

# **Workforce Transformation Video**

## **Trainer's Manual**

**11/7/2014**

This Video Trainer's Manual is designed to guide you through the Workforce Transformation Video. This video and guide will not only explain the 3 components needed; the NADSP Code of Ethics, the OPWDD DSP Core Competencies, focusing on Goals 1 and 2, and the Empowerment Strategies; to transform the workforce from Caregivers to Support Professionals but it will also demonstrate what these components look like as shown by real DSPs.

The Video and Trainer's Manual are designed to take you step by step through the process. The training can be provided in one session, usually taking 2 ½ - 3 hours, or it can be broken up into shorter segments focusing on the different components.

**Handouts**

- Core Competencies which include the Code of Ethics
  - Empowerment Strategies
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**Part I: Components of Workforce Transformation**

**Introduction**

**NADSP Code of Ethics**

**Core Competencies**

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**Part II: Observation and Evaluation of Interactions –  
Caregiver vs. Support Professional**

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# **WORKFORCE TRANSFORMATION** **VIDEO TRAINER'S MANUAL 9/10/2014**

## **Part I: Components of Workforce Transformation**

### **Introduction:**

**Say:** The purpose of the training is to learn how the NADSP Code of Ethics, Core Competencies (this video focuses only on Goals 1 and 2), and the 5 Empowerment Strategies work in real life situations and develop a plan for how they can be incorporated into your daily work.

Competent direct support professionals intentionally incorporate Ethics, Core Competencies and the Empowerment Strategies into their work. We will be emphasizing the distinction between **Support Professionals and Caregivers**. This does not mean that DSPs should not care. They should care, but DSP work is not limited to his or her subjective human values involved in the act of care giving.

A DSP is much more than a custodian engaged in tasks that do things *for* a person, and a DSP is much more than one who simply cares for and about another person. Being involved in an individual's human potential has a very personal quality to it, but a DSP is also expected to adhere to and apply a professional Code of Ethics that is the basis for a series of professional Competencies and Skills that enable individuals with disabilities to realize their potentials. In this sense, a DSP is support professional.

Services should empower the people we support to direct their own lives as much as possible taking into account each person's unique capabilities and informed choices.

The intent of the video is for those who provide the support to learn how to have the most positive impact on outcomes chosen by people with disabilities.

### **National Alliance for Direct Support Professionals (NADSP)** **Code of Ethics**

**Ask staff to take out the NADSP Code of Ethics (It comes right after the cover page of the Core Competencies)**

**Start the video.** Video will tell you to **Pause** on the Code of Ethics

**Exercise:** Have a different participant read one of the 9 Ethics out loud (if they feel uncomfortable, they can pass), until all 9 have been read.

**Say:** It's an important document but useless if not used correctly. It is our guide and roadmap for knowing if we are behaving ethically. The Code of Ethics should be referred when discussing all ethically challenging situations and used on-going in individual staff supervision, at staff meetings, ISP's and clinical meetings.

→ **Helpful Hint:** Have it **laminated** and readily available when ethical issues are discussed.

Take a look at this scene and see if the staff is being ethical; not based upon your ethics or my ethics, but according to the NADSP Code of Ethics.

**Start the video** showing an individual making breakfast for himself.  
**Pause the video** as directed after scene.

**Exercise:**

Have staff examine the Code of Ethics to determine if the staff person was being ethical.

**Ask:** Based on the Code of Ethics, was the staff person being ethical? (Make sure that the participants when answering are reading out loud the number of a specific Code of Ethics as they answer the question.).

The following points should be made when going through the Code of Ethics.

**The staff person was not**

- Adhering to the principle of “the first allegiance is to the individual”. He said my job is to stop you from eating too much. That is not his job, rather to support the person who agrees to eat less and more healthy.
- Promoting the individual's emotional well-being while trying to support his physical well-being.
- Being respectful as he was talking in a parent to child manner rather as adult to adult.
- Encouraging a spirit of partnership.
- Supporting the person to direct his course of his life.

**Say:** What often causes staff to act less ethically is their focusing on getting things done rather than **HOW** things get done in a way that best supports an individual.

**Say:** Now you're going to see the scene again. Let's see if the staff is being more ethical.  
**Start the video**

**Ask:** What is the difference between this scene and the first viewing regarding how ethically the staff person is adhering to the Code of Ethics

The following points should be made.

**The staff person ('s)**

- First allegiance is to the person

- Was concerned about the individual's emotional well-being. His tone was more respectful; he accepted the individual's decision and didn't make him feel badly about it
- Fostered a respectful adult to adult relationship
- Maintained a good relationship with the individual.
- Respected the individual's decision but offered his help in the future if the individual would like it.

**Ask:** Why is it so important for all staff to follow the Code of Ethics?

Answers should include:

- Being ethical has a great impact on the individuals and their self-esteem.
- All staff have their own ethics and it is not fair to the individual for staff to impose their ethics on them. Also, often a number of different staff work with the same individual and it can be very confusing for the person to sift through the differing ethics of the staff.
- Often staff feel defeated if they cannot convince individuals to do what we think is in their best interest. Staff need to know that ultimately the person has the final decision if they're capable and there are no immediate overriding health and safety concerns.
- Many power struggles can be avoided if you follow the Code of Ethics.
- It's the person's life and within his/her capabilities, have the right to self-direct.

**Say:** The NADSP Code of Ethics is your road map for how you make decisions.

## **Core Competencies**

**Ask staff to take out the Core Competencies Handout**

**Say:** We are now going to focus on the knowledge and skills as defined by the Core Competencies in Goal 1: Putting People First and Goal 2: Building and Maintaining Positive Relationships.

**Start the video** to see a scene of an individual making tea for herself.

**Pause the video**

**Exercise:** Take 10 minutes to read through the Competency Areas and Skills in Goals #1 and #2. Check off where you believe the staff person exhibited the competencies and skills in both goals.

Have a few members read out loud what they discovered.

**Say:** The Core Competencies define what a DSP should be doing every day.

## **Empowerment Strategies**

### **Ask staff to take out the Empowerment Strategies Handout**

#### **Start the video: Empowerment Strategy #1 – Live a Life that is Valued...**

##### **Pause the video**

**Ask:** Is it possible that we as staff impose our values on individuals?

When do we do that?

**Example:** clothes, food, sexuality, relationship, manners, same drink for all, community excursions etc.

**Ask:** How would you feel if people imposed their values on you?

**Say:** A Support Professional does not impose their values on individuals.

#### **Start the video: Empowerment Strategy #2 – Desired Community Involvement...**

##### **Pause the video**

**Say:** You cannot desire something if you've never had the opportunity to be exposed to it.

**Ask:** What are some things that you do in your life that people you support may never had the opportunity to try?

#### **Start the video: Empowerment Strategy #3 – Think and Problem Solve....**

##### **Pause the video**

##### **Say:**

- We all too often become the brain of the people we support.
- We all too often think and problem solve for them.
- This is a major problem in our field.
- It stifles the individual's growth and makes them too reliant on us.
- One way to avoid this is to **ask questions, not to tell them what to do.**
- If you're asking questions, you're helping them think.
- If individuals needs more support, they may not be as capable of answering questions. Still, you can step back and try to offer a less directive prompt.

#### **Start the video: Empowerment Strategy #4 – Learn New Skills....**

##### **Pause the video**

##### **Say:**

- We try to help the individuals to become independent but the majority of the individuals we work with will not become fully independent. We want individuals to be able to do as much for themselves as they are capable of.
- It is very important for staff to think “What am I doing for the individual and what more can they do for him/herself? How do I decrease his/her dependence on me?”
- Example – laundry. “What are you doing for them? How can the individual participate more?”

## **Start the video: Empowerment Strategy #5 – Increase Self Esteem....**

### **Pause the video**

#### **Say:**

- This is a huge issue. How many individuals have had their self-esteem damaged as they have grown up? We want to enhance their self-esteem in every interaction.
- The individuals are considered **Dis** – abled. What does disabled imply? How would you feel if you were constantly being told your whole life that you cannot do things, that others have to do it for you?
- When we talk about the individuals we all too often focus on their disabilities and not their capabilities. Their disabilities might be more easily noticed. Capabilities may not be as obvious, but every person, even those with the most profound disabilities, has capabilities.
- Does it take more time to be a support professional? Perhaps a few more seconds or minutes. Why are we rushing? What's our purpose? Rushing goes against our purpose/mission. It's easy to miss the purpose/mission when you're in a hurry.
- As you support someone doing a task, you're also building your relationship with the person.
- Think of a person you're supporting. Focus on the person's abilities and not their disabilities. By focusing on their abilities, we give the message that they are capable which transmits into higher self-esteem.

→ **Helpful hint:** When supporting an individual with physical limitations to pick up a bottle, rather than doing hand over hand which makes him more dependent on us, support the bottom of the bottle while he is grasping the bottle. If needed, gently guide their wrist or elbow with your free hand rather than do hand over hand.

## **Part II:**

### **Observation and Evaluation of Interactions – Caregiver vs. Support Professional**

#### **Introduction to Scenes:**

**Say:** You are now going to observe a number of scenes that depict how a Support Professional would do their job as opposed to a Caregiver. You will be asked to evaluate the difference based upon Goals #1 and #2 of the Core Competencies and the Empowerment Strategies

#### **Instructions:**

**Say:** There are 6 scenes. Here are your instructions:

- For scenes #1 and #2, in addition to reviewing the empowerment strategies for the caregiver then support professional versions, you will be asked to find in **Goal #1** where the staff member exhibited a competency/skill.

- For scenes #3 and #4, in addition to reviewing the empowerment strategies for the caregiver then support professional versions, you will be asked to find in **Goal #2** where the staff member exhibited a competency/skill.
- For scenes #5 and #6, you will be asked after watching both segments to come up with an example of how you could better support an individual.

### **Scene #1**

#### **Start Video: Scene #1 Caregiver Way - Nurse's Office**

#### **Pause Video**

**Ask:** How often does this happen in real life?

**Exercise:** Look at the list of 5 Empowerment Strategies and answer the following questions:

- 1) Did the person feel valued?
- 2) Did the person have desired community involvement?
- 3) Did the individual think and problem solve?
- 4) What new skills did she learn?
- 5) Was she being treated as an able or dis-abled person? How might this have affected her self-esteem?

**Say:** This can happen everywhere, in many settings both at home or in the community.

#### **Start Video: Scene #1 - Support Professional Way – Nurse's Office**

#### **Pause video**

**Exercise:** Relook at the 5 Empowerment Strategies. How was the staff person better supporting the individual by being a Support Professional?

- 1) Did the person feel valued?
- 2) Did the person have desired community involvement?
- 3) Did the individual think and problem solve?
- 4) What new skills did she learn?
- 5) What about her self-esteem?

→ **Helpful Hint:** Ask for a participant to volunteer to come up. Position her to stand next to you pretending to be an individual in a community store with you as the staff.

- Who would the community worker talk to?
- 99% of them would probably speak to you.
- The Support Position is behind the person.

**Exercise: In Goal #1,** which of the competencies/skills do you think the staff person performed? Please read the letter, number, 0-3 or 3-12 and the letter. Compare the competencies/skills you have selected with the 3 examples shown on the video.

**Start Video:** Show the Core Competencies examples



## **Scene #2**

### **Continue Video: Scene #2 - Caregiver Way – Putting on coats**

#### **Pause the video**

**Ask:** How often does this happen in real life? Why does this happen?

**Say:** They should have started early enough to allow time for the individuals to do more for themselves. Could they have started 10 minutes earlier?

#### **Exercise:** Review the list of **5 Empowerment Strategies**

1. Are they living a life that they valued?
2. Did the boys have desired community involvement?
3. Are they thinking and problem solving?
4. What new skills did they learn?
5. How do you think their self-esteem was affected?

**Say:** If you find yourself rushing and not supporting individuals to do things for themselves, this should be discussed with your supervisor.

### **Start Video: Scene #2 - Support Professional Way**

#### **Pause the video**

**Exercise:** Look at the 5 Empowerment Strategies again. How was the staff acting as a support professionals?

1. Did the individuals feel valued?
2. Did the individuals have desired community involvement?
3. Did the individuals think and problem solve
4. What new skills did they learn?
5. What about their self-esteem?

**Say:** One of the boys was having trouble grasping the zipper. The staff, being a Support Professional, made an adaptation to enable him to be more independent and less dependent on staff.

**Exercise: In Goal #1**, which of the competencies/skills do you think the staff person performed? Please read the letter, number, 0-3 or 3-12 and the letter. Compare the competencies/skills you have selected with the 3 examples shown on the video.

**Start video:** show the Core Competencies examples.

## **Scene #3**

### **Continue Video – Scene #3 Setting a Table - Caregiver Way**

#### **Pause the Video**

**Ask:** How often does this happen in real life? Why does this happen?

**Say:** When teaching a task, try to limit the amount of talking and focus on precise, clear

instructions and behavior specific praise. Too much talking interferes with learning.

Take a look at the list of **5 Empowerment Strategies**

- 1) Did the person feel valued?
- 2) Did she have opportunities for community involvement?
- 3) Did she think and problem solve?
- 4) What new skills did she learn?
- 5) What do you think was the impact on her self-esteem?

**Start Video – Scene #3 – Setting a Table - Support Professional Way**

**Pause the video**

Look at the 5 Empowerment Strategies again. How was the staff different by being a Support Professional?

- 1) Did the person feel valued?
- 2) Did the person have desired community involvement?
- 3) Did the individual think and problem solve?
- 4) What new skills did he learn?
- 5) What about their self-esteem

→ **Helpful Hint:**

- Speak slower and allow the individual more time to process and comprehend.
- Use words that they will understand.
- Use consistent words
- Use visual supports when needed.
- Provide behavior specific praise

**Exercise:** In **Goal #2**, which of the competencies/skills do you think the staff person performed? Please read the letter, number, 0-3 or 3-12 and the letter. Compare the competencies/skills you have selected with the 3 examples shown on the video.

**Scene #4**

**Continue Video – Scene #4 - Conflict between Two Individuals - Caregiver Way**

**Pause the video**

**Ask:** How often does this happen in real life? Why does this happen?

**Say:** We have taught the individuals to go to staff when there is conflict. They need to learn how to deal with conflict with staff support if necessary.

Look at the list of **5 Empowerment Strategies**

- 1) Did the person feel valued?
- 2) Did the individuals have desired community involvement?
- 3) Did the individual think and problem solve?
- 4) What new skills did he learn?

5) What do you think about his self-esteem?

### **Start Video – Scene #4 Conflict between Two Individuals - Support Professional Way**

Look at the 5 Empowerment Strategies again. How was the staff different by being a Support Professional?

- 1) Did the person feel valued?
- 2) Did the person have desired community involvement?
- 3) Did the individual think and problem solve?
- 4) What new skills did she learn?
- 5) What about her self-esteem?

→ **Helpful Hint:** Don't automatically solve their problems but rather help them to figure out what they would like to do and support them in doing it. Teach them how to resolve a conflict and if possible let them try with your support.

**Exercise:** In **Goal #2**, which of the competencies/skills do you think the staff person performed? Please read the letter, number, 0-3 or 3-12 and the letter. Compare the competencies/skills you have selected with the 3 examples shown on the video.

### **Scene #5**

#### **Continue Video - Scene #5 - Shopping at the Supermarket – Caregiver Way**

#### **Pause the Video**

**Ask:** How often does this happen in real life? Why does this happen?

**Say:** Take a few extra minutes in the community to support individuals to learn many important skills.

Take a look at the list of **5 Empowerment Strategies**

- 1) Did the person feel valued?
- 2) Did he have desired community involvement?
- 3) Did he think and problem solve?
- 4) What new skills did he learn?
- 5) What do you think about his self-esteem?

#### **Start Video – Scene #5- Shopping at the Supermarket - Support Professional Way**

**Note that there is an additional support professional way scene where an individual who requires much more support receives assistance.**

Look at the 5 Empowerment Strategies again. For both individuals, answer the following questions:

- 1) Did the person feel valued?

- 2) Did the person have desired community involvement?
- 3) Did the individual think and problem solve
- 4) What new skills did he/she learn?
- 5) What about his/her self-esteem?

→ **Helpful hint** supporting the person who got upset when he couldn't find an item.

Note that it is not helpful to label feelings such as anger or sadness as negative. A behavior, such as hitting or screaming in a store is not OK, but the feeling is valid. Those are normal human feelings that we all have. Be supportive by validating the feeling.

→ **Helpful hint** supporting the person who requires much more support.

Be careful when offering choice. Make sure that the objects look very different. Also, try to avoid hand over hand when assisting the person to reach for an object. It is better to place one of your hands under the object and your other hand on the individual's elbow. By doing this, you are enabling her to grasp the object with as little assistance as possible.

**Exercise:** Based on the two scenes in the supermarket of how a support professional assists individuals who require different levels of support, think of a person you support who could benefit from staff that is a support professional. Also, be aware of how much support the person needs and how you will provide such support.

- \* Discuss how you would support an individual who needs more support in a supermarket
  - Picture shopping list if the individual can't read
  - Hold object of what they are shopping for i.e. empty box and have the individual match with item they are shopping for
  - Have individual match item to what is on shopping list – give individual a choice of 2 items
  - Pull item on shelf out a little bit and have individual take item off shelf with support
  - If more than 1 individual is shopping, have each individual have a list of a couple of items

## **Scene #6**

### **Start Video – Scene #6 – Making Tea – Caregiver Way**

#### **Pause the Video**

**Ask:** How often does this happen in real life? Why does this happen?

**Say:** This is a very subtle problem. The staff is very nice, and is trying to teach.

Take a look at the list of **5 Empowerment Strategies**

- 1) Did the person feel valued?
- 2) Did she have desired community involvement?
- 3) Did she think and problem solve?

- 4) What new skills did she learn?
- 5) What do you think about her self-esteem?

**Say:** The staff person violated #3; she did all the thinking for her.

### **Start Video – Scene #6 Support Professional Way**

Look at the 5 Empowerment Strategies again. How was the staff different by being a Support Professional?

- 1) Did the person feel valued? The Support Professional gave her Behavior Specific Praise.
- 2) Did the person have desired community involvement?
- 3) Did the individual think and problem solve? Ask questions. Ask “what” questions.
- 4) What new skills did she learn?
- 5) What about her self-esteem?

→ **Helpful Hint:** If the person is capable of understanding the question, ask her what she should do next. Don’t tell her. In order for the individual to use their brain, ask questions so they can figure it out.

→ **Helpful Hint:** Give Behavior Specific Praise i.e. “Good remembering of the steps”

**Exercise:** Think of a person you support. What skill can you teach him/her either by asking more questions or if the person requires more support, diminishing or fading prompts.

### **Start Video – Play until the end**

### **Wrap-up Exercise**

Think of an individual who you are currently supporting or who you have supported in the past. Based on the Core Competencies and the Empowerment Strategies, how could you have been less of a Caregiver and more of a Support Professional?

Would anyone like to share their example? (Get 3-4 examples)