

QMRP/QDDP Core Curriculum

Supporting Individuals with Disabilities in the Community - Training manual to help professionals understand how to support individuals with developmental disabilities. Includes information about working with individuals with mental retardation, epilepsy, autism, cerebral palsy, spina bifida, blindness, limited verbal communication, challenging behavior and more.

Person Centered Planning – Provides a model for person-centered planning and the provision of person-centered supports; criteria for evaluating person-centered supports; and strategies for shifting power and control to people with developmental disabilities through the person-centered planning process.

Working with Families. Training manual designed to help direct support and other professionals work with families to ensure that people with disabilities exceed expectations and lead enviable lives. Content includes strategies for building connections, understanding family expectations, identifying roles and responsibilities, and collaborative problem solving.

Achieving Personal Outcomes. Implementing the Person Centered Plan. Describes the factors most frequently considered barriers to achieving goals and strategies to counter barriers. Describes basic strategies for achieving personal outcomes, effective instructional strategies for individuals with intellectual disabilities, the role of staff in facilitating learning. Explains task analysis, response chaining, shaping and other teaching techniques. Explains reinforcement techniques and other positive behavioral supports.

Guidelines for QMRPs. Describes guidelines for program development and monitoring; record keeping; behavior intervention; staff development; hiring, recruiting, and retaining good staff in human resources; policies, procedures, and regulations; and what to do in a leadership role.

Designing and Implementing Positive Behavioral Supports.

This element consists of basic introduction to positive behavioral supports including values that support positive approaches, behavior observation, functional behavioral assessment, promoting positive behavior, teaching social and coping skills, responding to challenging behaviors, and plan development and implementation. The module is designed to meet the needs of staff who provide supports to individuals with challenging behavior and developmental disabilities.

The second section outlines steps involved in developing a positive behavioral support (PBS) plan through person-centered approaches. The training manual is appropriate for those who author PBS plans and those who supervise the implementation of PBS plans. Content includes: identifying when treatment is necessary, conduction and functional behavioral assessment (FBA), linking the FBA to the support plan, essential elements of a PBS plan, implementing the plan, assessing results and data-based decision-making.

Prevention of Abuse and Neglect Leadership Course (Online). An online course that teaches direct support and other professions how to eliminate or decrease the likelihood of abuse. It gives staff the skills they need to be successful and provides guidelines for creating environments where both those receiving support and those providing it are safe and feel respected.

Unit 1: Incidence

Lesson 1: The Risk of Maltreatment for People with DD

**People with Disabilities and Abuse
Factors which Increase the
Vulnerability of People with DD
Effects of Maltreatment for Persons
with DD
Profile for Victimization**

Lesson 2: Staff Risk Factors and Self Awareness

**Who Commits Abuse?
Attitudes and Myths about People
with DD
Role Perception of Direct Support
Persons
Stress and Burnout
Barriers to Reporting – Bystander
Apathy Bulletin Board Discussion
Why Does Abuse Occur? Assignment
Practicum Assignment: Attitudes and
Values
Assessment of Risk Factors**

Unit 2: Preventing Abuse, Neglect, and Exploitation

Lesson 3: What Makes an Interaction Abusive?

**Differences in POWER
Differences in the ABILITY TO
CONSENT
Presence of COERCION
Power Self Assessment – Chat Session
Assignment: What Makes an
Interaction Abusive?**

Lesson 4: Understanding Aggression, Anger, and Violence

**Understanding Anger
Automatic Responses
Dysfunctional Responses
Therapeutic Responses**

Lesson 5: Creating a Positive, Supportive Environment

**Adopting a Supportive Corporate
Culture
Effective Work Teams
Effective Screening Procedures
Practicum Assignment: Interviews
Positive Behavioral Supports
Teach and Reinforce Self-Protection
Skills
Practicum Assignment: Self
Protection
Building Social Networks
Supportive Organization Assignment
Practicum Assignment: Assessing
Organizational Culture**

Lesson 6: Staff Role in Prevention

**Promoting Positive Adaptive
Behavior Assignment
Power Struggles
Boundaries of Direct Support Role
Responsibilities of Direct Support
Workers
Assessing your Ability to Provide
Support**

**Developing a Plan for Self Control
Different Kinds of Stress
Suggestions for Self Care**

Lesson 7: Crisis Intervention

**Before an Incident
Effective Thinking Patterns
Listening
Communicating
Personal Preparation for Work
Using physical interventions
Crisis Management
Re-engage and Re-establish Routine
After an incident
Confrontations Assignment**

Unit 3: Responding to Maltreatment

Lesson 8: Recognition of Abuse, Neglect, and Exploitation

**Definitions and Examples of Abuse
and Neglect
Indicators of Maltreatment
Long Term Effects of Maltreatment
What and How to Report
Investigations**

QMRP Curriculum Electives

Aging and Developmental Disabilities. Describes the major demographic, health, and functional characteristics of elderly people with developmental disabilities; the normalization principal and social role valorization; defines “double jeopardy” with respect to aging persons with developmental disabilities; and alternatives for active treatment of elderly persons with developmental disabilities. Discusses the major health issues confronting individuals with developmental disabilities as they age.

Seizures. Discusses how to recognize a seizure, document seizure activity, and what to do during and after a seizure. Discusses how to assist people to deal with seizures, classifications of seizures, the “Aura,” intervention for different types of seizures, how medications work, the impact of epilepsy, and basic coping skills.

Positioning, Turning, and Transferring. Discusses the movement, muscle tone, posture, and limited range of motion. Discusses correct and incorrect body mechanics when lifting, turning, or transferring people; reasons for proper positioning; and how to properly position someone in the sitting, side-lying, supine, and prone-resting positions. Discusses how to observe signs of pressure sores and transferring techniques. NDCPD video is a part of this training package.

Sexuality and DD. Explains appropriate guidelines for day-to-day interaction with people receiving services, the need for assistance to individuals with developmental disabilities, and five basic steps to follow to deal with sexual behavior. Defines areas of sex education, relationship, a social network, and examples of sexual abuse and how to prevent it, as well as sexually transmitted diseases and unwanted pregnancies and how to avoid and treat them.

Promoting Nutrition and Wellness. This manual discusses six dimensions of wellness and how to support people with disabilities in achieving healthy lifestyle; Dietary Guidelines for Americans; and nutrition issues related to the needs of people developmental disabilities.

Job Coach Training Manual. Discusses principals of normalization, deinstitutionalization, dignity of risk, and value-based services. Discusses community-based services, community integration, community-based training, the benefits and phases of supported employment and the role of a job coach.

Assisting People with Traumatic Brain Injury and their Families. Defines brain injury, describes the six causes and the results of brain injury, defines coma and describes the two most common scales used to assess comas. Describes the cognitive symptoms of brain injury and behavioral changes that accompany the injury, coping styles and stress management for families, and rehabilitative services and strategies.

Rearranging Lives After Alzheimer’s Disease. Explains why and how to complete baseline assessments for individuals with developmental disabilities, three ways to compare previous and recent behavior, five areas that should be measured when conducting assessments for Alzheimer’s disease, and the progression of Alzheimer’s disease. Describes steps to reduce or prevent inappropriate behaviors, personal care routines, how to preserve the person’s dignity and nutritional needs at mealtime, and how to rearrange the environment to support the person’s ability to age.

Supporting Individuals with DD and History of Sexual Offense. Provides introduction to the issues of sexuality and sexual offending behavior in people with cognitive disabilities. Provides

background information on protecting the rights of persons served as well as the community and potential victims. Treatment guidelines, relapse prevention and the role of the direct support worker in the treatment team are discussed.

Leadership Roles in Human Service Agencies. This module was prepared in an effort to meet the training needs of front line supervisors and other agency leaders, who affect quality of service provision through their leadership and supervisory efforts. The content was written in collaboration with community based DD provider agencies and includes topics identified through a statewide survey of ND middle-management staff and the direct support staff they supervise.

Community Education and Public Relations. This training manual describes how public relations efforts can help an agency achieve its mission and goals. It discusses the importance of public relations - starting with efforts to promote the agency to company employees and its “customers,” as well as public relations and advocacy efforts at the neighborhood and community levels.