

Government of the District of Columbia  
Department on Disability Services



**DDS 3.3 Direct Support Professional Training Policy**  
**Attachment A: Employee Orientation Objectives and Competencies**

<b>Administration or Office:</b> Department on Disability Services (DDS)	<b>Policy Number: DDS 3.3</b> <b>Attachment A</b>
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<b>Subject: Attachment A:</b> Employee Orientation Objectives and Competencies	

**INTRODUCTION TO DEVELOPMENTAL DISABILITIES**

Introduction to Developmental Disabilities  
Human Growth and Development  
Provider Agency Policies  
DDS Policies

**Objectives:**

- Understand the identified developmental disabilities
- Know the core values associated with providing quality services to individuals with disabilities
- Understand people first concepts
- Understand informed consent
- Understand the history of the disability rights movement both nationally and in the District of Columbia
- Know the civil rights for individuals with disabilities and how to protect them
- Understand self advocacy and how to promote it among individuals with disabilities
- Understand the basic stages of growth and development from infancy to maturity.
- Understand provider policies and procedures
- Understand DDS oversight policies and procedures

**Competencies:**

1. Define developmental disabilities.
2. What are the identified developmental disabilities?
3. What are the six core values associated with providing quality services to individuals with disabilities?
4. Explain people first concepts.
5. Define informed consent.

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6. Describe how individuals with disabilities were historically treated in the US.
7. Identify the large institution where citizens of the District of Columbia with disabilities lived.
8. Identify the District Agency that provides supports for individuals with Disabilities in the District of Columbia
9. Define self advocacy for individuals with disabilities
10. What is the American with Disabilities Act (ADA)
11. Describe the stages of development from infancy to maturity.

**HEALTH and WELLNESS**

Health Passport  
Understanding Medication Basics  
Signs & Symptoms  
Adaptive Equipment  
Oral Health & Hygiene

**Objective:**

- Understand where an individual's identifiable health information is kept private
- Understand basic medications and their side effects
- Know the signs and symptoms to identify good health and ways to support quality health care.
- Know the signs and symptoms to identify health concerns and apply preventative measures
- Understand the use of adaptive equipment and identify the types
- Understand the steps toward basic oral health and hygiene
- Understand the role of the DSP towards assisting with oral health and hygiene

**Competencies:**

1. Describe the Health Passport and explain its purpose.
2. Give three examples of signs that indicate that a person is in good health and three signs that indicate that a person's physical health may be at risk.
3. Explain your role in assisting individuals to maintain good health.
4. Explain why it is important to know an individual's dietary restrictions and specialized eating programs before offering any types of food or beverage.
5. Explain why it is important to ensure that special diets, specialized eating programs and use of adaptive eating equipment are followed and that individuals drink enough liquids.
6. Explain why proper skin and dental care are important.

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7. Explain why it is important to check with a medical person before assisting an individual to take over-the-counter medications, including vitamins and herbal supplements.
8. Give three reasons why it is important to understand the expected effects and side effects of all prescription medication an individual takes
9. Distinguish between emergency, acute and health maintenance situations.
10. Explain the appropriate response to a health emergency.
11. Define adaptive equipment and identify the types of equipment
12. Identify the three basic areas to maintain basic oral health and hygiene
13. Explain the “tell-show-do” approach
14. Identify at least two things one can do to prepare for a dental visit

**CHOICE and DECISION MAKING**

Choice and Dignity of Risk  
Introduction to Informed Consent  
Alternatives to Guardianship

**Objective:**

- Understand choice and dignity of risk
- Obtain basic understanding of informed consent
- Understand capacity and the alternatives to guardianship
- Understand guardianship role and responsibilities

**Competencies:**

1. List three benefits of exercising choice and three negative consequences of being denied choice.
2. List three situations where individual choice may be challenged.
3. Describe your role in supporting an individual to make responsible choices.
4. Define self determination and explain its role in the life of an individual
5. Describe one way to advocate for a person’s right to make their own decisions in each of the following settings: community, home, work, and ISP meeting.
6. Explain in your own words what “dignity of risk” means and how you would safely support an individual to experience “dignity of risk” in natural settings.
7. Explain how both opportunity and communication can affect choice.
8. Describe informed consent.
9. Identify a benefit of informed consent.

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10. Explain the purpose of guardianship
11. Identify two alternatives to guardianship
12. Identify community services that support guardianship alternatives

**RIGHTS AND DIGNITY**

Person First Language  
Introduction to Individual Rights

**Objective:**

- Understand and utilize People First Language according to District of Columbia Bill
- Understand that people with disabilities are entitled to the same rights afforded to all citizens
- Understand your responsibility to assist the person you support to understand and exercise their rights

**Competencies:**

1. Describe the importance of using person first language
2. Provide an example of people first language
3. Describe dignity and how it can be violated.
4. Give two examples of how to demonstrate respect for a person.
5. Identify the basic rights of individuals
6. Describe your role in supporting an individual's rights.

**SAFETY and SECURITY**

Universal Precautions & Infection Control  
HIPAA and Confidentiality  
Abuse, Neglect, and Exploitation  
Incident Management Reporting

**Objective:**

- Know basic infection controls regarding bloodborne pathogens and communicable disease,
- Understand basic principles of fire prevention and personal safety.
- Know the appropriate actions to take in response to fire emergencies.
- Know the appropriate actions to take in response to other emergencies such as severe weather, hazardous materials, vehicle safety, missing person and others.

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- Understand that confidential information cannot be disclosed without written, informed consent.
- Understand the definitions and signs of abuse, neglect, and exploitation.
- Know which incidents are to be reported and the timeline for reporting
- Understand employer and District protocols for reporting incidents and accidents

**Competencies:**

1. Describe the basic infection control processes
2. Explain emergency evacuation procedures.
3. Explain basic principles of fire prevention and personal safety.
4. Define confidentiality.
5. Describe confidential information and how it is disclosed.
6. Define abuse, neglect, and exploitation.
7. Identify three types of abuse, neglect and exploitation.
8. Identify three physical signs of abuse.
9. Describe three situations that increase the risk of abuse, neglect, and exploitation.
10. Explain the employer and District's procedures for reporting incidents.

**COMMUNITY INCLUSION AND RELATIONSHIPS**

Introduction to Socialization

**Objective:**

- Understand the historic transition from institutions to community settings
- Understand the importance of socialization in regards to supporting persons with disabilities
- Understand your role in supporting socialization
- Understand basic advocacy for persons with disabilities

**Competencies:**

1. Explain the historic transition from institutions to community settings.
2. Explain the importance of inclusion and socialization.
3. Explain the importance of the person developing relationships among his/her peers.
4. Describe your role in promoting inclusion.
5. Identify three participants in the person's circle of support.

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6. Explain why it is important to develop a relationship with and get to know the individual you support.
7. Describe three actions that a direct support professional can do to help build a positive working relationship with the individual they provide supports.
8. Define advocacy for persons with disabilities
9. Identify organizations in the District that support advocacy for persons with disabilities.

**SATISFACTION**

Person-Centered Thinking  
Value Based Decision Making

**Objective:**

- Understand basic concepts of person-centered thinking to provide quality services to persons with disabilities:
  - Your actions
  - The way you communicate
  - Your ability to listen
  - The language you use
  - Your change in perception
- Understand the importance of recognizing a person's abilities
- Understand supporting the person's values and morals during the decision making process
- Understand what is important to and for the person
- Understand that the person makes the final decision

**Competencies:**

1. Explain the statement "The individual is the most important person."
2. Define person-centered.
3. Define person-centered thinking
4. Identify three ways of communicating
5. Identify appropriate words used to communicate with persons with disabilities
6. Identify the six core values associated with providing quality services to individuals with disabilities?
7. Define value based decision making
8. Explain effective listening skills and why they are essential to the decision making process
9. Explain the difference between what is "important to" and "important for" the person