructions outlined in C (above) and be sure to address the number of topics required.

When working as a group you must:

- Make sure that **ALL** staff that need to meet their Pre-Service Training requirement contribute to the conversation equally. You may do this by making sure each contributes to each question or each contributes to an equal number of questions through responses, examples, or idea sharing.
- Complete an **Agency On-the- Job Competency Sign-Off Form** for each of the employees that took the CDS course to meet their Pre-Service Training requirement.
- Ensure that if an employee is unable to demonstrate knowledge during the follow-up discussion, they must be registered for and successfully complete classroom Pre-Service Training as described in C-6 (above) and as outlined in Requirements & Procedures for Using the CDS to meet Pre-Service Training requirements.

**COMPLETING THE AGENCY ON-THE-JOB COMPETENCY SIGN-OFF FORM**

Upon successful completion of follow-up, you must complete the Agency Follow-up Forms (Appendix E). You may keep a copy and then make sure that the appropriate agency personnel (e.g. personnel dept., human resources, training dept., etc...) receive a copy. The Follow-up checklist must be maintained in the employee's personnel file in accordance with NJAC 10:44A-2.7(d)3 and/or Adult Day Service and Supported Employment Standards Manual.

If the employee ***did not*** successfully demonstrate *reasonable understanding* of the content in the required number of topics, check the appropriate box. In these cases, the employee will be required to attend a classroom Pre-Service Training. You must contact the appropriate person to register the employee in training.



**TRAINING ON EFFECTIVE TRAINING FOLLOW-UP:**

Workshops and/or webinars for supervisors on effective ways to facilitate competency-based training follow-up can be found by going to: <http://rwjms.umdj.edu/boggscenter/>

**NJ PRE-SERVICE:  
OVERVIEW OF DEVELOPMENTAL DISABILITIES**

**REQUIRED FOLLOW-UP  
DISCUSSION TOPICS**

**For Use with Staff Completing Pre-Service Training  
through the College of Direct Support**

**October 2013**

## **NJ PRE-SERVICE: OVERVIEW OF DEVELOPMENTAL DISABILITIES FOLLOW-UP DISCUSSION TOPICS**

**Instructions:** Use the following information to facilitate a discussion with the employee(s) that recently completed NJ Pre-Service Overview of Developmental Disabilities through the College of Direct Support. Use the questions/statements in bold to engage the employee in a discussion of at least four (4) topics in each lesson and mark successful completion using the required form. Throughout your discussion the DSP should demonstrate awareness of the text in italics. As a facilitator you should reinforce how these concepts apply to where you work and the people you support.

### **INTRODUCTION TO DEVELOPMENTAL DISABILITIES**

#### **LESSON 1: BECOMING A DIRECT SUPPORT PROFESSIONAL**

- 1. Describe the role of a Direct Support Professional. What are some ways you can support people to be contributing members of the community?**

*A Direct Support Professional assists the people supported to lead self-directed lives and to contribute to their community; and encourages attitudes and behaviors that enhance inclusion in the community.*

*The employee should share information on the various ways they support people in the community – shopping, voting, using various community resources (banks, post office, library, etc...), participating in inclusive community activities, going to the gym, etc...*

- 2. How can you demonstrate professionalism at work?**

*Skill Development - Working hard to build the skills necessary to be good and effective at what you do;*

*Ethical Practice - Modeling the values and ethics shared by others who are competent, ethical, and successful in their jobs;*

*Knowledge Acquisition - Seeking the knowledge you need to excel by learning everything you can about your work and how to do it well.*

- 3. What are some of the DSP values addressed in the course? How can you use these values as you provide day to day supports?**

*Individual Rights*

*Educate individuals so they can make informed decisions.*

*Listen to what people choose and support them in attaining it.*

*Self-Determination*

*Teach individuals about ways they can advocate for themselves.*

*Support individuals in achieving their goals, rather than achieving the goals for them.*

*Protection from Abuse & Harm*

*Communicate possible violations of or potential situations that may involve abuse or harm to the proper authorities and team members.*

*Teach individuals to recognize, avoid, and respond to possible abuse and harmful events.*

*Continued on next page...*

Individual Strengths

Know what a person's strengths are and build supports based around them.  
Acknowledge the person's strengths with both person and his/her support team.

Elimination of Barriers

Identify barriers that prevent people from participating in their communities.  
Develop plans with community members and those they support about ways to eliminate barriers.

Respecting self and others

Act professionally.  
Communicate issues to the appropriate people when they arise.

Physical and Emotional Well-Being

Monitor and maintain a healthy personal life.  
Balance personal and professional life, so one does not negatively affect the other.

Personal Development

Search for new and creative ways to support those for whom they work.  
Report ethical violations to supervisors immediately.

Ethical Practice

Monitor their practice to ensure it meets all ethical standards.  
Report ethical violations to supervisors immediately.

Efficiency

Use team members to discuss ways to provide support effectively to people you support.  
Manage workload and time efficiently.  
Work independently in an efficient manner.

**4. How has the focus of the role of the DSP changed over the last fifty years?**

*When people lived in institutionalized settings little emphasis was placed on teaching and support, much of the focus was simply on making sure people were clean and fed.*

*Large group living is less prevalent. Today DSPs provide more individualized supports through recognizing the person's talents, choices and preferences. DSPs provide supports to help people develop community connections and live full lives in the community.*

# INTRODUCTION TO DEVELOPMENTAL DISABILITIES

## LESSON 2: THE LANGUAGE AND IDEAS OF BEST PRACTICES

### 1. Describe the importance of using appropriate language.

*It is important to be aware of how we talk about people with disabilities. The words we choose can be helpful or harmful. They may influence how we and others think about people with developmental disabilities.*

*Using appropriate language helps us to enhance a culture of respect for people with disabilities.*

### 2. Describe what is meant by the term “Best Practice.” What are a few examples of current Best Practice?

*Best Practice can be defined as new or emerging trends in the design of services or supports, often viewed as an improvement on the way things have been done in the past.*

*Examples of current Best Practice include:*

- *Circle of Support: A group of unpaid people who help a person achieve his or her goals.*
- *Consumer-Directed: People with developmental disabilities and/or their families control the money attached to their services. This gives them more ability to get what they want and need.*
- *Deinstitutionalization: Helping people move from institutional settings to homes and avoiding the placement of people into group settings by supporting them in their own homes.*
- *Dignity of Risk: Respecting and supporting people by providing opportunities to have choices, take chances, and make and learn from mistakes.*
- *Direct Support Professional: A paid professional who has professional level skills. This person keeps his or her focus on the person and applies Best Practice.*
- *Community Inclusion: A concept that reflects the practice of sharing in community life involving at least these four aspects: (1) physical presence, where the individual actually lives in a typical community setting (house, apartment, etc.) vs. an isolated setting such as an institution or a nursing home; (2) cultural integration, where the individual exhibits locally valued lifestyles and roles (e.g., farm hand in a rural community, condominium or home owner, church or association member); (3) connections to others who are not paid as supporters. These connections include a variety of reciprocal relationships like friend, co-worker, neighbor, spouse, etc. and (4) self-determination.*
- *Community Integration: A concept of having people with disabilities live, work and recreate in the same places as people without disabilities. Being physically present in naturally occurring communities. Community integration is one part of community inclusion, in which people with disabilities interact in meaningful ways with people without disabilities, such as developing friendships, participating as co-workers, participating as members of community associations and boards, and being good neighbors. Community integration is an essential ingredient to inclusion, however, sometimes additional supports are needed to assist people with developmental disabilities fully participate as members of their communities.*

*Continued on Next Page...*

- Natural Supports: Supports which naturally occur in all people's lives. These are not usually paid services if the person does not have developmental disabilities. Some examples include companionship, a neighbor who picks up your mail when you are out of town, or a friend who helps you paint your house.
- Normalization: Experiencing conditions of everyday living that are as close as possible to the ways of life of others in society.
- Person-Centered: Knowing the person for who s/he is. This includes likes, dislikes, what the person wants out of life, the interests and skills a person has, and how the person wants to be supported if s/he is to achieve his/her goals.
- Self-Advocate: Someone who speaks for himself or herself. Some self-advocates speak in words. Some need to use actions to "speak." All self-advocates speak for themselves to tell us what they want. Some self-advocates also join groups that focus on personal and political action. They work to improve their lives and the lives of others with disabilities.
- Self-Determination : People are the main decision-makers in their own lives. It includes the attitudes and skills needed to take control over and responsibility for one's own life, and to make choices without undue external influence. Self-determination includes the ability to make things happen in one's life by applying problem-solving and decision-making skills, while understanding when assistance is needed.
- Support Coordination: A paid service which includes coordinating professional services and community resources that a person needs to achieve desired goals.
- Support Teams: A group of friends, family, and professionals that come together. They provide input and resources related to a person's goals.

### **3. Why is it important to use Best Practice in your daily work supporting people with disabilities?**

*Applying these practices helps people have opportunities for a good life. Doing this helps people to have a home, friends, family, health, happiness, love, fun, and respect.*

### **4. What does it mean to use People First Language? What are some examples of People First Language?**

*"People First Language means that you refer to the individual as a person before mentioning any disability characteristic. Examples include:*

- *A person with an intellectual disability. (NOT: An intellectually disabled person.)*
- *An employee with a developmental disability. (NOT: The developmentally disabled worker.)*
- *A friend who uses a wheelchair. (NOT: My wheelchair-bound friend.)*

## INTRODUCTION TO DEVELOPMENTAL DISABILITIES

### LESSON 3: TERMINOLOGY AND CLASSIFICATION

#### 1. What is the purpose of classification? What are some limitations of using classifications and diagnosis labels?

*Classification in developmental disabilities is used for a number of reasons including:*

- *Deciding who is able to use services.*
- *Deciding and approving the types of services the person can use.*
- *Deciding and approving the amounts of services the person can use.*
- *Assigning people to service programs.*
- *Dividing people with Intellectual disabilities into more categories.*

*Limits of classifications and diagnosis labels include:*

- *Classifications are not helpful in understanding people as individuals. Classifications are labels. They can make it easy to forget there is a person behind the label.*
- *Just because you know a label for someone, doesn't mean you know what that person is like. Two people may share the same condition but not be alike in any other way. One may be outgoing and one may be shy. Labels don't tell the whole story.*

*It is important to get to know the person. Spend time with them. Learn about what is important to them. Labels are about gaining services in a system. They do not define strengths and hopes.*

#### 2. Describe the definition of a developmental disability.

*A developmental disability is a severe, chronic disability that:*

- *stems from a mental or physical impairment or a combination of both*
- *begins any time from birth through age 22*
- *is likely to be lifelong*
- *results in substantial limitations in (3 or more of the following):*
  - *self-care*
  - *communication*
  - *learning*
  - *mobility*
  - *ability to live or work independently*
- *may require long-term specialized or individualized services.*

*Children can be classified as having a developmental disability. They must show signs of delays that indicate they will have these problems when they get older.*

#### 3. What's the difference between an intellectual and a developmental disability?

*Intellectual disabilities are the most common cause of developmental disabilities. However, not everyone with an intellectual disability has a developmental disability. You should not assume that everyone with a developmental disability has an intellectual disability.*

**4. Why is the term “intellectual disability” preferred over the term “mental retardation?”**

*Mental retardation is a term that is disliked by many self-advocates and professionals. The word stigmatizes people. This means when people hear the word, they think badly of the person. Some people like the term "intellectual disabilities."*

**5. Describe the various levels of supports people may need. Discuss why it is important to recognize and not limit individual choice, activities and hopes based on support need.**

- *Intermittent Support is support provided only when needed, usually just at special times in one's life.*
- *Limited Support is support that is time limited or ongoing but only for specific activities.*
- *Extensive Support is regular ongoing support across a range of life activities.*
- *Pervasive Support is highly intense, constant direct support in all of life activities.*

*All people regardless of support needs have the right to choice, to participate in activities and to be supported in ways that meet their wants and needs.*



## INTRODUCTION TO DEVELOPMENTAL DISABILITIES

### LESSON 4: CAUSES OF DEVELOPMENTAL DISABILITIES

#### 1. Describe some possible ways to provide an enriched environment to individuals.

*Providing enriched environments includes predictable schedules, nutritious food, daily activity where social skills, behavior management, language and healthy physical development are encouraged.*

#### 2. Why is it important to use a Holistic Approach and how can you accomplish this?

- *Getting to know people and their families and friends is key approach to support holistically.*
- *The focus should not be on interventions for condition only but rather understanding each person's hopes, needs, and goals.*

#### 3. When is knowing about a person's diagnosis useful to providing support, services, and safety precautions that meet each person's needs?

*Understanding people's diagnosis may help you:*

- *Understand or plan for changes in health and well-being. For example, knowing that people with Down Syndrome are more likely to have early onset of Alzheimer's disease, can help you be alert for symptoms. This may lead to early intervention and support.*
- *Understand safety or behavioral needs common to people with these conditions. For example, some people with autism may have no way to tell you that they are confused or frustrated. Knowing a person has autism can help you stay calm and focused.*
- *Understand tools such as physical therapy or special diets to keep people healthy and improve their lives. For example, people with PKU disease can have serious problems if they do not avoid certain foods.*

#### 4. How would you get additional information (using a variety of resources: online, printed information or knowledgeable professionals) to learn about conditions/diagnosis and current Best Practice related to people you support?

- *Sites that specialize in disabilities.*
- *Utilizing current and established resources.*

## INTRODUCTION TO DEVELOPMENTAL DISABILITIES

### LESSON 5: SERVICES FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

#### 1. What are examples of, and differences between, services and supports?

*Services are organized, professional, paid assistance to people.*

- *John lives in a group home and a staff member drives him to an appointment with his doctor.*
- *Mary wants to find a job and a vocational program helps her find one.*
- *Jose has a job at a restaurant and a job coach comes every day to teach him how to do the things that his job demands.*

*Supports are things that help people meet their needs and goals.*

- *John lives in a group home and his brother picks him up and drives him to see his doctor.*
- *Mary wants to find a job and her aunt finds her a job in her office.*
- *Jose has a restaurant and his co-workers train him in and remind him of what he needs to do.*

#### 2. Describe what Specialized and Generic Services are? Which type of services are most effective at providing opportunities for inclusion, relationships, and enhanced community capacity?

*Specialized Services are designed for people with disabilities:*

- *Job program trains people with disabilities.*
- *A transportation services picks up people with disabilities in specialized vans.*
- *A university dental program has clinic hours only for people with developmental disabilities once a week.*

*Generic Services are offered to all people in a community:*

- *A state employment agency helps people find jobs.*
- *A city bus picks up the people who are waiting at the bus stop.*
- *A neighborhood dentist treats all people who call for an appointment.*

*Using generic services lets people with disabilities spend time with other members of the community. This can promote relationships. Use of generic services can also save money. These services cost less per person than specialized services.*

**3. What are some major sources of public funding for services and the expectations of publicly funded services?**

- *Federal taxpayer dollars.*
- *State and local tax dollars.*
- *A person's own money.*
- *Scholarships and donations.*
- *Many services are paid for by taxes. If so, they are monitored. Money must be used for only approved expenses.*

**4. Who is involved in the development of a service plan (such as an IEP, IHP, IPP, or IFSP) for the person being supported? What is the role of a Direct Support Professional in planning?**

- *Support teams may include a variety of people. They should always include the person receiving support. They may also include family members and friends. Direct support professionals can contribute a lot to service teams. It is best when teams are made up of people who know the person well. It's important that they communicate well with each other. It also can be helpful to have professionals on the team who know about the person's condition.*
- *Support teams should try to plan and communicate with each other well. This can be especially important when a person receiving services cannot communicate clearly. This can also be important when a person needs special medical or behavioral supports. Support teams who do not communicate well may make things worse for the person, not better.*
- *DSPs play an important role in documenting and sharing critical information as well as advocating for the person and his/her needs.*

**5. What are some of the services available for people with developmental disabilities?**

- *Service Coordination*
- *Residential Services*
- *Vocational or Employment Services*
- *Educational Services*
- *Family Support or "In-Home" Services*

*There are also Health Services and Other Services that are very specialized or short-term. They are also available to people with developmental disabilities.*

**6. What are some ways person-centered services and consumer-directed supports help focus on meeting people's diverse needs in culturally competent ways?**

*Person-centered services:*

- *Recognize that each person is a human being with basic rights.*
- *Respect the personal interests and goals of people, including where they want to live.*
- *Engage people in work and activities that are satisfying to them.*
- *Encourage enjoyable social and recreational lives.*
- *Make sure that families get the help they need to care for members with developmental disabilities*

*Consumer-directed supports are a way to give a person more control over the services he or she receives. In the past, the money would have gone directly to a service agency. In consumer-directed supports, funds flow to the individual or family. They use the money to purchase services that best meet the needs of the individual.*

## INDIVIDUAL RIGHTS AND CHOICE

### LESSON 1: OVERVIEW OF INDIVIDUAL RIGHTS

#### 1. What is the Bill of Rights? How could you explain these rights to the people you support?

*The Bill Of Rights is the first ten amendments of the U.S. Constitution and all people have these rights of citizens of the United States.*

*Explain by:*

- *Reading the Bill of Rights to the person*
- *Using pictures or other visual aids*
- *Using the communication system that works best for the person (e.g., sign language, gestures, communication devices)*
- *Completing role plays and physical demonstration of rights*

#### 2. When should you share information with the people you support about their treatment?

*When there is a change in supports or treatment. People have a right to be informed of their health status, developmental, and behavioral status along with the treatment or programs related to that specific status. This includes the right to be informed of any risks involved with this treatment.*

#### 3. How can you support people to exercise their own rights?

- *Encourage the individual they support to speak up and voice their opinions.*
- *Educate the individual they support about their rights and let them know about the actions the agency will take to ensure that their rights are protected.*

#### 4. When do the individuals you support have the right to personal privacy?

*People have a right to personal privacy, including during personal care, and confidentiality of information concerning them. This means people have a right to privacy when bathing, dressing, using the rest room, taking medications or receiving treatments etc... It also means people have a right to have their records and information about them remain confidential.*

## 5. What are some common rights?

- *Information concerning rights*
- *Information concerning changes in status or treatment*
- *Exercise of individual rights*
- *Management of personal finances*
- *Freedom from abuse*
- *Freedom from restraints*
- *Personal privacy*
- *Payment for work*
- *Freedom of association*
- *Use of the telephone/Private communication*
- *Freedom of participation*
- *Personal possessions*
- *Marriage and Personal Relationships*
- *Alternative living arrangements*
- *Practice of religion*

## INDIVIDUAL RIGHTS & CHOICE

### **LESSON 4: YOUR ROLE IN SUPPORTING EXPRESSION OF RIGHTS AND FACILITATING CHOICE-MAKING**

#### **1. Describe some teachable moments related to rights.**

- *When people's rights are not being expressed.*
- *When there are barriers to the expression of their rights.*
- *When one witnesses another person's rights being restricted.*
- *When one witnesses another person who is expressing their rights.*

#### **2. Describe the steps of the Choice-Making Process.**

##### *The Choice-Making Process*

- *Identify a situation where a choice is involved.*
- *Gather the information about the situation.*
- *Identify the options.*
- *Identify the consequences of each option.*
- *Choose the preferred option.*
- *Act on the decision.*
- *Evaluate the outcome for use in a similar situation in the future.*

#### **3. Describe how you can offer choices and facilitate choice-making in the lives of people you support.**

- *Identify possible choices throughout each day.*
- *Don't assume you know what a person wants to do.*
- *Brainstorm with the people you support about different options in their lives.*
- *Get to know the people you support.*
- *Be creative in finding new ways to communicate with the people you support (facial expressions, adapted sign language, adaptive technology, body language).*
- *Don't be afraid of misinterpreting someone's choice, you can try again next time, it's better to have tried to understand than to just assume you know.*

#### **4. What are some ways you can support people to develop new options and opportunities in their own lives?**

- *Teaching individuals about their rights, responsibilities and about choice-making steps can be done through formal teaching and through teachable moments.*
- *Through formal training, such as community workshops, advocacy agency workshops and individual organized training sessions.*

**5. Describe ways to model responsible behavior for the people you support in exercising their own rights and allowing others to exercise their rights.**

- *Teach individuals self-advocacy skills.*
- *Know yourself.*
- *Have good self esteem.*
- *Have a support system.*
- *Know how to access community services.*
- *Develop communication skills.*
- *Use determination, independence, and perseverance.*

**6. What are some conflict management skills you can use to teach individuals receiving supports how to act responsibly to ensure that everyone has the opportunity to exercise their rights?**

- *Taking turns when speaking out at public events*
- *Coming to a compromise with others on when and how long each person uses the phone*
- *Allowing a roommate to have privacy as well*



# YOU'VE GOT A FRIEND: SUPPORTING FAMILY CONNECTIONS, FRIENDS, LOVE, AND THE PURSUIT OF HAPPINESS

## LESSON 1: THE IMPORTANCE OF RELATIONSHIPS

### 1. Describe some benefits of having a variety of relationships.

*Relationships improve the quality of our lives in a number of ways such as:*

- *Improving our mental and physical health.*
- *Providing us with new opportunities and experiences.*
- *Supporting us in times of hardship.*
- *Enhancing self-esteem (feeling valuable and needed).*
- *Being connected to others means people are less vulnerable to ongoing abusive situations; experience consistency and security;*
- *They have better self-esteem, better health, and more opportunities in life.*
- *People who are bonded to others and valued by people have better lives, regardless of individual abilities and needs.*

### 2. Describe the three main types of relationships a person has.

***Paid Services:*** *These would include anyone paid to provide a service to you. These relationships typically have very specific purposes, roles, and boundaries. Because of the defined purpose of the relationship, it is not necessarily important that the people involved in these relationships share the same values, beliefs, or interests. Despite the generally limited commitment to each other, people who develop relationships with paid service providers experience benefits. For example, a regular customer at a restaurant, bar, or store, can often expect to be treated better than a new customer.*

***Family:*** *Relationships with family groups are based on personal history, cultural expectations, and law. The bonds with family can be broken; however, in general they tend to be more stable and long-term than other types of relationships, and in some cases are governed by legal requirements, regardless of personal wishes to maintain a relationship with the person (e.g., child support, alimony, visitation). Although they can be difficult at times, and despite differences in lifestyle, values, and preferences, there is often a deep-rooted sense of obligation and connection to the other members within the family group.*

***Friends and Associates:*** *These are primarily relationships of choice and ones in which our obligations are self-defined and based on desire to connect with the other person. These relationships vary widely in the level of intimacy, types of activities that are shared, time spent, and purpose of interaction. They are typically voluntary and reciprocal, meaning that both members contribute to each other's lives and are free to end or redefine the relationship at any point.*

**3. What are some benefits that can occur when you and the people being supported develop an appropriate relationship?**

- *Developing a more respectful relationship and one in which it may make it easier to honor the choices of the person being supported.*
- *Taking the opportunity to learn more about the person's dreams and aspirations and being more effective in assisting in person-centered planning and advocacy for the person.*
- *Personal care duties may be easier if you are comfortable with each other.*
- *The opportunity to do activities you enjoy doing with the person, sometimes off the clock.*
- *When the paid relationship ends, the personal relationship can continue providing both with an ongoing important relationship.*

**4. What are some possible ethical dilemmas, conflicts or risks that can occur when you and people being supported develop a close personal relationship and/or become friends?**

- *Difficulty accepting and supporting decisions that are different from the ones s/he would make for the person.*
- *Acting like s/he does "with family" and, therefore acting in ways that are not professional or acceptable in a paid support setting (i.e. teasing, yelling, refusing to talk, etc...).*
- *Experiencing burnout or being overly burdened if you spend a significant amount of time supporting the person both as part of a job and personally.*
- *If the personal relationship goes bad, it may be best if the professional relationship ends as well, but the DSP needs a job and the person may not have other options for support services.*
- *Personal care duties may be more awkward.*
- *Difficulty keeping boundaries of privacy and confidentiality regarding his/her personal lifestyle.*
- *Leaving a job resulting in ending the relationship could lead to the person being hurt, losing confidence, creating a cycle of misunderstanding about healthy boundaries and relationships.*

## EVERYONE CAN COMMUNICATE

### LESSON 5: AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

#### 1. Describe some examples of aided communication strategies.

*Aided communication strategies include:*

- *pictures.*
- *photos.*
- *picture symbols.*
- *line drawings or Blissymbols.*
- *written language.*
- *braille.*
- *communication boards or books.*
- *computers.*
- *speech generating devices*

#### 2. Describe how you can participate in augmentative and alternative communication assessments.

- *helping other members of the team understand what the individual likes and dislikes.*
- *identifying things that motivate the individual.*
- *assisting with selection of pictures, graphic symbols, and words or phrases that would be important. These are based on the individual's routine and the people in his or her life.*
- *learning about the AAC devices that are being considered. You can also let the other team members know your thoughts about how the individual could use them.*
- *helping the individual understand what is being assessed and why.*

#### 3. Describe the difference between "low tech" and "high tech" communication devices. What are some examples of each?

*"Low tech" means that no computerized technology is involved. "Low tech" examples include:*

- *eye gaze systems*
- *Letter boards*
- *Word boards*
- *Pictures boards*
- *Object boards*
- *Communication books and wallets.*

*There are many "high tech" AAC devices currently available. "High tech" AAC devices provide a lot of communication power to the eye gaze systems. Examples include:*

- *AlphaTalker*
- *Macaw 5*
- *Chatbox*
- *Tango*
- *Pathfinder*
- *DVV.*

#### **4. What is a letter board? How is it used to communicate with people you may support?**

*A letter board has all of the letters of the alphabet. It also has a few symbols. The communicator points to the letters or symbols to communicate.*

#### **5. What is a communication word board? How is it used to communicate with people you may support?**

*For someone who can read words but cannot spell, a word board might be a good way to communicate. A word board is a board made of paper, cardboard, or other durable material. The board has words on it. These words are often grouped by topic area. Most boards have commonly used words on them as well.*

*The communicator points to words to communicate with his or her partner.*

#### **6. What is a picture board? How is it used to communicate with people you may support?**

*For someone who cannot read or spell, a picture board might be a good way to communicate. A picture board has pictures on it. These pictures represent things, feelings, or other thoughts.*

*The person points to pictures to share what he or she is trying to say.*

#### **7. What role do you play in identifying and reporting malfunctions and problems with any high tech AAC device? What do you need to do to report these issues?**

*As a direct support professional, you play an important role. You need to make sure that your partner's AAC device and other technologies are available and in good working order. Otherwise your partner will not be able to communicate!*

*Here is what you need to do:*

- *A communication device may be on a wheelchair. Make sure the device is mounted correctly. This will make sure the device can go safely and effectively with your partner.*
- *Make sure the communication device or communication board is clean. If it is dirty or smelly, people may not want to get near your partner to hear what he or she has to say.*
- *Know who to call if your partner's communication device is NOT working properly. Posting this for others to see is a good idea.*
- *Report to the correct person immediately so that the device can be repaired promptly.*

## **8. What are some common communication myths?**

- *AAC is a "last ditch" effort. It should only be used when natural speech does not appear to be a possibility, even after many years of speech therapy.*
- *The individual with an AAC system will lose his motivation to speak.*
- *The individual should be instructed to use natural speech first and use the AAC system only as a backup.*
- *You need to have well developed social and cognitive skills to use an AAC approach.*
- *If a person cannot speak, they probably won't be able to understand how to use a complicated AAC device.*
- *All you have to do is take the device out of the box and all communication problems will be solved.*
- *People use AAC to replace someone's speech.*
- *Just wanting to communicate is not enough proof that an AAC system is needed.*

## **9. Describe proper etiquette techniques you should use with individuals who use AAC devices to communicate.**

- *Don't interrupt the person. It may take a little longer to communicate.*
- *Don't rush the person; allow the person to finish his/her thoughts.*
- *Make eye contact with the person.*
- *Quiet is ok, there is no need to think there is a problem, the person may simply not have something to say.*
- *It is ok to ask the person to repeat something.*
- *Pay attention to gestures, facial expressions and body language as well as the spoken word.*

**NJ PRE-SERVICE:  
PREVENTING ABUSE & NEGLECT**

**REQUIRED FOLLOW-UP  
DISCUSSION TOPICS**

**For Use with Staff Completing Pre-Service Training  
through the College of Direct Support**

**Second Edition  
October 2013**

## **NJ PRE-SERVICE: PREVENTING ABUSE & NEGLECT FOLLOW-UP DISCUSSION TOPICS**

**Instructions:** Use the following information to facilitate a discussion with the employee(s) that recently completed NJ Pre-Service Preventing Abuse and Neglect through the College of Direct Support. Use the questions/statements in bold to engage the employee in a discussion about all the topics listed below and mark successful completion using the required form. Throughout your discussion the DSP should demonstrate understanding of the text in italics. As a facilitator you should reinforce how these concepts apply to where you work and the people you support.

### **1. What is your role in preventing and responding to abuse, neglect, and/or exploitation?**

- *Know your professional responsibilities.* DSPs must understand definitions, laws, policies, and procedures.
- *Recognize the signs of risk.* Factors that may make a person more vulnerable to maltreatment include: amount of support a person needs, ability to communicate using words, lack of self-advocacy skills, few quality relationships, attitudes and beliefs of supporters, etc...
- *Prevent and reduce risk.* DSPs can examine risk factors and support the person to decrease risk and promote empowerment and positive social connections.
- *Take action when needed.* These actions may include: stop the maltreatment, Seek appropriate medical attention as needed, inform the correct agencies and people about the incident, support investigative efforts as required, and support a lasting resolution to the matter.

### **2. What is maltreatment and what are some examples. Discuss state and employer specific regulations and policies related to the definition and reporting of these types of maltreatment.**

- *Abuse, Neglect, and exploitation are types of maltreatment. The different methods of exploitation include: physical, emotional, psychological, financial, and sexual*
- *Responses to state and employer regulations and policies will vary depending on how much information has been provided to the employee.*
- *Facilitator Note: A useful way to discuss this information is to use the worksheet found on page 6 of Lesson 2: What is Maltreatment. If you'd like to do this, please print it for the employee to work off of.*

### **3. Describe what abuse is and discuss some signs and examples. Discuss the procedures to follow if abuse is suspected.**

- *Abusive acts are intentional (done on purpose). This does not mean they are always viewed as abusive by the caregiver or done for the purpose of being cruel. Types of abuse include: Physical, Verbal, Emotional/Psychological, and Sexual abuse. They are a misuse of power on the part of the caregiver. They cause or are likely to cause physical or emotional/psychological distress or harm to the person to whom care is provided.*
- *Signs of abuse may include visible physical signs like bruising, cuts, burns, STDs, rashes, etc... Other signs may be behavioral such as being withdrawn, avoidance, changes in sleeping or eating patterns, risk-taking behavior, comments made, etc...*

**4. Describe what neglect is and discuss some signs and examples. Discuss the procedures to follow if neglect is suspected.**

- *Neglect can be described as the lack of provision of food, shelter, water, expected care, or interactions in ways that are damaging or potentially damaging to the person's health, well being, and life.*
- *Signs of neglect may include: filthy, chaotic, and hazardous environment; unclean body or clothes; signs of dehydration or starvation; denying access to relationships or activities; encouraging engagement in dangerous or illegal behavior; medical issues not addressed; accidents or incidents that occur due to lack of supervision (i.e. falling, choking, hit by a car, ingesting poison, etc...)*

**5. Describe what exploitation is and discuss some signs and/or examples. Discuss the procedures to follow if exploitation is suspected.**

- *Exploitation is the misuse of a person's money, goods, or body for the benefit of a caregiver. It usually has these common factors: It is an intentional act, a misuse of power on the part of the caregiver, takes unfair advantage of a person who is being supported, and may lead to emotional, financial, legal, or other types of hardship for the person supported.*
- *Examples of sexual exploitation include: engaging in sexual acts with a person who cannot consent or who has been manipulated into consenting; watching people undress or engaging in sexual behavior without their knowledge or consent; taking pictures or videos of a person for sexual purposes; or similarly related activities. Signs may include: pregnancy, STDs, pain or itch, wetting the bed, inappropriate touching or other behavior, etc...*
- *Examples of Financial Exploitation include: Taking a person's prescription medications, Letting the person being supported buy things for you, taking money or items from the person with or without permission. Signs may include: missing money or items of value, not being able to pay bills, comments made by the person.*

**6. Describe how you can protect the rights of people you support while monitor for safety as needed?**

- *Responses may include: Use the person's individual service plan or risk assessments to understand how the person wants and needs to be supported; have a discussion with the person and/or those who care about them to determine the best way to support him/her; providing opportunities;*
- *You must never restrict a person's rights without prior approval from the appropriate people, except in situations where immediate harm may occur. Restrictions should be treated as temporary solutions with periodic review.*

**7. Describe risk factors that may contribute to the person being maltreated.**

- *Responses may include: Stressed or tired supporter; societal, supporter, or family attitudes; supporter well-being; isolation; supporter's ability to manage his/her own frustration and anger; substance abuse; lack of supporter skills or competence; challenging behaviors; person not receiving information/education that can help avoid abuse, neglect or exploitation*



## **8. How can you help you support the person to defend against predators:**

- *Responses may include:*
  - o *Encouraging the person you support to avoid isolation and dependency. Encourage community bonds. Support a variety of relationships.*
  - o *Educating the person you support and others about predators and their methods. This should be done in a way that the person can understand.*
  - o *Encouraging self-determination. Encourage assertiveness. Help the person experience choice and control.*
  - o *Keeping good records of all injuries or unusual incidents. An example would be missing medications or valuables. Document who was present when this happened. Be alert to patterns.*
  - o *Putting safeguards in place. Ask the bank to be alert to large withdrawals. Require receipts for purchases.*
  - o *Immediately report suspicious activity to the proper agencies. Do not hesitate to report again if problems continue.*

## **9. What should you keep in mind when supporting a person that exhibits challenging behaviors?**

- *Sometimes the person has experienced trauma in their life.*
- *There are strategies and methods to help reduce combativeness and can help you to be more responsive to requests. These methods can help a person learn to respond to situations without use of challenging behavior.*
- *Never impose restrictions of any sort without having specific, written permission. Make sure the procedures are reviewed by a human rights committee. Follow them exactly.*
- *Take time to get to know each person you support. Try to find places to go and activities that are not stressful and don't require the person to engage in unpleasant activities. Adapt routines so they are easier for a person to accomplish. Recognize that the person's behavior is not personal toward you.*
- *Facilitator's Note: Encourage the DSP to participate in training that can help him/her learn more about working with people with challenging behaviors.*

## **10. How can emphasis on compliance rather than advocacy and assertiveness increase risk of maltreatment? What can DSPs do to support the person to build assertiveness?**

- *It could result in the person being overly trusting and s/he may lack self-protection skills.*
- *It is better to teach needed skills rather than to protect a person too much. It is helpful to teach a person to be assertive and achieve as much as he or she can in terms of self-determination. Take time to actively listen to the person. Encourage the person you support to take the lead.*

## 11. What are strategies caregivers/supporters can use to prevent burnout?

- Responses may include:
  - o *Take care of yourself on a regular basis. This can include: taking a day off when needed; exercising; getting proper sleep; good nutrition; time to relax; daily physical activity; engaging in hobbies and interests; taking time for relationships; working on personal goals; and avoiding addictive or draining choices.*
  - o *Learn and practice methods of relaxation and tension control. Examples include meditation, and progressive relaxation.*
  - o *Take a break when you feel tension building. Engage in deep breathing or other techniques to calm yourself.*
  - o *Identify what thoughts and attitudes you bring to situations that create stress and work to address this.*
  - o *Asking for help.*

## NEW JERSEY POLICY, PROCEDURE, & DEFINITIONS

**Instructions:** The discussion items below relate to the NJ specific lesson. Use the following information to facilitate discussion with the employee(s) that recently completed NJ Pre-Service Preventing Abuse and Neglect through the College of Direct Support. Discuss each of the questions found below. Throughout your discussion the DSP should demonstrate awareness of the text in italics. As a facilitator you should reinforce how these concepts apply to where you work and the people you support.

## 12. Describe the steps you should take if you see abuse, neglect, or exploitation occurring.

*All staff must intervene if they see any type of abuse, neglect, or exploitation occurring. They should:*

- *Stop the event from happening whenever possible, such as preventing another staff from physically hurting someone, asking another staff to stop speaking in a negative way, telling staff person to pay for the personal items they added onto the program shopping trip, etc.*
- *Check the individual involved to see if any help is needed, such as first aid, EMS, emotional comforting, etc.*
- *Once it is safe report the incident to the supervisor verbally and follow-up with a detailed written report.*

## 13. Engage the DSP in a discussion of what could be examples of abuse, neglect, and exploitation using at least two (2) of the following case studies:

**Case Study Instructions:** *In order to complete this you should share the case study with the employee by either reading it to them or providing them with a copy to read. The case studies were designed for you to have a conversation with the employee. In order to address these you should:*

- *Use the questions found with the case studies to guide your conversation.*
- *Ask the employee to describe the action that could be considered to be abuse, neglect, or exploitation. Prompt them to name the form of abuse.*
- *Use the "answer key" to elaborate on the employee's responses as needed. (e.g. the employee identifies abuse, but if neglect also took place you should explain why).*

*Note: Some of the examples contain multiple actions considered to be abuse, neglect, and/or exploitation. As with the other discussion topics, the employee is expected to demonstrate reasonable understanding. The employee is not expected to give a response that addresses everything found in the "answer key."*

a. **Case Study 1:**

Bill's parents were supposed to pick him up an hour ago for a weekend visit. Bill was sitting in the living room with a staff person who knew that Bill gets upset when his parents are late. Bill looked at the clock and he suddenly began to get visibly agitated. The staff person said, "Hey, what's wrong, Bill?" Bill said, "Nothing, leave me alone."

Bill began kicking some of the furniture. One of the other individuals yelled out, "Stop that, you jerk, I hate you!" The staff person kept watching. Bill said, "Who said that?" and picked up a chair and headed towards a group of individuals at the other end of the room. The staff person said, "Put that chair down Bill before I make you put it down." Bill said, "Oh yeah, let's see you make me put it down." The staff person approached Bill, pulled Bill to the floor, and held him down. Bill struggled and the staff person tried to get Bill to stop kicking. Bill continued to struggle. The staff person held Bill down until Bill calmed down. The staff person noticed blood in Bill's right ear.

**Identify the actions that could be considered abuse, neglect, or exploitation.**

- *Physical Abuse: Charging Bill, pulling him down, holding him down.*
- *Emotional Abuse: Threatening Bill to put the chair down.*
- *Neglect: Not intervening when the other individual and Bill were arguing, not providing supports/redirection for Bill when we knew he was upset.*

**Facilitator:** *Sometimes people do not recognize Neglect in this situation. If that is the case then ask the DSP what they think could have prevented the situation. Typically the DSP will state that the staff person could have done something to help Bill deal with being upset about his parents being late. That is when you can connect for the DSP that this was Neglect.*

**How should you handle the situation?**

- *You must first call 911/EMS, not move Bill, and provide any first aid you are trained to provide.*
- *Once it is safe, the situation must be reported verbally to the supervisor, DDD, and any legal guardian, and a written report must be done.*
- *Counseling should be provided for Bill.*

**What could you have done to prevent the situation?**

- *The staff person could have provided support for Bill from the beginning since s/he knew Bill would be upset. In fact, in this situation it was the Neglect (the staff failing to intervene by supporting and redirecting Bill when he was upset about his parents being late) that actually caused the event to become so serious. Had the staff person intervened appropriately when Bill was upset none of the arguments with the other individuals or the physical aggression would likely have occurred.*

b. **Case Study 2:**

Darryl takes out \$100 from his bank account to buy a new coat. Two staff people take him to the store to buy it. They find a "buy one, get one free" sale. One staff person helps Darryl pick out one coat and then picks out the other coat for herself. She states, "If I hadn't found this sale Darryl would have had to pay full price anyway so I deserve the second coat." The other staff person nods in agreement. When they return to the program they help Darryl put away his new coat and finish their shift as usual.

**Identify the actions that could be considered abuse, neglect, or exploitation.**

- *Financial Exploitation: The staff person taking the coat, as well as the staff person who did not intervene.*
- *Neglect: Failing to intervene or report the situation.*

**How should you handle the situation?**

- *The coat needs to be returned and the money returned to Darryl (or a second coat purchased for him).*
- *Report needs to be made verbally to the supervisor, DDD, and legal guardian and a written report needs to be done.*

**What could you have done to prevent the situation?**

- *The staff person who took the coat should have assisted Darryl in picking out another coat for himself.*
- *The staff person who witnessed the situation should have either intervened immediately to stop the theft or reported the situation immediately upon returning to the program.*

**Facilitator:** *Discuss that taking program money or items is theft, not financial exploitation. It would still need to be reported immediately. Because theft of program money or supplies can be common, discuss with the DSP any theft s/he may have heard about, witnessed, or could predict may occur at his/her program.*

**c. Case Study 3:**

**A staff person has just gathered her purse and is about to leave at the end of the shift when the supervisor asks the staff person to help position Gary. The staff person quickly drops her purse on a chair. The supervisor sees the purse on the chair but does not say anything about it. The staff person follows the supervisor back to help Gary.**

**When the staff person returns she finds that Jenny went into the purse. Jenny is holding an empty medicine bottle that contained the prescription antibiotics the staff person was taking. Jenny is chewing the medication.**

**Identify the actions that could be considered abuse, neglect, or exploitation.**

- *Neglect: The staff person leaving the purse out and the supervisor not noticing the purse was left out.*

**How should you handle the situation?**

- *Call 911/EMS and Poison Control and follow their instructions.*
- *Check the emergency folder for current medications and allergies.*
- *Ask Jenny to spit out what she is chewing.*
- *Check the purse to see if anything else is missing.*
- *Once it is safe, make appropriate verbal and written reports including supervisors, DDD, and any legal guardian.*

**What could you have done to prevent the situation?**

- *The staff person could have brought the purse with her.*
- *The supervisor could have planned better in asking for help with Gary so that the staff person's belongings would still have been locked up.*

- *The supervisor could have asked the staff person to bring her purse with her to Gary's room.*

**Facilitator:** *Discuss that in this case the staff person was not trying to avoid work, as can often be the case when it is neglect, but instead was trying to be helpful even though she was leaving for the day. However, in her rush to help a critical judgment error was made which resulted in potentially serious consequences.*

*Discuss with the DSP what s/he will be bringing to work and how the items should be stored. Discuss possibilities like only carrying with you what can stay on your person, such as a wallet and keys.*

**d. Case Study 4:**

**Bonita has made several advances towards one of the staff. The staff person was aware of Bonita's attraction and usually responded to her advances with a smile. The other staff on duty have told Bonita not to do this. After five months of joking with Bonita that she is his girlfriend, the staff person responded to one of Bonita's advances by hugging and kissing her. Since this incident they have become friendlier, although the staff person claims the only sexual relation has been in the form of kissing. The staff person readily admits taking Bonita to the staff person's home during work time. The other staff on duty have complained to the rest of the staff working in the house about being left understaffed while they are out. The staff person says that in three or four months Bonita will be moving to a more independent living situation and that Bonita is an adult. The staff person says that there is nothing wrong with this behavior.**

***Identify the actions that could be considered abuse, neglect, or exploitation.***

- *Sexual Abuse: Hugging and kissing Bonita.*
- *Emotional Abuse: Joking with Bonita and leading her on for 5 months.*
- *Neglect: Leaving the other individuals with a lower staff ratio while out with Bonita; all of the other staff at the program for not reporting this situation properly.*

***How should you handle the situation?***

- *Immediately remove the staff person from the program.*
- *Make appropriate verbal and written reports including to the supervisor, DDD, and any legal guardian.*
- *Get a gynecological exam and counseling for Bonita.*
- *Possibly involve police, depending upon Bonita's ability to give consent.*
- *Possibly re-evaluate Bonita's move to a more independent living situation since she may not be capable of fully giving consent and could be more vulnerable in a more independent setting.*

***What could you have done to prevent the situation?***

- *The staff person should have politely informed Bonita each and every time an advance was made that the staff are there to work and provide support, not have that type of relationship.*
- *The staff person should have immediately documented the issue and looked for support in finding the best way to handle the situation, including looking for a transfer if attempts to stop Bonita did not work.*

- Any staff person who witnessed this or even heard rumors about it should have reported it immediately, both verbally and in writing.

**Facilitator:** Discuss with the DSP what role all the other staff in the program, including the supervisor, played in this situation. The DSP should be able to identify that since this had been going on for over 5 months, and the staff person was open about it, then all the staff would have at least heard something about this relationship. The fact that all of the staff had either witnessed parts of this, heard discussions, or even heard rumors but yet did not intervene or report it, helped make the situation even worse. If the DSP did not already recognize this as Neglect you can now connect it for him/her that all the staff in the program have been neglectful.

Discuss with the DSP how s/he might respond if someone s/he supports seems to have a “crush” or feelings for him/her. This may also be a good time to discuss hugging at the program. Some agencies have specific policies about hugging. If yours does, now would be a good time to review it. If not, discuss that a general rule of thumb is that we should not be hugging those we support every day. When hugs do occur, such as comforting someone who has lost a loved one or congratulating someone who has achieved something important, then we often try to do “side-to-side” hugs. Also important is that we do not joke with those we support that they are our “boyfriends”, “husbands”, “girlfriends”, or “wives”. Jokes like this can be very confusing and send the wrong message.

It can also be discussed that the sex of the staff person is not specified in this case study since same-sex abuse can also happen.

**e. Case Study 5:**

**A staff person sees the supervisor yelling at Patti for crawling on the floor (Patti can walk). The supervisor continues to harshly yell at Patti, “We don’t have time or staff to wait for you,” and proceeds to forcefully place her in a chair and ties Patti in. Patti is left in the chair as the other individuals are assisted with their showers. During this time the supervisor continues to tell Patti that “this is what happens when you don’t cooperate.”**

**After the other people get their showers the staff person observes the supervisor bathing Patti even though Patti is able to bathe herself.**

**Identify the actions that could be considered abuse, neglect, or exploitation.**

- Physical Abuse: Pulling Patti and tying her into a chair.
- Emotional Abuse: Harshly yelling at Patti, threats for not cooperating.
- Neglect: Leaving Patti tied in a chair; the staff who witnessed this did not intervene or report.
- Sexual Abuse: This is possible due to bathing someone who can (and does) bathe herself. Patti crawling when she can walk could also be a sign of regression as a result of abuse.

*This is an example of a time when you would report not that you think the person is being sexually abused, but rather the things that you have noticed that are unusual. Then someone trained in investigating can determine if it is Sexual Abuse or not. It can be argued that bathing Patti is not Sexual Abuse but rather doing it for her because she is too slow. In this case it is still wrong and needs to be stopped and*

reported. But it would not be Sexual Abuse. There also could be other reasons for the crawling.

**How should you handle the situation?**

- Immediate medical care/first aid for Patti, possibly even 911/EMS if there appear to be serious injuries such as a broken bone from trying to break free of being tied in the chair.
- Counseling is needed for Patti.
- Report verbally to the supervisor's supervisor immediately and, once it is safe, in writing.
- Notify all appropriate people including DDD and any legal guardian.

**What could you have done to prevent the situation?**

- When the staff person noticed the supervisor was angry with Patti s/he could have volunteered to work with Patti which would have limited this to emotional abuse only.
- When the staff person saw the supervisor going further, s/he should have stopped it and protected Patti.
- The supervisor could have recognized that she was getting irritated with Patti and asked for help from the staff person.

**Facilitator:** Discuss with the DSP how s/he would handle a situation where the person who is doing the abuse/neglect/exploitation is the supervisor. The discussion should include the need to report the situation to whoever supervises the supervisor. Discuss reasons why a staff person may hesitate to do this (such as fear of losing his/her job or getting in trouble) and why it is important that a staff person moves past those hesitations to do the right thing for Patti, as well as following the job requirements.

Ask the DSP what s/he thinks s/he should do if a staff person seems to be losing patience with someone in front of him/her. Also discuss what s/he should do if s/he feels that s/he is starting to lose patience or feeling aggravated at someone who is receiving supports.

**f. Case Study 6:**

A staff person answers her personal cellphone as three individuals are getting out of the van. On the way in the staff person walks behind the individuals, talking on the cellphone and making plans. Tom, one of the individuals, is a 62 year-old man who requires assistance walking up and down stairs. Tom asks the staff person to help him up the stairs. The staff person replies to Tom, "I'm busy, don't bother me." While the staff person keeps talking Tom begins to go up the stairs on his own. He falls backwards down the stairs striking his head on the ground. He is bleeding from a cut on the head.

**Identify the actions that could be considered abuse, neglect, or exploitation.**

- Neglect: Answering a personal call rather than providing services/support.
- Emotional Abuse: Tom was ignored when he asked for help and he is in an unsafe environment.

**How should you handle the situation?**

- Call 911/EMS, do not move Tom, and do whatever first aid you are trained to do.
- Once it is safe, make appropriate verbal reports to supervisor, DDD, the Office of the Ombudsman, and any legal guardian and do a written report.

- *Even though it is not Tom's fault he fell, it is a good time to evaluate if this is the best placement for him-perhaps a program with less stairs or an elevator could be found for him.*

**What could you have done to prevent the situation?**

- *The staff person could have ignored the personal phone call and provided the support necessary.*

**Facilitator:** *Discuss your agency's policy about the use of cellphones/personal electronic devices and the appropriate times for personal calls regardless of the type of phone used.*

**14. Discuss your role in the investigation process.**

- *Once staff see something or hear about something (either from another staff or an individual receiving services) they must report it immediately to their supervisor verbally and in writing.*
- *All staff must cooperate in all investigations.*
- *The incident may be investigated by someone in their own agency, someone from a state office like Special Response Unit (SRU), or sometimes both their own agency and a state office.*
- *It is not the DSP's role to investigate the situation or try to find proof.*
- *Any attempt on the DSP's part to investigate the situation could make finding out the truth much harder.*
- *There is a DDD Division Circular (#15) about the process of investigating.*

*Ask the DSP to list why it is important that people who investigate the incident are not involved in the incident or connected to anyone involved. S/he should communicate:*

- *The investigation will be objective so the results won't be changed to make someone look innocent or guilty.*
- *The person/people involved may feel more comfortable talking to someone outside the situation so more information may be obtained making it easier to find the truth.*
- *The investigation will be done by someone trained in investigating so they will know to use open-ended questions and avoid leading questions.*

**15. What are some factors that may lead to abuse, neglect, or exploitation? Describe techniques that you can use to prevent it from happening.**

*The DSP should state that communication with his/her supervisor is essential if there is any issue or concern they have (personally or professionally) that may impact his/her ability to do the job.*

*In addition, the DSP should be able to mention several examples from the list below:*

- **Factor:** *Coming to work upset about a personal issue; **Technique:** Talk about it with a supervisor, take some time off if it will significantly affect your ability to do the job.*
- **Factor:** *Becoming angry with someone who is cursing at you or hurting you; **Technique:** Put some physical distance between you and the person if possible, explore why you are upset, don't take it personally.*
- **Factor:** *Deciding to "wait and see" about an issue; **Technique:** Don't wait-report whatever you notice both verbally and in writing.*



- **Factor:** Dealing with someone refusing to do something you ask; **Technique:** Ask yourself what is the worst that will happen if the person does not do what is asked. If it is important (such as a true health or safety issue) then ask why s/he is refusing, point out positives and natural consequences, ask another staff to try, don't take it personally.
- **Factor:** Falling asleep on the job; **Technique:** Get enough sleep so that you can stay awake, don't sit down when you feel you are extremely tired, stay active.
- **Factor:** Extreme work pressure; **Technique:** Don't take it out on the individuals, talk to your supervisor or other staff to get help, take some time off if it is possible and you feel it would help relieve some of the pressure.
- **Factor:** Lack of staff or supervisors; **Technique:** Don't use lack of staff or a supervisor as an excuse to treat people badly, don't take the situation out on those you support, don't work more hours than you can handle, don't try to do everything on your own-ask for help.

The following are other factors the DSP may mention. Although not included in the curriculum, the following should be considered valid answers as well:

- **Factor:** Making threats; **Technique:** Don't ever make threats, not even "jokingly", as words are very powerful.
- **Factor:** Balancing supervision with other tasks; **Technique:** If you need to stop supervising someone to take care of another task, try to prioritize who needs you most, ask for help, bring the person with you to the other task if necessary and possible.
- **Factor:** Alcohol or Drugs on the job; **Technique:** Don't drink alcohol or take drugs before coming to work, at work, or while visiting work. If you are on some type of prescription or over-the-counter medication that affects your job you need to inform your supervisor about the effects you are concerned about.
- **Factor:** Being in a medical emergency and not knowing what to do; **Technique:** Call 911 or EMS and follow their instructions.
- **Factor:** Not knowing how to dress for work; **Technique:** Remember to dress professionally, check with your supervisor about specific requirements for your program (i.e., there is a huge NY Yankees fan in the house so don't wear Boston Red Sox items), avoid revealing clothing or inappropriate messages on clothing.
- **Factor:** Teasing or making fun of someone; **Technique:** You should never make fun of the individuals you support (including imitating their behavior, voice, walk, etc.), avoid sarcasm, be aware that saying something that is unkind then following it with "only kidding" does not take away the pain of the words.
- **Factor:** Different cultures; **Technique:** Sometimes something may seem typical to you because of your culture (culture includes race, religion, nationality, geographic area, and even simply how you were raised in your family) but it is not typical for others, be aware that you need to meet the culture of the individuals supported first. It is good to share information about different cultures in the program so that all staff understand the culture, language, religion, and food of the individuals being supported.
- **Factor:** Physical environment is poor; **Technique:** Make sure the individuals are safe, report whatever needs to be fixed both verbally and in writing continuously until it is fixed, if there is something you can do to fix the situation then do so immediately.
- **Factor:** Not making as much money as you think you should; **Technique:** Remember that you are getting paid what you were told when you took the job, those you support deserve 100% of your effort, don't allow this feeling to affect the quality of the services you provide.
- **Factor:** Not having enough training; **Technique:** Remember there are certain basic truths that exist that you should not need training to know (such as you should not physically or

*emotionally harm those you support), ask for more training, find a mentor to help you, don't use lack of training as an excuse to not do a good job.*

- **Factor:** *Breaking up a fight or dealing with aggressive behaviors;* **Technique:** *Intervene verbally to calm the situation, give the individuals acting out an avenue of escape, know your agency's crisis prevention, intervention, and management policies.*

## **16. Describe the requirements of reporting.**

*The DSP should be able to communicate the following:*

- 1) *Reporting must be done verbally as soon as it is safe to do so.*
- 2) *A written report must also be done before leaving the shift that day. It should include who, what, when, and where.*
- 3) *Once a report is made to the supervisor, the report will usually travel up the chain of command within the agency with someone at an administrative level reporting to the necessary state agencies.*
- 4) *If at any time an employee does not believe the typical incident report system was followed, s/he must contact the appropriate state agencies directly.*
- 5) *DDD must be notified for anyone who receives services from them.*
- 6) *DYFS must be notified for anyone under 18.*
- 7) *The Office of the Ombudsman for the Institutionalized Elderly must be notified for anyone 60 or over.*

# Appendix E

**College of Direct Support (CDS)  
NJ Pre-Service: Overview of Developmental Disabilities  
Agency Follow-Up Form (Required)  
2<sup>nd</sup> Edition (Oct. 2013)**

Employee's Full Name: \_\_\_\_\_

Employee's CDS User ID: \_\_\_\_\_

**Instructions:** With a supervisor (or other approved agency personnel) each employee completing Pre-Service Training using the College of Direct Support must show competency by demonstrating/discussing a minimum of 4 topics for each lesson found in the ODD course). Document successful completion using the table found below.

Lesson Title	OJCs Completed ✓	Date Completed/Comments
DIRECT SUPPORT PROFESSIONALISM <b>Lesson 1: Becoming a Direct Support Professional</b>		Date: _____ Comments: _____
INTRODUCTION TO DEVELOPMENTAL DISABILITIES <b>Lesson 2: The Language and Ideas of Best Practice</b>		Date: _____ Comments: _____
INTRODUCTION TO DEVELOPMENTAL DISABILITIES <b>Lesson 3: Terminology and Classification</b>		Date: _____ Comments: _____
INTRODUCTION TO DEVELOPMENTAL DISABILITIES <b>Lesson 4: Causes of Developmental Disabilities</b>		Date: _____ Comments: _____
INTRODUCTION TO DEVELOPMENTAL DISABILITIES <b>Lesson 5: Services for People with Disabilities</b>		Date: _____ Comments: _____
INDIVIDUAL RIGHTS AND CHOICES <b>Lesson 1: Overview of Individual Rights</b>		Date: _____ Comments: _____
INDIVIDUAL RIGHTS AND CHOICES <b>Lesson 4: Your Role in Supporting Expression or Rights and Facilitating Choice-Making</b>		Date: _____ Comments: _____
YOU'VE GOT A FRIEND <b>Lesson 1: The Importance of Relationships</b>		Date: _____ Comments: _____
EVERYONE CAN COMMUNICATE <b>Lesson 1: The Role of the Direct Support Professional as a Communication Partner</b>		Date: _____ Comments: _____

The employee **did not** demonstrate understanding of the topics presented, further training is recommended.

**Date Completed:** \_\_\_\_\_

**Supervisor/Authorized Agency Personnel:**

\_\_\_\_\_  
(Print Full Name)

\_\_\_\_\_  
(Signature)

**Employee:**

\_\_\_\_\_  
(Print Full Name)

\_\_\_\_\_  
(Signature)

**College of Direct Support (CDS)  
NJ Pre-Service: Preventing Abuse & Neglect  
Agency Follow-Up Form (Required)**

Employee's Full Name: \_\_\_\_\_

Employee's CDS User ID: \_\_\_\_\_

***Instructions:** With a supervisor (or other approved agency personnel) each employee completing Pre-Service Training using the College of Direct Support must show competency by demonstrating/discussing each of the topics presented on the Follow-up Topic Sheet. Document successful completion using the table found below.*

Put a check-mark under the discussion item # upon successful completion. Enter comments related to success or need for further reinforcement of information.															
1	2	3	4	5	6	7	8	9	10	11	12	13 (2 Case Studies)	14	15	16
Comments: <div style="border: 1px solid black; height: 200px; margin-top: 5px;"></div>															

The employee ***did not*** successfully demonstrate understanding of the topics presented further training is recommended.

**Date Completed:** \_\_\_\_\_

**Supervisor/Authorized Agency Personnel:**

\_\_\_\_\_  
(Print Full Name)

\_\_\_\_\_  
(Signature)

**Employee:**

\_\_\_\_\_  
(Print Full Name)

\_\_\_\_\_  
(Signature)

# Appendix F

**College of Direct Support (CDS)  
NJ Pre-Service: Overview of Developmental Disabilities  
Agency Test Sign-Off Form (Optional)  
2<sup>nd</sup> Edition (September 2013)**

Employee's Full Name: \_\_\_\_\_

Employee's CDS User ID: \_\_\_\_\_

Provider Agency: \_\_\_\_\_

Lesson Title	Date Test Completed	Test Witness Signature
<b>DIRECT SUPPORT PROFESSIONALISM</b> <b>Lesson 1: Becoming a Direct Support Professional</b>		
<b>INTRODUCTION TO DEVELOPMENTAL DISABILITIES</b> <b>Lesson 2: The Language and Ideas of Best Practice</b>		
<b>INTRODUCTION TO DEVELOPMENTAL DISABILITIES</b> <b>Lesson 3: Terminology and Classification</b>		
<b>INTRODUCTION TO DEVELOPMENTAL DISABILITIES</b> <b>Lesson 4: Causes of Developmental Disabilities</b>		
<b>INTRODUCTION TO DEVELOPMENTAL DISABILITIES</b> <b>Lesson 5: Services for People with Disabilities</b>		
<b>INDIVIDUAL RIGHTS AND CHOICES</b> <b>Lesson 1: Overview of Individual Rights</b>		
<b>INDIVIDUAL RIGHTS AND CHOICES</b> <b>Lesson 4: Your Role in Supporting Expression of Rights and Facilitating Choice-Making</b>		
<b>YOU'VE GOT A FRIEND</b> <b>Lesson 1: The Importance of Relationships</b>		
<b>EVERYONE CAN COMMUNICATE</b> <b>Lesson 1: The Role of the Direct Support Professional as a Communication Partner</b>		

*By signing this document in the spaces above, test witnesses attest that employee identification was verified.*

*By signing this document, I certify that I was the person that completed the tests for the lessons listed above.*

**Employee:**

\_\_\_\_\_

(Print Full Name)

\_\_\_\_\_

(Signature)

**College of Direct Support (CDS)  
 NJ Pre-Service: Preventing Abuse & Neglect  
 Agency Test Sign-Off Form (Optional)  
 2<sup>nd</sup> Edition (September 2013)**

Employee's Full Name: \_\_\_\_\_

Employee's CDS User ID: \_\_\_\_\_

Provider Agency: \_\_\_\_\_

Lesson Title	Date Test Completed	Test Witness Signature
1) The Direct Support Professional Role		
2) What is Maltreatment?		
3) What is Abuse?		
4) What is Neglect?		
5) What is Exploitation?		
6) Balancing Rights with Protection		
7) The Ethical Role of the DSP		
8) An Overview of Risks for Maltreatment		
9) Characteristics of Caregivers that Affect Risk		
10) Characteristics of Situations that Affect Risk		
11) Characteristics of People Supported that Affect Risk		
12) Reducing Caregiver Risk of Maltreating		
13) Engaging and Supporting Protective Factors in Individuals		
14) The Role of Documentation and Systems in Prevention		
15) Engaging and Supporting Protective Factors in Organizations and Communities.		

*By signing this document in the spaces above, test witnesses attest that employee identification was verified.*

*By signing this document, I certify that I was the person that completed the tests for the lessons listed above.*

**Employee:**

\_\_\_\_\_

(Print Full Name)

\_\_\_\_\_

(Signature)