

## DSP Core Competencies - Tier 2

DSP 201 provides instruction for using the online modules and is omitted from this PDF version. Learners must complete module 201 when accessing the online courses in the state learning management system. DSP 204 and DSP 216 are local training provided by your agency.

**Hint:** Click on the module title to navigate to the module you wish to view.

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## DSP 202: Preventing Abuse, Neglect, and Exploitation

### 1. DSP-Rights Prevent Abuse

**1.1 Identify ways to prevent abuse, neglect and exploitation of people you support.**

<b>Rights</b>	<i>People with disabilities have the same civil and human rights as any American. As a DSP, you have an important role to assure the people you support are empowered to exercise their rights to make informed choices; be free from abuse, neglect or exploitation; and be treated with dignity and respect.</i>
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## Preventing Abuse, Neglect, and Exploitation

Tier 2: Within 3 months of start date

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## ***1.2 In this course we will cover***

# **In this course...**

How to identify strategies to:

- prevent exploitation.
- prevent abuse and neglect.
- understand the difference between putting a person at risk and the person putting himself at risk.



## ***1.4 History of harmful acts***

### **History of harmful acts**

There is a long history of others harming people with Intellectual/ Developmental Disability (I/DD) which have included forms of:

- Abuse
- Neglect
- Exploitation



## ***1.5 Information about abuse, neglect and exploitation***

### **Important role**

A very important part of your job is to:

- make sure you are aware of how to prevent harmful acts from happening.
- report them if you suspect that any of these have occurred.



## ***1.6 Information about abuse, neglect and exploitation***

It is also important to remember that as a DSP you are being paid to be with the people you support.



## 1.7 Relationships with paid providers

### Relationships with paid providers



***Friends are not  
paid relationships.***

You can help the person form relationships with others (who are ***not paid*** to support them).

- You should never consider yourself as a friend.

## ***1.8 Power imbalance***

### **Power imbalance**

As a DSP, it means you are seen as a person with power by the people you support.



## ***1.9 Understand the risk***

### **Understand the risk**



As a DSP, you should never use this power to abuse, neglect, or exploit someone you provide support to.

## 1.10 At your organization



### At your organization

There are some basic things to know to help you avoid exploiting people you support:

- Know your organization's policies related to:
  - managing the funds of people you support.
  - preventing exploitation.

*For more information select the Resources tab.*

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#### Notes:

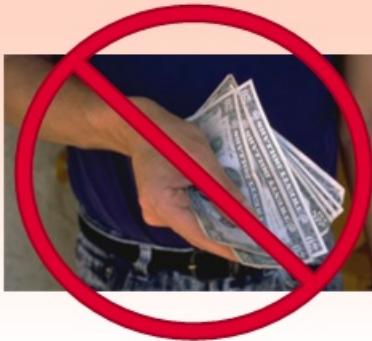
Resources: There are rules for children and adults in regards to abuse/reporting abuse.



### ***1.11 Strategies to avoid exploitation***

## **Strategies to avoid exploitation**

**Many of the same strategies to avoid abuse and neglect apply to exploitation and vice versa.**



- Maintain accurate and timely documentation.
- Never lend or borrow money between you and people you support.
- Follow up on any sudden changes in a person's action.

### ***1.12 Strategies to avoid exploitation, abuse and neglect***

## **Strategies to avoid exploitation, abuse, and neglect**

- ✓ Manage your stress and know your limits.
- ✓ Keep the environment safe.
- ✓ Help people form relationships with people other than staff.



### ***1.13 Additional strategies***

## **Additional strategies**



- ✓ Pay attention to what coworkers are doing.
- ✓ Report inappropriate actions.
- ✓ Communicate with other staff.

### ***1.14 Understanding the person***



**Understanding the person**

## 1.15 Understanding the person

### Get to know the people you support.



- ✓ Be familiar with the person's **Individual Support Plan (ISP)** and support documents, including any changes.
- ✓ **Check in frequently** to ask people how their day is going and pay attention to their answer.
- ✓ Be aware of unspoken cues such as **body language**.
- ✓ Take advantage of **trainings and meetings** that will help you understand the person's support needs.

### ***1.16 Keeping the environment safe***

## **Keeping the environment safe**



**Follow all of your organization's safety policies and procedures.**

- Know if there are environmental considerations within a person's ISP.
- Be alert to a changing environment.
  - You may need to ask questions or inquire about a situation.

### ***1.17 Environmental repairs and action***

## **Environmental repairs and action**

- Report all structural damage or repairs needed.
- Remember to follow-up on any actions you requested or took.





### ***1.18 Policies regarding staff behavior and individual rights***

## **Policies regarding staff behavior and individual rights**



- Know your organization's policies and procedures regarding staff behavior.
- Know the rights of people you support.



### ***1.19 Pay attention to coworkers' actions***

## **Be aware of coworkers' interactions with people you support.**



Pay attention to the environment and ask questions if you are uncomfortable with a situation.

- You are **not to give or accept gifts** from people you support.
- A card is okay, but always check your organization's policies.

## ***1.20 Reporting inappropriate actions***

### **Reporting inappropriate actions**



**If in doubt,  
report!**

- Be aware of your organization's policies on how the personal funds of people you support are handled.
- Be aware of the rights of people and report rights violations when you see them.

## ***1.21 Communication with other staff***

### **Communication with other staff**

Communicate regularly with coworkers about people you support and the environment you work in.



## 1.22 Communication as your role

### Communication as your role



- Attend staff meetings and actively participate.
  - Have discussions about what is **working** and what is **not working**.
- Read notes and documentation from coworkers.
  - Make sure you **document information** for your coworkers to read.

### ***1.23 Knowing your limits***

## **Knowing your limits**

- Take breaks according to your organization's policies.
- Don't accept too much overtime, it can lead to burnout.
- Use your time off to refresh and recharge.



### ***1.24 Knowing your limits***

## **Ask for help in situations where you feel unsure or overwhelmed.**

If you have been engaged in a stressful interaction with a person and there is another staff available, switch and provide support to another person for a bit.



## 1.25 Stress management

### Have a plan for stress management

If you have taken Oregon Intervention System, utilize your personal **self-control plan**.

Keep work and personal concerns separate.

Know your **signs of stress**.

Practice healthy habits that promote well-being.

**Talk to someone** if you are feeling stressed out.





## 1.26 The dignity of risk

### The dignity of risk



People have the right to make their own choices and decisions even if it sometimes puts them at risk.





### ***1.27 Addressing complex risks***

## **Addressing complex risks**

- Issues around risks can be complex and should be talked about by the person and his support team.
- The ISP includes known risks and how people should respond to those risks.



## ***1.28 Support when there are risks***

### **Support when there are risks**



You can provide adequate and appropriate support while having the person make her own decisions, even if they involve risks.

## 1.29 What you can do...

### What you can do...

If you are concerned about a person's risky behavior:

- ✓ Talk to him about the possible outcomes (consequences.)
- ✓ Talk with your supervisor.



### 1.30 What you can do...

## What you can do...

If you believe the person is at risk of immediate harm:

- ✓ Act according to your organization's policies and procedures.
- ✓ Notify your supervisor immediately.
- ✓ Remember you do not need permission to call 911.



## DSP 203: Legal Guardianships

### 1. DSP-Rights

#### ***1.1 Understanding the key differences between various types of legal guardianships and their specific scopes of authority over a person's choice.***

<b>Rights</b>	<i>People with disabilities have the same civil and human rights as any American. As a DSP, you have an important role to assure the people you support are empowered to exercise their rights to make informed choices; be free from abuse, neglect or exploitation; and be treated with dignity and respect.</i>
<b>Legal Guardianships</b>	
Tier 2: Within 3 months of start date	
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## **In this course...**

- Information about guardianship
- Different types of legal guardianship
- Decisions guardians can and cannot make depending on the type of guardianship appointment



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**Notes:**

<http://droregon.org/wp-content/uploads/Guardianship-Handbook-Third-Edition.pdf>

## *1.4 Guardianship is a legal relationship*

### **Guardianship is a legal relationship**

When a person turns 18, he becomes legally responsible for himself and all of his decisions.

The phrase "being one's own guardian" is inaccurate. **He either has a guardian or does not.**



### ***1.5 Guardianship is a legal relationship***

## **Guardianship is a legal relationship**

Guardianship is a legal process and is never awarded to another person without going through a court of law.





## 1.6 Guardianship

### Guardianship



- Do not assume you know who has a guardian and who does not. **Always check the file.**
- There are different types of guardianship.
- There are alternatives to guardianship.
- Guardianships must be renewed annually in order to remain valid.

## 1.7 Guardianship process

### Guardianship process



- A petition for guardianship must be filed with the court.
  - Notices and copies are given to the person who will be affected by this decision, and mailed to close relatives.

*For more information see the Resources tab.*

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**Notes:**

## 1.8 Guardianship process

### Guardianship process



- A *Court Visitor* is assigned by the court to interview the proposed guardian, the person for whom the guardianship is being requested, and any others with relevant information.
  - The *Court Visitor* prepares a report for the court.

Notes:

## 1.9 Guardianship process

### Guardianship process



- A person can object to a guardianship petition  
\*orally or in writing.
- At a court hearing, a judge determines whether guardianship is needed.

*For more information see the Resources tab.*

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## ***1.10 Kinds of guardianships in Oregon***

### **Kinds of guardianships in Oregon**



In Oregon, there are three types of guardianships:

- Temporary Guardianship
- Standard (or full) Guardianship
- Limited Guardianship

*For more information see the Resources tab.*

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### ***1.11 Reasons for guardianship***

## **Reasons for guardianship**

When a person cannot manage his personal belongings or valuables, another person is needed to ensure they are secure and used properly.



*For more information see the Resources tab.*

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## ***1.12 Reasons for guardianship***

### **Reasons for guardianship**



- When a person cannot give informed consent because she does not have a clear understanding of the risks and benefits to medical treatment or services, she may not be able to manage her own medical care.
- When a health or service provider has challenged the person's ability to give informed consent for the release of information.



### 1.13 Temporary guardianship

## Temporary guardianship

In an emergency, one can seek what is called a temporary guardianship.

- Temporary guardianship is limited to 30 days. If the court agrees, there may be an option to extend the temporary guardianship for another 30 days.



*For more information see the Resources tab.*

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**Notes:**



### ***1.14 Temporary guardianship continued...***

## **Temporary guardianship**



- A temporary guardianship is only used when the court finds immediate and serious danger to the life and health of the person.

*For more information see the Resources tab.*

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**Notes:**

## ***1.15 Standard or Full Guardianship***

### **Standard or Full Guardianship**

A standard or full guardianship takes **longer to obtain**.

A person does need to be deemed “incapacitated” by the courts to receive guardianship services.

- Incapacitated is a legal term, and not a familiar word used to describe a person.



**Notes:**

## 1.16 Standard or Full Guardianship

### Standard or Full Guardianship



A person's preferences and values should still be taken into account when decisions are being made by another person.

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Notes:

### ***1.17 Full Guardianship***

## **Full Guardianship**

Full guardianship extends for as long as the protected person needs to have someone else make decisions for him, as decided by the court's initial decision and annual reviews.



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**Notes:**

## 1.18 Full Guardianship

### Full Guardianship

This type of guardianship often transfers the following responsibilities from the person to the appointed guardian:

- Where a person lives
- Consent for medical treatment
- Consent for non-medical services such as education and counseling
- Consent and release of confidential information
- End-of-life decisions, including burial arrangements



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Notes:

## 1.19 Full Guardianship

# Full Guardianship



There may be additional responsibilities for the guardian:

- May be appointed by Social Security (SS) to act as representative payee for SS cash benefits.
- Encourage the development of maximum self-reliance and independence.
- Report to the court about the guardianship status at least annually.

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Notes:



## 1.20 Limited guardianship

### Limited guardianship

**Limited guardianships** are usually awarded when there is a specific area in which a person is legally incapacitated to make decisions but is capable in all other areas, so a full guardianship is not needed.



*For more information see the Resources tab.*

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## 1.21 Limited guardianship

### Limited guardianship

**Examples of limited guardianship:** a person may be able to make decisions about where they live but struggle with making decisions around their health care or personal finances.

- Guardianship should be as least restrictive as possible.

### Living Finances



*For more information see the Resources tab.*

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## 1.22 Alternatives to guardianship

# Alternatives to guardianship

Other options to guardianship:

**Conservatorship:** Is a formal way to manage a person's income and assets. A conservator is appointed by the court for a child or "incapacitated" adult.

**Representative Payee:** Is appointed by Social Security Administration (SSA) to assist with appropriately managing a person's Social Security cash benefits.



## ***1.23 Alternatives to guardianship***

# **Alternatives to guardianship**

Other options to guardianship



**Healthcare Representative:** A person who assists with either all or specific health care issues. This person is either appointed by the person or the Individual Support Plan (ISP) team.

## ***1.24 Legal expectations of guardians***

### **Legal expectations of guardians**

#### **By Oregon state law:**

A guardian is appointed “only as is necessary to promote and protect the well-being of the protected person.”

“A guardianship for an adult person must be designed to encourage the development of maximum self-reliance and independence of the protected person and may be ordered only to the extent necessitated by the person's actual mental and physical limitations.” [ORS 125.300(1)]



*For more information see the Resources tab.*

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## ***1.25 Legal expectations of guardians***

### **Legal expectations of guardians**



#### **By Oregon state law:**

A guardianship for an adult person must be designed to encourage the development of maximum self-reliance and independence of the protected person and may be ordered only to the extent necessitated by the person's actual mental and physical limitations." [ORS 125.300(1)]

## 1.26 Limitations on guardians

### Limitations on guardians

#### By Oregon state law:

- No guardian can authorize sterilization of the person.
  - There was a history of sterilizing people with disabilities without their consent.
  - This was called eugenics, meaning “a science that tries to improve the human race by controlling which people become parents.”



*For more information see the Resources tab.*

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## ***1.27 Limitations on guardians***

### **Limitations on guardians**

**By Oregon state law  
continued...**

- Governor Kitzhaber apologized for the forced sterilization of 2648 Oregonians on December 14, 2002.
- Using particular funds from a person's estate, as outlined in law, cannot occur without court approval.





## ***1.28 Appointment of a guardian can limit a person's rights and choices***

### **Appointment of a guardian can limit a person's rights and choices**

Depending on the type of guardianship, a person's right to make decisions around the following may be restricted:

- Where to live
- Providing informed consent for medical treatment
- Making end-of-life decisions
- Making property transactions
- Contracting or filing lawsuits
- Marriage for people under 17, even if she has a child or has a court order emancipating her (declaring her an adult for certain purposes).



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**Notes:**

### ***1.29 For children under 18***

## **For children under 18**



Parents have parental rights which give them the power and responsibility to make decisions for their child until the child becomes 18.

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**Notes:**



### 1.30 For children under 18

## For children under 18

In the absence of parents (with parental rights), guardianship may be used to protect the legal rights of a minor.

- Children are presumed to have a parent or guardian.
- This is true unless the child (16 years or older) has gone to court and emancipated herself. This means she is held to the adult standards.



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Notes:

### 1.31 Guardianship for minors

## Guardianship for minors



In the event that a parent is no longer able to act on behalf of his or her child, a guardian may be appointed.

- Unlike an adoption, under a guardianship, parents may remain responsible for supporting the child financially, and they do not necessarily forfeit their parental rights.

*For more information see the Resources tab.*

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**Notes:**

### ***1.32 Guardianship for minors***

## **Guardianship for minors**

In the event that a guardian is appointed...

- Parental rights include decision making about care, education, religion, health, and other important concerns such as housing.



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**Notes:**

### 1.33 Guardianship papers

## Guardianship papers



- When someone you support has a guardian, no matter which type, your organization keeps a copy of the court filed paperwork.
- Talk with your supervisor if you have any specific guardianship questions.

## DSP 205: Self-Determination and Making Choices

### 1. DSP-Values- self-determination

***1.1 Understand the importance of self-determination and personal responsibility.***

<b>Values</b>	<i>All DSPs share a common set of values: we strive to treat everyone with dignity and respect and support people to have the life they choose in their own communities.</i>
<b>Self-Determination and Personal Responsibility</b>	
Tier 2: Within 3 months of start date	
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## ***1.2 In this course we will cover***

# **In this course...**

- supporting people to make decisions about their own lives, and the responsibilities accompanying those decisions.
- making meaningful choices, and understanding the consequences of those choices.
- supporting people to have opportunities for choice in daily activities.



### ***1.3 In this course we will cover***

## **In this course...**

- What self-determination and self-direction is and its application within a person's life.
- How to describe and understand another person's values that differ from your own.





## ***1.6 Supporting people to make decisions***

# **Supporting people to make decisions**

Means having an attitude and the ability which can lead people to set goals for themselves.





## ***1.7 Supporting people to make decisions***

**Includes supporting a person towards:**



Self-awareness

Assertiveness

Taking a lead role to assist someone to reach a goal.

Creativity

Pride

Accepting the consequences of making choices

**This is for any person.**

## 1.8 Setting personal goals

### Setting personal goals

People you support should:

- ✓ Lead discussions about goals, when able.
- ✓ Be part of decisions.
- ✓ Have control over life.
- ✓ Make as many decisions as possible.
- ✓ Experience full opportunities.
- ✓ Experience freedom to grow and expand over time.



## **1.9 Your role**

### **Your role**



**When working with people,**

- Provide support with choices.
- Understand that learning comes from making mistakes.

## ***1.10 Self-Determination Theory***

# **Self-Determination Theory**

- ❖ A theory of motivation
- ❖ About supporting our natural tendencies to behave in effective and healthy ways
- ❖ About growing and gaining fulfillment in life



*For more information select the Resources tab.*

### *1.11 Self-determination: What people need*

## Self-determination: What people need



### Three things all people need...

1. Intrinsic motivation to do things.
  - Something that comes from within ourselves
  - **Autonomy** or self-sufficiency
2. Positive feedback for doing things correctly.
  - The feeling of **competency**

## 1.12 All people need

### Self-determination: What people need

Three things all people need continued...

3. The desire to interact, be connected to, and experience caring for others.
  - The sense that we are **related to something** or someone



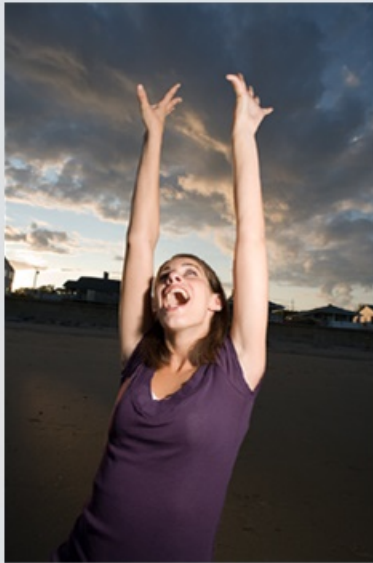
### ***1.13 Motivation: Two kinds***

**MOTIVATION: TWO KINDS**



## 1.14 Intrinsic motivation

### Intrinsic motivation



Your own personal, internal motivation that drives you, also known as **Intrinsic motivation**: The task itself is enjoyable and rewarding to you.

- This means you set goals, monitor, and achieve on your own.
- The feeling of joy you get from making someone happy, or playing a game because you enjoy it.

## 1.15 Extrinsic motivation

### Extrinsic motivation

You do things to get external rewards, also known as **extrinsic motivation**.

- Earning an incentive.
- Getting a paycheck for working.
- Studying to get good grades.



### ***1.16 Shifting from extrinsic motivating to intrinsic motivating***

## **Shifting from extrinsic motivating to intrinsic motivating**

Example of the shift:



- Bob started mowing the lawn because he needs money to buy things.
  - This is extrinsic, external motivation.
- Then, Bob receives praise for how well he mows the lawn.

### 1.17 Untitled Slide

- Bob becomes well known for being the best lawn mower in town.
- Finally, Bob now looks forward to mowing lawns, and he takes personal pride in doing so.
  - Bob shows a shift to intrinsic or self-motivation.



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#### Notes:

An external motivation to internal ---graphically scale---

## 1.18 Strategies to increase self-determination

### Strategies to increase self-determination



- ✓ Find **local self-advocacy groups**.
  - The Oregon Self Advocacy Coalition (OSAC) is made up of local self-advocacy groups from across the state.
- ✓ Use **mentorship programs** through local schools, churches, or personal relationships (friends, family).

*For more information, select the Resources tab.*

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Notes:

<http://www.toastmasters.org/>

## 1.19 Strategies to increase self-determination

- ✓ **Local resources** such as Toastmasters or other social groups.
- ✓ **Talk with friends.**
  - Building relationships within the community such as volunteer work or participating in local events can build someone's self-confidence.



*For more information, select the Resources tab.*

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**Notes:**

<http://www.toastmasters.org/>



## 1.20 Self-advocacy

### Self-advocacy

Self-advocacy is an international civil rights movement that encourages people with Intellectual/Developmental Disabilities (I/DD) to:



- ✓ Speak for themselves.
- ✓ Learn about rights and issues that affect them.
- ✓ Make choices in their lives.
- ✓ Take responsibility for their actions.
- ✓ Seek support when needed.

*For more information, select the Resources tab.*

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## 1.21 Self-determination vs. Self-direction

### Self-determination vs. Self-direction

**Self-determination** is making decisions about your own life, such as:

- Pursuing a chosen career field.
- Choosing one's cultural and social activities.
- Choosing where one lives.



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Notes:

## 1.22 Self-direction

### Self-direction

In order for an individual, that you provide supports to, to live a self-determined life they must have control over the services and supports they receive:

Living with a  
roommate

Living by  
myself



- Choosing from available services.
- Choosing support providers.
- Choosing how much support and when it occurs.

### ***1.23 Making one's own choices***

## **Making one's own choices**

A person's actions that reflect self-determination are:

- ✓ Adjusting her own behavior or actions.
- ✓ Responding to events in a way that reflects personal choice.
- ✓ Working in a way that improves her current situation.



***1.24 Solve problems while taking control and being responsible for one's self***

## **Solve problems while taking control and being responsible for one's self**



Learning through real-world experience such as:

- Mixing colors with whites during laundry and end up with pink clothing that you either wear or have to get rid of.
- Missing a day of work, and having a smaller paycheck as a result.

*For more information select the Resources tab.*

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## 1.25 Examples

### Taking risks, making mistakes, and reflecting:

- Sophia spends too much money at restaurants. This causes her to reduce her budget for other items as a consequence. She realizes the need to follow her budget when she cannot afford other items.
- Pedro has been rude to his friend Marcus. As a result he does not get invited to a party Marcus hosts, leaving Pedro feeling left out. Pedro realizes that people prefer polite friends.



## 1.26 Who makes choices?

# Who makes choices?



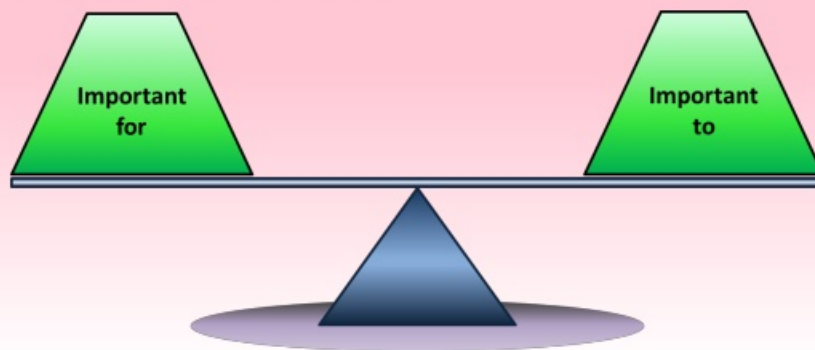
Your job is not to make decisions for people but to encourage and support people to **make their own choices and decisions** in a way that works for them.

## 1.27 Choice and disagreement

### Choice and disagreement

If a person makes an independent choice that you disagree with, your job is to honor the choice while considering what is important to and important for the person, and seeking the balance between the two with the person.

❖ As long as it is not illegal.





## 1.28 Use skill and judgment

### Use skill and judgment



Figuring out when to help someone make a better choice takes skill and judgment.

You can help people understand the consequences of a variety of choices.

- This can help a person make an **informed choice**.
- Informed decisions are knowing the different options, risks, and alternatives.

### ***1.29 Questions arise***

**You will come across situations in your job when you will wonder:**

- “Is this a safe choice for her?”
- “How do I support him in that choice?”



### 1.30 Knowing a person

**You need to get to know a person ...**



well enough to know **when** you might need **to intervene** or **provide feedback** on a risky choice (something that might not be safe):

- Showering regularly is ideal.
- If someone does not want to shower *as often as you think* is necessary, you can talk with him about how others around him may react if he smells badly.

### ***1.31 Natural consequences***

## **Natural consequences**

**Allowing natural consequences to occur may not be appropriate for children.**

Their parents or guardian may have personal rules and expectations that require your guidance or instruction such as:

- choices in use of language
- choices in activity.



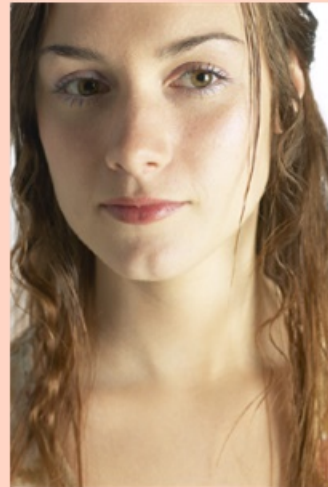
### 1.32 Natural consequences

#### For adults and natural consequences,

A person needs to know all the information for a “natural” consequence to occur.

Just letting someone experience a bad situation, with no knowledge of the situation, is not a natural consequence.

Provide information with enough time for a person to make his own choice.



### 1.33 Getting a chance to make a choice

## Getting a chance to make a choice

There are many opportunities in life:

Getting dressed in the mornings and choosing what to wear

Choosing what to eat

Choosing when to shower and/or brush teeth

Choosing where to live and with whom



### 1.34 Untitled Slide

Choosing friends

Choosing what type of work  
to do

Selecting a primary care  
physician

Choosing what activities to  
do (based on preferences)





### *1.35 Independence and interdependence*

## **Independence and interdependence**



**Independence** is the ideal goal for a person you support.

Often a person needs support from you.

- This is called **interdependence**.
- Consider when a person asks for help that she is increasing her skills to be independent.

### ***1.36 We all need support***

We all need support in our lives such as:

- Getting a can off the top shelf in a store.
- Having someone hold a ladder.
- Being shown how to use a tool for the first time.



### *1.37 Experiencing the consequences of making choices*

## Experiencing the consequences of making choices



There are **positive** and **negative** consequences to choices.

Your job is to support people to make **their own choices**, striving for the most positive outcomes.

### ***1.38 Experiencing the consequences of making choices***

#### **Making one's own choices:**

This may not always happen but as long as safety is maintained, it is a natural part of life for everyone.

**Everyone learns from making choices, good and bad.**



### ***1.39 Experiencing a positive consequence***

## **Experiencing a positive consequence**



It **increases** the likelihood that those positive actions will reoccur.

- Jane receives money every time she washes her dad's car.
- Lucas has more friends since he stopped screaming at them.

### 1.40 Experiencing a negative consequence

## Experiencing a negative consequence

It, generally, **decreases** the likelihood that it will reoccur.

- Sara's friends stop playing cards with her because she cheats.
- Tim complains frequently about working too much. As a result, his hours are reduced and he now has less money to budget his finances with.



#### *1.41 The balance between promoting choice and ensuring safety*

## **The balance between promoting choice and ensuring safety**



Understanding what is **important To** and **important For** someone and **finding the balance** is a key part of your job.



## 1.42 The balance between promoting choice and ensuring safety

Examples when balance is needed:

- ☐ Healthy choice vs. medical necessity
- ☐ Having money to spend vs. managing a budget
- ☐ Social choices:  
Going walking late at night alone  
vs. going with a friend and a dog



### 1.43 Untitled Slide

Sometimes placing  
**barriers** to protect a  
person only **limits**  
opportunities for  
learning and growth.



#### ***1.44 Balance is needed***

## **Balance is needed**

As a DSP, never place restrictions on a person which result in isolation.



### ***1.45 Balance is needed***



#### **For example,**

You think a person you support is unsafe in the kitchen. You decide to block access to the kitchen to keep her from coming in.

This limits her opportunities for learning skills in the kitchen, and it is against Oregon Administrative Rules (OARs).

## 1.46 Values may differ

### Values may differ

Your values may differ from the person you support.

A person's values are to be **supported** as long as something is not against Oregon or US law.



### ***1.47 Values may differ***

#### **Your values and supporting a person:**



Enrique, a man you support, enjoys watching adult movies.

You do not agree with this choice but he is of legal age, watches the movies in his room, and has no court restrictions.

It is his right to watch these movies.

### ***1.48 Talk with supervisor***

#### **Your values and supporting a person:**

When a conflict in values occurs, talk with your supervisor.





### ***1.49 Some tips for effective support***

## **Some tips for effective support**

Motivational discussions and questions to **promote change**:

Asking open-ended questions that require more than yes or no answers.

Practicing active listening by restating you understanding of what was said.

Making positive statements on her attempts and achievements.

Summarizing all of what is said at the end.



### ***1.50 Tips for effective support with choices***

#### **It is important to...**



- ✓ Create a variety of opportunities for choice and control.
- ✓ Practice supervision that provides appropriate safeguards and still offers opportunity.

## 1.51 Creating a variety of opportunities

### Creating a variety of opportunities

Consider:

- How often does an activity occur?
- Where does it happen?
- With whom is it shared?
- Is it a seasonal or locally available opportunity?

It may require **some research** to find and offer choices that suit a person (and her interests and preferences).



### ***1.52 How do you apply this as a DSP?***

## **How do you apply this as a DSP?**

**Here are four (4) tips to follow:**

**1. Be engaging** – this establishes trust and mutual respect with a person.

#### **Daily Agenda...**

- 1.) eat breakfast
- 2.) take medication
- 3.) go for a walk
- 4.) prep for work
- 5.) work
- 6.) come home

#### **Avoid:**

- ✓ Nagging
- ✓ Offering generic solutions
- ✓ Being authoritative
- ✓ Labeling

### ***1.53 Stay focused***

#### **2. Stay focused** – seeking and maintaining direction.

- ✓ Help set an agenda and goals for the day
- ✓ Prioritize but stay flexible in your direction



## 1.54 Encourage

### 3. Encourage personal motivation for change by:

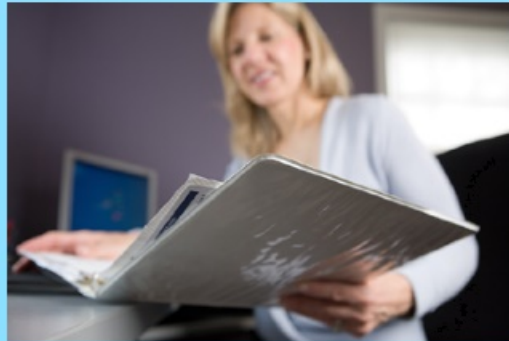


- ✓ Modeling and prompting “I” statements such as:
  - “I want . . .”
  - “I need . . .” etc.
- ✓ Then, ask:
  - ✓ “Why do you want to...?”
  - ✓ “What are the benefits...?”
  - ✓ “What is the first step to...?”

## ***1.55 Follow plan***

**4. Follow plan** – figure out what is within a person's Individual Support Plan (ISP) that can help with motivation.

- Ask questions to ensure you know how to support someone.
- Be respectful of each person's plan.





### ***1.56 Personal choices: Be aware***

## **Personal choices: Be aware**

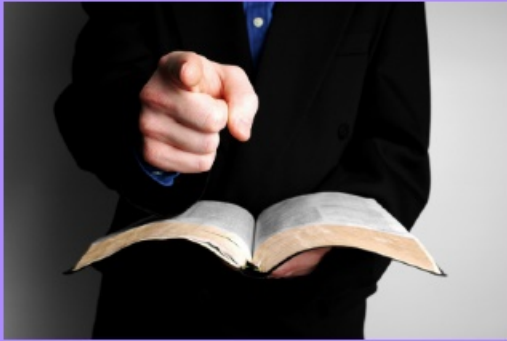
As a DSP, your personal values or opinions **can influence** another person's choice.

- Jane may try to please you by agreeing with you.
- Lucas may view you as an authority figure.



### ***1.57 Personal choices: Limit sharing***

#### **Limit sharing things such as:**



- Your personal likes and dislikes that go beyond supporting a person.
- Your religious beliefs.
- Your political views.

### ***1.58 Personal choices: Avoid sharing***

#### **Avoid sharing:**

Your values or opinions **until a person has made his choice**, and then only if asked.

If you do not agree, praise the choice making, not the choice.



### 3. DSP-Values5-Choices-FINALa-b#1

**3.1 Demonstrate skills that increase a person's ability and opportunities to make choices.**

<b>Values</b>	<i>All DSPs share a common set of values: we strive to treat everyone with dignity and respect and support people to have the life they choose in their own communities.</i>
<b>Supporting People to Make Choices</b>	
Tier 2: Within 3 months of start date	
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### ***3.2 In this course we will cover***

## **In this course...**

- What it means to offer meaningful choices
- The importance of:
  - Considering how to best communicate choices
  - Supporting a person to make informed choices, while balancing what is most important To and For a person



### ***3.3 At your organization***



## **At your organization**

Talk with your supervisor and/or training department about:

- Choices you can offer people you support within the context of the person's daily routines.
- Any policy about how to address controversial choices.

### ***3.4 At your organization***



## **At your organization**

Demonstrate:

- The importance of offering meaningful choices to people.
- You are consistently offering meaningful choices to people.



### 3.5 The importance of choice

## The importance of choice

When we are able to make our own choices,

- we are **empowered**;
- we feel **control and ownership** of our own lives; and
- we feel **trusted and respected**.



### 3.6 The role of the DSP with choice

## The role of the DSP with choice



As a DSP, you are responsible to support people to direct the course of **their own life**.

- People have the right to make choices about all aspects of their lives.
  - Unless restricted by the courts.

### 3.7 The role of the DSP with choice

#### As a DSP...

- It is your job to ensure people have the tools to make **informed decisions**.
  - Informed decisions include **accurate information and knowledge**.
- It is important to focus on upholding the **values and choices** of the people you support, even when those values differ from your own.



### 3.8 Controversial choices

## Controversial choices



You come to this job from a variety of backgrounds, and diverse core values.



— Just as diverse and varied as people you support.

### 3.9 Controversial choices

People might make choices you do not agree with.

- It is about how you handle the situation that is important.
- Always talk with your supervisor if you feel a conflict with your values, as no one should be uncomfortable on the job.



### 3.10 Values are subjective

## Values are subjective

Subjective means that something is based from your own **personal beliefs or opinion**, not facts.



With values, these include:

- religion,
- politics,
- social considerations,  
and
- moral values.

### 3.11 Values influence attitudes

Your attitude needs to work for each person you support.

In regards to choices, think about a person and what options she needs to make an **informed decision**, not always the opinions or choices you would pick.

There is a difference between controversial choices and illegal activities.

❖ Illegal activities are not supported.





### 3.12 True choice

## True choice



A true choice is about having meaningful options.

- Offering a true choice means presenting two or more options which the person might prefer.
- “Take it or leave it” is **not** an example of true choice.


### 3.13 True choice

For example,

Offering the choice of **ham** sandwich or **chicken** sandwich are not meaningful options for a vegetarian but offering a tofu or eggplant sandwich are meaningful options.



### 3.14 VIDEO: Brett and choice

A video player interface with a pink background. The video frame shows a man with grey hair and glasses, wearing a bright green t-shirt, sitting at a table with his arms crossed. He is in a room with a white shelving unit and a yellow chair in the background. A white cup is on the table in front of him. Below the video frame is a dark blue bar with the name "Brett Miller" in white text. Below that is a video progress bar with a play button icon on the left and the text "00:00 / 00:15" on the right.

**Brett Miller**

00:00 / 00:15

**Brett responds to the question "What if someone made choices for you?"**

*Select the Resources tab to read Brett's one page profile.*  
*To read a transcription of this video select the Transcripts tab.*

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#### Notes:

BRETT: Then I would say, "Well, why'd you make that choice for me when you didn't come to me, and tell me about it?" Ya know, that's just...ya know, I don't like...I don't like that, ya know. I have to make my own choices. And, you come to me, and then I'll make that choice.

### 3.15 VIDEO: Brett choosing not to go



**Brett explains why he did not want to go on the boat trip.**

*Select the Resources tab to read Brett's one page profile.  
To read a transcription of this video select the Transcripts tab.*

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#### Notes:

BRETT: They're gonna have to let me know if, if there's something like um., you know, that there're going to, like to that boat trip which I did not go last year. You know, I made my choice not to go. You know, if I don't want to go, then I've made that choice.

INTERVIEWER: So, what made you choose not to go?

BRETT: Too much money. I don't like boats.

### 3.16 VIDEO: Tracy and informed choices



**Tracy Hartley**

00:00 / 01:39

**Tracy explains how she makes informed choices at the grocery store, and about staff wanting her to make the right choice but if she does not, there is a consequence.**

*Select the Resources tab to read Tracy's one page profile.*  
*To read a transcription of this video select the Transcripts tab.*

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#### Notes:

TRACY: Well, what we do, like, when we go to the store, or whatever, they'll look on the box or can and say, "this is how much sodium this has," ...[unclear]...lower in, lower in sodium or salt, um, this is how many calories. I'll ask them, "How many calories does this have in it?" So, like say, I get a candy, uh, Nutri-grain bar, o.k., so, it's gunna have 100 calories, you know, and stuff like that, so I know, um, and will try to find, look at other alternatives. Like, what's the best in, you know, sodium and not so mu, not so high in ...[unclear]... fiber at the same time, and...like cooking chicken, like, uh, baking chicken, chicken is better than frying cuz it has all, fried has all that grease and stuff. Um, I get the skinless chicken. I get the chicken breasts. Um, I find that's easier and it's healthier for you too. Um, well, um, I've had staff help me looking at, um, at the, at the store, stuff in the stores, um, just looking at food, um, most the people cooks with me show me this is what's best, "can you, do you want to try this?" And'll say, "you try this, do you want to try this?" and let me know what recipes are out there. Cuz, it's what's healthier for ya. So, I think that's really a big important thing that they, the staff show me they care about me. Like, they want me to do what's right, but if I don't want to do what's right, it is my choice. I pay the consequences of not listening to what ...[unclear]... staff say.

### 3.17 Importance of having choices

## Importance of having choices

### From the videos:

Brett was very clear about others not making choices for him. He wants to be included.

- “I have to make my own choices; come to me and I’ll make the choice.”

He was clear about the boat trip. He chose not to go.

- He does not like boats.
- It was too expensive.





### ***3.18 Importance of having choices***

#### **From the videos:**

- Tracy needs someone to read labels to her to make choices.
- She also said she knows when she makes a “wrong” choice that she has to live with the consequence.



This is different for everyone  
...how will you provide  
choices?



### 3.19 Grouping meaningful choices

## Grouping meaningful choices



- When offering physical activities, include those types of activities such as:
  - Walking
  - Swimming
  - Tennis
  - Bowling
- When offering chores or task-oriented activities, include:
  - Cleaning the bathroom
  - Washing dishes
  - Mopping the floor

### 3.20 Choices that are not meaningful

## Choices that are not meaningful

Choices that are **not meaningful** when:

- ✓ Offering choices in a way the person does not understand.
- ✓ Offering a choice in English to Juan who usually speaks Spanish, and then choosing for him when he has difficulty answering.



### 3.21 Choices that are not meaningful



This is not meaningful.

Giving a person a choice between two things they **do not like**.

- ✓ Offering a grilled cheese or milkshake to someone who cannot have dairy is not a choice.
- ✓ Giving a choice between going swimming or cleaning the bathroom; these are not the same type of activities.

### 3.22 Choices that are not meaningful

Meaningful choices is giving more than one option.

Giving only one choice, also known as “take it or leave it,” is not acceptable.

- “You can watch this movie with your housemates or go to bed.”
- “You can eat the casserole I made for dinner but that is it, it is up to you.”



### 3.23 Choices that are not meaningful



#### More unacceptable examples:

- “You can go swimming or go for a run [which the person dislikes].”
- “You can take the bus to work or walk.” [Work is 10 miles away.]



### 3.24 It is about sharing control

## It is about sharing control

**A choice can fit into *any* discussion, *any* part of the day, *any* activity - *anywhere*.**

Sometimes you have to offer choices that are less favorable but when put in the context of a set of tasks, it assists a person to have some control over how he finishes necessary tasks.

Let's see some examples...

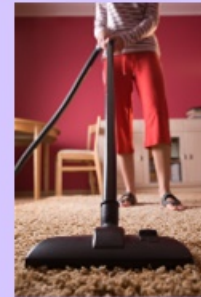




### 3.25 It is about sharing control

#### Unfavorable choices... balance with important To

- You may only have to offer dusting or vacuuming; facing shelves or breaking down boxes; or grocery shopping or a hair cut...
- If neither choice is favorable, can you think:
  - ✓ is there something important to the person occurring after the event?
  - ✓ does the person get to go to the lake, store, or other favorite place?





### 3.26 Examples of ways to share control

## Examples of ways to share control



“Do you want to wear a **skirt** to work today – **or pants?**”

“Who would you like to assist you in taking your medications this morning, **Anna or Cheryl?**”

“Do you prefer a **shower or a bath?**  
Would you like to spend some time with me at the grocery store, smelling and choosing a shampoo and conditioner?”

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Notes:

### 3.27 Examples of ways to share control

Make sure the choices are possible.


"We have to leave the park soon. Do you want to **go now or in five minutes?**"

"Do you want to do your laundry **before dinner or after dinner?**"

"Do you want to start this task **before or after break?**"



### 3.28 VIDEO: Ensure understanding



**Brett Miller**

00:00 / 00:37

**Sometimes people need time to process and make choices. Some people need time to process and make choices. Brett talks about making choices can be tough.**


*Select the Resources tab to read Brett's one page profile.  
To read a transcription of this video select the Transcripts tab.*

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#### Notes:

BRETT: Well, you know, sometimes I have a tough problem with making choices on my own. Sometimes a little tough for me to make choices, but sometimes I have to sit down and say, "O.k., this is a choice I'm gonna make." If it's something that, you know, if it's something that I don't want to do then they say, "Well, why don't you think about it first and then make the choice," and then look at it and say, "oh, o.k.," well, if it's something like medication, new med, then I'll say, "o.k." I'll take the choice and I'll make that, and I'll take the med, and I'll go, "o.k.," then there's no problem with it.

### 3.29 VIDEO: Choices and communication



Marie Blanchard

00:00 / 00:34

**It is important to take people's communication styles into consideration when presenting choices and listening to responses. This is Marie talking about what she does for fun.**

*Select the Resources tab to read Marie's one page profile.  
To read a transcription of this video select the Transcripts tab.*

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#### Notes:

MARIE: I enjoy doing all. I like to go horseback riding, singing, ...skiing on Mt. Hood...  
with me, hang out with friends, travel and talk on the phone

### 3.32 Tips for presenting choices

## Tips for presenting choices



When presenting choices

- ✓ **Limit the number** of choices given at one time.
  - People typically feel overwhelmed when too many choices are presented.
  - Less is more!

### 3.33 Tips for presenting choices

#### ✓ Give concrete choices

- Consider how you can help the person to understand the consequences of choosing each option in a vivid way.



### ***3.34 Tips for presenting choices***

#### **✓ Give concrete choices**

- Does the person need choices presented:
  - visually?
  - with an augmentative and alternative communication (AAC) or other device?
  - through sign language?





### 3.35 Tips for presenting choices



#### ✓ Categorize options

- This helps people tell choices apart (e.g. genres of movies vs. individual titles, or type of work vs. specific company).

### ***3.36 Tips for presenting choices***

#### **✓ Start with easy choices**

- Start simple.
  - look for signs of interest and engagement, and
  - build toward more complex choices.



### 3.37 VIDEO: How choice is presented



**Cainan is a 9-year old boy (who has Prader Willi). His mother talks about his food schedule, which is most important to Cainan. She learned choice and time is important in regards to going out for breakfast. He needs time to make the decision; if sprung on him, it does not work.**

*Select the Resources tab to read Cainan's one page profile.*

*To read a transcription of this video select the Transcripts tab.*

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#### Notes:

CAINAN'S MOM: Um, it's similar to the scheduling in the home. You just can't have, or at least we can't seem to have, a regular schedule every day, things change- but, what doesn't change is the food schedule. He has always known, he will have breakfast, he will have a morning snack, he will have lunch, he will have an afternoon snack, he will have dinner and he will have a bedtime snack and he knows what time those are and that doesn't change and if you wanted to see a bad day it would be a day when that changed unexpectedly. And that, thankfully those and very few and far in between anymore because that part we have that down to a science. We bring extra snacks. We bring things.

CAINAN: I have, I have something to, a point, like if, like if, mom doesn't tell me that we are having a late lunch or if mom doesn't tell me that we are going out to breakfast cause I usually like to have cereal, and a banana and orange juice for breakfast and then mommy doesn't tell me were going out to breakfast until she gets up. And then like, I want to have cereal and then she's like, and then she's like, were going out to breakfast. And stuff like that.

CAINAN'S MOM: So what we've learned or what I've learned is that, um, choice is important and time so I might say, "I was thinking about going out to breakfast tomorrow morning. Do you want to go out to breakfast?" and his immediate response is almost always be, "No, I want cereal, banana and orange juice." "Well you think about it," and he will come back in 10 minutes and go, "Actually, going out to breakfast sounds nice." But if I had just sprung it on him that's different, so if , a lot of times he will choose even to have a late lunch or have a late dinner if there's some other incentive like you know, "Would you like to eat right at 5 o'clock, or would you like to wait till 6 when we are going to go out with Nannie and Papa," and he will say, "If I get to going out to dinner with Nannie and Papa I'm okay with waiting till 6." But, if I just told him we were doing that, it would be a different thing.

### 3.38 Supporting informed choices

## Supporting informed choices



It is important to help a person **understand** the possible **consequences** for the choices she makes.

Stick to the information needed, and not interjecting your values.

### 3.39 Supporting informed choices

#### Providing enough information:

- “If you choose to do your laundry before dinner, we will **have time to** go to the park or watch a movie **after dinner.**”
- “If you spend [this much] **money** on a game now, you will **not have enough** to go to a movie with your friends this weekend.”

Stick to the information needed, and not interjecting your values.



### 3.40 Supporting informed choices

## Taking risks, making mistakes, and reflecting



John took his break before everyone else did. Now, John wants to join everyone else in the break room but his break is over.

Maybe **next time**, John could take his break with everyone else. John realized the reason he took his break early **bothered him less than missing out** talking with coworkers.

*For more information, select the Resources tab.*

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### ***3.41 Supporting informed choices***

**Another example:**

**Taking risks, making mistakes, and reflecting**

Sally wanted to sleep in. She missed breakfast, then ate her lunch when she got to work. Now, it is lunchtime and she does not have money to buy lunch.

**Next time**, she could wake up earlier to eat breakfast **or** take enough money, when she is running late, to be able to buy lunch.



### ***3.42 Honoring choices whenever possible...***

## **Honoring choices whenever possible...**



**Encourages** use of communication skills

It teaches people that calmly communicating is a powerful way to get their needs met.

### ***3.43 Honoring choices whenever possible...***

#### **Honoring choices...**

##### **Builds trust**

Every time you honor a person's choice, you communicate to him that you **trust in his ability** to make good decisions.



### ***3.44 Honoring choices whenever possible...***

**Honoring choices...**



#### **Increases cooperation**

It is easier for people you support to **share control** when this trust is established and nurtured.

### ***3.45 Balancing preferences with needs***

## **Balancing preferences with needs**

**Sometimes a person wants to do something which is not necessarily safe or healthy for her.**

As a DSP, you are responsible to assist people you support to remain healthy and safe, while at the same time supporting them to make their own choices.

- It is always appropriate and necessary to encourage people to make positive choices.



### 3.46 Balancing preferences with needs

## Balancing preferences with needs



Not necessarily safe or healthy for her...is not the full green light or red light.  
It is the yellow light of caution.

If you recognize that a person you support is making a decision she will regret later, you are responsible **to try** to inform her of the possible consequences of her actions, and offer and/or **discuss an alternative choice**.

### ***3.47 Balancing preferences with needs***

#### Balancing preferences with needs:

- ✓ Remember, you may **encourage** a person to do something (or not do something), but you **cannot prevent her** from doing something unless there is immediate danger.
- ✓ If there is an immediate risk of danger, you must prevent or stop it from occurring.
- ✓ Talk with your supervisor when you have a concern.



### ***3.48 Learning through real-world experiences***

## **Learning through real-world experiences**

### **Events that happen...**

- You were unsafe with the lawnmower and now somebody else will be mowing today.
- You took items from the office you were cleaning and now they have asked you not be on the crew that cleans their building.





### ***3.49 Learning through real-world experiences***



#### **Events that happen...**

You got angry and threw your equipment on the ground breaking it.

- Now you will have to finish the task without it, and it might be more difficult.
  - Here is where there may be a support document to guide your response with such a situation... refer to an Individual Support Plan (ISP) when needed.

### ***3.50 Learning through real-world experiences***

#### **Events that happen...**

You were given a fancy mug for your birthday that you love. You got mad and threw it across the room.

- Now, you will need to buy another if you want the same one.



### 3.51 Learning through real-world experiences

#### Events that happen...



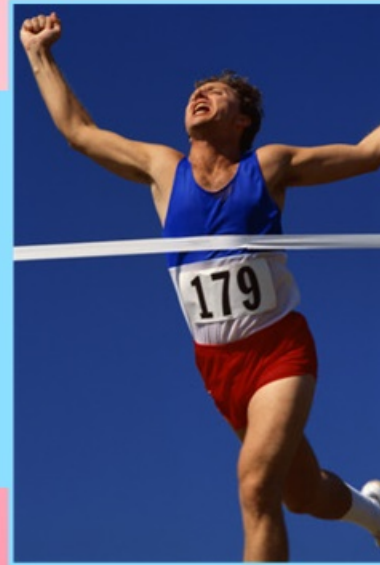
You went to the store and wanted candy but did not have money. You took it and got caught.

- The owner asked you not to come back to the store for 6 months.

### ***3.52 Real-world experiences shape a person***

Real-world experiences shape each person.

- These type of events give people the character and the means to promote self-determination.
- People need support through tough times, which vary for everyone.



### 3.53 Experiences and support

## Experiences and support



Support documents must be followed.

These experiences guide a person's reaction or the consequences to those actions...

- Always remember that a person who receives Intellectual/ Developmental Disability (I/DD) services will have an ISP and might have support documents that require specific types of interactions.

## DSP 206: Supporting People to Increase Independence

### 1. DSP-Values -Independence-

***1.1 Understand the importance of and demonstrate skills that support people toward increasing independence.***

<b>Values</b>	<i>All DSPs share a common set of values: we strive to treat everyone with dignity and respect and support people to have the life they choose in their own communities.</i>
<b>Supporting People to Increase Independence</b>	
Tier 2: Within 3 months of start date	

## ***1.2 In this course we will cover***

# **In this course...**

- The importance of independence
- How to provide information for a person's Individual Support Plan (ISP) in regards to independence
- The use of person centered skills to assist people to be as independent as possible





### **1.3 At your organization**



## **At your organization**

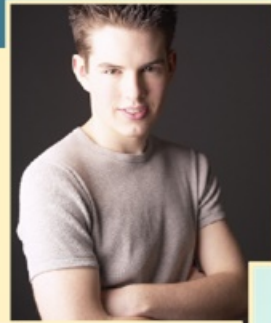
**Talk with your supervisor and/or training department to ensure that:**

- You know the supports for people to be independent according to support strategies identified within the ISP.
- You can demonstrate the ability to support people to be independent according to the person's preferences identified within the ISP.

## 1.4 Outcomes

### Outcomes

It is important that people reach their potential on their **own terms**.



## 1.5 What is independence?

### What is independence?



#### A general definition is:

- Not being dependent
- Not subject to control by others
- Showing a desire for freedom

Independence for someone *within services* in Oregon is that a person **exerts control and choice over his own life.**

*For more information select the Resources tab.*

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Notes:

## ***1.6 Importance of independence***

# **Importance of independence**

**The level of independence does not indicate a person's value or worth.**

Independence can increase **quality of life.**

- It is not about doing it alone or without help.
- When people need assistance, this does not limit a person's independence.

## 1.7 The need for support

### The need for support



This will change over time as he becomes more independent.

As a DSP, supports begin **only** at the point where the person **needs it**.

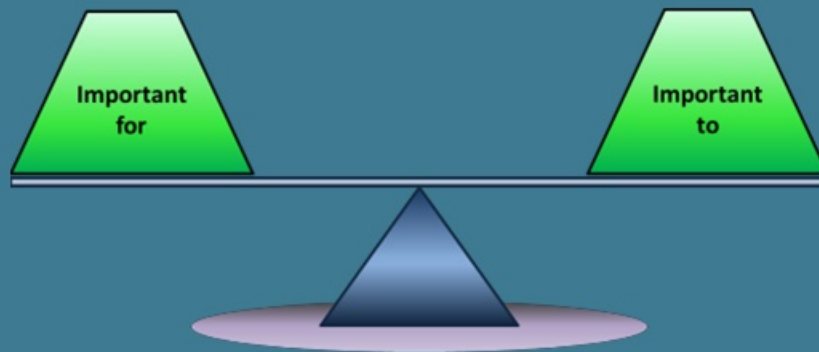
- If Trent might need help making a sandwich, your role is **to wait**, or ask **if and when** he needs helps.
- He may independently make a sandwich but take 45 minutes. Your assistance may only be needed at the point when he is ready to put it into a bag or container.

## ***1.8 For videos: Important To and important For***

### **Important To and Important For**

Important To and Important For are concepts you should be familiar with from Tier 1 modules.

- Remember Important To is about what makes someone happy, content, and fulfilled in life.
- Important For is about health, safety, and being a valued community member.



## ***1.9 For the videos: Important To and important For***

### **Always looking for a balance**

With the upcoming videos, each person talks about what **independence** means to them.


- **Listen** to all the areas that are Important To Brett.
- He also is able to talk about what is Important For him and that relationship with something Important To him.

This is great insight from Brett as many people cannot make that connection.





## 1.10 VIDEO What does independence mean to Tim?



Tim Marberry

00:00 / 00:17

**Tim talks about what independence means to him.**

*Select the Resources tab to read Tim's one page profile.*

*To read a transcription of this video select the Transcripts tab*

%crpage%

### Notes:

TIM: To have freedom, to have say and to have faith in knowing that I can be my, my own self in my own person and my body.

### ***1.18 Advice provided by people who receive supports***

## **What people who receive supports want you to know**

### **Advice:**

- Know that people desire to be like others.
- Remember that people have a choice where to live.
- Advocate...don't give up.

### **People have to grow:**

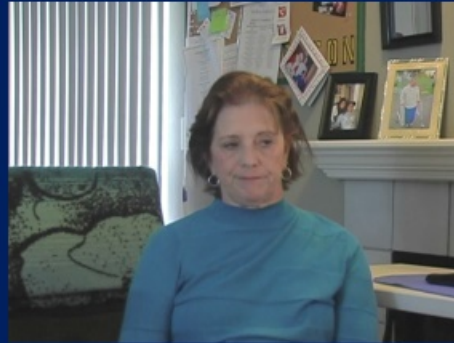
- Be ready for the opportunity.
- "Knowing this experience, I wouldn't take it back for anything."

## 1.19 Independence – it's a process


### Independence – it's a process

#### Tim's mother talks about the importance of Tim having independence.

- His **independence** did not happen overnight.
- It took time but was **worth it**.
- It took time to **adjust**. — “It was a process.”
- Tim **gained knowledge**. — “I have grown so much.”



## 1.21 VIDEO: Independence – it's a process



Tim Marberry

00:00 / 00:48

**Tim talks about the process of adjusting to having his own place.**

*Select the Resources tab to read Tim's one page profile.*

*To read a transcription of this video select the Transcripts tab*

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### Notes:

TIM: Uh, it was a process like, I'll say that much because for a long time I didn't feel like I could have the opportunity to do it and it, It was hard in the beginning. But now I can say, "wow, I've grown so much," and then knowing that, it was like, "oh, I can look in, look where I've started from and then I've gained all this, shall I say, knowledge".So I've gained a lot of knowledge.

## 1.22 Independence within an ISP

### Independence within an ISP



**“Independence” means the extent to which an individual exerts control and choice over his or her own life.**

There is a state law that requires an Individual Support Plan (ISP) to address and promote an individual’s independence.

*For more information select the Resources tab.*

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### ***1.23 Independence within an ISP***

## **ISP must address a person's independence.**



The Oregon Administrative Rules (OAR) have definitions that come from the law.

This is not about being independent with everything, but the **path to be as independent** as possible.

Talk with your supervisor about a person's specific goals related to independence.

## **Independence and quality of life**

### **What does quality of life mean?**

The way you want to live:

- Based on happiness, not financial wealth.
- Based on skills and talents.
- It is also subjective...





## 1.25 Your role with independence

### Your role with independence



- Follow a person's goals and outcomes **for increasing independence** in his life.
- Document his progress or areas for improvement.
- Provide information for his ISP team:
  - New skills learned
  - New friends, relationships
  - New interests

## 1.26 As a DSP...

### As a DSP...

Use skills to see **what is working or not working** when doing something or trying something new.

Also, remember to give a person **time to answer**, or rephrase the question to get a different perspective.



**1.27 This is how sorting “What is working and What is not working” might look:**

## This is how sorting “What is working and what is not working” might look:

Writing down each person’s perspective will not only show what is working and not working, but it will also make it easy to see where people agree and disagree.

	What’s working?	What’s not working?
Person’s perspective		
Family/Guardian’s perspective		
Others’ perspectives		

## 1.28 As a DSP...



### As a DSP,

Know when you are **over helping** someone by providing supports when not needed or requested.

- **Ask Jane** if she wants help **before** helping her. For example:

Are you opening the door for someone because it is polite ... or because it takes the person a long time and you want to hurry up?

## 1.29 Celebrate

### Celebrate

#### Based on who she is...

- Celebrate when she is **on her way** or has **reached her outcomes**.
- **Celebrate** the small **successes** as well as the larger ones.
  - Sometimes those small successes mean a lot to someone.



### ***1.30 Cooperation***

**Some people need support or assistance to be independent. Cooperation may be a support you provide**

### ***1.31 Interdependence***

## **Many people need support or assistance to be independent.**

- This is important.
- This is part of life.

Do people you support know how to ask for help?

Do you know how to wait and see if someone needs help before providing it?





### 1.32 Interdependence means...

## Presume Competence



The amount of support you need to provide **will vary** for each person you work with. Think about the previous questions.



**\*Remember the previous questions.**

*(Hover mouse over text.)*

## Presume Competence



Do people you support know how to ask for help?

Do you know how to wait and see if someone needs help before providing it?

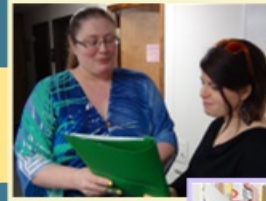
questions.

(Hover mouse over text.)

### ***1.33 Examples of interdependence***

There are times when anyone may rely on others...

You and your supervisor working together to understand procedures.



While shopping, asking a clerk to get something off the top shelf when you cannot reach it...or bottom shelf if you cannot bend down.



While working, asking for assistance to understand new software.

### ***1.34 Everything is connected...***



Remember to document information about a person's independence.

Always talk with your supervisor when you have questions.

## DSP 207: Supporting People to be Productive Citizens

### 1. DSP-Values-Productivity

***1.1 Understand the importance of supporting people to be productive citizens and demonstrate skills that can increase a person's productivity.***

<b>Values</b>	<i>All DSPs share a common set of values: we strive to treat everyone with dignity and respect and support people to have the life they choose in their own communities.</i>
<b>Supporting People to be Productive Citizens</b>	
Tier 2: Within 3 months of start date	
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## ***1.2 In this course ...***

# **In this course...**

- The value of:
  - people being productive, contributing members of their community
  - a person's disability does not define ability
- Your role in identifying Individual Support Plan (ISP) outcomes that promote productivity

### 1.3 In this course ...

## In this course...

- Basic information about:
  - Oregon's Employment First policy
  - Career development and your role
  - Skills that encourage people to be involved in work, their household, and community activities
  - Person centered skills to discover what a person wants to do





## ***1.5 Rights: Federal laws***

### **Rights: Federal laws**

**Federal laws and regulations which prohibit discrimination due to a disability**

Americans with Disabilities Act  
(ADA)

Individual with Disabilities  
Education Act (IDEA)

Rehabilitation Act



## ***1.6 Rights: Access to community***

### **Rights: Access to community**

These federal laws prohibit discrimination. The law supports the inclusion of people with disabilities and their right to access all areas of their community.



- All people have the right to work.
- All people are entitled to equal access in the general workforce.

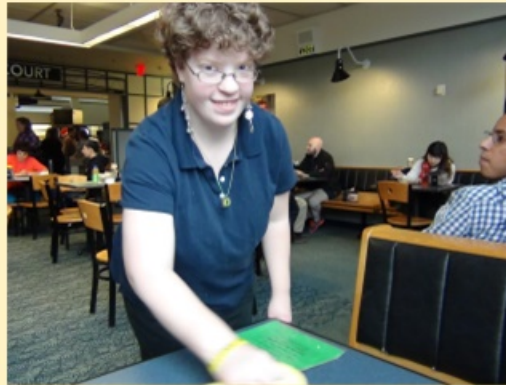
## ***1.7 Productivity defined***

# **Productivity defined**

## **Productivity is part of a state statute (law).**

Productivity is defined in Oregon Administrative Rule (OAR) for adults as:

- Engagement in income producing work
- Engagement in work contributing to household or community



## 1.8 Essential value

### Essential value



Being productive is an essential part of a valued and full life.

Productivity

- ❖ develops self respect.
- ❖ provides status in the community.
- ❖ contributes to a person's household and community.

## 1.9 Being productive

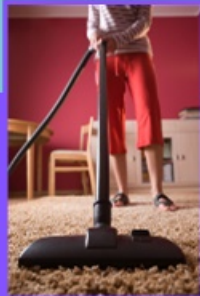
### Being productive

A person can be a productive member of his community by:

- ✓ Having a job in his community
- ✓ Being involved in community groups and activities
- ✓ Volunteering at the local homeless shelter
- ✓ Volunteering for a political campaign



## 1.10 Being productive



### Additional ways to be productive at home:

- ✓ Helping with chores in and around his house (for the **good of the household**, not just for himself)
- ✓ Helping prepare meals for his household



## 1.12 VIDEO: Adam support on the job



**Adam talks about when he is learning something new on his job.**

*Select the Resources tab to read Adam's one page profile.*

*To read a transcript of this video select the Transcripts tab.*


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### Notes:

ADAM: Um, well, I've been there for so long, I pretty much know the entire thing by heart. But, except for the one...there's one new thing which I'm hoping to start doing. Um, we have this balcony up at our work. It's like it has all this...this really cool, um, siding on it, but people like to put their drinks right on the balcony. So, every time it gets spilled, it just runs right down. It's like, I wanna clean that. So, hopefully soon, I'll be able, then, to do that one. That'd be kind of cool. Except, of course it'll call for someone, using a ladder, but I'm not afraid of heights. So.....I mean, like, any kinda task, I can do it.



### 1.13 VIDEO: Marie talks about her new job



Marie Blanchard

00:00 / 01:20

**Marie talks about her new, first job doing data entry in an office. She took classes and received assistance from Vocational Rehabilitation to get the job.**

*Select the Resources tab to read Marie's one page profile.*

*To read a transcript of this video select the Transcripts tab.*

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#### Notes:

MARIE (Communication Device): I work at Multnomah Art Center 6 hours a week.

MARIE: My first job. I do data entry.

INTERVIEWER: Data entry?

MARIE: Yeah

INTERVIEWER: And, and it's at the art center?

MARIE: Yeah, in the office.

INTERVIEWER: In the office?

MARIE: I do clay crafts there, there, there. I, I wanted to go. I went to Voc Rehab to find a job and they want me to volunteer at a place, they said Multnomah Art Center and the boss was really happy so he hired me

## 1.14 Supporting productivity

### Supporting productivity

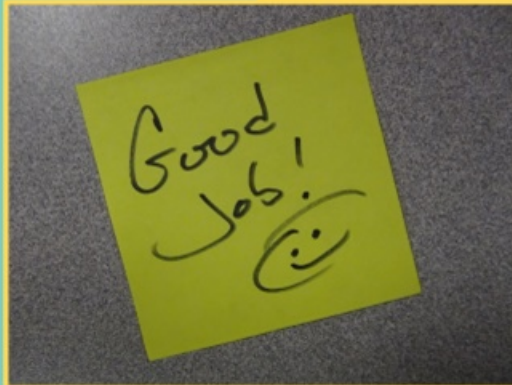
A person's ISP will identify work, household, and community activities related to a person's productivity.

- What is currently happening.
- What a person wants to be involved in.

**Follow his action plans** outlined from the ISP with your role in supporting his with those activities.



## 1.15 Supporting productivity



### What you can do?

- ✓ **Show interest** and excitement in a person's job, household, and community activities.
- ✓ **Encourage participation** those activities.
- ✓ You should talk with a person, **listen** to what she is saying, and **observe** interactions and reactions to continue to identify her interests in contributing to her community.

## 1.16 Oregon's Employment First Policy

### Oregon's Employment First Policy

- Was adopted in 2008.
- Makes *Competitive Integrated Employment* a priority for Oregonians with Intellectual/Developmental Disabilities (I/DD) who want to work. (see resources tab for more info)
- Seeks to provide the best possible opportunities for success, consistent with the person's abilities and choices.

Individual Support Plan – 0005 1.10.2015

Oregon is an "Employment First" state.  
We believe that each person:

- can work and there is a job for everyone.
- has something to contribute and needs to contribute.
- has the right to a competitive job in a typical community work setting, including self-employment, making comparative wages with sufficient hours to make a difference.
- may identify the direction of his/her employment based on skills, interests, and strengths.
- has a right to be informed about the employment services options that are available to him/her.

To receive an employment service, you must have a goal of pursuing individual, integrated employment.

More detail in module 210.

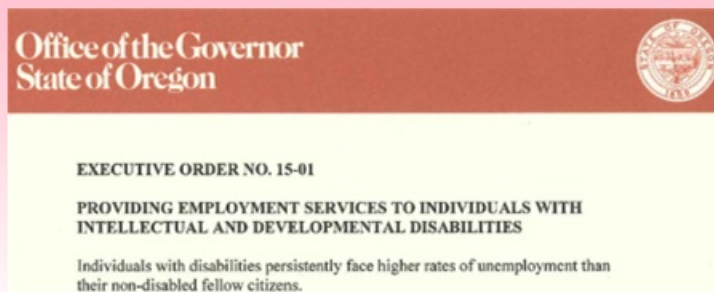
For more information on Employment First select the Resources tab.

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## 1.17 Career Development Plan

### Career Development Plan

- Is part of every person's ISP required by the Office of Developmental Disabilities Services (ODDS).
- Is required as a result of the Governor's Executive Order to document employment supports for people with I/DD toward fulfillment of Oregon's Employment First policy.



*More detail in the module 210.*

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## 1.18 Career Development Plan

### The Career Development Plan will:

- Provide guidance for a person's employment outcomes.
- Identify the services and supports that are needed to meet employment outcomes.
- Identify the people, agencies, organizations, and providers assigned to help the person meet his employment goals.
- Have information if a person under 60 does not want to work.

**Career Development Plan (CDP)**  
Education level completed: --Choose one--  
Students (age 16-20) Expected date of exit from school:  
Date by which CDP will be completed:  
☐ Attending school and wants to work now.  
☐ Attending school and receiving employment supports elsewhere.  
☐ Has an IEP Post-Secondary Goal with employment or training focus.  
☐ Attending school and not receiving any employment supports.  
Status with Vocational Rehabilitation (VR) (age 16 and up)  
☐ Currently receiving VR services ☐ Want a referral to VR  
☐ Other/Not applicable, explain:  
Working age adults (age 21-60) must choose one of the following statements:  
*If the person is at least 18 years old and has exited school, complete this section instead of the "Students (age 16-20)" section.*  
☐ Employed in integrated employment and chooses to: Check all that apply.



## 1.19 Discover a person's interests

### Discover a person's interests



Use person centered skills to help discover a person's interests:

- Important To
- Important For
- Communication Chart
- What is working/what is not working
- And others...



## 1.20 Discover a person's interests

When thinking about discovering a person's interest:

Know what is **important To**  
and **important For** a person

Focus on **skills** and **strengths**

Really **listen** to what the  
person is communicating,  
either with words or actions

When necessary, discuss what  
is **working and not working**  
with others, friends, family,  
professionals, etc.



## ***1.21 Encourage productivity***

### **Encourage productivity**



As a DSP offer opportunities for a wide variety of experiences.

Support activities in which a person shows interest.

## 1.22 Encourage productivity

### Encourage productivity...

- Support opportunities for independence.
- Acknowledge and support involvement in work, his household, and his community.



## 1.23 Thinking about being productive

# Thinking about being productive




**Have fun!**

The following videos show Ted and Tim talking about important aspects of being part of their community.

- When provided the chance, people can accomplish their goals.
- Go into your community – feel better about life.
- Explore new ideas.

## 1.27 VIDEO: Tim talks about fun opportunities



Tim Marberry

00:00 / 01:49

**Tim talks about having fun, fun opportunities, and exploring new ideas. His DSP provides additional information.**

*Select the Resources tab to read Tim's one page profile.*

*To read a transcript of this video select the Transcripts tab.*

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### Notes:

TIM'S SUPPORT STAFF: Uh, we do a lot of activities together. We've gone to the Blazers games, we went to the circus together. Um we, often, we go down to the Safeway and deposit cans together and shop for our food. Right Tim?

TIM: Yes

TIM'S SUPPORT STAFF Um, we do pretty much do anything. We go swimming together.

TIM: We swim three times a week. And that's one of the ways that, um, Blake and I both stay fit. Not only, not only for me, I mean, it is ultimately for my, you know, fit and wellbeing but we also have a lot of fun doing what we do.

TIM'S SUPPORT STAFF: Go to, we go to Big Al's as well occasionally.

Tim: Yes and Big Al's is like ah, ah, fun opportunity .its ah.

TIM'S SUPPORT STAFF: Bowling arcade

TIM: Bowling and arcade, uh, games, and like they have pizza in there, all kinds of different things, like they have a full bar for whoever is over 21 and I have my favorite waitress. She's very fun.

TIM'S SUPPORT STAFF: Yeah. We have a good time wherever we go. Tim will come up with new ideas and go yeah, let's do it.

TIM: And I also ride, what they call the lift program. So sometimes we, we have the tri-met lift bus or we sometime get, grab a cab. That's how I get around for work or recreation or anyway for me to get around.

## 1.28 Takeaway

When thinking about productivity, it is about:

- Having a job.
- Getting the chance to make goals and accomplish them.
- Explore new activities.
- Be provided the support necessary to do the activities.
- Enjoy life!



# DSP 208: Supporting People to be Active Members of Their Communities

## 1. DSP-Values-Community

***1.1 Understand the importance of and demonstrate skills to support people to be active members of their communities.***

Values	<i>All DSPs share a common set of values: we strive to treat everyone with dignity and respect and support people to have the life they choose in their own communities.</i>
<b>Supporting People to be Active Members of Their Communities</b>	
Tier 2: Within 3 months of start date	
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## 1.2 In this course...

# In this course...

- The importance of integration
  - within Individual Support Plan (ISP) outcomes
  - your role with implementing integration goals, including a variety of supports



### ***1.3 In this course...***

## **In this course...**

- How to support people
  - in preferred and typical activities
  - to succeed in jobs, even when, as a DSP, you are not in an employment department
  - while using skills to assist a persons' integration



## 1.5 Community Integration

### Community Integration

**"Integration" as defined in Oregon Revised Statute (ORS) 427.005 means:**

- A person with an intellectual/ developmental disability (I/DD) uses the same community resources used by and available to a person without an I/DD.



*See the Resources tab for more information about (ORS) 427.005*

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## ***1.6 Community Integration***

**"Integration" means:**



Participation by a person with I/DD in the same community activities in which a person without I/DD participates, together with regular contact with a person without I/DD.

## ***1.7 Community Integration***

### **“Integration” means:**

- A person with I/DD resides in a home or home-like setting that is in proximity to community resources and fosters contact with people in the community.



**This “statute” is a law, and must be included in a person’s ISP.**

## 1.8 Integration and inclusion

# Integration and inclusion



Although **integration** and **inclusion** are often used interchangeably, they do not mean the same thing.

## 1.9 Meanings

### Meanings

*Integration* refers to **supporting a person to access the broader community.**

*Inclusion* refers to **making sure people are included in broader community activities.**



## 1.10 Inclusion

# Inclusion

### Inclusion is:

- The right **to belong** in all aspects of the community.
- To be **valued and accepted** for who you are.
- To be provided with the **support needed** to thrive.



## 1.11 Full inclusion

### Full inclusion



Supporting an individual to live the life she wants includes:

- In the home and community of her choice
- In her job
- With friends

## 1.12 Full inclusion

### Full inclusion is:

- Enjoying a sense of **belonging**
- Getting the support needed to achieve the things **important To** her

As a DSP, it is your job to **support a person** in these goals.



### ***1.13 Your role: Access and opportunity***

## **Your role: Access and opportunity**



People have **equal access and opportunity** to:

- Engage in activities:
  - He chooses.
  - He shows an interest.
- Transportation to participate in community activities of his choice.
- Participate and contribute, not just attend, in community activities.

### ***1.14 Contributions of a person***

## **Contributions of a person**

Everyone has something to contribute—a **unique perspective** based on:

- Who she is.
- Her experiences.
- How she has interacted with the world.
- How she has been taught and treated.



### ***1.15 Benefits to a person***

## **Benefits to a person**



Inclusion **benefits a person** by increasing her:

- Opportunities to contribute.
- Sense of self-worth.
- Sense of belonging.
- Well-being and life satisfaction.

### ***1.16 Benefits to a community***

Inclusion...the benefits to the community:

- A person is a **contributing member**.
- Leads to **better understanding** of people with disabilities.
- Leads to **less fear and discrimination** of people with disabilities.



## 1.17 Community support

# Community support



### Supports can...

- encourage people to participate – not just be present.
- show how to be a contributor – not just a consumer.
- have people feel as though they are welcome and belong – not just attending an event or activity.

## 1.18 VIDEO: What Adam likes...



**Adam talks about what he likes to do and something new he tried.**

*Select the Resources tab to read Adam's one page profile.  
Select the Transcripts tab to read a transcription of this video.*

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### Notes:

ADAM: I get ah, I like to go get tattoos done, but gotta have the money, um, I um, like to go hiking, I like to fish, um, I've only been crabbing one time. It was kinda fun. And it was cool. I caught like two but one was a good keeper but the rest were too small, like, that was kinda funny. Everybody, like, some people were there, like, from Portland from 6 am and they were using, like, salmon.

We had some sea lions there man they love to grab that stuff. It's like, you punks, you know something that's for the crab. That was funny.

## 1.20 VIDEO: Connall started his own organization



**Connall talks about the importance of a social life to him. To help him build a social life, he started You Say Hello organization. The non-profit plans events to have fun!**

*Select the Resources tab to read Connall's one page profile.*

*Select the Transcripts tab to read a transcription of this video.*

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### Notes:

CONNALL: Yep, having a good social life.

CONNALL 'S MOM: So, what have you done about that?

CONNALL: I, I made my own, I made my own organization called "You Say Hello". It's a non-profit, it's a non-profit organization. We plan events for people with, for people with physical and developmental disabilities and we, um, go out and have some fun.

## 1.21 Strategies to best support a person in his community

# Strategies to best support a person in his community

### Understand his ISP.

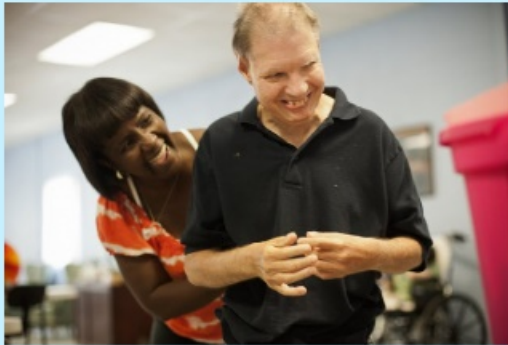
It gives you information on supports he needs and how you are to meet those needs.

His support needs may vary depending on the activity.

Action Plan		Action Plan for <u>John</u>			
Person Receiving Services: <u>John Smith</u>					
Desired Outcome: John maintains his robust social life, doing the things he enjoys with people he has fun with and cares about.					
Measurable steps that will be taken to reach the desired outcome	Where will it happen	Who is responsible	How often or date due	Where to record	
A: Support John to contact friends and family as he requests (help John dial the phone by letting him know if he has dialed correctly).	At home	OSP and John	3-4 times a week	Checklist with who he called	
B: Support John with rides as needed. Know John's regular scheduled activities (Church every Wednesday, Movies with Phil).	Around town	OSP and John	At least 1 time a week	Activity Log	
C: If John wants to do something additional, he will let staff know a day in advance. Staff will check in with John each day to see if he has an interest in something outside his regular schedule and encourage John to be proactive about letting them know what things he might like to do.	At home	OSP and John	John will continue to work on this as needed	Activity Log with progress note	
D: Support John to look into new activities by asking SC for resources, looking online, connecting with others who might know about activities happening in Springfield and looking for activities in the local paper. If John finds an activity he would like to take part in, support him to call, sign up, or register for activities as needed.	At home and at work	OSP and Staff At work with Employment Supervisor	1-2 times per week (at work 1 time per month)	Home: Progress Notes Work: Task list	

## ***1.22 Strategies to best support a person in his community***

### **Strategies to best support a person in his community**



#### **Encourage relationships.**

Support relationships with friends, family, coworkers, neighbors, and other community members.

- His support needs will vary based on the different relationships.
- The value he puts on each relationship will vary.

### ***1.23 Supporting a person in his community***

## **Supporting a person in her community**

People who receive services need a variety of supports.

- At home
- At work
- In the community

The support a person needs to succeed at a job goes beyond job training and coaching.





## 1.24 Supporting a person in his community



**Beyond job training...**  
**Supports may include:**

**Time management:** To be on time to work.

**Food preparation:** Getting a nutritious breakfast and lunch to have the energy to perform the job well.

**Empathy:** Take time to listen to how the person's day went, what was accomplished, and what may need support.



### *1.25 Person centered skills to support people in her community*

## **Person centered skills to support people in their community**

- Know what is **important To** and **important For** him.
- Focus on his **skills** and **strengths**.
- Focus on positive **outcomes**, what he wants to accomplish.



## ***1.26 Person centered skills to support people in her community***

### **Skills to support her:**



- Really listen to what she is **communicating**, both verbally and unspoken.
- If needed, get the **support of others**—friends, family, professionals, etc.

## DSP 209: Effective Communication Skills and Strategies

### 1. DSP-Values-Comm

#### 1.1 Effective Communication Skills and Strategies

##### Values

*All DSPs share a common set of values: we strive to treat everyone with dignity and respect and support people to have the life they choose in their own communities.*

## Effective Communication Skills and Strategies

Tier 2: Within 3 months of start date

## ***1.2 In this course***

### **In this course, you will find:**

A variety of methods for communicating with someone you support:

- Active listening skills
- The difference between expressive and receptive language
- Unspoken communication



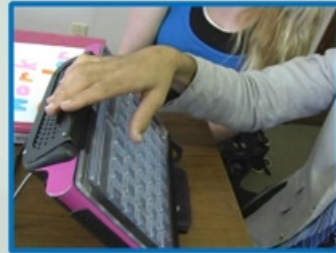
**Notes:**

### ***1.3 In this course***

## **In this course we will cover...**

The importance of:

- Communication preferences
- Teamwork
- Forms of expression
- Communication devices



### *1.5 Support role: Direct Support Professional*

## **Direct Support Professional**

Questions to consider in your support role:

- ✓ How does a person **prefer** to communicate?
- ✓ How am I communicating and is it **effective**?
- ✓ How can I create a **supportive** environment for communication?

## ***1.6 Proactive ways to support people:***

### **Proactive ways to support people:**

#### **Spend time with the person**

Spend time learning about how someone communicates and how to communicate with them.





## *1.7 Communication process*

### **Communication process**



Communication is a two-way process.

Take time to learn how to:

- understand the person.
- be understood by the person.

## ***1.8 Modes of communication***

### **Modes of communication**

Many people you support use non-verbal communication to express themselves.

Some examples include:

- computers
- pictures
- sign language
- communicating primarily through actions



### ***1.9 Proactive ways to support people: Include people***

## **Always include people you support in conversations.**



- Communicate with Peter when he is present. Do not talk about him but **TO** him.
- Respect his privacy if he does not want to share information with you.
- Listening to Peter shows interest in him and is a simple way to show respect.

***1.10 Proactive ways to support people:***

## **Proactive ways to support people:**

### **Honor a person's choices**

Encourage people to make their own decisions and choices whenever possible.



**1.11 Quote: Tony Robbins**

***“Stay committed to your  
decision, but stay flexible in  
your approach.”***

*~Tony Robbins,  
Life Coach and author*



### *1.12 Proactive ways to support people:*

## **Proactive ways to support people:**

### **Offer predictability**

- Help Sally understand what to expect in her day, what can she look forward to, and what is expected of her.
- **Never trick** Javier into doing things he does not want to do, even if you think it is for his own good.



**1.13 Quote: Gordon White**

***“When you do anything in a consistent manner  
you are making yourself predictable and  
therefore easier to trust.”***

*~Gordon White,  
The Conflict Journey*





### ***1.14 Proactive ways to support people:***

## **Proactive ways to support people:**

### **In review**

- ✓ Show genuine, respectful interest in a person.
- ✓ Offer and honor choices.
- ✓ Provide information in a way a person can understand it.
- ✓ Help a person to stay active and engaged in his or her home and community.




### ***1.15 Proactive ways to support people: Make life enjoyable***

## **Make life enjoyable... *have fun!***

- ✓ When a person does not want to share something with you, such as things they wish to hold private, do not take it personally.
- ✓ Teach skills relevant to the person's interests by listening to the choices he is making.



## 1.16 VIDEO: Relationships and communication



**Adam Young**

00:00 / 02:00

**Adam talks about what good support is to him. He talks about when new people support him and how shy he is. It will take time to get to know the real Adam, outside of “the book” you read.**

*Select the Resources tab to read Adam’s one page profile.*  
*Select the Transcripts tab to read a transcription of this video.*

### Notes:

ADAM: Um, honestly, I wanna be the one to ask. Um, That would be the bo...the, um...I, uh...I would be that...oh gosh, what's the word? ...not county, the, um, management. Um, Aaron. And uh... See, me when it comes down to new people, I just hide. I really, honestly, when it comes down to new people, I get shy too easily. I love it. It's like, um... It's like meaning...ay... It's like, we have one staff who quit or something, and they're...when she first started, I didn't know her. So I just stayed, hid, didn't do nothin', didn't say a word. But then one day, I wanted to call my sister. So, I bring her the phone, I'm like, "I wanna...can I call my sister?" She's like, "Who's your sister?" I'm like, "Shannon." She's like, "Oh, I know Shannon!" I'm like, "Wait, how do you know Shannon?" ha. She's like, "We know each other from meetings." I'm like, like "Wait a minute." She just realized I was her younger brother, Adam. So, that's a funny thing. [laughs] It just made me laugh. Didn't think she knew my sister. At first, I'm like, "Oh, okay, she must have bumped into her a couple times. But, it happens." But, it turns out, she really knew her! It's like, cool. It's like when I...and then, like, if somebody was...somebody new was to learn more about me, they would have to read a book. ...Not very fun, ha, trust me. People are like, it's like, "havin' fun yet?" Nope.

## ***1.17 How a person communicates***

### **How a person communicates**



It is important to learn how a person communicates.

You can do this by:

- Asking them what works.
- Getting involved with their day to day life, in terms of your specific role.
- Asking people who know and care about them to learn what works best.
- Reading information about them.

**Remember....This is different for each person you support.**

## 1.18 Communication documents

# Communication documents

Do they have a Communication Chart?

Ask if there are other documents to help you know how they communicate best.

COMMUNICATION CHART

At this time...	When I do this...	It means...	I need you to...

next steps...

CREATED BY RIA FOR THINKABOUTYOURLIFE.ORG

## ***1.19 Ensuring good communication***

### **Ensuring good communication**

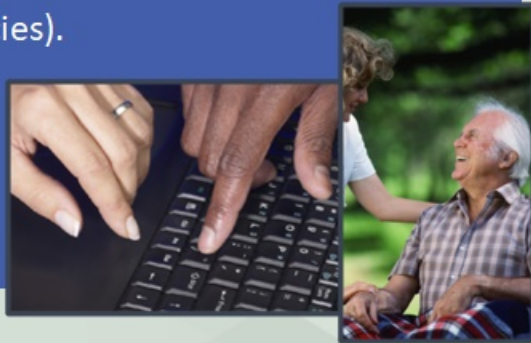


- ✓ Avoid making assumptions.
- ✓ If you're not sure, ask...
  - ▶ the individual you're supporting
  - ▶ others who support the individual
  - ▶ your supervisor
- ✓ Seek information and advice

## ***1.20 Examples of supporting communication***

### **Examples of ensuring good communication**

- ✓ **Encourage** Peter to express how he wants to communicate.
- ✓ **Observe** Susan to identify her verbal and unspoken communication styles.
- ✓ **Assist** Wayne to use his communication device if needed (review your organization's policies).





## 1.21 VIDEO: Providing time is respectful



**Jordan talks about when he was in school, and some teachers would get impatient. When a teacher gave him time and space, it was better. It worked for him to have a “gentle push” to move forward, and not act intolerant.**

*Select the Resources tab to read Jordan’s one page profile.  
Select the Transcripts tab to read a transcription of this video.*

### Notes:

JORDAN: Some of those times when, when they would, they would either expect me, except me to learn certain things at a certain pace, or they would, like, or they would act a little, act a little bit impatient if something kinda took a little more time, or if, which were obviously things that weren't very helpful sometimes, but when they would set in with me instead of, like, just hovering over me and they would allow me to either take my time, or to keep up and to do what feels comfortable, but also give me a gentle push to move forward; those kinds of things, I would find rather useful.

Interviewer: So, when you say, “a gentle push,” what do you mean by that?

Jordan: That's as, that's as, saying to me, “you can do this, I really believe in you,” and without acting intolerant. If, for some reason, something was not very clear to me.

## 1.22 Be observant to identify barriers

### Be observant to identify barriers

Notice when communication methods seem to be:

- **Ineffective**
  - A person is unresponsive to the communication you use.
  - It seems to spark an undesired reaction.
- **Beyond your ability**
  - You are not familiar enough with sign language or other gestures a person makes.



### ***1.23 Create a supportive environment***

## **Create a supportive environment**



- Pay attention to actions that conflict with other communication.
  - He may say “yes,” but he is clearly unhappy.
- Take into account a person’s abilities and preferences.
- Ask the person to wait, hold on, come with you...
  - This may help to be able to get someone to assist you.
  - Try another way.

## 1.24 Active listening

### Active listening



Active listening is a skill that takes **time** and **patience** to develop.

The goal is to master the skill of active listening!

*Select the Resources tab to read more about Active Listening.*

## 1.25 Active listening: Use your senses

### Active listening: Use your senses



- You need to take the time **to listen** and not just **hear** what a person has said.

This takes all your senses—  
hearing, seeing, feeling.

You need to give full attention,  
both verbally and unspoken.

*Select the Resources tab to read more about Active Listening.*

## 1.26 Active listening: Use your senses

### Active listening: Use your senses

Pay attention to a person's body language (unspoken communication).

- “Reading” body language and facial expressions aids in communication
- Using your senses helps you to “read between the lines”
- Be aware of more than just words



*Select the Resources tab to read more about Active Listening.*



### ***1.27 Signs of active listening***

## **Signs of active listening**

- ✓ Nod your head and smile.
- ✓ Say “Yes” or “Mmm hmm.”
- ✓ Keep hands on your lap.
- ✓ Give a person time to complete his thought before talking.
- ✓ Paraphrase what was said.
- ✓ Use a person’s name to help maintain attention, build rapport, and trust.
  - “Jordan, I heard you say...”





## 1.28 VIDEO: Importance of eye contact



**When Tracy introduces herself, she feels better when there is eye contact. She feels it shows someone she is interested and is listening.**

*Select the Resources tab to read Tracy's one page profile.  
Select the Transcripts tab to read a transcription of this video.*

### Notes:

TRACY: Just trying to figure out how can I introduce myself and just, just, trying to make, you know, good eye contact, uh if you're going like that, people going to think gosh she don't like us much, but if you make eye contact, look at someone and make, look at em face to face you're gonna get a better, they are gunn to say, "look at that, they're listening to what I'm gonna say". I feel better if I do that; let them know I'm listening to what they have to say.

## ***1.29 Tips about eye contact***

### **Eye contact: preferences rule**

Preferences on eye contact varies from person to person.

Eye contact with a person speaking may be interpreted as a sign that you care about what is being said and respect the speaker.

Alternatively, looking down and away from someone who is speaking may be interpreted as a sign of politeness and respect.

Learn a person's preference through observation and/or asking.



### ***1.30 Understanding strengths***

## **Active listening**

Through active listening and other daily activities, you will figure out a person's strengths along with gifts, talents, wants and needs.



### ***1.32 Communication Tips***

## Tips for communication

- Do learn communication preferences
  - Do give your full attention to those communicating
  - Do ask someone to repeat themselves, if necessary
  - Do speak directly to a person
  - Do be sensitive to tone of voice
  - Do be sensitive to nonverbal cues
- 
- Don't finish someone's sentence
  - Don't nod if you don't understand
  - Don't talk down or patronize



### 1.33 Understanding strengths

## Understanding Strengths

Steph is a very creative person.  
You found this out after she told  
you about entering her artwork  
into the County Fair and **winning** 3rd place.



A person's ability to communicate verbally or otherwise doesn't indicate their intelligence or skills and abilities in other areas.

### ***1.34 Expressive and Receptive language***

## **Expressive and Receptive language**

A person may have strong expressive skills and still be developing receptive skills, or may still be developing expressive skills and have strong receptive skills.

- **Don't assume** one because of the other.
- Speech is **different** than language.



### 1.36 Expressive language

## Expressive language

### Expressive language

- Is about the “output” of language—how one expresses one’s self.
- This includes:
  - words
  - facial expressions
  - gestures





### 1.37 Receptive language

## Receptive language

### Receptive language

- Is about the “**input**” of language—with both words and gestures.
- **Understanding** of language heard, signed, or read.
  - This includes drawing pictures related to the conversation.
  - How questions are interpreted.

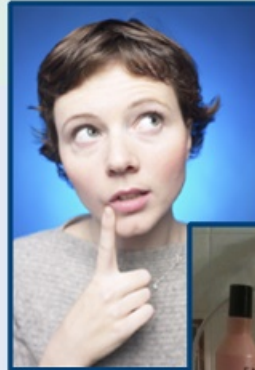


### 1.38 Example

## Example

Jane has a **receptive and expressive language disorder**.

- She has difficulty understanding the meaning of words and **how** and **when** to use them.
- Because of this, she has trouble following directions and speaking in long sentences.
  - She also has trouble following simple directions.



*Select the Resources tab for more information.*

### 1.39 VIDEO: Expressive and receptive language



00:00 / 00:49

**Marie is asked about her goals for the future. She listens to the question and answers it in her time with her desire to continue doing art.**

*Select the Resources tab to read Marie's one page profile.  
Select the Transcripts tab to read a transcription of this video.*

#### Notes:

MOM: Can't wait to move out, right?

MARIE: I want to move out someday in the garage.

MOM: Yeah, we have a garage that's a separate unit; an apartment.

MARIE: I'm not ready yet.

MOM: Any other job goals or art goals? Do you want to work more hours?

MARIE: No. I want to write a book about my life and publish it.

### 1.40 Communication that is not spoken

## Non-Verbal Communication

Unspoken communication may include:

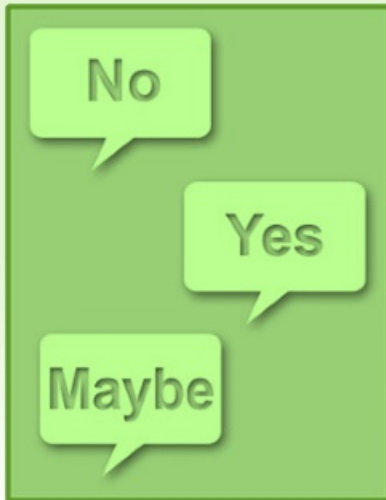
- When eye contact is not made with someone
- Body language
- Use of personal space (far or close)
- Facial expressions
- Direct physical gestures
- PECS book (*Picture Exchange Communication System*)



Assistive Technology may also be used (e.g., iPad®, DynaVox®, etc.)

### ***1.41 Allow enough time for a person to respond***

## **Allow enough time for a person to respond.**



### **Consider your environment:**

- what is the level of noise?
- are there distractions?
- are others nearby?

All of these and more can factor into one's ability to and comfort in communication.

### **You may need to:**

- try communicating in a different environment
- pause more frequently
- allow additional time for a response

## 1.42 VIDEO: Speak easy device



**Jordan talks about his device that can help the flow of his speech. The device delays auditory feedback.**

*Select the Resources tab to read Jordan's one page profile.  
Select the Transcripts tab to read a transcription of this video.*

### Notes:

JORDAN: It's what's called a speech easy device and you'll hear, like, cartoon characters, and a speech teacher with the name of, with the name of, Cliff actually has worn these himself, warn them, warn these himself, cuz he, himself, will often stammer or stutter and I tried these, like, over twelve years ago, and, but I have really had this of my own for a little over five year now, and, since like early February of 2009, I've had it, and it basically gives what's called delayed auditory feedback. Sometimes my speech has been smooth without it and has been kind of jumpy with it, but usually, but overall I think it's improved more of the flow.

### 1.43 Assistive communication devices

## Assistive communication devices

- **Assistive Listening Devices** are amplification systems designed to help people hear better.
- They separate sounds a person needs to hear from background noises.
- Some examples:
  - Personal Frequency Modulation (FM) Systems
  - Infrared Systems
  - Hearing Aids



*Select the Resources tab for more information on assistive listening devices.*



### 1.44 Assistive communication devices

## Assistive communication devices

**Augmentative and Alternative Communication (AAC)** devices include communication methods used to **express**:

- thoughts
- needs
- wants
- ideas

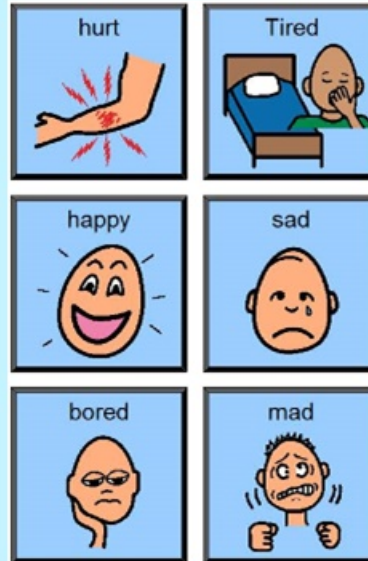


*Select the Resources tab for more information on AAC.*

### 1.45 Forms of expression

## Forms of expression

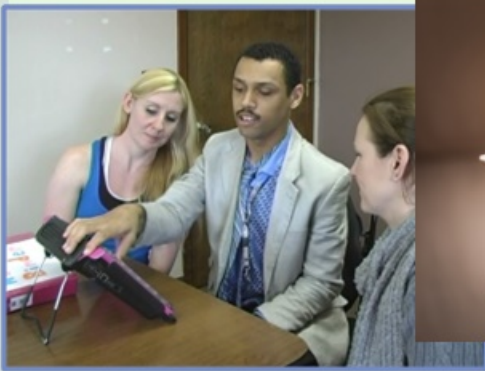
- Forms of expression typically happen with facial expressions, gestures or writing.
- For people who experience a speech or language disorder expression may be in the form of using:
  - A symbol and/or picture communication board
  - An electronic device



### ***1.46 Importance of these devices***

## **Importance of these devices**

- When a person is able to communicate with more people who understand **what the individual has to say**, they will have a **better quality of life**.
- **Opportunities begin to open up** more when someone can tell you what they want or how they feel...



## 1.48 Communication: What works?

# Communication: What works?

As a DSP, think about the communication styles that work best for others.

- Finding a person's chosen way of communication can be done through **active participation** with the person.
- Doing so can help people fully participate in activities that are **important** to them.



### 1.49 Quality of life

## Quality of life

- When communication becomes effective for people, talents and gifts can **grow**.
- Assure everyone understands each other's **communication**.



Teamwork is important to your job.

# DSP 210: Introduction to Employment Services in Oregon

## 1. DSP-Values--EF-FINAL

### 1.1 Basic understanding of employment services in Oregon

#### Values

*All DSPs share a common set of values: we strive to treat everyone with dignity and respect and support people to have the life they choose in their own communities.*

## Introduction to Employment Services in Oregon

Tier 2: Within 3 months of start date

%crpage% o

## ***1.2 In this course we will cover***

# **In this course...**

- Oregon's belief that all people, regardless of ability, can work, if they choose to, and can achieve integrated employment.





### ***1.3 In this course we will cover***

## **In this course we will cover...**

- Your role to support a person to get or keep a job, no matter your position at your organization.
- Terms related to employment services.

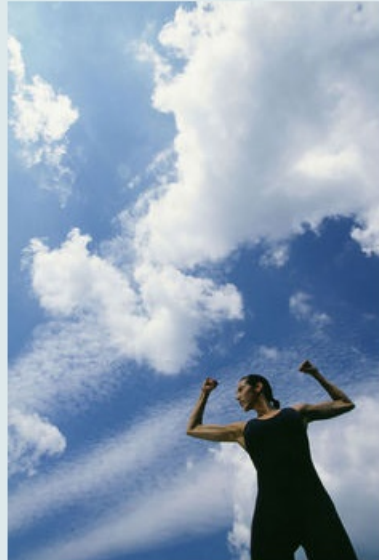


## ***1.5 Daily living impacts employment***

### **Daily living impacts employment**

Typically, the more someone **practices** being independent, the faster and **more independent** she becomes.

Independence at home transfers to independence in the community, and at work.



## 1.6 Assisting with employment goals



People may need supports and accommodations, regardless of age or the environment they are in.

Assisting a person in her employment goals is **everyone's responsibility.**

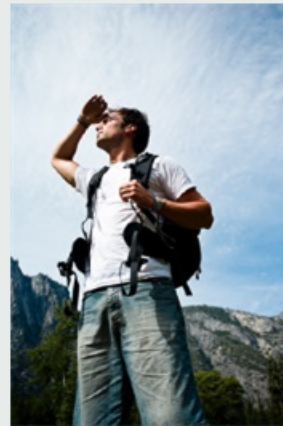
This role will vary but all Direct Support Professionals (DSP) **assist in some way** to impact a person's successful employment outcomes.

## ***1.7 A person's path***

### **A Person's Goals**

The goal of all employment services is to promote competitive integrated employment opportunities for the people you support. A DSP's role in supporting an individual pursuing employment:

- May not be easy, but is essential to the person's success.
- May take time to help encourage increased independence.
- May require reminders of what motivated the person to choose employment.



## 1.8 What is an integrated employment?

### What is integrated employment?



Integrated employment occurs in a **worksite that:**

- **Includes interaction** between people who do and do not experience disability in a manner typical to the employment setting.
- Is a **typical work environment** within a person's community.
- Can include small group employment.

*Select the Resources tab for the definition of integrated employment.*

## ***1.9 What is an integrated employment?***

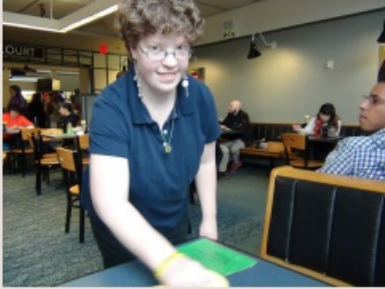
Integrated employment is not:

- Segregated employment at an employment path-facility or sheltered workshop.
- Non-work activities.



## ***1.10 Everyone has the ability to work!***

# **Everyone has the ability to work!**



**Everyone, regardless of ability or disability, can achieve integrated employment.**

The support you provide will help people reach their employment goals and outcomes.



## ***1.11 Everyone has the ability to work!***

# **Everyone has the ability to work!**

Integrated employment and integrated living maximize:

- Independence
- Equality
- Basic civil rights



### 1.13 What is Employment First?

## What is Employment First?

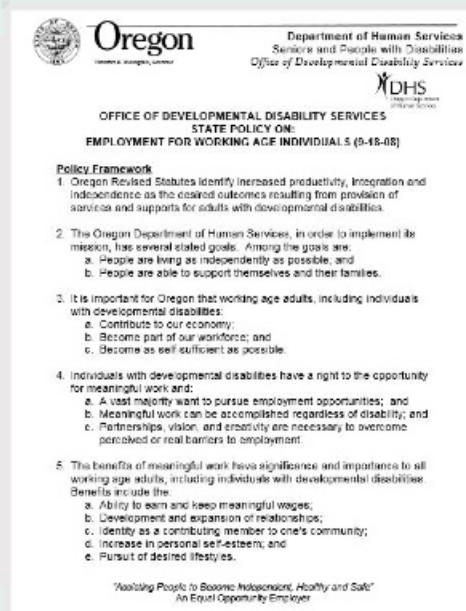
- A **national movement** changing services for people who experience intellectual/developmental disabilities (I/DD).
- The concept that people, who need them, should receive **opportunities** and supports to work.



*Select the Resources tab for information on Oregon's Employment First policy.*

## 1.14 What is Employment First?

# What is Employment First?



- An effort to create more jobs that provide **living wages** for people with I/DD.
- A common national goal to help more people obtain **integrated employment**.
- Oregon's Employment First Policy was adopted **September 18, 2008**.


## 1.15 Oregon's Employment First belief statement

### Oregon's Employment First belief statement

*We believe:*

- *Everyone can work and there is a job for everyone. Our job is to be creative and tenacious in providing support.*
- *Not working should be the exception. All individuals, schools, families and businesses must raise their expectations.*
- *People will be hired because of their ability not because they have a disability.*
- *Communities embrace people who contribute.*
- *Everyone has something to contribute and needs to contribute.*
- *People are healthier, safer and happiest with meaningful work.*
- *True employment is not a social service.*
- *Employment is a win/win for everybody.*

## 1.16 VIDEO



**Brett Miller**

00:00 / 00:16

**Brett talks about a job he had at a grocery store and an important aspect of the work for him. This experience effects what he wants out of work.**

*Select the Resources tab to read Brett's one page profile.*

*To read a transcription of this video select the Transcripts tab.*

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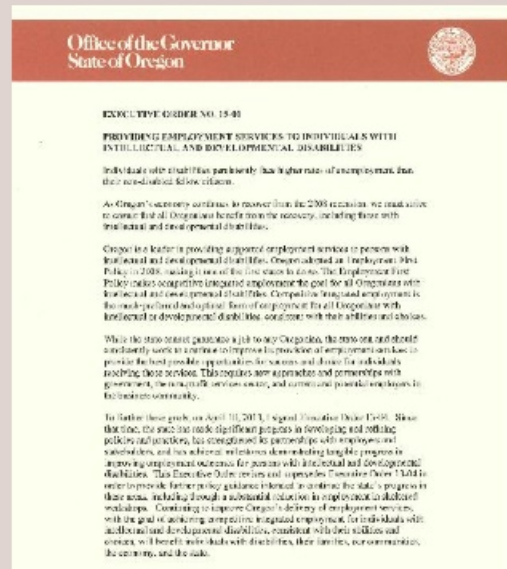
### Notes:

BRETT: Well, I got to know people, you know, and they knew me, they know who I am, you know...that's the fun part. You know? You have customers that know ya. You know, like, say, "hi, hi".

## 1.17 What is Oregon's Executive Order?

# What is Oregon's Executive Order?

- A document signed by Governor Kitzhaber initially in April 2013, and revised February 2, 2015.
- An outline of actions to improve employment services for people who receive I/DD services.
- One important step in Oregon's commitment to support people to achieve integrated employment.



Select the Resources tab for information on Oregon's Executive Order.

## 1.18 Coordination of Oregon's Executive Order

### Coordination of Oregon's Executive Order



State entities **working together** to implement Oregon's Executive Order are:

- Vocational Rehabilitation (VR)
- Office of Developmental Disability Services (ODDS)
- Oregon Department of Education (ODE)



## ***1.19 Implementing Oregon's Executive Order***

### **Implementing Oregon's Executive Order**

You are expected to help the people you support reach their employment goals!

To do this, **you must:**

- **Support people in their daily life** to reach their goals.
- Consider how you **approach your own work.**
- **Be an advocate** for anyone you support.



## 1.20 Implementing Oregon's Executive Order



### Ways you can support a person:

Help Jim with his laundry, so he has clean clothes for work.

Assist Connie with using a computer, so she has skills for a workplace.

Wait for Sam to answer a question to show others how to support him.

Support Carrie more in her community, so she knows different job or task options.

## 1.21 Job potentials

### Job potentials

There is **not one specific type** of job for everyone with a disability.

Jobs are individualized to the person's **skills and abilities**.



## 1.22 Job potentials



### Some potential jobs are:

- Receptionist
- Office administration
- Food prep
- Groundskeeper
- Inventory Clerk
- Dog groomer
- Pharmacy technician
- Customer services representative
- Technology Information Services

### 1.23 Key terms

## Key terms

- ☐ Employment Services
- ☐ Supported Employment Professionals
- ☐ Employment Team
- ☐ Discovery
- ☐ Career Development Plan
- ☐ Informed Choice

## 1.24 Employment Services

# Employment Services



Services that:

- Help people find, get, learn, keep, and advance in **work** in an integrated employment setting.
- Are **individually planned** and based on person centered planning principles and evidence-based practices.

## 1.25 Supported Employment Professionals

# Supported Employment Professionals

Service provider employees who:

- May also be called a job coach, job developer, or employment specialist.
- **Are trained** to help people choose, get, learn, keep, and advance in a job of their choice.
- Are responsible to provide **support to employers** to attain and maintain quality employees.

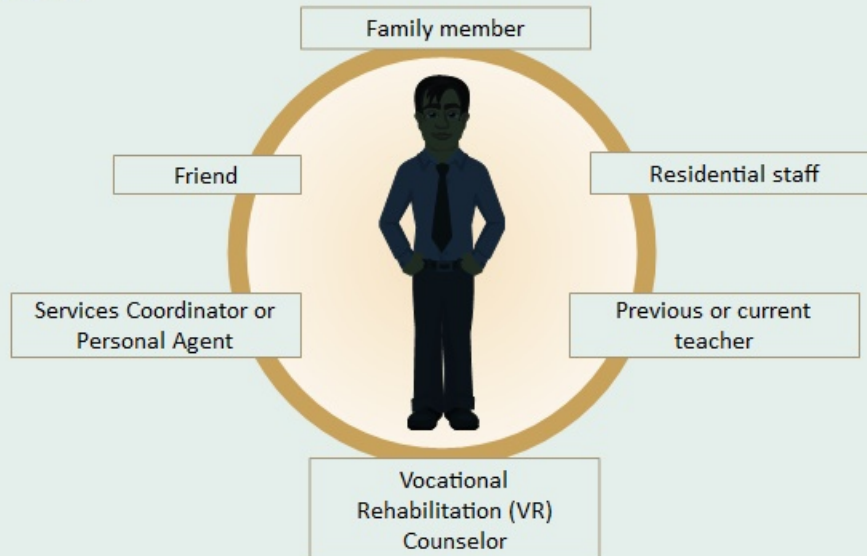




## 1.26 Employment Team

### Employment Team

The person you support may have a team to assist him in reaching employment goals. Some members of **his team** may include:



## **1.27 Discovery**

### **Discovery is a service that:**

- Is time limited, typically lasting no longer than 90 days.
- Includes a variety of community work experiences allowing the person to explore their interests.
- May involve people who support the individual to be successful and independent.
- Helps the person identify their strengths and interests in pursuing a competitive integrated job.
- Will result in a Discovery Profile, written by the Employment Professional, which should be shared with Vocational Rehabilitation and the Job Developer to help identify the right job for the individual.

## 1.28 Discovery

### Discovery is a process:

- The DSP role in a Discovery service will vary. You may be interviewed by the Employment Professional or asked for your perspective, or you may see the Employment Professional observing the individual in their comfortable settings.
- Communicate with the Employment Professional to determine the best ways to support the Discovery process for the person you are serving.



## 1.29 Career Development Plan

### Career Development Plan

Is part of the Individual Support Plan (ISP) and is focused on employment services, which includes:

- The person's employment goals and Desired Outcomes.
  - The services and supports needed to achieve them.
  - The people, agencies, and provider organizations chosen to assist the person to attain them.

#### Career Development Plan (CDP)

Oregon is an "Employment First" state: Oregon believes with the right supports, everyone can work and there is a job for everyone. Everyone has the right to work in the community. See the [Employment Discussion Guide](#) for ideas about the employment conversation, which occurs at least annually.

Employment services are not tests people have to pass but resources people can choose. To receive an employment service, a person must have a goal of at least exploring competitive integrated employment, also known as individual, integrated employment.

Choose one: ☐ Transition age ☒ Working-age adults ☐ No career development plan

• **Transition age:** Use this option for those who are still in school under IDEA and are 14–22 years old. This section must be completed for those younger than age 14 who are in transition planning.

• **Working-age adults:** Use this option for people who have exited school services. Typically, working age adults are 18 years old, although those as young as 16 may fall under this category.

• **No career development plan:** Use this option for youth under age 14 who do not want a Career Development Plan.

### ***1.30 Career Development Plan***

#### Career Development Plan within the ISP includes:



- The obstacles the person may face when working.
- The services and supports necessary to overcome them.
- A place for discussion when someone makes a decision not to work.

### 1.31 Informed choice

## Informed choice

Informed choice occurs when a person makes a decision based on all of the information and knowledge he needs to make the decision.





### 1.32 Informed choice



#### You can help a person...

Make informed decisions about his employment goals,

- By helping him **identify strengths, interest, and skills** for different work settings.
- By helping him think about what works or does not work in **his daily living** that applies to work such as
  - ✓ Being a morning or a night person.
  - ✓ Being social or likes to be alone.



### ***1.33 Ensuring informed choice***

## **Ensuring informed choice**

Foster an environment which supports a person to make choices.



### 1.34 Ensuring informed choice

## Ensuring informed choice



Ensuring informed choice supports a person to receive information and have experiences about different employment options.

This can include starting with:

- ❖ Unpaid work experiences
- ❖ A work trial or internship
- ❖ A volunteer position

### ***1.35 Your role in helping people reach employment success***

## **Your role in helping people reach employment success**

There are many ways you can support a person on a daily basis to help a person **prepare for, get, and keep** a job.

You can:

- Help Sally determine why a job is important in her life.



### 1.36 Your role in helping people reach employment success



#### You can:

- Explore **new places** and activities together to help Billy find new interests.
- Assist Bob with his **laundry** so he has a clean uniform for work.
- Support Andrea through **work experiences** to determine her work preferences.
- Talk about John's **day at work** and what went well and what maybe did not go well.

### ***1.37 Importance of a job***

## **Importance of a job**

**You can help a person determine why a job is important to her.**

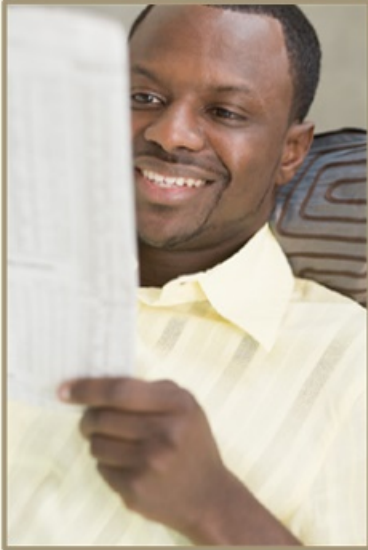
For example, you may find out:

- She wants to earn money, so she can spend time with friends, or purchase a pet.
- She likes to form relationships with new people.
- She likes to learn new things.



### 1.38 Figuring out interests

## Figuring out interests



**You can help Jack identify his interests, skills, and abilities.**

For example, you may notice that Jack:

- Likes books and/or reading.
- Pays attention to details around his home.
- Likes to be helpful with people in his life.
- Talks quieter when he is not feeling well.

### 1.39 VIDEO: Adam's ideal job



**In addition to pointing out Adam's dream job, he mentions his sister, who could be a potential natural support on the job or a person to talk with when he is interested in pursuing his dream job.**

*Select the Resources tab to read Adam's one page profile.*

*To read a transcription of this video select the Transcripts tab.*

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#### Notes:

ADAM: If I could, shoot, I would like to be a mechanic. Anything about a car, it's engine...I love. I'm like...if I had to, just give me a little Volkswagon bug, too easy. Smallest little engine. Easy to fix. I'm like, if I needed to, I could even work on my sister's car if she wanted. But...that would be a kinda fun job to have.



## 1.40 Figuring out preferences

### Figuring out preferences

You can help a person identify work preferences.

For example:

- He may **not** want to work on **weekends** because he typically visits with family.
- She may want to work **within walking distance** of her home because she does not like riding a bus.
- He may be more successful when in a **quiet environment**.



Thursday	Friday	Saturday
work	work	X
work	work	X
work	work	X



## 1.41 VIDEO: Who is Jordan?



**Jordan talks about a few places he would like to work. Through this video, we find out even more information about who Jordan is and what is important To him.**

*Select the Resources tab to read Jordan's one page profile.*

*To read a transcription of this video select the Transcripts tab.*

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### Notes:

JORDAN: It's kind of hard to think of one favorite. I can think of quite a few. One might be, one, one might be, maybe, maybe helping out in the daycare center and maybe, and me being, playing some fun games with them, with some of the children and maybe having, maybe having jobs where I might advocate people about appreciating all of our differences, and another option might be working at some kind of a record store, where a juke box plays and learning about a wide variety of songs that come out in the world, whether they're todays music, 90's, early 2000's, whether it's 80's, 60's, 70's, 50's, or whatever, like working at a record store and helping out.

## 1.42 Your role in helping people reach employment success

### Your role in helping people reach employment success

The way you approach your work can have an important impact on a person's employment success.



Ways to approach your work:

- ✓ **Foster independence** in the supports you provide.
- ✓ **Promote self-determination** by regularly offering choices.
- ✓ Do not assume you know everything the person is **capable of doing**.

### **1.43 Fostering independence**

Provide support and assistance  
**only when needed.**

- ✓ Help Lucas practice waking up on time, possibly learning to use an alarm clock, and getting himself ready for the day.
- ✓ Support Missy in practicing appropriate hygiene and work place attire, and develop opportunities for increased independence with these tasks.



### **1.44 Fostering independence**

Fostering independence occurs by providing supports and assistance only when needed.



Develop a plan to help Paul remember a route he walks regularly, so he does not have to completely depend on your guidance.

### ***1.45 Promoting self-determination***

Create ways for a person to make choices on a regular basis.

- ✓ Offer options for new activities and help Elizabeth budget her earnings so that she can participate.
- ✓ Help Ross contact coworkers or a supervisor if he needs to make changes to his work schedule.
- ✓ Support Sara in planning her week on a regular basis by using a schedule that meets her specific needs.





## 1.46 Identifying capabilities

### Identifying capabilities



Remember you **do not know everything** a person is capable of doing.

A person is **capable of many things**; some are unknown.



## 1.47 Identifying capabilities

### How to identify capabilities:

- ✓ **Observe** and note things Sara does well.
- ✓ **Ask** Brett, his loved ones, and others who have been in his life about his background.
- ✓ **Explore** new places and activities to help Jim discover interests and have new experiences.
- ✓ **Figure out** if you are providing some supports “just because.”



### *1.48 Your role in helping people reach employment success*

## Your role in helping people reach employment success

You are an advocate for the person you support.

This means you are expected to **speak up** when you **learn new information** about the person.



### ***1.49 Your role in helping people reach employment success***



#### **You can speak up when:**

You may notice specific **barriers or challenges** that the person faces, such as walking up the stairs, or finding the bus stop.

You may observe that some parts of the ISP are not working well for the person.

## 1.50 Identifying barriers

### Identifying barriers

**Talk with your supervisor when you notice barriers or challenges for a person.**

- ☐ Jack may need to learn how to take public transportation so he can get to and from a job.
- ☐ Blanca may need assistance when interacting with strangers.
- ☐ Brian may need help navigating around his new neighborhood until it becomes familiar.



## 1.51 Identifying possible plan changes

### Identifying possible plan changes



Talk with your supervisor, and know (or ask) how to document this information.

If action plans or implementation strategies are **not working** for a person, a few things you can do to help are:

- ✓ **Talk** to the person and make sure he understands and if needed, gather ideas about what would work better for him.
- ✓ **Help** a person talk with someone who can assist with making plan changes.

## DSP 211: MARs and Medication Side Effects

***1.1 Describe the intent of each medication or treatment listed on a person's Medication Administration Record and locate information about possible side effects.***

<b>Health</b>	<i>Health issues have a direct impact on happiness and quality of life. It is important for you to understand basic health supports and provide the supports that are directed by the person and his/her support team.</i>
<b>MARs and Medication Side Effects</b>	
Tier 2: Within 3 months of start date	
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## 1.2 In this course

# In this course...

Understand:

- the physician's order generates information for the Medication Administration Record (MAR).
- why awareness of potential side effects of medication is important.





### ***1.3 At your organization***



## **At your organization**

Talk with your supervisor and/or training department about your role with medication administration to:

- Identify the purpose of each medication and the diagnosis associated with it.
- Demonstrate where medication side effect information is located.

## *1.4 Medication Administration Record*

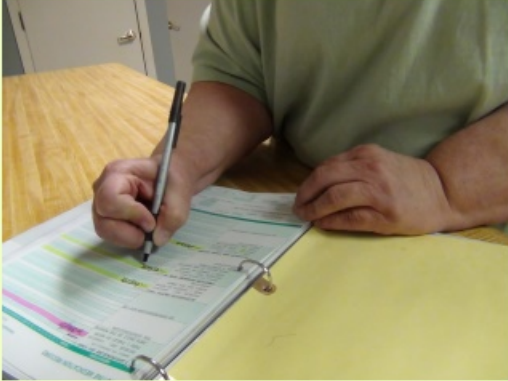
### **Medication Administration Record**

A Medication Administration Record (MAR) is a document to **record** and **keep track of** a person's daily **medications** and **treatments**, including as needed (**PRN**) medications.



## 1.5 Administering instructions

# Administering instructions



## A MAR...

- must have specific information for you to follow.
- will assist you with administering medication to a person.

## 1.6 The MAR must include:

# The MAR must include:

The person's name.

The brand or generic name of the medication.

The dosage and frequency of administration.

The method of administration.

The medication times and dates of administration (or self-administration).

The signature of the person administering.

Individual Name: [Redacted] SSN: [Redacted]  
Medication Number: 4428-112  
Date of Birth: 06/11/1982  
Social Security Number: 440430003

Medication Administration Record - April, 2009

Medication: [Redacted]  
Frequency: Q 2H  
Route: PO  
Comments: [Redacted]

Medication	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
12:00 pm																														
3:00 pm																														
6:00 pm																														

Medication: [Redacted]  
Frequency: Q 2H  
Route: PO  
Comments: [Redacted]

Medication	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
12:00 pm																														
3:00 pm																														
6:00 pm																														

**1.7 MAR must include**

**There is an exception with the method of administration.**



Printed instructions from the package may be used for topical medications and basic first aid treatments without an order.

## 1.8 MAR information

### MAR information

A MAR also includes:

- any known allergies or adverse reactions to medications.
- documentation and an explanation of why a PRN medication was administered and the result of such administration.
- any medication irregularity/error (requires an administrative review).



### ***1.10 Who creates the MAR?***

## **Who creates the MAR?**



At your organization, your supervisor will let you know the process for creating a MAR.

- Remember your organization may use a different name internally for the MAR.
- Always ask if you have questions.



## 1.11 Physician's order

# Physician's order

A physician's order is:

- a written, signed medication or treatment order from a physician or qualified health care provider.
- used to develop a MAR.

PHYSICIAN'S VISIT/ORDERS FORM

Appointment For: \_\_\_\_\_  
Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Doctor's Name: \_\_\_\_\_  
Referring Staff: \_\_\_\_\_  
Reason for Visit: \_\_\_\_\_

Medication	Dose	Time	Medication	Dose	Time

Known Allergies/Special Diet: \_\_\_\_\_  
Information from Doctor: \_\_\_\_\_  
Diagnosis: \_\_\_\_\_  
Treatment: \_\_\_\_\_

ATTENTION PHYSICIAN: Since our staff are not qualified medical personnel, please state time period for all medications and any monitoring needed. ...  
Example: Acetaminophen-Take until gone. Tylenol-Applies for sore throat-if redness or  
itchiness persists, call Dr.; Treatment: Continue for 4 days, if swelling or tenderness  
persists ... etc ...

Physician Signature: \_\_\_\_\_ Pharmacy: \_\_\_\_\_ Nurse: \_\_\_\_\_  
Staff Information: \_\_\_\_\_  
Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### ***1.12 When a physician's order is required***

## **When a physician's order is required**



**It's required!**

**Prior to the usage or implementation of the following:**

- Prescription medications
- Treatments other than basic first aid
- Modified or special diets
- Adaptive equipment
- Non-prescription medications, except an over-the-counter topical (may vary by organization's policy)
- Aids to physical functioning

### ***1.13 Your role with a physician's order***

## **Your role with a physician's order**

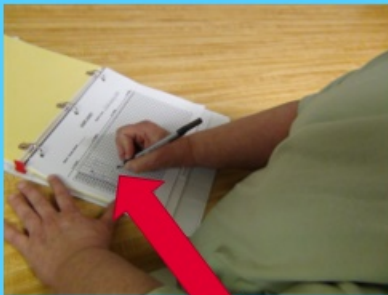
Each DSP will have his or her own role in regards to the physician's order:

- Some DSP's will learn how to take a physician's order and develop a MAR.
- Others will just need to know where the orders are located.



## 1.14 The perfect match

### The perfect match



PHYSICIAN'S VISIT/ORDERS FORM

Appointment For: Will Powers  
Date: 6/22/15 Time: 9:00am  
Doctor's Name: Dr. Mulek  
Referring Staff: Kimberly McDonald  
Reason For Visit: Coughing, congestion

Medication	Dose	Time	Medication	Dose	Time
<u>Aspirin</u>	<u>5 mg</u>	<u>6:00 pm</u>			

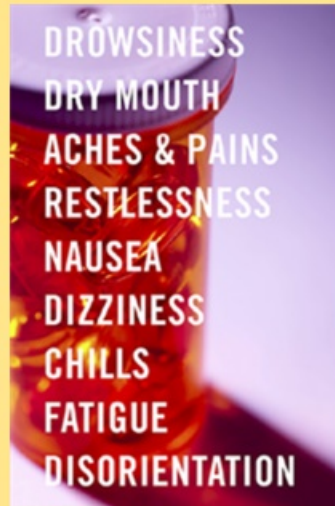
It is important that a physician's order matches the MAR.

- Reviewing this may be your role within your organization.

### ***1.15 All medications have side effects***

## **All medications have side effects**

Your organization keeps information about each person's medication side effects.



### ***1.16 Locate side effect information***

## **Locate side effect information**



It is your responsibility to know where side effect information is located and how the medication affects each person.

### ***1.17 All medications have side effects***

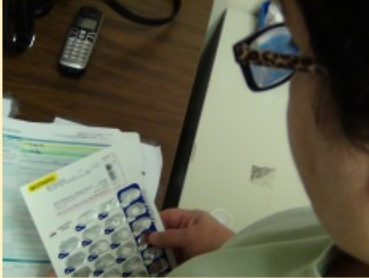
**The same  
medication will  
affect people  
differently!**





## 1.18 New medications

### New medications



**The therapeutic effects need to be known!**

As a DSP, when a person takes a **new medication**, it is your responsibility to:

- learn about the potential side effects.
- know how to locate the information about them.

### ***1.19 Adverse side effects***

## **Adverse side effects**

Communication of a potentially **adverse** side effect is important.

- It is better to err on the side of over reporting than have a small issue become a serious medical issue.



## 1.20 Positive side effects

### Positive side effects



Communication of a potentially **positive** side effect is also important.

- Knowing what you need to notice for therapeutic effects is just as important as adverse effects.

### ***1.21 Unsure of side effects***

**Do not be afraid to ask**

**Ask** when you are unsure what to look for –both adversely and therapeutically.



## 1.22 Redundant side effects

**Sometimes the list of potential side effects seems redundant.**



Constipation is often listed as a side effect.

- It is important to know when this could be more likely or compound an existing issue.
  - For instance, a person is prescribed Vicodin® after surgery and they are already taking a heart medication **(both of which cause constipation)**.
  - Assure you know what to do.

## 1.23 Important information to remember

### Important information to remember

PHYSICIAN'S VISIT/ORDERS FORM

Appointment For: Will Powers

Date: 6/22/15 Time: 9:00am

Doctor's Name: Dr. Malick

Referring Staff: Nancy McDonald

Reason For Visit: Coughing, congestion

Medication	Dose	Time	Medication	Dose	Time

**Always look at the date  
of the physician's order!**

- The most **current order** is the only one to follow.
- **Look up** any shorthand medical terms used, such as "t.i.d.;" do not assume you remember it stands for "three times a day."
- If you are unsure, **ask**.

## DSP 212: Responding to Non-Emergency Changes in Health

### ***1.1 Understand how to identify and respond to non-emergency changes in health.***

#### **Health**

*Health issues have a direct impact on happiness and quality of life. It is important for you to understand basic health supports and provide the supports that are directed by the person and his/her support team.*

## **Responding to Non-Emergency Changes in Health**

Tier 2: Within 3 months of start date

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## 1.2 In this course ...

# In this course...

- Recognizing how to implement appropriate action when responding to a non-emergency change in health.
- When to record non-emergency changes in health; and when observed, how to report changes to appropriate people.
- When to communicate potential health concerns to others as needed and appropriate.



### ***1.3 At your organization***



## **At your organization**

- Talk with your supervisor and/or training department to ensure that you understand your responsibilities to identify and respond to non-emergency changes in health.
- Know what documentation you need to complete and who to talk to if you need assistance.

#### 1.4 What are non-emergency changes in health?

## What are non-emergency changes in health?

- Conditions that typically do not pose an immediate risk of injury or death to a person.
- Though medical treatment in non-emergency cases may be delayed without serious risks for a person; *in urgent cases*, it is advisable to get treatment as *quickly as possible*.

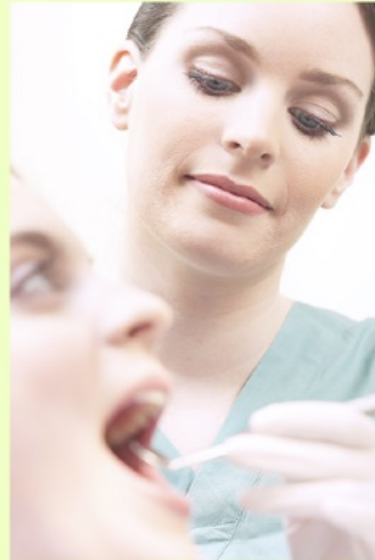


### ***1.5 Untitled Slide***

## **An example of a non-emergency changes in health:**

An initial toothache is not an emergency.

However, a person with a toothache should not wait too long before seeing a dentist. A toothache can lead to a systemic infection in the bloodstream.



## 1.6 Untitled Slide

### Another example of non-emergency changes in health:

When a person has the flu, it can be considered common and is typically viewed as a non-emergency.

**The flu can be fatal** if a person is not monitored, or has a compromised immune system and no preventative measures are taken.



## 1.7 General list

### General list

Examples that can cause changes in health conditions:

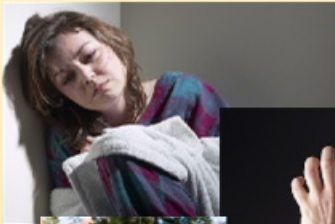
- Allergies
- Animal, human and insect bites
- Backaches
- Cold and flu symptoms
- Minor burns
- Minor cuts
- Sprains
- Headaches
- Minor nose bleeds



## 1.8 General list

### General list

**Examples that can cause changes in health conditions:**



- Poison Oak exposure
- Sore throats
- Stomach aches
- Vomiting
- General aches and pains

In some circumstances, or for some people, these might in fact be emergency situations.



## *1.9 Some possible signs that a person's health has changed*

### **Some possible signs that a person's health has changed**



- We support people who may experience things that, in your previous experience, may seem unusual but are not to the person you support.
- Make sure you are familiar with what is usual and unusual for each person.

**If you are ever unsure,  
PLEASE ASK!**

### 1.10 Untitled Slide

Everyone is different!

Notice UNUSUAL signs of:

- ✓ tiredness
- ✓ trouble sleeping
- ✓ problems breathing
- ✓ difficulty in talking
- ✓ indigestion
- ✓ anxiety



## 1.11 Remember

### Remember



- ✓ It is important to know the typical health condition of a person.
- ✓ When there are even small changes in a person's health, it is important to talk with someone about it.
- ✓ Changes in a person's health can be caused by a variety of reasons and medical care may be needed.

## **1.12 Remember**

### **Remember**

Each person's health is unique, knowing what is typical and being alert to changes help to support a person in being healthy.

**This is a key role for Direct Support Professional's (DSP).**



***1.13 If any changes in health are***

**IF ANY CHANGES IN HEALTH ARE  
OBSERVED OR SUSPECTED**

***1.14 If any changes in health are  
observed or suspected***



- ✓ If you are unsure of severity never hesitate to call 911.
- ✓ Always notify a supervisor.
- ✓ Know your organization's protocols and procedures.
  - Practice appropriate First Aid, and CPR if it is, or becomes necessary, then call 911.

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**Notes:**

### 1.15 Untitled Slide

- ✓ You should always observe and record changes in activity level, skin color, communication, etc.
  - Report changes to appropriate personnel.
  - Document as per your organization's procedures.
- ✓ Make sure to use the correct procedure to respond to a situation.





### 1.16 Untitled Slide

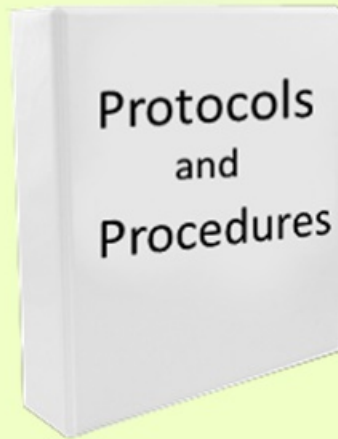
Use First Aid and/or preventative measures that keep a person's condition from worsening such as:



- Cover someone who is struggling to keep his body temperature up.
- If there is a doctor's order, apply anti-bacterial ointment on a scratch.
- Encourage drinking water (or other fluids) following vomiting, diarrhea, or fever.

### 1.17 Untitled Slide

- ✓ When you notice changes in a person's condition, react appropriately for the person.
  - Follow any specific protocols that are in place.
  - If the person has no history of this condition, contact your supervisor and follow their given instructions.



## 1.18 Untitled Slide

**Your supervisor's instructions may include:**



- ☐ Making an appointment to see a primary care physician or urgent care.
- ☐ Staying in a controlled environment such as a home until concerns no longer exist.
- ☐ Having the person sit, lay, and rest.
- ☐ Drinking fluids.
- ☐ Giving prescribed medications.

### 1.19 Untitled Slide

**If any changes in health are observed or suspected:**

Within Health Insurance Portability & Accountability Act (HIPAA) regulations (as learned with DSP 104) communicate any observed or suspected changes to others (employers, friends) as appropriate to ensure health and safety.



## 1.20 Untitled Slide

### **If any changes in health are observed or suspected:**

Inform others who will be continuing support with accurate information and specifics even if the person's health has or seems to be improving.

#### **Details to include are:**

- What happened, when, why, and how often it has occurred?
- What you did to prevent, stop, or improve a person's condition.



## 1.21 Untitled Slide

### Ensure confidentiality is not breached

Encourage a person to speak for himself to friends, family and others outside your organization.

- ❖ Confidentiality of personal information and HIPAA is covered in DSP 104 module.



Notes:

# DSP 213: Responding to Person-to-Person or Person-to-Property Incidents

## 1. DSP-Safety

### 1.1

#### Safety

*DSPs provide person centered, proactive safety supports and try to prevent emergency situations. DSPs need to be aware of common safety issues and know how to respond in an emergency situation to promote the safety of the people they support.*

## Responding to Person-to-Person or Person-to-Property Incidents

Tier 2: Within 3 months of start date

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## ***1.2 In this course we will cover***

# **In this course...**

- Information about understanding emergency safety situations.
- What is a reasonable response with emergency situations.
- Considerations when it comes to safety and asking for help.
- Information about notification requirements.



### ***1.3 At your organization***



## **At your organization**

Talk with your supervisor to ensure you know your responsibilities for each person you support.

You can find links for additional information in the Resources Tab. These include:

- Oregon Home and Community Based Services website
- Oregon Administrative Rule for Professional Behavior Services

## ***1.4 At your organization***



### **At your organization**

You will need to

- ✓ know support documents for each person.
- ✓ identify and review instructions for responding to signs of escalation and crisis behaviors.
- ✓ know your organization's notification and documentation policy.

## 1.5 Emergency situation

### Emergency situation

An emergency situation is a circumstance in which the safety of one or more person is compromised due to a person's potentially dangerous behavior.

- You must be able to respond appropriately when presented with an emergency situation.

You **do not need permission** to call 911 in an emergency situation.



## 1.6 Emergency situations

### Emergency situation includes:



#### Person-to-person aggression

- A person is causing or threatening physical harm to himself, to you, or to another person.
- A person is being threatened or physically hurt by someone else, or is attempting to injure himself.

## ***1.7 Emergency situations***

### **Emergency situation includes:**

#### **Person-to-property aggression**

- Person is damaging property in a manner which causes a potential safety risk.



## ***1.8 Threat of harm?***

### **Threat of harm?**



The following situations are serious and must be addressed.

They are not as serious as when a person's safety is threatened.



## 1.9 Examples

### Examples:

These examples of threats of harm are **not** directed at a person or someone else:

When a person is...

- damaging property belonging to another person.
- damaging expensive property (doing damage to a building structure or own property).



### 1.10 Threat of harm?



#### Examples:

When a person is...

- threatening to hurt self or someone else but has history of making only verbal threats and has never followed through.
- making a threat but does not have the ability to hurt or cause injury to person he is threatening.

### ***1.11 Be prepared***

## **Be prepared**



You must be prepared to respond appropriately in order to maintain the safety of the person(s) you support as well as others.

### 1.12 The concept of “reasonable response”

## The concept of “reasonable response”

In a potentially harmful situation, a **reasonable response** is:

- Just enough intervention to maintain safety and no more than is absolutely necessary.
- The “least intrusive intervention” – physical or non-physical – whichever is necessary.
- Matching the level of intervention to the level of danger.



### ***1.13 Is someone at serious risk of harm?***

## **Is someone at serious risk of harm?**

### **Some things to consider:**

#### **Likelihood of injury**

- ✓ Is the person close enough to another person to injure (proximity)?
- ✓ Is the person capable of injuring himself or others?
- ✓ Is there a history or pattern of injury resulting from this challenging behavior?



### ***1.14 Is someone at serious risk of harm?***

## **Is someone at serious risk of harm?**

### **Some things to consider:**

#### **Intensity of the situation**

- ✓ Is this situation continuing to escalate?
- ✓ Can you be a calming influence?



### ***1.15 Possible outcomes of the situation***

## **Possible outcomes of the situation**

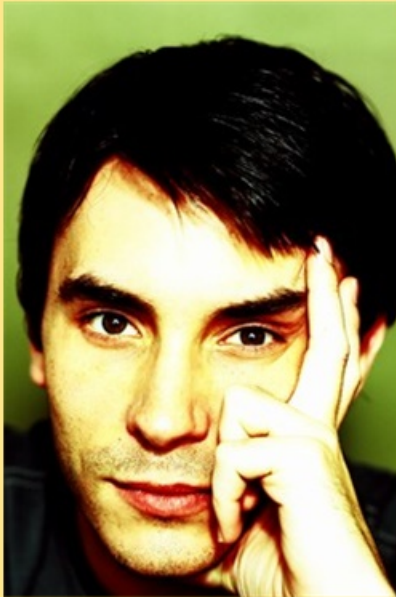
- ☐ What is the worst thing that could happen if you intervene?
- ☐ What is the worst thing that could happen if you **do not** intervene?
- ☐ Will this behavior stop on its own? Will the person stop without intervention?





### ***1.16 Is there a plan?***

## **Is there a plan?**



- What does the positive behavior support plan say to do?
- How have you been trained to respond?
- Does the Individual Support Plan (ISP) identify steps to follow?
- ✓ Before intervening make sure that you have been trained on the person's ISP and positive behavior support plan.

### ***1.17 How can you maintain safety?***

## **How can you maintain safety?**

### **Some things to consider:**

- ✓ Who can assist you?
- ✓ What objects are in the environment that may be used as weapons?
- ✓ What furniture or other objects are in the environment that you may use as a barrier if necessary?
- ✓ What are the possible exit routes?



## 1.18 Untitled Slide



### **Some things to consider:**

- ✓ Who is most vulnerable and what assistance may they need to get out of the way?
- ✓ Will the person be safe if left alone to de-escalate?
- ✓ Is some kind of physical intervention needed?

### **Again, ask yourself:**

**What is the most reasonable, least intrusive, and safest intervention?**

## 1.19 Asking for help

### Asking for help

Do not hesitate to ask for help if, at any time, you do not feel you can maintain the safety of a person you support, yourself, or others.

**You do not need permission to call 911.**



## ***1.20 Support plans***

### **Support plans**



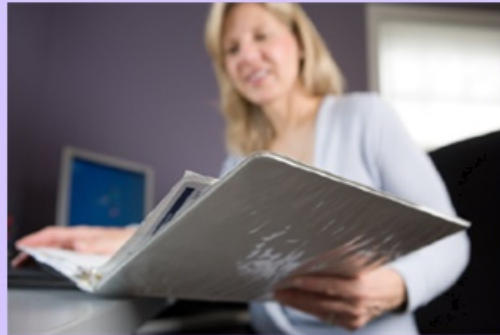
Some of the people you support may routinely or periodically engage in behaviors or actions that are potentially dangerous, or are very challenging to support.

## ***1.21 Behavior support plans***

### **Behavior support plans**

A Functional Behavioral Assessment (FBA) identifies the trigger(s), reason(s), or what purpose(s) the behavior(s) serve.

A Positive Behavior Support Plan (PBSP) is a “guide” for you to follow; it has instructions for supporting the person to be happy and safe.



## ***1.22 Know the best response for people you support***

### **Know the best response for people you support**



You are responsible to know...

- ✓ what support documents each person has.
- ✓ what information and instructions are contained in each support document.
- ✓ how to follow each specific set of instructions as they are written.

***It is your responsibility to ask questions!***



### ***1.23 Incidents that must be documented***

## **Incidents that must be documented**

- **Person-to-person aggression,** threats of aggression, or attempts at aggressive behavior/actions (successful or not)
  - This includes self-injury, threats, or attempts of self-injury.
- **Person-to-property aggression,** threats of damage and/or destruction, or attempts



## 1.24 How to document...

### How to document...



Complete notifications and documentation as instructed by each person's support document.

Notify your supervisor immediately if person-to-person or person-to-property occurs and is not addressed specifically in a support document for the person who engaged in it.

If any safeguarding interventions occurred, be sure to follow requirements for incident reporting.

### ***1.25 When someone is injured***

## **When someone is injured**

If a person is injured, notify your supervisor immediately and follow your organization's notification and documentation policy.



## ***1.26 With your supervisor***

### **With your supervisor**



Review current support documents, and become familiar with all the information included.

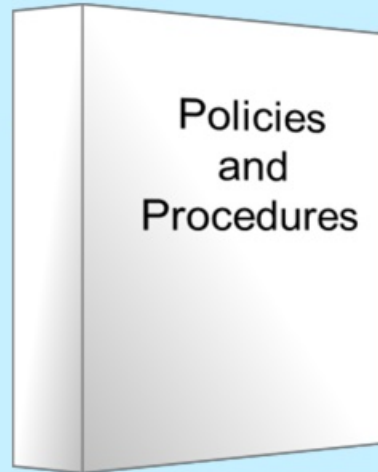
Discuss the people who have a Positive Behavior Support Plan (PBSP) and get to know your role with supports.

## ***1.27 Know organization's procedure***

### **Know organization's procedure**

Review instructions for responding to signs of escalation and crisis behaviors when someone has a BSP.

Review your organization's notification and documentation policy, asking questions to assure you can follow-through as required.



# DSP 214: Supporting Relationships and Other Actions Directed by an ISP

## 1. DSP-Planning

### 1.1 Supporting Relationships and Other Actions Directed by a Person's Individual Support Plan (ISP)

#### Planning

*Planning starts with listening closely to the person's perspective and to the perspective of others who know and care about the person. It is important for you to be familiar with any plans in place for the people you support. As a DSP, you have a key role in contributing to planning and in following the plans that are in place.*

## Supporting Relationships and Other Actions Directed by a Person's ISP

Tier 2: Within 3 months of start date

## ***1.2 In this course...***

# **In this course...**

The importance of:

- Relationships
- Using a relationship map
- Following supports and Desired Outcomes in each person's Individual Support Plan (ISP)





### ***1.3 At your organization***



## **At your organization**

Talk with your supervisor and/or training department to ensure that you know:

- Who is in a person's life.
- Your role in supporting the person's relationships.
- How to follow supports and meet a person's Desired Outcomes.
- How to provide suggested changes to a person's ISP or supports.

## 1.4 Article: Importance of Belonging

Many people who experience disabilities live lives...

- of extreme **loneliness** and isolation.
- **depend** almost exclusively on their families for companionship.
- are without connections to family, relying on people who **are paid** to be with them for social support.



Select the Resources tab for the article *The Importance of Belonging*  
by David Pitonyak.

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## 1.5 Importance of Belonging

### Importance of Belonging

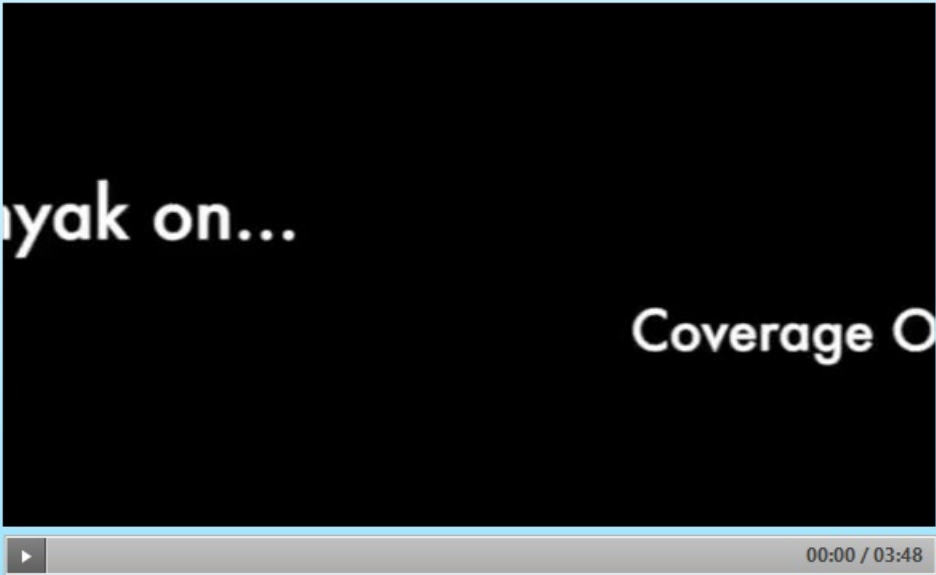
“Although paid staff can be friendly and supportive, they frequently change jobs or take on new responsibilities.

The resulting instability can be **devastating** to someone who is fundamentally alone.”

*Introduction (from the article, page 4)*



## 1.6 VIDEO: David Pitonyak on...Coverage Or Relationships?



The video player shows a black screen with white text. On the left, it says 'Pitonyak on...' and on the right, it says 'Coverage Or Relationships?'. Below the video frame is a progress bar with a play button icon on the left and the text '00:00 / 03:48' on the right.

**There is a difference between coverage and relationships. People need relationships. It's about who shows up and is there a meaningful relationship.**

*To read a transcription of this video select the Transcripts tab.*

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### Notes:

DAVID PITONYAK: People need to be in relationship and what we keep, as a field, giving them, is coverage. And there's a huge difference between coverage and relationships, and that example that I use all the time, is imagine I were to arrive home after a trip and instead of finding my lovely wife, Cindy, at home, there'd be another woman. I'd say to her, you know, "where's Cindy," and can you imagine how I'd feel? If she said, "well Cindy's not here, but don't worry, we have you covered." And people always laugh at that. They laugh right out loud at that, cause they recognize immediately there is a huge difference between relationship and coverage. I also add in the joke that there's often men in the room who go, "that sounds pretty good to me," you know, "I hope there's a lot of turn over at the agency," you know, but, but uh, but, it's, it's funny. People laugh out loud about it, but that's fundamentally what we're doing. We're giving people coverage. We, we really, literally, think if someone just shows up that that's enough. And if that wasn't insulting enough then we think it's about being consistent or keeping people busy. So, we have people in these very active treatment schedules and, um, we've done in service training with them, but imagine I were to arrive at home and say to this woman, "where's Cindy," um, she says, "she's not here, but don't worry we have you covered," and me go, "well do you know how to make a twice baked potato," and her say, "yes, as a matter of fact, Cindy did in service training with us before she left, and now we all know how to make them in exactly the same fashion," and me going, "Well, what could be the problem?" You know? I mean again, it's the kind of thing we laugh at, but it's the basic mathematics of our entire service system. We really, that's what we do to people all the time. And then act surprised when it doesn't work. We surround people with strangers who come and go out of there life with regularity and when they're upset about it, uh, we think we just have to do better in service training with the new people who come the next time. We don't laugh out loud at that; we practice it day in and day out. I've been with people that are ten feet taller than I am, and, who have a history of being violent, who can have a tiny little soul next to them who they're in relationship with and they don't have any problems; uh, a tiny person who's surrounded by giants can have all the problems in the world if they're not in relationship with a person. It's so much about relationships, but it's not about how many people you have there, it's about who shows up. And is there a meaningful relationship between this person and those people showing up? So in our field I think we just have a lot of people that are really busy, running around, uh, who never have time in there day to stop and

spend time with people who use our services, and think that a process, another process, or another way of doing things; another training schedule; another, you know, management information system is gonna solve the problem, but the thing that really makes the difference, I think, over time, is our commitment to people to get to know them in a meaningful sense, and hanging around long enough to hear a thing or two, you know?

### **1.7 David Pitonyak on...Coverage Or Relationships?**



**Provide supports with integrity.**

What can make a difference... “over time, **our commitment ...to get to know people, ... in a meaningful sense, and hang around long enough to hear a thing or two.”**

~ David Pitonyak

*Select the Resources tab for more information on David Pitonyak*

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## 1.8 Relationships

# Relationships

## Who is in a person's life?



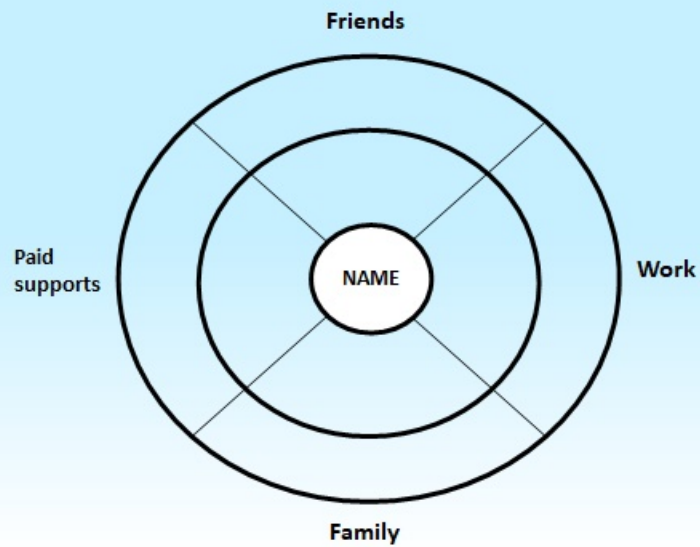
**Nobody is an island.**

We have others in our lives who we trust, talk to, listen to, bounce ideas off—people who help us make some of our decisions.

In the same regard, we may have some people in our lives who we choose NOT to discuss personal matters with—who, for a variety of reasons, we do not enlist for help when we make decisions.

## 1.9 Relationship Map

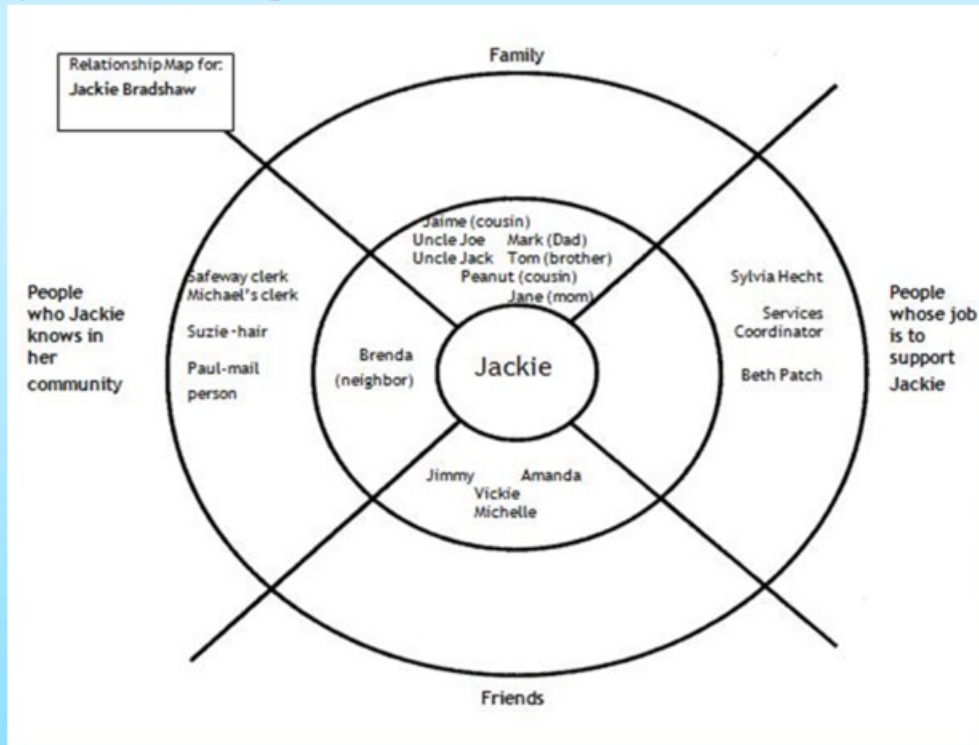
**Relationship Map**  
Representations of Maps are usually included  
in person centered plans





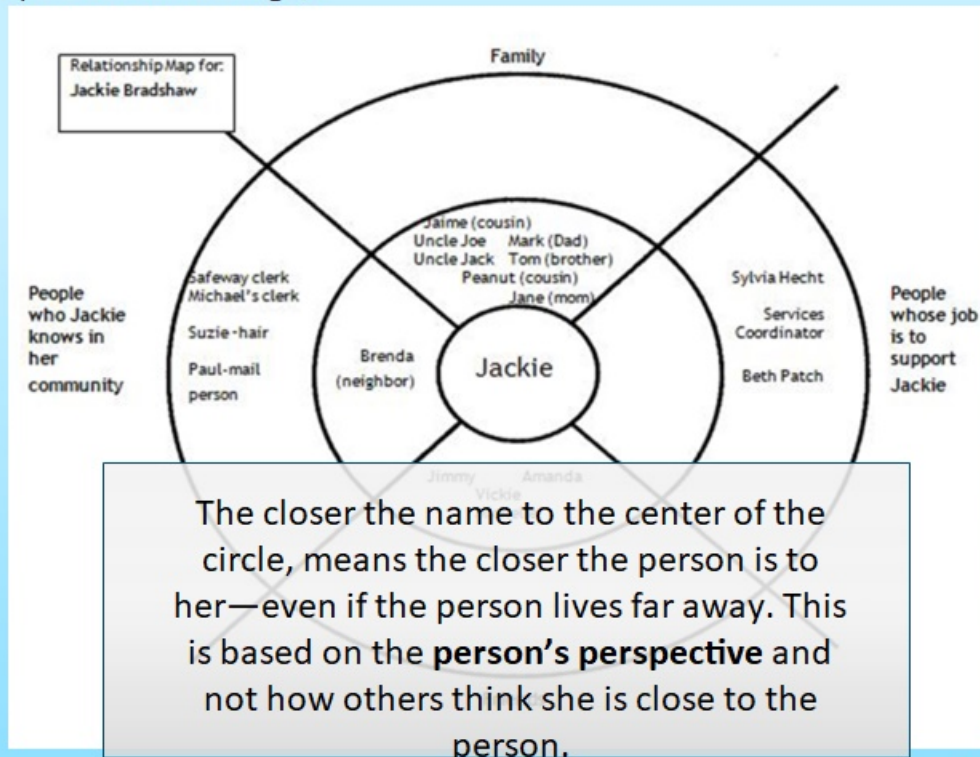
## 1.10 Relationship Map - Sample

(click on the image)



## Layer 2 (Slide Layer)

*(click on the image)*



### 1.11 Relationship Map: Person centered information

## Relationship Map: Person centered information

Relationship maps can:

- Identify where **existing relationships** may need to be strengthened, maintained, or renewed, especially when the person is reliant on others to make contact with people.
- Show the **balance** of family and friends versus paid supports in the person's life.
- Help you learn who is **important To** the person.



## 1.12 Relationship Map: Person centered information

### Relationship Map: Person centered information



Using a relationship map can help those around a person learn **about the important people in her life.**



The relationship map in the ISP process looks different than shown, but arrives at the same information.

### 1.13 Relationship Map: ISP process

## Relationship Map: ISP process

### Relationship Map

People I love and/or support

People I seek out every now  
and then

People who make me feel loved  
and supported

People I like to have fun with

People I'd like to have in my life

People who help me

### 1.14 Information from Map in ISP process format

## Information from Map in ISP process format

Relationship Map	Who
People I love and/or support	Mom (Jane), Tom (brother), Dad (Mark) Peanut (cousin)
People I seek out every now and then	Services Coordinator Beth Patch (job coach)
People who make me feel loved and supported	Amanda (friend), Mom, Uncle Jack, Brenda (neighbor)
People I like to have fun with	Jimmy, Vickie, Amanda, and Michelle (friends) Tom (brother)
People I'd like to have in my life	Jaime (cousin) and Sylvia Hecht (previous job coach)
People who help me	Mom, Peanut, Brenda, Amanda, and Services Coordinator

Using the relationship map is a tool to help identify different relationships a person has.



## 1.15 Relationships: Value

### Relationships: Value

Not all relationships carry the same “value”

- You may like to **go to particular movies** with one person but not share the same interest in other activities, such as **snowboarding**.
- You may like someone you work with but not spend time with her outside of work.





### 1.16 Relationships: Different value

## Relationships: Different value



- ☐ Do you have any strained relationships?
- ☐ Why did that happen?
  - ❖ Sometimes, it is not bringing a book back to a friend after borrowing it.
  - ❖ Other times, it may be as a result of repeatedly lying or stealing.

It depends on the “relationship” with the other person involved.

### 1.17 Relationships: Different value

**Everyone's relationships are different.**

- ☐ You may ask your dad's input on updating your computer but may not ask him for dating advice.
  - Who would you talk with?
- ☐ Your best friend
- ☐ Your brother or sister
- ☐ Your mom or aunt



### ***1.18 Relationships: No difference***

## **Relationships: No difference**

We need to keep in mind that the people we support should be afforded the same consideration and privacy as any citizen.



## ***1.19 Relationships: No difference***

Relationships are personal, and everyone has different kinds.

Relationships are important to be identified, and asking questions can help to better understand relationships in a person's life.

- Keeping in mind that a person may not want to provide you with all of the information.



## 1.20 Figuring out the depth of a relationship

### Figuring out the depth of a relationship

Questions to better understand relationships in a person's life:

- ✓ **How long** have you known her, and **how much time** do you spend together?
- ✓ When was the **last time** you had **fun** together? What did you do?
- ✓ What do you **like about** her?



## 1.21 Your role with supporting relationships

# Your role with supporting relationships

**Provide information about the person, such as with John...**



Information about John is used to develop his Individual Support Plan (ISP).

Knowing how to support John in his relationships is a key role of your job. *This will vary, depending on the services and supports you provide.*



## ***1.22 Relationships: Desired Outcomes***

### **Relationships: Desired Outcomes**

When action plans are developed, talk with your supervisor about your specific responsibilities with assisting John in his Desired Outcomes for relationships.





### ***1.23 Relationships: Are relationships supported?***



#### **Are John's meaningful relationships supported...**

in the way that John wants them supported?

- When you find out a new person is in John's life, it is important to write it down... in case John wants to develop that relationship.
- Who is helping John with all his Desired Outcomes? You may not be the only person supporting John... so knowing who is in his life is helpful.

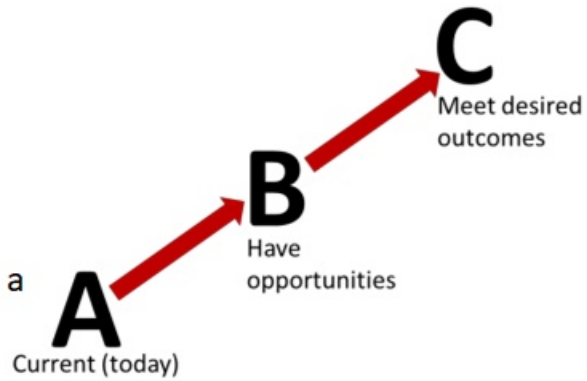
## 1.24 Desired Outcomes

### Desired Outcomes

Outcomes help focus on the accomplishment a person wants.

Sometimes these Outcomes need to be modified.

- Talk with your supervisor about possible changes in a person's relationships or other needs.



## 1.25 Reflection...

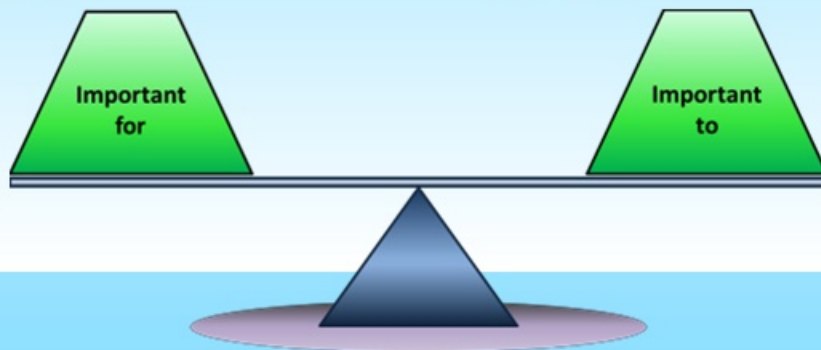
### Reflection...

#### Important For:

Knowing what is important to Jackie **guides the supports** (important For) for her DSP to not eliminate or restrict important relationships in her life.

#### Important To:

**When thinking about relationships...**what is important To a person includes having the right to choose who is, and who is not, in her life.



## 1.26 Reflection... it's about balance



Supports need to be  
**balanced between**  
important To and  
important For.

## 1.27 Your role: With supports

### Your role: with supports

Follow all of the person's support documents such as a Safety Plan, Seizure Protocol, or Behavior Support Plan.

Ensure you have been trained and are confident in following the support documents.

- Be sure to review them regularly.



## 1.28 Your role: With supports

### Your role...

Person receiving services: John Smith  
Protocol for use at: **Home**

Person receiving services: John Smith  
Financial Plan for: **Work and Home**

Assure you are following the supports for the environment you are providing them, such as “at home,” “at work,” or “community activities.”

When you notice a change is needed, it is **not** a DSP’s typical role to make changes to a person’s plan or supports.

### ***1.29 Your role: With supports***



If you need additional information, or do not understand something, it is your responsibility to ask questions!



### 1.30 Following supports

## Following supports

Each person's ISP outlines serious known risks and supports for him.

Supports are provided for a vast number of reasons.

Risk
Aspiration
Dehydration
Injury Due to Falling
Congestive Heart Failure
Fire Evacuation Safety
Household Chemical Safety
Vehicle Safety
Potential for Financial Abuse

### ***1.31 Reason for supports***

## **Reason for supports**



A person needs help to cross the street as she is just learning to understand the Accessible Pedestrian Signals.

This could be written in her **Safety Plan**.

### ***1.32 Reasons for supports***

Supports needed:

Guidance while grocery shopping to buy the items on his list, not varying because of his very strict diet for this month, while getting some tests.



This could be written in his **Dining Guidelines**.

### ***1.33 Reasons for supports***



#### **Reason for support:**

Assistance to use the bathroom, including getting to the bathroom.

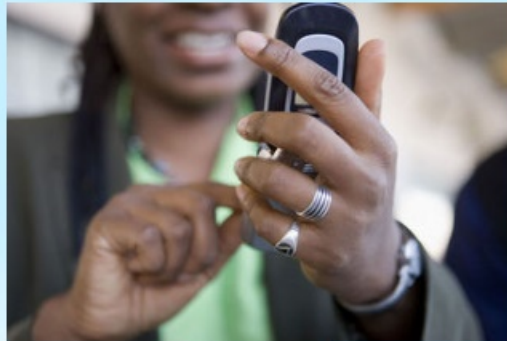
This could be in a **Medical Support Plan** or a **Safety Plan**.

### ***1.34 Reasons for supports***

**Reason for support:**

Haley needs support with dialing the correct numbers on her cell phone as she is not confident yet on using a new phone.

She can ask for support, as needed.



### 1.35 Relationships and supports

## Relationships and supports



Within supports for a person, a person may need **support** to have, maintain, or change **relationships** in her life.

These will **look different** for each person as all supports are individualized.

Also, someone **may not need** support with relationships.

### ***1.36 Relationships and supports***

#### **Relationships and supports:**

Knowing a person's Relationship Map is the first guide to know the role people play in a person's life.

If you feel that a relationship is not being supported in the best way for a person, talk with your supervisor.

Always follow the current support documents.





### ***1.37 When a change is needed***

## **When a change is needed**



If you notice a support document or an Action Plan (Desired Outcome or service agreement) needs to change for John or Jackie, your role is to talk with your supervisor (or designee) as soon as possible.

### 1.38 When a change is needed

## When a change is needed

Know your organization's policy and procedure on making changes.

- Each organization has different roles or people who are **responsible for** maintaining a current **Individual Support Plan (ISP)** along with training the ISP and supports.



# DSP 215: Basic Principles of Person Centered Practices and Planning

## 1. DSP-Planning

### 1.1 Basic principles of person centered practices and planning with people

#### Planning

*Planning starts with listening closely to the person's perspective and to the perspective of others who know and care about the person. It is important for you to be familiar with any plans in place for the people you support. As a DSP, you have a key role in contributing to planning and in following the plans that are in place.*

## Basic Principles of Person Centered Practices and Planning

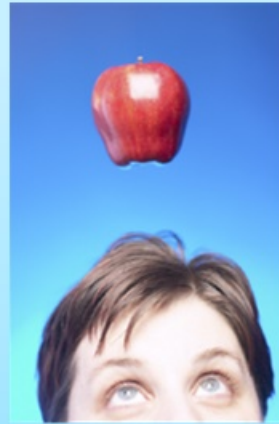
Tier 2: Within 3 months of start date

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## ***1.2 In this course we will cover***

# **In this course...**

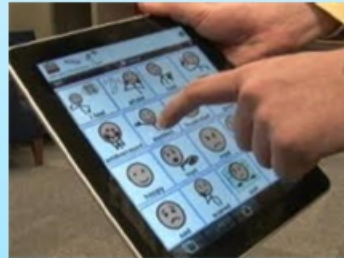
- Person centered (PC) practices and skills used regularly with people.
- Concepts to be familiar with while working as a Direct Support Professional (DSP).



### ***1.3 In this course we will cover***

## **In this course...**

- Skills used to:
  - Problem-solve.
  - Assist with development of Desired Outcomes.
  - Identify situations that can include people you support to use preferred method of communication.
  - Provide supports that focus on needs, preference, and are personalized.



## ***1.4 At your organization***



### **At your organization**

Talk with your supervisor and/or training department to ensure you:

- follow through with the implementation strategies (action plans) for each person you support.
- know and understand the people you support, and actively include each person in the decisions about his life - regardless of ability or perceived capacity.

## 1.6 What are Person Centered Practices?

### What are Person Centered Practices?



**“Person Centered Practices** are ways of commissioning, providing and organizing services rooted in **listening** to what people want, to help them live in their communities as they choose.”

*~ From Helen Sanderson Associates  
(HSA) in the United Kingdom*

*See the Resources tab for information on Helen Sanderson and  
Person Centered Resources.*

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## ***1.7 Principles of Person Centered Practices***

# **Principles of Person-Centered Practices**

From Virginia Person-Centered Practices Leadership Team  
Virginia Systems Transformation Grant Resource Team, June 2008

*See the Resources tab for information on Virginia's Principles of  
Person Centered Practice.*

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***1.8 The five Person Centered (PC) Practices Principles are:***

## **The five Person Centered (PC) Practices Principles are:**

### **1. Listen**

- ☐ “I am listened to”  
–individual choices  
are respected and  
followed.



## **PC Practices Principles**

### **2. Community**

- ☐ “I have friends and family I see often” –relationships are important.



## **PC Practices Principles**

### **3. Self-direction**

- ☐ “I have choices” — choices are supported.



## **PC Practices Principles**

### **4. Talents and gifts**

- ☐ “I learn new things”—talents are supported.



## **PC Practices Principles**

### **5. Responsibility**

- ☐ “I am responsible for my choices” –there is shared responsibility for supports and choices.



### ***1.13 The five PC Practices Principles***

## **The five PC Practices Principles**

**1. Listen**

**2. Community**

**3. Self-direction**

**4. Talents and gifts**

**5. Responsibility**





### 1.14 VIDEO: Michael Smull on person centered ...



**Helen Sanderson from the United Kingdom and Michael Smull, the co-developer of Essential Lifestyle Planning, talks about the different definitions of four person centered terms: Person Centered (PC) approaches, PC thinking, PC description, and PC plan.**

*See the Resources tab for information on Michael Smull.*

*To read a transcription of this video select the Transcripts tab.*

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#### Notes:

HELEN: And there are different styles of Person-Centered Planning, now, aren't there? Say a bit about the different styles, and where they are useful and powerful.

MICHAEL: Each different style is powerful. Each different style of planning has a different power. And if you look at the main styles that are used, you would start with PATH. PATH is a remarkably powerful way of defining a destination, saying, "Here's how I want to live at some point in the future," and, "Here's how we can mobilize people so that we can take the steps necessary to get there." MAPS, on the other hand, is really about how do I mobilize the circle that's around me? And that circle would be a group of committed people who are willing to walk with me and be with me, and typically are mostly not paid. And MAPS is a way to mobilize that group and keep them mobilized, and keep them committed, and to be able to, again, look at a desirable future. Both of those planning formats assume that there's a committed group of people...that there's a committed group of people who are willing to walk with you; be with you. And part of the process is to mobilize and commit those people, and their work. Essential Lifestyle Planning - which is a third way of doing it - assumes that there are people who are knowledgeable, who know the person, but doesn't assume that there's a committed group of people around the person. It says, "If we can gather the information that tells us what's important to you, and how to best support you, then, we can make it happen." Essential Lifestyle Planning was really designed to be done inside systems, as well as outside. PATH and MAPS were designed to be done on edges of systems where you could find those committed groups of people.

### ***1.15 With person centered...***

## **With person centered...**



The person is at the center of the efforts, not the program or the system.

### *1.16 Person center skills for problem-solving*

## **Person centered skills for problem-solving**

We use skills all the  
time.

To be good at a skill it  
**takes practice.**



### ***1.17 PC skills for problem-solving***



**What is working? and  
What is not working?**

Is a useful problem-solving skill.

It is important to:

- look at a **current issue**.
- get **different perspectives**.
- include the people  
**involved in the issue**.

## 1.18 Working or not working

# Working or not working

Action is a result of looking at the information provided through **problem-solving skills** such as a working or not working chart.

- If you **find something out** about a person that you did not know before, talk with your supervisor.

This could be either something **to change or develop in his life.**

Logan's Current Job

	What is working right now	What is not working right now
Logan	<ul style="list-style-type: none"><li>• Pay check-How much I earn</li><li>• Variety of stationary work &amp; stocking tasks</li><li>• Co-worker's support</li><li>• Riding the bus to/from work</li></ul>	<ul style="list-style-type: none"><li>• Getting off at 10 pm no energy to see live music</li><li>• Paperwork required for processing inventory</li><li>• Working Saturdays</li><li>• Mom driving me home on Friday and Saturday</li></ul>
Logan's Mom - Nancy	<ul style="list-style-type: none"><li>• Logan developing new skills</li><li>• Logan has more confidence making decisions, including making more friends</li><li>• Giving Logan rides home Fri &amp; Sat. nights</li></ul>	<ul style="list-style-type: none"><li>• Concerned he rides the bus late at night</li><li>• Not spending as much time with family</li><li>• Complaining not able to see his friends as much</li><li>• Logan may get hurt using the stocking lift</li></ul>
Job Coach - Brenda	<ul style="list-style-type: none"><li>• Good job skills &amp; good attitude toward work</li><li>• His hours 3-10 pm. Logan is a "night owl"</li><li>• Work provides natural supports on the job</li><li>• Has work friends</li></ul>	<ul style="list-style-type: none"><li>• Recently asking co-workers to do his paperwork</li><li>• Not as productive lately, takes more breaks</li><li>• Called in sick more this past month</li><li>• Getting write-ups for not helping customers</li></ul>
Supported Living Coord. - Jackson	<ul style="list-style-type: none"><li>• Starting at 3pm allows Logan to sleep in</li><li>• Mondays off to assist with activities/tasks at home</li></ul>	<ul style="list-style-type: none"><li>• Logan complains no time to see live music</li><li>• Refusing support with medication prep and shopping for meal at work</li></ul>

Working/Not Working includes person centered concepts, principles and materials used with permission from The Learning Community for Person Centered Practices. Find out more at [www.learningcommunity.us](http://www.learningcommunity.us).

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***1.19 Use to organize perspectives about a specific issue or to get a snapshot description of NOW***

**Use to organize perspectives about a specific issue or to get a snapshot description of NOW**

What is Working	What is Not Working/What Could Improve
What does Jude say is working? What does Jude show is working?	What does Jude say is not working or could be better? What do his actions say?
What does his family say is working?	What does his family say is not working or could be better?
What does his support staff/teacher/therapist (etc.) say is working?	What do others say is not working or could be better for Jude?

Working/Not Working includes person centered concepts, principles and materials used with permission from The Learning Community for Person Centered Practices. Find out more at [www.learningcommunity.us](http://www.learningcommunity.us). %crpage% o



## 1.20 Remember...

### Remember...



With **Working/Not working**, having the different perspectives is key.

If you merge the information together, it is hard to see the areas of agreement and disagreement.



## 1.27 Information leads to outcomes

Information leads to outcomes

Having the **right**, not the most, information will lead to better outcomes.



## 1.28 Providing information

### Providing information

As a DSP, you may or may not attend a person's ISP meeting.

You might **provide information** about what you understand about a person.

- Assure it is most accurate.
- Provide information on required forms as instructed by your supervisor.



## 1.29 When providing information

### When providing information



All information is important.

You may find **barriers** around what is important To a person.

### 1.30 What is important To a person

## What is important To a person

Some things that are important To a person may **involve barriers** such as:

- Illegal activities.
- Things that are unsafe for the person or others.
- Court orders in conflict with what the person wants.



### 1.31 Barriers

## Barriers



What is important To a person is valid to her!

- **Record her perspective**  
*even if things present in her life prevent her from having those things.*
- Action plans should focus on what is **positive and possible** within what is important To her.

### 1.32 Barriers

Remember effective communication strategies...

**Listening** to the person is critical.

Remember hearing and listening are different...

- Make sure you **listen to a person**.



### *1.33 Beginning the conversation*

## Beginning the conversation



If you notice that **supports do not reflect** a person's needs, preferences, or Desired Outcomes, **talk with your supervisor** about the best approach.



### ***1.34 Beginning the conversation***

**Possible conflicts within supports:**

Even though supports can be flexible, it is your responsibility to know **when and how** flexible the supports can be for each person.

Always talk with your supervisor if you are unsure.



## Communication



There is **no such thing**  
as someone “*who does  
not communicate.*”

Every living being  
communicates in **some  
way.**

### 1.36 Communication

## Communication

It may **take time** for you to build the skills or tools to understand a person's communication and vice versa.



### 1.37 Things to remember

## Things to remember



Unspoken communication is important but does take time to figure out what it means.

- We listen in many different ways. We use our ears, eyes, and other senses.
- Much of our communication is **unspoken**.
  - So, “*she doesn’t use words*” is **not a reason** for **not engaging** the person.

### ***1.38 Things to remember***

Remember...

Listening to the **details** of what is truly important To a person is crucial to having a meaningful plan.

- This is the case whether someone uses words to communicate or does not.



### ***1.39 Listening and communication***

## **Listening and communication**



Our listening includes looking for clues such as:

- She “lights up” when talking about watching birds (you know what this looks like!)
- He relaxes and smiles, or gets excited when he sees the first snow fall.

## ***1.40 Listening and communication***

### Listening and communication

- She begins to communicate more, with increased enthusiasm about going camping and needing to go to the store to buy a new tent.

Or maybe:

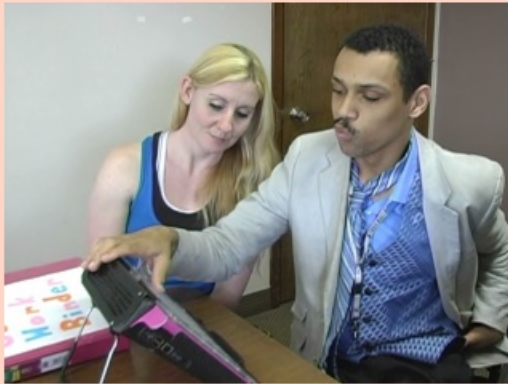
- Juan tenses up when talking about the woods.
- Samantha starts looking uncomfortable, fidgeting, or looking away when you mention the 4<sup>th</sup> of July parade.





### 1.41 Make the effort

## Make the effort



Making effort to learn a person's method of communication is crucial in:

- ensuring the person's voice is sought and used in planning together.
- showing dignity and respect to the person.

## 1.42 Use the person's communication

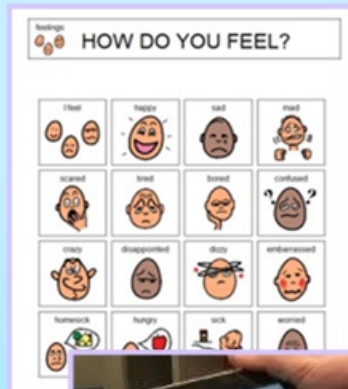
### Use the person's communication

If you are not sure how to communicate with a person, you can:

- **Ask the person** how best to communicate with him.
  - Often, people have great insight on what others can do to help understand him.
- **Look for clues** such as gestures, behavior, sounds, and facial expressions.



### 1.43 Use the person's communication



#### Person's communication:

- Use the person's communication device, any available tools, visual aids, etc.
- Use a Communication Chart to record and keep track of learning.

## 1.44 Support needs

### Support needs

- When someone has **barriers**, supports are typically so a person can **still have things important To him.**
- Support documents should **reflect the unique needs and preferences** of a person.



## 1.45 Support needs

### Support needs



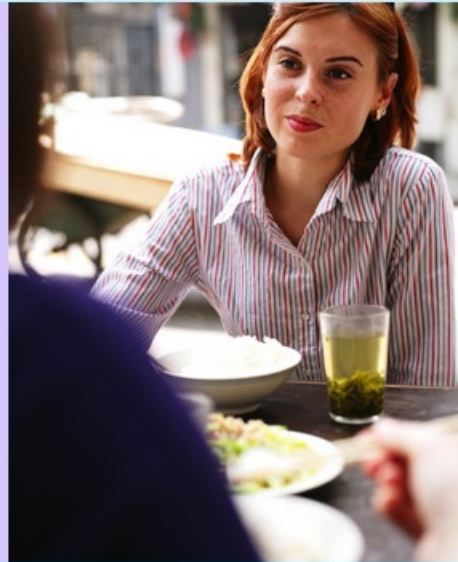
When you notice supports in place for a person are in conflict, continue to follow them, but talk with your supervisor, as support documents could change.

### ***1.46 Consider this example***

## **Consider this example**

You are meeting with Jessica at a café. She just let you know that she is going to church right after your visit. You notice that she has food on her shirt and her shorts are torn.

Do you say something to her about her shirt or just wish her a nice time at church?



### 1.47 Consider this example



Even though it is Jessica's choice to make the decision on what to wear, it is **important For her** to be a valued member of her church community by appearing clean when she attends. She may not know she has food on her shirt or torn shorts.

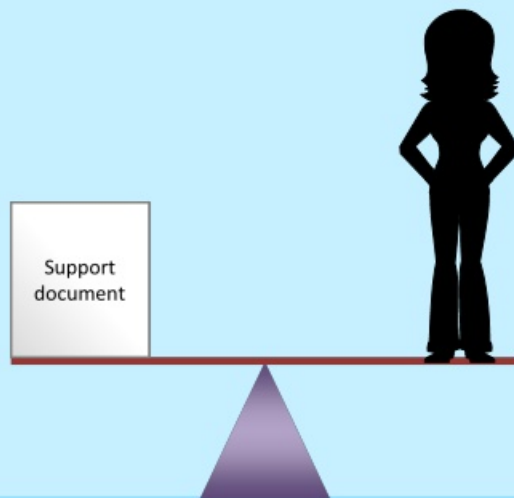
How you approach her will depend on several factors including her preferences as well as your relationship with her.



## 1.48 Support documents

### Support documents

In most cases, support documents such as Aspiration Protocol or Safety Plan should be a **balance** between important To a person and important For a person.



## 1.49 Support documents

### Support documents



When a balance is **too great one way or another**, a person is at greater risk of...

- being injured
- being ill
- being hurt or exploited

**1.50 Untitled Slide**

Work with me  
*Not on me*

Do with me  
*Not for me*

with permission by Kathie Snow

See the Resources tab for information on Kathie Snow.

%crpage% o

## DSP 217: Documentation Standards

### 1. DSP-documentation

#### ***1.1 Demonstrate ability to consistently follow your organization's documentation standards.***

<b>Organizational Mission and Policies</b>	<i>Your organization has a mission and policies in place that direct how employees are expected to provide supports and services. When you understand your roles and responsibilities to carry out your organization's mission and policies, you are better able to support people to have the lives they desire.</i>
<b>Your Organization's Documentation Standards</b>	
Tier 2: Within 3 months of start date	
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**Notes:**

## ***1.2 In this course ...***

# **In this course...**

Basic documentation skills.



### ***1.3 At your organization***



## **At your organization**

Talk with your supervisor and/or training department to ensure you know how to complete **documentation** according to your organization's policies and procedures, including **timeliness** and **format**.

## 1.4 Documentation basics

### Documentation basics

Your organization has its requirements for documentation.

Documentation requirements at **all** organizations:

- ✓ Have person's **full name** on documents.
- ✓ Contain the **complete date** such as 1/13/15, not 1/13.
- ✓ Must **remain free** of using the **name of another person** who receives services.

Date	What did the person do? (What, where, when, etc.)
1/13/15	John Smith went to Safeway after work (5pm)  He went with housemate



## 1.5 Documentation basics: requirements for all

### Requirements at ALL organizations:

✓ **Sign** your name (the person writing) to entries documented.

✓ Initials can be used when a signature key exists.

✓ Writing needs to be **legible**.

Information:

John Smith wanted to go to the movies. He decided which one he wanted to see but once at the theater, he chose another one. He got up half-way through the movie, talking loudly that the movie "sucked." When asked why he did not stay to the end, he said it was so bad that he didn't care to see how it ended. I asked if he wanted to see his original movie, and he said "not now, maybe next week."

Name of person completing form:

Barbara Jones

Signature:

Barbara Jones

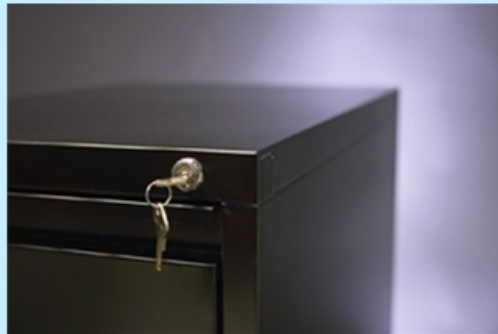
Date:

3/20/15

## ***1.6 Documentation basics: requirements for all***

### **More requirements for ALL organizations:**

- ✓ Information is **not shared** about the person without authorization.
- ✓ **Kept** according to your organization's standard.



## 1.7 Written requirements

Information needs to be:

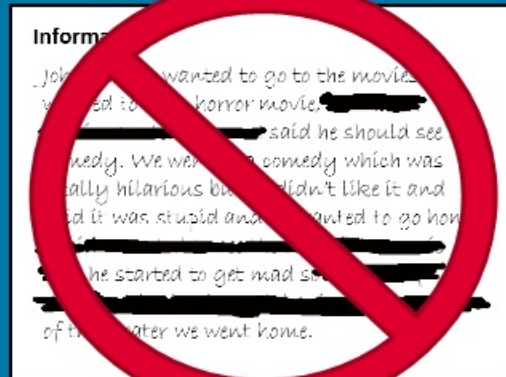


- ✓ Clear and accurate.
- ✓ Specific to the circumstance or situation.
- ✓ Timely written (at the time or immediately after).

## 1.8 Written requirements

### Information needs to be:

- ✓ Written without erasing or whitening out information (cross out, initial, and keep writing).
- ✓ Stated objectively.
- ✓ Fact-based with no willful falsifications.



## 1.9 Required documentation

### Required documentation



- The Individual Support Plan (ISP) is a person's annual plan.
  - It requires documentation.
  - Services are “justified” by information documented.
- What does that mean for you?

## 1.10 Individual Support Plan documentation

# Individual Support Plan documentation

Documentation of the Desired Outcome steps is required information. You will follow a person's action plan to meet most Desired Outcomes.

- The action plans states where to record information such as “activity log” or “progress notes.”

Desired Outcome What is the desired result?	Key steps to work toward the outcome	Is there a paid service that supports this outcome? If so, what is it?	Who is responsible?	Timelines Frequency or by when?	Where to record progress	Note if written implementation strategies are expected
John takes his annual trip to Hawaii.	John continues to save money, budget with staff, and get help from family.	Residential Service	John, PDQ Residential Services staff, and Family	By August 2015	PDQ Activity Tracking Sheet	PDQ Action Plan to be developed by 5/10/2015

Desired Employment Outcomes						
Desired Outcome What is the desired result?	Key steps to work toward the outcome	Is there a paid service that supports this outcome? If so, what is it?	Who is responsible?	Timelines Frequency or by when?	Where to record progress	Note if written implementation strategies are expected
Working at a job he thoroughly enjoys, where he is making good money and can pay for a larger portion of his trip to Hawaii on his own.	Continue working with VR Hire a job developer Long-term job coaching with Q Services Inc.	Employment Services	John, Employment Coordinator (with Q Services Inc.) and VR	By 5/16/15	Job Placement and Training Record (JPTR)	An action plan will be created once a job coach is hired

### ***1.11 Importance of documentation***

#### **Documentation is helpful.**



Information you document today will be referred to in the future.

Following the basic requirements will ensure that the information will be helpful.



## 1.12 Follow requirements

### Follow requirements with documentation:

- All documentation must follow the basic requirements.
- When information is not documented, it is lost.
  - There is a saying: “If it is not documented, it didn’t happen.”

