

**Recommended ADS Orientation and Training Outline
Leading to DODD Adult Services Registration**

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Vision: Direct Service staff in publically and privately operated adult services programs will be well-versed in practical knowledge that can be readily applied in their work with people with developmental disabilities. This practical knowledge will consist of a combination of agency specific, site specific, and individual specific information and skills. Adult Day Services programs vary in size, focus, and type of physical environment. These differences are in response to the varying individual needs of eligible individuals who are our primary customers. Orientation and training requirements are designed with sufficient flexibility to prepare staff to effectively address the needs of the individuals they support, in the context in which they receive their support.

Section I/Initial Orientation. May include prospective employees hired conditionally. This section must be satisfactorily completed before a new employee may spend unsupervised time with eligible individuals.

- **Organizational Background:**

- The mission, vision, values, principles and goals of the certified provider;
- Organizational structure including the table of organization;
- The certified providers' key policies, procedures, and work rules;
- Expectations related to ethical and professional conduct and practice. Working effectively with families and other team members. Guidance on how to address potential conflicts of interest, such as selling goods or services to persons served; receiving gifts, etc.

- **Understanding developmental disabilities:**

- A functional definition of developmental disability;
- Common causes of developmental disabilities;
- Characteristics of the most common developmental disabilities including mental retardation, cerebral palsy, autism, epilepsy, etc.;
- Lower incidence disabilities such as traumatic brain injury, spina bifida, medical fragility, attention deficit hyperactivity disorder (ADHD) and others;
- The definition of mental illness. How mental illness differs from developmental disability and the challenges faced by individuals that are dually diagnosed;

- Eligibility and entrance criteria (site/program specific).

- **Individual Rights:**

- The twenty-four rights people with developmental disabilities have under Ohio law and corresponding responsibilities;
- The principles of self-determination and the role of direct service staff in supporting self-determination.
- Confidentiality of individual information policies and practices including requirements for the release of individual information and informed consent;
- The role of advocates in the lives of individuals with developmental disabilities;
- How legal guardians are appointed and their role in decision making. The unique role of APSI in Ohio,

- **Components of quality care for individuals with developmental disabilities:**

- The importance of interpersonal relationships and establishing trust;
- Cultural and personal sensitivity including the importance the "people first" language;
- The importance of communication. How we use behavior to communicate;
- Person centered thinking and practices. How individual needs are assessed and Individual Service Plans developed;
- The role and responsibilities of various members of the "team", including the Individual, Family, Guardian, Service and Support Administrator, Program Manager, Qualified Mental Retardation Professional (QMRP) and other Direct Service Personnel;
- The importance of accurate, neat and objective recordkeeping. This includes the required elements of written progress notes and incident/accident reports.

- **Health and Safety:**

- First aid and CPR. **Current first aid and CPR certification must be maintained by the direct service employee through-out his/her employment by a certified provider of adult services;**
- The signs and symptoms of illness/injury and procedures for response;
- Universal precautions and infection control;

- Definitions of unusual and major unusual incidents (abuse, neglect, etc.). Requirements for reporting and documenting unusual and major unusual incidents. The importance of prevention planning;
 - Department of Developmental Disabilities "safety alerts", access and review of alerts;
 - Building/site specific emergency response plans to include at a minimum fire, tornado, power failure, and medical emergencies;
 - As needed, training in transportation safety. This includes how to assist individuals to safely embark and disembark, and the use of equipment such as safety belts and wheelchair lifts.
- **History and Evolution of the Developmental Disabilities Service Delivery System:**
 - The early role of institutions and the impact of the deinstitutionalization movement;
 - The evolution of community residential support services from ICFMR and "group" home living to supported living;
 - The evolution of adult day services including competitive, supported and sheltered employment and vocational training programs; and social/leisure/recreational and day activity options.
- **Positive Behavior Support**
 - Key principles of a positive intervention culture;
 - The role of direct service staff in influencing a positive culture;
 - Requirements for behavioral support plans and intervention strategies and the direct service staffs' role;
 - Behavior Support Review and Human Rights committees;
 - Documenting implementation of, and individual response to, behavior support plans;
 - Crisis intervention techniques.

Section II/Training will be specific to the individual(s) for whom the candidate for adult services registration will have day to day responsibility. A mentor employed by the certified provider will be assigned and immediately accessible to the new employee.

- **Individual specific on the job training:**
 - Individual specific preferences and strengths;
 - Individual specific diagnoses (health, mental health and developmental disability) and related needs;
 - Individual specific personal care to include nutrition, diet and meal time supervision/support, restroom assistance, mobility needs, lifting, and general supervision/support requirements.
 - Medication administration and delegated nursing as needed;

- Individual service plan (ISP) requirements including skill development goals and specific service/support activities;
- Individual specific teaching techniques and related documentation requirements;
- Specific behavioral support plans as necessary, including planned interventions and documentation requirements;
- Individual specific assistance in the management of individual funds and related requirements for documentation.

Section III/This section may be completed concurrently with section II.

- **How Services are Funded:**
 - Medicaid's role in the developmental disabilities service delivery system, including Waivers and ICFMRs.
 - The importance of County Boards of Developmental Disabilities in passing local levies and funding local services.
- **Other Training Specific to the Type of Adult Day Services Being Provided:**
 - Federal and State Department of Labor requirements specific to the payment of subminimum wages. A description of self-employment, sheltered employment, supported employment and competitive employment programs.
 - Opportunities in the local community to access and promote volunteerism, socialization, recreation and leisure time pursuits for eligible individuals, including the use of low cost and no cost opportunities for adults to regularly access their community;
 - Planning and organizing age and gender appropriate activities;
 - Programs which enhance and support older students to transition to the adult world of work;
 - Retirement planning and supports.

Required Annual Training

All certified providers are required to regularly assess the training needs of their direct service staff and develop a written plan identifying learning/training priorities. These priorities should be consistent with the needs of the individuals being served, best practice, and the provider's mission, vision, strategic activities, or annual action plan. The written plan should identify those responsible for providing or arranging the training and projected timelines for accomplishment.

Additional minimum annual training includes:

- A review of the requirements of DODD rule "incidents adversely affecting health and safety", including specific review of Health and Safety Alerts issued during the year;
- A review of requirements relative to the direct service staff person's role in behavior support;
- A review of individual rights.

Additional Criteria

1. All three sections must be completed within the first twelve (12) months of employment.
2. All certified providers are required to develop and maintain on file a written syllabus that addresses the topics identified in all three sections, and includes copies of materials utilized to complete each section. The certified provider will regularly review, and update as necessary, the syllabus and materials.
3. All certified providers are required to identify a mechanism(s) to assess individual competency in each of the three sections. Documentation of competency will be kept in the personnel file. Candidates for adult services registration that do not demonstrate competency in each section within 12 months of initial hire will not be registered.
4. Employees of certified private providers may choose, with their employer's consent, to complete the Certificate of Initial Proficiency (CIP) in the Professional Advancement Through Training and Education in Human Services (PATHS) to receive their adult services registration, in lieu of the requirements identified in this document.
5. Employees of County Boards of Developmental Disabilities may also choose, with their Board's consent to complete the PATHS CIP in lieu of these requirements.
6. County Boards of Developmental Disabilities may also choose to continue to require their adult services direct care staff to be "registered" consistent with the requirements of OAC 5123:2-5-01(Adult Services Certification and Registration).
7. County Board adult services staff who complete either these requirements, or the CIP through PATHS, or the requirements of OAC 5123:2-5-01 will receive their registration credential through the Ohio Department of Developmental Disabilities.

8. Certified private providers will maintain records in the personnel file that document satisfactory completion of the CIP through PATHS, or the training requirements identified in this document.
9. **Provider compliance requirements are updated to reflect the expanded options for compliance with adult services registration requirements.**

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