



YEAR TWO • YEAR TWO • YEAR TWO • YEAR TWO • YEAR TWO

# Teacher Resource Guide



**Direct Support Professional Training**



California Department of Education

AND THE

Regional Occupational Centers and Programs

IN PARTNERSHIP WITH THE

Department of Developmental Services

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## Teacher Resource Guide, Year 2

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#### Dedication

*To everyone who is committed to improving the quality of life for individuals with developmental disabilities.*





## Teacher Resource Guide, Year 2

### Table of Contents



	<i>Tab Number</i>
Making Choices	1
Person Centered Planning	2
Medication Management	3
Preventive Health Care and Advocacy	4
Nutrition and Exercise	5
Strategies for Successful Teaching, Part 1	6
Strategies for Successful Teaching, Part 2	7
Risk Management in Daily Living	8
Positive Behavior Support, Part 1	9
Positive Behavior Support, Part 2	10
Life Quality	11
Resources	12



# Teacher Resource Guide

## Introduction to Year Two

Dear Teacher,

Thank you for your commitment to preparing Direct Support Professionals (DSPs) to meet the challenges of the profession! As you know, your role is to teach common standards and preferred practices to a diverse group of people that provide support to individuals with developmental disabilities. To assist you in that role, we have prepared this Teacher Resource Guide. Following is some general information about, and tips for using the Guide. Remember that there is no better preparation for teaching than carefully reading each session prior to teaching it and planning how to incorporate key points into the lecture, discussion and activities based upon the preferences and needs of your students.

### Teacher Resource Guide Format

The Teacher Resource Guide is presented in a side-by-side format (see example below). When the Teacher Resource Guide is open, the page on the left-hand side contains teacher instructions. Those pages are numbered T-1, T-2, T-3, etc. The page on the right-hand side is the Student Resource Guide. Those pages are numbered S-1, S-2, S-3, etc. Teacher and Student Resource Guide pages correspond to each other. For example, when the student is looking at page S-1, the trainer is looking at page T-1 on the left and S-1 on the right. That way, the trainer and student are always “on the same page,” so to speak!

The “teacher pages” will contain special instructions specific to the corresponding “student pages.” Special instructions include things like:

- materials you will need to have on hand for activities and skill checks
- activity guidelines
- discussion guidelines
- when to show overheads
- introductions and closure to video clips
- related regulations

	TEACHER GUIDE		About the Training
<p><b>Year 1 / Session 1: THE DIRECT SUPPORT PROFESSIONAL</b></p> <p><b>TEACHER GUIDE</b></p> <p><b>About this Training</b></p> <ul style="list-style-type: none"> <li>• Refer students to pages S-3 and S-4.</li> <li>• Provide description of the training:           <ul style="list-style-type: none"> <li>— Length               <ul style="list-style-type: none"> <li>- Two year, 70 hour training</li> <li>- 11 class sessions and one final test session in each year</li> </ul> </li> <li>— Session topics               <ul style="list-style-type: none"> <li>- Show Overhead #5: <b>Session Topics</b> and discuss the content of the sessions</li> </ul> </li> <li>— Key words               <ul style="list-style-type: none"> <li>- Show Overhead #6: <b>Individuals with Developmental Disabilities = Individuals.</b></li> <li>- Read example about the key word “individual” and discuss.</li> </ul> </li> <li>— “Practice and Share”               <ul style="list-style-type: none"> <li>- Acknowledge students’ busy and difficult schedules. As such, there will be no extra written assignments outside of class.</li> <li>- Encourage students to use this time to apply what they are learning.</li> <li>- 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.</li> </ul> </li> <li>— Quizzes               <ul style="list-style-type: none"> <li>- There will be a short quiz at the end of each session.</li> <li>- Quiz questions are multiple choice with four possible answers.</li> <li>- Show Overhead #7: <b>Sample Scantron Form.</b> Answers will be recorded on a Scantron form like the one on the overhead.</li> <li>- Use the example on the overhead to demonstrate what multiple choice questions look like.</li> <li>- Demonstrate how to fill in the oval that corresponds to the correct answer.</li> <li>- Scantron forms will also be used for their final test.</li> <li>- Quizzes are an opportunity to practice using that form.</li> <li>- Questions on the final test will be taken from the quizzes.</li> <li>- Recommend that the students study the quizzes to prepare for the final test.</li> </ul> </li> <li>— Skill Checks               <ul style="list-style-type: none"> <li>- Read Skill Check paragraph aloud.</li> <li>- 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.</li> </ul> </li> </ul> </li> <li>• Ask students if they have any questions.</li> </ul> <p><b>T-3</b></p>	<p><b>Year 1 / Session 1: THE DIRECT SUPPORT PROFESSIONAL</b></p> <p><b>About the Training</b></p> <p>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 I, you will learn about:</p> <ul style="list-style-type: none"> <li>▶ The Direct Support profession.</li> <li>▶ The California Developmental Disabilities service system.</li> <li>▶ The Individual Program Plan.</li> <li>▶ Risk management: principles and incident reporting.</li> <li>▶ Environmental safety.</li> <li>▶ Maintaining the best possible health.</li> <li>▶ Dental health.</li> <li>▶ Medication management.</li> <li>▶ Communication.</li> <li>▶ Positive behavior support.</li> </ul> <p>In Year II, you will learn more about those topics, as well as:</p> <ul style="list-style-type: none"> <li>▶ Making choices.</li> <li>▶ Person-centered planning.</li> <li>▶ Nutrition and exercise.</li> <li>▶ Strategies for successful teaching.</li> <li>▶ Life quality.</li> </ul> <p><b>Key Words</b></p> <p>Each session will begin with “Key Words” in which words that are used in the session will be defined or described. For example, in this session the word <b>individual</b> is defined as “How this training refers to individuals with developmental disabilities. It will remind you to treat each person you support as an individual with unique interests, abilities, preferences, and needs.”</p> <p>You may use the words “consumers” or “clients” or some other word when referring to the individuals you support. However, throughout this training, individuals with developmental disabilities will be referred to as “individuals” or, in some instances, “people” or “person.”</p> <p><b>Homework</b></p> <p>There will be no written homework in this training. However, you will be asked to practice at work what you have learned after each training session and share your experiences with the class.</p> <p><b>Quizzes</b></p> <p>At the end of each session, you will have a short quiz. The quiz questions will be multiple choice. We will go over the answers together in class.</p> <p><b>Skill Checks</b></p> <p>Skill checks are opportunities for your instructor to observe you demonstrating new and important skills. The following are two skill checks in the first year of training.</p> <ul style="list-style-type: none"> <li>▶ Assisting with the self-administration of medication.</li> <li>▶ Gloving procedures.</li> </ul> <p>In Year II, you will repeat the skill check for assisting with the self-administration of medication because it is a very important skill. You must pass each skill check to pass the training.</p> <p><b>S-3</b></p>		

## Common Elements

In addition to the special instructions, there are several elements that each of the 22 training sessions have in common:

### Outcomes

- Each session begins with a set of outcomes, or things that the DSPs will know and be able to do when they finish the session. The outcomes are intended to relate closely to the daily demands of the profession. DSPs will be tested on their mastery of each outcome on quizzes, skill checks and the Test after Training. Please begin each session by reading the outcomes aloud.

### Key Words

- Key words and their definitions are also listed at the beginning of each session. The key words will appear throughout the session and it is essential that DSPs are familiar with them. Please read the key words and their definitions aloud at the beginning of each session. To make this a more interactive exercise, consider asking the DSPs to close their Student Resource Guide and say what they think the words mean before sharing the definitions.

### Scenarios

- In an effort to make complex concepts more real to the DSP, many sessions contain scenarios that reflect situations the DSP may encounter. These scenarios include individuals with developmental disabilities, administrators, DSPs and others. Scenarios may serve as a springboard for further discussion about key points.

### Videos

- Like the scenarios, the videos used in the training serve as practical examples to demonstrate concepts. There are four videos that will be used in the training:
  - DSP TV – Year Two (All sessions)
  - The Five Rights for Assisting with the Self-Administration of Medication (Session 3)
  - Expressions of Wellness II (Session 5)
  - The Power of Dreams, The Journey to Inclusive Lives (Session 11)

The DSP TV video contains several short clips to illustrate the practical application of concepts under discussion. Each clip will begin with a scene number and title, and end with discussion questions. Discussion questions and answers for each video clip can be found on the corresponding teacher instruction pages. Please feel free to pose your own discussion questions and use the videos in other areas of the training.

### Activities

- There are several types of activities that you will facilitate throughout the training, including class discussions, role-plays and brainstorming sessions. Please begin each activity by referring DSPs to the correct page and reading the directions aloud. When practical, wrap up the activity with a review of the correct answers, when applicable, and a clear statement of the purpose of the activity.
- Given that class sizes and characteristics differ, the activities have been designed so that they may be done individually, in pairs or small groups, or as a large group. Please determine how you would prefer to conduct each activity prior to every session.
- Some activities were designed to do as a modified jigsaw when time is limited and there is a lot of material to be covered. A jigsaw is an interactive way to teach and learn. Students are divided into small groups and assigned a part of the content to be covered. Groups are given time to read and discuss the material, and to develop a brief lesson for the rest of the class. The large class reconvenes and each group teaches “their” content.

### Quizzes

- There will be 10 multiple-choice quiz questions at the end of each session. The questions reflect the outcomes stated at the beginning of the session. DSPs will record their answers on a copy of a Scantron® form that is included next to the questions in their Student Resource

Guide. This will give DSPs an opportunity to become familiar with the Scantron® format prior to the graded Test after Training. You may decide to have the DSPs take the test individually or as a large class. Either way, please review the correct answers with the class.

- The Test after Training will consist of questions taken directly from the quizzes. Remind the students to write down the correct answers and use the quizzes as a study guide for the Test after Training.

### Practice and Share

- At the end of each session, DSPs will be asked to **practice** a concept learned in the session in the course of their work, and then **share** the results with the class at the beginning of the next session. At the end of the session, please read the Practice and Share directions aloud to the DSPs and make sure that they understand what they are being asked to do. At the beginning of the next session, before reading the outcomes, review the Practice and Share activity.

### Key Points

- Key points that should be emphasized in lecture and discussion are listed on the teacher pages under the same headings used in the Student Resource Guide. Please paraphrase these key points for the DSPs, and elaborate on them using information from the text. One strategy that you may use to get DSPs to internalize key concepts is to ask them to underline or highlight points that you consider to be of particular importance.

### DSP Toolbox Icons

- DSPs need to draw upon a set of “tools,” or basic skills and knowledge, to help them successfully meet the daily challenges of their job. The tools in the “DSP Toolbox” are: Ethics, Observation, Communication, Decision making, and Documentation. Icons are used throughout the Student Resource Guide to illustrate when a particular tool should be used. When you see the following icons, please remind the DSPs to be prepared to use that tool.



**Ethics**



**Observation**



**Communication**



**Decision making**



**Documentation**

### Overheads

- Overheads correspond to key points in the sessions. Please familiarize yourself with the overheads prior to teaching each session. The accompanying CD-ROM contains all overheads. You may choose to print the overheads on transparencies and present them on an overhead projector, or use a computer with Powerpoint software and an LCD projector to display the overheads.

### Skill Checks

- Skill checks are opportunities for you to observe DSPs demonstrating critical skills. The two skill checks in the first year of training were (1) assisting with the self-administration of medication, and (2) gloving procedures. The skill check for assisting with the self-administration of medication is repeated in the second year of training. **DSPs must pass all skill checks in order to pass the training.** Detailed guidelines for practicing and certifying passage of the skill check is included in special instructions in Session 3, *Medication Management*.

### Test after Training

- The final test after the training consists of 36 multiple-choice questions. DSPs answers will be recorded on a Scantron® form. Please see the DSPT ROCP Procedure Manual for information about ordering, storing and processing the Test After Training.

## Tips for Teaching English Language Learners

Some of the DSPs in your classes may not be native English speakers. In addition, those students are probably at varying levels of proficiency in the language. The following tips<sup>1</sup> may be helpful in planning instruction for English Language Learners:

- **Foster a safe classroom environment.** One way to do this is to begin the training by brainstorming class ground rules, such as:
  - Everything shared in the class will be kept confidential;
  - Listen and speak with respect;
  - Everyone’s opinions are valued;
  - Speak personally, not for someone else, and be responsible for what you say; and
  - All questions are good questions, etc.

Write the ground rules down on a flipchart and tape the rules on the wall before each session as a reminder.

- **Use visuals to support your instruction.** Use gestures, facial expressions, and pictures to make words and concepts clear.
- **Model tasks before asking the students to do them.** Begin activities and quizzes by working through an example as a large group.
- **Watch both your “teacher talk” and your writing.** Teacher talk refers to the directions, explanations, and general comments and conversations that a teacher may engage in within the classroom. Keep teacher talk simple and clear. Use pictures, gestures, demonstrations, and facial expressions to reinforce messages whenever possible. Use print letters with space between letters and words, and do not overload the chalkboard or flipchart with too much or disorganized text.
- **Give students sufficient time to give responses and complete activities.** Some people take longer to process information than others. As a general rule, wait approximately 10 seconds before repeating a question. Also, check in with students during activities

to determine how much time they will need to complete them.

<sup>1</sup> Cunningham Florez, MaryAnn and Burt, Miriam. **Beginning to Work with Adult English Language Learners: Some Considerations.** National Center for ESL Literacy Education, October 2001.

## Conclusion

Have fun and be creative! In many cases, you and the DSPs are participating in this training in addition to work and family obligations. Utilize discussion, activities, and videos to keep things interesting.