

# Direct Support Professional Mentor and Skill Standards Guide

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State of Tennessee  
Division of Mental Retardation Services

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## Introduction

### Purpose of the Direct Support Professional:

The primary purpose of the Direct Support Professional is to assist people who need support to lead a safe, self-directed life and to participate fully in their communities.

### Direct Support Professional Skills:

To assist a person, with developmental disabilities, to have a meaningful, safe and self-directed life, skills are needed which include the following:

- ensuring supports and services are person-centered
- promote physical health and emotional well-being
- responsible and accountable
- maintain confidentiality
- fair and respectful
- support people to form new relationships
- maintain existing relationships
- support people to direct the course of their own lives
- advocate for the person when needed
- support people to be involved in their community; and
- last but not least, be a professional

National Alliance of Direct Support Professionals (NADSP)

[www.nadsp.org](http://www.nadsp.org)

Direct Support Professional Association of Tennessee (DSPAT)

[www.dspat.org](http://www.dspat.org)

### Direct Support Professional Training:

The job of a Direct Support Professional (DSP) is not necessarily an easy one. Training and mentoring are necessary components to assist the DSPs with tools and knowledge so they can support a person in the most successful way. Web-based training for the DSP is being implemented in Tennessee. The web-based courses and lessons will lay the foundation of information that sets a standard of practices. However; the second component, mentoring, will assist the DSP to transfer the information/knowledge to the worksite and the individual(s) they support. Both components work hand in hand. ***One is not successful without the other.***

Training and mentoring must include practical “how to” skill building. Training sessions involve curriculum review, lecture, discussions, and exercises. Mentoring involves a process of observation, practice, guided discussions, and review of written materials such as the individual support plan and progress notes. These techniques are key components of ongoing training and mentoring. They assure the DSP truly is able to apply his/her knowledge in an effective way in his/her job.

### **Skill Standards:**

A set of standards and questions, referred to as Skill Standards, have been developed by a committee represented by the Division of Mental Retardation and Statewide Day, Personal Assistance and Residential Providers.

The expectation of using the Skill Standards is to complement the process of mentoring. The intent of the Skill Standard’s tool is to guide the mentor, during observation and discussion, to ensure the DSP can apply what they learned from web-based training.

Each required web-based training module has an expected Skill Standard. Along with the Skill Standard are questions to be use as prompts for guiding the mentor/supervisor when observing and/or spending time with the Direct Support Professional. Some skills are noticeably observed but other skills may need to be addressed through the use of direct, open ended questions as well as the presentation of scenarios.

Question asking is an imperative part of the learning process. Through the process of asking questions the mentor/supervisor can gain information from the learner to evaluate their understanding and job performance. Using open-ended questions or presenting scenarios promotes extended responses. Asking questions will lead Direct Support Professionals to ask questions themselves for clarity as well as consider new ideas or concepts and make use of ideas already learned. It will also provide a “springboard” for discussion and develop a rapport with the Direct Support Professionals.

***Remember: “A prudent question is one half of the wisdom” – Francis Bacon***

### **What is a Mentor?**

A mentor oversees the career and development of another, usually someone with less experience or new to the organization. They coach, teach, motivate, counsel, guide, open doors, advise, sponsor and model good work practice.

### Activities of a Mentor might include:

- coaching the learner to enhance skills and knowledge
- passing along organizational information such as policies, structure, etc.
- providing feedback to the learner regarding their skills, strengths and performance needs in the area of supporting people with disabilities
- advising the learner on how to deal with real or perceived barriers that might arise
- serving as a “sounding board” for the learner
- encouraging and motivating the learner
- nurturing the learner’s self-confidence; and
- linking the learner with others who can enhance their skills

### Characteristics of a Good Mentor:

How do you know someone would be a good Mentor? Review the list below and match their personal characteristics with those of a good Mentor.

#### Mentor Characteristics

Patient  
Strong Listener  
Accept and Encourage Diversity  
Remain positive  
Enthusiastic  
Trustworthy  
Active role model  
Approachable  
Excited to share experiences  
Kind and caring  
Friendly  
Committed to helping others grow

### Role of Mentors

Mentoring is defined as a method of teaching and learning through a deliberate pairing of a more skilled or experienced person with a lesser-skilled or experienced one. The goal of this partnership is to help the learner feel supported, welcomed, and to nurture their growth and development in specific skills. Some of the ways the Mentor might apply this process is through:

- **Observing** the DSP in action to assess and guide skill acquisition
- **Ask people** supported by the learner, and others with whom the learner interacts, how everything is going.

- **Reviewing documentation** in its various forms. This might include progress notes, communication notes (daily notes), behavioral data, etc.
- **Reviewing the Skills Standards** with the learner during employment and make note of areas that might need follow up.

Mentoring is an *ongoing* process of evaluating the DSP's performance against the Skill Standards and values of the agency. Guiding and assessing a learner's work must be viewed as part of what an organization contributes to the people it is paid to support.

### **What is the difference between a Supervisor and a Mentor?**

First and foremost the learner should clearly understand the difference between the role of the supervisor and the role of the mentor.

Although there may be some variation between mentor programs, the roles of the mentor and the supervisor differ in most programs but could overlap.

#### **Supervisor:**

- Supervisor manages the on-the-job performance of the learner
- Supervisor's emphasis is more often on the meeting of short-term targets and effective day to day work focused on productivity and results

#### **Mentor:**

- Mentor prompts the learner to do a process of reflection and effective self-assessment, followed by professional growth goal setting and planning
- Mentor guides, suggests, teaches, challenges, and coaches using the power of experience, expertise and caring to influence the learner's actions and growth
- Mentor will usually have a longer term and more strategic focus on the learner's development

### **The Art of Asking Questions:**

As mentioned earlier, asking questions is imperative to accessing knowledge; but *how* you ask questions is as equally important. An effective question opens the door to knowledge and understanding. One way to do this is to ask open questions which is primarily used throughout the Skills Standard Tool. Open questions cannot be answered with a simple yes or no, for example: "Tell me about Richard's medical issues."

The way the mentor asks, listens to and responds to the DSP's questions provides a model, in turn, for the DSP to imitate. When asking questions the mentor should speak clearly as well as use clearly worded questions. Rephrase a question only after the wait time (at least 5 seconds). Wait time provides the DSP time to process a question and create an appropriate response. After you ask a question, let it filter in the DSP's head for a while. After a learner responds, let the response process as well. Initially, practicing the use of "wait time" may be difficult as many are uncomfortable with long periods of silence, but with time, you will adjust and be surprised at the much improved responses you will get.

Occasionally, the answers may not be complete. In this case, repeating, rephrasing or writing the question, without the mentor filling in the gaps, will encourage a complete response. If the question seems unclear to the DSP ask them if they need further clarification or take it upon yourself to clarify. There are **NO** stupid questions therefore, never allow your response or actions to indicate this. Always engage in active listening. You can do this by making eye contact, responding with head shakes or simple verbal responses, etc.

Wrong answers: It is important not to ignore wrong answers as the DSP will believe that the wrong answer is correct. Alleviate the wrong answer by telling the DSP where they were correct, or where they raised a good point. Then tell them the areas that were incorrect or, in some cases, simply let them know the answer is incorrect and provide this opportunity to educate and mentor the DSP further. Always praise good and correct responses.

### **Asking Questions: Six Types**

(Reprinted from the TRACE TA Workshop Handout on "*Interactive Lecturing*")

1. knowledge (identification and recall of information):  
**Use "Who, what, when, where, how, describe"**
2. comprehension (organization and selection of facts and ideas):  
**"Retell..."**
3. application (use of facts, rules and principles):  
**"How is...an example of...?"**  
**"How is...related to...?"**  
**"Why is...significant?"**

4. analysis (separation of a whole into component parts):

**"What are the parts or features of...?"**

**"Classify...according to..."**

**"Outline/diagram..."**

**"How does...compare/contrast with...?"**

**"What evidence can you list for...?"**

5. synthesis (combination of ideas to form a new whole):

**"What would you predict/infer from...?"**

**"What ideas can you add to...?"**

**"How would you create/design a new...?"**

**"What solutions would you suggest for...?"**

6. evaluation (development of opinions, judgments, or decisions):

**"Do you agree...?"**

**"What do you think about...?"**

**"What is the most important...?"**

**"Place the following in order of priority..."**

**"How would you decide about...?"**

**"What criteria would you use to assess...?"**

***"Successful people ask better questions, and as a result, they get better answers"***

*~Anthony Robbins*

***"I keep six honest serving-men,  
They taught me all I knew;  
Their names are What and Why and When  
And How and Where and Who."***

*~Rudyard Kipling*

### **Training Specific to the Needs of the Individual**

**Where does Training Specific to the Needs of the Individual fit?**

As mentioned previously training and mentoring go hand in hand. A good portion of training will be provided through the College of Direct Support. However, there are several skills that will require "hands on" training in a one on one or classroom setting. Those include; Mock Fire Drill, CPR, First Aid, Training Specific to the Needs of the Individual and Medication Administration.

All training sessions are important to ensure safe and effective support; however, Training Specific to the Needs of the Individual addresses the critical, important and individualized supports the person needs and desires in order to be happy and safe.

After the learner completes Training Specific to the Needs of the Individual, the mentor's role is to assist and follow up to ensure the learner is supporting the person based on those needs and desires. For example, if someone is receiving dining supports, then the role of the mentor is to assist with learning how to implement the dining instructions as well as evaluate the learner's ability to provide those supports correctly and effectively. This is where observation is a valuable mentoring tool. Demonstration and observation ensures the learner is knowledgeable in the area being assessed.

### **Evaluating Skills:**

Upon completing the Skills Standards, the mentor should be able to determine the learner's knowledge and skill application on the job. This would be the final step of initial training and mentoring. However, training and mentoring is an ongoing process. There are times when refresher training may be needed or new courses introduced that will enhance or refresh the learner's skills and knowledge. There are many courses provided on the College of Direct Support above what the Division of Mental Retardation requires. As a mentor these courses are encouraged to be used as additional resources to supply the direct support professional the knowledge and confidence to effectively support someone with developmental disabilities.

### **References:**

North Dakota Center for Persons with Disabilities (2005)  
Priority Learning Link  
The Institute for Leadership and Ethics, Inc.  
International Mentoring Association  
United States Coast Guard Mentoring Program  
Ryerson Tri-Mentoring Program  
Management Mentors  
Women Computer Science Mentoring Program  
TRACE TA Workshop on "Interactive Lecturing"  
National Alliance of Direct Support Professionals

## Skill Standard Question Guide for Mentors/Supervisors

The greatest opportunity the Skills Standards tool provides is to teach the DSP and to build a valuable employee to the agency and the person. Therefore, this tool is to facilitate discussion with the Direct Support Professional's (DSP), using prompt questions, that will help verify and provide learning opportunities, to make sure the web-based training information is being transferred to the worksite through the performance of the DSP.

Each required web-based training module has a Skill Standard along with a set of specific questions for meeting the Skill Standard. The questions are to be used as a guide for the mentor/supervisor when observing and/or spending time with the Direct Support Professional. Some areas are noticeably observable, but other areas may need to be addressed through the use of direct, open ended questions and/or scenarios.

### **Definitions:**

**Skill Standard** – The comprehensive description of what the learner is expected to convey to the mentor/supervisor who will ensure skill transfer to the work site.

**Prompt Questions** – Questions that the mentor/supervisor uses as a guide to prompt the learner for more specific answers. To facilitate dialogue for evaluating their knowledge regarding the module information that is being addressed.

**Response/Comments** - A brief notation of the learner's response to the questions or comments from the supervisor/mentor based on their evaluation of the skill.

 The check is to note that the skill standard/questions were reviewed and discussed between the learner and the supervisor/mentor.

The Mentoring and Skills Standards Guide was developed to steer mentors when administrating the Skills Standard tool. It provides "possible" answers, but is **not** an all inclusive list. It lays a foundation for the mentor to use as a guide.

Accepting the role of a mentor, you will need to utilize your best judgment, expertise and knowledge to ensure the DSP is providing an answer that verifies the knowledge they gained from completing the web-based courses and other training.

While using the Skills Standards tool, the mentor should utilize this time, not only to validate the DSP’s knowledge, but also to mentor them on information that could enhance or clarify their knowledge.

Mentoring is an ongoing process to enhance the role of a successful and dedicated Direct Support Professional.

### College of Direct Support On-line Process

Upon a new direct support professional being hired at a provider agency, web-based training will be assigned by the designated agency administrator. The training will consist of the following for all Direct Support Professionals to include Personal Assistance providers.

College of Direct Support Pre-Service Training or Phase I (within 30 days of hire date)
Maltreatment of Vulnerable Adults and Children
Safety at Home and in the Community-Includes Universal Precautions and Fire Safety and Evacuation
Introduction to Developmental Disabilities
College of Direct Support Core-Training or Phase II (within 60 days of hire date)
Individual Rights and Choices
Person Centered Planning
Teaching People with Disabilities
Positive Approaches to Challenging Behavior
Direct Support Professionalism
Universal Precautions
Title VI

The above courses replace the recent DMRS curriculums: Fire Safety and Evacuation, Abuse Prevention, Protection from Harm, Introduction to MR/DD, Individual Rights/ADA, Universal Precautions, Quality Behavior Health Supports, and Sensitivity Training.

Upon being assigned a course, the learner will note there are several lessons included in each course. The learner will not receive credit for the course until all lessons are complete. Each lesson, with the exception of Title VI, has a pre-test. A pre-test is a learning tool used to gauge knowledge prior to reviewing the information. It also gives the learner an idea of the questions that will be addressed throughout the training content. Learners should be reminded that the pre-test scores will not affect their overall training results. Upon reviewing

the entire course content in each lesson a test will be provided and requires a passing score of 80% or above. The first passing grade will be noted on the employee's training transcript.

The learner may take the test as many times as they feel needed. However, the agency can set the timeframe for which another test can be taken. For example: the test was taken one day, the agency can set the system so that the learner cannot take the test again until the following day.

Provider agencies and mentors **MUST** remember the College of Direct Support training system for direct support professionals is a two-step process: web-based training courses and the administration of the Skills Standards tool to validate of the DSP's knowledge of the course material and ability to transfer that knowledge to the job-site.

### Domains

On the Skill Standard Tool you will notice one or more DMRS Quality Domain(s) is linked to the area being assessed. This is to provide additional insight and assessment regarding the agencies effort to successfully achieve domain outcomes and indicators.

## On-Site Skill Standard Training Questions

Skill Standard prompt questions are used to measure the on-line training knowledge that a Direct Support Professional can demonstrate on-site. These questions are to be used as a guide to prompt information about each course.

Skill Standard and Prompt Questions	Possible Responses
<b>Universal Precautions</b>	<b>Domain 9: Provider Capabilities and Qualifications</b>
<b>Describes safe handling of blood borne pathogens (universal precautions and OSHA requirements)</b>	<p><u>Methods:</u></p> <ul style="list-style-type: none"> <li>• Hand washing using specified methods, throughout the day.</li> <li>• Protective equipment and handling of infectious materials (e.g., raw food items, personal use items).</li> <li>• Cleaning of common-use areas using specified methods. Using protective barriers and disinfectant, such as latex or vinyl gloves or face masks, cleaning solution as needed.</li> </ul> <p>Mentor should observe the DSP using at least one method of infectious disease protection, while doing something such as administering first aid, assisting an individual after toileting, etc. If there are any special precautions in the ISP, make sure the DSP is aware and can perform those tasks.</p>
<p>According to the Centers for Disease Control, what are the 3 best methods to protect you from infectious diseases?</p>	
<p>Give 2 examples when you should use personal protection equipment, i.e. latex/vinyl gloves, spill kits etc. Where is the personal protection equipment located?</p>	<p>DSP should be able to give 2 examples, such as:</p> <ul style="list-style-type: none"> <li>• providing wound care,</li> <li>• toileting assistance, first aid care,</li> <li>• open areas of skin,</li> <li>• contact with bodily fluids (feces, blood, vaginal secretions, semen, urine, vomit, discharge from ears/eyes.)</li> </ul> <p>DSP should be able to show Mentor where equipment is located.</p>
<p>Where are the cleaning supplies stored in your worksite?</p>	<p>DSP should be able to show or communicate to the Mentor where cleaning supplies are located.</p>
<p>Where and how do you safely dispose of contaminated items?</p> <p><b>*Contaminated is defined as: The presence of a substance which is undesirable which mixes with another existing substance.</b> Define</p>	<p>DSP should be able to describe to the Mentor, based on the situation, location and agency policy, how to safely dispose contaminated items.</p>
<p>Give 2 examples when you should wash your hands?</p>	<p>DSP should be able to give examples, such as:</p> <ul style="list-style-type: none"> <li>• before preparing food</li> <li>• contact with bodily fluids</li> <li>• after touching raw meat</li> <li>• giving medications</li> <li>• prior to handling clean dishes</li> <li>• after removing vinyl/latex gloves, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Introduction to Developmental Disabilities</b></p>	<p><b>Possible Responses</b></p> <p><b>Domain 4: Rights, Respect and Dignity</b></p> <p><b>Domain 7: Relationships and Community Membership</b></p>
<p><b>Describes ideas and the vocabulary that is important to working within the field of developmental disabilities.</b></p> <p>What are 2 things you can do to help the person(s) you support be more accepted in the community?</p>	<ul style="list-style-type: none"> <li>• Frequently visits a place of interest</li> <li>• Visits new places of interest</li> <li>• Teaches social/community skills</li> <li>• Reconnecting with friends and family</li> <li>• Clean and dressed appropriately</li> </ul> <p>DSP describes what community activities the person enjoys or is interested in participating. DSP describes how they facilitate the person making new friends or participating in new activities in the community.</p> <p>This answer is very individualized based on the person's needs, interest and desires.</p>
<p>Does the DSP use language that is respectful when interacting with the people supported?</p>	<p><b>Yes or No</b> some examples might include:</p> <ul style="list-style-type: none"> <li>• Person first language?</li> <li>• Using respectful language</li> <li>• Talking about the person in a positive way?</li> </ul> <p>Does the DSP encourage the person to do things on their own, only intervening when asked or when it is clearly obvious it is needed?</p>
<p>Does the DSP avoid using labeling and stigmatizing language?</p>	<p><b>Yes or No</b></p> <p>Observe the DSP using the person's such as:</p> <ul style="list-style-type: none"> <li>• name of choice</li> <li>• asking their opinion</li> <li>• providing choices</li> <li>• does not refer the person by their disability – always person first, such as “Joanie has seizures” and NOT “the seizure patient or client”.</li> </ul>
<p><b>Safety in the Home/Maltreatment of Vulnerable Adults</b></p>	<p><b>Possible Responses</b></p> <p><b>Domain 2: Provider Capabilities and Qualification</b></p> <p><b>Domain 3: Safety and Security</b></p>
<p><b>Describes methods or processes for preventing and responding to safety issues in the home and community. Describes their knowledge regarding abuse, neglect and mistreatment to include how to prevent,</b></p>	

On-site Skill Standard Question Guide for Mentors/Supervisors

<p><b>recognize, report and protect people they support.</b></p> <p>What is the area of greatest risk (s) for the person, as noted in the Individual Support Plan (ISP)?</p>	<p>Staff can name at least one risk – either with an Outcome/Action Step or in the body of ISP. Depending on shift schedule, the importance and intervention may be minimal. Does not have to be the exact wording as stated in ISP. If Staff describes other risks and there is documentation that they have reported this concern (i.e. daily notes) this should be accepted. If a new risk has been identified and not addressed in the ISP, utilize this time to mentor the DSP as to what process to follow to address the new risk, i.e. filling out a Risk Identification Tool, calling the ISC, informing the supervisor etc.</p>
<p>How do you support the person to minimize or diminish the risk(s) identified in the Individual Support Plan (ISP)?</p>	<p>The DSP should be able to describe how they minimize the risk either by what they implement in the way of an action step or daily supports.</p> <p>This could consist of statements that aren't in the ISP that could be acceptable, such as:</p> <ul style="list-style-type: none"> <li>• "I watch them as they are walking"</li> <li>• "I always assist them with this"</li> <li>• "I discussed this issue with them"</li> <li>• "I follow staff instructions for mealtimes and mobility, etc."</li> </ul>
<p>What do you do when you identify an environmental safety issue? i.e. broken windows, broken toilet, accessibility needs, etc.</p>	<p>DSP describes the process they would follow to report an environmental safety issue. This might include:</p> <ul style="list-style-type: none"> <li>• reporting to the supervisor</li> <li>• completing a maintenance request</li> <li>• cover the area or block it off until it can be fixed</li> <li>• follow the agency's policy/procedures</li> </ul>
<p>What do you do in case of an emergency and how do you report it?</p> <p><b>Emergency defined as- A serious situation or occurrence that happens unexpectedly and demands immediate action.</b></p>	<p>DSP should first and foremost note they would ensure the person's safety.</p> <p>DSP should describe the protocol for emergencies as set by the agency's policies and procedures. Statements such as:</p> <ul style="list-style-type: none"> <li>• "I call 911"</li> <li>• "I call my Supervisor if possible" etc.</li> <li>• follow disaster plan, evacuation plan, or</li> <li>• follow agency or person specific procedure or instruction</li> </ul>
<p>Does the person require any equipment in order to respond to emergencies, such as wheelchair, special alarms, etc.?</p>	<p><b>Yes or No answer</b> followed by naming the special/adaptive equipment. Emphasize that even routine equipment, such as a wheelchair, should be considered. Other possibilities could consist of hearing aids, glasses, cane, etc.</p>

On-site Skill Standard Question Guide for Mentors/Supervisors

<p>If adaptive equipment is needed, what would you do if it was not available or not in working order?</p> <p>*This question pertains to day-to-day equipment or equipment needed to respond to emergencies.</p>	<p>Describe what you would do to correct this problem.</p> <ul style="list-style-type: none"> <li>• document in daily/communication notes</li> <li>• contact Supervisor or appropriate Therapy Staff; or</li> <li>• follow agency procedure or policy</li> </ul>
<p>Give an example of a reportable incident and the process you follow.</p> <p><b>*Good tool to use during mentoring for this topic is the DMRS – <u>Who to Call</u> table.</b></p>	<p><b>DMRS requires the following to be noted as reportable incidents:</b></p> <ul style="list-style-type: none"> <li>• deaths,</li> <li>• allegations of abuse, neglect, exploitation,</li> <li>• serious injury,</li> <li>• medical incidents that require medical assessment</li> <li>• behavioral/psychiatric incidents,</li> <li>• missing person for more than 15 minutes; and</li> <li>• acts of sexual aggression, criminal conduct and other reportable staff misconduct.</li> </ul> <p>Gives an example of the process to follow:</p> <ul style="list-style-type: none"> <li>• contact Supervisor, Incident Management Coordinator</li> <li>• contact family/conservator/guardian</li> <li>• contacts appropriate DMRS AOD (Administrator Of the Day Pager) number, or investigator if warranted, etc.</li> </ul> <p>Some agencies instruct DSP's to put <u>all</u> incidents on a Reportable Form and send to a specific person to determine if it is reportable. If this applies, the mentor should reinforce this policy.</p>
<p>What do you do if you suspect or observe abuse, neglect or exploitation to a person supported?</p> <p><b>Note: Answers can vary based on agency procedures however, DMRS policy must be followed.</b></p>	<ul style="list-style-type: none"> <li>• protect the Individual – (*Should be one of the primary answers)</li> <li>• ensure it is reported by calling Supervisor</li> <li>• complete or assist with writing/typing the Reportable Incident Form</li> <li>• call Incident Management Coordinator</li> <li>• call the State Investigator</li> <li>• cooperate with the investigation</li> <li>• be part of planning a solution for this not to happen again</li> <li>• teach self-advocacy skills</li> </ul>
<p>If a person <u>does not</u> use words to communicate, what are some signs that may indicate possible abuse, neglect or mistreatment?</p>	<p>Answers here could be specific or more general depending on the amount of time the DSP has been working with the person. However, they should be able to describe what to look for such as:</p> <ul style="list-style-type: none"> <li>• withdrawing</li> <li>• unexplained injuries such as bruising</li> </ul>

On-site Skill Standard Question Guide for Mentors/Supervisors

- not wanting to participate
- crying or any other unusual behavior that might alert the DSP

If the DSP says, "I don't know", this is the time to review the information and utilize as a "teachable moment".

What can you do to assist a person to protect themselves from abuse, neglect or exploitation?

DSP describes the supervision required as outlined in the staffing plan, but in addition:

- educate the person regarding self-advocacy and what abuse is
- knowing the person well enough to recognize personal characteristics that might make them more vulnerable to abuse and neglect situations

**Title VI**

**Possible Responses**

**Domain 9: Provider Capabilities and Qualifications**

**Describes what Title VI is and how to report a violation of Title VI.**

What is an example of a Title VI violation?

Any situation where an individual, on the basis of race, color or national origin, is excluded from participation in, denied benefits, or subjected to discrimination under any program or activity receiving Federal financial assistance. Denying any individual services, opportunities, or other benefits for which that individual is otherwise qualified.

Providing any service or benefit in a different manner from that which is provided to others in a program because of race, color, or national origin.

Segregating individuals solely because of race, color, or national origin, restricting access to program services or benefits because of race, color, or national origin.

Adopting methods of administration which would limit participation by any group of recipients, based on race, color or national origin, or subject them to discrimination.

Addressing an individual in a manner that denotes inferiority because of race, color, or national origin.

An example might be: An agency designates certain homes that will only be occupied by a group of individuals of the same race.

A staff provides supports in a different manner based on the individual's race, color or national origin.

How do you report a violation of Title VI?

Submit, in writing, a report to:

- the Office of Civil Rights,
- DMRS Regional Title VI Coordinator; or
- the Provider Agency Title VI Coordinator

Needs to be submitted within 30 days of the time of the discriminating act occurred.

<p><b>Person Centered Planning</b></p>	<p><b>Possible Responses</b></p> <p><b>Domain 2: Individual Planning and Implementation</b></p>
<p><b>Describes what person centered planning is and can apply it to the person(s) they support.</b></p> <p>What does it mean to be person centered?</p>	<p>Possible answers:</p> <ul style="list-style-type: none"> <li>• ISP is driven by what the person wants or needs</li> <li>• planning is centered on the person’s strengths, desires, dislikes, likes, and what makes sense to the person</li> <li>• focus is on the person, not the system</li> <li>• barriers are broken or minimized so the person can live the life they desire</li> </ul>
<p>How do you know what the person needs and wants?</p>	<p>Some of these answers could come from the Action Plan portion of the ISP as well as the body of the ISP.</p> <ul style="list-style-type: none"> <li>• ask the individual</li> <li>• ask/discuss with the Circle of Support (Circle of Support are those people that have a relationship with the individual and not paid staff)</li> <li>• documentation such as assessments, progress notes, communication notes, etc.</li> <li>• review ISP</li> <li>• talk with other more experienced staff</li> <li>• observe the individual</li> </ul>
<p>How are the people you support learning to become more independent?</p>	<p>Each individual supported should be focusing on being more independent. The DSP can describe what the person is learning to do more independently such as:</p> <ul style="list-style-type: none"> <li>• activities for daily living (ADL),</li> <li>• learning how to build relationships</li> <li>• interacting in the community</li> <li>• be more productive</li> </ul> <p>The answers could be a wide variety and some listed as Outcomes/Actions Steps.</p>
<p>How can you participate in the development of the person’s Individual Support Plan (ISP)?</p>	<p>The planning team is made up of the Circle of Support (COS) and paid providers. However, the person and the COS <b>DRIVE</b> the plan.</p> <p>DSP can describe their role in the development process of the ISP:</p> <ul style="list-style-type: none"> <li>• review the draft and provide feedback</li> <li>• make concise notes regarding progress, interests, needs, desires that should be addressed</li> <li>• ask or observe the person to assist in exploring interests or experiences for promoting productivity, community</li> </ul>

On-site Skill Standard Question Guide for Mentors/Supervisors

	<p>inclusion, and independence</p> <ul style="list-style-type: none"> <li>• participate in the pre-planning and planning stages of ISP development</li> <li>• attend planning team meetings</li> <li>• communicate with family, ISCs, case managers, program support, etc.</li> <li>• advocate for the person</li> <li>• assist in problem solving to overcome barriers</li> <li>• brainstorm ideas</li> <li>• share information</li> </ul> <p>The mentor should take this opportunity to teach or guide the DSP on the ISP Draft process and how critical it is that they are involved in the aspects of planning and reviewing the Draft ISP. The agency may have a specific process that it to be followed in regard to the ISP Drafts.</p>
<p>What would you do if the person has needs that are not currently being addressed?</p>	<p>DSP can describe what they do to ensure the ISP accurately reflects the person needs. This might include:</p> <ul style="list-style-type: none"> <li>• contacting a mentor, supervisor, ISC</li> <li>• giving feedback during the ISP draft process or to other planning team members they feel comfortable talking to about the person</li> <li>• documenting in progress notes, communication (daily) notes, etc.</li> </ul>
<p>Show me the Individual Support Plan (ISP)?</p> <p>What do you do if a complete and current copy of the ISP is not available?</p> <p>*TN Care and Centers for Medicare and Medicaid Services (CMS) refers to the Individual Support Plan (ISP) as the Plan of Care.</p>	<p>The DSP is able to show you a <u>COMPLETE</u> and <u>CURRENT</u> ISP on each person they support.</p> <ul style="list-style-type: none"> <li>• contact supervisor</li> <li>• contact ISC or case manager</li> </ul>
<p>Show where and how you document implementation of the Individual Support Plan (ISP)</p> <p>*Note: ensure that documentation reflects the CURRENT ISP.</p>	<p>This might include:</p> <ul style="list-style-type: none"> <li>• progress notes</li> <li>• communication (daily) notes</li> <li>• tracking sheets; or</li> <li>• any other documentation that has been provided to record progress on Outcomes and Action Steps</li> </ul> <p>The DSP can demonstrate how to currently note the information needed for showing progress or pertinent information needed to validate supports provided.</p>
<p>Give a general overview of a day in the life of the person(s) you support.</p>	<p>DSP can provide a brief overview of what the person's supports and services include as well as activities they participate in or enjoy.</p>

<p><b>Teaching People with Developmental Disabilities</b></p>	<p><b>Possible Responses</b></p> <p><b>Domain 2: Individual Planning and Implementation</b></p> <p><b>Domain 4: Rights, Respect and Dignity</b></p>
<p><b>Describes how teaching and learning is an important support role for the DSP and why it is important for people to learn new things.</b></p> <p>Give examples of skills being taught to the people you support and explain why.</p> <p>*Mentors should be very familiar with the person(s) ISP and what outcomes and actions the person is working on. This will provide the answers to most of the questions above.</p> <p>*Possible prompt questions to be used to elicit information from the DSP:</p> <p>What skills are being addressed to promote the ability for the person to work or volunteer?</p> <p>Does the person have a job now? If so, what is he working on to help him be more independent on the job or to improve his productivity?</p> <p>Does the person ever express an interest in working, if so what was conveyed or indicted that led you to believe this?</p>	<p>Mentor should ask questions such as: What is the person learning to be independent in their personal life, i.e. dressing, cooking, cleaning, grooming etc.?</p> <p>What are the skills being addressed to assist the person to be more included in their community:</p> <ul style="list-style-type: none"> <li>• how to interact with others</li> <li>• communicate</li> <li>• participate with others of similar interest</li> <li>• participate in church activities</li> <li>• stay in contact with friends and family, etc.</li> <li>• mobility</li> </ul>
<p>The DSP is observed using age appropriate intervention and strategies to teach people skills.</p> <p>*Collectibles or items of interest for recreation or preference of the individual is not to be considered in this section. Items must be functional and age appropriate for teaching purposes.</p>	<p>Examples:</p> <p>Mentors might observe staff working with an individual to develop:</p> <ul style="list-style-type: none"> <li>• a personal budget</li> <li>• explore job interests</li> <li>• obtain a G.E.D.</li> <li>• learn to cook simple meals</li> <li>• be more independent with personal hygiene and dressing, etc.</li> </ul> <p>All teaching moments are to be done using chronological aged materials – coloring books, children’s puzzles etc. are not age appropriate for adult persons for <b>learning purposes</b>.</p>
<p>If the person you support has activities that require Staff Instructions, what are they and how do you implement them?</p> <p>*Observation is key for evaluating this question.</p>	<p>DSPs should be able to locate and explain what staff instructions are:</p> <ul style="list-style-type: none"> <li>• details about how to carry out various supports to implement the ISP, such as detailed steps for teaching someone to do their laundry</li> </ul>

On-site Skill Standard Question Guide for Mentors/Supervisors

- a guide for staff to use to implement activities consistently and safely
- teaching that includes multiple or complex steps

Describe a “teachable moment”.

**Teachable Moment defined as: An unplanned opportunity to teach a skill.**

DSPs should recognize that all real life tasks offer “teachable moments”, such as:

- going out to eat = reading a menu or ordering food
- completing job applications = writing, reading, interacting, reinforces address and phone number, etc.
- dressing = making choices, colors identification, weather appropriate clothing
- reading newspaper = community awareness, job opportunities, coupons/sales, social interactions based on the reading material, etc.
- paying bills = money management, budgeting, choice, etc.
- vending machines = counting money, choice, recognizing dietary needs, etc.

Is the DSP observed using simple, direct, and clear prompts during teaching instruction?

\*Note: Mentors should stress the importance of teaching individuals to do for themselves – doing with, not for.

**Yes or No answer:**

Mentors should observe DSPs using clear instructions along with:

- verbal prompts
- visual prompts
- gestures
- physical guidance
- demonstration, etc. .

All instruction is to be simple, clear and direct so not to confuse the person.

Explain why charting and documentation of outcomes/actions are important.

\*Mentors can use the following prompt questions to elicit more information:

- how would the DSP know if/when outcomes/actions have been completed?
- explain how you can tell the individual is making progress
- identify obstacles/barriers to progress being made

If the implementation of the plan is not working and the documentation reflects that, what process should the DSP follow to receive assistance in this area?

- to report progress or lack of progress on outcomes and action steps
- to document trends or patterns
- to verify that services and supports are being provided based on the individual’s needs and modify services as needs change
- to communicate to planning team members the status of person’s supports and services

Positive Behavior Supports	Possible Responses <b>Domain 4: Rights, Respect and Dignity</b>
<p><b>Describes methods of supporting challenging behavior using positive behavior support strategies that are safe, fair and effective.</b></p> <p>When given a scenario or after observing a challenging behavior, the DSP correctly identifies the antecedent and consequences to the behavior.</p> <p><b>Definitions:</b></p> <p><b><u>Antecedent</u></b> – the event or cause that occurred prior to a behavior.</p> <p><b><u>Consequence</u></b> – Something that logically or naturally follows from an action or condition.</p> <p><b><u>Reinforcement</u></b> – Any action that would increase the likelihood of the behavior to occur again.</p> <p>*Mentors beware of answers like “Time out” or aversive measures like, “I’d take away her dessert at dinner.”</p>	<p>Prompt them with this scenario or make up your own:</p> <p>Jill witnesses her friend Jack pulling out a pack of gum from his pocket. Jill asks Jack for a stick of gum. Jack gives Jill a stick of gum.</p> <p>Name the <i>antecedent</i> for Jill.</p> <p>A. Seeing the pack of gum.</p> <p>Name the <i>consequence</i>:</p> <p>A. Receiving the gum</p> <p>What was the behavior and was it reinforced?</p> <p>A. Asking for a stick of gum and yes it was reinforced.</p> <p>The next day when Jack pulls out his pack of gum he only has one left. Jill approaches and sticks out her hand and says, “I want some gum.” Jack replies, “No, this one is mine and you can’t have it!” Jack immediately puts it in his mouth. Jill kicks Jack in the shin. Jack starts to cry.</p> <p>Name the <i>antecedent</i> for Jack:</p> <p>A: Being asked for his last stick of gum.</p> <p>What was Jack’s behavior?</p> <p>A: putting the gum in his mouth.</p> <p>Name the <i>consequence</i> for Jack:</p> <p>A: Tears and pain in his shin.</p> <p>What was Jill’s antecedent?</p> <p>A: Seeing the pack of gum</p> <p>What was Jill’s challenging behavior?</p> <p>A: Kicking Jack in the shin.</p> <p>What would be an appropriate <i>consequence</i> for Jill?</p> <p>A: Beyond the natural consequence that Jack may not be her friend anymore, redirection to another activity, apologizing to Jack for kicking him, problem solving to help understand that kicking Jack was ineffective in getting what she wanted.</p> <p>Was Jill reinforced for her kicking behavior?</p> <p>A: Probably not—she didn’t get gum and perhaps she felt bad about hurting Jack.</p>

On-site Skill Standard Question Guide for Mentors/Supervisors

The DSP describes what the function or motivation of a behavior means.

**Function – the reason or motivation that led to the behavior. Typically, to obtain or avoid something.**

In applied behavior analysis, the 2 basic functions of behavior are: to obtain something or to avoid something. Therefore the function of a behavior is the purpose something serves.

- A. It answers the question why they behaved in the way they did.
- B. It begins to explain the motivation driving the behavior. The function of a behavior answers the question why they did it or what they hoped or avoided doing.

If the function is understood, then the interventions can be matched to the function. This will mean that efforts to decrease challenging behavior will likely be more successful and last long-term.

There could be ethical problems with trying to eliminate behaviors that serve an important or primary function, without supporting the development of more appropriate ways to meet the same need.

Describes 2 reasons why it is important to understand the function of a challenging behavior.

- to understand what they are communicating
- to suggest replacement behaviors
- to reduce the challenging behavior and share with them a more appropriate way to get what they want or avoid what they don't want

What is replacement behavior?

Examples the Mentor can use so the DSP can identify the replacement behavior:

- A. Jason threatened to hit others by lifting his hand, so that people will leave him alone. He is being taught to put his hand down when he does this. Replacement behavior? **NO**
- B. Sari cries so that staff will give her pain medication. She is being to point to the medicine cabinet to ask for medication. Replacement behavior? **YES**

A replacement behavior is an appropriate behavior that serves the same function as the challenging behavior(s). The replacement behaviors are introduced by the DSP in order to provide better alternative for communicating and having their need(s) met.

Additional Scenarios:

When Monica gets tired of working she throws her work on the floor. She does this because her supervisor consistently sends her to the break room to calm down. Her supervisor begins to suggest that Monica raises her hand when she gets tired and then she can take a break without throwing her work on the floor. In this example what is the replacement behavior?

A: Raising her hand. Why?

A: This behavior results in a break.

Throwing her work used to result in getting a break, but now raising her hand eliminates the need to throw her work.

Mike hates counting change, so after a few minutes he quits counting. Staff decides to work on counting change when Mike is standing in front of the snack and drink machines at break. Mike enjoys buying his snack and always completes his counting.

Is this replacement behavior?

A: NO—this is simply a better teaching strategy.

A replacement behavior is a different behavior that serves the same function as the inappropriate behavior. Since avoiding counting was the inappropriate behavior before and counting is the behavior now, counting can't be a replacement behavior.

On-site Skill Standard Question Guide for Mentors/Supervisors

Mentor asks, "Why is counting the change at the machine more effective?"

A: It serves a function and meets a primary reinforcer, "hunger".

What is one thing you can do to promote a calm environment for the person (s) you support?

\*Mentors use your judgment here; just about anything positive could be an acceptable answer.

Although answers will be individual specific, the statements below can be used to elicit information.

- environments should provide choices and opportunities for self-determination
- create calm environments that are predictable to the person; therefore staff should eliminate chaotic situation as much as possible
- staff should consider the temperature, smells, noise levels and overall cleanliness of the environment.

improved communication can help maintain a calm environment. Asking are you comfortable? Hungry? Thirsty? Tired? When staff really listens to them, body language included, and then their behavior doesn't have to speak for them.

- a. lowering the noise level. Turning down the volume on the TV or radio. Lowering your voice.
- b. reducing the distractions in the room, whether people or objects.
- c. respecting their need for personal space.
- d. being sensitive to their emotions and not over reacting

If applicable, show me the Behavior Support Plan (BSP) and the documentation?

DSP will show the mentor the BSP and the documentation that is required.

\*If applicable, Mentor uses this as a "teaching moment" to guide the DSP on documentation that includes the following:

- non-judgmental
- objective
- descriptive of the behavior and not emotions
- captures what happen before, during and after, etc.

- "I document on what I see instead of what I feel".
- "I make a "check" if Johnny is physically aggressive".

If the DSP has not completed documentation then review someone else's and ask them to provide feedback regarding the content.

**Individual Rights/Choice**

**Possible Responses**

**Domain 2: Individual Planning and Implementation**

On-site Skill Standard Question Guide for Mentors/Supervisors

	<p><b>Domain 4: Rights, Respect and Dignity</b></p> <p><b>Domain 6: Choice and Decision Making</b></p> <p><b>Domain 7: Relationships and Community Memberships</b></p>
<p><b>Describes their knowledge of the rights of people supported as well as how they encourage these opportunities throughout their day.</b></p> <p>How can you assist the person to make everyday choices and express their desires?</p>	<ul style="list-style-type: none"> <li>• teach individual how to communicate more effectively</li> <li>• teach individual self-advocacy, the right to make choices</li> <li>• define choices to individual</li> <li>• teach individual how to make choices (possibly using the decision making steps in CDS)</li> </ul>
<p>Give an example of a rights restriction or limitation.</p> <p>*Mentors are to be familiar with the DMRS policies regarding rights restrictions. Arbitrary restrictions are not permitted.</p>	<ul style="list-style-type: none"> <li>• has to go to bed at the same time that everyone else in the home has to go to bed</li> <li>• must eat the same breakfast, lunch and dinner that everyone else eats</li> <li>• can only use the phone at a certain time</li> <li>• not allowed to close bedroom or bathroom door</li> <li>• locked cabinets or rooms in person's home</li> <li>• alarms on doors, windows</li> <li>• restricts relationships</li> </ul>
<p>Does the person have a legal guardian or conservator? If yes, who?</p> <p>This information is located on the ISP.</p> <p>Legal documents will include the conservator's limitations.</p>	<p><b>Yes or No answer</b></p> <p>Name the legal guardian or conservator.</p>
<p>What is the general purpose of a guardian or conservator?</p>	<ul style="list-style-type: none"> <li>• protect and promote the well being of individuals whose functional limitations prevent them from making their own choices</li> <li>• assist individuals in making decisions about their life</li> <li>• to give guidance</li> <li>• to help individual make financial and medical decisions</li> <li>• help person to make life decisions involving medical and health issues, finances, etc.</li> </ul>
<p>Give an example of information that should be kept confidential.</p>	<ul style="list-style-type: none"> <li>• finances</li> <li>• medical diagnosis</li> <li>• investigations</li> <li>• medications</li> <li>• clothing</li> </ul>

On-site Skill Standard Question Guide for Mentors/Supervisors

- beneficiaries
- insurance documents
- social security numbers
- bank records
- internal grievance documents
- school records
- family history
- religion
- mail
- name and address
- or anything the person has requested to be confidential

Describe 2 things you do to support a person's right to privacy.

Examples:

- knock on closed doors such as bedroom and bathroom
- leave the room when person is on the phone
- providing privacy when bathing, dressing, treatment, etc.

Describe 2 things you do to support a person's building relationships/friendships and being members of their community.

Examples:

- teach individual how to communicate more effectively
- involve person in activities that they have in common with others
- attend community functions (i.e. festivals, fairs, neighborhood yard sales, ballgames, etc.)
- support them in trying new things

What can you do to support a person to vote?

- educate them on the voting process
- assist individual in registering for a voter's card
- identify candidates
- watch debates
- attend political events

Describe what you can do to support a person to attend and be active in a church of their choosing.

- introduce individual to different denominations by taking them to church (note their reaction),
- continue to take them to the church that they seem most interested in
- ask if they would like to attend church
- assist if they request to go to church
- assist them in riding the church van or bus for transportation

On-site Skill Standard Question Guide for Mentors/Supervisors

	<ul style="list-style-type: none"> <li>• assist them in attending bible study and any other church functions (potluck dinners, women's/men's bible study groups)</li> <li>• assist them in joining a church ministry, such as usher board, choir, greeters, etc.</li> </ul>
<p>Describe how you help the person(s) access their personal funds.</p>	<ul style="list-style-type: none"> <li>• take individual to the bank to withdraw money</li> <li>• take individual to ATM to withdraw money</li> <li>• request funds of supervisor on behalf of individual</li> <li>• teach them how to use their checking account</li> <li>• discuss and explain to them their bank statements</li> </ul>
<p>How can you provide opportunities to a person for membership in a club, organization or group of their interest?</p>	<ul style="list-style-type: none"> <li>• teach individual how to communicate effectively</li> <li>• involve them in things that they like and have a common interest with others</li> <li>• research the internet, newspaper, library, etc. on person's interest</li> <li>• find activities that person may attend in the community</li> <li>• educate the person on the different clubs, organizations, groups, etc.</li> <li>• let individual choose which groups to be a member of</li> <li>• ask the person</li> </ul>
<p>Everyone has rights. But all rights have an element of responsibility and sometimes risks.</p> <p>How can you help the person(s) supported to balance choice and rights with the possibility of a risk?</p> <p>Example: Someone you support smokes. How can you support them regarding the right to choose to smoke but educate them on the risk of smoking?</p>	<ul style="list-style-type: none"> <li>• educate the individual of the risk and the consequences</li> <li>• talk to others such as supervisor, COS, conservator, guardian, family members, etc. to get their guidance and input</li> <li>• periodically review the risk</li> </ul>
<p><b>Direct Support Professionalism</b></p>	<p><b>Possible Responses</b></p>
<p><b>Describes the reasons why professionalism is important and ways for applying ethical guidelines as daily practice.</b></p>	<ul style="list-style-type: none"> <li>• Guidelines for morally correct action for DSP practicing in the community.</li> <li>• Guidelines, principles to help DSP make decisions in day to day work</li> </ul>
<p>What is the National Association of the Direct Support Professional Code of Ethics?</p>	
<p>The DSP demonstrates professional behavior in the workplace.</p>	<ul style="list-style-type: none"> <li>• respectful of individual and others</li> <li>• dresses appropriately</li> <li>• returns phone calls</li> <li>• enhances skill development, knowledge, speaks appropriately, etc.</li> </ul>

On-site Skill Standard Question Guide for Mentors/Supervisors

<p>Describe some of the many roles of a DSP.</p>	<ul style="list-style-type: none"> <li>• advocate</li> <li>• teacher</li> <li>• role-model</li> <li>• job coach</li> <li>• job search</li> <li>• community educator</li> <li>• activity assistance</li> <li>• planner</li> <li>• monitor</li> <li>• personal assistant</li> <li>• team member</li> <li>• manager</li> <li>• reporter</li> <li>• explorer</li> <li>• listener</li> <li>• communicator</li> <li>• support person</li> <li>• trainer</li> </ul>
<p>Provide an example of how you have promoted the persons self determination.</p>	<p>Johnny wanted bacon and eggs for breakfast instead of his usual cold cereal, told Johnny to share his want with the house manager, listen to what individual wanted and made it happen, discuss strength and build supports, ask what they want.</p>
<p>The Code of Ethics is guidelines for morally correct actions for a DSP.</p> <p>Name one of the 9 code of ethics that DSPs are to follow and how do you promote it?</p>	<ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Justice</li> <li>• Fairness</li> <li>• Equality</li> <li>• Integrity and Responsibility</li> <li>• Self-Determination</li> <li>• Confidentiality</li> <li>• Respect</li>   <li>• Relationship Building</li> <li>• Supports promoting physical and emotional well-being</li> </ul>

On-site Skill Standard Question Guide for Mentors/Supervisors

<p>What is one step for solving an ethical dilemma or challenge?</p> <p><b>*Examples: DSP leaves work early, smoking in front of an individual, doing personal work on the job, etc.</b></p>	<ul style="list-style-type: none"><li>• recognize and use the DSP code of Ethics</li><li>• identify points of view and conflicting obligation</li><li>• gather Resources</li><li>• have a plan</li><li>• take action</li></ul>
<p>What is Protected Health Information? (HIPPA)</p>	<p>Identifiable health information such as SS#, medical diagnosis, etc.</p>

Skill Standards Tool

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The Mentoring and Skills Standards Guide was developed to steer mentors when administrating the Skills Standard tool. It provides “possible” answers, but is ***not*** an all inclusive list. It lays a foundation for the mentor to use as a guide.

Accepting the role of a mentor, you will need to utilize your best judgment, expertise and knowledge to ensure the DSP is providing an answer that verifies the knowledge they gained from completing the web-based courses and other training.

**Skill Standard** – A comprehensive description of what the learner is expected to convey to the mentor/supervisor who will ensure skill transfer to the work site.

**Prompt Questions** – Questions that the mentor/supervisor uses as a guide to prompt the learner for more specific answers. To facilitate dialogue for evaluating their knowledge regarding the module information that is being addressed.

**Response/Comments** - A brief notation of the learner’s response to the questions or comments from the supervisor/mentor based on their evaluation of the skill.

 The check is to note that the skill standard/questions were reviewed and discussed between the learner and the supervisor/mentor.

## On-Site Skill Standard Training Questions

Skill Standard questions are to be used as a *guide* to prompt responses, from the DSP, regarding the web-based training information and validate on the job performance.

Direct Support Professional Name \_\_\_\_\_

Skill Standard and Prompt Questions	Response/Comments	
<b>Introduction to Developmental Disabilities</b>	<b>Response/Comments</b>	<input checked="" type="checkbox"/>
<i>Describes ideas and the language that is important to working within the field of developmental disabilities.</i>	<b>Domain 4: Rights, Respect and Dignity</b> <b>Domain 7: Relationships and Community Membership</b>	
What are 2 things you can do to help the person(s) you support be more accepted in the community?		( )
Does the DSP use language that is respectful when interacting with the people supported?		( )
Does the DSP avoid using labeling and stigmatizing language?		( )
<b>Safety in the Home/Maltreatment of Vulnerable Adults</b>	<b>Response/Comments</b>	<input checked="" type="checkbox"/>
<i>Describes methods or processes for preventing and responding to safety issues in the home and community. Describes their knowledge regarding abuse, neglect and mistreatment to include how to prevent, recognize, report and protect people they support.</i>	<b>Domain 2: Individual Planning and Implementation</b> <b>Domain 3: Safety and Security</b>	
What the area of greatest risk (s) is for the person as noted in the Individual Support Plan (ISP)?		( )
How do you support the person to minimize or diminish the risk(s) identified in the Individual Support Plan (ISP)?		( )
What do you do when you identify an environmental safety issue? i.e. broken windows, broken toilet, accessibility needs, etc.		( )
What do you do in case of an emergency and how do you report it? <b>Emergency defined as: A serious situation or occurrence that happens unexpectedly and demands immediate action.</b>		( )

Does the person require any equipment in order to respond to emergencies, such as wheelchair, special alarms etc.?		( )
If equipment is needed, what would you do if it was not available or not in working order? <b>*This question pertains to day-to-day equipment or equipment needed to respond to emergencies.</b>		( )
Give an example of a reportable incident and the process you follow.		( )
What do you do if you suspect or observe abuse, neglect or exploitation to a person supported?		( )
If a person <u>does not</u> use words to communicate, what are some signs that may indicate possible abuse, neglect or mistreatment?		( )
What can you do to assist a person to protect themselves from abuse, neglect or exploitation?		( )
<b>Person Centered Planning</b>	<b>Response/Comments</b>	
<b><i>Describes what person centered planning is and can apply it to the person(s) they support.</i></b>	<b>Domain 2: Individual Planning and Implementation</b>	
What does it mean to be person centered?		( )
How do you know what the person needs, and wants?		( )
How are the people you support learning to do to become more independent?		( )
How can you participate in the development of the person's Individual Support Plan (ISP)?		( )
What would you do if the person has needs that are not currently being addressed?		( )

<p>Show me the Individual Support Plan (ISP).</p> <p>What do you do if a complete and current copy of the ISP is not available?</p> <p><b>*TN Care and Centers for Medicare and Medicaid Services (CMS) refers to the Individual Support Plan (ISP) as the Plan of Care.</b></p>		( )
<p>Show where and how you document implementation of the Individual Support Plan (ISP). <i>*Note: Ensure that documentation reflects the CURRENT ISP.</i></p>		( )
<p>Give a general overview of a day in the life of the person(s) you support.</p>		( )
<p><b>Teaching People with Developmental Disabilities</b></p>	<p><b>Response/Comments</b></p>	
<p><i>Describes how teaching and learning is an important support role for the DSP and why it is important for people to learn new things.</i></p>	<p><b>Domain 2: Individual Planning and Implementation</b></p> <p><b>Domain 4: Rights, Respect and Dignity</b></p>	
<p>Give examples of skills being taught for the people you support and explain why.</p>		( )
<p>The DSP is observed using age appropriate intervention and strategies to teach people skills.</p>		( )
<p>If the person you support has activities that require Staff Instructions, what are they and how do you implement them?</p> <p><b>*Observation is key for evaluating this question.</b></p>		( )
<p>Describe a "teachable moment".</p> <p><b><u>Teachable moment</u> is defined as: An unplanned opportunity to teach a skill.</b></p>		( )
<p>Is the DSP observed using simple, direct, and clear prompts during teaching instruction?</p>		( )
<p>Explain why charting and documentation of outcomes/actions are important.</p>		( )

Positive Behavior Supports	Responses/Comments	
<i>Describes methods of supporting challenging behavior using positive behavior support strategies that are safe, fair and effective.</i>	Domain 4: Rights, Respect and Dignity	
<p>When given a scenario or after observing a challenging behavior, the DSP correctly identifies the antecedent and consequences to the behavior.</p> <p><b>Antecedent</b> – the event or cause that occurred prior to a behavior.</p> <p><b>Consequence</b> – Something that logically or naturally follows from an action or condition.</p> <p><b>Reinforcement</b> – Any action that would increase the likelihood of the behavior to occur again.</p>		[ ]
<p>The DSP describes what the function or motivation of a behavior means.</p> <p><b>Function</b> – the reason or motivation that led to the behavior. Typically, to obtain or avoid something.</p>		[ ]
Describes 2 reasons why it is important to understand the function of a challenging behavior.		[ ]
What is replacement behavior?		[ ]
What is one thing you can do to promote a calm environment for the person (s) you support?		[ ]
If applicable, show me the Behavior Support Plan (BSP) and the documentation.		[ ]
Individual Rights/Choice	Responses/Comments	
<i>Describes their knowledge of the rights of people supported as well as how they encourage these opportunities throughout their day.</i>	Domain 2: Individual Planning and Implementation Domain 4: Rights, Respect and Dignity Domain 6: Choice and Decision Making Domain 7: Relationships and Community Memberships	
How can you assist the person to make everyday choices and express their desires?		[ ]

Give an example of a rights restriction or limitation.		( )
Does the person have a legal guardian or conservator? If yes, who?  <b>This information is located on the ISP. Legal documentation will include the conservator's limitations.</b>		( )
What is the general purpose of a guardian or conservator?		( )
Give an example of information that should be kept confidential.		( )
Describe 2 things you do to support a person's right to privacy.		( )
Describe 2 things you do to support a person's building relationships/friendships and being members of their community.		( )
Describe what you can do to support a person to attend and be active in a church of their choosing.		( )
Describe how you help the person(s) access their personal funds.		( )
How do you support a person for opportunities for membership to a club, organization or group of their interest?		( )
Everyone has rights. But all rights have an element of responsibility and sometimes risks.  How can you help the person(s) supported to balance choice and rights with the possibility of a risk?  Example: Someone you support smokes. How can you support them regarding the right to choose to smoke but educate them on the risk of smoking?		( )

Direct Support Professionalism	Response	<input checked="" type="checkbox"/>
<i>Describes the reasons why professionalism is important and ways for applying ethical guidelines as a daily practice.</i>		
What is the National Association of the Direct Support Professional Code of Ethics?		[ ]
The DSP demonstrates professional behavior in the workplace.		[ ]
Describes some of the many roles of a DSP.		[ ]
Provide an example of how you have promoted the persons self-determination.		[ ]
The Code of Ethics is guidelines for morally correct actions for a DSP.  Name one on the 9 code of ethics that DSP are to follow and how do you promote it?		[ ]
What is one step for solving an ethical dilemma or challenge?		[ ]
What is Protected Health Information? (HIPPA)		[ ]

**Using the Skill Standards tool, I have reviewed and/or discussed all skill standards and questions to validate the basic understanding of the training material.**

**Completion Date** \_\_\_\_\_

**Supervisor/Mentor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Employee's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_