



Teacher Resource Guide

1. Making Choices



TEACHER'S GUIDE

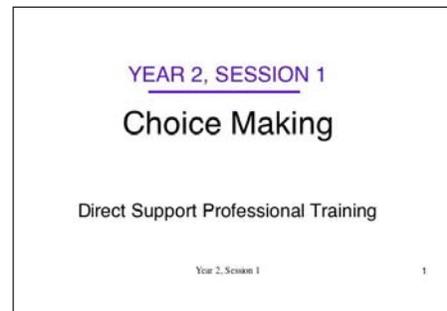
Materials

- Student registration materials
- Student Resource Guides
- Television
- VCR
- Overhead projector
- OR-
- LCD projector and computer with Power Point software
- DSP TV video, Year 2

Welcome, Introduction and Student Registration

Show overhead #1 Title

- Welcome students to training
- Introduce yourself and your background
- Review information about the classroom/facility: location of bathrooms, exits, break area, etc.
- Pass out supplies: Student Resource Guides, registration forms, #2 pencils, etc.
- Prompt students to open their Student Resource Guides and assist them in familiarizing themselves with the guides
- Register students for the training.

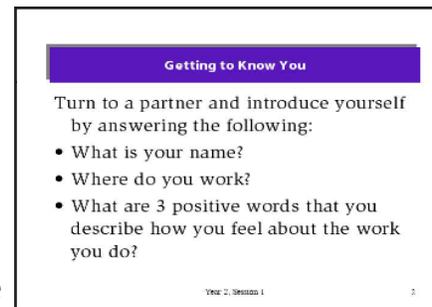


Optional activity (same as in year 1)

Activity: Getting to Know You

Show overhead #2 Getting to Know You

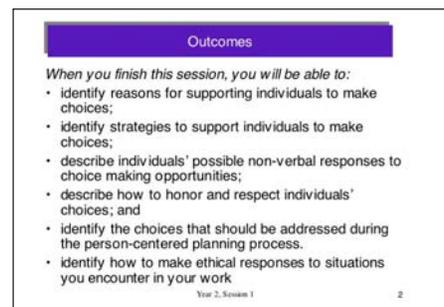
- Directions: Pair up with someone in the class. Take turns each other the questions on this slide and write your partner's answers on a piece of paper.
- Purpose: get to know the people in our class and emphasize some of the positive aspects of the DSP's work.
- Have students introduce their partners.
- Think of other ways to begin establishing a relationship with your students.
- Tell students that the class will discuss the answers to the third question in a couple of minutes.



Show overhead #3 Outcomes

- Review outcomes and key words for the session.

Instruct students to underline or highlight key points in their Student Guide as you discuss.



Making Choices

OUTCOMES

When you finish this session, you will be able to:

- ▶ Identify reasons for supporting individuals to make choices.
- ▶ Identify strategies to support individuals to make choices.
- ▶ Describe possible non-verbal responses to choice-making opportunities.
- ▶ Describe how to honor and respect an individual's choices.
- ▶ Identify choices that should be addressed during the person-centered planning process.
- ▶ Identify how to make ethical responses to situations you encounter in your work.
- ▶ Demonstrate awareness of your own attitudes and beliefs about others and how this impacts your work.

KEY WORDS

Approach behavior: An action that implies a preference such as smiling, reaching for, leaning toward, or looking at a particular item.

Avoidance behavior: An action that implies a particular choice is not preferred such as turning away from the item, pushing an item away, or frowning.

Choice: A statement of preference. Individuals with developmental disabilities have a right to make choices including where and with whom to live, the way they spend their time each day and with whom, what to do for fun, and plans for the future.

Choice opportunity: A situation that provides an individual with the opportunity to choose between two or more activities, foods, and so on. Choice opportunities must be provided in a way that each individual understands.

Ethics: Rules about how people think they and others should behave.

Preferences: Choices that the individual makes about where and with whom to live, the way they spend their time each day and with whom, what to do for fun, and plans for the future.

Preferences: Likes and dislikes.

TEACHER'S GUIDE

About This Class

Show overhead # 4

Review the sequence of courses for year two.

- 11 class sessions and one final exam session

Direct Support Professional Training		
Class Session	Topic	
Year 2 #1	Person-Centered Planning	
#2	Making Choices	
#3	Medication Management	
#4	Nutrition and Exercise	
#5	Communication	
#6	Strategies for Successful Teaching, Part I	
#7	Strategies for Successful Teaching, Part II	
#8	Risk Management	
#9	Positive Behavior Support, Part I	
#10	Positive Behavior Support, Part II	
#11	Life Quality	
#12	Final Test	

Year 2, Session 1 3

About the Training

Introduction

- State law requires this training for all DSPs.
- Reasons for the training:
 - To help you do the best job you can in supporting individuals with developmental disabilities to have a better quality of life.
 - When you do the best job you able to do, you professional life should be more rewarding, which should improve your quality of life.

Enabling Legislation:

- The requirement for the Community Care Facility Direct Care Staff Training (a.k.a. Direct Support Professional Training) was created by Assembly Bill (AB) 2780 enacted in 1998. AB 950, approved by the Governor in August, 2001, amends the Welfare and Institutions Code with the following:
 - *SECTION 1. The Legislature finds and declares that in order to promote the health, safety, and well-being of persons with developmental disabilities who live in a licensed community care facility that receives regional center funding, it is necessary to devise and implement a training program, as specified in Section 4695.2, for direct care staff employed in those facilities to ensure that staff possess the knowledge, skills, and abilities to provide consistent and high quality services to meet consumer needs.*
 - 4695.2. Section requires each direct care staff person employed in a licensed community care facility that receives regional center funding to satisfactorily complete two 35-hour competency-based training courses or pass a competency test for each of the 35-hour training segments. New staff have one year from date of employment to complete the requirement for the first 35 hour segment and an additional year to complete the second 35 hour training for a total of 70 hours of training over two years.

About the Training

The DSP training is 70 hours of training which is designed to be completed over a two-year period, 35 hours in each year. Each 35-hour training consists of eleven 3-hour class sessions and one 2-hour final test session. In Year 1, you learned about:

- ▶ The Direct Support Professional.
- ▶ The California developmental disabilities service system.
- ▶ The Individual Program Plan.
- ▶ Risk management: principles and incident reporting.
- ▶ Environmental safety.
- ▶ Maintaining the best possible health.
- ▶ Dental health.
- ▶ Medication management.
- ▶ Communication.
- ▶ Positive behavior support.

In Year 2, you will learn more about these topics, as well as:

- ▶ Making choices.
- ▶ Person-centered planning.
- ▶ Nutrition and exercise.
- ▶ Strategies for successful teaching.
- ▶ Life quality.

If you wish to review materials from Year 1 and do not have a Student Guide, you may go to www.dds.ca.gov and review the sessions on-line.

TEACHER'S GUIDE

About this Training

Refer students to pages S-3 and S-4.

Provide description of the training:

- Length
 - Two year, 70 hour training
 - 11 class sessions and one final test session in each year
- Key words
 - Read example about the key word “individual” and discuss.
- “Practice and Share”
 - Acknowledge students’ busy and difficult schedules. As such, there will be no extra assignments outside of class.
 - Encourage students to use this time to apply what they are learning.
 - At the end of Session 1, students will be asked to think of a time when they helped add to the quality of life of individuals they support. They will begin Session 2 by sharing their thoughts.
- Quizzes
 - There will be a short quiz at the end of each session.
 - Quiz questions are multiple choice with four possible answers.
 - **Show Overhead #5. Answers will be recorded on a Scantron form like the one on the overhead.**
- Use the example on the overhead to demonstrate what multiple choice questions look like.
 - Demonstrate how to fill in the oval that corresponds to the correct answer.
 - Scantron forms will also be used for their final test.
 - Quizzes are an opportunity to practice using that form.
- Questions on the final test will be taken from the quizzes.
 - Recommend that the students study the quizzes to prepare for the final test.
- Skill Checks
 - Read Skill Check paragraph aloud.
 - Place the students at ease regarding this additional testing by ensuring them that they will have plenty of practice in class before doing the skill checks.
- Test After Training
 - Read Test After Training paragraph out loud
- Inform students that they may choose to take a “challenge test,” and, if they pass, they will not be required to take the training.
- Ask students if they have any questions

Person-Centered Planning

NAME _____ DATE _____

DIRECTIONS: Use only a No. 2 pencil. Mark dark marks. BUBBLE IN ONLY ONE ANSWER. Fill in your answer. No extra marks or marks in between questions. You will be given the test one number. Please bubble in the answers.

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)
7	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)
9	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)

Year 2, Session 1 4

Review the remainder of S-2 discussing the use of the term “individuals”.

Review and discuss the “Word of Caution” and the reason for the training

Homework

You will not have written homework in this training; however, you will be asked to practice newly acquired skills in the course of your daily work. You will share your experiences with the class at the beginning of each session.

Quizzes

At the end of each session, you will have a short quiz. The quiz questions are multiple choice. We will review the answers together in class.

Skill Checks

Skill checks are opportunities for your instructor to observe you demonstrating new and important skills. Year I training had skill checks on gloving procedures and assisting with the self-administration of medication. This year, you will repeat the skill check for assisting with the self-administration of medication because it is such an important skill. You must pass this skill check in order to pass the training.

Test After Training

The final test consists of 36 multiple-choice questions. The questions on the final test will be drawn directly from the quizzes.

“Individuals”

As a reminder, individuals with developmental disabilities will be referred to as “individuals” throughout this training. You may be used to calling the people you work with “consumers” or “clients,” or some other name. We chose to use the term “individuals” to help remind you to always treat each person you support as an individual with unique interests, abilities, preferences, and needs.

Word of Caution

Before we start the training, it is important to note that this workbook does not replace the professional advice of doctors, lawyers, and other experts. This training is based on what is widely consid-

ered to be the preferred practice of the field. However, policies and procedures differ from facility to facility. You will be expected to familiarize yourself with your facility’s particular policies and procedures.

It is possible that some practices in your facility may differ from preferred practices that you learn in this training. What should you do? These types of ethical considerations will be explored throughout the training. However, never risk your health and safety, or that of individuals, to do something for which you feel unqualified. It is always okay to ask for help.

DSP Training for a Better Quality of Life

In Year I you learned that recognition of the DSP is key to providing quality services. In 1998, a requirement for Direct Support Professional Training was added to the Lanterman Act. The purpose of the DSP training is to promote the health, safety, and well-being of people with developmental disabilities and to enhance your skills, which will lead to a better quality of life for people with developmental disabilities. A better quality of life for people with developmental disabilities will likely lead to a more rewarding professional life for you!

In Year I you learned that “quality of life” means different things to different people. However, in general, people experience a high quality of life when they

- Are able to make choices and their choices are encouraged, supported and respected.
- Have close, supportive relationships with friends and family.
- Live in a home that is comfortable to them.
- Participate in activities they find enjoyable.
- Have access to health care and have the best possible health.
- Are treated with respect and are safe.
- Are satisfied with their lives.

TEACHER'S GUIDE

DSP Toolbox

The first part of this section is a review from session 1 of year 1. You do not need to cover in as much detail as in year 1 but review key points.

Show Overhead #6 DSP Toolbox.

- Describe the tools that are in the DSP toolbox and introduce the icons. The icons will be used in the Student Resource Guide to indicate when a particular tool may be used.
 - Ethics: A picture of a compass. A compass shows us the right direction to go in.
 - Observation: A person looking into a magnifying glass. A magnifying glass helps us to see individuals and their environments up close and in great detail.
 - Communication: Two people facing each other. This shows that communication takes at least two people and each must “give and take.”
 - Decision Making: A gavel like a judge uses. The gavel is a symbol of the judgment that DSPs must use everyday to make all kinds of decisions.
 - Documentation: A pen. When we write things down, they help to inform what we do in the future.



Review Code of ethics on S-4 & S-5

Whether you are working independently or with a team, you will need a set of “tools,” basic skills and knowledge, to help you successfully meet the daily challenges of your job. Just as a carpenter cannot do a job without a hammer and nails, a DSP cannot provide the best possible support to individuals without DSP tools. Tools in the DSP Toolbox are:



Ethics: enable the DSP to make decisions based on accepted rules and behaviors.



Observation: enables the DSP to look for people and places that could affect an individual’s health and well-being.



Communication: enables the DSP to exchange information in a variety of ways.



Decision Making: enables the DSP to choose the best course of action with the information at hand.



Documentation: enables the DSP to note important information about individuals and events.

Ethics



One of the hardest tools to understand and learn how to use is ethics because different people have different ethics. Ethics are rules about how people think they and others should behave. Those rules are influenced by a variety of factors including culture, education, and the law.

TIPS

The National Alliance of Direct Support Professionals (NADSP) recognized that DSPs encounter situations that require ethical decision making everyday. NADSP developed a Code of Ethics to help DSPs make professional, ethical decisions that benefit the individuals they support. Following is a condensed version of the NADSP Code of Ethics (for the entire Code of Ethics, see Appendix 1A):

1. *Advocacy:* As a DSP, I will work with the individuals I support to fight for fairness and full participation in their communities.
2. *Person-Centered Supports:* As a DSP, my first loyalty is to the individual I support. Everything I do in my job will reflect this loyalty.
3. *Promoting Physical and Emotional Well-Being:* As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of individuals receiving support while being attentive and energetic in reducing their risk of harm.
4. *Integrity and Responsibility:* As a DSP, I will support the mission of my profession to assist individuals to live the kind of life they choose. I will be a partner to the individuals I support.

TEACHER'S GUIDE

Making Ethical Decisions

Code of Ethics

Show overhead # 7 Definition of Ethics

Review Code of ethics on S-4 & S-5

Show DSP TV Scene 1: DSP Ethics IVideo discussion questions and *answers*:

1. Is Kami using professional ethics?

No, Kami is not providing person-centered support; not promoting physical and emotional well being; not working with integrity and responsibility by supporting the mission of the DSP profession; and not treating AJ with respect.

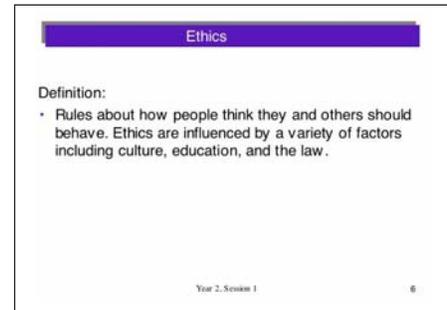
2. How do you think AJ feels?

Unimportant, powerless, frustrated.

3. What could Kami do differently?

Provide person centered support by asking AJ what he wanted to do and then supporting his choice; promoting physical and emotional well-being by supporting AJ's choice to exercise and insuring that he is safe while he rides his bike; working with integrity and responsibility by being a partner to AJ instead of blaming him for having to do her job; and treating AJ with respect by listening to him and honoring his choices.

Additional discussion questions: Is behavior like Kami's familiar to you? What do you think causes her behavior? What can change it?

**Activity: Code of Ethics**

Groupings: Pairs

- Direct students to page S-5.
- Direct students to find a partner and think of examples of how they might have reflected on the Code of Ethics as they have done their work.

Ask for any examples of how DSPs have used this Code of Ethics when faced with a difficult decision.

Ask for volunteers to share for each item.

DSP Toolbox (continued)

- 5. *Confidentiality:* As a DSP, I will protect and respect the confidentiality and privacy of the individuals I support.
 - 6. *Fairness:* As a DSP, I will promote and practice fairness for the individuals I support. I will promote the rights and responsibilities of the individuals I support.
 - 7. *Respect:* As a DSP, I will respect the individuals I support and help others recognize their value.
 - 8. *Relationships:* As a DSP, I will assist the individuals I support to develop and maintain relationships.
 - 9. *Self-Determination:* As a DSP, I will assist the individuals I support to direct the course of their own lives.
- It is expected that DSPs will use this professional Code of Ethics when faced with difficult decisions, even if these ethics differ from their own.

ACTIVITY

Making Ethical Decisions

Directions: After watching the video, split into small groups. Read the condensed version of the NADSP Code of Ethics on pages S-4 and S-5.

Observation



Observation is noticing change in an individual's health, attitude, appearance, or behavior.

TIPS

- Use your senses of sight, hearing, touch, and smell to observe signs or changes.
- Get to know the individual so you can tell when something changes.
- Get to know the individual's environment and look for things that may impact an individual's and other's safety and well-being.

Communication



Communication is about understanding and being understood.

TIPS

- Listen carefully to what is being communicated through words and behavior.
- Repeat back what was communicated to confirm understanding.
- Ask questions to gain a more complete understanding.
- Be respectful.

TEACHER'S GUIDE

DSP Toolbox (cont.)

Show overhead # 6 again on the DSP Toolbox.

- Continue with review of DSP toolbox items. Ask for volunteers to share back with the group.
- As you review each item in the toolbox, ask students for examples of how they have used or might use this skill in their daily work.

Show DSP TV Scene 2: DSP Ethics II (optional)

Video discussion questions and *answers*:

1. What are the ethical issues?

Mike is advocating for AJ and supporting AJ in advocating for himself; providing person-centered support; working with integrity and responsibility by supporting the mission of the DSP profession by assisting AJ in living the kind of life he chooses; and Treating AJ with respect.

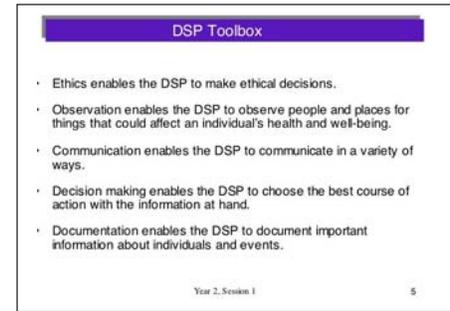
2. How do you think AJ feels?

Supported, listened to, respected, in control, happy.

3. How is AJ's issue resolved?

AJ is given the reasons for the 9 pm bedtime and then is able to make an informed choice.

Additional discussion questions: How does Mike's behavior affect AJ's quality of life? Mike's relationship with AJ?



DSP Toolbox (continued)

Decision Making

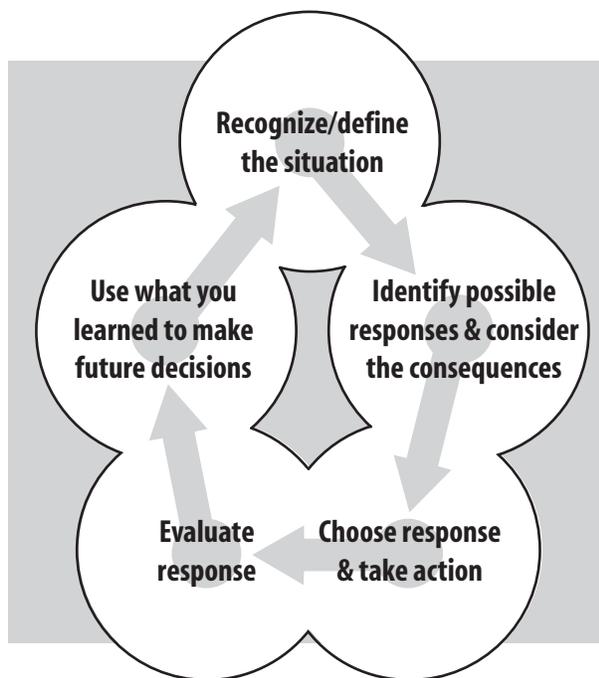


Decision making is about choosing the best response to a situation with the information that is available to you. Decision making is an ongoing process.

TIPS

- Recognize/define the situation.
- Identify possible responses and consider the consequences.
- Choose a response and take action.
- Evaluate how your response worked. Were the consequences positive? If not, what could have made it work better?
- Use what you learned to make decisions in the future.

DECISIONMAKING LOOP



Documentation



Documentation is a written record.

TIPS

- The DSP is required to keep consumer notes for the following important, non-routine events in an individual's life: medical and dental visits, illness/injury, special incidents, community outings, overnight visits away from the home, and communications with the individual's physician.
- Do not document personal opinions, just the facts (i.e., who, what, when, and where).
- Be specific when describing behaviors.
- Record what the person actually says or describe non-verbal attempts to communicate.
- Describe the event from beginning to end.
- Be brief.
- Use ink.
- Do not use White Out® to correct mistakes. Cross out the error and put your initials next to it.
- Sign or initial and date.

TEACHER'S GUIDE

The Importance of Making Choices

Review opening scenario and discuss:

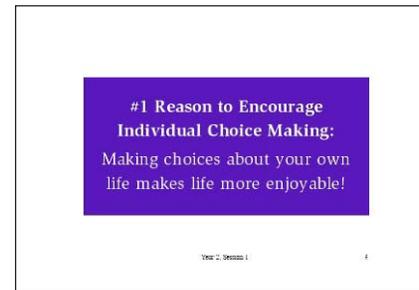
- Direct students to take out a piece of paper and list all of the choices they made as they were coming here today. Begin from the time you awakened until you got here.
 - Examples: what to wear, what to have for breakfast, whether to shower or bathe, what route to take to work, etc.)
- Allow about 2 minutes for students to list their choices.
- Ask how many had more than three choices... more than 5...more than 10?
- Then ask students to think of what their life would be like if they were unable to make any of the choices they listed.
- What if someone else decided when to get up, what to eat for breakfast, what to wear, etc.
- How would this affect your enjoyment of life?

Discussion:

Show overhead #8 Reason to Encourage Individual Choice Making

Having choice means having control of your own life. Typically, the more control we have over our lives, the more enjoyable our lives become.

- There are many reasons why making choices is important for the individuals that you support. Most importantly, making choices increases an individual's daily enjoyment. All of our lives are more enjoyable if we do things we choose.



Making choices is important because it:

- Increases an individual's participation in important activities such as work duties, leisure activities, and school events.
- Helps to combine reinforcers with teaching strategies to help make learning new skills easier and more fun for learners.
- Makes it less likely that challenging behaviors will occur
- Making choices increases an individual's participation in important activities such as work duties, leisure activities, and school events.
- Making choices helps the DSP to combine reinforcers with teaching strategies to help make learning new skills easier and more fun for learners.



(Show overhead #9 Making Choices)

- Reinforcers are positive consequences that motivate individuals to learn new skills.
- Individuals will be less likely to exhibit challenging behaviors if they make their own choices.

Opening Scenario

Marissa likes to stay up late to watch television. However, Martha, the administrator, has decided that all individuals living in the home should go to bed by 9:00 p.m. Martha says that having everybody in bed at the same time makes life easier for the staff. Each night after dinner, Marissa's mood sours and she treats other individuals and staff disrespectfully. She resists getting ready for bed when Mary, the DSP, asks her to do so. Contrary to the administrator's intentions, the 9:00 p.m. bedtime and Marissa's resulting behavior is making Mary's life harder. Marissa tells Mary that she feels upset about the bedtime rule. It relaxes her to stay up late and watch funny television shows. Now that she has to go to sleep at 9:00 p.m., she lays in bed awake and feels anxious.

The Importance of Making Choices

There are many reasons why making choices is important for the individuals that you support. Most importantly, making choices increases an individual's daily enjoyment. All of our lives are more enjoyable if we choose the things we do.

Making choices is important because it:

- Increases an individual's participation in important activities such as work duties, leisure activities, and school events.
 - Helps to combine reinforcers with teaching strategies to help make learning new skills easier and more fun for learners.
 - Makes it less likely that challenging behaviors will occur.
- ▶ **Making choices increases an individual's participation in important activities such as work duties, leisure activities, and school events.** Research shows that people are much more likely to engage in activities of their own choice rather than in activities that were chosen for them.

- ▶ **Making choices helps the DSP to combine reinforcers with teaching strategies to help make learning new skills easier and more fun for learners.** Reinforcers are positive consequences that motivate individuals to learn new skills. Because every individual is different, the reinforcers that motivate him or her also differ. Reinforcers include such items as CDs, magazines, and clothing; preferred activities such as going to the mall or watching a movie; and praise and positive feedback. Reinforcers can also be money that leads to the purchase of an item or activity that the individual enjoys. Reinforcers will be discussed in more detail in the sessions on successful strategies for teaching.
- ▶ **Individuals will be less likely to exhibit challenging behaviors if they make their own choices.** Individuals usually have fewer challenging behaviors when they enjoy themselves. Making choices increases their enjoyment. In the sessions on positive behavior support we will explain how making choices reduces challenging behaviors.

TEACHER'S GUIDE

Limited Opportunities to Make Choices

Show overhead #10 and discuss statement

Discussion

- Most of us take choices for granted. For people with disabilities though, and especially people with severe disabilities, making choices cannot be taken for granted.
- Surveys and observations have shown that many people with disabilities make very few choices in their lives.
- It is the DSP's responsibility to support individuals in making choices during the course of their daily routine.



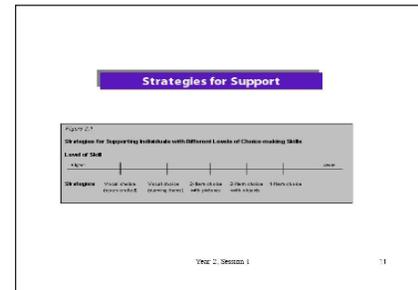
Strategies for Offering Choices

Show overhead # 11 and refer students to S-8 in their workbook

- To support an individual in making meaningful choices, you must provide opportunities for choice in a way that they can understand.
- Choice opportunities are situations that provide an individual with a choice between two or more items or activities.
- Just like all of us, different individuals have different skills for making choices.
- DSPs need a variety of strategies to provide meaningful choice opportunities
- You may need to try a variety of strategies before an individual is able to understand the choices.

Demonstrate examples of strategies for choice making show in Figure 2.1:

- Vocal choice (open-ended) “What would you like to do?”
- Vocal choice (naming items) “Would you like to look at a magazine or listen to your radio.”
- 2-item choice with pictures - Ask question while showing picture of the choice items (Magazine and radio)
- 2-item choice with objects - Show the actual objects (magazine and radio)



No matter which strategy works best, make sure you allow enough time for the individual to respond based on their ability.

Show DSP TV Video Scene 3: Choice and quality of Life
Video discussion questions and answers:

1. What mistakes did you observe?
Did not respect Daniel's individual choice of what music to listen to. Forced the DSPs preferences on Daniel. Did not use a respectful tone of voice when speaking with Daniel or listen to what he had to say. Removed Daniel's personal possession as a "punishment", a violation of Daniels rights.
2. What would you do differently?
Respect Daniel's choice of music. Respect Daniel when speaking with him.
3. How does Daniel feel?
Frustrated, powerless, disrespected.

Additional discussion questions: What kind of environment can the DSPs behavior creates for the individuals she supports? Do you think it could cause challenging behavior? How does it affect Daniel's quality of life? The quality of life for the DSPs?

Limited Opportunities to Make Choices

Most of us take choices for granted. For individuals with disabilities though, and especially individuals with severe disabilities, making choices cannot be taken for granted. Surveys and observations have

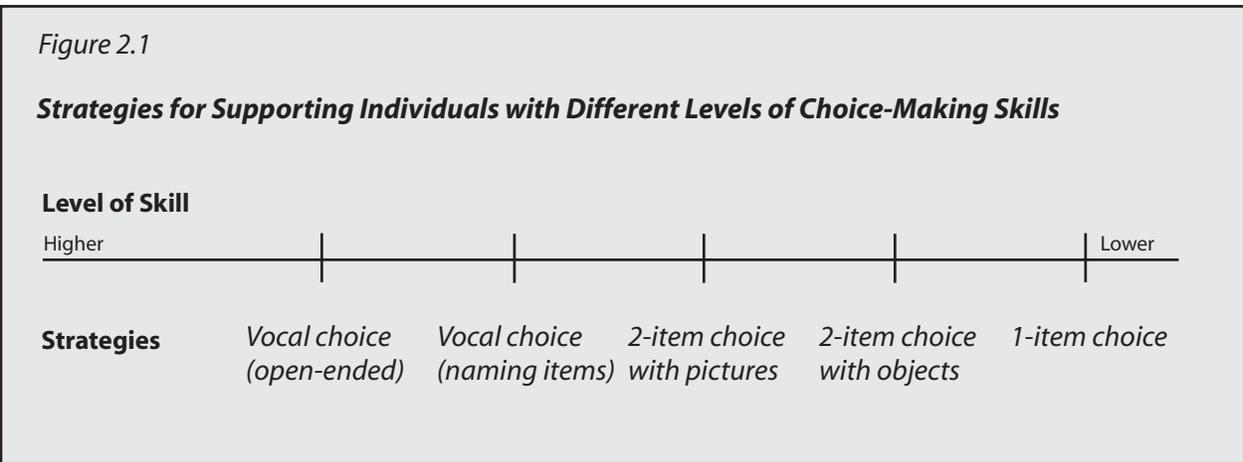
shown that many individuals with disabilities make very few choices in their lives. It is the DSP's responsibility to support individuals in making choices during the course of their daily routine.

Strategies for Offering Choices

To support an individual in making meaningful choices, you must provide opportunities for making choices in a way they can understand. Choice opportunities are situations that provide an individual with a choice between two or more items or activities. As with all of us, different individuals have different skills for making choices. For example, some individuals can make a choice simply by answering a question such as, "What do you want?" Those individuals have higher

level choice-making skills; that is, they have significant communication and related skills to make a choice in this manner. If an individual is not capable of using such skills, you must use different strategies to offer choice opportunities.

DSPs need a variety of strategies to provide meaningful choice opportunities for individuals with different choice-making skills. The following table illustrates some strategies.



You may need to try a variety of strategies before an individual is able to understand the choices. For example, you might begin by asking the individual during leisure time in the evening, "What would you like to do?" This is an open-ended vocal choice. If the individual does not seem to understand, you might then ask, "Would you like to look at a magazine or

listen to your radio?" (vocal choice, naming items). If the individual still does not understand, you might ask the same question while showing the individual one index card with a picture of a magazine and another index card with a picture of a radio (two-item choice with pictures). If this strategy fails, you might actually show the individual a magazine and radio, and

TEACHER'S GUIDE

Show overhead #12 Things to keep in mind when providing choices:

Discuss

Things to keep in mind when providing choices:

- Individual may base a choice on how the choice is offered (for example, always selecting the option on the right or on the left) rather than a like or dislike.
- By providing many choices in a consistent manner, we can actually teach choice-making skills.

Year 2, Session 1

12

ACTIVITY

Choosing Strategies for Supporting Individuals with Different Levels of Choice-Making Skills

Directions:

- Read the following scenario.
- Column one identifies choice-making skill for three different individuals.
- In column two, write down how you would offer breakfast choices based on each individual's choice-making skills.
- Refer to Figure 2.1, Strategies for supporting individuals with different levels of choice-making skills, on page S-8 if you need help. Your answers will be shared with the class.

Strategies for Offering Choices (continued)

prompt the individual to point to what she or he wants (two-item choice with objects).

For individuals who do not have the skills to say or point to something they want, you must provide a choice opportunity in an easier way. In this case, you can offer the individual a magazine (one-item

choice). Use your observation tool to see how the individual responds to the magazine to determine if the individual wants the item.

No matter what strategy is selected, it is important to give the individual time to respond based on his or her ability. Some of us take longer to think than others.

A C T I V I T Y

Choosing Strategies for Supporting Individuals with Different Levels of Choice-Making Skills

Directions: Read the following scenario. Column one identifies choice-making skills for three different individuals. In column two, write down how you would offer breakfast choices based on each individual's choice-making skills. Refer to Figure 2.1 on page 8 if you need help. Your answers will be shared with the class.

Scenario:

You work during the morning shift and it is your responsibility to provide breakfast. You made pancakes and eggs because it was what was planned on the menu and the individuals enjoyed those foods in the past.

Choice-Making Skills

Describe how you would offer the choice:

Example:
John has very good verbal skills.

I would ask John an open-ended question such as, "What would you like to eat for breakfast?"

Diana has severe disabilities. She is unable to say or point to things that she wants.

Ed has some verbal skills, but seems confused when asked open-ended questions.

TEACHER'S GUIDE

Show DSP TV Video Scene 4: Making Choices

Video discussion questions and *answers*:

1. How does Tammy respond to the orange?
Neutral behavior; Tammy does not respond.
2. How does Mike know Tammy wants the banana?
Approach behavior; Tammy smiles and gestures in a positive manner.
3. Describe Tammy's choice-making skills?
Tammy can make one-item choices.

Additional discussion questions: How does Mike respond to what Tammy is communicating?

.....

Approach, Avoidance, and Neutral Behavior

Discussion:

What clues might determine an individual's preference?

- When you present a one-item choice, observe the individual to see if he or she approaches or avoids the item.
 - An approach behavior might include smiling, reaching for, leaning toward, or looking at the item.
 - When an individual approaches an item in this manner, you should give the item to the individual.
 - Instead of approaching an item presented, an individual might avoid the item.
 - Avoidance behavior usually involves turning away from the item, pushing the item away, or frowning.
 - When an individual avoids an item, you should remove it and present another item.
 - Sometimes a person may not approach or avoid an item.
 - Lack of approach or avoidance is called neutral behavior. If an individual shows neutral behavior you should allow the individual to sample the item; that is, make sure the person knows what is being offered by touching, looking at, tasting, or using the item.
 - Present the item again to check for approach or avoidance.
 - If neutral behavior occurs the second time, the item should be removed.
-

Special Considerations When Providing Choices

- Keep in mind the following tips when providing choices to individuals.
- First, it is important to look for individual choice-making behaviors when presenting two items or activities.
- You should also be aware that the manner of presenting choices could improve an individual's choice-making skills.

Approach, Avoidance, and Neutral Behavior

What clues might determine an individual's preference? When you present a one-item choice, observe the individual to see if he or she approaches or avoids the item. An approach behavior might include smiling, reaching for, leaning toward, or looking at the item. When an individual approaches an item in this manner, you should give the item to the individual.

Instead of approaching an item presented, an individual might avoid the item. Avoidance behavior usually involves turning away from the item, pushing the

item away, or frowning. When an individual avoids an item, you should remove it and present another item. Sometimes a person may not approach or avoid an item.

Lack of approach or avoidance is called neutral behavior. If an individual shows neutral behavior you should allow the individual to sample the item; that is, make sure the person knows what is being offered by touching, looking at, tasting, or using the item. Present the item again to check for approach or avoidance. If neutral behavior occurs the second time, the item should be removed.

Special Considerations When Providing Choices

Keep in mind the following tips when providing choices to individuals. First, it is important to look for individual choice-making behaviors when presenting two items or activities. For example, some individuals tend to always pick something that is presented on their left side. For this reason, it is important to change the side on which you present the items. For

instance, when presenting a choice between looking at a magazine and listening to the radio, change the side on which you present the magazine and radio each time.

You should also be aware that the manner of presenting choices could improve an individual's choice-making skills. That is, if you provide many choices in a consistent manner, you can actually teach choice-making skills.

TEACHER'S GUIDE

Respecting Choices

When providing individuals with a choice opportunity, it is essential that you respect and honor the individual's choice by:

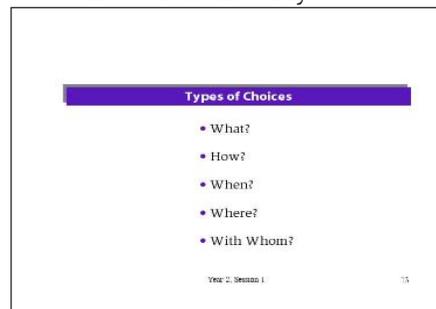
- Ensuring in advance that you have the resources and time to provide the individual with his or her choice.
- Giving the individual the chosen item or activity.
- Of course, choices may be limited based on the resources at hand.

Identifying Choice Opportunities in Daily Routines

Show overhead # 13 Types of Choice

Discuss:

- Choice can be made with each of these questions.
- Ask students to give examples of how each of these could be made into choice
- Think about the choices you made after getting up this morning. These choices may have involved getting out of bed or sleeping longer, what to have for breakfast, where to have breakfast, with whom to eat breakfast, and how to dress for the day.
- Some choices involved how to do an activity, such as take a shower or a bath. Other types of choices involved when to do an activity, where to do an activity, and with whom to do the activity.



Supporting Major Lifestyle Choices

- The choices described so far revolve around an individual's daily routine. It bears repeating that supporting individuals in making choices during their daily routine can increase daily quality of life.
- Other types of choices can affect an individual's long-term quality of life. These are choices about major lifestyle changes such as where and with whom to live and what job to do. We can help individuals make choices that may have a profound impact on their lifestyle by making sure our supports and services are person centered.
- Following the principles and practices of person-centered planning as much as possible enables you to support individuals in having control over their lives. Control means choosing how one lives, and choosing how one lives makes life much better for everyone.

Respecting Choices

When providing individuals with a choice opportunity, it is essential that you respect and honor the individual's choice by:

- Ensuring in advance that you have the resources and time to provide the individual with his or her choice.
- Giving the individual the chosen item or activity.

Of course, choices may be limited based on the resources at hand. For example, you cannot offer an individual orange juice for breakfast if there isn't any orange juice in the house.

Identifying Choice Opportunities in Daily Routines

Think about the choices you made after getting up this morning. These choices may have involved getting out of bed or sleeping longer, what to have for breakfast, where to have breakfast, with whom to eat breakfast, and how to dress for the day.

Some choices involved how to do an activity, such as take a shower or a bath.

Other types of choices involved when to do an activity, where to do an activity, and with whom to do the activity. We make many types of choices everyday to make our days more enjoyable. The same holds true for the individuals with whom you work. You should try to build as many choices as possible into the daily routines of the individuals you support.

Supporting Major Lifestyle Choices

The choices described so far revolve around an individual's daily routine. It bears repeating that supporting individuals in making choices during their daily routine can increase the daily quality of life.

Other types of choices can affect an individual's long-term quality of life. These are choices about major lifestyle changes such as where and with whom to live and what job to do. We can help individuals make choices that may have a profound impact on their lifestyle by making sure our supports and services are

person centered. As you will recall from Year I, person-centered planning is the process of focusing on supporting people with disabilities in making their own choices for everyday and major lifestyle decisions.

Following the principles and practices of person-centered planning as much as possible enables you to support individuals in having control over their lives. Control means choosing how one lives, and choosing how one lives makes life much better for everyone. You will learn more about person-centered planning in Session 2.

TEACHER'S GUIDE**Practice and Share**

Direct students to the Practice and Share page S-12

- Think about an individual who you support.
- Select one of their daily routines (for example, their routine when they get up in the morning or go to bed).
- Consider what choices you offer that individual during that routine now.
- Then consider what additional kinds of choice opportunities could be created during that routine.
- Be prepared to discuss your thoughts with the class at the beginning of the next class.

PRACTICE AND SHARE

Think about an individual who you support. Select one of their daily routines (for example, their routine when they get up in the morning or go to bed). Consider what choices you offer that individual during that routine now. Then consider what additional kinds of choice opportunities could be created during that routine. Be prepared to discuss your thoughts at the beginning of the next class.

TEACHER'S GUIDE**Quiz**

Directions: The quiz consists of 10 questions. You will be given 20 minutes to answer them. Remember to fill in the oval that corresponds to the correct answer. We will review the answers as a class. As we review, mark the correct answers so that you can use them to study for the Test After Training.

Answers

1. C
2. B
3. D
4. A
5. B
6. B
7. D
8. B
9. B
10. C

End of Session 1

Making Choices

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
6	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
7	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
8	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
9	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
10	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

- Making choices during an individual's day-to-day activities:**

 - A) Should not be done.
 - B) Is a waste of time.
 - C) Increases life enjoyment.
 - D) Will make an individual lazy.
- Two important reasons for supporting individuals in making choices are:**

 - A. Increases challenging behavior and reduces activity participation.
 - B. Increases activity participation and reduces challenging behavior.
 - C. Reduces challenging behavior and decreases activity participation.
 - D. Identifies reinforcers for teaching and decreases activity participation.
- Which of the following provides the best opportunity for you to honor and respect an individual's choice-making skill?**

 - A) Tell the individual you do not have the item she or he chose.
 - B) Give the individual an item you chose.
 - C) Ask the individual to make another choice.
 - D) Provide the individual with the item they chose.
- Asking the individual what she or he wants to do is:**

 - A) A way you can provide choices to an individual.
 - B) Not a very good idea.
 - C) Going to create challenging behaviors.
 - D) The last step in a task analysis.

5. **If you ask an individual what they would like to do and they do not respond with a choice, you should:**
 - A) Tell the individual to forget you ever asked.
 - B) Ask the individual to choose between two specific options.
 - C) Ask the individual the same question, the same way again.
 - D) Give the individual something you would like to have.
6. **Enjoyment of life, reducing challenging behavior, and increasing participation in activities are:**
 - A) Good mottos to live by.
 - B) Reasons for supporting individuals in making choices.
 - C) Regulations found in the Lanterman Act.
 - D) Reasons you make decisions for individuals.
7. **Turning away, pushing aside, or frowning when an item is placed in front of an individual is called a(n):**
 - A) Approach behavior
 - B) Neutral response
 - C) Interesting reaction
 - D) Avoidance behavior
8. **When an individual displays a neutral behavior when given a choice situation you should:**
 - A) Excuse the individual from the table.
 - B) Let the individual touch, taste, look at, or use the item.
 - C) Give the individual what you like best.
 - D) Give the individual what you think she or he really wants.
9. **If you offer an individual the option to take a bath or a shower you have:**
 - A) Taken too much time for bathing activities.
 - B) Promoted a choice opportunity during a daily routine.
 - C) Increased the opportunity for a challenging behavior.
 - D) Completed the morning task analysis for bathing.
10. **Supporting people with disabilities in making choices for major lifestyle changes is called:**
 - A) Scheduling a doctor's appointment.
 - B) Planning activities you like.
 - C) Person-centered planning.
 - D) An Individual Program Plan (IPP).



Appendices



Appendix 1A /NADSP Code of Ethics

National Alliance of Direct Service Professionals (NADSP) Code of Ethics

Advocacy

As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

Interpretive Statements

As a DSP, I will:

- Support individuals to speak for themselves in all matters where my assistance is needed.
- Represent the best interests of people who cannot speak for themselves by finding alternative ways of understanding their needs, including gathering information from others who represent their best interests.
- Advocate for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups that have been disempowered.
- Promote human, legal, and civil rights of all people and assist others to understand these rights.
- Recognize that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions.
- Find additional advocacy services when those that I provide are not sufficient.
- Consult with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

Person-Centered Supports

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

Interpretive Statements

As a DSP, I will:

- Recognize that each person must direct his or her own life and support and that the unique social network, circumstances, personality, preferences, needs, and gifts of each person I support must be the primary guide for the selection, structure, and use of supports for that individual.
- Commit to person-centered supports as best practice.
- Provide advocacy when the needs of the system override those of the individual(s) I support, or when individual preferences, needs, or gifts are neglected for other reasons.
- Honor the personality, preferences, culture, and gifts of people who cannot speak by seeking other ways of understanding them.
- Focus first on the person and understand that my role in direct support requires flexibility, creativity, and commitment.

Promoting Physical and Emotional Well-Being

As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.

Appendix 1A /NADSP Code of Ethics (continued)

Interpretive Statements

As a DSP, I will:

- Develop a relationship with the people I support that is respectful, based on mutual trust, and that maintains professional boundaries.
- Assist the individuals I support to understand their options and the possible consequences of these options as they relate to their physical health and emotional well-being.
- Promote and protect the health, safety, and emotional well-being of an individual by assisting the person in preventing illness and avoiding unsafe activity. I will work with the individual and his or her support network to identify areas of risk and to create safeguards specific to these concerns.
- Know and respect the values of the people I support and facilitate their expression of choices related to those values.
- Challenge others, including support team members such as doctors, nurses, therapists, co-workers, and family members to recognize and support the rights of individuals to make informed decisions even when these decisions involve personal risk.
- Be vigilant in identifying, discussing with others, and reporting any situation in which the individuals I support are at risk of abuse, neglect, exploitation, or harm.
- Consistently address challenging behaviors proactively, respectfully, and by avoiding the use of aversive or deprivation intervention techniques. If these techniques are included in an approved support plan, I will work diligently to find alternatives and will advocate for the eventual elimination of these techniques from the individual's plan.

Integrity and Responsibility

As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, with other professionals, and with the community.

Interpretive Statements

As a DSP, I will:

- Be conscious of my own values and how they influence my professional decisions.
- Maintain competency in my profession through learning and ongoing communication with others.
- Assume responsibility and accountability for my decisions and actions.
- Actively seek advice and guidance on ethical issues from others as needed when making decisions.
- Recognize the importance of modeling valued behaviors to co-workers, persons receiving support, and the community at-large.
- Practice responsible work habits.

Confidentiality

As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

Interpretive Statements

As a DSP, I will:

- Seek information directly from those I support regarding their wishes in how, when, and with whom privileged information should be shared.
- Seek out a qualified individual who can help me clarify situations where the correct course of action is not clear.
- Recognize that confidentiality agreements with individuals are subject to state and agency regulations.
- Recognize that confidentiality agreements with individuals should be broken if there is imminent harm to others or to the person I support.

Appendix 1A/NADSP Code of Ethics (continued)

Justice, Fairness, and Equity

As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights, and responsibilities of the people I support.

Interpretive Statements

As a DSP, I will:

- Help the people I support use the opportunities and the resources of the community available to everyone.
- Help the individuals I support understand and express their rights and responsibilities.
- Understand the guardianship or other legal representation of individuals I support, and work in partnership with legal representatives to assure that each individual's preferences and interests are honored.

Respect

As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and I will help others understand their value.

Interpretive Statements

As a DSP, I will:

- Seek to understand the individuals I support today in the context of their personal history, their social and family networks, and their hopes and dreams for the future.
- Honor the choices and preferences of the people I support.
- Protect the privacy of the people I support.
- Uphold the human rights of the people I support.
- Interact with the people I support in a respectful manner.

- Recognize and respect the cultural context such as religion, sexual orientation, ethnicity, and socioeconomic class of the person supported and his or her social network.
- Provide opportunities and supports that help the individuals I support be viewed with respect and as integral members of their communities.

Relationships

As a DSP, I will assist the people I support to develop and maintain relationships.

Interpretive Statements

As a DSP, I will:

- Advocate for the people I support when they do not have access to opportunities and education to facilitate building and maintaining relationships.
- Assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- Recognize the importance of relationships and proactively facilitate relationships between the people I support, their family, and friends.
- Separate my own personal beliefs and expectations regarding relationships (including sexual relationships) from those desired by the people I support based on their personal preferences. If I am unable to separate my own beliefs or preferences in a given situation, I will actively remove myself from the situation.
- Refrain from expressing negative views, harsh judgments, and stereotyping of people close to the individuals I support.

Appendix 1A/NADSP Code of Ethics (continued)

Self-Determination

As a DSP, I will assist the people I support to direct the course of their own lives.

Interpretive Statements

As a DSP, I will:

- Work in partnership with others to

support individuals leading self-directed lives.

- Honor the individual's right to assume risk in an informed manner.
- Recognize that each individual has potential for lifelong learning and growth.