

# Division of Developmental Disabilities DSP Curriculum Presenter's Introductory Modules Guide

Direct Support Persons (DSPs) working in adult and children's community residential and day program settings must:

- Successfully complete a Division of Developmental Disabilities approved Direct Support Persons (DSP) Training Program within 120 calendar days from their hire date.
- Part of the requirements for training include at least forty (40) hours of **classroom** training.
- The classroom training must address all of the Informational competences required by the Department of Human Services, Division of Developmental Disabilities.
- The DSP training modules used in the Division of Developmental Disabilities Direct Support Persons Training Program address the required *informational* competencies.
- A complete list of these informational, as well as required *Interventional* competencies, can be found on the DHS web site in the Division's Training Requirements Manual <http://www.dhs.state.il.us/page.aspx?item=48120>

The forty (40) hours of DSP classroom training consists of the 7 modules with training hours allocated to each module as follows:

- |  |          |
|--|----------|
| • Introduction to Developmental Disabilities                 | 4 hours  |
| • Human Rights   | 4 hours  |
| • Abuse and Neglect Prevention, Recognition and Intervention | 3 hours  |
| • Human Interaction and Communication                        | 4 hours  |
| • Service Plan Development and Implementation                | 4 hours  |
| • First Aid and CPR* (must keep certification current)       | 6 hours  |
| • Basic Health and Safety                                    | 15 hours |

\* The agency is responsible for this training module. The agency schedules a training session for the DSPs with either the American Red Cross or American Heart Association. The DSPs must receive certification verifying successful completion of CPR training.

## Instructor Qualifications

DSP instructors must be approved by the Division and have written verification of approval on file at their agency. For further information on these requirements see the Training Requirements Manual.

## DHS Training Modules

Each of the modules consists of a DSP Notebook and Presenter's Supplementary Information for that module. The presenter would, therefore, have a combination of the DSP Notebook and the Presenter's Supplementary Information and maintain them together in their training binder. To differentiate presenter information from the trainees's information, the presenter's information should be printed on colored paper. These pages are then inserted into the DSP Notebook just before the corresponding DSP notebook page. Presenter's page numbers are followed by a letter. For example, Presenter's supplement page 4A would be inserted in the DSP Notebook before page 4. If more than one presenter's supplement page is needed for a particular DSP notebook page, the following pages would be designated 4B, 4C, etc.

The Presenter's Supplements are provided to assist the presenter with additional information pertinent to the topic being discussed. These supplements also contain instructions on activities, facilitation exercises, answers to quizzes, cues to appropriate times to distribute additional materials, etc.

Agencies are encouraged to supplement both the general information provided in each module with agency specific information and the presenter's supplements with guidance, exercises and other information developed by agency trainers.

## Training Guidelines

**Class Size:** Recommended at least 10, but no more than 25.

### Materials:

- Sign-In Sheets
- DSP Notebooks (1 for each Trainee)
- DSP Notebooks with Presenter Supplements (1 for each Presenter)

Materials needed specific to the module being trained are listed in the Presenter's Supplement at the beginning of each module. In addition to these course specific materials, the presenter may wish to have the following equipment available to facilitate presentation of each of the modules:

- Markers
- Flipcharts
- Laptop/LED projector
- TV/DVD player

## **Preparing for DSP Training:**

1. read over the entire module;
2. gather additional agency-specific information and reference materials;
3. determine which videos and reference materials to incorporate into which module and when the best time is to introduce each;
4. make sure all information is current and up-to-date;
5. anticipate questions and prepare appropriate responses;
6. develop relevant examples to reinforce the points in the modules;
7. duplicate materials for each trainee
8. try to make the training fun, informative, interactive and as unlike a classroom setting as possible.

## ***Conducting Training***

When you arrive at the training site, make sure that the room is set up as you want it. Also, make sure that if support staff is used to assist with training, they understand their roles (i.e., distributing and collecting materials, assisting participants with group activities, etc.).

You are responsible for seeing that the session flows smoothly. The following tips can help you keep the session flowing smoothly as well as anticipating and handling the unexpected.

- welcome participants at the door, and give each person a copy of the handouts;
- go over housekeeping details;
- indicate restroom locations;
- explain smoking policy;
- ask them to turn cell phones off or put them on vibrate;
- encourage their active participation during training.

## **Training Implementation Strategies**

Introduce your agency's background, goals, philosophies, service population, services offered, facilities, structure, personnel, policies and procedures.

Explain that the DSP curriculum contains information for DSPs in many different types of residential settings, including those who will be providing supports to adults, young adults and/or children who live with the families and receive home and community-based services and:

- are person-centered and family-directed.

- direct service persons can be employees of the person and his/her family, or employed through community agencies.

As the training begins, stop after each main point to determine if the trainees have understood the material or have questions. You may also want to take time to answer questions as they arise.

Because these are adult learners, care should be taken to ensure that they are treated as such. We recommend that you set up tables/chairs in a horseshoe fashion if possible and consider playing relaxing, but energizing music during times when it is appropriate. Allow time for comments and questions and validate their ideas and feelings. There are few wrong answers, only better ones. Stress success and foster an environment where success is achievable.

**Important Note:** The OJT *Activities* in Module 6 are for classroom *practice* and are not meant to replace the OJT/CBTAs in Appendix 3.

### ***Example of Introduction for Each Module:***

*The module you will be learning about today is called (module name)\_\_\_\_\_. It will "introduce" you to some of the situations and issues you will face every day in your job. Please read the letter on the first page of each module in your notebook. It was written by a self-advocate and will give insight on their perspective of their hopes and dreams as well as their expectations for your relationship with them.*

*The courses you will be taking are set up around learning specific competencies expected of a DSP. Competencies are nothing more than the things you will need to know and the things you will need to do to support people with developmental disabilities effectively. You will learn these competencies as you move through each module.*