Workplace Learning and Development Guide
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SECTION A:
Workplace Learning and Development Guide

Purpose of the Workplace Learning and Development Guide

The purpose of Workplace Learning and Development Guide is to provide a comprehensive resource for workplace learning developers and trainers. The Workplace Learning and Development Guide is a companion to the 31 topic outlines and is designed to assist in the development of consistent workplace learning across Ontario.

The Workplace Learning and Development Guide supports the DS HR Strategy by providing tools, resources and strategies to support the consistent implementation of Workplace Learning in agencies delivering developmental services in Ontario.

More specifically the purpose of the Workplace Learning and Development Guide is to:
• provide an overview of the workplace learning roadmap;
• assist developmental services agencies in the development of consistent workplace learning;
• provide an overview of learning principles;
• introduce best practices in workplace learning;
• illustrate the steps involved in developing workplace learning related to the 31 topic outlines.

The Workplace Learning and Development Guide is a dynamic resource available in print and digital formats to maximize usability. In addition, the Workplace Learning and Development Guide is a self-directed learning tool to assist agencies with organizing and delivering the workplace learning topics. The DS HR Strategy also encourages Developmental Services Agencies to utilize other resources such as other agencies who have developed training, third party training services and online training organizations.
Please note that all hyperlinks to the World Wide Web are working as of April 1, 2016. There is no guarantee that the links will be functional after that date. If a hyperlink is not functional please try the following:

- Copy and paste the link into your browser;
- Copy and paste the title of the resource into a search engine such as google to locate the resource;
- Contact the DS HR Strategy Project Manager of the DS Strategy to report hyperlinks that do not work and resources you are unable to locate.

**Background**

The Developmental Services (DS) Human Resource (HR) Strategy is a partnership between the Ontario Ministry of Community and Social Services and the Provincial Network on Developmental Services. The DS HR Strategy was launched in 2008 with a vision to professionalize the sector and ensure the best quality of supports for people with developmental disabilities in Ontario. The goals of the DS HR Strategy are to:

- Increase the pool of qualified developmental services professionals;
- Ensure consistency in education, training and professional development in Ontario’s Developmental Services Sector;
- Provide opportunity for a variety of career paths for developmental service professionals;
- Enhance management expertise.

To achieve these goals, the DS HR Strategy Steering Committee oversees the activity of four subcommittees:

- Core Competencies Provincial Implementation;
- Marketing and Communications;
- Talent Management and Succession Planning; and
- Workforce Development and HR Practices Implementation Committee (WDHRPIC).

The work of the DS HR Strategy and these sub-committees builds on the Core Competencies that were developed for seven key positions in Ontario’s developmental services sector.

In 2009, a prior sub-committee of the DS HR Strategy, the Agency Based Training (ABT) Committee, conducted a survey of Ontario’s developmental services transfer payment agencies to collect information on agency-based training available within the Sector. Based on the results of the 2009 survey of workplace learning, six modules with thirty-one (31) topics were identified and recommended to meet the training needs of direct support professionals. The modules and topics can be found in Appendix A.

The Workforce Development and HR Practices Implementation Committee (WDHRPIC) is the committee responsible for communicating, encouraging and implementing the recommendations of the HR Strategy as they relate to the training and education of developmental services employees and human resource best practices in developmental services agencies. The WDHRPIC has completed the following work related to supporting a model of consistent workplace learning:

- Conducted a pilot project with eighteen (18) pilot sites on 6 topics, using the Topic Outline Template.

The goals of the Pilot Project conducted in 2013 were to provide six (6) topic outlines with a diverse group of agencies so they could use these outlines to develop and/or implement their own workplace learning topics. The outlines provided consistency in workplace learning structure intended to ensure that:

- Learning objectives would guide topic content,
- The Core Competencies would be embedded into the topic outlines,
- Various modes of delivery of the topics would be supported.

Based on the feedback from the pilot sites, the WDHRPIC has revised the six (6) topic outlines.

The Workplace Learning project continues to support the growth and professionalization of direct support professionals. Moreover, it will help agencies attract and retain the finest direct support professionals. This is critical to ensure a high quality support system for people with developmental disabilities across Ontario.

The Developmental Services Human Resource Strategy (DS HR Strategy) continues to make significant strides in positioning employment in the developmental services sector as a “career of choice” in Ontario. This strategy is designed to enhance the effectiveness of agency recruitment practices by appealing to prospective employees who are seeking a “meaningful career” and who are passionate about making a positive contribution to the lives of people with developmental disabilities.
Workplace Learning

Leadership, the author re-defines blended learning to include a scaffolding of learning experiences. In a white paper written by Ron Rabin for the Centre for Creative Leadership, this definition encompasses both formal and informal learning. In fact, Workplace learning is defined as observation, information gathering, education, and training that occur within the work environment. This definition encompasses both formal and informal learning. As a result, the developmental services workforce is composed of employees with diverse educational backgrounds.

There is also great diversity in training capacity across the agencies in Ontario’s developmental services sector. While a few agencies have dedicated training departments and personnel, the vast majority of agencies attach the training function to other roles within their organization and/or share training resources with neighbouring agencies.

The effective training of employees in the developmental services sector is critical to supporting and developing direct support professionals who have the knowledge, skills and competencies required to provide the highest quality of supports to people with developmental disabilities and their families. Consistent workplace learning in Ontario’s developmental services sector will support the strengthening of a professional workforce.

Workplace learning is defined as observation, information gathering, education, and training that occur within the work environment. This definition encompasses both formal and informal learning. In fact, informal learning is increasingly seen as the most important aspect of workplace learning with the emphasis on challenging assignments. In a white paper written by Ron Rabin for the Centre for Creative Leadership, the author re-defines blended learning to include a scaffolding of learning experiences.

Scaffolding recognizes the 70:20:10 rule of workplace learning. This rule suggests that successful leaders learn within three clusters of experience: challenging assignments (70%), developmental relationships (20%), and coursework and training (10%). Both formal and informal learning is encouraged throughout the workplace learning project.

To read more about the 70:20:10 rule and scaffolding refer to Ron Rabin’s white paper: http://insights.ccl.org/articles/white-papers/blended-learning-for-leadership-the-ccl-approach-2/

The 70:20:10 Forum is also a good resource: https://702010forum.com/files/workplace-learning-that-works.pdf

Workplace Learning can also support opportunities for learning pathways to academic programs. Learning pathways refer to the various courses, programs, and learning opportunities offered by schools, community organizations, or local businesses that allow students to earn academic credit and satisfy graduation requirements.

Many Colleges throughout Ontario offer apprenticeship programs to provide individuals working in the field of developmental services, without formal credentials, the opportunity to pursue education and training on a part-time basis. These programs provide Apprentices with the opportunity to develop the skills and knowledge required to support people with a range of physical, intellectual, mental health or developmental disabilities, across the lifespan to participate fully within the community. Offered in partnership with the Ministry of Training, Colleges and Universities, Apprentices successfully completing the program will receive a Developmental Services Worker Apprenticeship Certificate. In addition to the required “in-school” theory training, Apprentices are required to find an employer (also known as a sponsor) so they can complete 3,720 hours of practical work experience as required by the training standards set by Ministry of Training, Colleges and Universities. For more information on the DSW apprenticeship program please refer to the College of Trades website: http://www.collegeoftrades.ca/training-standards

Introduction to Workplace Learning Project – Phase 2

A key element of workplace learning is the guiding philosophy of improved performance for employees and organizations. In the Fall of 2014 Safeguards Training for Adult and Children’s Services was engaged to continue the work of the Workplace Learning project and develop tools, resources and strategies to support consistent implementation of workplace learning in agencies delivering developmental services in Ontario.

Thirty one (31) topic outlines and this companion Workplace Learning and Development Guide have been developed. Twenty-five (25) topic outlines and the WLD Guide, and to further develop tools, resources and strategies to support consistent implementation of Workplace Learning in agencies delivering developmental services in Ontario. This province-wide effort will continue to enhance the skills and competencies of the professionals who work with thousands of people with developmental disabilities. Moreover, these resources will support improved performance and will promote the consistent implementation of workplace learning throughout Ontario.
A topic outline template was created to ensure consistency across all topic outlines. The topic outline template is divided into 13 sections as follows:

1. **Module:**
   - The topic outline will correspond with one of the six categories below:
     - Developmental Disabilities – topics that provide foundational material
     - Supporting Inclusion – topics that support independence and choice
     - Wellness – topics that support healthy living and positive wellbeing
     - Strategies for Success – topics that include prevention and interventions
     - Health and Safety – topics that support a safe work environment
     - Professional Development – topics that provide personal growth opportunities

2. **Topic Title:**
   - Topic outline titles were identified through the Agency Based Training survey conducted in 2009. 31 topics were identified and included in the Workplace Learning project. A complete list of modules and topics can be found in Appendix A.

3. **Topic Description:**
   - Topic descriptions are broad statements that are used to engage learners and provide the context for the specific topic learning outcomes that follow. The topic description will include the skills and knowledge learners will attain and the rationale for the topic. Attention has been given to using language that reflects the transformation of developmental services in Ontario and current best practices in the field.

4. **Topic Learning Outcomes:**
   - Topic learning outcomes are specific and express what learners will be able to do by the end of/after the learning opportunity (the outcome), rather than what they will do during the learning opportunity (the process). Learning outcomes begin with an action verb and express learners’ culminating learning and achievement as demonstrated through assessment tasks.
   - More detail on writing learning outcomes can be found in the Learning Outcomes section on Page 21.

5. **DS HR Strategy Core Competencies:**
   - Core competencies are the values, traits and behaviours that a person demonstrates in supporting (directly or indirectly) people with a developmental disability. There were fifteen core competencies identified for the developmental services sector, with seven being most relevant for direct support professionals. The core competencies identified for direct support professionals in the developmental services sector are:
     - Advocating for others
• Collaboration
• Creative problem solving and decision making
• Fostering independence in others
• Initiative
• Interpersonal relations and Respect
• Resilience

Core competencies that are relevant to the topic are listed and a short description of how the competency applies to the topic is provided. Agencies must sign up to be a part of the core competency implementation and will receive training which will include access to the core competency materials. Regional Champions have been identified to assist with the implementation. For more information visit the DS HR Strategy website: http://www.ontariodevelopmentalservices.ca

6. Learning Outcomes and Related Core Competencies:

Topic learning outcomes and the related core competencies are provided in a chart for easy reference.

7. Recommended Content and Resources:

A detailed description of the recommended content for each topic learning outcome is provided. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant, and meets legislative requirements. The content is designed to help agencies to design training programs which support the growth and professionalization of direct support professionals. This is critical to ensure a consistent and high quality support system for the people with developmental disabilities across Ontario.

Recommended resources are listed below the recommended content with sources and links where applicable. Resources were selected based on credibility of source, easy access and usability. Note that in some cases advocates and families have been listed as resources. Preference has been given to Canadian content, however, in some cases other countries have resources that were deemed important to include.

8. Additional resources:

Additional reading materials, including books, online resources, videos and other learning material are included to supplement the recommended content and resources. These resources can be included on a reading list and as a means for continuous workplace learning.

9. Related Legislation/Regulations:

Government legislation is listed that is relevant to the topic and/or developmental disabilities in Ontario which are governed by various provincial statutes. Some legislation, while not specifically about developmental disabilities, have an impact on people with developmental disabilities, their families, and the services available to them.

10. Agency Policies and Procedures:

Specific agency policies and procedures that relate to the topic are listed. These policies and procedures align with the Quality Assurance Measures (QAM) and are listed to ensure agencies have these policies in place.

More detail on Quality Assurance Measures (QAM) can be found in the QAM Topic Outline.

11. Learner Assessment:

Assessment of learners is directly linked to topic learning outcomes so that learners can demonstrate their achievement against the stated learning outcomes. Assessment is done to increase learning and to demonstrate evidence of learning outcomes.

More detail on learner assessment, including tools and resources, can be found in the Learning Assessment section on Page 22.

12. Methods of Instruction:

A description and rationale for various methods for delivering the topic are recommended to facilitate optimal learning. A range of alternatives are provided that are suitable to the topic content, and offer options for delivery in addition to face-to-face learning. Methods of instruction include: self-directed learning, webinars, online learning, watching videos, reading articles, self-assessments, case studies, active practice, role-plays, small/large group discussion, group work, paired activities, lecture, and presentations.

Factors that influence methods of instruction include: topic content, type of learners, level and type of learning, number of learners, topic length, institutional constraints, available supports and design of the learning environment.

More detail on methods of instruction, including tools and resources, can be found in the Methods of Instruction section on Page 27.

13. Recommended Delivery Format:

The recommended minimum length of delivery for the topic (note that this time can be expanded or broken into several training sessions), the recommended frequency, and timing are described. A chart is provided to outline the suggested process for delivery including the time, content, resources, topic learning outcomes, methods of instruction and assessment. The chart is a helpful tool to assist with planning the delivery and sequencing of the content for a topic.

The topic outline template can be found in Appendix B.
Workplace learning is defined as informal and formal learning, education, and training that takes place within the workplace. The following Workplace Learning Roadmap provides a process for developing a Workplace Learning program where formal learning, education and training can create a learning culture within the work environment. Creating a learning culture ensures that agencies can adapt to changing conditions and technologies, and provide opportunities for learning in a supportive environment.

The Workplace Learning Roadmap (Figure 1 on page 17) guides the process for workplace learning. The roadmap begins with analyzing the contextual framework, including Government legislation, emerging trends in the field, workplace needs, agency policies, technology and expectations of key stakeholder groups. The context is a powerful driver that influences workplace learning.

At the center of the process is the learner. All activities revolve around the learner. Consideration is given to the characteristics of the learners (their interests, experiences, learning preferences, abilities, etc.) so that the learning methods and learning resources are relevant and useful to them. In addition, assessment and evaluation strategies are developed that allow learners to demonstrate their achievement of the learning outcomes. Note that the learning outcomes are not likely to change based on learner characteristics, but the way learners achieve the outcomes (learning activities and learning resources) and the way they demonstrate their achievement of the outcomes (evaluation) will be influenced by the knowledge of learner characteristics.

All workplace learning decisions will be guided by the Recommended Best HR Practices for Ontario Developmental Services (April 2012), learning principles, and instructional design principles.

For a diagram of the Workplace Learning Road Map please refer to Figure 1 on page 17.
The components of the Workplace Learning Roadmap will be described in detail below.

Contextual Framework

A contextual framework provides organization and direction for the development of workplace learning. Government legislation, emerging trends in the field, workplace needs, agency policies, technology and expectations of key stakeholder groups are all powerful components influencing workplace learning. Each component is explored below.

Government Legislation

The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, is legislation created by the Ministry of Community and Social Services to give people with a developmental disability more independence and choice. This legislation is the foundation of Ontario’s plan to improve developmental services.

In July 2011, this law officially replaced the Developmental Services Act, Ontario’s old developmental services law which regulated services mainly for people living in government-run institutions. This transformation of developmental services impacts the content and perspective of workplace learning.

Emerging Trends in the Field

Trends and issues that will impact people with developmental disabilities in the future need to be considered in the development of workplace learning. For example, the Ministry of Community and Social Services is investing in facilitation and planning initiatives that can help people with a developmental disability plan for their futures and major life transitions, and connect them and their families with broader community supports. This trend coupled with other developments within the field of developmental services, both locally and provincially, need to be considered when creating workplace learning opportunities.

Workplace Needs

Workplace learning is an integral component of human resource management. The needs of the workplace can be driven by a number of factors including but not limited to:

- Direct support professional’s request
- Needs assessment results
- Knowledge or skill gaps
- Individual development plan
- Law and regulation changes
- Need to develop new leaders
- New employees(s)
- New equipment
- New manager
- New program
- New technology

Consideration of workplace needs when developing learning is part of the customization that is required to ensure direct support professionals are prepared to adapt their learning to their specific work environment.

Agency Policies

Workplace learning is an ideal vehicle for introducing and reinforcing agency policies. Agencies are responsible for providing up to date policies and procedures that support the growth and development of direct support professionals. Integration of agency policies that are relevant to specific topics must be considered when offering workplace learning.

Incorporating agency policies goes beyond reading and referencing the relevant policy. Direct support professionals need specific instructions regarding the appropriate actions on the job and how the policy aligns with legislation and agency requirements. Embedding agency policies into workplace learning is ongoing and should be incorporated into formal and informal learning opportunities.

The following resources relate to policy development:

- https://www.dsontario.ca/quality-assurance-measures
- http://www.ontariodevelopmentalservices.ca

Agencies can also reach out to other developmental service agencies to ask for samples of policies and procedures.

Technology

Technology has made it possible for agencies to implement on-line workplace learning for individuals and groups of employees. On-line tools can offer greater access to learning and are often more cost effective than face-to-face learning. Mobile learning opens up even more possibilities as use of smartphones and tablets increases.

In contrast, technology may present challenges for some agencies. Assessing both hardware and software capabilities is an integral aspect of developing workplace learning.
Expectations of Key Stakeholder Groups

The success of a workplace learning program is based on communicating accurate information in a timely fashion. Identifying key stakeholders and their expectations, and communicating throughout the process will support agency efforts to implement workplace learning. A stakeholder map can be created to identify each individual or group that needs to be considered when designing, developing or communicating learning opportunities. A sample stakeholder map is included in Appendix C.

Consideration of each component of the contextual framework is recommended to ensure a comprehensive learning experience for direct support professionals.

Core Competencies

Core competencies were developed in 2009 and implemented in 2011. These competencies established a common benchmark and language for the key attributes needed for direct support professionals within the developmental services sector. It is expected that the provincial implementation of Core Competencies will result in more targeted recruitment practices, improved retention, specific competency focused learning, clearer career paths, enhanced employee morale, and a stronger sense of professional identity. Acknowledging the relationship between a skilled, motivated and professional workforce and the quality of supports provided, the people who receive support will be the ultimate benefactors of the provincial implementation of Core Competencies.

Core competencies are the values, traits and behaviours that a person demonstrates in supporting (directly or indirectly) people with developmental disabilities. Of the fifteen core competencies identified for the developmental services sector, seven are considered most relevant for direct support professionals. The core competencies identified for direct service professionals in the developmental services sector are:

- Advocating for others: individuals demonstrating this competency show through their behaviours an inclination to champion a cause or issue, and try to get others to buy in.
- Collaboration: communicating with others both within one’s team as well as with individuals, agencies and organizations outside one’s immediate work area or span of control to create alignment within and across groups.
- Creative problem solving and decision making: the demonstration of behaviors that enable one to identify and solve problems by understanding the situation, seeking additional information, developing and weighing alternatives, and choosing the most appropriate course of action given the circumstances.
- Fostering independence: enabling others to be self-sufficient and to nurture self-determination.
- Initiative: taking action, proactively doing things and not simply thinking about future actions.
- Interpersonal relations and respect: involves dealing with people in a respectful and sensitive manner.
- Resilience: involves maintaining stamina and performance under continuing stress, and to act effectively under pressure.

Agencies must sign up to be a part of the core competency implementation and will receive training which will include access to the core competency materials. Regional Champions have been identified to assist with the implementation. For more information visit the DS HR Strategy website at:
http://www.ontariodevelopmentalservices.ca/resources/core-competencies

Relevant core competencies have been integrated into each topic outline with a description of how the competency is applied for the topic. Applicable core competencies can be incorporated into the design and development of workplace learning.

Learning Outcomes

Outcome Based Education was first conceived by William Spady in the 1990’s to shift the focus of education from the teacher to the learner. Outcome Based Education is based on what the learner needs to be successful in their lives and jobs once they have completed the course/program, rather than on what facts subject matter experts decided to share and teach.

Spady (1995) defines outcomes as follows:

“Outcomes are clear learning results that we want students to demonstrate at the end of significant learning experiences. They are not values, beliefs, attitudes, or psychological states of mind. Instead, outcomes are what learners can actually do with what they know and have learned, they are the tangible application of what has been learned. This means that outcomes are actions and performances that embody and reflect learner competence in using content, information, ideas, and tools successfully. Having learners do important things with what they know is a major step beyond knowing itself” (p. 13)

In the spirit of outcome based learning all topic outlines have learning outcomes that are results oriented statements that clearly describe what learners will know, and will be able to do at the end of the learning experience. Bloom’s Taxonomy is the standard in education for classifying learning outcomes. The taxonomy was proposed in 1956 by a committee of educators chaired by Benjamin Bloom (1956) who also edited the first volume of the text, “Taxonomy of educational objectives: the classification of educational goals.”
Bloom identified three domains of learning: cognitive, affective and psycho-motor. The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). The affective domain includes feelings, values, appreciation, motivations, and attitudes. Finally, the psycho-motor domain involves physical movement, coordination, and the use of the motor-skills. Within each of these domains Bloom recognized further classification was required to allow for a range of complexity. His work is most advanced in the cognitive domain where he drew up a classification (or taxonomy) of thinking behaviours from the simple recall of facts leading to the highest level of evaluation. Bloom’s taxonomy can be found in Appendix D.

Other classifications have been created to capture the complexity in the affective (Krathwohl, D. R., Bloom, B. S., & Masia, B. B., 1973), and psycho-motor (Simpson E. J., 1972) domains.

A well-written learning outcome usually contains the following components:

- A verb that indicates what the learner is expected to be able to do at the end of the period of learning;
- Word(s) that indicate on what or with what the learner is acting. If the outcome is about skills then the word(s) may describe the way the skill is performed (e.g. ‘jump up and down competently’);
- Word(s) that indicate the nature (in context or in terms of standard) of the performance required as evidence that the learning was achieved.

(Moon, 2004)

The structure of a learning outcome statement has the following components:

- A statement that identifies the required performance to be demonstrated;
- A statement that specifies in what context the learning will be demonstrated in the performance;
- A statement of the criterion or standard for acceptable performance.

For example: The learner will provide person-directed supports and services that respect and promote self-determination for people with developmental disabilities.

Learning outcomes are created for each topic outline and are cross-referenced with the DS HR Strategy core competencies for direct support professionals. Learning outcomes can be achieved through a blended approach incorporating informal learning opportunities to reinforce learning on the job. The learning outcomes contribute to the achievement of increasing the pool of qualified direct support professionals.

Learning Assessment

Assessment of the learners is directly linked to topic learning outcomes so that learners can demonstrate their achievement against the stated learning outcomes. Assessment is done to increase learning and to demonstrate evidence of learning outcomes.

Different learners may demonstrate their learning in different ways, but they all must demonstrate that they have achieved the outcome. Please note that a distinction will be made between learning assessment and evaluation. Learning assessment will be used to describe how learners are assessed against topic learning outcomes. Evaluation will be used to describe how to determine the overall value of a topic or agency workplace learning as a whole, and is covered in the next section.

A variety of assessment methods and tools are available to ensure that agencies can assess learners during and after their participation in workplace learning. Possible questions that guide the development of learning assessments include:

- What will we know that learners have met the topic learning outcomes?
- What can learners do to demonstrate the topic learning outcomes?
- What kinds of assessment tasks could we design that integrate the skills and understanding they have been expected to learn? How do we design assessment tasks that align what learners will do on the job with what they have learned? (e.g. projects completed, problems solved, procedures demonstrated, presentations given, work experiences completed, etc.)
- What criteria are used to determine the quality of learner performance on a specific assessment task?

Adapted from: http://disted.camosun.bc.ca/PRR/new_prog_dev.php

Each topic outline provides suggested methods for learner assessment that are tied to the topic learning outcomes. These suggested assessment methods are listed below, including a description of the method, instructions for use and sample tools. Note that in some cases the assessment method is also a method of instruction which is covered in the next section.

Tests

Written tests are used to establish the reliability of cognitive learning. The most common types of written tests are multiple-choice, true/false, matching, fill in the blank or short answer. The University of the Fraser Valley provides a chart that outlines the method, a description, advantages and disadvantages.

http://www.ufv.ca/ou/teaching-excellence/teaching-resources/teaching-tips/designing-multiple-choice-questions/

Each type of test is described below:

- Multiple-choice tests are used to assess knowledge and thinking skills. The learner must recognize the correct answer in a list of potential answers. Generally all the answers can be true to some degree; however, the learner must choose the most correct answer.

The University of Waterloo Centre for Teaching Excellence provides an overview of how to design multiple-choice questions.

https://waterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/designing-multiple-choice-questions/

- True/false tests are used to assess information or simple logic. In this case, there is a right and a wrong answer.

Matching tests are used to assess how a learner has internalized information and the relationship between facts.
Discussion

Like questions, discussions can determine how well learners are internalizing information. An open-ended question can be a springboard to build knowledge and develop critical and creative thinking skills. Learners act as learning resources for one another and develop valuable skills that can be transferred to the workplace. The facilitator can take anecdotal notes to record the areas that work well, and content that might need additional reinforcement. Discussions can be preceded by providing specific reading or using a news feed that is relevant to the topic.

Assignments

Assignments provide an opportunity to synthesize information, to apply theory to real-world situations, or to encourage creative extensions of topic material. The format for an assignment should challenge learners while focusing on the topic learning outcomes. Typical assignments include a short written paper, interviewing a person who receives support or a family member, a presentation and journaling or blogging.

Tools for creating and marking assignments can be found in Appendix E.

Case Studies

Case studies are a form of problem-based learning, where a situation is presented and the learner develops a resolution to the problem. A typical case study is a detailed account, or story, of what happened in a particular situation or setting, and often questions are included for discussion. In some case studies specific data is included, which the learner then uses to analyze the situation, determine what happened, and make recommendations. Mind Tools provides an overview of case study based learning and steps to ensure the learner will think critically about the information presented, and then develop a thorough assessment of the situation, leading to a well-thought-out solution or recommendation.


Role Plays

Like case studies, role plays are problem-based and provide an opportunity to "try-out" new behaviors and skills. Scenarios are created to explore typical situations in the workplace. The scenario can have different approaches to investigate what works, and what might be counter-productive to the situation. It also allows learners to experience a simulation of what others might be thinking and feeling in the situation.

Mind Tools provides five steps to use when creating a role play.

http://www.mindtools.com/CommSkll/RolePlaying.htm

Questioning

Asking impactful questions encourages deeper thinking and can offer significant insight into the degree and depth of learning. Questions can engage learners in dialogue to expand learning and open up dialogue. It is recommended that questions go beyond the typical factual questions requiring only recall of facts or numbers. Paul Black, a noted authority on formative assessment, suggests that "more effort has to be spent in framing questions that are worth asking: that is, questions which explore issues that are critical to the development of students’ understanding." (Black et al., 2003). Black (2004) recommends using simple questions, such as "Why do you think of ...?" or "How might you express that?" to create a dynamic interaction and provide an invaluable opportunity to extend learners’ thinking through immediate feedback.

Tools for creating questions can be found in Appendix E.
Self-Assessment
Self-assessment requires learners to reflect on their own work and judge how well they have performed in relation to the topic learning outcomes. The focus is to provide opportunities for learners to identify what has been learned, and how they are applying the learning on the job. Learners can be involved in the development of self-assessments to gain commitment to the process, and ensure comprehension of how the assessment is being applied.

A checklist format can be used to create a self-assessment with an opportunity for comments. A sample self-assessment can be found in Appendix E.

Facilitator Observation
Facilitator observation describes the practice of seeing the learner in action on the job. The purpose of observation is to determine if the new learning is being applied, and offering acknowledgements or corrective action to the learner. Various aspects of the learning can be examined, such as routines, use of time, skill development, communication strategies, intervention strategies, health and safety, and much more. Learners will naturally look for support on an issue that is difficult for him or her, but facilitator observation is often a great method of assessing all areas of learning.

Sample facilitator observations can be found in Appendix E.

Evaluation
Evaluation is defined as a systematic determination of the program’s merit, worth and effectiveness, against a set of standards. Summative evaluation is an evaluation study that collects data to verify the effectiveness of instruction or instructional materials with target learners (Dick and Carey, 1996).

Summative evaluation provides a means to find out whether a specific topic or program has reached its goals and outcomes. Summative evaluation affords an opportunity to have a comprehensive look at the workplace learning program to determine what works, what does not work, and why. The data is collected through both qualitative and quantitative sources and is used to improve the program and inform future program development. However, it should be noted that often summative evaluations are done informally throughout the process as part of design decision-making (Williams et al., 2011). The implications being that although widely supported in theory, evaluation may not be used as formally in practice.

The Community Sustainability Engagement Evaluation Toolbox has many resources that can be used to develop evaluations.


Sample evaluation tools can be found in Appendix F. Note: The evaluation tools in Appendix F can be used for face-to-face learning or adapted to an on-line learning format.

Methods of Instruction
Methods of instruction can include an online format, a face-to-face learning opportunity or as a hybrid of online and face-to-face. When done effectively, online learning can decrease costs while improving performance.

Methods of instruction are used to create learning environments, and to specify the nature of the activity in which the learner will be engaged with the content. These methods should support outcomes based learning and be learner-centered. Five categories of online or face-to-face instructional methods or strategies include the following:

1. Self-directed learning (also called indirect instruction) is a learner-centered approach that creates an atmosphere to encourage observing, investigating, drawing inferences from data, or forming hypotheses. The role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The facilitator arranges the learning environment, provides opportunities for learners to engage, and when appropriate, provides feedback to learners while they conduct the inquiry (Martin & Briggs, 1983). Examples include webinars, online learning, watching videos, reading articles and self-assessments.

2. Experiential learning encourages personalized reflection about an experience and the formulation of plans to apply learning to other contexts. The emphasis is on the process of learning and not on the product. Examples include case studies, active practice and role plays.

3. Interactive instruction relies heavily on discussion and sharing among participants. Learners can learn from peers and facilitators to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. Examples include small/large group discussion, group work, paired activities and role plays.

4. Direct instruction is a facilitator centered strategy and therefore not encouraged in an outcome-based learning environment. However, this strategy is effective for providing information or developing step-by-step skills when paired with one of the methods described above. It also works well for introducing other instructional methods, or actively involving learners in knowledge construction. Examples include lecture and presentations.

Methods of instruction include learning activities, specific tasks and exercises sequenced to help learners achieve the desired topic learning outcomes. Through these methods and activities the content of the topic is brought to life.

Learning activities and tools can be found in Appendix G.
Online Learning

Although developing online training can be costly, the topic outlines have recommended learning content that is available at no cost online. There are also many organizations that have training resources that can be purchased (see Appendix H). Regardless of the source, online learning brings an improved return on investment each time an employee accesses the topic, and eliminates the significant cost of back-filling for direct support professionals. Additional savings include the cost of transportation, physical textbooks and other materials incurred by attending classes in a traditional setting.

One of the challenges with traditional learning environments is the fact that facilitators may change, and the topics may be presented differently across separate sessions. Online learning provides a format where consistency can be created in the delivery of content.

The advantages to direct support professionals are numerous. Online learning can be accessed at any time, from any location, even in areas without Internet access. The content can be stored on a PC for offline use, and individuals can upload their results when they are back online. This allows employees the opportunity to attend classes at the times that best suit their schedules.

Online learning technology can also be tailored to meet different learning needs. Knowledge management is learner-centered with the pace of learning set by the employee. Agencies can incorporate a wide-range of online technologies, which can be used to encourage collaboration and conversation across the organization.

Learners can also refer back to the online resources to brush up on what was previously learned.

The University of Toronto provides an overview of online teaching strategies:
http://www.teaching.utoronto.ca/topics/strategies/continuity-planning/online-strategies.htm

In contrast, on-line training tends to take away the direct sharing of experiences between direct support professionals. It may also limit, to varying extent, the ability of learners to ask questions. Another challenge is that people who are not computer literate may feel intimidated at the prospect of having to learn on-line. Also learners who have English as a second language may have difficulty comprehending fully the language or testing instruments being used. Extra support may be required to increase the comfort level of users over time.

Learning Principles for Adults

Malcolm Knowles (1984) believed that instructional strategies should be grounded in adult learning principles. The recommended instructional style is highly interactive and considers the learner to be an adult. Knowles (1984) proposed five principles of adult learning to develop meaningful learning experiences for adults as follows:

1. The adult learner is self-directed. The facilitator works in partnership with the learner to plan, implement and evaluate the learning process.
2. The adult learner has experience. The facilitator acknowledges that learners are not starting with a “blank slate”. Past experiences, good and bad, are incorporated into the learning process. Past learning is assimilated into new learning.
3. The adult learner is ready to learn. The facilitator develops a learning experience that is realistic and problem centered. Adults learn best when they perceive there is a need to know or do something differently in their lives.
4. The adult learner wants relevant content. The facilitator acknowledges that learners want to apply their learning as soon as possible and that skills and knowledge will be applicable to real-world situations and helps them to solve problems.
5. The adult learner is motivated by internal factors. The facilitator provides opportunities to build confidence, explore new ways of thinking, and develop a better quality of life.

Learning Styles

Kolb and Fry (1975) developed a way of looking at the adult learning process called the Experiential Learning Cycle. Learning is the acquisition of new knowledge, skills and attitudes. Learning is seen as happening in a cycle made up of four stages: concrete experience, reflective observation, abstract conceptualization and active experimentation.

First the learner must experience something directly - concrete experience. Next the learner reflects on the experience, comparing it to what s/he already knows - reflective observation. The learner then thinks about his or her observations and develops some new ideas about how things work - abstract conceptualization. Finally, the learner acts on what has been observed and thought about - active experimentation. The active experimentation stage then becomes the basis of future learning. Complete learning happens when learner moves through all four stages and the new knowledge, skills, and/or attitudes become the basis for new behaviour.

Figure 2 provides a diagram of the Experiential Learning Cycle.
Design Principles

Outcome based learning is focused on the results of learning. What learners are expected to learn is clearly identified, expressed as learning outcomes and shared with direct support professionals. The design of instruction maintains a clear focus on culminating outcomes—the performances learners must demonstrate to be successful. Learning experiences are focused and developed to help learners achieve the topic learning outcomes.

Design principles to consider:
• Create learning opportunities to help different learners achieve learning outcomes;
• Design learning experiences that are activity-based and allow learners to apply and practice what they learn;
• Schedule “doing” early in the learning experience rather than studying all the theory prior to activity;
• Consider multiple paths to the achievement of the learning outcomes as expanded opportunity and flexible paths promote success;
• Match assessment to the learning outcomes so learners can demonstrate the achievement of the learning outcomes;
• Design authentic assessments that will encourage originality, insightfulness, and problem-solving, along with mastery of important information.

Adapted from Aligning and Building Curriculum Resources:
http://gototheexchange.ca/index.php/curriculum-overview/curriculum-models-and-design-principles

DS HR Strategy Best Practices

The DS HR Strategy has taken a multi-faceted approach, including developing and implementing core competencies in Ontario’s Developmental Services, developing a model for Agency-Based Training and Best HR Practices, and strategies to impact the education of their future workforce. The DS HR Strategy has worked with many stakeholders throughout the sector to ensure that outcomes of its work ultimately enhance the lives of the people who receive support in Ontario’s Developmental Services sector.
Accreditation

The Ministry of Community and Social Services recognizes accreditation as a good practice for all ministry-funded agencies that provide developmental services, as part of a multi-dimensional approach to quality assurance and continuous quality improvement. This section provides the opportunity for DS Agencies to link the topic to performance standards from the agency accreditation manual. Please refer to Appendix I for more information on accreditation models such as FOCUS, CQL, and CARF.

Additional Resources

- The Ontario Association on Developmental Disabilities exists to support professionals and students working and pursuing careers in the field of developmental disabilities.
  http://www.oadd.org/

- Advancing Workplace Learning (AWL) project aims to inform employers about effective training and workplace practices that can enhance the essential skills of employees and create a culture of learning.
  http://www.advancingworkplacelearning.ca/employers-and-hr/benefits/

- The University of Waterloo Centre for Teaching Excellence has many useful resources for learner-centered assessment.

- Innovative Learning.com - Instructional design models.
  http://www.instructionaldesign.org/index.html

- Businessballs.com - Conscious Competence Learning Model
  http://www.businessballs.com/consciouscompetencelearningmodel.htm

- UnCollege – Nine Tips for Self-Directed Learning
  http://www.uncollege.org/9-tips-for-effective-self-directed-learning/

  http://www.selfdirectedlearning.com/

  http://www.selfdirectedlearning.org/what-is-self-directed-learning

- Learning in the Workplace: A Literature Review.
  http://www.unb.ca/fredericton/arts/nbstd/_resources/pdfs/learning_in_the_workplace_final.pdf

- College of Trades - DSW Apprenticeship Program.
  http://www.collogetrades.ca/training-standards

Agency Specific Requirements

The following areas are to be completed by the delivery agency. The Workplace Learning and Development Guide provides detailed guidance for each area below:

- Related agency policies and procedures/accreditation: determine what policies and procedures are relevant to the topic and the relationship to accreditation.

- Design and delivery of training: determine who is going to develop and deliver the training, best approach for the agency including on-site, online development, accessing existing training or resources.

- Schedule Training: determine when and how the topic is going to be offered.

- Logistical Details: book a room if face-to-face, or arrange online details, arrange refreshments, equipment and staffing considerations.

- Summative evaluation: a summative evaluation will be distributed to learners at the end of the training, available on-line or by email after the training. The summative evaluation is used to provide feedback regarding the effectiveness of the training. Tools for developing summative evaluations and a sample summative evaluation can be found in Appendix F.

- Agency philosophical value-based content: individual requirements and policies and procedures (the rules that the agency requires be followed on a topic).
References


Note: All hyperlinks and resources are functional as of April 1, 2016. There is no guarantee that the links will be functional after that date. If a hyperlink is not functioning please try the following:

- Copy and paste the link into your browser;
- Copy and paste the title of the resource into a search engine such as google to locate the resource;
- Contact the DS HR Strategy Project Manager of the DS Strategy to report hyperlinks that do not work and resources you are unable to locate.
Topic Description

This topic focuses on developmental disabilities and the evolution of services which lays the foundation to support the work of Direct Support Professionals (DSP). The evolution of services for people with developmental disabilities is reviewed to better understand how the role of Direct Support Professionals (DSP) has changed, and the transformation agenda of the Ontario Provincial Government will be highlighted so learners understand the current context for their work.

Direct Support Professionals play an important role and need to understand how to provide support to help people in achieving their goals. The content reviews various developmental disabilities and explores how each person with a developmental disability is unique, with his or her own characteristics, personality and dreams. Learners will understand how to build on each person’s strengths and utilize both natural and community-based supports to help integrate people who receive support into their community in order to lead a full life.

Topic Learning Outcomes (TLOs)

The learner will reliably demonstrate the ability to:

1. Define developmental disabilities and how information can positively impact supports and services;
2. Describe the evolution of services, current framework, legislation and policies governing developmental services in Ontario emphasizing the impact on existing services and supports;
3. Describe the current role and work of the direct support professional and the value of providing quality support for another person;
4. Demonstrate what full inclusion means and how the direct support professional can best facilitate services and natural supports that foster inclusive communities.
DS HR Strategy Core Competencies

The Core Competency Dictionary can be found in the Learning and Development Guide. Successful learners, after this or equivalent training, will demonstrate each competency as follows:

- **Advocating for Others** – Through modeling advocacy for co-workers, clients and other stakeholders. By educating individuals, family and stakeholders on advocacy efforts that facilitate inclusion.
- **Fostering Independence in Others** – By nurturing self-determination and self-sufficiency.
- **Creative Problem Solving/Decision Making** – By supporting self-determined/person-centered planning and integrating strategies and natural supports.
- **Interpersonal Relations and Respect** – By respectfully requiring all persons to work within the framework of mandated legislation and policy.

### Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, content must meet all legislative requirements.

The Learning and Development Guide provides tools and learning activities to assist with the development of workplace learning.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Define developmental disabilities and how information can positively impact supports and services | - Advocating for others  
- Fostering independence in others |
| 2. Describe the evolution of services, current framework, legislation and policies governing developmental services in Ontario emphasizing the impact on existing services and supports. | - Interpersonal Relations and Respect |
| 3. Describe the current role and work of the direct support professional and the value of providing quality supports for another person. | - Advocating for Others  
- Fostering Independence in Others |
| 4. Demonstrate what full inclusion means and how the direct support professional can best facilitate inclusion utilizing services and natural supports that foster inclusive communities. Fostering Independence in Others | - Creative problem solving/decision making  
- Interpersonal Relations and Respect |

### Recommended Resources

- Developmental Disabilities in Ontario (2011), Section II Etiology and Conditions, p. 267-369
- Developmental Services Ontario: What is a Developmental Disability? [Link](http://www.dsontario.ca/whats-a-developmental-disability)
- Intellectual Disability Symptoms [Link](http://psychcentral.com/disorders/intellectual-disability-symptoms/)
- Dual Diagnosis (Developmental Disabilities and Mental Health) Topic Outline, Workplace Learning Project, Developmental Services Human Resources Strategy

### 1. Define developmental disabilities and how information can positively impact support and services.

**Recommended Content**

Describe how an understanding of disabilities will help the Direct Support Professional (DSP) to better understand and know the people they support. Address the difference between “labeling” and information that assists in helping people reach their full potential.

Define developmental disabilities and provide an overview of common disabilities, their characteristics and possible causes and genetic factors. Distinguish between developmental disability and mental illness and briefly describe dual diagnosis.

Describe why it is important to understand an individual’s disability diagnosis, recognizing both the challenges and abilities of each person and how it can help to inform day-to-day support and the development of appropriate support plans.

**Recommended Resources**

The following from the Ontario Ministry of Community and Social Services website, describe the current legislation, regulations on quality assurance measures and the transformation which has occurred in the field of Developmental Disabilities:

- From institution to community living: A history of developmental disabilities in Ontario
- DS Plain Language
- A Guide to the Regulation on Quality Assurance Measures
- Spotlight on Transformation

3. Describe the current role and work of the direct support professional and the value of providing quality support for another person.

**Recommended Content**
The role of the Direct Support Professional will be explained and participants will learn about key components of their job responsibilities. The material will demonstrate the value that direct support professionals add to the lives of the people with developmental disabilities and their families.

**Recommended Resources**
The following Developmental Services Human Resources Strategy and Ministry of Community and Social Services webpages illustrate the importance of the Direct Support Professional, available career opportunities and places where learners can search for additional education and training. The resources also include engaging videos and practical information to assist learners in their appreciation of the critical role in providing support to others.

- A Career in Developmental Services
- Developmental Services Careers, Giving and Receiving in Developmental Service Careers, Developmental Services Career Opportunity
  [http://www.ontariodevelopmentalservices.ca/careers/career-opportunities](http://www.ontariodevelopmentalservices.ca/careers/career-opportunities)
- Helping People Live in the Community, Helping People Participate in the Community, Helping People Work in the Community

4. Demonstrate what full inclusion means and how the Direct Service Professional can best facilitate services and natural supports that foster inclusive communities.

**Recommended Content**
Provide an overview of the value of inclusion including the concepts of full citizenship, participation and equality. Highlight the importance of understanding each person, their unique qualities and goals and their natural supports such as family and friends. Include examples of strategies that may support participation and inclusion for different people. Consider having an Interactive dialogue with a self-advocate that is living in the community and their family.

**Recommended Resources**
For decades, John Lord's mission has been to use research and education to create positive change in human services and communities, so that all people can achieve full citizenship, participation and equality. Inclusion and belonging are central to this mission, and this website includes a number of resources on the topic of inclusion.

- Enhancing Social Inclusion
  [http://www.johnlord.net/enhancing-social-inclusion/](http://www.johnlord.net/enhancing-social-inclusion/)
- A New Story: Creating Change in Human Services and Community
  [http://www.johnlord.net/](http://www.johnlord.net/)

**Additional Resources**
These comprehensive Ministry of Community and Social Services websites include a number of video clips and images.

- From Institution to Community Living: A history of Developmental Services in Ontario

Spanning a timeframe of more than 100 years, this is the story of why the facilities were built and why they were closed. It’s the story of how society’s attitudes towards people with a developmental disability have changed over the years and how government policy and legislation have evolved in response.

- Adult Protective Service Worker Program

Adult Protective Service Workers work directly with the person who has a developmental disability to help them find and maintain supports, including medical and dental care, counselling for emotional support during stressful life changes, and social and housing services.
Related Legislation/Regulations

- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008
  http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_08s14_e.htm

Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:
- Promotion of social inclusion
- Vision, Mission and Values

Learner Assessment

Learners will be assessed through a review of their self-directed work, participation in class discussion and written examples. The following table outlines each assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion. Instructor assessment based on participation.</td>
<td>Define developmental disabilities and how information can positively impact supports and services (TLO 1)</td>
</tr>
<tr>
<td></td>
<td>Describe the evolution of services, current framework, legislation and policies governing developmental services in Ontario emphasizing the impact on existing services and supports (TLO 2)</td>
</tr>
<tr>
<td></td>
<td>Describe the current role and work of the direct support professional and the value of providing quality support for another person (TLO 3)</td>
</tr>
<tr>
<td></td>
<td>Demonstrate what full inclusion means and how the direct support professional can best facilitate services and natural supports that foster inclusive communities (TLO 4)</td>
</tr>
<tr>
<td>Complete a Learner’s Guide developed with questions to document new learning.</td>
<td>Define developmental disabilities and how information can positively impact supports and services (TLO 1)</td>
</tr>
<tr>
<td>Self-marked and discussed in class to ensure all participants have grasped materials.</td>
<td>Describe the evolution of services, current framework, legislation and policies governing developmental services in Ontario emphasizing the impact on existing services and supports (TLO 2)</td>
</tr>
<tr>
<td></td>
<td>Describe the current role and work of the direct support professional and the value of providing quality support for another person (TLO 3)</td>
</tr>
<tr>
<td>Written example of 3-5 ways to facilitate inclusion for a person at end of course.</td>
<td>Demonstrate what full inclusion means and how the direct support professional can best facilitate services and natural supports that foster inclusive communities (TLO 4)</td>
</tr>
<tr>
<td>Self-marked and discussed in class to ensure all participants have grasped materials.</td>
<td></td>
</tr>
</tbody>
</table>

Methods of Instruction

One method of instruction is self-directed learning. Each learner would be required to read resources on-line and make their own notes to ensure they record their new learning.

The learner could meet with other learners and/or their supervisor in small groups to discuss person-centred planning tools used in the agency and the community. Attendance at a person-centred planning meeting is a requirement so that the learner can gain first-hand knowledge of the impact of a self-directed approach on an individual and their families, if appropriate.

Another method of instruction could be the engagement of small groups of learners in role-play scenarios. These role-plays would include both a meeting using a person-centred approach and another one using the traditional case management approach. This experiential learning tool would assist the learner to better understand the support that a person-centred plan gives to a person who is seen from a strength-based and inclusive lens. A dialogue amongst learners should follow these role-play exercises.
Recommended Delivery Format

Recommended minimum length of delivery: ........4 hours

Recommended frequency: ............................................repeated as needed for new staff

Recommended timing: ..........................................included as part of onboarding process for new hires

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

Recommended Delivery Format: Introduction to Developmental Disabilities

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Define developmental disabilities</td>
<td>Developmental Service in Ontario: What is a Developmental Disability?; Developmental Disabilities in Ontario (2011); Section II Etiology and Conditions; American Psychiatric Association (2013); Intellectual Disability; Intellectual Disability Symptoms</td>
<td>TLO 1</td>
<td>Self-directed using web sources, computer, workbook with Q&amp;A format, with class participation</td>
<td>Instructor assessment based on participant demonstrating an understanding of disabilities and the value of information in providing supports.</td>
</tr>
<tr>
<td>20%</td>
<td>Review evolution of services</td>
<td>MCSS Resources: DS Plain Language; A Guide to the Regulation on Quality Assurance Measures; Spotlight on Transformation</td>
<td>TLO 2</td>
<td>Self-directed using web sources, computer, workbook with Q&amp;A format, with class participation</td>
<td>Instructor assessment based on participant feedback on Legislations and Policy.</td>
</tr>
<tr>
<td>25%</td>
<td>Role of the Direct Support Professional</td>
<td>DS HR Strategy Resources: A Career in Developmental Services; Developmental Services Careers; Giving and Receiving in Developmental Service Careers; Developmental Services Career Opportunity; MCSS Resources; Helping People Live in the Community; Helping People Participate in the Community; Helping People Work in the Community; John’s New Voice; Shannon and Maggie</td>
<td>TLO 1,2</td>
<td>Self-directed using web sources, computer workbook with Q&amp;A format, with class participation</td>
<td>Instructor assessment based on participant feedback demonstrating an understanding of their role.</td>
</tr>
</tbody>
</table>
**Developmental Services Human Resources Strategy**

**Workplace Learning Project**

### TOPIC OUTLINE:

**Dual Diagnosis**

*(Developmental Disabilities and Mental Health)*

**Topic Description**

A primary role of the direct support professional is to support the health and wellness of people with developmental disabilities, while also recognizing the unique needs and preferences of each person. People living with developmental disabilities experience mental health issues and/or illnesses at much higher rates than the general population. There are many causes associated with these difficulties, some of which can be prevented, such as social isolation and communication barriers. In addition, the symptoms of mental illness among people with developmental disabilities are often associated with behavioural concerns, which can lead to crisis situations and involvement of emergency services.

Direct support professionals are also called upon by other professionals (Family Physicians, Behaviour Therapists, Psychiatrists, etc.) to assist with sorting out whether a behavioural disturbance is a symptom of a mental illness, an expression of a medical condition, is the result of environmental or support difficulties or an emotional issue.

Content will include an overview of developmental disabilities and mental illness, the prevalence and causes. Using scenarios and tools, learners will recognize mental illness within a bio-psychosocial perspective, and how to proactively provide optimal support to individuals with a dual diagnosis, and plan a response to crisis situations in collaboration with emergency services and community providers.
Topic Learning Outcomes (TLOs)
The learner will reliably demonstrate the ability to:
1. Describe developmental disabilities, mental illness and dual diagnosis, together with causes and prevalence.
2. Explain the challenges to diagnose correctly diagnosing mental illness in persons with developmental disabilities.
3. Use the Mental Health Assessment Decision Tree to identify possible biological, psychological or environmental factors contributing to behavioural change and/or mental illness.
4. Apply optimal supports through trauma informed and bio-psychosocial approaches.
5. Explain the role of government ministries, hospitals, mental health services and the Community Networks of Specialized Care in supporting dual diagnosis, as well as current cross sector initiatives in Ontario.

DS HR Strategy Core Competencies
Successful learners will demonstrate each competency as follows:
• Advocating for Others - By having the information and knowledge to identify when a mental health concern is present, and understanding how best to prepare and present information to those responsible for diagnosis.
• Initiative - Through anticipation and contingency planning.
• Collaboration - By recognizing the importance of a team approach within and external to the organization, particularly the role and function of health professionals and emergency responders.
• Creative Problem Solving and Decision Making - By recognizing the multidimensional aspect of developmental disabilities and mental illness, the need to continuously seek information, identify patterns and connections and openness to various perspectives.
• Interpersonal Relations and Respect - By taking the time to understand a trauma informed way of working and recognizing that behaviour is a communication of individual needs or wishes.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe developmental disabilities, mental illness and dual diagnosis, causes and prevalence.</td>
<td>- Advocating for others</td>
</tr>
<tr>
<td>2. Explain the challenges to correctly diagnosing mental illness in persons with developmental disabilities.</td>
<td>- Advocating for others</td>
</tr>
<tr>
<td>3. Use the Mental Health Assessment Decision Tree to identify possible biological, psychological or environmental factors contributing to behavioural change and/or mental illness.</td>
<td>- Initiative</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

1. Describe developmental disabilities, mental illness and dual diagnosis, causes and prevalence.

Recommended Content
Provide an overview of the common intellectual and developmental disorders, associated causes and the actual number of cases at a point in time e.g., prevalence. The key point of this section is to establish a baseline understanding of developmental disability and associated intellectual and functional abilities as the starting point for understanding potential difficulties that can lead to mental health issues.

Provide definitions of mental illness and dual diagnosis and prevalence, followed by an overview of the biological, psychological and social factors that increase the vulnerability to mental health issues in persons living with a developmental disability. Common mental illnesses to discuss in relation to developmental disabilities include mood disorders (bi-polar, depression), anxiety disorders, schizophrenia, psychosis and personality disorders. Review the possible symptoms of mental illness, including sudden changes in sleep or eating patterns, withdrawal and emotional changes.

A specific area for fuller discussion is trauma and post-traumatic stress disorder. The incidence of abuse in autism is 66.5% and in developmental disabilities 62.5%. Therefore it is important for direct support professionals to understand that most individuals they work with have had or will have an experience of this nature in their lifetime.

In summary, information provided in this section addresses the central theme that people with developmental disabilities experience the same type of mental health issues or illnesses as the general population, but at higher rates because of their vulnerabilities.
Recommended Resources


 Definitions:
- Developmental Disabilities in Ontario (2011), Section II Etiology and Conditions, p. 267-369
- Joint Policy Guideline for the Provision of Mental Health and Developmental Services for Person's with a Dual Diagnosis (2008), Section 7.3 Definition of serious mental illness, p. 4. Section 71: Ontario definition of Dual Diagnosis p. 3 http://www.health.gov.on.ca/english/providers/pub/mental/joint_policy_guideline.pdf
- Note: Replace with the new Ontario Dual Diagnosis Framework when published for updated definition that has been agreed to by MCSS and MCI/HTC.

Prevalence
- Vulnerability
- Common Mental Illnesses

Note: This reference is helpful in understanding the diagnostic manual used in North America to diagnose psychiatric disorders. The more current DSM 5 refers to Neurodevelopmental Disorders as the broad category including intellectual disability, autism and other related disorders, and discontinued the multisystem approach discussed in the Stavrakaki chapter. See also DM-ID under additional resources, specifically written to assist with the diagnosis of psychiatric disorders in individuals with intellectual disabilities.


2. Explain the challenges to correctly diagnosing mental illness in persons with developmental disabilities.

Recommended Content

Recognizing the complexities of diagnosis, particularly that behaviour can be mistaken for mental illness, is important for learners to appreciate in regard to their role in assisting physicians and psychologists to accurately diagnose and treat. Provide a review of the purpose of behaviour as a means of communication. Review the Ontario definition of challenging behaviour, emphasizing that it is not a diagnosis but rather a social construct. (Note: a preferred term is ‘behaviours that challenge’, particularly aggression as an expression of feelings. to introduce the learner to the bio-psychosocial framework and organize the various meanings into the following categories: medical issues, issues with supports or expectations, emotional issues, or psychiatric issues. Distinguishing between the concepts of diagnostic overshadowing, behavioural highlighting, cloak of competence and co-morbidity provides the learner with further understanding of the challenges and considerations for achieving a correct diagnosis of mental illness.
A specific area for fuller discussion is the additional diagnostic complexity associated with persons with severe communication impairments, e.g., individuals with very limited or no verbal skills. Reviewing the BEAMS method will assist DSPs to identify when further medical or mental health assessment is required.

In summary, the information provided here illustrates the concept that 1 + 1 = 3, e.g., Developmental Disability + Mental Health Concerns = Greater than the sum of its parts.

**Recommended Resources**


3. Use the Mental Health Assessment Decision Tree to identify possible biological, psychological or environmental factors contributing to behavioural change and/or mental illness.

**Recommended Content**

Review the Decision Tree to provide the learner with a step-by-step method of the “rule-in / rule-out” method for diagnosing a mental illness. Demonstrate how the direct support professional can use the Decision Tree with team members and family members/significant others to determine if they have similar concerns, to gather prior history or reports to learn about previous related concerns and interventions, and to prepare for a visit to the General Practitioner or other specialist with a history of the potential contributing factors in hand.

In summary, application of the Decision Tree enables the learner to further their understanding of mental illness, and that it is the last consideration in a list of potential causes of changes in behavior or emotional presentation.

4. Apply optimal supports through trauma informed and bio-psychosocial approaches.

**Recommended Content**

The results of the bio-psychosocial Mental Health Assessment Decision Tree will guide the selection of care interventions for the direct support professional. Two specific areas for highlighting with learners are trauma-informed ways of working with individuals, and a bio-psychosocial approach to behavioural intervention.

Present and discuss the trauma-informed approach, and how this enables learners to develop positive, empathetic relationships with individuals. Note that this approach may also assist individuals with their recovery from mental health issues. Topics for review include recognizing the impact of trauma, and how to minimize the effects of trauma. Review and demonstrate with learners the use of specific tools (see recommended resources below) that will support positive relationship building, engagement and empowerment of individuals in their care.

Behaviours that challenge are best understood within the individual medical, emotional, environmental and psychiatric context. This can be demonstrated by applying the decision tree to behavioural concerns as per A Guide to Understanding Behavioural Problems and Emotional Concerns. Based on this bio-psychosocial understanding of behaviour, explore with learners how individual strengths, preferences and self-management skills are integrated within behavioural support plans. For example adaptations may include the use of pictures, sensory tools, relaxation techniques or tapes, pre-planning and communication protocols and/or appropriate use of PRNs (Medication to be used only when needed) to assist with calming the behaviours.

Review and practice with learners the responsibility to provide clear descriptions of behaviour to support consistency within teams and collaboration with behaviour therapists. Review the direct support professional role in the development and implementation of behavioural protocols and escalation continua.

The above support approaches are intended to prevent escalation, crisis or visits to hospital emergency departments, however this may not always be possible. Aggression is the most frequent precipitating factor to involving emergency services in individuals with dual diagnosis. Review the sections within the crisis prevention and management planning and discuss with learners how to complete the tool through a collaborative process with the person supported, their family, and other stakeholders including emergency responders and hospital representatives.
In summary, application of best practices through the trauma-informed lens, positive behavioural approaches and crisis prevention and management planning enables the learner to further their understanding of how to apply the individual bio-psychosocial profile in day to day care.

Recommended Resources

Trauma
  http://www.community-networks.ca/?s=trauma&post_type=resources

Trauma Tools
- http://www.community-networks.ca/?s=trauma&post_type=resources

- Addendum to Positive Identity Development: An alternative treatment approach for individuals with mild and moderate intellectual disabilities by Karyn Harvey, PhD, The nADD Press, 2009.
  http://pid.thenadd.org/

Behaviour Interventions
  http://www.surreyplace.on.ca/primary-care

- Understanding Challenging Behaviour Video, L. Busch.
  https://www.porticonetwork.ca/web/ntcdt/resources/videos/caregivers

Crisis prevention and management planning
- Central East – A Tool for Crisis Prevention and Management.
  http://www.community-networks.ca/?s=crisis-plan&post_type=resources

Developmental Disabilities Primary Care Initiative – Tools for Primary Care Providers – Crisis Prevention/Management Plan for Adults.
  http://www.surreyplace.on.ca/primary-care

  https://www.porticonetwork.ca/treatments/disorders-qr/dual-diagnosis/dual-diagnosis-resources

- Dual Diagnosis: Urgent Situations- Guidance About Emergencies for Caregiver and Essential Information for the Emergency Department.
  https://www.porticonetwork.ca/treatments/disorders-qr/dual-diagnosis

  http://media.wix.com/ugd/e1630_5bda57b44b74040065cbb32e7a72ec.pdf

Note: Some agencies and the regional Community Networks of Specialized Care have developed specific tools for use within the context of their region.

5. Explain the role of government ministries, hospitals, mental health services and the Community Networks of Specialized Care in supporting Dual Diagnosis, as well as, cross sector initiatives in Ontario.

Recommended Content

Government policy establishes the context for cross sector initiatives. Provide an overview of the general roles of the Ministries of Health and Long Term Care and Community and Social Services in terms of policy and funding responsibilities, and structure (LHInS and Regional Offices). Describe the three primary roles of the Networks of Specialized care, providing examples of initiatives in each area: coordinate a specialized service system, enhance service delivery, and train and build capacity in the community. Identify similarities and differences, benefits and challenges between different funders and providers by engaging learners in relation to their own experiences of working with the Networks and other sectors. Describe local mental health and developmental services access points and service resolution processes, as well as provide examples of current cross sector initiatives with mental health, hospital, justice or other sectors (e.g. Dual Diagnosis Justice Case Managers, local protocols with police and emergency departments, specialized Dual Diagnosis programs in Psychiatric Hospitals).

In summary, the guiding principle in dual diagnosis is that no one person, provider or sector can do it on their own. Dual diagnosis assessment, treatment and care is complex, often requiring a multi-faceted service response from both the health and social services sectors. As a result cross-sector collaboration at the individual, program and system level is essential to the provision of appropriate services.

Recommended Resources

- Joint Policy Guideline for the Provision of Mental Health and Developmental Services for Person’s with a Dual Diagnosis (2008), Section B – Provincial Roles and Functions and Section 9 – Local Roles and Functions, p. 5 – 8. Appendix 1 & 2, p. 9 – 12. This report articulates the role of community mental health and developmental services.

Note: Replace with the new Dual Diagnosis Framework when published as it refers to the broader health sector including the hospital role in relation to dual diagnosis.

- Community Networks of Specialized Care.
  http://www.community-networks.ca/

- Mental Health Resources in Ontario.
  http://www.mentalhealthhelpline.ca/Home/Links

- Mental Health Help Line.
  http://www.connexontario.ca/
Additional Resources

- DD CARES: Health Care Resources for Clinicians, Patients, Family and Caregivers
  https://www.porticonetwork.ca/web/ncaadd/resources/ddcares?intcid=search-results
  http://bjp.rcpsych.org/content/191/1/27/full-text.pdf+html
  https://www.porticonetwork.ca/treatments/disorders-qi/dual-diagnosis/dual-diagnosis-resources
- Intellectual Disability Symptoms, adapted for DSM 5
  http://psychcentral.com/disorders/mental-rehabilitation-symptoms/
  http://bjp.rcpsych.org/content/191/4/313.full.pdf
- Developmental Disabilities Primary Care Initiative – Tools for Primary Care Providers – Informed consent to treatment in adults with developmental disabilities.
  http://www.surgeryplace.on.ca/primary-care
- Indications of psychiatric conditions through behaviour patterns, McGilvery& Sweetland, 2012.
  http://bjp.rcpsych.org/content/163/73/163.full-text.pdf+html
- Guidelines for managing the ER
  https://www.porticonetwork.ca/treatments/disorders-qi/dual-diagnosis/dual-diagnosis-resources
- Use of emergency room services by clients with developmental disability, Y. Lusky.
  https://www.porticonetwork.ca/web/ncaadd/resources/videos/caregivers
  https://www.naddontario.net/publications/
- Ministry of Community and Social Services: Opportunities and action: A new vision for developmental services in Ontario (2006). Available at:
- Links to all LHIN websites.
  http://www.health.gov.on.ca/transformations/hin/hin_mn.html
- North Community Network of Specialized Care based on the NADD Ontario test on dual diagnosis
- Medication reconciliation policy and procedure - Programs in which medication is prescribed and/or dispensed should have documentation that describes the use of medication and medication management of the person being served. (The NADD Accreditation Program Accreditation and Certification Program).
  http://acp.thenadd.org/manuals/acp/competency.pdf
- Privacy and Health Information policy - including access, use and disclosure of data and information. (The NADD Accreditation Program Accreditation and Certification Program).
  http://acp.thenadd.org/manuals/acp/competency.pdf
- Ethics policy that provides processes for addressing questions of confidentiality, issues of consent, ethical issues or conflicts, and staff awareness of ethical/legal issues. (The NADD Accreditation Program Accreditation and Certification Program).
  http://acp.thenadd.org/manuals/acp/competency.pdf

Related Legislation/Regulations

- Ontario Regulation 299/10 MCSS Policy Directives for Service Agencies
- Health Care Consent Act 1996
- Mental Health Act 1990.
  http://www.ontario.ca/laws/statute/90m07
Learner Assessment

Learners will be assessed through class discussion, small group participation and role plays. At the end of each day learners will identify two (2) self-development knowledge and skill areas based on the topics covered on each day (one from day one, the second from day two). Supervisory follow up will be required to assess the use of the tools provided, as well as to facilitate implementation of the individualized learning plan.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion – Instructor assessment based on participation.</td>
<td>Describe developmental disabilities, mental illness and dual diagnosis, causes and prevalence (TLO 1)</td>
</tr>
<tr>
<td>Supervisory follow up</td>
<td>Explain the challenges to correctly diagnosing mental illness in persons with developmental disabilities (TLO 2)</td>
</tr>
<tr>
<td>(Support learners use of the Decision Tree in providing trauma informed and bio-psychosocial approaches to intervention)</td>
<td>Use the Mental Health Assessment Decision Tree to identify possible biological, psychological or environmental factors contributing to behavioral change and/or mental illness (TLO 3)</td>
</tr>
<tr>
<td>Support learner to achieve self-directed learning plan.</td>
<td>Apply optimal supports through trauma informed and biopsychosocial approaches (TLO 4)</td>
</tr>
<tr>
<td>Small group discussion and/or role plays, application exercises with tools – Instructor assessment based on participation.</td>
<td>Explain the role of government ministries, hospitals, mental health services and the Community Networks of Specialized Care in supporting Dual Diagnosis, as well as, current cross sector initiatives in Ontario (TLO 5)</td>
</tr>
</tbody>
</table>

Resource Contacts

- Community Networks of Specialized Care, Coordinators
  http://www.community-networks.ca/cnsco-contact/
- Susan Morris
  Susan@MorrisConsulting.ca
- Jo Anne Nugent
  jnugent@nugentlearning.com

Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Relevant policies include:
- Medication reconciliation
- Privacy and Health Information
- Ethics
- Confidentiality
- Issues of consent
Case studies for use in the application of the tools are available in the OADD and NADD chapters on Dual Diagnosis referred to in the Topic Learning Outcomes. They can also be modified or simplified for use, or trainers can use their own favorite examples.

To facilitate self-reflection and learning, learners can be requested to engage with the content prior to the training by reviewing two (2) competency-based benchmarks (Crisis Prevention and Knowledge of Disorders). The purpose is for learners to identify specific interest areas that can be reviewed as part of an introductory discussion at the beginning of the two days, providing an introduction to the topics covered in this training.

Following the training, regular supervisory meetings can support learners to apply the tools within the specific agency context. Additionally, discussion with the supervisor of the self-directed learning plan based on the two (2) selected learning areas and periodic review provides opportunity for further integration within the work environment.

### Recommended Delivery Format

**Recommended minimum length of delivery:** 13 hours, delivered in 2 consecutive days or within 1 or 2 weeks of each other.

**Recommended frequency:** Repeat as needed for new hires.

**Recommended timing:** After 6 months to 1 year of employment.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

### Methods of Instruction

The preferred method of instruction for this topic is face-to-face group instruction given the amount of new information that must be presented. Using a combination of lecture, large and small group question and answer discussion to support shared learning, case examples, role play, application of tools and video clips will enable learners to actively engage in all topic areas. While some material requires a lecture format, e.g., definitions and introduction of new concepts, the material is best used as the basis for active participation through facilitated discussion and learning from the expertise in the room, as well as self-reflection. Establishing the environment as a safe place where learners can take risks is initiated on day one with identification of the elements of a positive learning culture (e.g., no wrong questions, non-judgmental lens, and diversity), and through a check-in and check-out exercise at the start and end of each day. Trainers and learners can bring in non-identifiable case examples to provide opportunity to apply concepts, test out knowledge and skill, enabling them to transfer learning to the work place.

Using small groups allows for those less comfortable in larger groups to participate. Group work is the preferred approach to facilitate application of tools and the practice of working in teams, followed by full group debriefing after each exercise. Use of role playing is also an option, particularly in the application of the tools, allowing for practical demonstration of the different perspectives among various stakeholders as well as problem solving in the moment.

### Assessment Method

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<td>Use the Mental Health Assessment Decision Tree to identify possible biological, psychological or environmental factors contributing to behavioural change and/or mental illness (TLO 3)</td>
</tr>
<tr>
<td>Apply optimal supports through trauma informed and biopsychosocial approaches (TLO 4)</td>
</tr>
<tr>
<td>Explain the role of government ministries, hospitals, mental health services and the Community Networks of Specialized Care in supporting Dual Diagnosis, as well as, current cross sector initiatives in Ontario (TLO 5)</td>
</tr>
</tbody>
</table>

| Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide: |

<table>
<thead>
<tr>
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<tr>
<td>Self-directed learning plan – based on The NADD Competency-Based Direct-Support Professional Certification: <a href="http://acp.thenadd.org/dsp-competency-overview.htm">http://acp.thenadd.org/dsp-competency-overview.htm</a></td>
</tr>
<tr>
<td>Develop two (2) personal learning goals, based on selection of an indicator from each Benchmark:</td>
</tr>
<tr>
<td>1) BENCHMARK 2B: Maintaining a Supportive Physical and Social Environment <a href="http://acp.thenadd.org/manuals/dsp/standard-2.pdf">http://acp.thenadd.org/manuals/dsp/standard-2.pdf</a></td>
</tr>
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</table>

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### Recommended Delivery Format: Introduction to Developmental Disabilities

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Describe Developmental Disabilities, Mental Illness, Diagnostic Challenges</td>
<td>A Family Guide to Dual Diagnosis, Definitions, Prevalence, Vulnerability &amp; Common Mental Illnesses</td>
<td>TLO 1</td>
<td>Instructor-led lecture and facilitated discussion using a Q&amp;A format, class participation, shared learning, case examples to illustrate points, small group activities to probe or apply concepts, or engage in team activities</td>
<td>Instructor assessment based on participant feedback demonstrating an understanding of concepts</td>
</tr>
<tr>
<td>15%</td>
<td>Diagnostic Challenges</td>
<td>QAM Definition of Challenging Behaviour: Dual Diagnosis: Assessment and Diagnosis; A Family Guide to Dual Diagnosis; Developmental Disabilities in Ontario; Mental Health Needs of Persons with Developmental Disabilities</td>
<td>TLO 2</td>
<td>Instructor-led lecture and facilitated discussion using a Q&amp;A format, class participation, shared learning, case examples to illustrate points, small group activities to probe areas further or engage in team activities</td>
<td>Instructor assessment based on participant feedback demonstrating an understanding of concepts</td>
</tr>
<tr>
<td>15%</td>
<td>Mental Health Assessment Decision Tree</td>
<td>Video - There Are No Quick Fixes: Comprehensive Assessment, Developmental Disabilities and Mental Health, case study</td>
<td>TLO 1, 2, 3, 4</td>
<td>Watch Video, group discussion. Instructor-led review of the tool, Q &amp; A Application of tool in small group discussion based on case example</td>
<td>Instructor assessment and observation of participant application of tool demonstrating an understanding of concepts</td>
</tr>
</tbody>
</table>

### Topic Learning Outcomes (TLOs)

- TL0 1
- TL0 2
- TL0 3
- TL0 4
- TL0 5

### Methods of Instruction

- Instructor-led lecture and facilitated discussion
- Watch Video, group discussion
- Joint Policy Guideline, Community Networks of Specialized Care

### Assessment

- Instructor assessment and observation of participant application of tool demonstrating an understanding of concepts
- Instructor-led discussion on concepts
- Instructor-led review of tools, Q & A Application of tools in small group discussion based on case examples.

- Instructor assessment based on participant feedback demonstrating an understanding of concepts

- Essential Information for the Emergency Department
- A Family Guide to Dual Diagnosis
- Developmental Disabilities in Ontario
- Mental Health Needs of Persons with Developmental Disabilities
- Working in a Trauma Informed Way with Clients Who Have a Developmental Disabilities, Trauma resources and tools; Developmental Disabilities and Mental Health, Primary Care Guidelines, Video - Understanding Challenging Behaviour; A Tool for Crisis Prevention and Management; Crisis Prevention/Management Plan for Adults; A Family Guide to Dual Diagnosis; Guidance about Emergencies for Caregivers
Topic Description

The Quality Assurance Measures (QAM), Regulation 299/10 is part of the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008. These regulations help agencies provide consistent high quality services and supports that meet set standards. QAM sets out the policies, procedures, documentation and training required to support the goal to improve services and supports for people with developmental disabilities.

Content will include the topics in the regulation that apply to service delivery agencies and direct support professionals (DSP), including the promotion of social inclusion, individual support plans, human resource practices, residential services and supports, safe environments, confidentiality and privacy, behaviour interventions, abuse awareness and reporting.

This role of this Topic Learning Outcome is to provide guidance around the requirements and highlight the training areas in QAM to be further developed. More specific information to support the development of training will be found in related Topic Learning Outcomes and other resources.

Topic Learning Outcomes

The learner will reliably demonstrate the ability to:
1. Identify the importance of Quality Assurance Measures (QAM).
2. Describe and discuss the elements of QAM in relation to the direct support professional’s role in the service agency.
3. Provide orientation and education to the people who receive support on the required elements of QAM.

DS HR Strategy Core Competencies
Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements. The DS HR Strategy Workplace Learning provides Topic Outlines that will provide more detailed information pertaining to most of the topics. The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

1. Identify the importance of Quality Assurance Measures (QAM).

   **Recommended Content**

   Content should include the following General Quality Assurance Measures (QAM), the common understanding, goals and the measures that service agencies are required to have in place. Review the Policy Directives for Service Agencies which build on the requirements that are outlined in the regulation on Quality Assurance Measures, and set out additional requirements. Note they apply to all agencies. Discuss how the policies, procedures, documentation and training required by QAM supports the goals. Review how the measures positively impact supports and services by aligning organizational strategy and culture, and the benefits this would have on the people being supported.

   **Recommended Resources**

   - Quality Assurance Measures Intent [http://www.qamtraining.net/files_english.html](http://www.qamtraining.net/files_english.html)

2. Describe and discuss the elements of QAM in relation to the direct support professional’s role in the service agency.

   **Recommended Content**

   Content should include the following General Quality Assurance Measures (QAM). These areas require orientation and workplace learning related to relevant agency policies and procedures. Describe the role of the direct support professional in relation to each area to ensure high quality services and supports meet set standards.

---

**DS HR Strategy Core Competencies**

Successful learners will demonstrate each competency as follows:

- **Advocating for Others** - By championing a cause or issue and giving voice to others.
- **Creative Problem Solving and Decision Making** - By identifying and solving issues within the parameters of QAM.
- **Interpersonal Relations and Respect** - By gaining a deeper understanding of others and their behaviour.
- **Initiative** - By using QAM to think and plan ahead.
- **Resilience** - By recognizing and applying QAM to create consistent, long-term workplace success.

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**Learning Outcomes and Related Core Competencies**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Identify the importance of Quality Assurance Measures (QAM). | - Advocating for Others  
- Interpersonal Relations and Respect |
| 2. Describe and discuss the elements of QAM in relation to the direct support professional’s role in the service agency. | - Initiative  
- Advocating for Others  
- Resilience  
- Initiative  
- Creative Problem Solving and Decision Making |
| 3. Provide orientation and education to the people who receive support on the required elements of QAM. | - Advocating for Others  
- Creative Problem Solving and Decision Making  
- Interpersonal Relations and Respect |
The details around the mandatory areas are provided in documentation provided by the Ontario Ministry of Community and Social Services (MCSS). Specific training areas identified in the OS Compliance Checklist are noted below each of the key areas.

**QUALITY ASSURANCE MEASURES FOR SERVICE AGENCIES**

- **Promotion of social inclusion, individual choice, independence and rights**
  - Provide an orientation on the agency’s mission, service principles, statement of rights, and policies and procedures. Describe how they are embedded in supports and services provided by direct support professionals and what their role is in providing the orientation for the individuals receiving services and supports.
  - Orientation and Initial Training on Policy and Procedures (Reg. 299/10, 13)
  - Mission Statement Service Principles Statement of Rights (Reg. 299/10, 4 (2))

- **Individual support plans**
  - Describe the areas to be included in the plan such as goals, services, supports, health, safety and finances, and the role of the direct support professional to support the plan. Review agency policy and procedures and how they relate to the individual needs of the people receiving services and supports. Discuss the difference between Individual Support Plans and Person-Directed Planning.

- **Finances**
  - Outline the agency’s rules related to day-to-day management of the finances of people supported and required record keeping. This content may include assessment, adequacy and management of financial resources, level of support provided and agreed to, and the frequency of assistance required by the direct support professional for the people they support.

- **Health Promotion, medical services and medication**
  - Describe the agency’s rules related to the health of people being supported. This should include monitoring health, accessing services, decision-making, medication, specific health needs, nutrition, fitness, hygiene and personal safety.
  - First Aid and CPR Training (Reg. 299/10, 7(3))
  - Training, Specific Needs (Reg. 299/10, 7(4)(a))
  - Training, Third Party (Reg. 299/10, 7(4)(b))

- **Preventing and reporting abuse**
  - Describe the agency’s policies and procedures related to abuse and the preventative methods in place to increase safety. Content must include early identification of the following types of abuse (physical, sexual, emotional, neglect and financial), required reporting, process around consent and actions taken if staff are involved.
  - Abuse Training (Reg.299/10 8(2)(a))

- **Confidentiality and privacy**
  - Describe the agency’s policy and procedures about consent, collection, use and disclosure of personal information so it protects confidentiality and privacy of the people supported. Policies must be in compliance with Ontario’s privacy laws.
  - Privacy and Confidentiality Training (Reg.299/10, 8(2))

- **Safety in agency owned and operated places**
  - Content must include the agency’s plans on fire safety, emergency preparedness and service disruption. Understand the importance of keeping equipment in good working order.
  - Emergency Preparedness Training (Reg.299/10, 11(1)(3))

- **Keeping people safe**
  - Content must include the agency’s policies and procedures related to the safety and security of individuals receiving services and supports. Describe the role of the direct support professional to ensure individuals safety and well-being.
  - On-going Training (Reg. 299/10, 13(1)(2))

- **Human resources practice**
  - Describe the policies and procedures related to reference checks and police records.
  - Orientation and Initial Training on Policy and Procedures (Reg. 299/10, 13)

- **Service records**
  - Describe the role and rules of service records, and the role of direct support professional in agency record-keeping.

**QUALITY ASSURANCE MEASURES RELATED TO BEHAVIOUR INTERVENTION STRATEGIES**

- **Behaviour support plans**
  - Describe when a plan would be needed, who writes it and what is included in the plan. Review and discuss the plans of the people each direct support professional will directly support.
  - Behaviour Support Plan Training (Reg. 299/10, 17(3)(i))

- **Behaviour intervention strategies**
  - Define behaviour intervention approaches and various strategies for different situations, including positive and preventative strategies. Define agency rules related to allowable use. Content must ensure each direct support professional gains the skills required to support the behaviour support plan for the individuals they assist.
  - Challenging Behaviour Training (Reg. 299/10, 17(1))
  - Behaviour Intervention Training (Reg.299/10, 3(1))

- **Intrusive behaviour intervention**
  - Describe intrusive behaviour interventions and physical restraints, when it would be allowed as well as the reporting and follow-up required. Provide direct support professional with Community Networks of Specialized Care (CNSC Ontario) approved physical restraint training, which addresses preventative measures, warning signs, de-escalation, early intervention, holds, de-briefing and safety. Ensure it enables DSP to respond to emergency situations.
  - Physical Restraint Training (Reg.299/10,17(2))
  - Physical Restraint Training Package/Emergency Situations (Reg.299/10)
QUALITY ASSURANCE MEASURES RELATED TO RESIDENTIAL SERVICES AND SUPPORTS

Content must cover the extra quality assurance standards required for services and supports for intensive support residences and supported group living residences, and what this means for DSPs in terms of delivering services.

- Supporting the well-being of the person
  Describe the policies and procedures and the responsibilities of the direct support professional to support the well-being of the people they support. This includes medical and dental appointments, the provision of information on health and nutrition, rules required for nutritious meals, care of personal property, pets and service animals where needed.

- Ensuring comfort and safety in residences
  Agencies must keep residences safe. Describe the policies and procedures and the responsibilities of the direct support professional to maintain the safety of the people who receive support. This includes ensuring living space that is appropriate, comfortable, clean and safe; furnishing, appliances and equipment are appropriate and kept in working order; water temperature is monitored; exits are clear, and dangerous materials are stored safely.

Recommended Resources

- DS HR Strategy/Workplace Learning: The Topic Outlines and Workplace Learning Development Guide provide more detailed information and resources to support the development of training required by Quality Assurance Measures (QAM). Related Topic Learning Outlines are:
  - Introduction to Developmental Disabilities
  - Rights for People with a Developmental Disability
  - Values and Attitudes
  - Person Directed Planning
  - Sexuality and Relationships
  - Preventing, Recognizing and Responding to Abuse
  - Documentation
  - Fire Safety and Emergency Preparedness
  - Providing Positive (Behaviour) Support
  - Prevention and Intervention in Crisis
  - Medication Administration and Pharmacology
  - Nutrition
  - First Aid and Cardio-Pulmonary Resuscitation
  - Infection Prevention and Control
  - Lifts, Transfers and Back Care
  - Safe Food Handling
  - Workplace Hazardous Material Information Systems

3. Provide orientation and education to the people who receive support on the required elements of QAM.

Recommended Content

Review annually QAM Regulation 299/10 with all people who receive support. Ensure the information is completed in a language and manner, and with a level of support that is appropriate to the capacity of the person. Describe the role of the direct support professional in providing orientation and education required under QAM to people with a developmental disability. Discuss ways to provide information so it is understood to ensure people who receive support are giving informed consent when providing the required sign off. The areas requiring specific education for people who receive support are:

- Promotion of social inclusion, individual choice, independence and rights
  Provide an orientation on the agency’s mission, service principles, statement of rights, policies and procedures.
  - Mission Statement Service Principles Statement of Rights (Reg. 299/10, 4(2))
  - Orientation and Initial Training, Individual Needs (Reg 299/10(1) (1))

- Preventing and reporting abuse
  Discuss how the agency or DSP will explain policies and procedures and education related to abuse in a manner that is appropriate and understood by the people who receive support. Content must increase their awareness and recognition of abuse (physical, sexual, emotional, neglect and financial), and their understanding of rights, safety practices and how to tell and/or report abuse.
  - Abuse Education/Refresher (Reg. 299/10,8(2))

Recommended Resources

- Developmental Service (DS) Compliance Inspection: Indicator List (January 2015).
- Assessment of Clean and Safe Condition in the Residence (Reg. 299/10, 26 (1) (a)).
  [http://www.qamtraining.net/files_english.html](http://www.qamtraining.net/files_english.html)
Additional Resources
- Developmental Services Compliance Checklist Report.

Related Legislation/Regulations
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008
  http://www.ontario.ca/laws/statute/08s14
  http://www.ontario.ca/laws/regulation/101299
- Accessibility for Ontarians with Disabilities Act, 2005
  http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_05s11_e.htm
- Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. F.31
  https://www.ontario.ca/laws/statute/90/31

Agency Policies and Procedures
The specific agency policies and procedures required are outlined in Quality Assurance Measures, Regulation 299/10.

Learner Assessment
Learners will be assessed through discussion, short tests and self-assessment. The following table outlines which assessment method and Topic Learning Outcome being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment using multiple choice tests provided</td>
<td>Identify the importance of Quality Assurance Measures (QAM) (TLO 1)</td>
</tr>
<tr>
<td>by online Quality Assurance Measures Training.</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Instructor assessment based on participation.</td>
<td>Identify the importance of Quality Assurance Measures (QAM) (TLO 1)</td>
</tr>
<tr>
<td>Short test accompanying the agency Policies and</td>
<td>Describe and discuss the elements of QAM in relation to the direct support professional's role in the</td>
</tr>
<tr>
<td>Procedures for each required area. This document could</td>
<td>service agency (TLO 2)</td>
</tr>
<tr>
<td>include a signature line and date to indicate the DSP</td>
<td></td>
</tr>
<tr>
<td>understands the information and responsibilities for</td>
<td></td>
</tr>
<tr>
<td>personnel files.</td>
<td></td>
</tr>
<tr>
<td>Scenarios to practice various approaches to orient</td>
<td>Provide orientation and education to the people who receive support on the required elements of QAM</td>
</tr>
<tr>
<td>and educate people supported. Peer discussion and</td>
<td>(TLO 3)</td>
</tr>
<tr>
<td>self-assessment.</td>
<td></td>
</tr>
<tr>
<td>Supervisory follow-up to create a personal employee</td>
<td>Describe and discuss the elements of QAM in relation to the direct support professional's role in the</td>
</tr>
<tr>
<td>development plan to ensure all additional required</td>
<td>service agency (TLO 2)</td>
</tr>
<tr>
<td>training areas completed.</td>
<td></td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Methods of Instruction
There are several methods that can be used to deliver the topic material. The topic material can be delivered in a hybrid model of self-directed online learning, followed by a face-to-face discussion during orientation, a staff meeting or in a workshop format. Self-directed learning could include watching videos, reading articles and completing a self-assessment quiz. Small group discussions can occur in staff meetings regarding skills and effective ways in which new skills are being used. During regular performance appraisals supervisors can discuss and provide feedback to staff regarding the areas required under the Quality Assurance Measure, and ensure plans are in place for required refresher orientation and training.

Alternatively, the topic material can be delivered in a face-to-face workshop format. The learners can complete the online learning portion and quizzes in advance and bring the results to the workshop.
The workshop would provide a forum for experiential and reflective learning. The content could focus on various approaches to orient and educate people supported on QAM and provide an opportunity for hands-on learning in small groups.

**Recommended Delivery Format**

**Recommended minimum length of delivery**: 6 hours

Additional training required for First Aid/CPR, required specific health needs, abuse, behaviour interventions and physical restraint training.

**Recommended frequency**: Once, then refreshers on topic areas as per the schedule indicated in Quality Assurance Measures (QAM), Regulation 299/10.

**Recommended timing**: During orientation in the first month of employment.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

### Recommended Delivery Format: Quality Assurance Measures

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Quality Assurance Measures (QAM), its role in providing quality support and service</td>
<td>A Guide to the Regulation on Quality Assurance Measures, (MCSS), QAM Intent, QAM Training, Segment 1 and 2</td>
<td>TLO 1</td>
<td>Online videos, Discussion</td>
<td>Multiple choice quiz online</td>
</tr>
<tr>
<td>20%</td>
<td>Elements of QAM in relation to the direct support professional’s role in the service agency.</td>
<td>QAM Training, Segment 3, DS HR Strategy Workplace Learning</td>
<td>TLO 2</td>
<td>Online videos, Discussion</td>
<td>Multiple choice quiz</td>
</tr>
<tr>
<td>20%</td>
<td>Regulations and training concerning behavioural interventions</td>
<td>QAM Training, Segment 4, DS HR Strategy Workplace Learning, Behaviour Support Plan Reference Guide For Adult Developmental Services</td>
<td>TLO 2</td>
<td>Online video Instructor-led lecture and demonstration</td>
<td>Multiple choice quiz Short Quiz on Agency Policy and Procedures Instructor assessment</td>
</tr>
<tr>
<td>10%</td>
<td>Regulations that apply to Residential Programs</td>
<td>QAM Training, Segment 5, DS HR Strategy Workplace Learning, Assessment of Clean and Safe Condition in the Residence</td>
<td>TLO 2</td>
<td>Online video Instructor-led review and discussion</td>
<td>Multiple choice quiz Short Quiz on Agency Policy and Procedures</td>
</tr>
<tr>
<td>20%</td>
<td>Abuse awareness and reporting requirements of the regulations</td>
<td>QAM Training, Segment 7, DS HR Strategy Workplace Learning</td>
<td>TLO 2</td>
<td>Online video Instructor-led review and group discussion</td>
<td>Multiple choice quiz Short Quiz on Agency Policy and Procedures</td>
</tr>
</tbody>
</table>
## Topic Outline:
### Rights for People with a Developmental Disability

### Topic Description
This topic will explore the history and impact of the disability rights movement in Canada on improved social inclusion. The topic provides an overview of the current philosophies guiding best practice in the Developmental Services sector in Ontario. It will ensure that direct support professionals and others provide people with developmental disabilities with access to a full range of opportunities, without discrimination.

### Topic Learning Outcomes
The learner will reliably demonstrate the ability to:
1. Explain the relevant legislation as it pertains to the direct support professional’s role of supporting people with a developmental disability.
2. Educate supported people on how to exercise their rights as full citizens.
3. Articulate ways to ensure the rights of supported people are not ignored or infringed upon.

### Table

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Provide orientation and education to the people who receive support on the required elements of QAM.</td>
<td>QAM Training, Segment 8, DS HR Strategy Workplace Learning</td>
<td>TLO 3</td>
<td>Instructor-led scenarios and group work.</td>
<td>Self-assessment based on peer feedback.</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 69-73.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:
- **Advocating for Others** - By educating people with developmental disabilities on their rights and encouraging them to assert these rights in their daily routines.
- **Initiative** - By encouraging supported persons to exercise their rights in creative and appropriate ways.
- **Fostering Independence in Others** - By encouraging people who receive support to undertake the pursuit of their life goals without regard to potential discrimination.
- **Interpersonal Relations and Respect** - By requiring all persons to treat people with developmental disabilities with complete respect.
- **Collaboration** - Through effective communication, create a positive and enabling environment for people who receive support and to make ethical judgements and decisions related to support services.
- **Resilience** - By clarifying and supporting the rights of supported persons to live their lives as independently as possible, this allows Developmental Support Workers to remain resilient.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the relevant legislation as it pertains to the direct support professional's role of supporting people with a developmental disability.</td>
<td>Fostering Independence in others, Resilience</td>
</tr>
<tr>
<td>2. Educate supported people on how to exercise their rights as full citizens.</td>
<td>Advocating for others, Interpersonal relations and respect, Initiative</td>
</tr>
<tr>
<td>3. Articulate ways to ensure the rights of supported people are not ignored or infringed upon.</td>
<td>Advocating for others, Collaboration, Fostering independence in others, Initiative, Resilience</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

1. **Explain the relevant legislation as it pertains to the direct support professional’s role of supporting people with developmental disabilities.**

**Recommended Content**

Provide an overview of the history of how rights for people with developmental disabilities have evolved. Discuss the protection afforded supported people under the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA). Distinguish between rights and expectation for support from your agency.

**Recommended Resources**
- Ontario Human Rights Commission Website: [http://www.ohrc.on.ca/en](http://www.ohrc.on.ca/en)
- Ontario Human Rights Commission Video (Living Rights Project) – Bringing Disability Groups Together: [https://www.youtube.com/watch?v=OBiMkXwCtpO0&index=24&list=PL58A7CD492CB123E](https://www.youtube.com/watch?v=OBiMkXwCtpO0&index=24&list=PL58A7CD492CB123E)

2. **Educate supported people on how to exercise their rights as full citizens.**

**Recommended Content**

Discuss the unique challenges of supporting rights in the developmental services context, and relate success stories from self-advocate groups working with your agency. Understand the importance of self-determination and advocacy and the ways in which direct support professionals can support that, including encouraging supported people to become advocates for themselves and others.
3. Articulate ways to ensure the rights of supported people are not ignored or infringed upon.

Recommended Content
Discuss best practices in the community and your agency policies and programs that encourage and support social inclusion and the assertion of full rights by supported people. Review success stories from the history of the developmental services movement. If possible, include a presentation (or video) from an active self-advocate to speak about the importance of having rights respected. Use actual scenarios that supported persons have faced and identify resources and approaches which would allow them to be self-advocates.

Recommended Resources
- Developmental Services Ontario Website
  http://www.dsontario.ca/
- Developmental Services – Spotlight on Transformation – Volume 45, December 2014
- Video YouTube of Bernard Corbeille and Willowbrook
  https://www.youtube.com/watch?v=sQvizjylvIQ
- Self-Advocacy “My Life” Workbook
- New Day Self-Advocacy Workbook
  http://communitylivingessex.org/speak-for-yourself
- Local Agency live resources, videos, and/or website – Self Advocates
  As applicable and available locally

Additional Resources
- Community Living Ontario Website – Advocacy
  http://www.communitylivingontario.ca/self-advocates/yoursrights
- New Day Self-Advocacy Group Website
  http://communitylivingessex.org/speak-for-yourself
- Stepping Stones Website – Resources to enhance the lives of individuals with developmental disabilities.
  http://www.steppingstonesres.org/aboutsite/index.htm
- Ontario Human Rights Commission video (Living Rights Project): Building Bridges with ARCH
  https://www.youtube.com/watch?v=4JHyj9DeE0E&index=25&list=PL58A7CD492CB9123E
- Ontario Human Rights Commission Video (Living Rights Project): Giving Justin the Right to Decide
  https://www.youtube.com/watch?v=GT6tNQyR8&index=PL58A7CD492CB9123E&index=28

Related Legislation/Regulations
- Ontarians with Disabilities Act, S.O. 2001
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, S.O. 2008
  http://www.search.e-laws.gov.on.ca/en/lawsquery/0a9b035a-7146-4d91-92f1-0059286d4842/2/doc/?search=browseStatutes&context=#hit1

Agency Policies and Procedures
Agency policies can be included here. Suggested relevant policies include:
- Self-advocacy
- Charter Rights and Human Rights
- Expectation for service by people who are supported
### Learner Assessment

Learners will be assessed through their answers to the practical exercise scenarios. The following table outlines each assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of info on legislation and basic rights with discussion (in class) or Q&amp;A online, Instructor assessment based on participation and/or feedback.</td>
<td>Explain the relevant legislation as it pertains to the direct support professional’s role of supporting people with developmental disabilities (TLO 1)</td>
</tr>
<tr>
<td>Short case studies to explain the rights protected under legislation. Answers assessed by class instructor or through online feedback.</td>
<td>Explain the relevant legislation as it pertains to the direct support professional’s role of supporting people with a developmental disability (TLO 1)</td>
</tr>
<tr>
<td>Live presentation (or video) by a self-advocate followed by discussion and/or questions to the speaker. (If the topic is being delivered online, this can be incorporated into online component. If topic is being delivered in person, this can be done separately soon after learning, as part of a regular staff meeting, or as part of the learning program itself).</td>
<td>Educate supported people on how to exercise their rights as full citizens (TLO 2) Articulate ways to ensure the rights of supported people are not ignored or infringed upon (TLO 3)</td>
</tr>
<tr>
<td>Practical exercises where the learners resolve challenging scenarios that people with developmental disabilities face. Discussion should center on ways people would assert their rights.</td>
<td>Explain the relevant legislation as it pertains to the direct support professional’s role of supporting people with a developmental disability (TLO 1) Educate supported people on how to exercise their rights as full citizens (TLO 2) Articulate ways to ensure the rights of supported people are not ignored or infringed upon (TLO 3)</td>
</tr>
</tbody>
</table>

### Methods of Instruction

This topic can be delivered as classroom learning, or in an online format. The lecture/information portion can be delivered to any sized group, or could also be delivered in an online podcast, or by a website using PowerPoint slides, or by video conference format. A presentation by an advocate could be included live in a classroom setting, be done as part of a regular staff meeting, recorded and delivered online. As well, a prepared video of a self-advocate can be substituted for a live presentation.

Practical scenarios provide an opportunity to apply the topic concepts in a realistic setting, similar to the decisions faced by a supported person on a regular basis. This approach will ensure the learner has grasped all applicable material. As well, learners can prepare a “reflection” document to highlight how the topic training and presentation by a self-advocate has changed his/her perspective on the issue of rights for those with developmental disabilities.

### Recommended Delivery Format

- **Recommended minimum length of delivery:** 3 hours
- **Recommended frequency:** Once
- **Recommended timing:** Include within first year (best delivered with Person Centred Planning).

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Ensuring Supported People’s Rights

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Meaning of Canadian Charter of Rights and Freedoms</td>
<td>Canadian Charter of Rights and Freedoms</td>
<td>TLO 1</td>
<td>Instructor-led lecture using a Q&amp;A format with class participation or online webinar</td>
<td>Assessment based on participant feedback or correct answers to online questions</td>
</tr>
<tr>
<td>10%</td>
<td>Prohibited Grounds under Ontario Human Rights Code; Social areas covered</td>
<td>Guide to Your Rights and Responsibilities under the Human Rights Code</td>
<td>TLO 1</td>
<td>Instructor-led lecture using a Q&amp;A format with class participation or online webinar</td>
<td>Assessment based on participant feedback or correct answers to online questions</td>
</tr>
<tr>
<td>10%</td>
<td>History of Disability Rights in Canada</td>
<td>Brining Disability Groups Together</td>
<td>TLO 1</td>
<td>Instructor-led lecture using a Q&amp;A format with class participation or online webinar</td>
<td>Assessment based on participant feedback or correct answers to online questions</td>
</tr>
<tr>
<td>20%</td>
<td>Case Studies to Understand the Code and Charter</td>
<td>Teaching Human Rights in Ontario - A Guide for Ontario Schools</td>
<td>TLO 1</td>
<td>Instructor-led exercises with Q&amp;A; Online submit answers for review</td>
<td>Instructor assessment based on participant feedback</td>
</tr>
<tr>
<td>20%</td>
<td>Presentation by a self-advocate on how to best exercise rights; effective ways to support persons with developmental disabilities</td>
<td>Local agency supported person self-advocate; videotaped interview of an advocate</td>
<td>TLO 2,3</td>
<td>Watch presentation/video and then discussion and Q&amp;A</td>
<td>Instructor observation and feedback</td>
</tr>
<tr>
<td>25%</td>
<td>Scenarios of situations faced by supported persons</td>
<td>Supported persons at agency; Instructor created cases</td>
<td>TLO 2,3</td>
<td>Discussion with supported persons</td>
<td>Learner is able to identify options and resources for supported person in given situation</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 81-82.

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### TOPIC OUTLINE: Values and Attitudes

**Topic Description**

This topic will provide direct support professionals with an introduction to the principles of an organization’s current mission, core values, vision, and philosophy on service delivery. Content will include a summary history of the developmental services field, an overview of the organization’s history, governance, infrastructure, and funding sources. In addition, direct support professionals will be able to identify their role within the organization and how they contribute to its mission for supporting people with a developmental disability to live a meaningful quality of life.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Describe the history of the developmental services field, of the organization, and explain its current mission, core values, vision, and service delivery philosophy.
2. Outline the organizational infrastructure including governance, funding sources and the scope of its services.
3. Identify how a direct support professional contributes to the organization’s mission of supporting people with a developmental disability to realize their potential and choices within inclusive communities.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Collaboration** – By communicating to create alignment and achieve shared outcomes within one’s team of the people who receive support, co-workers, and supervisors as well as with the broader organization.
- **Initiative** – By proactively contributing to one’s team and organization to create value in the future.
- **Interpersonal Relations and Respect** – By listening and paying close attention to others in a respectful, dignified and sensitive manner. By continually seeking to understand and respect everyone’s perspectives and motivations with a goal of enriching the lives of the people who receive support, your co-workers, and the organization as a whole.
- **Fostering Independence in Others** – By sharing responsibility with others to foster a deep sense of commitment and ownership.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the history of the developmental services field, of the organization, and explain its current mission, core values, vision, and service delivery philosophy.</td>
<td>Collaboration</td>
</tr>
<tr>
<td>2. Outline the organizational infrastructure including governance, funding sources and the scope of its services.</td>
<td>Collaboration</td>
</tr>
<tr>
<td>3. Identify how a direct support professional contributes to the organization’s mission of supporting people with a developmental disability to realize their potential and choices within inclusive communities.</td>
<td>Collaboration</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. **Describe the history of the developmental services field, of the organization, and explain its current mission, core values, vision, and service delivery philosophy.**

**Recommended Content**

Direct support professionals benefit from understanding and embracing their organization’s identity, values, and vision; who we are, what do we value, and where we’re going. Review the history of the developmental disabilities field and why it’s still important today. Explain how the organization grew out of this history. If possible, provide some of the organizations past challenges and victories to convey the notion of growth. Clearly link how the organization has evolved to conceptualize the mission, which in-turn shaped the values and vision. Discuss the ways in which the organization’s mission, values, and vision are actioned in day-to-day service delivery and plans for the future.

**Recommended Resources**

- Ontario Developmental Services Agencies: Links to all of the services in Ontario with descriptions of their history, mission, values, and vision. [http://www.ontariodevelopmentalservices.ca/developmental-service-agencies](http://www.ontariodevelopmentalservices.ca/developmental-service-agencies)
2. Outline the organizational infrastructure including governance, funding sources and the scope of its services.

Recommended Content

Describe the organizational structure. Explain how the organization is funded and some of the challenges and opportunities. Discuss the breadth of its services. For example the number of people served, services and supports offered, and success stories. Prepare an ‘elevator’ speech capturing the essence of the mission, why the organization exists, and services offered.

Recommended Resources

- A video describing Cherish Integrated Services for Persons with Developmental Disabilities. https://www.youtube.com/watch?v=d5PhtUoCIwRw

3. Identify how direct support professionals contribute to an organization’s mission of supporting people with a developmental disability to realize their potential and choices within inclusive communities.

Recommended Content

Direct support professionals must work in a manner that recognizes, reflects, and affirms their organizations’ mission and values. To do this, direct support professionals must actively demonstrate the value of supporting people to make choices and achieve their potential.

Provide an overview of what it means to be a direct support professional. Describe the balancing act of experiencing benefit and the potential for burnout. Emphasize the importance of moving beyond the notion of “caregiving” by focusing on values, “learning with” principles, accepting attitudes, and creating an inclusive community in their diverse work environments. Outline how they contribute to the organization’s strategic plan by supporting people with a developmental disability to live a more inclusive life.

Additional Resources


Recommended Resources

- Being a developmental support worker is assisting people to overcome barriers and to achieve goals and dreams by empowering people to live the life they want. http://www.ontariodevelopmentalservices.ca/video/giving-receiving-in-developmentalservices-careers
- Being a developmental support worker becomes “who you are”. http://www.ontariodevelopmentalservices.ca/video/developmental-services-careers
- Being a developmental support worker is about learning with and from people with developmental disabilities. http://www.ontariodevelopmentalservices.ca/video/developmental-services-career-opportunity
- Listen to How People Want to be Supported http://selfadvocacyonline.org/stories/
- "What is a learning organization?" https://www.youtube.com/watch?v=iZxtw1D0eg
**Related Legislation/Regulations**
- Services and Supports to Promote Social Inclusion of Persons with Developmental Disabilities Act, 2008
- Orientation and Initial Training on Policy and Procedures (Reg. 299/10, 13)
- Mission Statement Service Principles Statement of Rights (Reg. 299/10, 4 (2))

**Agency Policies and Procedures**
Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:
- Codes of Conduct
- Promotion of social inclusion
- Human resource practices
- Safe environments

**Learner Assessment**
Learners will be assessed through class discussion, a test and practical demonstrations. Supervisory follow-up will be needed to assess the consistent use of the organizational values on the job. The written test will include ten short answer questions and will be reviewed and self-marked during the training or at a staff meeting.

The following table outlines each assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor observation with feedback on group discussion</td>
<td>Describe the history of the developmental services field, of the organization, and explain its current mission, core values, vision, and service delivery philosophy (TLO 1) Outline the organizational infrastructure including governance, funding sources, and the scope of its services (TLO 2)</td>
</tr>
<tr>
<td>Written short-answer test</td>
<td>Identify how a direct support professional contributes to the organization’s mission of supporting people with a developmental disability to realize their potential and choices within inclusive communities (TLO 3)</td>
</tr>
<tr>
<td>Self-assessment to align with the organizational values</td>
<td></td>
</tr>
<tr>
<td>Supervisory follow-up</td>
<td></td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

**Methods of Instruction**
The recommended method of instruction for this topic is through face-to-face discussion. The face-to-face discussion can be delivered to any size group in a classroom format, staff meeting or via video conference.

A small group format is strongly recommended. Small group discussions can determine how well learners are internalizing information. Learners act as a resource for one another and develop valuable interpersonal skills that can be transferred to the workplace.

Smaller groups are needed for instructor observation of the learners as they discuss the practicalities of demonstrating organizational values. Alternatively, more experienced learners could act as facilitators for newer direct support professionals. If the topic content is delivered in an online or video-conference format, arrangements will need to be made to demonstrate and assess the practical components at the learner’s workplace after the topic is completed.
## Recommended Delivery Format

**Recommended minimum length of delivery:** 2 hours.

**Recommended frequency:** Annually.

**Recommended timing:** As part of on-boarding and annually.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

### Recommended Delivery Format: Values and Attitudes

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>History of developmental services and organization. Organization’s mission, values and vision and how they are actualized day-to-day.</td>
<td>From institution to community living; Ontario’s DS Transformation; Relevant Developmental Services Ontario (e.g. Hamilton – Niagara). Organization’s website describing history, mission, values, and vision. Adapt examples from Getting a Life to reflect your organization</td>
<td>TLO 1</td>
<td>Instructor-led lecture / video using a discussion format, with group participation</td>
<td>Instructor assessment based on participant feedback</td>
</tr>
<tr>
<td>30%</td>
<td>Organizational structure, services, funding sources, and various roles.</td>
<td>Examples of materials from your organization: Organization Chart; PowerPoint; video;</td>
<td>TLO 2</td>
<td>Instructor-led lecture/ video using a discussion format, with group participation</td>
<td>Instructor assessment based on participant feedback</td>
</tr>
<tr>
<td>40%</td>
<td>Role description and how it relates to the organization’s mission, values, and vision. How to contribute to the organization’s strategic plan by supporting people to live a more inclusive life.</td>
<td>Videos from Ontario Developmental Services; It’s how you look at your work that makes the difference; Your Organization’s Strategic Plan; Strategies for Implementing Consumer Directed services; Getting a Life Listen to How People Want to be Supported</td>
<td>TLO 3</td>
<td>Instructor-led lecture using a discussion format, with group participation</td>
<td>Written short-answer test Self-assessment to align with the organizational values Supervisory follow-up</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 89-91.
TOPIC OUTLINE:
Augmentative and Alternative Communication

Topic Description
The content will introduce direct support professionals to augmentative and alternative communication (AAC) as a fundamental right for people with a developmental disability. Augmentative and alternative communication applications are designed to facilitate people's communication. AAC is used to supplement or replace spoken or written language so that people can be more effectively understood and enhance their own understanding of what is communicated. Direct support professionals will learn how augmentative and alternative communication tools empower people with a developmental disability to communicate their choices, thoughts, and feelings. Most importantly, they will experience how augmentative and alternative communication is a useful tool in preventing and addressing behavioral challenges, and how it provides opportunities to communicate and interact more effectively with the people they support.

Topic Learning Outcomes
The learner will reliably demonstrate the ability to:

1. Recognize the importance of augmentative and alternative communication (AAC) and how it relates to the fundamental rights of people with a developmental disability.
2. Describe and differentiate between unaided and aided augmentative and alternative communication (AAC) and the different types of applications for empowering people with a developmental disability to effectively communicate their choices, thoughts, and feelings, and to understand others.
3. Demonstrate how to use various augmentative and alternative communication (AAC) strategies including American Sign Language (ASL) or Signed English, Picture Communication Symbols™ and Picture Exchange Communication System™, and portable devices that convey messages using pictures and voice output options (e.g., Apple iDevices and other AAC devices).
4. Articulate how to support people with a developmental disability to apply augmentative and alternative communication (AAC) tools and strategies in common daily activities and in the community.

**DS HR Strategy Core Competencies**

Successful learners will demonstrate each competency as follows:

- **Advocating for Others** – By recognizing the importance of alternative and augmentative communication (AAC) tools, and by understanding how these tools empower individuals to functionally communicate their choices, thoughts and feelings to others. By recognizing and acknowledging that AAC strategies provide individuals with a voice and choice that will reduce/prevent behaviour difficulties, and by providing the necessary support to augment functional communication through either ASL, visual strategies or other augmentative communication devices.
- **Fostering Independence in Others** – By recognizing and acknowledging that everyone has the right to have functional communication and the necessary tools or supports to do so; by encouraging and supporting functional communication through the use of various communication strategies, and by providing feedback or support when a communication strategy is not helpful in common daily activities.
- **Creative Problem Solving and Decision Making** – By collaboratively making decisions regarding the development of communication strategies that will be effective based on communication needs and abilities, by applying communication strategies in common daily activities of people with a developmental disability, and by revising strategies when a communication difficulty arises.
- **Interpersonal Relations and Respect** – By displaying cooperation, sensitivity and respect for the communication abilities of another person; by recognizing that AAC strategies provide individuals with a voice and choice that will reduce/prevent behaviour difficulties, and by providing the necessary support to augment functional communication through either ASL, visual strategies or other augmentative communication devices.

**Learning Outcomes and Related Core Competencies**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Recognize the importance of augmentative and alternative communication (AAC) and how it relates to the fundamental rights of people with a developmental disability. | - Advocating for Others  
- Fostering Independence in Others |
| 2. Describe and differentiate between unaided and aided augmentative and alternative communication (AAC) and the different types of applications for empowering people with a developmental disability to effectively communicate their choices, thoughts and feelings, and to understand others. | - Advocating for Others  
- Fostering Independence in Others |

**LEARNING OUTCOMES** | **RELATED CORE COMPETENCIES**
---|---
3. Demonstrate how to use various augmentative and alternative communication (AAC) strategies including American Sign Language (ASL) or Signed English, Picture Communication Symbols™ and Picture Exchange Communication System™, and portable devices that convey messages using pictures and voice output options (e.g., Apple iDevices and other AAC devices). | - Interpersonal Relations and Respect  
- Fostering Independence in Others  
- Creative Problem Solving and Decision Making |
4. Articulate how to support people with a developmental disability to apply augmentative and alternative communication (AAC) tools and strategies in common daily activities and in the community. | - Advocating for Others  
- Interpersonal Relations and Respect  
- Fostering Independence in Others  
- Creative Problem Solving and Decision Making |

**Recommended Content and Resources**

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. Recognise the importance of augmentative and alternative communication (AAC) and how it relates to the fundamental rights of people with a developmental disability.

**Recommended Content**

Provide an overview of the policies regarding communication as a fundamental human right for people with developmental disabilities. Describe the magnitude of the commitment to people’s right to access effective ways of communicating by including the international, federal, and provincial mandates (see below). Discuss how people’s communication impairments can cause social withdrawal and exclusion, as well as emotional and behavioural difficulties. Emphasize the importance of collaborating with a Speech-Language Pathologist or a Communication Disorder Assistant in the assessment, development, and implementation of AAC programs for people with a developmental disability. Explain why supporting people with a developmental disability to communicate their choices, thoughts and feelings in a functional way, either through signing systems, visuals strategies or other augmentative communication tools is directly related to living a meaningful life.
2. Describe and differentiate between unaided and aided augmentative and alternative communication (AAC) and the different types of applications for empowering people with a developmental disability to effectively communicate their choices, thoughts and feelings, and to understand others.

Recommended Content

- Review how speech develops and how this applies to people who rely on AAC. Explore the various purposes and intents underlying communication, as well as the many forms of communication, for example, hands, bodies, faces, signs, symbols, objects, pictures, and devices. Identify how AAC can both augment and/or provide alternative methods of communication by exploring the different forms of AAC, for example, signing, low-tech and high-tech applications, and how they are used to support functional communication. Discuss the differences between generative communication systems (e.g., sign language) and communication systems that are not generative (e.g., Picture Exchange Communication Systems, PECS™).

Recommended Resources

- Communication Rights by Communication Disabilities Access Canada: Website & video. [https://www.youtube.com/watch?v=filw&v=Y4QcYF-A4A]
- John’s New Voice. [https://www.youtube.com/watch?v=0fJ3b-YLCgw&feature=youtu.be]
- My Defining Moment_ Carly Fleischmann. [https://www.youtube.com/watch?v=cWsHysA6Dwo]

3. Demonstrate how to use various augmentative and alternative communication (AAC) strategies including American Sign Language (ASL) or Signed English, Picture Communication Symbols™ and Picture Exchange Communication System™, and portable devices that convey messages using pictures and voice output options (e.g., Apple iDevices and other AAC devices).

Recommended Content

- Identify various strategies to improve functional communication. Review and encourage practising at least 10 common ASL or Signed English signs. Review how to use augmented AAC strategies. Review common visual support strategies that promote understanding including First-Then board, schedules, choice boards, social scripts using Picture Communication Symbols™ and Picture Exchange Communication System™. Demonstrate how language is generated on AAC systems during communication. Encourage participants to practice AAC strategies using ASL, pictures and/or voice output options on a portable device (e.g., Apple iDevices, tablets or AAC devices).
Articulate how to support people with a developmental disability to apply augmentative and alternative communication tools and strategies in common daily activities and in the community.

**Recommended Resources**


**Recommended Content**

Explore "how" AAC tools might provide voice and choice for a person with a developmental disability in daily activities and in the community. Identify ways to create an accepting environment for AAC use. Using one (or more) of the AAC tools (e.g., visual communication resources), select, and apply a communication strategy based on the interests and abilities of a person who is currently receiving support. Discuss how AAC is used when people who receive support are struggling with challenging behaviour or when they are experiencing bullying or abuse.
### Additional Resources
- Augmentative and Alternative Communication (AAC): Evidence-based Principles and Practice. [https://www.youtube.com/watch?v=KGTZbGF2OD4](https://www.youtube.com/watch?v=KGTZbGF2OD4)
- Accessibility Includes Communication Access Resources By Communication Disabilities Access Canada. (Website with Links to Check Out). [http://www.communication-access.org/resources/](http://www.communication-access.org/resources/)
- Signing Savvy Your Sign Language Resource. [https://www.signingsavvy.com](https://www.signingsavvy.com)
- Books Beyond Words Bookshop By Beyond Words: Empowering People through Pictures. [http://www.booksbeyonwords.co.uk/bookshop](http://www.booksbeyonwords.co.uk/bookshop)
- Related Legislation/Regulations
  - Accessibility for Ontarians with Disabilities Act (AODA), 2005. [http://www.e-laws.gov.on.ca/html/statutes/english/laws_05s1t_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/laws_05s1t_e.htm)

### Learner Assessment
Learners will be assessed through a short test, instructor observation and regular verbal/written feedback. The test will be multiple-choice and will include ten questions that will be reviewed and self-marked. Supervisors can provide regular verbal feedback, as well as, written feedback as part of the annual Performance Appraisal.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice written test.</td>
<td>Recognize the importance of augmentative and alternative communication (AAC) and how it relates to the fundamental rights of people with a developmental disability (TLO 1)</td>
</tr>
<tr>
<td></td>
<td>Describe and differentiate between unaided and aided augmentative and alternative communication (AAC) and the different types of applications for empowering people with developmental disability to effectively communicate their choices, thoughts and feelings and to understand others (TLO 2)</td>
</tr>
</tbody>
</table>

Instructor’s observations of learners as they practice using various AAC communication strategies and responses to the Q & A debrief. Demonstrate how to use various augmentative and alternative communication (AAC) strategies including American Sign Language (ASL) or Signed English, Picture Communication Symbols™ and Picture Exchange Communication System™, and portable devices that convey messages using pictures and voice output options (e.g., Apple iDevices and other AAC devices) (TLO 3)
Assessment Method | Topic Learning Outcomes (TLOs) Assessed
--- | ---
Instructor assessment is based on learners’ participation in discussion and observations of small groups’ selecting and applying a strategy for supporting someone using AAC. | Articulate how to support people with a developmental disability to apply augmentative and alternative communication (AAC) tools and strategies in common daily activities and in the community (TLO 4)

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

**Methods of Instruction**

There are several ways that the course material can be delivered. Material can be delivered as a face-to-face learning opportunity or a self-paced learning opportunity or as a hybrid model online followed by face-to-face discussion during a staff meeting. A lecture-discussion format (supported by PowerPoint and/or videos) could also be delivered as part of a regular staff meeting.

Case studies provide practical examples of the people who receive support and can be used as a springboard to build knowledge and develop critical and creative thinking skills. Small and large group discussions can determine how well learners are internalizing information. Learners may act as learning resources for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace. Smaller groups are needed for instructor observation of the learners as they conduct the practical role play exercises therefore, a small group format is strongly recommended.

If the topic is being presented in a self-directed study format with a case study, the assessor could use multiple choice tests and/or a Q&A approach to review the learner’s recommended approach to the given scenario. This will ensure the learner is grasping the supporting information, as well as the practical application.

**Recommended Delivery Format**

Recommended minimum length of delivery: 6 hours

Recommended frequency: annually

Recommended timing: during the first year of employment and annually afterwards as a refresher.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

**Recommended Delivery Format - Augmentative and Alternative Communication**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 %</td>
<td>AAC is human “right”: provincially, federally, and internationally. SLP’s are integral to ensuring AAC is a form of accessibility. Without functional communication people are socially and emotionally constrained. AAC is foundational to a meaningful life.</td>
<td>Communication Access for People who have Communication Disabilities; Communication Rights; United Nations Enable; Accessibility includes Communication; Making Contact; My Defining Moment; John’s New Voice</td>
<td>TLO 1</td>
<td>Instructor-led lecture using online articles and videos and Q&amp;A format</td>
<td>Multiple choice written test</td>
</tr>
<tr>
<td>20%</td>
<td>How speech develops with AAC; Purposes and intents of communication; Types of AAC and impact on communication, for example, generative vs. non-generative</td>
<td>Vocabulary of for AAC Users; Total Communication using the Communication Chain; Total Communication and Assistive Communication Devices; What is AAC; Augmentative and Alternative Communication; Ask an Autistic; Dynamic Display Devices; Basic American Sign Language</td>
<td>TLO 2, 3, 4</td>
<td>Instructor-led and/or individual work</td>
<td>Multiple choice written test</td>
</tr>
</tbody>
</table>

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**Assessment Methods**

Instructor-led lecture using online articles and videos and Q&A format

Small and large group discussions

Multiple choice written test
### TOPIC OUTLINE:

#### Community Development and Relationships

**Topic Description**

Direct support professionals have a critical role to play in connecting people with developmental disabilities to their community. Connections can be made with friends, community groups and activities, education and employment. People who receive support will feel increased levels of inclusion as new connections are made that support them to pursue their interests so they can participate more fully in community life. Direct support professionals will develop engagement skills and learn how to shift their role from direct caregiving to helping make connections to enhance the quality of life for people who receive support.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Describe ways to approach community members and organizations so that people with developmental disabilities participate more fully in their communities;
2. Engage a variety of community members and organizations in order to provide an inclusive environment for people with developmental disabilities that aligns with their interests and needs;
3. Practice effective advocacy for people who receive support to ensure that they are included as full citizens in their community.

---

#### Module:

**Module Overview**

- **Developmental Disabilities**
  - Supporting Inclusion
  - Wellness
  - Strategies for Success
  - Health and Safety
  - Professional Development

**Module Objectives**

- Explore the impact of developmental disabilities on individuals and their families.
- Understand the importance of supporting inclusion in various settings.
- Identify strategies to enhance well-being and improve health outcomes for people with developmental disabilities.
- Develop skills in identifying and implementing effective strategies for success in various areas.
- Cultivate awareness and knowledge of health and safety best practices for individuals with developmental disabilities.
- Enhance professional development through continuous learning and self-reflection.
**DS HR Strategy Core Competencies**

Successful learners will demonstrate each competency as follows:

- **Interpersonal relations and respect** - By working with community members and organizations in a positive way.
- **Collaboration** - Through providing an inclusive environment by working with others in the community.
- **Fostering Independence in others** - By providing individuals with opportunities to become independent while participating in community activities.
- **Initiative** - By forming new partnerships and networking with others who can support the individual.
- **Advocating for others** - Through approaching others to achieve an inclusive environment for people with a developmental disability.
- **Creative problem solving and decision making** - By working with people with a developmental disability to identify the best place for them to be involved in their community.

**Recommended Content and Resources**

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. **Describe ways to approach community members and organizations so that people with developmental disabilities participate more fully in their communities.**

**Recommended Content**

Direct support professionals find creative ways to identify community assets and then link people with developmental disabilities to these assets. This approach begins with identifying what the individual cares about, and then linking them to the appropriate people, resources and activities. These connections are reflected in planning for people who receive support. The plan is developed by the direct support professional.

Include real life examples of individuals who have been impacted by this community-based asset approach and the positive outcomes this approach has had on their lives.

**Recommended Resources**

- ABCD in Action – DVD.
- The Interdependence Network.
- Getting to Community: Supporting People with Developmental Disabilities in their Pursuit of the Good Life (Susan Stanfield, 2012)

**Individual Stories**

- Corey’s Storey (Video - Ministry of Community and Social Services).
- The Guitar (Barb Italiano, 2007).
- A Place Called Home - A Story about Life Untangling (Alison C. Ouellette).
- Stella Young Ted Talk
  [https://www.ted.com](https://www.ted.com)
2. Engage a variety of community members and organizations in order to provide an inclusive environment for a person with developmental disabilities that aligns with their interests and needs.

**Recommended Content**

This section emphasizes the value of connecting individuals with disabilities to natural supports, based on common interests and needs, so that they are more included in their community. Describe ways to increase the number of relevant community members and organizations to better connect individuals with disabilities so they can fulfill their interests.

Different models will be discussed including social capital, circles of support, networks of support, formal support and informal supports.

**Recommended Resources**

- John Moirnight Podcast series
- Friendship It’s About Time – (Marsha Forest, Jack Pearpoint) DVD.
- 150 Things you can do to Build Social Capital.
  [http://www.bettertogether.org/150ways.htm](http://www.bettertogether.org/150ways.htm)

3. Practice effective advocacy for people who receive support to ensure that they are included as full citizens in their community.

**Recommended Content**

Review how the direct support professional can develop strategies to overcome resistance to inclusion that continues to exist in some places in the community.

Discuss the fact that there is more work to be done to promote inclusion as valuable to communities throughout Ontario. Information about Advocates and Provincial groups who advocate for change in Ontario will be included.

**Recommended Resources**

- Creating What I Know About Community (Judith Snow).
- My Life, My Choice – DVD.
- Planned Lifetime Advocacy Network.
  [http://plan.ca/](http://plan.ca/)
- Family Alliance Ontario
  [https://www.facebook.com/Family-Alliance-Ontario-533347673385978/](https://www.facebook.com/Family-Alliance-Ontario-533347673385978/)
- Individualized Funding Network of Ontario.
  [http://blog.individualizedfunding.ca/about/](http://blog.individualizedfunding.ca/about/)

**Additional Resources**

- Helen Anderson and Associates
- People First Ontario

**Related Legislation/Regulations**


**Agency Policies and Procedures**

Specific Agency policies and procedures that relate to the topic are to be included here.

Suggested relevant policies include:

- Promoting social inclusion, individual choice, independence and rights
- Individual support plans
Learner Assessment

Learners will be assessed through on-the-job application of the skills learned after reading the material and watching the videos. A short two page report following review of the materials, a quiz about advocacy methods and groups, as well as practical demonstration of the ability to secure connections is recommended.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read materials and watch videos; write a short 2-page report on learning, as applied to an individual that they support.</td>
<td>Describe ways to identify how the individual with disabilities wishes to connect to the community and approach community members and organizations to make this connection (TLO 1)</td>
</tr>
<tr>
<td>Implement plans for a person to pursue their interests by connecting them to a community event or group.</td>
<td>Engage a variety of community members and organizations in order to provide an inclusive environment for individuals with disabilities (TLO 2)</td>
</tr>
<tr>
<td>A short self-marked 10 question quiz about effective advocacy methods and advocacy groups in Ontario.</td>
<td>Practice effective advocacy for individual with disabilities to ensure that they are included as full citizens in their community (TLO 3)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Methods of Instruction

The recommended method of instruction is on-the-job training, which occurs as the direct support professional seeks opportunities in the community to support an individual in pursuing their interests. The individual videos and other course material could be viewed first, so that the learner develops an understanding of the importance of full citizenship and the goal of advocacy. Group discussion or an online course may be developed focusing on creative ways to engage community members and organizations. Staff members from agencies who develop inclusive plans could be invited to share their knowledge and best practice in the group session.

Recommended Delivery Format

Recommended minimum length of delivery: 6 hours

Recommended frequency: Every 5 years

Recommended timing: 1 year after hire

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Community Development and Relationships

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Community Based Asset approach</td>
<td>ABCD in Action - DVD Getting to Community: Supporting People with Developmental Disabilities in their Pursuit of the Good Life; John McKnight Podcast series; The Intereindence Network; New Steps to Better Support People with a Developmental Disability (MCSS); The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008</td>
<td>TLO 1</td>
<td>Individual learning by reading materials and watching videos</td>
<td>Two page report on key learning</td>
</tr>
<tr>
<td>25%</td>
<td>Individual Stories</td>
<td>Corey's Story; The Guitar: A Place Called Home - A Story about Life Unfolding; Stella Young; Ted Talk</td>
<td>TLO 2</td>
<td>Individual learning by watching videos on computer</td>
<td>Two page report includes learning from these videos</td>
</tr>
<tr>
<td>25%</td>
<td>Community-based models for inclusion</td>
<td>Friendship It's About Time; 150 Things you can do to Build Social Capital; Helen Anderson and Associates</td>
<td>TLO 3</td>
<td>Individual learning by reviewing materials</td>
<td>On-the-job demonstration of this skill Securing a community resource which promotes inclusion</td>
</tr>
</tbody>
</table>

**Time | Content | Resources | Learning Outcomes (TLOs) | Methods of Instruction | Assessment**

| 25% | Effective Advocates in the Province and your role in advocacy | Friendship - It's About Time; Creating What I Know About Community; My Life, My Choice; Mother appeals to Premier McGuinty for Son's Safe Future; Planned Lifetime Advocacy Network; Individualized Funding Network of Ontario; Family Alliance Ontario; People First Ontario; Four sight: the disabled community contemplates fate, future and fear; New Steps to Better Support People with a Developmental Disability; The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act | TLO 3 | Individual learning by reviewing materials | 10 question self-marked quiz |

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 111-113.
TOPIC OUTLINE:

Diversity

**Topic Description**
Diversity training is designed to increase cultural awareness, knowledge, and skills for direct support professionals. This topic will increase cultural competence in learners to address barriers within the work environment. A culturally competent work environment holds cultural diversity and equitable services in high regard. Learners will self-assess their strengths and personal biases and explore strategies to build cultural competence.

**Topic Learning Outcomes**
The learner will reliably demonstrate the ability to:
1. Define diversity and cultural competence;
2. Identify personal biases and develop cultural competencies that promote inclusion, tolerance and a healthy work environment;
3. Apply cultural competencies when providing support for people with developmental disabilities.

**DS HR Strategy Core Competencies**
Successful learners will demonstrate each competency as follows:
- **Advocating for Others** - By championing a cause and using direct persuasion to get others to support the cause.
- **Interpersonal Relations and Respect** - By dealing with all people in a respectful, dignified and sensitive manner. By listening and paying close attention to others.
Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define diversity and cultural competence.</td>
<td>Interpersonal Relations and Respect</td>
</tr>
<tr>
<td>2. Identify personal biases and develop cultural competencies that promote inclusion, tolerance and a healthy work environment.</td>
<td>Advocating for others, Interpersonal Relations and Respect</td>
</tr>
<tr>
<td>3. Apply cultural competencies when providing support for people with developmental disabilities.</td>
<td>Advocating for others</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content is required to meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. Define diversity and cultural competence.

**Recommended Content**

Direct support professionals must respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, sexualities, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of people supported, families, and communities while protecting the dignity of each individual. A definition of diversity and cultural competence will be provided. Defined sets of values, principles, behaviours, attitudes, and policies that are expected in the work environment will be reviewed.

**Recommended Resources**


2. Identify personal biases and develop cultural competencies that promote inclusion, tolerance and a healthy work environment.

**Recommended Content**

Discuss the concept of cultural competence and how it is at the heart of diversity management in an organization. Review the elements of a diverse work environment and why cultural competence is an important concept. Discuss personal biases and how biases impact behaviour. Review the benefits of a diverse workforce. Explore biases and prejudices and discuss cultural competence with colleagues to assist direct support professionals in developing cultural competence.

**Recommended Resources**

- Inclusion BC. This is the Story of a Civil Rights Movement. https://www.youtube.com/watch?v=ba_d5Qq7mFg
- Inclusion BC. This is the Story of a Civil Rights Movement. https://www.youtube.com/watch?v=ba_d5Qq7mFg
- Walk a Mile Film Project: http://www.thunderbay.ca/City_Government/News_and_Strategic_Initiatives/Aboriginal_Relations/Walk_A_Mile_Film_Project.htm

---

**Recommended Resources**

- Inclusion BC. This is the Story of a Civil Rights Movement. https://www.youtube.com/watch?v=ba_d5Qq7mFg
- Inclusion BC. This is the Story of a Civil Rights Movement. https://www.youtube.com/watch?v=ba_d5Qq7mFg
- Walk a Mile Film Project: http://www.thunderbay.ca/City_Government/News_and_Strategic_Initiatives/Aboriginal_Relations/Walk_A_Mile_Film_Project.htm
3. Apply cultural competencies when providing support for people with developmental disabilities.

**Recommended Content**

Discuss and demonstrate best practices in diversity and cultural competency. Include agency policies regarding diversity, human rights, and discrimination. Explore prohibitive grounds under the Ontario Human Rights Code and the dangers of workplace harassment. Review civil rights and civil rights violations in relation to people supported, families and co-workers. Being culturally competent enables direct support professionals to work effectively cross-culturally and provide equitable, person-centred care while respecting members of the team.

**Recommended Resources**

- Anti-Oppression Resource and Training Alliance (AORTA). http://aorta.coop/resources
- Resources specific to the region (i.e. First Nations)

**Related Legislation/Regulations**


**Agency Policies and Procedures**

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

- Religious Holidays
- Codes of Conduct
- Workplace Diversity

**Additional Resources**

Learner Assessment

Learners will be assessed through class discussion, a test and practical demonstrations. Supervisory follow-up will be needed to assess the consistent use of cultural competencies on the job. The written test will include fifteen short answer questions. The questions will include situations that learners may encounter during a normal workday. The test will be reviewed and self-marked during the training or at a staff meeting.

The following table outlines each assessment method and the Topic Learning Outcome(s) being assessed:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion</td>
<td>Define diversity and cultural competence (TLO 1)</td>
</tr>
<tr>
<td>Written short-answer test</td>
<td>Identify personal biases and develop cultural competencies that promote inclusion, tolerance and a healthy work environment (TLO 2)</td>
</tr>
<tr>
<td>Self-assessment to identify personal biases</td>
<td></td>
</tr>
<tr>
<td>Written short-answer test</td>
<td>Apply cultural competencies when providing support for people with developmental disabilities (TLO 3)</td>
</tr>
<tr>
<td>Supervisory follow-up</td>
<td></td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Methods of Instruction

The recommended method of instruction for this topic is a self-directed online learning experience to identify biases followed by a face-to-face discussion. The face-to-face discussion can be delivered to any size group in a classroom format, staff meeting or via video conference.

For the practical demonstrations and exercises, a small group format is strongly recommended. Small group discussions can determine how well learners are internalizing information. Learners act as a resource for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace.

Smaller groups are needed for instructor observation of the learners as they conduct the practical demonstrations and exercises. Alternatively, more experienced learners relaying the topic annually could act as observers/group leaders for newer direct support professionals. If the topic content is delivered in an online or video-conference format, arrangements will need to be made to demonstrate and assess the practical components at the learner’s workplace after the topic is completed.
## Recommended Delivery Format: Diversity Training

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>- Definition of diversity and cultural competence</td>
<td>HR Council of Canada; Cook Ross; Wikipedia; Ontario Human Right Commission; Diversity Officer Magazine; Statistics Canada</td>
<td>TLO 1</td>
<td>Self-directed online learning</td>
<td>Class Discussion</td>
</tr>
<tr>
<td></td>
<td>- Elements of a diverse workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Importance of cultural competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45%</td>
<td>- Personal biases</td>
<td>HR Council of Canada; Cultural Diversity Institute; Ministry of Children and Youth Services; Canadian Multiculturalism Act; Canadian Charter of Rights and Freedoms; Inclusion BC; Ontario Public Service Sector; MCSS; Cook Ross; Ontario Human Rights Code</td>
<td>TLO 2, 3</td>
<td>Small group format; demonstrations.</td>
<td>Written short-answer test</td>
</tr>
<tr>
<td></td>
<td>- Values, principles, behaviours, attitudes expected in the workplace</td>
<td></td>
<td></td>
<td></td>
<td>Supervisory follow-up and observation</td>
</tr>
<tr>
<td></td>
<td>- Agency Policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>- Best practices in cultural competency</td>
<td>HR Council of Canada; Ministry of Children and Youth Services; Government of Alberta; AORDA; Canadian Charter of Rights and Freedoms</td>
<td>TLO 2, 3</td>
<td>Small group format; demonstrations.</td>
<td>Written short-answer test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Supervisory follow-up and observation</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 120-122.

## TOPIC OUTLINE:

### Person Directed Planning

**Topic Description**

Content will include a review of the philosophy of planning as an interactive, dynamic, person-focused process that helps bring clarity to decision making and how to best support people with developmental disabilities to achieve their goals in life.

Person Directed Planning is rooted in person-centered planning. The essence of Person Directed Planning is to facilitate and assist people to exercise their rights, express their choices and make decisions to achieve their dreams and goals. Learners will gain knowledge of the planning process and when to re-engage in the process as life experiences or preferences change. They will also gain basic knowledge of the practical tools which are available and the current provincial policies and guidelines, which apply to person-centered planning.

Note: An Individual Support Plan (ISP) is not the same as a Person Directed Plan (PDP): Individual Support Plans should not be reported or counted/considered equivalent to a Person Directed Plan (Person Directed Planning process). The two terms are used to describe different planning processes and should not be confused.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Know the philosophy of Person Directed Planning with people who receive support, the context for its use and the importance for individuals who wish to reach their dreams;
2. Use Person Directed Planning tools as a guide in the process of supporting people with a developmental disability;
3. Recognize the guidelines of Person Directed Planning as found in MCSS Person-Directed Planning and Facilitation Guide.
**DS HR Strategy Core Competencies**

The Core Competency Dictionary can be found in the Learning and Development Guide. Successful learners, after this or equivalent training, will demonstrate each competency as follows:

- **Advocating for Others** - Through the Person Directed Planning process there is advocacy for people with a developmental disability right to self-determination and growth.
- **Fostering Independence in Others** - Through the use of the Person Directed Planning process people who receive support gain independence and self-determination.
- **Interpersonal Relations and Respect** - By facilitating a Person Directed Planning process and showing respect for people who receive support.
- **Initiative** - By initiating a Person Directed Planning process in order to ensure that the best plan is in place to support people with developmental disabilities.

**Learning Outcomes and Related Core Competencies**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know the philosophy of Person Directed Planning with people who receive support, the context for its use, and the importance for individuals who wish to reach their dreams.</td>
<td>Fostering independence in others Interpersonal relations and Respect</td>
</tr>
<tr>
<td>2. Use Person Directed Planning tools as a guide in the process of supporting people with a developmental disability.</td>
<td>Advocating for others</td>
</tr>
<tr>
<td>3. Recognize the guidelines of Person Directed Planning as found in MCSS Person-Directed Planning and Facilitation Guide.</td>
<td>Initiative Advocating for others</td>
</tr>
</tbody>
</table>

**Recommended Content and Resources:**

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, content must meet all legislative requirements.

The Learning and Development Guide provides tools and learning activities to assist with the development of workplace learning.

1. **Know the philosophy of Person Directed Planning with people who receive support, the context for its use and the importance for individuals who wish to reach their dreams.**

   **Recommended Content**

   Provide an overview of the philosophy of Person Directed Planning and the values, principles, beliefs and code of ethics. Review agency vision and mission as it relates to facilitating a planning process that supports people with a developmental disability to achieve their life vision and goals.

   Explain that Person – Directed Planning (PDP) - Is a service defined within Service and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act (2008). Further, PDP is best described as a VOLUNTARY, ongoing process which occurs in different settings and has a broader community focus. The plan is created and directed and belongs to the individual; the process is a value-based undertaking rooted in a philosophy and commitment to the building of inclusive community.

   Clarify that Individual Support Plans (ISPs) are more narrowly focused on details related to service planning for an individual. ISPs are MANDATORY (section 5 (1) of the Quality Assurance Measures - Ontario Reg. 299/10 sets out that agencies SHALL develop an ISP for each individual with a developmental disability who receives services and supports, and s.5 (4) lists the elements required to be included in each plan).

   **Recommended Resources**

   - Ministry of Community and Social Services Person-Directed Planning and Facilitation Guide (November 2013)
     http://blog.individualizedfunding.ca/resources/independent-planning-and-facilitation/
   - Person Centred Planning: Key Features and Approaches (Sanderson, Helen)
     http://www.helenandsersonassociates.co.uk/media/14192/person%20centred%20planning%20key%20features%20and%20approaches.pdf
• Families Leading Planning  
  http://www.familiesleadingplanning.co.uk/  
• Finding a Way Toward Everyday Lives (John O’Brien and Herb Lovett)  
• A Little Book About Person Centred Planning (John O’Brien and Connie Lyle O’Brien)  
  http://www.inclusion.com/bklittlebook.html

2. Use Person Directed Planning tools as a guide in the process of supporting people with a developmental disability.

   **Recommended Content**
   Provide an overview of best practise tools available for Person Directed Planning and the importance of these tools in the workplace or other local independent planning processes. The agency approved process and tools should be included in this section and learners provided the opportunity to become skilled in the tools.

   **Recommended Resources**
   Samples of Person Directed Planning tools:
   Note: Additional in-depth training in the use of PATH, MAPS, Circles of Support and Essential Lifestyle Planning would be required for planning facilitators.
   - Ministry of Community and Social Services Person-Directed Planning and Facilitation Guide (November 2013)  
   - Making Action Plans (MAPs) (John O’Brien, Marsha Forest, Jack Pearpoint, David Hasbarg)  
     http://www.inclusion.com/Files/inccomp2.pdf
   - Planning Alternatives Tomorrows with Hope (PATH) (John O’Brien, Marsha Forest, Jack Pearpoint)  
     http://www.inclusion.com/path.html
   - Essential Lifestyle Planning (ELP) (Michael Smull, Susan Burke-Harrison)  
   - Specific Agency or Independent Facilitator tools (as developed locally)

3. Recognize the guidelines of Person Directed Planning as found in MCSS Person-Directed Planning and Facilitation Guide.

   **Recommended Content**
   Provide information the Ministry of Community and Social Services has developed, which sets out the policy framework and best practices for facilitation and planning with people with developmental disabilities. Understand the importance of safeguards in person-directed planning as well as the difference in accountability frameworks for planning provided the Ministry funded agencies versus independent facilitators. Note: In cases where person-directed planning is delivered by a ministry-funded agency, agencies are accountable to the Ministry through their service contract, the Quality Assurance Measures regulation, and the Policy Directives for Service agencies (for more on accountability see p. 32-33 in MCSS Guide, 2013).

   **Recommended Resources**
   - Service and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act (2008)  
     http://www.e-laws.gov.on.ca/html/statutes/english/etlaws_statutes_OB014_e.htm
   - Ontario Regulation 299.10- Quality Assurance Measures  
   - Ministry of Community and Social Services Person-Directed Planning and Facilitation Guide (November 2013)  

   **Additional Resources**
   - Pathways to Inclusion, 2e- Building a New Story with People and Communities (John Lord, Peggy Hutchinson, Second Edition 2011)  
   - Increasing Person Centered Thinking: Improving the Quality of Person-Centered Planning (Angela Novak Amado, Marijo McBride, Institute on Community Integration UAP, University of Minnesota, 2001)  
   - All My Life’s a Circle Using the Tools: Circles, MAPS & PATHS (M. Falvey, M. Forest, J. Pearpoint and R. Rosenberg, Inclusion Press)  
     http://www.inclusion.com/bkallmylifesacircle.html
Related Legislation/Regulations

- Service and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act (2008)
  
  http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_OBs14_e.htm

- Ontario Regulation 299.10 – Quality Assurance Measures
  

Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

- Promotion of social inclusion
- Individual Support Plans

Learner Assessment

Learners will be assessed through on-the-job application of the skills by participating in a person-centred meeting. The learner’s knowledge of both the legislation and the inclusive strength based approach will be evident by observing their behaviour and reading any written plans that they complete.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor observation of learners engagement in this exercise</td>
<td>Know the philosophy of Person Directed Planning with people who receive support, the context for its use and the importance for individuals who wish to reach their dreams (TLO 1)</td>
</tr>
<tr>
<td>Learner receives feedback from an experienced facilitator about their use of the tools in a planning meeting and records the learning for him or herself.</td>
<td>Use Person Directed Planning tools as a guide in the process of supporting people with a developmental disability (TLO 2)</td>
</tr>
<tr>
<td>Review of a written person directed plan with attention to “strength-based” inclusive features, including a clear action plan for achieving the person’s dreams and goals.</td>
<td></td>
</tr>
</tbody>
</table>

Methods of Instruction

One method of instruction is self-directed learning. Each learner would be required to read resources on-line and make their own notes to ensure they record their new learning.

The learner could meet with other learners and or their supervisor in small groups to discuss the tools used in the agency and the community for Person Directed Planning. Attendance at a Person Directed Planning meeting is a requirement so that the learner can gain first-hand knowledge of the impact of a self-directed approach on an individual and their families, where appropriate.

Another method of instruction could be the engagement of small groups of learners in role-play scenarios. These role-plays would include both a meeting using a person-centred or a person-directed approach and another one using the traditional case management approach. This experiential learning tool would assist the learner to better understand the support that a plan gives to a person who is seen from a strength-based and inclusive lens. A dialogue amongst learners should follow these role-play exercises.

Recommended Delivery Format:

Recommended minimum length of delivery: 3 hours theory and planning meetings as needed.

Recommended frequency: once in depth, and then as a refresher as approaches evolve.

Recommended timing: within the first year of employment, prior to participating in a Person Directed Planning meeting.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
**Recommended Delivery Format: Person Directed Planning**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content Description</th>
<th>Resources</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>Value and philosophy of Person Directed Planning</td>
<td>MCSS Person Directed Planning and Facilitation Guide; Creating a Good Life in Community: A Guide on Person Directed Planning; Person Centred Planning: Key Features and Approaches; Families Leading Planning</td>
<td>Self-directed; web resources and/or books. Possible experiential small group role plays</td>
<td>Self-recorded learning instructor observation of learners engagement in this exercise</td>
</tr>
<tr>
<td>25%</td>
<td>Tools for planning</td>
<td>Making Action Plans (MAPs); Planning Alternatives Tomorrows with Hope (PATH); Essential Lifestyle Planning (ELP); Agency or Independent Facilitator tools; MCSS Person-Directed Planning and Facilitation Guide</td>
<td>Self-directed; web resources and/or books. Mentoring and experiential learning in Planning Meetings</td>
<td>Learner demonstrates correct use of tools. Feedback from others on the written person-centred plan.</td>
</tr>
<tr>
<td>25%</td>
<td>Policy and Legislation</td>
<td>Service and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act (2008); Bill 298.10 - Regulation on Quality Assurance Measures; MCSS Person-Directed Planning and Facilitation Guide; Pathways to Inclusion, 2e: Building a New Story with People and Communities; All My Life's a Circle Using the Tools: Circles, MAPS &amp; PATHS; Increasing Person Centred Thinking: Improving the Quality of Person Directed Planning</td>
<td>Self-directed; web resources</td>
<td>Learner must obtain a pass on Quiz -10 questions</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 129-131.

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**TOPIC OUTLINE: Aging**

**Topic Description**

People with developmental disabilities are living longer for the first time in history. In order to promote successful aging, direct support professionals need to appreciate changes related to aging and how this impacts people with a developmental disability. Learners will explore various topics that are important to building awareness of the aging process; improve support skills to adapt to changing needs, and increase knowledge of age-related community resources. A key theme is the importance of planning and multi-sector problem solving.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Describe how general aging impacts people with a developmental disability, similarities and differences to the general population and key support strategies.
2. Apply a holistic approach to identifying the experiences of aging in people with developmental disabilities and proficiently utilize appropriate screening tools for problems associated with aging in this population.
3. Apply planning principles for aging including accessing multi-sector supports and resources, psychosocial needs of the person receiving support and their family, and end of life planning and care.
**LEARNING OUTCOMES RELATED CORE COMPETENCIES**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe how general aging impacts people with a developmental disability, similarities and differences to the general population and key support strategies.</td>
<td>Advocating for Others, Fostering Independence in Others, Creative Problem Solving and Decision Making</td>
</tr>
<tr>
<td>2. Apply a holistic approach to identifying the experiences of aging in people with developmental disabilities and proficiently utilize screening tools appropriate for this population.</td>
<td>Collaboration, Creative Problem Solving and Decision Making</td>
</tr>
<tr>
<td>3. Apply planning principles for aging including accessing multi-sector supports and resources, psychosocial needs of the person receiving support and their family and end of life planning and care.</td>
<td>Initiative, Resilience, Creative Problem Solving and Decision Making</td>
</tr>
</tbody>
</table>

**Recommended Content and Resources**

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

**1. Describe how general aging impacts people with a developmental disability, similarities and differences to the general population and key support strategies.**

**Recommended Content**

Provide general information on the normal aging process and describe how this might appear in individuals with a developmental disability. Discuss overshadowing and the importance of identifying aging when changes are observed. Outline key differences in aging, health and behaviour issues from the general population that may occur earlier, are more prevalent or present in an atypical fashion. This includes different aging patterns for people with a developmental disability and specific syndromes and neurological conditions. Use of case studies and a facilitator guide is recommended. Please see section on recommended resources for references to case studies.

**Recommended Resources**

- Reena and Alzheimer Society York Region: “Aging with a Developmental Disability” Course with case studies. Contact: The Reena Learning and Development Department
- Primary Care of Adults with Developmental Disabilities: Canadian consensus guidelines [http://www.surreyplace.on.ca/primary-care](http://www.surreyplace.on.ca/primary-care)
- [www.cdicp.com](http://www.cdicp.com)
- NTG (National Task Group) Education and Training Curriculum: The NTG has developed a new multipurpose universal education and training curriculum on dementia and intellectual disability ideally suited for use with enhancing workforce skills in various sectors. [http://aadmd.org/NTG](http://aadmd.org/NTG)
- Health Care Access Research and Developmental Disabilities (HCARD) – Aging Project - Helene Gouletie-Kurtz, PhD, BScN, Department of Public Health Sciences, Queen’s University, Ongwanada; ICES, Lynn Martin, PhD, Department of Health Sciences, Lakehead University. [https://www.porticonetwork.ca/web/hcardd/aging;jsessionid=0798946339fF14809CE95B3C1DBB63F97](https://www.porticonetwork.ca/web/hcardd/aging;jsessionid=0798946339fF14809CE95B3C1DBB63F97)
2. Apply a holistic approach to identifying the experiences of aging in people with developmental disabilities and proficiently utilize appropriate screening tools for problems associated with aging in this population.

Recommended Content

Provide guidelines or promising practices related to supporting aging people with developmental disabilities. These should indicate what to look for in the aging process, what actions to take and the planning required. Highlight the importance of collecting baseline information in domains such as health, behaviour, activities of daily living, cognitive capacity and social/emotional skills. Learn how to complete a standardized tool that measures change over time and how to advocate for the individual utilizing this tool to provide information. An important part of this content includes Alzheimer’s Disease and related dementias. Use of case studies and a facilitator guide is recommended. Please see section on recommended resources for references to case studies.

Recommended Resources

- Reena and Alzheimer Society York Region: “Aging with a Developmental Disability” Course with case studies. Contact: The Reena Learning and Development Department
- U-First Leading dementia education and training program in Ontario, cross-sector training opportunities. www.u-first.ca
- The Rehabilitation Research and Training Center on Developmental Disabilities and Health (RRTCDD). http://www.rrtcdd.org/
- Supporting Derek: Learning Difficulty & Dementia Practice Development Pack https://www.youtube.com/watch?v=O36kOj4Q0KU
3. Apply planning principles for aging, including accessing multi-sector supports and resources, psychosocial needs of the person who receives support and their family, and end of life planning and care.

Recommended Content

Discuss the range and diversity of resources available in the health and seniors sector to support people with a developmental disability who are aging. Outline the importance of acting as a partner to health/senior services who may be unfamiliar with people with a developmental disability. Learn how planning is essential to ensure the individual’s safety and that their needs are met appropriately. This also needs to encompass end of life care, recognizing ethical issues and the supports available to assist and support decision making. Acknowledge and discuss strategies for the emotional impact of these changes on the direct support professional, the individual and their family. Use of case studies and a facilitator guide is recommended. Please see section on recommended resources for references to case studies.

Recommended Resources

- Reena and Alzheimer Society York Region: “Aging with a Developmental Disability” Course with case studies. Contact: The Reena Learning and Development Department
- Ontario Partnership on Aging and Developmental Disabilities (OPADD). www.opadd.on.ca
- ConnectABILITY.ca web-site. http://connectability.ca/category/seniors/
- Hospice and Palliative Care Ontario http://www.hpc.ca/

Note: Different regions in Ontario may have different services. See additional resources below for examples.

Additional Resources

- Community Care Access Centres http://healthcareathome.ca
- The following DS HR Strategy Workplace Learning topic outlines have additional resources relevant to Aging and Developmental Disabilities:
  - Dual Diagnosis (Developmental Disabilities and Mental Health)
  - Medication Administration and Pharmacology
  - Planning with People who Receive Support

Related Legislation/Regulations

- The Excellent Care for All Act, 2010 (ECFAA) http://www.ontario.ca/laws/statute/10e14

Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

- Promotion of social inclusion
- Individual support plans
- Human resource practices
Learner Assessment

Learners will be assessed through a multiple choice quiz, case studies with discussion to reflect the application of learning and a three month online follow up to indicate long term application of learning.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice quiz</td>
<td>Describe how general aging impacts people with a developmental disability, similarities and differences to the general population and key support strategies (TLO 1)</td>
</tr>
<tr>
<td>Case studies with discussion</td>
<td>Apply a holistic approach to identifying the experiences of aging in people with developmental disabilities and proficiently utilize appropriate screening tools for problems associated with aging in this population (TLO 2)</td>
</tr>
<tr>
<td></td>
<td>Apply planning principles for aging including accessing multi-sector supports and resources, psychosocial needs of the person who receives support and their family, and end of life planning and care (TLO 3)</td>
</tr>
<tr>
<td>Three month online follow up questions</td>
<td>Apply planning principles for aging including accessing multi-sector supports and resources, psychosocial needs of the person who receives support and their family and end of life planning and care (TLO 3)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Methods of Instruction

The topic material is best delivered in a face-to-face workshop format. The workshop content would focus on how general aging impacts people with a developmental disability, similarities and differences to the general population, key support strategies, and a discussion about baselines and behavioural changes.

The workshop can include case studies of individuals with developmental disabilities who are having challenges with aging. Different case studies can be discussed in small groups.

Self-directed learning could take place after the face-to-face workshop where participants could watch the recommended content including videos, reading articles and completing a three month follow up assessment exercise.

Another alternative is a self-paced learning opportunity with content available online, followed by face-to-face discussion during a staff meeting. A lecture-discussion format (supported by PowerPoint and/or videos) could also be delivered as part of a regular staff meeting.

Note: As PSWs (Personal Support Workers) are the primary human resource in long term care homes, it would be helpful to include them in this training so that multi-sectors can become familiar with each other.

Recommended Delivery Format

Note: Components of aging should be considered and integrated in other courses and areas of an agency such as medication and seizure courses, and an individual’s annual life plan.

Recommended minimum length of delivery: For a general overview of aging and developmental disability at least 7 hours is recommended.

Recommended frequency: An update or review (could take place in an online format) every 2 – 3 years.

Recommended timing: For staff working with aging individuals, within the first year of being hired. Staff working indirectly with people with a developmental disability who are aging would benefit from the awareness and should attend this course within 2 – 3 years of being hired.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Aging

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 15%   | Overview of Aging                                                       | ConnectABILITY.ca website - Brenda Elias presentation; Health Canada; Ontario Gerontology Association | TLO 1  
Face to face (can also occur on-line), videos                                       | Multiple choice quiz                                                            |
| 25%   | Aging differences for individuals with Developmental Disabilities, implications, preventative measures, actions needed. | ONADD; ConnectABILITY.ca; HCADD - Aging project; IASSIDD - research materials; Primary Care guidelines (Surrey Place web-site) | TLO 1  
Face to face (can also occur on-line), case examples, discussion                      | Multiple choice quiz  
Case Discussion  
3 month follow up to determine how this information has been applied |
| 25%   | Identifying aging in individuals with a developmental disability and learning to use a screening tool to measure change. | National Task Group web-site for guidelines and screening tools; Alzheimer Associations; Seniors Health Knowledge Network | TLO 2  
Face to face (can also occur on-line)                                                | 3 month follow up - could include a completed screening tool evaluated by their Supervisor |
| 20%   | Increase awareness and understanding of multi-sector resources and how to access and work as a partner. | ONADD; CCAC; ConnectABILITY.ca presentations on partnerships; Ministry of Health and Long-Term Care; Ontario Community Support Association | TLO 3  
Certainly benefit if an instructor or participants are from different sectors and from local services and can share information so face to face is recommended. | 3 month follow-up to determine what services have been accessed |

### Time Content Resources Topic Learning Outcomes (TLOs) Methods of Instruction Assessment

<table>
<thead>
<tr>
<th>TLO 1</th>
<th>Social/Emotional needs of the individual, their family and of Direct Support Professionals. Planning for End of Life care.</th>
<th>Hospice and Palliative Care organizations; CCACs; OPADD</th>
<th>Face to face (can also occur on-line), videos</th>
<th>Multiple choice quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Guest presenter from the Palliative Care sector would be excellent, or develop materials with their consultation, on-line is also possible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 month follow up to determine if planning for aging and appropriate actions (if needed) have been identified in the person’s Individual Support Plan.

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 137-140.
**Coping with Loss, Grief, and Bereavement**

**Topic Description**

Content will include an overview of how people with a developmental disability might grieve and how to facilitate their grieving process. Each person with a developmental disability has his or her own life story with experiences of loss. It's possible they may have experienced separation and loss when they left school, moved from their family's home, when people who have supported them have left their jobs or when a personal relationship has ended. In addition to these losses, we all experience a sense of loss when someone close to us is losing abilities due to aging, becomes ill, or dies. Direct support professionals play an important role in providing support to help people with a developmental disability to grieve and cope with these losses, and often do this while coping with their own sense of loss and grief. Learners will explore grief and bereavement, ways to help with coping, how to honour loss by building on each person's strengths, and how to recognize warning signs that may require professional consultation.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Define the circumstances, forms of loss, signs of grief and how people with a developmental disability may feel or react to loss and death.
2. Describe the conceptual and concrete strategies of explaining loss and death so that people with a developmental disability can begin the grieving process.
3. Demonstrate the process for helping people with a developmental disability accept the reality of loss, experience grief and move through and beyond the bereavement process.
4. Identify the warning signs that suggest an individual requires professional assistance with loss and grief.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Advocating for Others** – By ensuring that people with a developmental disability have the opportunity to experience the realities of loss and participate in the necessary rituals associated with grieving a loss.
- **Fostering Independence in Others** – By fostering healthy bereavement through the process of coping with loss through exposures to experiences of loss, and guiding people who receive support in their personal and preferred ways of grieving with loss.
- **Creative Problem Solving/Decision Making** – By sensitively guiding people with a developmental disability through the grieving process with creative supports and rituals that are individualized to the person, the situation and their experiences.
- **Interpersonal Relations and Respect** – By supporting the interdependent process of sharing experiences, memories and relationships. By respecting uniqueness and choice through listening, answering questions, and encouraging repetition of helpful rituals.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Define the circumstances, forms of loss, signs of grief and how people with a developmental disability may feel or react to loss and death. | - Advocating for Others  
- Fostering Independence in Others |
| 2. Describe the conceptual and concrete strategies of explaining loss and death so that people with a developmental disability can begin the grieving process. | - Advocating for Others  
- Fostering Independence in Others  
- Creative problem solving/decision making |
| 3. Demonstrate the process for helping people with a developmental disability accept the reality of loss, experience grief and move through and beyond the bereavement process. | - Fostering Independence in Others  
- Creative problem solving/decision making  
- Interpersonal Relations and Respect |
| 4. Identify the warning signs that suggest an individual requires professional assistance with loss and grief. | - Advocating for Others  
- Interpersonal Relations and Respect |

Recommended Content and Resources

**LEARNING OUTCOMES RELATED CORE COMPETENCIES**

1. **Define the circumstances, forms of loss, signs of grief and how people with a developmental disability may feel or react to loss and death.**

**Recommended Content**

Describe how people grieve and possible stages of grief. People feel and react to loss and death quite differently depending on their past experiences, the type of losses they have experienced, and the nature of the lost relationship. Discuss the unique situations and types of loss that someone might experience. Explain the importance for direct support professionals to recognize the broad range of reactions they might see in the people they support and how their disability might influence those reactions. Emphasize that everyone experiences loss and at times, as direct support professionals, they may be coping with their own sense of loss while supporting others.

**Recommended Resources**


2. **Describe the conceptual and concrete strategies of explaining loss and death so that people with a developmental disability can begin the grieving process.**

**Recommended Content**

Describe and demonstrate how direct support professionals can assist people to understand their loss through the use of pictures, picture stories, and rituals of mourning. Review numerous strategies for explaining loss and death that are tailored to the individual and their specific ways of understanding, unmet needs, and situation.
3. Demonstrate the process for helping people with a developmental disability accept the reality of loss, experience grief and move beyond the bereavement process.

Recommended Content

Discuss the grieving process. Emphasize how repeating the process over time helps people with a developmental disability to express their emotions and come to terms with their loss. Demonstrate how to engage in positive forms of letting go and remembering the person. Include relevant examples of possible scenarios such as a long-time staff member leaving, or a roommate becoming ill, or someone close dying. Collectively develop an overview of a holistic grief process that includes personal choice, incorporates pictures/story and is based on bridging past, present, and new relationships.

Recommended Resources

- ConnectABILITY: Grief and Bereavement (first half up to Self Care)
  http://connectability.ca/2015/03/09/grief-and-bereavement-2/
  http://www.diverse-city.com/books.html#yagotpeople
- How to break bad news to people with intellectual disabilities by Self Advocate, Amanda Cresswell
  https://www.youtube.com/watch?v=x_QMZdJ8Y
- Introduction on How to break bad news to people with intellectual disabilities by Irene Tuffrey-Wijne
  https://www.youtube.com/watch?v=AObxAEZjFU
  https://www.youtube.com/watch?v=hvaeZ7jvwa8
- Visual Aids for Learning about Death and Grief

4. Identify the warning signs that suggest an individual requires professional assistance with loss and grief.

Recommended Content

Review how for people with a developmental disability, ineffective or delayed grieving can lead to traumatic grief, separation distress, and changes in their ability to do things they previously enjoyed. Emphasize that direct support professionals are often the first to recognize these warning signs. Describe how they can identify the signs that therapeutic assistance is needed for people who receive support. Provide an overview of grief therapy services and discuss how these referrals are made based on the agency’s policy.

Recommended Resources

Additional Resources

- Della S. Lusk, PhD. (June 2014). Living with Loss Seminar: Helping individuals with developmental disability live with loss and cope with grief - Part 1 focuses on defining, identifying and understanding grief reactions. https://www.youtube.com/watch?v=LHsvrPap8E
- Della S. Lusk, PhD. (June 2014). Living with Loss Seminar: Helping individuals with developmental disability live with loss and cope with grief - Part 2 focuses on tools for helping individuals with developmental disabilities grieve. https://www.youtube.com/watch?v=PIw2r7hJpkI
- Note: DVD’s of Dr. Lusk’s talk are available for no cost at www.mollylawson.org

Related Legislation/Regulations


Agency Policies and Procedures

- Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:
  - Bereavement
  - Condolence gifts

Learner Assessment

Learners will be assessed through self-assessment, a think-pair-share activity, grief activities and instructor observation. The self-assessment includes self-reflection and an opportunity to share their experiences through pairing up with another learner. The Supporting Each Other in our Grief Activity provides a culminating experience to share the process with a group (found in Manual for Grief Support Groups for People with Intellectual Disabilities).

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment. At the beginning of the session, learners will complete a self-assessment that will include: self-reflection questions exploring the learner’s experience supporting someone through loss, grief, and ways of coping; what went well and what they wished they knew more about. At the end of each session, learners will revisit their self-reflections to relate their experience to the course material.</td>
<td>Define the circumstances, forms of loss, signs of grief and how people with a developmental disability may feel or react to loss and death (TLO 1)</td>
</tr>
<tr>
<td>Think-Pair-Share Activity with Feedback. Learners will pair up to complete an activity based on their self-reflection experiences or constructed collective experience using the TLO 2 resources. Assessment will be instructor’s observations of learners as they generate strategies, provide rationales for why they chose those strategies and how learners reflect on their key takeaways with the larger group.</td>
<td>Describe the conceptual and concrete strategies of explaining loss and death so that people with a developmental disability can begin the grieving process (TLO 2)</td>
</tr>
<tr>
<td>Supporting Each Other in our Grief Activity. Facilitator assessment is based on the learner’s participation in discussion and observations of small groups developing an overview of a holistic grief process that includes choice, incorporates pictures/story and is based on relationships. Assessment will also be based on completion of the activity, critically reflecting on the content, and sharing their grief process with the whole group.</td>
<td>Demonstrate the process for helping people with a developmental disability to accept the reality of loss, experience grief and move through and beyond bereavement process (TLO3) Identify the warnings signs that suggest an individual requires professional assistance with loss and grief (TLO 4)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.
Methods of Instruction

Considering the content of this topic is about loss and relationships, the preferred method of instruction would be facilitated individual self-reflection and face to face small/large group discussion to learn how to collectively approach this sensitive topic. The group discussion format (supported by assigned readings/PowerPoint and/or videos) could also be delivered as part of a regular staff meeting, with the assessment activity portion conducted afterwards by learners.

The information portion can be delivered to any group size, or could also be delivered in an online podcast, by a website, or by video conference format. Whatever form the training takes for delivery, it should be supported with real scenarios and practical applications.

For the practical exercises, a small group format is strongly recommended. Small group feedback can determine how well learners are internalizing information. Learners act as a resource for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace. Smaller groups are needed for instructor observation of the learners as they participate in the activities.

If this topic is presented in a self-directed study format with a written case study, the assessor could use a Question and Answer (Q&A) approach to review the learner’s recommended approach to the given scenario. This will ensure the learner is grasping the supporting information, as well as the practical application.

Recommended Delivery Format

Recommended minimum length of delivery: 3 hours (3 one hour sessions)

Recommended frequency: repeated as needed for staff and new staff

Recommended timing: included as part of ongoing training for staff, preferably before a major loss occurs and when needed within the agency.

Recommended Delivery Format: Coping with Loss, Grief, and Bereavement

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Review concepts of loss, grief and bereavement and how people with developmental disabilities may feel or react to loss. How Direct Support Professionals may also be affected through a caring relationship.</td>
<td>Loss in the Caring Context Chapter in Supporting people with Intellectual Disabilities; Experiencing Loss and Bereavement: Theory and Compassionate Practice. Helping with Grief and Loss: It’s not Just for Funerals; Online video The Challenges of Changing Needs</td>
<td>Instructor facilitated reflective practice and introduction, individual reflection and group discussion</td>
<td>Self-assessment via the self-reflection of personal and professional experience</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>Strategies to explain loss and death so that people with developmental disability can participate in end of life rituals and begin the mourning and grieving process.</td>
<td>Videos: Introduction on How to Break Bad News to People with Intellectual Disabilities; How to Break Bad News to People with Intellectual Disabilities; ConnectABILITY: Grief and Bereavement; Books Beyond Words Grief and Mourning; Ya Got People, Helping People with Developmental Disabilities Mourn: Practical Rituals for Caregivers; Visual Aids for Learning about Death and Grief</td>
<td>TLO 2</td>
<td>Instructor Facilitated Session and a Think-Pair-Share Activity in pairs or small groups with Feedback</td>
<td>Observations of learners as they generate strategies; provide rationales for why they chose those strategies and how learners reflect on their key takeaways with the larger group.</td>
</tr>
</tbody>
</table>
TOPIC OUTLINE:
Medication Administration and Pharmacology

**Topic Description**
Direct Support Professionals support health and wellbeing of people with developmental disabilities, which includes ensuring the safe, effective and ethical administration of medication. This training will provide information on basic characteristics of drugs (including uses and effects of drugs), medication administration practice standards, best practices, storage and documentation. Topics will include basic terminology, guiding principles in the appropriate use of medication, processes for safe medication administration, how to provide support with medication changes and side effects; problem-solving, monitoring, and overall health and wellbeing as it relates to best practices.

**Topic Learning Outcomes**
The learner will reliably demonstrate the ability to:
1. Describe current guiding principles, basic terminology, and resources for medication practices with people with developmental disabilities.
2. Explain Direct Support Professional medication administration accountabilities, including relevant legislation.
3. Safely administer, provide documentation and store medications in accordance with legislation, workplace policies and safe medication best practices.
4. Access evidence-informed resources to support knowledge and explanation of the purpose and the effects of medications.
5. Observe, monitor, document, report and follow directives regarding therapeutic and adverse effects of prescription and over-the-counter drugs.
6. Safely administer all medications and identify high-alert medications (e.g. insulin, blood thinners) that have a heightened risk of causing significant harm with usage errors.

7. Identify prescribed treatments that are controlled acts requiring specific criteria under the Regulated Health Professions Act, for unregulated care providers including Direct Support Professionals, to be able to administer.

8. Support informed consent or assent during medication administration, and implement appropriate individual health teaching plans.

**DS HR Strategy Core Competencies**

The Core Competency Dictionary can be found in the Learning and Development Guide. Successful learners, after this or equivalent training, will demonstrate each competency as follows:

- **Advocating for Others** - By using guiding principles, observations, documentation and evidence-informed reporting to support and/or advocate for appropriate medication-related practices and decision-making.

- **Collaboration** - By working with clients, caregivers and professionals to access evidence-informed resources, to assist with monitoring, care planning and health teaching to support medication treatments. Collaborating with organizational leadership to support policies, procedures and practice environments for safe medication administration.

- **Creative Problem Solving and Decision Making** - By using critical thinking skills to respond appropriately to suspected or actual health or medication problems, based upon knowledge of professional accountabilities and the individual’s treatment goals.

- **Fostering Independence in Others** - By assessing the ability of the client with developmental disability to self-administer medication and whenever appropriate, assisting with self-administration abilities by monitoring and supporting an evidence-informed individual teaching plan.

- **Interpersonal Relations and Respect** - By empathetically assessing and responding to the client’s responses to medication treatments using therapeutic client-professional relationships and respect.

**Learning Outcomes and Related Core Competencies**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Describe current guiding principles, basic terminology and resources for medication practices with people with developmental disabilities. | • Advocating for others  
• Creative problem-solving and decision-making |
| 2. Explain Direct Support Professional medication administration accountabilities, including relevant legislation. | • Creative problem-solving and decision-making |
| 3. Safely administer, provide documentation and store medications in accordance with legislation, workplace policies and safe medication best practices. | • Advocating for others |
| 4. Access evidence-informed resources to support knowledge and explanation of the purpose and the effects of medications. | • Collaboration  
• Creative problem-solving and decision-making |
| 5. Observe, monitor, document, report and follow directives regarding therapeutic and adverse effects of prescription and over-the-counter drugs. | • Advocating for others  
• Creative problem-solving and decision-making |
| 6. Safely administer all medications and identify high-alert medications (e.g. insulin, blood thinners) that have a heightened risk of causing significant harm with usage errors. | • Advocating for others  
• Creative problem-solving and decision-making |
| 7. Identify prescribed treatments that are controlled acts requiring specific criteria under the Regulated Health Professions Act, for unregulated care providers including Direct Support Professionals, to be able to administer. | • Advocating for others |
| 8. Support informed consent or assent during medication administration, and implement appropriate individual health teaching plans. | • Fostering independence in others  
• Interpersonal relations and respect |
Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. **Describe current guiding principles, basic terminology and resources for medication practices with people with developmental disabilities.**

**Recommended Content**

Provide current evidence about population demographics, relevant trends, guiding principles and practice considerations related to medication administration in the context of medication administration with people with developmental disabilities. Define basic pharmacology terms and how to access evidence-informed resources.

**Recommended Resources**

  
https://www.porticonetwork.ca/documents/38160/f996f88888/Atlas+revised+2014/c2d6b3a1-ee3d-444c-aa9f-71303a4ac17e

http://www.iccs.on.ca/Publications/Atlases-and-Reports/2013/Atlas-on-Developmental-Disabilities

  

  
http://www.surreyplace.on.ca/primary-care

  

2. **Explain Direct Support Professional medication administration accountabilities, including relevant legislation.**

**Recommended Content**

Provide an overview of topic-relevant sections of the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act (2008), Quality Assurance Measures legislation and Regulated Health Professions Act legislation (2019) and Regulated Health Professions Act (1991). Provide examples of application of legislation to direct support professional’s role in medication administration. Provide information about specific agency medication administration policies and procedures in the context of relevant direct support professionals’ core competencies.

**Recommended Resources**

  

- College of Nurses of Ontario (2014). Practice Standard: Medication (Pages 8 to 13)
  

- College of Nurses of Ontario (2013). Practice Guideline Working with Unregulated Care Providers. (Pages 3 & 4)


  

- Quality Assurance Measures, 2011 (Sections 7, 15.4 and 24.3)
  

- Regulated Health Professions Act, 1991 (Sections 27, 28 and 29)
  
http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_91r18_e.htm

- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 (Section 4.2)
  
http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_O8s14_e.htm

- Ministry of Training Colleges and Universities (2012). Developmental Services Worker Program Standard (Pages 4 and 9 to 11)
  
3. Safely administer, provide documentation and store medications in accordance with legislation, workplace policies and safe medication best practices.

Recommended Content
Define and demonstrate the process of administering medications safely in accordance with legislation, workplace policies and procedures, applied within knowledge-based health status assessments of people with developmental disabilities. Discuss the application of the Regulated Health Professions Act with respect to direct support professionals requiring appropriate teaching from health care provider to safely administer any medication administration procedures defined as controlled acts. Discuss appropriate medication storage and disposal methods in accordance with legislation and workplace policies and procedures. Define and demonstrate appropriate medication administration related documentation standards.

Recommended Resources
- Regulated Health Professions Act, 1991 (Sections 27, 28 and 29) http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_91r18_e.htm

4. Access evidence-informed resources to support knowledge and explanation of the purpose and the effects of medications.

Recommended Content
Describe how to access evidence-informed resources about common drug classes of prescription drugs and over-the-counter medicines, including side effects, dosage information, precautions and health teaching considerations. Demonstrate the process of using evidence-informed resources for explaining the purpose and effects of medications.

Recommended Resources

5. Observe, monitor, document, report and follow medical orders and/or directives regarding therapeutic and adverse effects of prescription and over-the-counter drugs.

Recommended Content
Describe strategies for observing, monitoring, recording and reporting the effects of prescription and over-the-counter medication. Offer examples of tools that support the monitoring and documentation process. Discuss examples of common drug classes’ beneficial effects, adverse effects and toxicity. Describe the process of reading Medication Administration Records, following medical orders and any related instructions for medication administration. Describe the process of reporting medication errors, near-misses and serious occurrences.

Recommended Resources

6. Safely administer all medications and identify high-alert medications (e.g. insulin, blood thinners) that have a heightened risk of causing significant harm with usage errors.

Recommended Content
Define what are high-alert medications and describe resources that help with identifying high-alert medication that have a heightened risk of causing significant harm with errors.

Recommended Resources
7. Identify prescribed treatments that are controlled acts requiring specific criteria under the Regulated Health Professions Act, for unregulated care providers including direct support professionals, to be able to administer.

**Recommended Content**

Provide a definition for controlled acts and examples of medication administration procedures that are controlled acts, (e.g. injections, inhaled medications or treatments, suppositories, enemas). Describe the criteria under which direct support professionals may perform a controlled act, (e.g. when taught by the appropriate health care professional, when performing First Aid, and when assisting a person with a treatment that is predictable for the client and part of her/his routine activity of living, etc.) Describe strategies for recognizing when, and accessing medical care when outcomes become unpredictable.

**Recommended Resources**

- Regulated Health Professions Act, 1991 (Sections 27, 28 and 29) [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_91r18_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_91r18_e.htm)

8. Support informed consent or assent during medication administration, and implement appropriate individual health teaching plans.

**Recommended Content**

Describe strategies for assessing and collaborating with health care providers to assess the ability of people with developmental disabilities to safely self-administer medication and implement an appropriate individual teaching plan. Describe strategies for explaining the purpose and the effects of medication when administering them to people with developmental disabilities, including using ‘easy-read’ materials, visuals and creative demonstration techniques if needed.

**Recommended Resources**


**Additional Resources**

- Regulated Health Professions Act, 1991 (Sections 27, 28 and 29) [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_91r18_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_91r18_e.htm)

**Related Legislation/Regulations**

- Regulated Health Professions Act, 1991 (Sections 27, 28 and 29) [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_91r18_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_91r18_e.htm)
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 (Section 4.2) [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_08s14_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_08s14_e.htm)
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 (Section 4.2) [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_08s14_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_08s14_e.htm)

**Agency Policies and Procedures**

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

- Promotion of social inclusion
- Administering medications
- Safe Medication practices
- Documentation
- Confidentiality and privacy
Learner Assessment

Learners will be assessed through discussions based on case studies, medication administration performance checklists and quizzes. The case studies and quizzes will be given during each segment of the topic, corresponding to each learning outcome. The quizzes will be multiple-choice and/or short-answer questions after the completion of each segment of this topic. The trainer will provide the quiz answers and participants can self-mark. The medication administration procedures will be demonstrated together with performance checklists.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies with discussion</td>
<td>Describe current guiding principles, basic terminology and resources for medication practices with people with developmental disabilities (TLO 1)</td>
</tr>
<tr>
<td>Multiple choice and/or short-answer quizzes</td>
<td>Explain Direct Support Professional medication administration accountabilities, including relevant legislation (TLO 2)</td>
</tr>
<tr>
<td>Medication administration procedures</td>
<td>Safely administer, provide documentation and store medications in accordance with legislation, workplace policies and safe medication best practices (TLO 3)</td>
</tr>
<tr>
<td>demonstration following performance checklists to track that each step was completed appropriately. This should be done at least 3 times to show competency.</td>
<td>Access evidence-informed to support knowledge and explanation of the purpose and the effects of medications (TLO 4)</td>
</tr>
<tr>
<td></td>
<td>Observe, monitor, document, report and follow directives regarding therapeutic and adverse effects of prescription and over-the-counter drugs (TLO 5)</td>
</tr>
<tr>
<td></td>
<td>Safely administer all medications and identify high-alert medications (e.g. insulin, blood thinners) that have a heightened risk of causing significant harm with usage errors (TLO 6)</td>
</tr>
<tr>
<td></td>
<td>Identify prescribed treatments that are controlled acts requiring specific criteria under the Regulated Health Professions Act, for unregulated care providers including direct support professionals, to be able to administer (TLO 7)</td>
</tr>
<tr>
<td></td>
<td>Support informed consent or assent during medication administration, and implement appropriate individual health teaching plans (TLO 8)</td>
</tr>
</tbody>
</table>

Methods of Instruction

Ideally the training will be delivered by a health care professional (e.g. registered nurse or pharmacist). There are several ways that the learning materials can be delivered. An in-person lecture discussion with assessment format can be used, inserting case studies and video links that are presented and discussed in small or large groups. Alternatively, and if accessible, technology such as webcasts or videoconferencing could be used to deliver the theoretical and case study application aspects of the training, however, assessments involving the participant’s demonstration of competency with medication administration procedures alongside the performance checklist should be done in-person.

Recommended Delivery Format

Recommended minimum length of delivery: ........................................ 6 hours

Recommended frequency: ........................................ Depending on recruitment rates, the training and ‘refresher’ trainings could be offered yearly to every 2 years, or sooner if needed, (e.g. if there is increased rates of medication errors or increased rates of staff turnover).

Recommended timing: ........................................ Offered during orientation process and as recertification process.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

Tools for learner assessment and sample test questions can be found in the Learning and Development Guide.
Recommended Delivery Format: Medication, Administration and Pharmacology

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 %</td>
<td>Medication administration practice considerations</td>
<td>Summary of application of relevant legislation, workplace policies and procedures, best practice standards/ guidelines; Atlas on Developmental Disabilities; Dual Diagnosis Information guide; Consensus Guidelines; College of Nurses; QAM; MTCU; MCSS.</td>
<td>TLO 1 and 2</td>
<td>Instructor-led lecture, case studies, videos, class discussion</td>
<td>Quizzes and feedback during discussions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 %</td>
<td>Skills and critical thinking related to performing medication administration procedures competently</td>
<td>Medication administration performance checklist; Innovate R&amp;D; Unbound Medicine; Institute for Safe Management Practices Canada; Regulated Health Professions Act; University of Birmingham; College of Nurses; QAM; MTCU; MCSS.</td>
<td>TLO 3, 4, 5, 6, 7 and 8</td>
<td>Demonstrate the steps in safe medication administration and offer practice time with case examples</td>
<td>Instructor observation during participant's performance</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 160-165.

**TOPIC OUTLINE:**

**Nutrition**

**Topic Description**

Promoting health and personal well-being contributes to an optimal quality of life for all people. This topic will address the importance of proper nutrition and how meal preparation and positive mealtime experiences play a key role in supporting people to maintain a healthy lifestyle. Utilizing Canada’s Food Guide as a minimum standard, this topic will also take into consideration personal choice, cultural and religious preferences and requirements and specialized dietary considerations and sensory needs.

There is a range of activities involved in healthy eating that are core to independent living and they provide an opportunity to support the development of many critical skills. Using active participation, learn how to help build skills required to plan healthy and enjoyable meals, create grocery lists within a limited budget and shop with nutrition in mind. Learn how to increase independence in food preparation, cooking and knowledge about foods, healthy combinations and portion size.

Meals are also an opportunity to socialize with friends and family, and they play an important role in making healthy eating a positive experience so that adequate nutrients are consumed. Eating out can be challenging and learning how to select food from a menu is an important factor in a healthy lifestyle.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:
1. Describe the general health issues impacting people with developmental disabilities related to poor nutrition and the benefits of proper nutrition on quality of life.
2. Describe additional factors that may impact the nutritional status of people with developmental disabilities and how to support improved nutrition and health.
3. Plan a healthy menu using Canada’s Food Guide taking into consideration personal choice, cultural and religious preferences and address specialized dietary considerations and sensory needs.
LEARNING OUTCOMES | RELATED CORE COMPETENCIES
--- | ---
1. Describe the general health issues impacting people with developmental disabilities related to poor nutrition and the benefits of proper nutrition on quality of life. | - Advocating for others  
- Interpersonal Relations and Respect
2. Describe additional factors that may impact the nutritional status of people with developmental disabilities and how to support improved nutrition and health. | - Advocating for others  
- Collaboration  
- Fostering Independence in Others  
- Initiative  
- Interpersonal Relations and Respect
3. Plan a healthy menu using Canada’s Food Guide taking into consideration personal choice, cultural and religious preferences and address specialized dietary considerations and sensory needs. | - Collaboration  
- Fostering Independence in Others  
- Interpersonal Relations and Respect  
- Initiative
4. Describe how to transform a healthy menu plan into a grocery list and how to shop within budget. | - Collaboration  
- Fostering Independence in Others  
- Interpersonal Relations and Respect
5. Actively support increased independence in food preparation and teach how to create appropriate serving sizes. | - Collaboration  
- Fostering Independence in Others  
- Interpersonal Relations and Respect
6. Describe factors that contribute to positive mealtime experiences and how to select healthy options when eating out. | - Fostering Independence in Others

### Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

1. **Describe the general health issues impacting people with disabilities related to poor nutrition and the benefits of proper nutrition on quality of life.**

**Recommended Content**

- **Behaviour Analysis in Practise, V 3 (2) 2010, Health and Problem Behavior Among People With Intellectual Disabilities.**
  - [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3004690/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3004690/)
- **Food Anthropology, Some Food Issues for Some Developmentally Disabled People (2011).**
- **Building Healthy Inclusive Communities through the national Center on Health, Physical Activity and Disability (NCHIPAD), Nutrition.**
  - [http://www.nchipad.org/Articles/12/Nutrition](http://www.nchipad.org/Articles/12/Nutrition)
- **Medicinenet.com, Dehydration Causes, Symptoms and Tips to Stay Hydrated.**
  - [http://www.medicinenet.com/dehydration_pictures_slideshow/article.htm](http://www.medicinenet.com/dehydration_pictures_slideshow/article.htm)
- **Stacked: the Odds Against People with Developmental Disabilities Making Healthy Eating Choices by Lara Palay.**
  - [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3004690/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3004690/)
- **Medicinenet.com, Dehydration Causes, Symptoms and Tips to Stay Hydrated.**
  - [http://www.medicinenet.com/dehydration_pictures_slideshow/article.htm](http://www.medicinenet.com/dehydration_pictures_slideshow/article.htm)
2. Describe additional factors that may impact the nutritional status of people with developmental disabilities and how to support improved nutrition and health.

**Recommended Content**

Review in broad terms factors that may impact on a person’s nutritional status such as: primary diagnosis (Prader-Willi Syndrome, Down Syndrome) and secondary diagnosis (PCAs, dysphagia), physical and mental health, physical limitations, neuromuscular dysfunction and dysphagia and medication-nutrient interactions. Consider as well: food intolerances, aversions, rigidities and resistance to new foods. Focus more closely on the specifics of the people who receive support to develop strategies to support improved nutrition and health.

Discuss the team approach required to properly assess and address the issues impacting nutritional status and how the agency accesses outside services and supports. Review the role of the direct support professional within a team that may include: Dietitian, Occupational Therapist, Speech Therapist, Psychologist, Physician and other specialists. Practice how to implement techniques that are relevant to specific people supported and how to teach learners with developmental disabilities incorporating specialized tasting strategies, systematic introduction to food, food chaining, visual methods, social stories etc.

**Recommended Resources**

- Developmental Disabilities Primary Care Initiative, Surrey Place. [http://www.surreyplace.on.ca/?p=Primary+Care+](http://www.surreyplace.on.ca/?p=Primary+Care+)

3. Plan a healthy menu using Canada’s Food Guide taking into consideration personal choice, cultural and religious preferences and address specialized dietary considerations and sensory needs.

**Recommended Content**

Review Canada’s Food Guide and the food groups. Plan a daily and weekly menu including breakfast, lunch, dinner and snacks that includes all food groups. Share and discuss the specialized dietary and sensory needs of people who receive support and plan a variety of menus that accommodate their needs and preferences. Discuss how to develop tools to help the people who receive support to plan menus.

**Recommended Resources**

- Mix It Up: Canadian Produce Marketing Association. [http://www.fruitsandveggies.ca](http://www.fruitsandveggies.ca)
- Fruit Rainbow Lesson 1: Healthy Eating for People who have Developmental Disabilities. YouTube video. [https://www.youtube.com/watch?v=-5ax9A0H2M](https://www.youtube.com/watch?v=-5ax9A0H2M)
- India Institute on Disability and Community, Sensory Integration Tips to Consider, Davis and Dubie. [http://www.indiaicd.org/?pageId=47](http://www.indiaicd.org/?pageId=47)
- Building Healthy Inclusive Communities through the National Center on Health, Physical Activity and Disability (NCHPAD), Autism and Nutrition. [http://www.nchpad.org/92/694/Autism-and-Nutrition](http://www.nchpad.org/92/694/Autism-and-Nutrition)

4. Describe how to transform a healthy menu plan into a grocery list and how to shop within budget.

**Recommended Content**

Review the value of taking inventory of food still available onsite and food sales to base a healthy menu plan within budget. Explain how to develop a grocery list that will support the healthy menu plan and grocery shopping by grouping foods found around the perimeter of the store first (vegetables, fruits, proteins, dairy) and then the inside of the store. Describe nutrition labels and where the information is found on the labels of pre-packaged foods. Compare food labels to make healthy choices that support balanced nutrition. Review the use of apps, and alternative and augmentative communication options for meal planning and creating grocery lists.

**Recommended Resources**

- Michael Pollan: Supermarket Secrets. [https://www.youtube.com/watch?v=snP40-unO0A](https://www.youtube.com/watch?v=snP40-unO0A)
- Building Healthy Inclusive Communities through the National Center on Health, Physical Activity and Disability (NCHPAD), Apps. [http://www.nchpad.org/329/6137/Best--FREE--Apps--for--Your--Health--and--Budget](http://www.nchpad.org/329/6137/Best--FREE--Apps--for--Your--Health--and--Budget)
5. Actively support increased independence in food preparation and teach how to create appropriate serving sizes.

**Recommended Content**
Considering the people who receive support and their living environment, review how to use innovative health promotion approaches that are relevant to people supported. Demonstrate food safety (proper storage, shelf life, thawing) and basic kitchen safety (stove top, oven, microwave). Demonstrate how to prepare and cook food ( handling a knife safely, cleaning cutting boards, measuring ingredients, handling hot objects). Review how to teach serving appropriate portion sizes.

**Recommended Resources**
- A video on Adaptive Cooking Classes for People with Disabilities, Access Ontario, London. [https://www.youtube.com/watch?v=ZCLEgL49Zdu](https://www.youtube.com/watch?v=ZCLEgL49Zdu)
- A video on Adaptive Cooking Class: For People With Disabilities. [Full Documentary] [https://www.youtube.com/watch?v=R9oxJ1nz1Mg](https://www.youtube.com/watch?v=R9oxJ1nz1Mg)

6. Describe factors that contribute to positive mealt ime experiences and how to select healthy options when eating out.

**Recommended Content**
Review how table settings and a positive relaxing environment can enhance both the aesthetic value of food, people’s interactions during mealtimes and improve appropriate nutrition intake.

**Recommended Resources**
- Mental Health Foundation, Mealtimes and Mental Health. [http://www.mentalhealth.org.uk/help-information/mental-health-a-z/M/mealtimes-mental-health/](http://www.mentalhealth.org.uk/help-information/mental-health-a-z/M/mealtimes-mental-health/)

**Additional Resources**

**Related Legislation/Regulations**

**Agency Policies and Procedures**
Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:
- Individual support plans
- Health promotion (QAM)
- Nutrition (QAM)
- Keeping People Safe (QAM)
- Food Safety
**Learner Assessment**

Learners will be assessed through group discussion, review of menus and grocery lists using Canada’s Food Guide and practical demonstrations of teaching food safety and preparation skills. Learners will read and discuss strategies to improve the nutritional health and wellness of people with developmental disabilities. Hands-on practice will occur during working hours around food preparation and regular verbal feedback will be given, as well as written feedback, as part of the Performance Appraisal.

Describe the relationship between a person’s primary and secondary diagnosis, medications and nutritional status and how to support improved nutrition and health.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor observation of group discussion.</td>
<td>Describe the general health issues impacting people with developmental disabilities related to poor nutrition and the benefits of proper nutrition on quality of life (TLO 1)</td>
</tr>
<tr>
<td>Review a plan to address the specific needs of a person supported with multiple factors impacting nutritional status.</td>
<td>Describe additional factors that may impact the nutritional status of people with developmental disabilities and how to support improved nutrition and health. (TLO 2)</td>
</tr>
<tr>
<td>Review of weekly menu developed using Canada’s Food Guide, shopping list done within budget to support the menu plan.</td>
<td>Plan a healthy menu using Canada’s Food Guide taking into consideration personal choice, cultural and religious preferences and address specialized dietary considerations and sensory needs (TLO 3) Describe how to transform a healthy menu plan into a grocery list and how to shop within budget (TLO 4)</td>
</tr>
<tr>
<td>Observe demonstration of active support using innovative health promotion approaches that are relevant to people supported.</td>
<td>Actively support increased independence in food preparation and teach how to create appropriate serving sizes (TLO 5)</td>
</tr>
<tr>
<td>Regular verbal feedback and written feedback, as part of the Performance Appraisal.</td>
<td>Describe factors that contribute to positive mealtime experiences and how to select healthy options when eating out (TLO 6)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

**Methods of Instruction**

There are several methods that can be used to deliver the topic material. The topic material can be delivered in a hybrid model of self-directed online learning, instructor-led followed by face-to-face demonstration and discussion in a kitchen in a workshop format. Self-directed learning could include watching videos, reading articles on health issues and benefits, meal planning, budgeting and shopping. Small group discussions and/or demonstrations can occur during staff meetings regarding effective strategies to support appropriate nutrition and hydration for people supported. Demonstration of techniques to support learning related to meal preparation can be done in small group or workshop in a kitchen. During regular performance appraisals supervisors can discuss and provide feedback to staff regarding nutrition and steps taken to integrate supports around menu planning, shopping, food safety and preparation specific to the needs of people they support.

Alternatively, the topic material can be delivered in a face-to-face workshop format. The learners can read about the topic in advance and bring discussion items to the workshop. The workshop would provide a forum for experiential and reflective learning. The workshop content would focus on menu planning, portion control and provide an opportunity for hands-on learning related to supporting meal preparation in small groups.

**Recommended Delivery Format**

Recommended minimum length of delivery: 3 hours

Recommended frequency: with new hires and as appropriate.

Recommended timing: during the first year of employment.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Nutrition

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Describe the general health issues impacting people with developmental disabilities related to poor nutrition and the benefits of proper nutrition on quality of life</td>
<td>Building Healthy Inclusive Communities, Health and Improving Health and Wellness of People with Disabilities, Some Food Issues for Some Developmentally Disabled People, Health and Problem Behavior Among People With Intellectual Disabilities, Stacked: The Odds Against People with Developmental Disabilities Making Healthy Eating Choices, Dehydration Causes, Symptoms and Tips to Stay Hydrated</td>
<td>TLO 1</td>
<td>Self-directed followed by group discussion</td>
<td>Instructor observation of group discussion.</td>
</tr>
<tr>
<td>25%</td>
<td>Describe additional factors that may impact the nutritional status of people with developmental disabilities and how to support improved nutrition and health for the people who receive support</td>
<td>Developmental Disabilities Primary Care Initiative, Diseases and Medical Conditions, Nutrition 411, Developmental Disability, Nutrition 411.</td>
<td>TLO 2</td>
<td>Self-directed information gathering and Instructor-led discussion format with group participation</td>
<td>Instructor review of plan to address the specific needs of a person supported with multiple factors impacting nutritional status.</td>
</tr>
<tr>
<td>15%</td>
<td>Describe factors that contribute to positive mealtime experiences and how to select healthy options when eating out.</td>
<td>Mental Health Foundation, Mealtime and Mental Health, Meals and More, A Food and Nutrition Manual</td>
<td>TLO 5</td>
<td>Instructor led demonstration and group participation using innovative health promotion approaches that are relevant to people supported.</td>
<td>Instructor to observe demonstration of active support.</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 171-174.
**TOPIC OUTLINE:**

**Sexuality and Relationships**

**Topic Description**

This topic outline will provide direct support professionals with a basic introduction to healthy sexual development and behaviour, sexual diversity and orientation, and how these influence personal and intimate relationships. Direct support professionals will learn how to respect the decisions of people with a developmental disability, and distinguish the boundaries between the responsibilities of providing good quality support, information about sexuality and guiding healthy sexual behaviour. Content will include the demonstration of respectful practice and when to seek out additional services. Additional services could include general access to sexual healthcare (e.g., pap smears, testicular and prostate screenings, birth control, and sexually transmitted infections). Learners will engage in discussions about the concept of healthy relationships, consent for sexual relations, intimacy boundaries, and safe ways that people with a developmental disability can express their sexuality while maintaining respect for oneself and others.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Describe healthy sexual development and behaviour, sexual diversity and orientation, cultural influences, and common misconceptions about how people with developmental disabilities experience sexuality.

2. Demonstrate how to respectfully communicate with people with a developmental disability about personal and intimate relationships, healthy ways to talk about their bodies, express sexuality, and their sexual interests.

3. Practise supporting people with a developmental disability to protect their personal boundaries in all of their relationships, including those with direct support professionals.

4. Recognize the sexual health decisions of people with a developmental disability by knowing when to access health services or supports to maintain sexual health and/or safely engage in intimate relationships.
Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe healthy sexual development and behaviour, sexual diversity and orientation, cultural influences, and common misconceptions about how people with developmental disabilities experience sexuality.</td>
<td>Fostering Independence in Others</td>
</tr>
<tr>
<td>2. Demonstrate how to respectfully communicate with people with a developmental disability about personal and intimate relationships, healthy ways to talk about their bodies, express sexuality and their sexual interests.</td>
<td>Fostering Independence in Others, Creative Problem Solving and Decision Making</td>
</tr>
<tr>
<td>3. Practise supporting people with a developmental disability to protect their personal boundaries in all of their relationships including those with their direct support professionals.</td>
<td>Fostering Independence in Others, Creative Problem Solving and Decision Making</td>
</tr>
<tr>
<td>4. Recognize the sexual health decisions of people with a developmental disability by knowing when to access health services or supports to maintain sexual health and/or safely engage in intimate relationships.</td>
<td>Advocating for Others, Interpersonal Relations and Respect</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. Describe healthy sexual development and behaviour, sexual diversity and orientation, cultural influences, and common misconceptions about how people with developmental disabilities experience sexuality.

Recommended Content

Review the background information on healthy sexual development for people with developmental disabilities, including sexual diversity and orientation, and cultural influences on sexual expression. Explain some of the challenges such as inappropriate sexual behaviour (e.g., public masturbation), unwanted sexual advances, and parents’ objecting to sexual expression. Dispel the myths that people with developmental disability have uncontrollable sexual urges (or don’t have any at all), are never likely to have a relationship, are heterosexual, or will always be safe and supervised. Discuss the diverse range of sexual preferences, sexual orientation (e.g. LGBTQ), and the importance of not judging another person’s sexual preferences.

Recommended Resources

- http://www.changepeople.org/free-resources/
- https://www.youtube.com/watch?v=M5Q5I1W62M4Y
2. Demonstrate how to respectfully communicate with people with a developmental disability about personal and intimate relationships, healthy ways to talk about their bodies, express sexuality, and their sexual interests.

**Recommended Content**

- Review and practise how to comfortably discuss sexuality topics. Include an explanation of the importance of body awareness (i.e., naming body parts and describing their function) as this leads to understanding safety in relation to private body parts and may prevent abuse. Emphasize how to communicate using plain and direct communication using visuals when needed. Discuss how to take a respectful but informational approach to supporting friendships, emotions, and sexual behaviour, intimacy, and relationships. Practise role-playing various strategies to improve the social and sexual skills of people with developmental disabilities.

**Recommended Resources**

- **Sex, Safe and Fun from Family Planning NSW**. This is a resource for teaching people with developmental disability about positive safe sex messages. The resource presents a factual and balanced view of the rights and responsibilities associated with a range of sexual activities. There are important messages about consent, enjoyment, intimacy, privacy and safety. [http://www.fprsw.org.au/sexsafeandfun](http://www.fprsw.org.au/sexsafeandfun)
- Finger Tips: A guide for teaching about female masturbation by Dave Hingsburger & Sandra Haar. Book and video or DVD set. DCV0004.

3. Practise supporting people with developmental disability to protect their personal boundaries in all of their relationships including those with their direct support professionals.

**Recommended Content**

- Review how personal boundaries are formed and maintained through respectful relationships. Discuss the ways of creating and practising boundaries through daily interactions in public and private spaces, and particularly while assisting with personal care. Emphasize that when people with a developmental disability know how to engage in healthy relationships they can maintain respect for themselves and others, and possibly avoid abusive situations. Describe how to provide choices when difficulties arise or guide someone who is at-risk for violating personal boundaries. Review strategies for empowering people with developmental disabilities to recognize inappropriate or uncomfortable relationships. The content that is related to issues of abuse will be more fully explained in the Preventing, Recognizing, and Responding to Abuse topic outline.

**Recommended Resources**

4. Recognize the sexual health decisions of people with developmental disabilities by knowing when to access health services or supports to maintain sexual health and/or safely engage in intimate relationships.

Recommended Content

Review the challenges and ways of supporting sexual health decisions with people with developmental disabilities, and know when to seek out disability-specific services (for example, Autism Spectrum Disorder). Access the online health education booklets from Surrey Place Centre and practice adapting these resources to make them accessible for people who receive support. Emphasize the importance of being comfortable providing support to people with a developmental disability when accessing sexual health services and making sexual health decisions.

Recommended Resources

- My Health Booklets are a series of online health education booklets produced by Surrey Place Centre and funded by the Ontario Government, Ministry of Community and Social Services. These are designed to offer guidance to people with developmental disabilities in a clear and simple manner about specific health topics including sexual health:
  - Examine Yourself – What I need to know about breast health
  - The M Word – What I need to know about menopause
  - The Big Red Dot – What I need to know about having my period
  - Checking All of Me – What I need to know about pelvic exams
  - Checking All of Me – What I need to know about men’s health
  - http://www.surreyplace.on.ca/12-resources-publications/128-my-health-booklet-series


- Tools for Primary Care Professionals. By Surrey Place Centre: http://www.surreyplace.on.ca/primary-care/12-resources-publications/135-tools-for-primary-care-providers?highlight=WjJ3Z2VFdGgLC3J3YXRjaCsltREhmdWlkGvhbIRoIHdhdGNoYwiagaVhbiR0R0hmdGNoYRHmxdw42F4Y2ggGFbGjU0Q==

Additional Resources


- Social Development and Sexuality Across the Lifespan By Leslie Walker-Hirsch. http://aaid.org/education/video-library#/V0Bq1TF9-M


- Sexuality Resources. Schulich School of Medicine & Dentistry, Western University http://ddd.uwo.ca/resources/sexuality.html


- Sexual Health Website www.sexualityandu.ca

Related Legislation/Regulations


Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

- Code of Conduct
- Health and Safety
**Learner Assessment**

Learners will be assessed through a short test, self-assessment and regular verbal/written feedback. The test will be multiple-choice and include ten questions that will be reviewed and self-marked. Supervisors can provide regular verbal feedback, as well as, written feedback as part of the annual Performance Appraisal.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Quiz on healthy sexual development and misconceptions. The questions could be selected from the findings of “Talking about Sex and Relationships: The views of young people with learning disabilities” (pages 6-17) and revisited at the end of the session to discuss key points and to ensure learners have understood the material.</td>
<td>Describe healthy sexual development and behaviour, sexual diversity and orientation, cultural influences, and common misconceptions about how people with developmental disabilities experience sexuality (TLO 1)</td>
</tr>
<tr>
<td>Instructor’s observations of learners as they practice explaining the sexuality in small groups or pairs. Learners could reflect on their key takeaways with the larger group.</td>
<td>Demonstrate how to respectfully communicate with people with a developmental disability about personal and intimate relationships, healthy ways to talk about their bodies, express sexuality, and their sexual interests (TLO 2)</td>
</tr>
<tr>
<td>Instructor’s observations of learners as they role-play exercising personal boundaries in small groups or pairs. Learners could reflect on their key takeaways with the larger group.</td>
<td>Practise supporting people with a developmental disability to protect their personal boundaries in all of their relationships including those with their direct support professionals (TLO 3)</td>
</tr>
<tr>
<td>Instructors could assess learners through an Advocacy Assignment – propose how the online sexual health booklets (see TLO 4 resources) could be used to encourage self-advocacy in a person they support.</td>
<td>Recognize the sexual health decisions of people with developmental disabilities by knowing when to access health services or supports to maintain sexual health and/or safely engage in intimate relationships (TLO 4)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development guide.

**Methods of Instruction**

The recommended methods of instruction could include face to face lecture, activity/presentation/case study, and followed by small/large group discussion. Each class or session can begin with a lecture introduction to provide basic background on the content the learner is going to focus on, which can be presented through an online webinar, video-conference or PowerPoint presentation. This material could also be delivered as part of a regular staff meeting, with the assessment portion conducted individually afterwards for new learners. This approach would be useful to act as a refresher for previously trained staff, who would not need to complete the assessment portion.

Due to the sensitive nature of course content and the possibility that learners may be triggered by the content or disclose a personal experience of witnessing abuse, the preferred method of instruction would be group instruction with other learners to learn how to establish and maintain a professional working relationship. For the practical exercises, a small group format is strongly recommended. Small group feedback can determine how well learners are internalizing information. Learners act as a resource for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace. Smaller groups are needed for instructor observation of the learners as they conduct the practical role play exercises.

However there are other methods that should be considered such as self-paced video and online formats. For example, agencies could use DVDs (for example, The Ethics of Touch DvD by Dave Hingsburger and Mary Harber or Finger Tips or Handmade Love, etc.) or assign the web links for learners to read/watch at a self-directed pace. If the topic is being presented in a self-directed study format, the assessor could use a question and answer (Q&A) approach to review the learner’s recommended approach to a given scenario or the advocacy exercise. This will ensure the learner is grasping the supporting information, as well as the practical application.

**Recommended Delivery Format**

**Recommended minimum length of delivery:** 4 hours

**Recommended frequency:** Annually and as needed for all staff

**Recommended timing:** During the first six months of employment

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Sexuality and Relationships

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Healthy sexual development, common misconceptions and challenges.</td>
<td>Talking about Sex and Relationships: The views of young people with learning disabilities; Facts of Life... and More; Sexuality and Intimacy for People with Intellectual Disabilities; In my Voice: Sexuality and Self-advocacy</td>
<td>TLO 1, 2, 3</td>
<td>Instructor-led and group discussion</td>
<td>Instructor assessment based on participation in discussion&lt;br&gt;Self-assessment via the sexuality and misconception Quiz</td>
</tr>
<tr>
<td>25%</td>
<td>Strategies to comfortably discuss sexual health and relationships with the people who receive support.</td>
<td>The Facts of Life; Woman's Body Parts; Man's Body Parts; Sexuality and Severe Autism; Things Ellie likes; Things Tom Likes; Finger Tips; Hand Made Love; Sex Safe and Fun</td>
<td>TLO 1, 2, 3</td>
<td>Activity in Small Groups with Feedback</td>
<td>Instructor observations of learners’ role play activity and discussions in small groups and larger group.</td>
</tr>
<tr>
<td>25%</td>
<td>Establishing and maintaining personal and social boundaries in relationships. Providing options for choice and strategies for recognizing and addressing uncomfortable relationships.</td>
<td>Personal Care Guidelines - Special Services At Home Program; Promoting Healthy Sexuality Expression; The Circles Concept: Social Competence in Special Education; The Ethics of Touch DVD If relevant Puberty and Boys Workshop, Puberty and Girls Workshop (could be adapted for youth or adults)</td>
<td>TLO 1, 2, 3</td>
<td>Instructor-led with discussion and facilitating activity</td>
<td>Instructor’s observations of learners’ role-play exercising personal boundaries in small groups or pairs.</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 183-186.
TOPIC OUTLINE:
Prevention and Intervention in Crisis

Topic Description
Content focuses on crisis prevention and intervention and provides a person-centered context for the following authorized Ministry-approved training programs:

- Crisis Intervention Training System: Safe Management Group
- Nonviolent Crisis Intervention: Crisis Prevention Institute
- Safety Care: Behavioural Safety Training: QBS Inc.
- The Mandt System – (RCT) Relational/Conceptual/Technical Level
- Crisis Intervention with the Hostile and Aggressive Individual (Canadian Training Institute
- Understanding and Managing Aggressive Behaviour, Hy/NHancement Consulting Inc.

Direct support professionals will learn how their organization’s values are integrated with the Ministry-approved training that their organization uses, for safely defusing anxious, hostile, or violent behaviour at the earliest possible stage and in the least intrusive manner. They will explore their own reactions to crisis situations as well as ways to prepare and plan for crisis with people who receive support. Direct support professionals will review the process for reporting a crisis and how to debrief, repair relationships, and maintain stability after a crisis.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Advocating for Others** - By having the information and knowledge to identify the circumstances that may lead to a crisis, understanding how best to prepare and present information to assist others responsible for supporting the person with a developmental disability.
- **Initiative** - Through anticipation and planning.
- **Collaboration** - By recognizing the importance of a team approach within the organization (i.e., people who receive support, staff members, supervisors and directors) and with other professionals (e.g., clinicians and emergency responders) external to the organization.
- **Creative Problem Solving and Decision Making** - By recognizing the multidimensional aspect of crisis prevention and intervention, the need to continuously seek information, identify patterns and connections and openness to various perspectives.
- **Interpersonal Relations and Respect** - By recognizing individual needs or wishes and taking the time to understand a proactive and preventative way of working.

### Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Describe how the organization’s values for respectfully supporting people with developmental disabilities are promoted through a systems-based approach to crisis prevention and intervention. |  - Advocating for others  
  - Initiative  
  - Collaboration  
  - Creative problem solving and decision making  
  - Interpersonal relations and respect |
| 2. Prepare for and prevent crisis by developing self-awareness and following a plan to support people who are at-risk for crisis. |  - Advocating for others  
  - Initiative  
  - Collaboration  
  - Creative problem solving and decision making  
  - Interpersonal relations and respect |

### Learning Outcomes

The learner will reliably demonstrate the ability to:

1. Describe how the organization’s values for respectfully supporting people with developmental disabilities are promoted through a systems-based approach to crisis prevention and intervention.
2. Prepare for and prevent crisis by developing self-awareness and following a plan to support people who are at-risk for crisis.
3. Appropriately and safely use crisis intervention training and protocols.
4. Apply strategies for repairing relationships and maintaining stability after a crisis.

### LEARNING OUTCOMES RELATED CORE COMPETENCIES

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 3. Appropriately and safely use crisis intervention training and protocols.       |  - Advocating for others  
  - Initiative  
  - Collaboration  
  - Creative problem solving and decision making  
  - Interpersonal relations and respect |
| 4. Apply strategies for repairing relationships and maintaining stability after a crisis. |  - Advocating for others  
  - Initiative  
  - Collaboration  
  - Creative problem solving and decision making  
  - Interpersonal relations and respect |

### Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

1. **Describe how the organization’s values for respectfully supporting people with developmental disabilities are promoted through a systems-based approach to crisis prevention and intervention**

**Recommended Content**

Begin by highlighting your organization’s values, mission, and goals. Review the five components of an effective systems-based approach to crisis prevention and management: 1) Leadership and Program Support; 2) Clinical Participation; 3) Supervision and Post Crisis Response; 4) Training and Competency Standards; and 5) Incident monitoring and feedback which includes documentation and reporting. Detail how these system components work together in your organization’s approach to person-directed support, crisis prevention, and crisis management to reduce the frequency of crisis situations. Explain how these system components uphold your organization’s values while responding effectively to direct support professionals and people with developmental disabilities who are at high-risk for crisis. Review the agencies training plan, testing, schedule of practise sessions and re-certification and supervision. Explain the value and importance of a direct support professional’s role in crisis prevention and intervention. Emphasize how each component supports the rights of people with a developmental disability to make decisions, have their emotional needs met, and be treated in a respectful way that supports safety in the least restrictive manner.
Recommended Resources

- Criteria for Crisis Intervention System Implementation
  http://ccp.cornell.edu/assets/TG_SYSBULLETIN.pdf (pages 16-19)
- Training packages identified for use in adult developmental services UPDATED (March 25-13) and Training Packages for Physical Restraint:
  http://qamtraining.net/files_english.html
- The Services and Supports (to Promote the Social Inclusion of Persons with Developmental Disabilities Act 2008, Regulation 299/10: s. 7 (1) 1

2. Prepare for and prevent crisis by developing self-awareness and following a plan to support people who are at-risk for crisis.

Recommended Content: Review the importance of direct support professionals’ self-awareness about arousal levels and emotion triggers that may influence how they relate to a person before, during and after a crisis occurs. Explain how the self-awareness, skills, knowledge, and professional judgment of staff are critical factors in helping people learn constructive and adaptive ways to deal with frustration, failure, anger, rejection, hurt, and depression to prevent crisis. Discuss how to maintain to stay calm when preventing or handling a crisis through awareness of personal feelings and values, awareness of the other person’s needs and wants, and environmental effects on behavior. Describe how direct support professionals’ contributions are vital to crisis prevention. Emphasize the importance of asking for assistance and knowing when to remove themselves from a situation if or when they need support.

- Crisis Prevention and Management Plan for Adults with DD
  http://static1.squarespace.com/static/518bb7cde4b020e7b7d3e3734/s/51a2da47e4b0b3ec20473edc/1365927074105/Mindful+staff+increase+learning+and+reduce+aggression+in+adults+with+developmental+disabilities.pdf
- Behavioural Support Plan Reference Guide for Adult Developmental Services to be used in accordance with the requirements outlined in Ontario Regulation 299/10 Quality Assurance Measures (QAM) and the Policy Directives for Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 (SPDDA). January 2015.
- Crisis Prevention and Management Plan for Adults with DD
  http://www.sureplace.on.ca/public/primary-care/12-resources-publications/135-tools-for-primary-care-providers (this reference is found at the bottom of the page under Behavioural and Mental Health Toolbox)
3. Appropriately and safely use crisis intervention training programs and protocols.

Recommended Content

Emphasize with direct support professionals that Ministry-approved training programs for crisis intervention strategies and techniques are intended to better understand and prevent crisis, how to safely defuse anxious, hostile, or violent behaviour at the earliest possible stage and in the least intrusive manner. Only Ministry-approved training programs are authorized for use in crisis situations and participation in certification and the frequency of recertification may vary and is based on the requirements of each approved certification training program. Emphasize that anticipating possible crisis situations and properly training and preparing for crisis may be the most important component of preventing crisis situations.

Outline the essential components of crisis intervention practices required for compliance with the Ministry of Community and Social Services (MCSS) regulations and relate them to the specific requirements for your agency’s crisis intervention training program and protocols. Review that staff must adhere to the MCSS regulations and the standards reported by the Community Networks of Specialized Care, March 25, 2013. Review the MCSS regulations and requirements related to the prevention of and the safe use of intrusive measures (prescribed PRN medication, physical or mechanical restraint or secure isolation/confinement time-out), individual safety concerns, monitoring and appropriate medical follow-up where required. Ensure staff understand that intrusive measures can only be used if all others options have been exhausted and as a last resort in a crisis situation. Emphasize the serious nature of protocols that include intrusive interventions as such they must be approved by a clinician (e.g., psychologist or a physician). Discuss the importance of all staff using the prescribed crisis intervention strategies to ensure consistency and a coordinated approach in implementing strategies to ensure safety for all.

Emphasize that crisis protocols require careful documentation (i.e., Serious Occurrence Reports and Enhanced Serious Occurrence Report) based on an objective observation of what happened (i.e., actions, reactions, responses), timeframes, any injuries and medical follow-ups. Review the importance of de-briefing and regaining stability for both the person supported and crisis staff when they have had a chance to calm down. Note that de-briefing takes place in a safe space and its purpose is to learn from and reflect on the crisis with the person supported and the staff member. Reflect on what will be done differently in the future to possibly prevent another occurrence. Highlight that it’s best for everyone when people with developmental disabilities have the skills to reduce their behavioural escalation or learn how to cope more constructively. Discuss how to conduct a review and revision of the Individual Crisis Management Plan and Behavioural Support Plan to ensure that it is consistent with people’s skills, resources, and support. Advise direct support professionals that after a crisis they may be asked to review the early behavioural signs, and collaborate with team members to develop new strategies for intervening, teaching necessary skills, and improving programming.

Recommended Resources

- Community Networks of Specialized Care (March 25, 2013). Summary of Findings on Crisis Management Training Curriculum.
  http://www.qamtraining.net/files_english.html
- Policy Directives For Service Agencies Under the Authority of the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 For Adult Developmental Services Ministry of Community and Social Services
- Physical Restraints Training.
- Quality Assurance Measures for Behavioural Interventions: Segment 4 Regulations.
  http://www.qamtraining.net/QAM_Video_list_english.html www.qamtraining.net/docs/english/handouts/DAM_handout_seq4.doc
- Occurrence Reporting – Serious Occurrence Reporting Form.
- Occurrence Reporting – Serious Occurrence Reporting Form.

4. Apply strategies for repairing relationships and maintaining stability after a crisis.

Recommended Content

Discuss how after a crisis, direct support professionals will want to find ways to repair and sustain their relationships with the people who receive support. Review the importance of relationships as a key approach to preventing crisis and ensuring trust. Use the questionnaire on Effective Behaviour Support to reflect on the assumptions that may have resulted from the crisis experience (both staff and person receiving support). Encourage staff to be self-aware and seek support for themselves and the people who receive support when transitioning from a crisis to regain balance in their daily lives (see also the Dual Diagnosis (Developmental Disabilities and Mental Health) topic outline). Review the various trauma tools posted by the Community Networks of Specialized Care designed to explore feelings and well-being with people with a developmental disability.
Recommended Resources

- David Pitonyak on: Being Hardwired For Belonging.
  https://www.youtube.com/watch?v=sc5rCGK20
- Compassion Fatigue Awareness.
  http://www.compassionfatigue.org/pages/cfassessment.html
- Trauma Resources and Tools.

Additional Resources

- Training packages identified for use in adult developmental services UPDATED (March 25-13).
  http://qamtraining.net/files_english.html
- Crisis Intervention Training System.
  http://www.safe_management.org
- Safety Care: Behavioural Safety Training, QBS Inc.;
  https://www.qbscompanies.com/new_site_folder/Safety_Care
- Safety Care: Quality Behavioral Competencies, QBS Inc.;
  https://www.qbscompanies.com/new_site_folder/Quality-Behavioral-Competencies
- The Mandt System – (RCT) Relational/Conceptual / Technical Level;
  http://www.mandtsystem.ca/
- Crisis Intervention with the Hostile and Aggressive Individual (Canadian Training Institute);
  http://www.canadiantraininginstitute.com/crisis-intervention/
- Nonviolent Crisis Intervention (Crisis Prevention Institute);
  http://www.crisisprevention.com/
- Understanding and Managing Aggressive Behaviour, Hy/NHancement Consulting
  www.umabcana.com
- Also see the following topic outlines: Positive Support; Augmentative and Alternative Communication; Preventing, Recognizing, and Responding to Abuse; Dual Diagnosis (Developmental Disabilities and Mental Health), Family Relationships.
  http://kerrysplace.org/Public/Page/Files/5922_NADD%20Lessons%20learned111212.pdf

Related Legislation/Regulations

- Policy Directives For Service Agencies under the Authority of the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 For Adult Developmental Services Ministry of Community and Social Services
  http://www.ontario.ca/laws/regulation/100299
- Health Care Consent Act 1996
- Mental Health Act 1990
  http://www.ontario.ca/laws/statute/90m07
- Health Care Consent Act 1996
- Mental Health Act 1990
  http://www.ontario.ca/laws/statute/90m07

Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:
- Behaviour Support Plans
- Medication and PRN
- Crisis Prevention and Management Plan
- Recognizing and preventing abuse
- Incident reporting
- Serious Occurrence Reporting
- Treatment Referral
Learner Assessment

Learners will be assessed through self-assessment, instructor observation of group discussions, a short and multiple-choice written test. The test will be multiple-choice and include ten questions that will be reviewed and self-marked. Supervisors can provide regular verbal feedback, as well as, written feedback as part of the annual Performance Appraisal. Learners will also complete crisis intervention certifications and recertification requirements.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice written test</td>
<td>Describe how the organization’s values for respectfully supporting people with developmental disabilities are promoted through a systems-based approach to crisis prevention and intervention. (TLO 1)</td>
</tr>
<tr>
<td>Instructor Observation of Group Discussions</td>
<td>Prepare for and prevent crisis by developing self-awareness and following a plan to support people who are at risk for crisis. (TLO 2)</td>
</tr>
<tr>
<td>Certification and recertification requirements</td>
<td>Appropriately and safely use crisis intervention training and protocols. (TLO 3)</td>
</tr>
<tr>
<td>Performance Appraisals</td>
<td>Apply strategies for repairing relationships and maintaining stability after a crisis. (TLO 4)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Methods of Instruction

The preferred method of instruction for this topic is face-to-face group instruction. However, the lecture/information portion could also be delivered in an online podcast, or by a website, or through a video conference format. Using a combination of lecture, large and small group question and answer discussions to support shared learning, case examples, role play, and video clips will enable learners to actively engage in all topic areas. While some material requires a lecture format, e.g., definitions and introduction of new concepts, the material is best used as the basis for active participation through facilitated discussion and learning from the expertise in the room, as well as self-reflection.

To facilitate self-reflection and practical learning, learners can explore their self-awareness prior to the training and identify possible situations to be discussed during the training. At the beginning of the training session ensure that learners feel safe to share their thoughts and feelings by establishing a positive learning culture (e.g., no wrong questions, non-judgmental lens, and diversity) and through a check-in and check-out exercise at the start and end of the training. Learners can apply concepts, knowledge, and skills using identified or potential crisis situations, enabling them to transfer learning to the workplace. Use small group work to facilitate application of the strategies and the practice of working in teams, followed by full group debriefing after each exercise. Use of role playing is also an option, particularly in the application of strategies, allowing for practical demonstration of the different perspectives as well as problem solving in the moment.

Following the training, regular meetings with people who receive support and/or with supervisors can support learners to adapt and apply crisis prevention and intervention within the specific agency context.

Recommended Delivery Format

Recommended minimum length of delivery: 6 hours.

The additional time required for the organization’s choice of ministry-approved crisis intervention programs is outlined by each program.

Recommended frequency: repeated as needed.

Frequency for re-certification for the organization’s choice of ministry-approved crisis intervention programs is outlined by each program.

Recommended timing: during the first month of employment.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Prevention and Intervention in Crisis

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5%</td>
<td>Organizations values, mission, and goals</td>
<td>Organization’s Values, Mission, and Goals</td>
<td>TLO 1, 2, 3, 4</td>
<td>Instructor-led lecture using a Q&amp;A format; group discussion</td>
<td>Multiple choice</td>
</tr>
<tr>
<td></td>
<td>Integrate organization’s values with person-centered values and the</td>
<td>Criteria for TCI System Implementation <a href="http://rccp.cornell.edu/assets/TCI">http://rccp.cornell.edu/assets/TCI</a>_</td>
<td></td>
<td>and participation</td>
<td>written test</td>
</tr>
<tr>
<td></td>
<td>crisis prevention and management approach.</td>
<td>SYSTBULLETIN.pdf (pages 16-19)</td>
<td></td>
<td>Observation of Group Work and Discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agencies training plan, testing, schedule of practic sessions and</td>
<td>The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act 2008 - Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>re-certification and supervision.</td>
<td>Service Directive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35%</td>
<td>Self-awareness of arousal levels and emotional triggers related to</td>
<td>Crisis Intervention: Complex Needs Booklet; Mindful staff increase learning and reduce aggression in adults with developmental disabilities; Behavioural Support Plan Reference Guide; Two Peas in a Pod; Crisis Prevention and Management Plan; Example of a Crisis Prevention and Management Plan</td>
<td>TLO 1, 2, 3, 4</td>
<td>Instructor-led lecture using a Q&amp;A format; online articles</td>
<td>Self-assessment</td>
</tr>
<tr>
<td></td>
<td>crisis, asking for assistance, feeling safe. Biopsychosocial approach</td>
<td></td>
<td></td>
<td>and Case Study practise and group participation</td>
<td>Multiple choice</td>
</tr>
<tr>
<td></td>
<td>to the cycle of crisis and intervention. Roles and procedures</td>
<td></td>
<td></td>
<td>online test</td>
<td>written test</td>
</tr>
<tr>
<td></td>
<td>regarding the behaviour support plan and crisis prevention plan.</td>
<td></td>
<td></td>
<td>Instructor Observation of Group Work and Discussions</td>
<td></td>
</tr>
</tbody>
</table>

### Resources
- Community Networks of Specialized Care
- Summary of Findings;
- Policy Directives;
- Physical Restraints Training;
- QAM for Behavioural Interventions;
- MBPBS on the use of Physical Restraints...
- Serious and Enhanced Serious Occurrence Reporting Guidelines.

### Methods of Instruction
- Instructor-led lecture using a Q&A format; online articles and with group work and participation.

### Assessment
- Self-assessment
- Instructor Observation of discussion

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 195-200.
**TOPIC OUTLINE:**

**Providing Positive (Behaviour) Support**

**Topic Description**

This topic focuses on how direct support professionals can positively support people with developmental disabilities who experience behavioural difficulties, while also recognizing the unique needs and preferences of each person. Direct support professionals will receive an overview of the biopsychosocial influences on people’s behaviour. They will gain a better appreciation of their role in assisting other professionals (e.g., Family Physicians, Behaviour Therapists, Psychiatrists, etc.) with sorting out whether a behavioural disturbance is a symptom of a physical or mental illness, an emotional issue, or is the result of environmental or support difficulties.

Content includes evidence-based methods such as functional assessment of behaviour, applied behavioural analysis (ABA) principles, and positive behavioural support. Direct support professionals will gain a practical understanding of these methods and learn to rely on positive behavioural support strategies as a way of providing support so that people can overcome the behavioural difficulties that get in the way of meaningful relationships and achieving their goals.
LEARNING OUTCOMES RELATED CORE COMPETENCIES

1. Describe the benefits of using positive behavioural support and a biopsychosocial framework for recognizing the behaviours that compromise the quality of life of people who receive support.
   - Advocating for others
   - Initiative
   - Collaboration
   - Creative problem solving and decision making
   - Interpersonal relations and Respect
   - Resilience

2. Describe the role of direct support professionals in collaborating with people who receive support and other professionals (i.e., Family Physicians, Behaviour Therapists, Psychiatrists, etc.) to conduct a functional behaviour assessment and analysis.
   - Advocating for others
   - Initiative
   - Collaboration
   - Creative problem solving and decision making
   - Interpersonal relations and Respect
   - Resilience

3. Define and apply the main principles of providing positive behavioural support and applied behavioural analysis for supporting people who experience behavioural difficulties.
   - Advocating for others
   - Fostering Independence in Others
   - Initiative
   - Collaboration
   - Creative problem solving and decision making
   - Interpersonal relations and Respect
   - Resilience

4. Identify the role of direct support professionals in collaborating with people who receive support and other professionals (i.e., Family Physicians, Behaviour Therapists, Psychiatrists, etc.) in the assessment, development, and implementation of a Behaviour Support Plan.
   - Advocating for others
   - Fostering Independence in Others
   - Initiative
   - Collaboration
   - Creative problem solving and decision making
   - Interpersonal relations and Respect
   - Resilience

5. Apply the provincial and agency’s policies and procedures for documenting behavioural changes and reviewing and revising Behaviour Support Plans.
   - Advocating for others
   - Fostering Independence in Others
   - Initiative
   - Collaboration
   - Creative problem solving and decision making
   - Interpersonal relations and Respect
   - Resilience

**DS HR Strategy Core Competencies**

Successful learners will demonstrate each competency as follows:

- **Advocating for Others** - By having the information and knowledge to identify when a behavioural concern is present and when it may lead to a crisis; understanding how best to prepare and present information to assist others responsible for supporting people with a developmental disability.

- **Fostering Independence in Others** - By encouraging people who receive support to work towards interdependence which promotes valued social roles and relationships.

- **Initiative** - By meaningfully engaging with people who receive support to anticipate behavioural difficulties and plan for success.

- **Collaboration** - By recognizing the importance of a team approach (e.g., people who receive support, support team, behavioural/health professionals, community network, and family members) to be better assess and respond to behavioural issues and to better identify underlying issues.

- **Creative Problem Solving and Decision Making** - By recognizing the multidimensional aspect of people with developmental disabilities and behaviours that challenge, the need to continuously seek information, identify patterns and connections and openness to various perspectives.

- **Interpersonal Relations and Respect** - By recognizing challenging behaviour as a form of communication that is an expression of individual needs or wants and by taking the time to identify a proactive and preventative way of working. By utilizing least intrusive, most effective strategies consistent with PBS that are evidence-based and monitored for effectiveness demonstrates the importance of respecting relationship and the respect for supporting people with a developmental disability.

- **Resilience** - Using evidence-based approaches stemming from PBS provides a process to support people who receive support and direct support professionals at times where there is conflict and setbacks encouraging them to endure and persevere when returning to the starting point after a setback.
Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up-to-date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

1. **Describe the benefits of using positive behavioural support and a biopsychosocial framework for recognizing the behaviours that compromise the quality of life of people who receive support.**

   **Recommended Content**

   Content includes a brief overview of positive behavioural support and an introduction to the biopsychosocial framework and the types of behaviours experienced by people with a developmental disability. Discuss how the manifestations of behavioural challenges affect the lives of people with a developmental disability, their relationships and how it impacts direct support professionals. Review the Ontario definition of challenging behaviour, emphasizing that it is not a diagnosis but rather a social construct. (Note: a preferred term is ‘behaviours that challenge’, removing the responsibility for the challenging behaviour from the person and placing it within the broader social/environmental context.)

   Review the biopsychosocial framework and organize the potential meanings into the following categories: medical issues, issues with supports or expectations, social and emotional issues, or psychiatric issues. Emphasize the broad range of factors that may cause these behaviours to occur using a biopsychosocial framework, including factors that may have occurred years ago (e.g., trauma during childhood and/or years lived in an institution). This can be demonstrated by applying the decision tree to behavioural concerns as per Developmental Disabilities Primary Care Initiative – Tools for Primary Care Providers: A Guide to Understanding Behavioural Problems and Emotional Concerns. Highlight how functional behavioural assessment helps to identify physical or mental health problems, psychiatric issues. Emphasize that functional behavioural assessment is a form of systematic information gathering that provides a basis for person-directed goals as a compass for planning the assessment and in providing quality services.

   Stress the importance of understanding the meaning and function(s) of behaviours before concluding why they happen and how to respond. Highlight how these behavioural complexities should deter us from making assumptions about behavioural causes and substantiate the need for rigorous functional behavioural assessments (see TL2 2 below).

   **Recommended Resources**

   - **Ontario Regulation 299/10 MCSS Policy Directives for Service Agencies, Part III, Paragraph 15.**
     

   - **Brief Description of Positive Behavioural Support for Adults with Developmental Disabilities: Association for Positive Behaviour Support.**
     

   - **Challenging Behaviour Information Sheet.**
     
     ![http://www.cdhf.mcmaster.ca/assets/behav.pdf](http://www.cdhf.mcmaster.ca/assets/behav.pdf)

   - **Developmental Disabilities Primary Care Initiative – Tools for Primary Care Providers – A Guide to Understanding Behavioural Problems and Emotional Concerns. Behavioural and Mental Health Toolbox.**
     
     ![http://www.surreyplace.on.ca/primary-care or copy and paste the following link into your browser and scroll down to Behavioural and Mental Health Toolbox](http://www.surreyplace.on.ca/primary-care or copy and paste the following link into your browser and scroll down to Behavioural and Mental Health Toolbox)

   - **What is Positive Behaviour Support (PBS)? Part 1 with Dr. Pat Mirenda by Community Living BC.**
     
     ![https://www.youtube.com/watch?v=CwNf1Ms2YAA](https://www.youtube.com/watch?v=CwNf1Ms2YAA)

   - **Understanding challenging behaviour in clients with developmental disabilities, Louis Busch from CAMH, Toronto Ontario.**
     
     ![https://www.youtube.com/watch?v=BozI9BjnrV8](https://www.youtube.com/watch?v=BozI9BjnrV8)

   - **Jumping Into the Chaos of Things - David Pitonyak.**
     
     ![https://www.youtube.com/watch?v=AA-UJ_gknIE](https://www.youtube.com/watch?v=AA-UJ_gknIE)

2. **Describe the role of direct support professionals in collaborating with people who receive support and other professionals (i.e., Family Physicians, Behaviour Therapists, Psychiatrists, etc.) to conduct a functional behavioural assessment and analysis.**

   **Recommended Content**

   Emphasize that functional behavioural assessment is a form of systematic information gathering that is key to developing effective positive support strategies for people with a developmental disability. Provide examples of appropriate ways for explaining the assessment process to people who receive support that will be respectful of their dignity and unique needs. Highlight the necessity of using person-directed goals as a compass for planning the assessment and in providing quality services. Explain how functional behavioural assessment helps to identify physical or mental health problems, environmental triggers to behaviors, and gaps in skills. Rehearse how to describe behavior in observable and measurable terms using objective language (e.g., descriptions of frequency, intensity and duration in recording behaviors).

   - **An Introduction to the Biopsychosocial Model (Feb 27, 2014, Part 1 and Part 2) by Dr. Katherine Buell, Ph.D., C. Psych. And Ms. Rachel Brace, B.A., Dip BST.**
     

   - **BIO-Psycho-Social WRAPAROUND By Curriculum of Caring, Bethesda, Spotlight Drama, and Friends.**
     

   - **Brief Description of Positive Behavioural Support for Adults with Developmental Disabilities: Association for Positive Behaviour Support.**
     

   - **Challenging Behaviour Information Sheet.**
     
     ![http://www.cdhf.mcmaster.ca/assets/behav.pdf](http://www.cdhf.mcmaster.ca/assets/behav.pdf)

   - **Developmental Disabilities Primary Care Initiative – Tools for Primary Care Providers – A Guide to Understanding Behavioural Problems and Emotional Concerns. Behavioural and Mental Health Toolbox.**
     
     ![http://www.surreyplace.on.ca/primary-care or copy and paste the following link into your browser and scroll down to Behavioural and Mental Health Toolbox](http://www.surreyplace.on.ca/primary-care or copy and paste the following link into your browser and scroll down to Behavioural and Mental Health Toolbox)

   - **What is Positive Behaviour Support (PBS)? Part 1 with Dr. Pat Mirenda by Community Living BC.**
     
     ![https://www.youtube.com/watch?v=CwNf1Ms2YAA](https://www.youtube.com/watch?v=CwNf1Ms2YAA)

   - **Understanding challenging behaviour in clients with developmental disabilities, Louis Busch from CAMH, Toronto Ontario.**
     
     ![https://www.youtube.com/watch?v=BozI9BjnrV8](https://www.youtube.com/watch?v=BozI9BjnrV8)

   - **Jumping Into the Chaos of Things - David Pitonyak.**
     
     ![https://www.youtube.com/watch?v=AA-UJ_gknIE](https://www.youtube.com/watch?v=AA-UJ_gknIE)
Describe the various methods of observing and recording individual behavior. Apply various measures of behaviour dimensions when collecting data on antecedents, behaviours, and consequences in order to identify accurately why the behaviour occurred (i.e., the patterns associated with the behaviour). Based on the analysis of behavioral observations and data, show how the likely function of the behavior is derived and how alternative behavioral skills to reduce/replace challenging behavior are identified. Stress the importance of coordinating efforts with colleagues to ensure complete and accurate assessment.

Review the responsibility and role of direct support professionals to provide clear descriptions of behaviour to support consistency within teams and collaboration with behaviour therapists. Discuss the preventative benefits of functional behavioral assessments such as the sharing information for recognizing and responding to signs of changes in health or behavioral status as well as signs of potential crisis. Explain how functional behavioural assessments and analyses can be used to accurately and consistently determine whether the Behaviour Support Plan is successful (i.e., the target behaviours are increased, decreased, or are the same).

**Recommended Resources**

- Functional Behaviour Assessment (FBA) by Gavin Cosgrave
- Why Functional Behaviour Assessments (FBA) by Gavin Cosgrave
- Functional Behaviour Assessments (FBA): Correlation vs. Causation by Gavin Cosgrave
- Functional Analysis Example by Gavin Cosgrave
- ABC (Antecedent-Behaviour-Consequence) Chart
- The Autism Helper: Take Great ABC Data.

### 3. Define and apply the main principles of providing positive behavioural support and applied behavioural analysis for supporting people who experience behavioural difficulties.

**Recommended Content**

Content includes an explanation of the roots of positive behavioural support (PBS) and its relationship with the science of applied behavioral analysis (ABA). Emphasize that positive behavioural support is "an applied science that uses educational methods to expand an individual’s behaviour repertoire and systems change methods to redesign an individual’s living environment to first enhance the individual’s quality of life and, second, to minimize his or her problem behaviour" (See Additional Resources for Carr, Dunlap, Horner, Koegel, Turnbull, Sailor et al., 2002, p. 4).

Explicitly link the values of positive behaviour support with the current policy for supporting people with development disability (i.e., Ontario’s Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008). Discuss how positive behavioural support includes a commitment to respect an individual’s self-determination, dovetails with planning for people who receive support, and leads to meaningful outcomes for people with a developmental disability.

Review how functional behaviour assessments identify setting events, triggers, and target and describe behaviours that would be beneficial to change. Define and identify the role of setting events, triggers, antecedents and consequences in maintaining target behaviours. Explain how changing setting events, triggers, antecedents and consequences that maintain target behaviours can successfully accelerate or decelerate the target behaviour. Explore ways that a direct support professional’s behaviour can influence setting events, triggers, and antecedents. Describe how positive behavioural support strategies either re-organizes or modifies the environment (e.g., setting events, triggers) to prevent behavioural challenges.

Describe the principles of positive reinforcement, negative reinforcement, and differential reinforcement to help people learn positive behaviours or skills that will increase their quality of life. Identify and demonstrate at least one method of conducting a reinforcer or preference assessment to help keep individuals motivated to change their behaviour. Describe and demonstrate the use of conditioned reinforcers to help people to effectively change their behaviours.

Explain how positive behavioural support focuses on teaching new skills in order to make targeted challenging behaviours unnecessary for people with developmental disabilities. Practise how to complete a task analyses. Describe and demonstrate how to use various prompting strategies, to fade or reduce prompts, and the use of error correction, chaining and shaping for teaching new skills.

Explain how providing choice and developing good rapport in the environment of a person who receives support increases the likelihood of positive behaviour to occur and decreases the likelihood of problem or challenging behaviour to occur. Provide examples of when to intervene and what skills to teach someone who receives support so that they may enjoy their life, be as independent as possible, and overcome problem behaviour that interferes with relationships and independence.
4. Identify the role of direct support professionals in collaborating with people who receive support and other professionals (i.e., Family Physicians, Behaviour Therapists, Psychiatrists, etc.) in the assessment, development, and implementation of a Behaviour Support Plan.

Recommended Content

Content includes examples of positive behavioural support plans, including positive and intrusive measures that focus on positive behaviour, communication, and adaptive skills. Based on the information from the biopsychosocial decision tree (TLO 1), a functional assessment (TLO 2) and the person-centred plan, demonstrate how individual strengths, preferences, and self-management skills are integrated within behavioural support plans. Describe various positive behaviour interventions that include teaching, reinforcement, and environmental accommodations (TLO 3). For example, depending on the individual, interventions may include using augmentative and alternative communication methods, reducing environmental stimulation, introducing sensory tools and relaxation techniques, increasing or decreasing physical activities, pre-planning and community outing protocols, and/or appropriate use of PRNs to assist with re-stabilization.

Emphasize that the behaviour support planning process may include: person with a developmental disability, family member (if appropriate), direct support professionals, supervisor, clinicians, etc. However, if it includes intrusive interventions, it must be approved by a clinician (e.g., Psychologist, a psychologist associate, or a physician). Emphasize that intrusive measures are used only as a last resort, and in a crisis situation only type of intrusive measures that can be used is a physical restraint (for more information see QAM Training and Crisis Prevention and Intervention Topic Outline). It’s important to note that behaviour support plans set the least intrusive and most effective strategies possible. Explore the direct support professional’s role in the development and implementation of behavioural protocols, escalation continuums and de-escalation measures. Demonstrate how and why behaviour plans are monitored for effectiveness. Note the importance of reviewing behavioural plans at least twice each year.

Note that while adopting a PBS approach, direct support professionals can appreciate that it is not possible to prevent every incident of challenging behaviour and they do not abandon these approaches prematurely. Direct support professionals engage in debriefing following these incidences as they are opportunities for problem solving for the future.

Recommended Resources

• Clinical and Responsiveness Training (CART) developed by Central East Network
• Coaches Training:
  http://issuu.com/cart_workbooks/docs/cnsc.cart.coaches.workbook
• Direct Support Professional Training:
  http://issuu.com/cart_workbooks/docs/cnsc.cart.dsp.workbook
• Positive Behaviour Support- Predictability and Choice, Part 2 with Dr. Pat Mirenda by Community Living BC.
  https://www.youtube.com/watch?v=yguUEN5r7Cc
• Positive Behaviour Support- Addressing Communication Needs, Part 3 with Dr. Pat Mirenda by Community Living BC.
  https://www.youtube.com/watch?v=HNdXz3fW5Yc
• Positive Behaviour Support- The Importance of Teaching New Skills, Part 4 with Dr. Pat Mirenda by Community Living BC.
  https://www.youtube.com/watch?v=U4mZQiyQD
• Autism Training Solutions, now part of Relias Learning

Examples of Positive Behaviour Support Plans

• Clinical and Responsiveness Training developed by Central East Network
• Direct Support Professional Training:
  http://issuu.com/cart_workbooks/docs/cnsc.cart.dsp.workbook
• Case Study: About Gil
  http://www.kipbs.org/new_kipbs/basicInfo/GilStory.html
• Case Study: About Aaron
  http://www.kipbs.org/new_kipbs/familyInfo/TBI/Aaron.html
• Case Study: About Brian
  http://www.kipbs.org/new_kipbs/familyInfo/TBI/Brian.html

Possible Accommodations and Adaptations

• Yoga for People with Special Needs (short documentary) by Spiral Movement Center, Toronto, Ontario.
  https://www.youtube.com/watch?v=AcyNz6kMuJY
• Yoga for Autism & Special Needs: Calming Postures by Mary Flynn.
  https://www.youtube.com/watch?v=57JaZyMfHSl
Recommended Resources

- Provincial or Agency policies related to delivering behavioural programs or interventions (see below for Related Legislation/Regulation and Agency Policies and Procedures).
- Positive Behaviour Support- Building Organizational and Staff Capacity, Part 6 with Dr. Pat Miranda by Community Living BC. https://www.youtube.com/watch?v=pDzRO-DD2nxg
- Ethics policy that provides processes for addressing questions of confidentiality, issues of consent, ethical issues or conflicts, and staff awareness of ethical/legal issues. (The NADD Accreditation Program Accreditation and Certification Program). http://acp.thenadd.org/manuals/acp/competency.pdf
- Privacy and Health Information policy - including access, use and disclosure of data and information. (The NADD Accreditation Program Accreditation and Certification Program). http://acp.thenadd.org/manuals/acp/competency.pdf

Additional Resources


Connecting The Dots is a training initiative in Toronto developed for staff in Developmental Services using the above listed QBC content. Information and evaluation data can be obtained at Surrey Place Centre.
http://www.surreyplace.on.ca/

First Course in Applied Behavior Analysis. Paul Chance, Publisher: Waveland Pr Inc (June '15 2006)

What is Quality of Life? Dr. Robert Schalock
http://www.youtube.com/watch?v=pRoOsVjttBo

The following DS HR Strategy Workplace Learning topic outlines have additional resources relevant to providing positive support:
- Person Centred Planning Topic Outline
- Crisis Prevention and Intervention Topic Outline
- Preventing and Responding to Abuse Topic Outline
- Augmentative Communication Topic Outline

Related Legislation/Regulations
- The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act 2008, Regulation 299/10: s. 7, 17-21

Agency Policies and Procedures
Specific Agency policies and procedures that relate to the topic are to be included here. Relevant policies include:
- Person Centred Planning
- Behaviour Support Plans
- Recognizing and Preventing Abuse
- Privacy and Health Information
- Crisis Prevention and Intervention
- Incident Reporting
### Learner Assessment

Learners will be assessed through verbal or written quizzes, class discussion, small group participation and role plays, and practical hands-on application rehearsals. It is also recommended that learners are assessed on-the-job working directly with individuals. This assessment process is built into The National Association for the Dually Diagnosed (NADD) Competency-Based Direct-Support Professional Certification and competency checklists are provided for each skill area to be addressed. Supervisory follow-up, feedback, and performance appraisals will be required to assess the use of the tools and strategies provided.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor assessments based on:</td>
<td>Describe the benefits of using positive behavioural support and a biopsychosocial framework for recognizing the behaviours that compromise the quality of life of people who receive support (TLO 1)</td>
</tr>
<tr>
<td>Knowledge Competency: Verbal or Written Quizzes</td>
<td>Describe the role of direct support professionals in collaborating with people who receive support and other professionals (i.e., Family Physicians, Behaviour Therapists, Psychiatrists, etc.) to conduct a functional behavioural assessment and analysis (TLO 2)</td>
</tr>
<tr>
<td>Practice/rehearsal Competency: participation in role-plays, practice exercises with tools, and small group discussions.</td>
<td>Define and apply the main principles of providing positive behavioural support and applied behavioural analysis for supporting people who experience behavioural difficulties (TLO 3)</td>
</tr>
<tr>
<td>On-the-Job Performance Competency: Supervisory Observation, Feedback and Follow-up, Performance Appraisals</td>
<td>Identify the role of direct support professionals in collaborating with people who receive support and other professionals (i.e., Family Physicians, Behaviour Therapists, Psychiatrists, etc.) in the development of a Behaviour Support Plan (TLO 4)</td>
</tr>
<tr>
<td>Based on The NADD Competency-Based Direct-Support Professional Certification:</td>
<td>Apply the provincial and agency’s policies and procedures for documenting behavioural changes and reviewing and revising Behaviour Support Plans (TLO 5)</td>
</tr>
</tbody>
</table>

### Methods of Instruction

The preferred method of instruction for this topic is face-to-face group instruction given the amount of new information that must be presented. However, the learning outcomes can be achieved through a blended approach incorporating a combination of on-line and face-to-face instruction methods. Using a combination of on-line, lecture, large and small group question and answer discussion to support shared learning, case examples, role play, application of tools and video clips will enable learners to actively engage in all topic areas. While some material requires a lecture format, e.g. definitions and introduction of new concepts, the material is best used as the basis for active participation through facilitated discussion and learning from the expertise in the room, as well as self-reflection. Establishing the environment as a safe place where learners can take risks is initiated on day one with identification of the elements of a positive learning culture (e.g., no wrong questions, non-judgmental lens, and diversity), and through a check-in and check-out exercise at the start and end of each day. Trainers and learners can bring in non-identifiable case examples to provide opportunity to apply concepts, test out knowledge and skill, enabling them to transfer learning to the work place.

Group work is the preferred approach to facilitate application of assessment tools and the practice of working in teams, followed by full group debriefing after each exercise. Use of role playing is highly recommended, particularly in the application of the tools and behavioural strategies, allowing for practical demonstration of the different perspectives among various stakeholders as well as problem solving in the moment.

Following the training, regular supervisory meetings can support learners to apply the tools and behavioural strategies with people who receive behaviour support and within the specific agency context. Additionally, periodic reviews and annual performance appraisals provide opportunity for further integration within the work environment.

### Recommended Delivery Format

- **Recommended minimum length of delivery:** 14 hours, delivered in 2.5 consecutive days or with 1 or 2 weeks between each session.
- **Recommended frequency:** Repeats as needed for new hires.
- **Recommended timing:** 6 months to 1 year of employment after 6 months.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
## Recommended Delivery Format: Providing Positive (Behaviour) Support

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Describe positive behavioural support, biopsychosocial framework, and challenging behaviour. Apply the Behavioural Problems and Emotional Concerns.</td>
<td>Ontario Regulation, Part III, Paragraph 15; An Introduction to the Biopsychosocial Model; Brief Description of Positive Behavioural Support; Challenging Behaviour Information Sheet; A Guide to Understanding Behavioural Problems and Emotional Concerns; Videos: What is Positive Behaviour Support (PBS)? Understanding challenging behaviour; Jumping Into the Chaos of Things.</td>
<td>TLO 1</td>
<td>Instructor-led lecture (may be combined with independent on-line readings and videos) Facilitated discussion using a Q&amp;A format, class participation, case examples to illustrate points, small group practise activities using the guide.</td>
<td>Instructor assessment based on participant feedback demonstrating an understanding of concepts.</td>
</tr>
<tr>
<td>15%</td>
<td>Functional behavioural assessment and functional behavioural analysis</td>
<td>Functional Behaviour Assessment; Why Functional Behaviour Assessments; Functional Behaviour Assessments (FBA): Correlation vs. Causation; Functional Analysis Example; Functional Assessment of Challenging Behavior; ABC (Antecedent-Behaviour-Consequence) Chart.</td>
<td>TLO 2</td>
<td>Instructor-led lecture and facilitated discussion using a Q&amp;A format, class participation, shared learning, case examples to illustrate points, and small group practise activities using the ABC Chart.</td>
<td>Instructor assessment based on observation of small group practise activities and completed ABC Charts that demonstrate an understanding of concepts.</td>
</tr>
</tbody>
</table>

### Content:
- **Positive Behavioural Support and related ABA principles.**
- **Behaviour Support Plans:**
  - Assessment: Instructor-led lecture and facilitated discussion using a Q&A format, participation, videos, case examples to illustrate points, and small group role-plays and practise activities.

**Additional Resources:**
- **Ontario Regulation, Part III, Paragraph 15.**
- **Videos:**
  - Positive Behavioural Support (PBS).
  - Understanding challenging behaviour.
- **Ontario Regulation, Part III, Paragraph 15.**
- **On-the-Job Performance Competency:**
  - Supervisory Observation, Feedback and Follow-up.
  - Performance Appraisals.

**Note:** Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 210-217.
TOPIC OUTLINE:
Preventing, Recognizing, and Responding to Abuse

Topic Description
Content will include information on the various forms of abuse and ways to safeguard against abuse. Abuse is an extremely serious issue. Direct support professionals in the developmental services field work with people who are seen to be vulnerable and are at increased risk for abuse. This topic outline will focus on the signs of abuse, reducing the risk for abuse and responding to abuse, as well as ways of empowering and providing support to people with a developmental disability. It will also address the process for reporting abuse and suspected abuse; documentation requirements; legal obligations related to Quality Assurance Measures regulations; intervention techniques, and how to provide support to the victim.

Topic Learning Outcomes
The learner will reliably demonstrate the ability to:
1. Recognize the forms and signs of abuse, ways of detecting abuse, and the role of direct support professionals to safeguard people who receive support from abuse.
2. Describe ways of providing education and support to people with a developmental disability about abuse, and how direct support professionals must act when responding to disclosures of abuse or suspicions of abusive situations.
3. Construct a plan for responding to a suspicion, disclosure, or witnessing of abusive behaviour based on policy and procedural requirements to meet the legal obligations of the agency and the Quality Assurance Measure regulations.
4. Define and describe evidence-based treatments that are used to support people with a developmental disability when they have experienced abuse and the referral process for treatment.
Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. Recognize the forms and signs of abuse, ways of detecting abuse, and the role of direct support professionals to safeguard people who receive support from abuse.

Recommended Content

Introduce the two main issues: the extremely high prevalence of abuse and that abusers are likely to be known to the person with a developmental disability. Emphasize that direct support professionals are given the privilege of trust and the responsibility of ensuring that no harm comes to the people who receive support. Review the forms and signs of abuse. Explain the importance of knowing the person with a developmental disability really well (i.e., both personality and disability) in order to detect subtle differences in their demeanor that may be possible signs of abuse. Critique how and when someone might exert power and control over another person, and the importance of honouring self-advocacy (choice and voice). Describe and demonstrate strategies for reducing the risk of abuse.

Recommended Resources

- Together We Can Stop The Hurt.
- Increasing Safeguards for Vulnerable Adults.
  http://www.vulnerableadultsccwr.org/what-you-need-to-know.html
- Criminal Victimization and Health: A Profile of Victimization Among Persons with Activity Limitations or Other Health Problems.
- Abuse of People with Disabilities: A Silent Epidemic – Self advocates Speak Out Against Abuse.
  https://www.youtube.com/watch?v=ynLjA7wO04
- Stopping the abuse of people with learning disabilities - Inspired Services: A video photo story for Suffolk County Council to help people recognise abuse and know more about what to do to stop it.
  https://www.youtube.com/watch?v=P0n1H8ny9Ws
- Recognize COMMON signs of abuse by knowing the person, how their disability may influence daily life, and seeking to understand any changes in how they are behaving.
  http://apd.myflorida.com/zero-tolerance/common-signs/
2. **Describe ways of providing education and support to people with a developmental disability about abuse and how direct support professionals must act when responding to disclosures of abuse or suspicions of abusive situations.**

**Recommended Content**

Encourage learners to self-reflect on their own experiences with abuse and how those experiences might influence their own emotions and reactions to abuse. Discuss how people with a developmental disability might or might not disclose abuse. Provide examples for why they might be afraid to disclose or why they might not know how to disclose (e.g., lack of vocabulary or communication skills to describe the abuse). Review ways of educating people with a developmental disability to understand healthy relationship boundaries, to make choices, to say no and have their choices honoured by those who support them to build self-esteem and provide the life skills they will need to protect themselves from harm. Describe how a direct support professional could foster the necessary trust for a disclosure of abuse.

**Recommended Resources**

- A Doll Helps Disabled Women Find Their Voices http://frendezvous.blogs.nytimes.com/2013/03/26/a-doll-helps-disabled-women-find-their-voices/?_r=0
- Agency’s policy and procedures regarding abuse.

3. **Construct a plan for responding to a suspicion, disclosure, or witnessing of abusive behaviour based on policy and procedural requirements to meet the legal obligations of the agency and the Quality Assurance Measure regulations.**

**Recommended Content**

Construct and rehearse a response plan that describes the steps that direct support professionals must take when they receive a disclosure, or witness abuse that will both protect the person they support and ensure the investigation begins immediately. Familiarize the learner with the province’s legal requirements for reporting incidents. Walk them through the policy and procedures for reporting abuse within the agency and when to directly call the police. Emphasize that it is of vital importance that the reporting and the investigation of abuse proceed according to agency policies.

**Recommended Resources**

- Agency’s policy and procedures regarding abuse.

4. **Define and describe evidence-based treatments that are used to support people with a developmental disability when they have experienced abuse and the referral process for treatment.**

**Recommended Content**

Provide an overview of the different types of treatments and interventions that are available for people with a developmental disability. For example, modified cognitive behavioural therapy, solution focused therapy and trauma-informed behavioural interventions. Include how the systems-focused trauma-informed care model can be used to reduce the trauma associated with abuse and create a culture of safety. Review the agency’s referral process for treatment.
Recommended Resources

- Therapy Components for Children and Adults with Developmental Disability who have been Sexually Abused by Sheila Mansell. In this handbook some treatment components are presented that are useful to therapists providing therapy services to children and adults with developmental disabilities who have been sexually abused.

Additional Resources

- Advocates Against Abuse (AAA) by David Hingsburger and Others. A peer training abuse prevention program that empowers people with disabilities to recognize and report abuse. It uses accessible language and meets the Ministry of Community and Social Services requirements under Ontario Quality Assurance Measures policy. www.advocatesagainstabuse.com
- Canadian Centre for Justice Statistics Profile Series Criminal victimization and Health: A Profile of Victimization Among Persons with Activity Limitations or Other Health Problems by Samuel Perreault, 2009.
- “No Secrets” Adapt for your agency’s purposes Abuse Education for People with a Developmental Disability. http://www.easyhealth.org.uk/listing/abuse-leaflets
- Disability Services Commissioner Learning from Complaints Occasional Paper No.1 Safeguarding People’s Right to be Free from Abuse: Key considerations for preventing and responding to alleged staff to client abuse in disability services by LC Barw, 2012.

Related Legislation/Regulations

http://www.ontario.ca/laws/statute/08s14

Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

- Recognizing and preventing abuse
- Incident reporting
- Serious Occurrence Reporting
- Treatment Referral
Learner Assessment

Learners will be assessed through a short test, self-assessment and regular verbal/written feedback. The test will be multiple-choice and include ten questions that will be reviewed and self-marked. Supervisors can provide regular verbal feedback, as well as written feedback as part of the annual Performance Appraisal.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice written test and Self-Assessment based on Power and Control Wheel</td>
<td>Recognize the forms and signs of abuse, ways of detecting abuse, and the role of direct support professionals to safeguard people who receive support from abuse (TLO 1)</td>
</tr>
<tr>
<td>Instructor observation and self-assessment</td>
<td>Describe ways of providing education and support to people with a developmental disability about abuse and how direct support professionals must act when responding to disclosures of abuse or suspicions of abusive situations. (TLO 2)</td>
</tr>
<tr>
<td>Multiple choice written test</td>
<td>Construct a plan for responding to a suspicion, disclosure, or witnessing of abusive behaviour based on policy and procedural requirements to meet the legal obligations of the agency and the Quality Assurance Measure regulations. (TLO 3)</td>
</tr>
<tr>
<td>Multiple choice written test</td>
<td>Define and describe treatments that are used to support people with a developmental disability when they have experienced abuse and the referral process for treatment. (TLO 4)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Methods of Instruction

Due to the sensitive nature of the topic content it is highly recommended that this is taught face-to-face to address possible triggers of trauma or disclosures of abuse. The topic can be delivered as a face-to-face classroom course, or a mix of face-to-face and self-paced learning. The lecture-discussion format (supported by PowerPoint and/or videos) could also be delivered as part of a regular staff meeting, with the assessment portion conducted individually afterwards for new learners. This approach would be useful to act as a refresher for previously trained staff, who would not need to complete the assessment portion.

Whatever form the training takes for delivery, it should be supported with a participant manual containing relevant agency policies and required incident forms. The lecture/information portion can be delivered to any sized group, or could also be delivered in an online podcast, or by a website, or by video conference format.

For the practical exercise, a small group format is strongly recommended. Small group feedback can determine how well learners are internalizing information. Learners act as a resource for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace. Smaller groups are needed for instructor observation of the learners as they conduct the practical role play exercises.

If the topic is being presented in a self-directed study format with a written case study, the assessor could use a Q&A approach to review the learner’s recommended approach to the given scenario. This will ensure the learner is grasping the supporting information, as well as the practical application.

Recommended Delivery Format

Recommended minimum length of delivery: 3 hours
Recommended frequency: annually
Recommended timing: during the first year of employment and annually afterwards as a refresher.
Recommended Delivery Format: Preventing, Recognizing, and Responding to Abuse

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>Forms and signs of abuse; Knowing the person and their disability well: Understanding power and control; Honouring self-advocacy (choice and voice)</td>
<td>Combating Violence; Common Signs webpage; Power and Control Wheel; Equality Wheel of Power and Control; Self Advocate Web Videos</td>
<td>TLO 1, 2, 3, 4</td>
<td>Instructor-led lecture using a Q&amp;A format; online articles and videos with individual work and group participation</td>
<td>Multiple choice written test and Self-Assessment based on Power and Control Wheel</td>
</tr>
<tr>
<td>22%</td>
<td>Responding to abuse; providing education and support to reduce risk or in an abusive situation</td>
<td>Combating Violence; Pointing It Out; Just Say No; Say No to Abuse; QAM video 8 and handouts</td>
<td>TLO 1, 2, 3</td>
<td>Instructor-led lecture using a Q&amp;A format; online articles and videos with individual work and group participation</td>
<td>Instructor observation and self-assessment</td>
</tr>
<tr>
<td>33%</td>
<td>Abuse response plan that meets policy and procedural requirements</td>
<td>QAM video 7 and handouts; Agency’s policy and procedure; Preventing abuse in accommodation services; CHC video</td>
<td>TLO 1, 2, 3, 4</td>
<td>Instructor-led lecture using a Q&amp;A format; online videos with individual work</td>
<td>Multiple choice written test</td>
</tr>
<tr>
<td>17%</td>
<td>Abuse and trauma treatment; Referral process for treatment</td>
<td>Helping Professions Prevent Abuse; Trauma-Informed Interventions; Trauma-informed Care; Therapy Components for Children and Adults; Agency’s referral process for treatment services</td>
<td>TLO 1, 2, 3, 4</td>
<td>Instructor-led lecture using a Q&amp;A format</td>
<td>Multiple choice written test</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 227-230.

**DEVELOPMENTAL SERVICES HUMAN RESOURCES STRATEGY**

**Workplace Learning and Development Guide**

### Module:

- **Fire Safety and Emergency Preparedness**

**TOPIC OUTLINE:**

**Fire Safety and Emergency Preparedness**

**Topic Description**

This practical topic ensures all employees can recognize fire hazards and take appropriate preventative and/or reactive measures (including operating a fire extinguisher properly when appropriate). Further, in keeping with recent legislative changes (Ontario Regulation 150/13 amending the Fire Code), this topic covers the development and implementation of emergency action plans to ensure that people who receive support (identified as vulnerable Ontarians by the Fire Marshal’s Office) remain safe in their living environment and can be evacuated safely when necessary. This topic is required for all employees including direct support professionals, specialists, other employees, supervisors and managers providing support to individuals. This topic is mandated under Quality Assurance Measures, the Ontario Fire Code, and the Ontario Occupational Health & Safety Act.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Recognize fire hazards and potential emergency situations.
2. Implement preventative measures to reduce risk in the workplace and/or living environment of people who receive support.
3. Educate people who receive support on hazards and emergency plans.
4. Utilize appropriate measures to combat an emergency such as:
   a. Develop and practice a fire plan for their various work location(s);
   b. Proper and safe use of an extinguisher appropriate to the type of fire;
   c. Severe weather protocols;
   d. Alarm and evacuation protocols; and
• e. Address mobility and other disability issues related to evacuation of people who receive support. disability when they have experienced abuse and the referral process for treatment.

DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

• Advocating for Others - Through safe work behaviours and emergency plans that protect themselves, their co-workers, people who receive support, and other stakeholders. Also, by educating people with a developmental disability on fire safety and emergency plans, and encouraging them to adopt these practices into their daily routines.

• Creative Problem Solving & Decision Making - By identifying and assessing risks and reacting to emergency problems with safe actions.

• Initiative - By taking proactive measures or implementing effective reactive measures when emergency situations have been identified.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Recognize fire hazards and potential emergency situations. | • Advocating for others  
|                                                       | • Creative problem solving and decision making  
|                                                       | • Initiative |
| 2. Implement preventative measures to reduce risk in the workplace and/or living environment of people who receive support. | • Advocating for others  
|                                                       | • Initiative |
| 3. Educate people who receive support on hazards and emergency plans. | • Advocating for others |
| 4. Utilize appropriate measures to combat an emergency such as: | • Initiative  
| a) Develop and practice a fire plan for their various work location(s); | • Creative problem solving & decision making |
| b) Proper and safe use of an extinguisher appropriate to the type of fire; | |
| c) Severe weather protocols; | |
| d) Alarm and evacuation protocols; and | |
| e) Address mobility and other disability issues related to evacuation of people who receive support. | |

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, content must meet all legislative requirements.

The Workplace Learning and Development Guide provides tools and learning activities to assist with the development of workplace learning.

1. Recognize fire hazards and potential emergency situations.

Recommended Content

Provide an overview of the issues related to hazard identification in the developmental services environment and the importance of effective emergency planning. The Office of the Fire Marshal, in conjunction with PSHSA, has created a training course that meets the requirements under changed legislation. All agencies are allocated one seat for free, per occupancy location. Additional online or in-person seats may be purchased at agency discretion, or the contents shared within their agency by utilizing a “train-the-trainer” approach. Training for all employees on new fire safety plans is mandatory under the revised Fire Code and also under Quality Assurance Measures (QAM) requirements.

Recommended Resources


• Office of the Fire Marshal and Emergency Management (OFMEM) Training Program (Feb 2014) – one seat allocated free per facility housing vulnerable Ontarians.
  Improving Fire Safety for Vulnerable Ontarians: Training for Owners/Operators of Care Occupancies, Care and Treatment Occupancies and Retirement Homes.
  http://www.pshsa.ca/product/ofmem-owners-operators/

• Ministry of Community Safety and Correctional Services (MCSCS) and OFMEM (Jan 2013). Report on Improving Fire Safety for Vulnerable Ontarians.

• MCSCS Website Resources (Feb 2014). A Road Map to the Fire Code.
  http://www.mcscs.jus.gov.on.ca/english/FireMarshal/CareOccupanciesCareandTreatmentOccupanciesRetirementHomes/ARoadMaptotheFireCode/RoadMap.html
2. Implement preventative measures to reduce risk in the workplace and/or living environment of people who receive support.

**Recommended Content**

Provide the requirements for safe work practices under Health & Safety legislation and the updated Fire Code, including both employer and employee responsibilities. Instruct learners on how to take appropriate preventative and/or reactive measures. Review the redevelopment and implementation of emergency action plans to ensure that people who receive support remain safe and can be evacuated effectively when necessary.

**Recommended Resources**

- OFMEM PowerPoint Presentation (Feb 2014). Fire Safety in Vulnerable Occupancies. [http://www.mcss.gov.on.ca/english/FireMarshal/CareOccupanciesCareAndTreatmentOccupanciesRetirementHomes/TrainingInformation/OFM_TrainingInformation.htm](http://www.mcss.gov.on.ca/english/FireMarshal/CareOccupanciesCareAndTreatmentOccupanciesRetirementHomes/TrainingInformation/OFM_TrainingInformation.htm)

3. Educate people who receive support on hazards and emergency plans.

**Recommended Content**

Discuss and show best practices for standard precautions and safe routines should an emergency occur. This is extremely important for individuals’ life-safety and also from a building/fire code perspective. The fewer people that “require assistance” to evacuate and the more people are able to demonstrate their ability for self-preservation, the better prepared for emergencies each agency will be. Monthly training on fire drills will contribute to enhanced safety.

**Recommended Resources**

- OFMEM PowerPoint Presentation (Feb 2014). Fire Safety in Vulnerable Occupancies. [http://www.mcss.gov.on.ca/english/FireMarshal/CareOccupanciesCareAndTreatmentOccupanciesRetirementHomes/TrainingInformation/OFM_TrainingInformation.htm](http://www.mcss.gov.on.ca/english/FireMarshal/CareOccupanciesCareAndTreatmentOccupanciesRetirementHomes/TrainingInformation/OFM_TrainingInformation.htm)

4. Utilize appropriate measures to combat an emergency.

**Recommended Content**

Demonstrate and discuss how an agency would respond to various emergency situations. Include information on a variety of scenarios such as how to practice the fire plan, use any personal protective equipment (PPE), operate a fire extinguisher properly when appropriate, remain safe in severe weather, respond to alarms, and evacuate an agency or any work environment safely through various zones (dealing with any mobility or comprehension issues of people receiving support).

**Recommended Resources**

Additional Resources

- OFMEM and PSHSA E-learning Training Course (April 2015). Supervisory and Designated Staff of Care Occupancies, Care and Treatment Occupancies, and Retirement Homes
  https://www.pshsa.ca/ofmem/
- Utilize community resources (such as physiotherapists) to demonstrate safe evacuation of non-ambulatory people with developmental disabilities.
- Utilize AED defibrillator emergency procedures as needed (See Topic Outline for First Aid and Cardio-Pulmonary Resuscitation).

Related Legislation/Regulations

- Fire Protection and Prevention Act, 1997
- Accessibility for Ontarians with Disabilities Act, 2005
  http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_05a11_e.htm
  http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90o01_e.htm
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, S.O. 2008
  http://www.search.e-laws.gov.on.ca/en/sysquery/0a28f35e-71fd-4d9f-921f-0059265d04f8/2/doc?search=browseStatutes&context=#hit1

Agency Policies and Procedures

Agency policies can be included here. Suggested relevant policies include:

- Health & Safety
- Emergency Planning
- Fire Safety Procedures

Learner Assessment

Learners will be assessed through a short written test at the end of the workplace learning opportunity. A written test with a minimum passing grade ensures that learners have grasped the basic concepts required for this important topic and provides a defensible record of training to meet the standards of the various legislative requirements. The written test could be both short answer questions and multiple-choice. It could include approximately ten questions that can be reviewed and self-marked during the training, if classroom delivery is used. It can be delivered online or in a written format if self-directed learning is selected, with corrective feedback provided if the learner selects an incorrect response.

In addition, emergency drills can be incorporated into post-training assessment with debrief sessions as prescribed by legislation.

The following table outlines each potential assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short answer and multiple-choice test</td>
<td>Recognize fire hazards and potential emergency situations (TLO 1)</td>
</tr>
<tr>
<td></td>
<td>Implement preventative measures to reduce risk in the workplace and/or living environment of people who receive support (TLO 2)</td>
</tr>
<tr>
<td></td>
<td>Utilize appropriate measures to combat an emergency such as:</td>
</tr>
<tr>
<td></td>
<td>a) Develop and practice a fire plan for their various work location(s);</td>
</tr>
<tr>
<td></td>
<td>b) Proper and safe use of an extinguisher appropriate to the type of fire;</td>
</tr>
<tr>
<td></td>
<td>c) Severe weather protocols;</td>
</tr>
<tr>
<td></td>
<td>d) Alarm and evacuation protocols;</td>
</tr>
<tr>
<td></td>
<td>e) Address mobility and other disability issues related to evacuation of people who receive support. (TLO 4)</td>
</tr>
<tr>
<td>Ongoing practical emergency drills with debrief sessions as prescribed by legislation</td>
<td>Educate people who receive support on hazards and emergency plans (TLO 3)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.
Methods of Instruction

This topic is best delivered in a "train the trainer" format, where the person(s) responsible to draft the updated fire safety plans for the organization are trained through the Office of the Fire Marshal on the new requirements under the changes to the Ontario Fire Code (regulation 150/13) which took effect on January 1, 2014 and must be fully implemented by January 1, 2017. Then, that person(s) would train all those "designated supervisory staff" for each care occupancy location for which the agency is responsible. The Fire Code defines designated supervisory staff as those employees with responsibility to oversee the safe evacuation of others during an emergency in any given care occupancy location. Finally, those "designated supervisory staff" will train all the other employees in those locations on fire safety and other emergency plans. Additionally, where appropriate, direct support professionals will train people who receive support on fire safety and emergency plans in the place they reside.

The topic can easily be delivered as a classroom course, a self-paced learning opportunity, or an online training format. The topic could also be delivered as part of a regular staff meeting or safety update, as long as it is documented for record keeping purposes. Whatever form the training takes for delivery, it should be supported with regular practical drills in the workplace, care occupancy locations and homes where people supported reside under the direction of the agency, with copies of the detailed plan that is specific to employees’ locations. Agencies may want to utilize community resources such as physiotherapists to demonstrate effective and safe evacuation of non-ambulatory people with developmental disabilities.

Recommended Delivery Format

Recommended minimum length of delivery: 2 hours

Recommended frequency: Topic training is required once. Actual practical comprehensive drills must be repeated annually with all staff and monthly in a format acceptable to the OFMEM, including debrief.

Recommended timing: included as part of onboarding process for new hires in a "designated supervisory role". Delivered as soon as practical for all other employees within the first year of service.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Developmental Services Human Resources Strategy

**Workplace Learning Project**

#### TOPIC OUTLINE:

**First Aid and Cardio-Pulmonary Resuscitation**

**Topic Description**

Content will include provincially recognized certification in Emergency or Standard First Aid, Level "A" Cardio-Pulmonary Resuscitation (CPR) and the use of the Automated External Defibrillator (AED). This hands-on training covers such practical topics as dealing with burns, wounds, musculo-skeletal disorders, and other injuries. As well, it prepares participants to respond in an emergency situation by providing life-saving intervention until qualified medical help arrives. This topic is required by a percentage of workers in every agency as prescribed by the Ontario Occupational Health & Safety Act (OHSA) Regulation 1101 and Workers Safety and Insurance Board (WSIB) guidelines and by all staff and volunteers working directly with people who have a developmental disability, as prescribed by the Regulation on Quality Assurance Measures.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Address a variety of potential injuries and provide effective First Aid assistance to the standard required by the Certifying Body;
2. Perform Cardio-Pulmonary Resuscitation (CPR) on a model representing a person with vital signs absent;
3. Utilize Automated External Defibrillator (AED) equipment as per manufacturer and International Liaison Committee on Resuscitation (ILCOR) guidelines.

#### MODULAR CONTENT

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 %</td>
<td>Fire Drill Scenario Form Review</td>
<td>Vulnerable Occupancy - Fire Drill Scenario Form</td>
<td>TLO 4</td>
<td>Instructor-led lecture using Q&amp;A format, with class participation OR similar knowledge transfer in online/self-directed format</td>
<td>Instructor assessment based on participant feedback and written test</td>
</tr>
<tr>
<td>20 %</td>
<td>Knowledge test</td>
<td>Written test created by instructor/agency</td>
<td>TLO 1, 2, 4</td>
<td>Administer test. Review and discuss correct answers with class or provide corrective feedback in online format</td>
<td>Learners must obtain a pass or retake test</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 237-239.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Creative Problem Solving & Decision Making** - By responding appropriately to injuries in the workplace to themselves, co-workers, or people who receive support.
- **Initiative** - By utilizing the knowledge and skills gained in this training to effectively intervene in the event of a medical emergency.
- **Resilience** - By displaying a calm demeanour when handling injuries or emergencies.

### Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Related Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Address a variety of potential injuries and provide effective First Aid assistance to the standard required by the certifying body</td>
<td>Creative problem solving and decision making; Initiative; Resilience</td>
</tr>
<tr>
<td>2. Perform CPR on a model representing a person with vital signs absent</td>
<td>Initiative</td>
</tr>
<tr>
<td>3. Utilize AED equipment as per manufacturer and International Liaison Committee on Resuscitation (ILCOR) guidelines</td>
<td>Initiative</td>
</tr>
</tbody>
</table>

### Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to mandatory legislative requirements. Training must be delivered by a certified trainer who is recognized by the Workers Safety and Insurance Board (WSIB) and whose program meets the equivalency requirements for St John Ambulance First Aid Emergency or Standard levels. Larger agencies or groups of smaller regional agencies may find it valuable to ensure that one staff member is qualified at the trainer level by a certified First Aid provider. Alternatively, an agency could have its program certified by WSIB. WSIB First Aid Training Criteria (see pages 6 & 7).

1. Address a variety of potential injuries and provide effective First Aid assistance to the standard required by the Certifying Body.

#### Recommended Content

Provide an overview of the ABC’s of emergency response care, as well as the practical skills to respond to common workplace injuries. As per the WSIB regulations, the following topics are mandatory for Emergency level certification:

- Roles & Responsibilities of the First Aider;
- Casualty management – Unresponsive casualty;
- Casualty management – Conscious with Head/Spinal injury;
- Adult resuscitation – Choking, CPR and AED;
- Severe bleeding and wound care;
- Medical conditions; and
- Burns.

Agencies with up to five employees per shift in one location must ensure at least one worker per shift is trained to the Emergency level of first aid.

In addition to the topics included above for Emergency level, eight of the following elective topics must be included for Standard level certification:

- Secondary survey
- Child and infant resuscitation
- Two rescuer CPR
- Bone and joint injuries
- Chest injuries
- Eye injuries
- Multiple casualty management
- Poisoning
- Environmental illness and injuries
- Rescue carries
- Artificial Respiration

Agencies with six or more employees per shift in one location must ensure at least one worker per shift is trained to the Standard level of first aid.

#### Recommended Resources

- **WSIB First Aid Requirements – Regulation 1101**
  - [wsib012725.pdf](http://www.wsib.on.ca/cs/groups/public/documents/staticfile/c2li/mdey/~edisp/wsib012725.pdf)
- **List of Ontario WSIB Approved Emergency and Standard First Aid Providers**
  - [wsib012725.pdf](http://www.wsib.on.ca/cs/groups/public/documents/staticfile/c2li/mdey/~edisp/wsib012725.pdf)
- **Online/Blended Learning option for St John Ambulance First Aid/CPR/AED training.**
  - [wsib012725.pdf](http://www.wsib.on.ca/cs/groups/public/documents/staticfile/c2li/mdey/~edisp/wsib012725.pdf)
2. Perform CPR on a model representing a person with vital signs absent.

**Recommended Content**
Learn the key steps in resuscitation and the process to apply them to a casualty with no breathing or pulse.

**Recommended Resources**
See resources for TLO 1

3. Utilize Automated External Defibrillator (AED) equipment as per manufacturer and International Liaison Committee on Resuscitation (ILCOR) guidelines.

**Recommended Content**
Recognize what a defibrillator can do and apply the knowledge by demonstrating correct procedures for use.

**Recommended Resources**
See resources for TLO 1

### Additional Resources
- International Liaison Committee on Resuscitation (ILCOR) Website http://www.ilcor.org/home/

### Related Legislation/Regulations

### Agency Policies and Procedures
Agency policies can be included here. Suggested relevant policies include:
- Health & Safety
- Infection Control and/or Routine Practices
- Emergency Planning and Pandemic Control

### Learner Assessment
Learners will be assessed through a written test and practical demonstrations. A learner to instructor ratio of no more than 18:1 is recommended for classroom based training delivery. The written test will include both short answer and multiple-choice questions. It will be marked by the certified instructor and a minimum score is required for attainment of “trained” status. The following table outlines each assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written test at end of class</td>
<td>Address a variety of potential injuries and provide effective First Aid assistance to the standard required by the Certifying Body (TLO1)</td>
</tr>
<tr>
<td></td>
<td>Perform Cardio-Pulmonary Resuscitation (CPR) on a model representing a person with vital signs absent (TLO2)</td>
</tr>
<tr>
<td>Written test at end of class</td>
<td>Utilize Automated External Defibrillator (AED) equipment as per manufacturer and International Liaison Committee on Resuscitation (ILCOR) guidelines.</td>
</tr>
<tr>
<td>Practical demonstration of skills through scenarios, skill stations, role playing, and simulations</td>
<td>Address a variety of potential injuries and provide effective First Aid assistance to the standard required by the Certifying Body (TLO 1)</td>
</tr>
<tr>
<td></td>
<td>Perform Cardio-Pulmonary Resuscitation (CPR) on a model representing a person with vital signs absent (TLO 2)</td>
</tr>
<tr>
<td></td>
<td>Utilize Automated External Defibrillator (AED) equipment as per manufacturer and International Liaison Committee on Resuscitation (ILCOR) guidelines (TLO 3)</td>
</tr>
</tbody>
</table>
Assessment Method | Topic Learning Outcomes (TLOs) Assessed
---|---
Brainstorming and group discussions on common workplace injuries (how to prevent them and how to properly provide First Aid to treat them) | Address a variety of potential injuries and provide effective First Aid assistance to the standard required by the Certifying Body (TLO 1)
| Perform Cardio-Pulmonary Resuscitation (CPR) on a model representing a person with vital signs absent (TLO 2)
| Utilize Automated External Defibrillator (AED) equipment as per manufacturer and International Liaison Committee (TLO 3)

**Methods of Instruction**

The recommended instructional approach for this topic material is an in-person format with a certified trainer from the approved WSIB list, with an 18:1 learner-instructor ratio. Training must be delivered by a certified trainer who is recognized by the Workers Safety and Insurance Board (WSIB) and whose program meets the equivalency requirements for St. John Ambulance First Aid Emergency or Standard levels. Delivery of knowledge material is supported by practice of hands-on skills through role playing, scenarios, and simulations. Smaller groups are needed for instructor observation of the learners as they conduct the practical demonstrations and skill exercises.

There is a blended delivery format available through St. John Ambulance and several other providers where the knowledge material is delivered via internet with some interactive feedback and online testing, supported by an in-person demonstration of the required practical skills at the local provider office. This option would be suitable for renewal training for Standard level, or for an employee who is unable to attend an in-person session.

**Recommended Delivery Format**

**Recommended minimum length of delivery**

For Emergency First Aid Level, this program is normally provided in one day classroom training with a minimum instruction time of 6.5 hours, including testing (written and practical) of learners. For Standard First Aid Level, this program is normally provided in two day classroom training with a minimum instruction time of 13 hours, including testing (written and practical) of learners.

**Recommended frequency**

There is no Emergency First Aid Renewal course allowed in Ontario. Complete Emergency Certificate training must be taken upon expiry of the certificate. For Standard level, a one day renewal course can be taken provided it occurs before the current certificate expires. Training must be completed every three years.
**TOPIC OUTLINE:**

Infection Prevention and Control

**Topic Description**

This training provides an overview of current best practice in controlling the spread of infection/disease. Routine practices and additional precautions are reviewed in detail, to ensure that both Direct Support Professionals (DSP's) and service recipients remain safe in their workplace or living environment. This training is also relevant for all specialists, support staff, and those in supervisory and management roles within agencies. Course participants will identify relevant diseases, risk factors, methods of transmission, and how best to cope with these factors.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Recognize the potential for disease transmission, the risk factors involved, and the necessity of prevention;
2. Describe the elements of a safe work environment in accordance with legislation;
3. Demonstrate specific health and safety measures such as:
   - a. standard precautions to protect themselves and others from infectious diseases;
   - b. routine practices as part of daily work life including hand hygiene, disinfectant use, wearing of gloves and masks, and safe food handling;
   - c. additional precautions such as the appropriate response to emergencies and concerns of public health, and
   - d. proper examination of devices prior to use to ensure that they are safe (clean) and in good working order;
4. Explain the need for pandemic planning.

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**Recommended Delivery Format: First Aid and Cardio-Pulmonary Resuscitation**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5%</td>
<td>Role of First Aider</td>
<td>Manual and visual aids provided by Certified Trainer</td>
<td>TLO 1</td>
<td>Instructor-led lecture using a Q&amp;A format, with class participation</td>
<td>Written Test</td>
</tr>
<tr>
<td>10%</td>
<td>Casualty Management Unresponsive Casualty</td>
<td>Manual and visual aids provided by Certified Trainer</td>
<td>TLO 1.2</td>
<td>Instructor guides participants in demonstrating practical skills</td>
<td>Learners demonstrate practical skills; written test</td>
</tr>
<tr>
<td>10%</td>
<td>Casualty Management Conscious - Head or Spinal</td>
<td>Manual and visual aids provided by Certified Trainer</td>
<td>TLO 1</td>
<td>Instructor guides participants in demonstrating practical skills</td>
<td>Learners demonstrate practical skills; written test</td>
</tr>
<tr>
<td>35%</td>
<td>Adult resuscitation - Choking, CPR/ AED</td>
<td>Manual and visual aids provided by Certified Trainer</td>
<td>TLO 2.3</td>
<td>Instructor guides participants in demonstrating practical skills</td>
<td>Learners demonstrate practical skills; written test</td>
</tr>
<tr>
<td>10%</td>
<td>Severe bleeding and wound care</td>
<td>Manual and visual aids provided by Certified Trainer</td>
<td>TLO 1</td>
<td>Instructor guides participants in demonstrating practical skills</td>
<td>Learners demonstrate practical skills; written test</td>
</tr>
<tr>
<td>10%</td>
<td>Medical conditions</td>
<td>Manual and visual aids provided by Certified Trainer</td>
<td>TLO 1</td>
<td>Instructor guides participants in demonstrating practical skills</td>
<td>Learners demonstrate practical skills; written test</td>
</tr>
<tr>
<td>10%</td>
<td>Burns</td>
<td>Manual and visual aids provided by Certified Trainer</td>
<td>TLO 1</td>
<td>Instructor guides participants in demonstrating practical skills</td>
<td>Learners demonstrate practical skills; written test</td>
</tr>
<tr>
<td>7.5%</td>
<td>Knowledge test</td>
<td>Written test created by certified instructor</td>
<td>TLO 1.2,3</td>
<td>Administer test.</td>
<td>Learners must obtain a pass or retake test</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 246-248.
DS HR Strategy Core Competencies

The Core Competency Dictionary can be found in the Learning and Development Guide. Successful learners, after this or equivalent training, will demonstrate each competency as follows:

- **Advocating for Others** - Through safe work behaviours that protect themselves, their co-workers, people who receive support, and other stakeholders. Also, by educating people who receive support on routine practices and encouraging them to adopt these practices into their daily routines.
- **Creative Problem Solving & Decision Making** - By identifying and assessing infection risks and solving problems related to infection control by their safe actions.
- **Fostering Independence in Others** - By encouraging people who receive support to practice safe behaviours related to infection control, such as hand hygiene and safe food handling.
- **Initiative** - By taking additional precautions proactively to identify potential public safety hazards and control or eliminate them.
- **Interpersonal Relations and Respect** - By respectfully requiring all persons to follow the mandated routine practices and additional precautions.
- **Resilience** - By regularly following the required routine practices throughout their work period, to safeguard everyone's wellness and ensure minimal exposure to health challenges through infection.
- **Collaboration** - Through effective communication with one's team to adhere to the routine practices, and the standard/additional precautions needed to control the spread of infection.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Recognize the potential for disease transmission, the risk factors involved, and the necessity of prevention; | Creative problem solving and decision making  
  - Initiative |
| 2. Describe the elements of a safe work environment in accordance with legislation; | Advocating for others  
  - Interpersonal relations and respect |
| 3. Demonstrate specific health and safety measures such as: | Advocating for others  
  - Interpersonal relations and respect  
  - Fostering independence in others  
  - Resilience  
  - Collaboration  
  - Creative problem solving and decision making  
  - Initiative |
  a. Standard precautions to prevent and control infection and disease;  
 b. Routine practices as a part of daily work life including hand hygiene, disinfectant use, wearing of gloves and masks, and safe food handling;  
 c. Additional precautions such as the appropriate response to emergencies and concerns of public health; and  
 d. Proper examination of devices prior to use to ensure that they are safe (clean) and in good working order; and |  
| 4. Explain the need for pandemic planning; | Creative problem solving and decision making  
  - Initiative |

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, content must meet all legislative requirements. The Learning and Development Guide provides tools and learning activities to assist with the development of workplace learning.

1. **Recognize the potential for disease transmission, the risk factors involved, and the necessity of prevention.**

**Recommended Content**

Provide an overview of the health issues related to the spread of infection, common means of transmission in the developmental services environment, and the importance of good hygiene practices.

**Recommended Resources**

- Public Health Ontario, PIDAC document on Infection Prevention and Control Programs in Ontario (May 2012)  
- PHSRA Community Care free web tutorial- Infectious Diseases  
- PSHSA Infection Prevention and Control DVD (for purchase)  
- Regional Infection Control Networks and Local Community Health organization resources (like videos, online tutorials, and/or website fact sheets) – Infectious Diseases, Hand Hygiene, other Routine Practices, and any relevant Additional Precautions

2. **Describe the elements of a safe work environment in accordance with legislation.**

**Recommended Content**

Provide the requirements for safe work practices under Health & Safety legislation, including both the employer and employee responsibilities. Discuss the unique challenges of safety in the development of workplace learning.

**Recommended Resources**

- Regulation 67/93 Healthcare & Residential Facilities  
3. Demonstrate specific health and safety measures

**Recommended Content**
Discuss and show best practices and include your agency policies for standard precautions and routine practices to eliminate disease transmission as a part of daily work life (including hand hygiene, disinfectant use, wearing of gloves and masks, and safe food handling). Add further information related to additional precautions for emergency response and public health concerns and proper examination and cleaning of any devices used at work.

**Recommended Resources**
- Regional Infection Control Network and Local Community Health organization resources (like videos, online tutorials, posters and/or website fact sheets) – Infectious Diseases, Hand Hygiene, other Routine Practices, and any relevant Additional Precautions

4. Explain the need for pandemic planning.

**Recommended Content**
Discuss what is required to handle a large scale outbreak of a particular disease, and how your agency would respond to such a situation. Include information on a variety of emergency scenarios and how to respond.

**Recommended Resources**
- Public Health Ontario www.publichealthontario.on.ca
- Public Health Agency of Canada www.publichealth.gc.ca
- Local Community Health organization resources and/or website – Pandemic Planning and Emergency Response
Agency Policies and Procedures

Agency policies can be included here. Suggested relevant policies include:
- Agency specific Health & Safety Policy
- Agency specific Policy on Infection Control and/or Routine Practices
- Agency specific Policy on Emergency Planning and Pandemic Control

Learner Assessment

Learners will be assessed through group discussion, a written test, and practical demonstrations. If the topic is delivered online or in a self-study format, learners will be assessed by a written test and follow-up practical demonstration. Mentors can be engaged to assess the learning through a question and answer format with the learner.

The written test (when used) should be both short answer questions and multiple-choice. It will include approximately ten questions that will be reviewed and self-marked during the training, if classroom delivery is used. It can be delivered online or in a written format if self-directed learning is selected, with corrective feedback provided if the learner selects an incorrect response. For examples, please see additional reference websites and the Learning and Development Guide.

Ongoing supervisory follow-up will be needed to assess the consistent use of infection prevention and control measures on the job. The following table outlines each potential assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussion with instructor assessment based on participation</td>
<td>Recognize the potential for disease transmission, the risk factors involved, and the necessity of prevention (TLO1) Describe the elements of a safe work environment in accordance with legislation (TLO 2) Demonstrate specific health and safety measures (TLO 3) Explain the need for pandemic planning (TLO 4)</td>
</tr>
<tr>
<td>Individual Q&amp;A with mentor assessment based on responses</td>
<td>Recognize the potential for disease transmission, the risk factors involved, and the necessity of prevention (TLO1) Describe the elements of a safe work environment in accordance with legislation (TLO 2) Demonstrate specific health and safety measures (TLO 3) Explain the need for pandemic planning (TLO 4)</td>
</tr>
<tr>
<td>Written test at end of class/self-directed learning</td>
<td>Recognize the potential for disease transmission, the risk factors involved, and the necessity of prevention (TLO1) Describe the elements of a safe work environment in accordance with legislation (TLO 2) Explain the need for pandemic planning (TLO 4)</td>
</tr>
<tr>
<td>Practical demonstration of hand hygiene, proper coughing and sneezing technique, safe food handling*, use of gloves and mask, proper use and care of PPE, proper device inspection and cleaning, and other relevant infection control requirements as per agency policy</td>
<td>Demonstrate specific health and safety measures (TLO 3)</td>
</tr>
</tbody>
</table>

*Note that there is a Workplace Learning Topic Outline for Safe Food Handling

Tools for learner assessment and sample test questions can be found in the Learning and Development Guide.

Methods of Instruction

This topic can be easily delivered as a classroom course, a self-paced learning opportunity, in an online format, or as an on-the-job training module. The lecture-discussion format (supported by PowerPoint if desired) could also be delivered as part of a regular staff meeting, with the assessment portions conducted individually afterwards. Whatever form the training takes for delivery, it should be supported with a participant manual containing relevant agency policies and routine practices. The lecture/information portion can be delivered to any sized group, or could also be delivered in an online podcast, or by a website using PowerPoint slides, or by video conference format.
For the practical demonstrations and exercises, a small group format is strongly recommended. Small group discussions can determine how well learners are internalizing information. Learners can act as a resource for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace. If the topic is being presented in an on-the-job format, the mentor needs to use a Q&A approach as practices are being reviewed to ensure the learner is grasping the supporting information, as well as the practical applications.

Smaller groups are needed for instructor observation of the learners as they conduct the practical demonstrations and exercises. If the class size is larger for the lecture component, extra supervisors (aside from the trainer) could be used to conduct the group discussions and practical exercises back in the various workplaces. Alternatively, more experienced staff retaking the course annually could act as observers/group leaders for newer staff. If the course is delivered in an online or video-conference format, arrangements will need to be made to demonstrate and assess the practical components at the learner’s workplace after the course is completed.

The Learning and Development Guide provides guidance regarding the steps and implementation of the various methods of instruction.

### Recommended Delivery Format

**Recommended minimum length of delivery:** 2 hours including practical assessments

**NOTE:** Agencies may want to combine this training with the annual required review of the Ontario Health & Safety Act and their agency Health & Safety policy that complies with the legal requirement, extending the course length accordingly.

**Recommended frequency:** Repeated annually for all staff

**NOTE:** Additional refresher training may be required during high risk situations, such as an influenza outbreak or pandemic.

**Recommended timing:** Included as part of onboarding process for new hires

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 %</td>
<td>Importance of Infection Control</td>
<td>Review Agency H&amp;S and Infection Control Policies; Elements of a safe work environment in accordance with legislation</td>
<td>TLO 1, 2, 4</td>
<td>Instructor-led lecture using a Q&amp;A format, with class participation OR similar knowledge transfer in online/self-directed format OR mentor review with new hire</td>
<td>Instructor/mentor assessment based on participant feedback and/or written test</td>
</tr>
<tr>
<td>10 %</td>
<td>Personal Protective Equipment (PPE)</td>
<td>PIDAC document on Infection Prevention and Control Programs</td>
<td>TLO 2, 3</td>
<td>Instructor guides participants in demonstrating correct use of PPE (gloves, masks, etc. including when required and proper use and care)</td>
<td>Learners demonstrate correct use of PPE</td>
</tr>
<tr>
<td>20 %</td>
<td>Routine Practices and Additional Precautions</td>
<td>PIDAC document on Routine Practices and Additional Precautions, Annexes A, B, and C</td>
<td>TLO 2, 3</td>
<td>Instructor-led lecture using Q&amp;A format, with class participation OR similar knowledge transfer in online/self-directed format OR mentor reviews with new hire</td>
<td>Instructor/mentor assessment based on participant feedback and/or written test</td>
</tr>
<tr>
<td>10 %</td>
<td>Pandemic Planning and Response</td>
<td>Ontario Ministry of Health and Long Term Care Emergency Planning and Preparedness</td>
<td>TLO 4</td>
<td>Instructor-led lecture using a Q&amp;A format, with class participation, and possible small group discussion</td>
<td>Instructor/mentor assessment based on participant feedback and/or written test</td>
</tr>
<tr>
<td>Time</td>
<td>Content</td>
<td>Resources</td>
<td>Topic Learning Outcomes (TLOs)</td>
<td>Methods of Instruction</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>25 %</td>
<td>Hand Hygiene</td>
<td>Your 4 Moments for Hand Hygiene PowerPoint; PIDAC document on Best Practices for Hand Hygiene</td>
<td>TLO 3</td>
<td>Review material; Watch video and/or live demonstration; Small group discussion or Q&amp;A with mentor/supervisor; Demonstrate proper hand washing technique</td>
<td>Instructor/mentor observation. Learners practice skill</td>
</tr>
<tr>
<td>25 %</td>
<td>Knowledge test</td>
<td>Written test created by instructor/agency</td>
<td>TLO 1, 2, 4</td>
<td>Administer test. Review and discuss correct answers with class or provide corrective feedback in online format</td>
<td>Learners must obtain a pass or retake test</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 255-257.

**TOPIC OUTLINE:**

**Lifts, Transfers, and Back Care**

**Topic Description**

Content will include practical guidelines to work safely while providing lifts and transfers to people who receive support, ensuring their safety and ensuring the prevention of back injuries to the lifters. The focus will be hands-on learning of safe lift and transfer techniques to assist direct support professionals and people with developmental disabilities to remain safe in their workplace or living environment. This topic may also be relevant for specialists, other employees, supervisors and managers within agencies who may be required to assist with lifts and transfers within the work environment. Learners will identify and practice safe work procedures to avoid back injuries and other similar musculo-skeletal disorders.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Identify the risk factors involved in back injury and other related musculo-skeletal disorders and the necessity for effective prevention strategies.
2. Comprehend and apply the legislated need for safe work procedures to lift and/or transfer people who receive support with mobility challenges when required.
3. Analyze and select the appropriate lifting technique or equipment.
4. Demonstrate safe work practices to prevent and control back injuries and musculo-skeletal disorders by proper use of correct lifting and transfer techniques.
**DS HR Strategy Core Competencies**

Successful learners will demonstrate each competency as follows:
- **Collaboration** – Through effective communication with one’s support team, adhere to safe work practices for lifting and transfers.
- **Initiative** – By proactively identifying opportunities for proper lifting precautions and taking action accordingly.
- **Resilience** – By regularly following the required proper lifting and transfer techniques to safeguard the wellness of the direct support professional and people who receive support in the workplace and to prevent injuries.

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**LEARNING OUTCOMES AND RELATED CORE COMPETENCIES**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the risk factors involved in back injury and other related musculo-skeletal disorders and the necessity for effective prevention strategies.</td>
<td>- Resilience</td>
</tr>
<tr>
<td>2. Comprehend and apply the legislated need for safe work procedures to lift and/or transfer people who receive support with mobility challenges when required.</td>
<td>- Initiative</td>
</tr>
<tr>
<td>3. Analyze and select the appropriate lifting technique or equipment.</td>
<td>- Initiative</td>
</tr>
<tr>
<td>4. Demonstrate safe work practices to prevent and control back injuries and musculo-skeletal disorders by proper use of correct lifting and transfer techniques.</td>
<td>- Resilience</td>
</tr>
<tr>
<td></td>
<td>- Collaboration</td>
</tr>
</tbody>
</table>

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**Recommended Content and Resources**

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, content meets all legislative requirements.

The Workplace Learning and Development Guide provides tools and learning activities to assist with the development of workplace learning.

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1. **Identify the risk factors involved in back injury and other related musculo-skeletal disorders and the necessity for effective prevention strategies.**

   **Recommended Content**
   Discuss risk assessment and provide an overview of the measures required for back injury prevention. Outline key factors in avoiding back injuries and musculo-skeletal disorders, also known as MSDs.

2. **Comprehend and apply the legislated need for safe work procedures to lift and/or transfer people who receive support with mobility challenges when required.**

   **Recommended Content**
   Provide the requirements for safe work practices under Health & Safety legislation and Ministry of Labour guidelines, including both employer and employee responsibilities. Discuss the unique challenges of safety in the developmental services’ context, including ensuring the well-being of people who receive support being transferred.

   **Recommended Resources**

3. **Analyze and select the appropriate lifting technique or equipment.**

   **Recommended Content**
   Review the guidelines for selection and use of assistive lifting devices as a musculo-skeletal disorders hazard control approach. Identify agency procedures and policies to minimize injury. Discuss the specific hazards that exist in each potential work environment and any concerns related to the amount of force exerted, the postures required, and the frequency of repetition. Discuss how to adapt lifting/transfering/positioning procedures to DD specific concerns.
Recommended Resources

  http://www.ccohs.ca/oshanswers/hspatient/patient_handling.html
  http://www.labour.gov.on.ca/english/hr/pubs/clienthandling.php

4. Demonstrate safe work practices to prevent and control back injuries and musculo-skeletal disorders by proper use of correct lifting and transfer techniques.

Recommended Content
Display and have learners practice safe lifting and transfers of people who receive support. Include agency policies for standard practices to prevent musculo-skeletal disorders (also known as MSDs) and back injuries as a part of daily work life. This may include safe manual and mechanical lift techniques, or only mechanical lift techniques if agency policy so prescribes. Include specific issues related to people who receive support such as challenging behaviours, spasticity, contractures and atypical positioning.

Recommended Resources
- CCOHS Program. Ergonomic Safe Patient Handling Program.
  http://www.ccohs.ca/oshanswers/hspatient/patient_handling.html
- PSHSA Community Care Musculoskeletal Disorders Web Tutorial.
  http://www.pshsa.ca/product/community-care-msd/
- Public Services Health & Safety Association Document. Building a Successful Client Handling Program.
- Sling Usage Guidelines
  http://www.ohs.ca/misc_pdf/MSDtoolboxC.pdf
- Public Services Health & Safety Association – MSD Resources.
- OHSCO Document. MSD Prevention Toolbox 3B – Beyond the Basics
- OHSCO Document. MSD Prevention Toolbox 3C – More on In-depth Risk Assessment Methods
  http://www.ohs.ca/misc_pdf/MSDToolboxC.pdf
  Developmental Services Human Resource Strategy, March 2011

Related Legislation/Regulations
- Accessibility for Ontarians with Disabilities Act, 2005
  http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_05a11_e.htm
  http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_9001_e.htm
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, S.O. 2008
  https://www.ontario.ca/laws/statute/08s14

Agency Policies and Procedures
Agency policies can be included here. Suggested relevant policies include:
- Health & Safety
- Ergonomics
- Prevention of musculo-skeletal disorders and proper lifting and transfers
- Agency process on reporting musculo-skeletal disorders and other work-related injuries
Learner Assessment

Learning will be assessed on-the-job through practical application, demonstration of proper lifting and transferring techniques and safe approaches to minimizing the risks of musculo-skeletal disorders (MSD). General background information on agency policies and risks of back injury and musculo-skeletal disorders may be presented in a variety of ways, including a classroom setting to a group, self-directed reading of selected material, online web-based presentation of information, or through one-on-one mentoring by an experienced peer or supervisor. Regardless of how the topic background information is presented, learners will be assessed by a follow-up practical demonstration, together with the assessor/mentor asking about general MSD risks and knowledge through verbal questions and answers with the learner.

The following table outlines the suggested assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Q&amp;A - Instructor or Mentor assessment based on responses</td>
<td>Identify the risk factors involved in back injury and other related musculo-skeletal disorders, and the necessity for effective prevention strategies (TLO 1)</td>
</tr>
<tr>
<td>Individual Q&amp;A based on different scenarios - Instructor or Mentor assessment based on responses</td>
<td>Comprehend and apply the legislated need for safe work procedures to lift and/or transfer people who receive support with mobility challenges when required (TLO 2) Analyze and select the proper lifting technique or equipment (TLO 3)</td>
</tr>
<tr>
<td>Practical demonstration of proper lifts and transfers, using correct assistive devices where prescribed by agency procedures</td>
<td>Demonstrate safe work practices to prevent and control back injuries and musculo-skeletal disorders by proper use of correct lifting and transfer techniques (TLO 4)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Methods of Instruction

This topic can be easily delivered as a classroom course, a self-paced learning opportunity, through video-conferencing, in an online format, or as an on-the-job training module. The information on risk assessment and musculo-skeletal disorders could also be delivered as part of a regular staff meeting or safety update, with the assessment portion conducted individually afterwards for those learners who require this topic. Whatever form the topic takes for delivery, it should be supported with a participant manual containing relevant agency policies and specific safe operating practices for each work environment.

For the practical demonstration, a one-to-one format is strongly recommended, so detailed observation of technique can be observed and critiqued. If the topic is being presented in an on-the-job format, the mentor needs to use a Question and Answer (Q&A) approach as practices are being reviewed to ensure the learner is grasping the supporting information, as well as the practical applications.

Recommended Delivery Format

Recommended minimum length of delivery: .......... 1 hour for supporting material and 1-2 hours for practical assessment (either as part of the training or back in the workplace observed by a qualified PT or OT if available, or supervisor)

Recommended frequency: .................................. required once for all staff (but should be reviewed regularly as part of ongoing Health & Safety updates)

Recommended timing: .................................. included as part of onboarding process for new hires

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Lifts, Transfers, and Back Care

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>25%</td>
<td>MSD Prevention Toolbox 3A - Getting Started</td>
<td>TLO 1, 2</td>
<td>Presentations at regular staff meeting or safety review; OR Instructor-led lecture using a Q&amp;A format with class participation; OR similar knowledge transfer in online/self-directed format; OR mentor review on the job.</td>
<td>Instructor/mentor assessment based on participant feedback and/or verbal Q&amp;A</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
<td>Building a Successful Client Handling Program</td>
<td>TLO 2, 3</td>
<td>Presentations at regular staff meeting or safety review; OR Instructor-led lecture using a Q&amp;A format with class participation; OR similar knowledge transfer in online/self-directed format; OR mentor review on the job.</td>
<td>Instructor/mentor assessment based on participant feedback and/or verbal Q&amp;A</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>Ergonomic Safe Patient Handling Program</td>
<td>TLO 3, 4</td>
<td>Learner observes correct technique. Learner practices different techniques for both lifts and transfers while receiving feedback. Learner describes correct techniques and assistive devices for an alternative type of lift/transfer scenario.</td>
<td>Instructor/mentor observation and verbal Q&amp;A</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 264-266.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Advocating for Others** - Through safe food handling behaviours that protect themselves, their co-workers, people who receive support, and other stakeholders. Also, by educating people who receive support on proper food safety practices and encouraging them to adopt these practices into their daily routines.
- **Fostering Independence in Others** - By encouraging people who receive support to practice safe food handling behaviours.
- **Collaboration** – Through effective communication with one’s team to adhere to proper food handling practices.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize the potential for infection, disease transmission, and cross-</td>
<td>• Advocating for others</td>
</tr>
<tr>
<td>contamination when preparing and handling food.</td>
<td>• Collaboration</td>
</tr>
<tr>
<td>2. Identify food illness and allergy risk factors, and the necessity of</td>
<td>• Advocating for others</td>
</tr>
<tr>
<td>prevention through safe food practices.</td>
<td>• Collaboration</td>
</tr>
<tr>
<td>3. Demonstrate specific safe food handling procedures for:</td>
<td>• Advocating for others</td>
</tr>
<tr>
<td>a. healthy food preparation;</td>
<td>• Collaboration</td>
</tr>
<tr>
<td>b. proper storage of fresh food, frozen food, and leftovers;</td>
<td>• Fostering Independence in others</td>
</tr>
<tr>
<td>c. routine practices including hand hygiene and disinfectant use to prevent</td>
<td></td>
</tr>
<tr>
<td>cross-contamination.</td>
<td></td>
</tr>
<tr>
<td>4. Educate people who receive support and prepare their own food on this</td>
<td>• Advocating for others</td>
</tr>
<tr>
<td>topic (as per learning outcome 3 above)</td>
<td>• Fostering Independence in others</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, content must meet all legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. Recognize the potential for infection, disease transmission, and cross-     
   contamination when preparing and handling food.

   **Recommended Content**
   
   Provide an overview of the potential health issues related to food-borne illnesses, the need for proper cooking and storage of foods, as well as common means of transmission and contamination in a developmental services environment.

   **Recommended Resources**
   

2. Identify food illness and allergy risk factors, and the necessity of prevention     
   through safe food practices.

   **Recommended Content**
   
   Provide the requirements for safe food handling and storage practices under Ontario Health & Safety legislation, including both the employer and employee responsibilities. Discuss the unique challenges of safety in the developmental services context. Review the use of appropriate personal protective equipment (PPE) and the importance of good hygiene practices.

   **Recommended Resources**
   
3. Demonstrate specific safe food handling procedures for:
   • a) healthy food preparation;
   • b) proper storage of fresh food, frozen food, and leftovers;
   • c) routine practices including hand hygiene and disinfectant use to prevent cross-contamination.

   **Recommended Content**
   Show recommended video (or suitable local alternative). Discuss and demonstrate best practices (including any agency specific policies) for proper food preparation covering cleaning, cross-contamination, and cooking. Discuss and demonstrate proper fresh food storage, frozen food storage, safe storage of leftovers, and safe timing for retention of stored food. Reinforce standard precautions to eliminate disease transmission as a part of daily work life including hand washing, disinfectant use, and personal protective equipment (PPE).

   **Recommended Resources**
   - Video “Be Food Safe”
     http://befoodsafe.ca/be-food-safe
   - Partnership for Food Safety Education. Clean Fact Sheet:
   - Partnership for Food Safety Education. Combat Cross Contamination Fact Sheet:
   - Partnership for Food Safety Education. Cook to Proper Temperature Fact Sheet:
   - Partnership for Food Safety Education. Chill and Storage Fact Sheet:
   - Food Safety, Storage Times for Refrigerator and Freezer.
     http://www.foodsafety.gov/keep/charts/storagetimes.html
   - Local Health Unit resources (videos, websites, handouts, etc.) - Food Safety, Safe Food Handling, Proper Food Storage, Foodborne Illness, and Food Poisoning.

4. Educate people who receive support and prepare their own food on food safety as per learning outcome 3 above.

   **Recommended Content**
   Provide tools and learning techniques for developmental service professionals to give hands-on training and continued reinforcement of topic principles to people who receive support as part of their daily routine.

   **Recommended Resources**
   - Healthy Eating Adds Up.
     http://www.healthyeatingaddsup.com/topics.html
   - Healthy Eating Adds Up - Available Supporting Resources (free or purchase).
     http://www.healthyeatingaddsup.com/ResourcesCat.pdf
   - Shop Smart Program (for purchase).
     http://abledata.com/product/shopping-smart-program-model-sc-21q

   **Additional Resources**

   **Related Legislation/Regulations**
   - Accessibility for Ontarians with Disabilities Act, 2005
     http://www.e-laws.gov.on.ca/html/statutes/english/laws/statutes_05a11_e.htm
     http://www.ontario.ca/laws/english/statutes/90o01_e.htm
     http://www.ontario.ca/laws/english/statutes/90o67_e.htm
   - Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, S.O. 2008
     http://www.ontario.ca/laws/english/statutes/90o366_e.htm
   - Health Protection and Promotion Act, R.S.O. 1990
     http://www.ontario.ca/laws/english/statutes/90h07_e.htm
     http://www.ontario.ca/laws/english/statutes/90o562_e.htm
Agency Policies and Procedures

Agency policies can be included here. Suggested relevant policies include:
- Health & Safety
- Safe food preparation, safe food storage, and routine hygiene practices

Learner Assessment

Learning will be assessed on-the-job through practical application and demonstration of proper food handling, preparation, and storage techniques. As well, a short written test will verify basic relevant knowledge. This general background information on agency policies, risks of foodborne illnesses, and food safety standards may be presented in a variety of ways including: a classroom setting to a group; self-directed reading of selected material; online web-based presentation of information, or through one-on-one mentoring by an experienced peer or supervisor. Regardless of how the topic background information is presented, learners will be formally assessed by a follow-up practical demonstration, together with the assessor/mentor asking general questions about risks and routine practices, thereby confirming the applied knowledge of the learner.

The following table outlines the suggested assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Q&amp;A. Mentor assessment based on responses.</td>
<td>Recognize the potential for infection, disease transmission, and cross contamination when preparing and handling food (TLO 1) Identify food illness and allergy risk factors, and the necessity of prevention through safe food practices (TLO 2)</td>
</tr>
<tr>
<td>Short written test with multiple choice and short answer questions.</td>
<td>Recognize the potential for infection, disease transmission, and cross contamination when preparing and handling food (TLO 1) Identify food illness and allergy risk factors, and the necessity of prevention through safe food practices (TLO 2)</td>
</tr>
<tr>
<td>Written test at end of class/self-directed learning (short answer and multiple choice questions)</td>
<td>Recognize the potential for infection, disease transmission, and cross contamination when preparing and handling food (TLO 1) Identify food illness and allergy risk factors, and the necessity of prevention through safe food practices (TLO 2) Demonstrate specific safe food handling procedures (TLO 3) Educate people who receive support and prepare their own food on food safety as per learning outcome 3 above (TLO 4)</td>
</tr>
</tbody>
</table>

Methods of Instruction

This topic can be delivered as a classroom course, a self-paced learning opportunity, in an online format, or as an on-the-job training module. Whatever form the topic takes for delivery, it should be supported with a participant reference manual containing relevant agency policies, information sheets on safe food handling, preparation, and storage, and specific routine practices for hygiene and personal protective equipment (PPE) for each separate work environment. The lecture/information portion can be delivered to any sized group, or could also be delivered in an online podcast, or by a website, by using PowerPoint slides, or by video conference format.

For the practical demonstration, a one-to-one format in the work environment is strongly recommended, so detailed observation of techniques can be made and critiqued. A short written quiz is also recommended to assess important background knowledge of foodborne illnesses, their transmission, proper handling, cooking and storage guidelines, and the need for good routine practices. Feedback on the quiz can be used as an instructional technique, to reinforce key learnings on the topic.
### Recommended Delivery Format

**Recommended minimum length of delivery**: 2 hours including practical assessments

**NOTE**: Agencies may want to combine the delivery of this topic with Infection Prevention and Control, as there is overlap within these two topics, extending the topic training length accordingly.

**Recommended frequency**: Required once for all staff (but can be briefly reviewed regularly as part of ongoing Health and Safety updates).

**Recommended timing**: Included as part of onboarding process for new hires.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Risks of foodborne illnesses from improperly prepared or stored foods. Risks of cross-contamination from poor hygiene practices.</td>
<td>Food Borne Illness: What We Don’t Know Can Harm Us (2014) PShSA Web Tutorial, Infectious Diseases</td>
<td>TLO 1</td>
<td>Instructor-led lecture using a Q&amp;A format with class participation; OR similar knowledge transfer in online/ self-directed format; OR mentor review on-the-job.</td>
<td>Instructor/mentor assessment based on participant feedback and/or verbal Q&amp;A</td>
</tr>
<tr>
<td>20%</td>
<td>Preventive approaches to safe food handling, preparation, and storage.</td>
<td>Ontario Public Health Standards – Food Safety Protocol (2013)</td>
<td>TLO 2</td>
<td>Instructor-led lecture using a Q&amp;A format with class participation; OR similar knowledge transfer in online/ self-directed format; OR mentor review on-the-job.</td>
<td>Instructor/mentor assessment based on participant feedback and/or verbal Q&amp;A</td>
</tr>
<tr>
<td>10%</td>
<td>Knowledge Test.</td>
<td>Written test created by instructor/agency</td>
<td>TLO 1, 2, 3, 4</td>
<td>Administer test. Review and discuss correct answers with class or provide corrective feedback in online or self-directed format.</td>
<td>Learners must obtain a pass or retake test</td>
</tr>
</tbody>
</table>
### Time Content Resources Topic Learning Outcomes (TLOs) Methods of Instruction Assessment

| % | Demonstrate specific safe food handling, prep, and storage techniques. Reinforce routine practices for good hygiene and use of PPE. | Partnership for Food Safety Education Website Agency specific practices and policies | TLO 3 | Watch short video. Learner observes correct techniques. Learner practices techniques for various food handling and storage scenarios while receiving feedback. Performance is assessed against a checklist of required behaviours to ensure defensible safety standards are maintained. | Instructor/mentor observation and verbal Q&A. Instructor/Mentor completes a checklist of proper practices as they are completed by the learner on the job |

| % | Knowledge transfer techniques from direct support professionals to supported persons. | Healthy Eating Adds Up | TLO 4 | Learner practices techniques for teaching various food handling and storage concepts to a supported person while receiving feedback. | Instructor/mentor observation and verbal feedback |

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 272-275.

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### SECTION B: Topic Outlines

#### TOPIC OUTLINE:

**Violence in the Workplace**

### Topic Description

Content will include identifying the potential for the occurrence of violence in the workplace. Relevant legislation, definitions and theories on workplace violence will be discussed, as will discrimination, harassment, and bullying behaviours. Strategies for dealing effectively with interpersonal conflict will be presented. Further, ways to identify triggers for violence, general prevention strategies, and required reporting protocols will be explained to ensure that direct support professionals, and others within agencies remain safe in their workplaces.

### Topic Learning Outcomes

The learner will reliably demonstrate the ability to:

1. Explain unacceptable workplace behaviours in accordance with legislation.
3. Dramatize potential conflict scenarios with the appropriate response.
4. Utilize agency reporting protocols effectively.

### DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Creative Problem Solving & Decision Making** - By identifying and assessing risks for workplace violence and using prevention strategies. By resolving problems prior to the point of violence-triggering behaviours.
- **Interpersonal Relations and Respect** - By understanding the deeper level issues related to negative workplace behaviours by co-workers and adjusting his/her own behaviour accordingly.
- **Resilience** - By overcoming obstacles and responding appropriately when potential or actual violence occurs in the workplace.
NOTE: There is some cross-over of learning outcomes and core competencies with the topic "Prevention and Intervention in Crisis" which deals with possible violence with and between supported persons and effective responses.

### Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain unacceptable workplace behaviours in accordance with legislation.</td>
<td>- Interpersonal relations and respect</td>
</tr>
<tr>
<td>2. Recognize workplace violence risk factors and the necessity of prevention strategies.</td>
<td>- Creative problem solving and decision making</td>
</tr>
<tr>
<td>3. Dramatize potential conflict scenarios with the appropriate response.</td>
<td>- Interpersonal relations and respect, Resilience, Creative problem solving and decision making</td>
</tr>
<tr>
<td>4. Utilize agency reporting protocols effectively.</td>
<td>- Creative problem solving and decision making, Resilience</td>
</tr>
</tbody>
</table>

### Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, content must meet all legislative requirements.

The Workplace Learning and Development Guide provides tools and learning activities to assist with the development of workplace learning.

#### 1. Explain unacceptable workplace behaviours in accordance with legislation.

**Recommended Content**

Provide the definition of workplace violence, together with violence theories and descriptions of acts which would constitute such under Health & Safety legislation. Content will include potential workplace violence from negative co-worker relations, harassment, bullying behaviours, violence from outsiders or visitors, and domestic violence which spills over to the workplace. Discuss the unique challenges of safety in the developmental services context, understanding that violence is not part of the job and highlighting the importance of positive interpersonal relations and respect.

#### Recommended Resources

- Public Services Health and Safety Association (PSHSA) DVD (2010). Workplace Violence Prevention in Health and Community Care. (For purchase)
- Ontario Ministry of Labour Video (2013). Preventing Workplace Violence and Harassment. [https://www.youtube.com/watch?v=w6b7GfH67lc](https://www.youtube.com/watch?v=w6b7GfH67lc)

#### 2. Recognize workplace violence risk factors and the necessity of prevention strategies.

**Recommended Content**

Provide an overview of potential workplace violence sources in the developmental services environment (through the resources below that focus on this issue in the community care context). Discuss the importance of awareness and prevention practices. Review risk factors such as history of violence, drug or alcohol abuse, workplace and external stressors, and indications of domestic abuse. Discuss the requirement to assess and reassess the risks. Describe both the employer and employee responsibilities to prevent and respond to violence when it occurs, using creative problem solving in coping with potential incidents.

**Recommended Resources**

3. Dramatize potential conflict scenarios with the appropriate response.

**Recommended Content**
Discuss best practices to address different forms of violent behaviour, including bullying, harassment, physically threatening behaviour, violence by outside persons on the premises and domestic violence. Include a review of agency policies and procedures for standard precautions to assess, prevent and respond to violence in the workplace, including lockdown procedures. Provide information on a variety of emergency scenarios and how direct support professionals are to respond, using decision making skills and resilience to resolve interpersonal conflicts.

**Recommended Resources**
  
  
  
  
  
- Public Services Health and Safety Association Webinar (2013). Workplace Bullying and Domestic Violence.
  
  

4. Utilize agency reporting protocols effectively.

**Recommended Content**
Discuss the process required to report and document an incident of workplace violence and how the agency would respond to such a situation. Add further information related to additional precautions to implement in response to a given situation.

**Recommended Resources**
  
  
  
  
  
- Public Services Health and Safety Association Product Catalogue for Workplace Violence.
  

**Additional Resources**
  
- Ontario Human Rights Code.
  
- Public Services Health and Safety Association Product Catalogue for Workplace Violence.
  

**Related Legislation/Regulations**
  
- Ontario Human Rights Code.
  
  
- Accessibility for Ontarians with Disabilities Act, 2005
  
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, S.O. 2008
  
  
- Ontario Human Rights Code.
  
  
  
- Accessibility for Ontarians with Disabilities Act, 2005
  
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, S.O. 2008
Agency Policies and Procedures

Agency policies can be included here. Suggested relevant policies include:

- Health & Safety
- Human Rights and/or Discrimination
- Workplace Harassment
- Emergency Response
- Workplace Violence
- Facility Lockdown

Learner Assessment

Learners will be assessed through either group discussion in a class setting or individual questions and answers with a mentor/supervisor if the topic was delivered online or in a self-study format. Additionally, a case study write-up or a live role-play scenario will be used to assess how the learner is able to apply the knowledge in a practical setting.

The following table outlines the suggested assessment method for the Topic Learning Outcome(s) being assessed:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussion with instructor assessment based on learner participation (if topic is delivered in a classroom setting)</td>
<td>Explain unacceptable workplace behaviours in accordance with legislation (TLO 1) Recognize workplace violence risk factors and the necessity of prevention strategies (TLO 2) Utilize agency reporting protocols effectively (TLO 4)</td>
</tr>
<tr>
<td>Individual Q&amp;A with mentor assessment (if topic is delivered in a self-directed format)</td>
<td>Explain unacceptable workplace behaviours in accordance with legislation (TLO 1) Recognize workplace violence risk factors and the necessity of prevention strategies (TLO 2) Utilize agency reporting protocols effectively (TLO 4)</td>
</tr>
<tr>
<td>Written case study addressing a violence scenario if topic is delivered in a self-directed format</td>
<td>Dramatize potential conflict scenarios with the appropriate response (TLO 3)</td>
</tr>
</tbody>
</table>

Methods of Instruction

The topic can be delivered as a classroom course or a self-paced learning opportunity. The lecture-discussion format (supported by PowerPoint and/or videos) could also be delivered as part of a regular staff meeting, with the assessment portion conducted individually afterwards for new learners. This approach would be useful to act as a refresher for previously trained staff, who would not need to complete the assessment portion.

Whatever form the training takes for delivery, it should be supported with a participant manual containing relevant agency policies, procedures and required incident forms. The lecture/information portion can be delivered to any sized group, or could also be delivered in an online podcast, or by a website, or by video conference format.

For the practical role play exercise, a small group format is strongly recommended. Small group feedback can determine how well learners are internalizing information. Learners act as a resource for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace. Smaller groups are needed for instructor observation of the learners as they conduct the practical role play exercises.

If the topic is being presented in a self-directed study format with a written case study, the assessor could use a Q&A approach to review the learner’s recommended approach to the given scenario. This will ensure the learner is grasping the supporting information, as well as the practical application.

The Learning and Development Guide provides guidance regarding the steps and implementation of the various methods of instruction.

Recommended Delivery Format

Recommended minimum length of delivery: 3-4 hours including practical assessments

NOTE: Agencies may want to combine this training with the annual required review of the Ontario Health & Safety Act and their agency Health & Safety policy that complies with the legal requirement, extending the length accordingly. They may also want to deliver it in conjunction with Crisis Intervention as many of the learning outcomes and core competencies are aligned.

Recommended frequency: Once, with ongoing short reviews of material and processes as part of regular Health & Safety updates (especially after an incident occurs in the workplace).

Recommended timing: As part of onboarding process for new hires

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
**TOPIC OUTLINE:**

**Workplace Hazardous Materials Information Systems (WHMIS)**

**Topic Description**

This topic meets provincial certification requirements by the Ontario Ministry of Labour for workplace knowledge of the safe use, handling, and storage of hazardous materials, and their potential health implications. Content is relevant for all employees and managers, as prescribed by legislation.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Relate the history of WHMIS legislation.
2. Identify the classification symbols and their use on supplier and consumer product labels.
3. Articulate worker, employer, and supplier responsibilities under legislation.
4. Properly use a Material Safety Data Sheet (MSDS).

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**Recommended Delivery Format: Safe Food Handling**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Describe and define unacceptable workplace behaviours in accordance with legislation.</td>
<td>MOL Workplace Violence and Harassment: Understanding the Law; PSHSA DVD Workplace Violence Prevention in Health and Community Care</td>
<td>TLO 1</td>
<td>View DVD Instructor-led lecture using a Q&amp;A format with class participation or similar knowledge transfer in online/self-directed format</td>
<td>Instructor assessment based on participant feedback or written case study</td>
</tr>
<tr>
<td>15%</td>
<td>Recognition of workplace violence risk factors.</td>
<td>PSHSA Web Tutorial on Workplace Violence; MOL Violence and Harassment in Health Care Workplaces</td>
<td>TLO 1, 2, 4</td>
<td>Instructor-led lecture using a Q&amp;A format with class participation or similar knowledge transfer in online/self-directed format</td>
<td>Instructor assessment based on participant feedback or written case study</td>
</tr>
<tr>
<td>30%</td>
<td>Description and discussion of potential conflict scenarios with the appropriate response.</td>
<td>MOL Violence and Harassment in Health Care Workplaces; PSHSA DVD Workplace Violence Prevention in Health and Community Care; Appropriate agency policies such as lockdown procedures</td>
<td>TLO 2, 3, 4</td>
<td>View DVD Instructor-led lecture using a Q&amp;A format with class participation or similar knowledge transfer in online/self-directed format</td>
<td>Instructor assessment based on participant feedback or written case study</td>
</tr>
<tr>
<td>10%</td>
<td>Explanation of agency-specific protocols to report incidents.</td>
<td>Agency Policy and Procedures</td>
<td>TLO 4</td>
<td>Review reporting form and process for workplace harassment and/or investigating workplace incidents</td>
<td>Participants complete a form as part of role play or written case study</td>
</tr>
<tr>
<td>30%</td>
<td>Review scenarios.</td>
<td>MOL Violence and Harassment in Health Care Workplaces</td>
<td>TLO 3, 4</td>
<td>Role play in small groups with group discussion or written case study</td>
<td>Instructor feedback on role play or written case study</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 282-285.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Advocating for Others** - Through safe work behaviours that protect themselves, their co-workers, supported people, and other stakeholders.
- **Creative Problem Solving & Decision Making** - By effectively using WHMIS information to make safe choices when dealing with workplace products.
- **Initiative** - By understanding the WHMIS system of symbols, take appropriate action to safely use any hazardous products.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relate the history of WHMIS legislation.</td>
<td>• Advocating for others</td>
</tr>
<tr>
<td>2. Identify the classification symbols and their use on supplier and consumer product labels.</td>
<td>• Initiative Advocating for others</td>
</tr>
<tr>
<td>3. Articulate worker, employer, and supplier responsibilities under legislation.</td>
<td>• Advocating for others</td>
</tr>
<tr>
<td>4. Properly use a Material Safety Data Sheet (MSDS).</td>
<td>• Creative Problem Solving &amp; Decision Making</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of health and safety training to ensure the content is up to date and relevant. In addition, content meets all current legislative requirements.

The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

1. **Relate the history of WHMIS legislation.**

   **Recommended Content**

   Provide an overview of the history of WHMIS practices and legislation, and relate that knowledge to how it will be used to enhance the safety of the current workplace.

   **Recommended Resources**

   - WHMIS transition to Global Harmonized System (GHS) Fact Sheet

2. **Identify the classification symbols and their use on supplier and consumer product labels.**

   **Recommended Content**

   Provide the practical requirements for safe work practices with hazardous products under Ontario Health & Safety legislation by learning the six classes of products and the seven items required on a supplier label.

   **Recommended Resources**


3. **Articulate worker, employer, and supplier responsibilities under legislation.**

   **Recommended Content**

   Provide knowledge of the supplier, employer and employee responsibilities for WHMIS. Discuss any unique challenges of safely using hazardous products in the developmental services context, including identifying those used in each workplace. Highlight the changes as Ontario transitions to the Global Harmonized System (GHS) beginning on July 1, 2015. Under WHMIS 2015, "controlled products" are called "hazardous products" and there are new rules for classifying hazardous workplace chemicals; two main hazard classes – physical hazards and health hazards; new label requirements, including pictograms instead of symbols that correspond to hazard classes, and, a different format for safety data sheets. These changes will be phased into workplaces and updated training is required for the new GHS format. The key responsibilities of suppliers, employers and workers are the same under WHMIS 2015.
4. Properly use a Material Safety Data Sheet (MSDS).

Recommended Content
Practice locating the precautions, safe use instructions, and First Aid procedures for several common workplace and work environment products using the MSD sheets.

Recommended Resources
- WHMIS Classifications Search Tool.
  http://cintoweb.ccohs.ca/whmis/search.html
- WHMIS after GHS - Preparing for the Change to Global Hazards System.
  http://www.ccohs.ca/products/publications/WHMISKHS.html

Related Legislation/Regulations
  http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90o01_e.htm
- Regulation 860/90 Workplace Hazardous Material Information System (WHMIS)
- Regulation 67/93 Health Care and Residential Facilities

Agency Policies and Procedures
Agency policies can be included here. Suggested relevant policies include:
- Health & Safety
- Infection Control and/or Routine Practices
- Emergency Planning and Pandemic Control

Learner Assessment
Learners will be assessed through a written test and practical demonstrations if the content is delivered face to face in a classroom setting, or through self-study with on-the-job mentoring. Learners will be assessed through a written test online and supervisory follow-up of the practical component to show consistent use of MSD sheets in the actual workplace setting, if the topic is delivered in a self-directed format.

The written test should combine short answer questions and multiple-choice. It will include questions that will be reviewed and self-marked if classroom delivery is selected. If on-the-job mentoring is used, learners should have the test corrected by the supervisor with a required pass level. Any incorrect responses can be reviewed with the learner to enhance comprehension of material. Learners assessed by an online quiz will receive feedback immediately, and can correct answers if mistakes are made. The following table outlines each assessment method and the Topic Learning Outcome(s) being assessed.
**Assessment Method** | **Topic Learning Outcomes (TLOs) Assessed**
--- | ---
Written test: This test will include short answer and/or multiple choice questions. The test will be administered at the end of the learning period (after practical exercises) to all learners. | Relate the history of WHMIS legislation (TLO 1) Identify the classification symbols and their use on supplier and consumer product labels (TLO 2) Articulate worker, employer, and supplier responsibilities under legislation (TLO 3) Properly use a Material Safety Data Sheet (TLO 4)

Practical demonstration of use of MSD sheets for several hazardous products used in the workplace. Learner will identify risks, precautionary measures, use of any personal protective equipment (PPE) and First Aid measures if exposure occurs. | Identify the classification symbols and their use on supplier and consumer product labels (TLO 2) Properly use a Material Safety Data Sheet (TLO 4)

Supervisory follow up required if topic is delivered online or as on-the-job mentoring
- Observe the Learner to ensure safe work procedures are being followed. Have Learner demonstrate the proper use of MSD sheet by finding risks, precautionary measures, use of any personal protective equipment (PPE) and First Aid measures if exposure occurs.
- Document the observation and include in personnel file. Conduct informal discussions with workers to discuss specific WHMIS related safety issues as they arise. Encourage worker feedback. | Identify the classification symbols and their use on supplier and consumer product labels (TLO 2) Properly use a Material Safety Data Sheet (TLO 4)

**Methods of Instruction**

The recommended delivery format for this topic material is any online training program which meets the Ontario Ministry of Labour standards (complete with quiz). This material should be supplemented by a practical review/demonstration of the proper reading of a Material Safety Data Sheet (MSDS) in the workplace, conducted by the peer mentor, or the immediate supervisor/manager.

Alternatively, this can be delivered as an in-person lecture-discussion format (supported by PowerPoint or other visual aids for the symbols) or as a self-directed study. For the discussion portions, and the practical demonstration, a small group format is recommended. Small group discussions can determine how well learners are internalizing information. Learners act as a resource for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace.

Small groups or individuals mentored by an experienced peer or supervisor are needed for observation of the learners as they conduct the practical demonstration of locating relevant information from actual Material Safety Data Sheet (MSDS) documents. Learners can be paired to conduct the practical exercise, and provide feedback and evaluation to each other (and then report to the instructor).

**Recommended Delivery Format**

**Recommended minimum length of delivery**: 3 hours (2.5 hours online or classroom and 0.5 hours for in-person follow up)

**Recommended frequency**: Delivered once, with updates provided when any new hazardous product is introduced to the workplace. As well, general review of labels, symbols, hazard classifications, or reading an MSDS could be included in regular safety talks (once per year suggested, although not mandatory under the legislation).

**Recommended timing**: Included as part of onboarding process for new hires

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: WHMIS

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>History of WHMIS, practices and Legislation, and definitions.</td>
<td>Review Ontario MOL WHMIS document or WHMIS online certification program</td>
<td>Written test. Learners must obtain a pass or review material again and retake test</td>
</tr>
<tr>
<td>25%</td>
<td>Practical requirements for safe work practices including WHMIS 2015 labels &amp; storage, GHS differences, classifications, MSDS, and worker general education</td>
<td>Review Ontario MOL WHMIS document or WHMIS online certification program</td>
<td>Written test and practical demonstration. Learners must obtain a pass or review material again and retake test</td>
</tr>
<tr>
<td>30%</td>
<td>Knowledge of the supplier, employer and employee responsibilities for WHMIS</td>
<td>Review Ontario MOL WHMIS document or online certification program</td>
<td>Written test and practical demonstration. Learners must obtain a pass or review material again and retake test</td>
</tr>
</tbody>
</table>

**Time** | **Content** | **Resources** | **Topic Learning Outcomes (TLOs)** | **Methods of Instruction** | **Assessment** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Practical demonstration of MSD sheets for several workplace hazardous products</td>
<td>Actual MSD sheets for products used in the workplace</td>
<td>TL 4</td>
<td>Learners locate type of hazard, related risks; safety precautions; and First Aid on MSDS for products found at the workplace. Group discussion or mentor or supervisor feedback after observation</td>
<td>Instructor or Supervisor assessment based on observation of the learner’s safe work procedures. Notes documenting observation should be included with a print-out of the test</td>
</tr>
</tbody>
</table>

**Note:** Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 290-292.
TOPIC OUTLINE:
Conflict Management

Topic Description
Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Conflict is neither good nor bad, but a necessary element of all relationships. Both the concept and the effects of conflict will be explored. Learners will be introduced to tools and strategies to assist with responding to conflicts in the workplace in a professional manner.

Topic Learning Outcomes
The learner will reliably demonstrate the ability to:
1. Identify common sources of conflict;
2. Recognize and respond to conflict situations in the workplace;
3. Practice conflict resolution strategies.

DS HR Strategy Core Competencies
Successful learners will demonstrate each competency, as follows:
• Advocating for Others - By championing a cause or issue and giving voice to others.
• Collaboration - By encouraging and expecting collaborative efforts and information sharing across the agency towards shared outcomes.
• Creative Problem Solving and Decision Making - By identifying and solving problems, seeking additional information, developing and weighing alternatives and choosing the appropriate course of action given the circumstances.
• Interpersonal Relations and Respect - By communicating with respect, dignity and courtesy in all situations.
• Resilience - By maintaining a positive outlook as pressure increases.
Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify common sources of conflict.</td>
<td>- Creative problem solving and decision making</td>
</tr>
<tr>
<td>2. Recognize and respond to conflict situations in the workplace.</td>
<td>- Advocating for others - Interpersonal relations and respect</td>
</tr>
<tr>
<td>3. Practice conflict resolution strategies.</td>
<td>- Resilience - Collaboration</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

1. Identify common sources of conflict.

Recommended Content

Provide a definition of conflict management, identifying the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. Review sources of conflict in a workplace setting, including sources of conflict with co-workers and with people who receive support.

Recommended Resources

- HR Council Canada: Workplaces that Work - Conflict at Work. [http://hrccouncil.ca/hr-tools/workplaces-conflict.cfm](http://hrccouncil.ca/hr-tools/workplaces-conflict.cfm)

2. Recognize and respond to conflict situations in the workplace.

Recommended Content

Provide an overview of the types of conflict situations that learners may encounter in a developmental services agency. Discuss how to identify conflict and different strategies for managing conflict. Review how to focus on interests rather than positions when encountering a conflict.

Recommended Resources

- Vancouver Island University: Managing Workplace Conflict. [https://www2.viu.ca/conflict/index.asp](https://www2.viu.ca/conflict/index.asp)

3. Practice conflict resolution strategies.

Recommended Content

Provide an opportunity to explore conflict management strategies using case studies and role playing in a safe setting. Discuss and practice creative approaches to resolving conflict.

Recommended Resources

Additional Resources

- Conflict Resolution Network: Conflict resolution skills and tools.
  [link]
- Charity Village: Human Resources Q&A: Reducing conflict between staff and volunteers.
  [link]
- TED Talks: The Walk from No to Yes.
  [link]
  [link]
- University of Waterloo: Certificate in Conflict Management.
  [link]

Related Legislation/Regulations

N/A

Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

- Conflict resolution
- Codes of Conduct

Learner Assessment

Learners will be assessed through a multiple choice test, case studies with discussion and regular verbal/written feedback. The case-studies will be short descriptions of common sources of conflict in a Developmental Services workplace. Learners will read the case-study and discuss solutions for resolving conflict. Practice will occur during working hours and regular verbal feedback will be given, as well as written feedback, as part of the Performance Appraisal.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten question multiple choice test.</td>
<td>Identify common sources of conflict (TLO 1)</td>
</tr>
<tr>
<td>Discussion of case studies.</td>
<td>Identify common sources of conflict (TLO 1)</td>
</tr>
<tr>
<td>Regular verbal feedback and written feedback, as part of the Performance Appraisal.</td>
<td>Recognize and respond to conflict situations in the workplace (TLO 2)</td>
</tr>
<tr>
<td></td>
<td>Recognize and respond to conflict situations in the workplace (TLO 2)</td>
</tr>
<tr>
<td></td>
<td>Practice conflict resolution strategies (TLO 3)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Methods of Instruction

The topic material can be delivered through self-guided online instruction followed by case studies that are presented and discussed in small groups or during staff meetings. Case studies provide practical examples of the theory and can be used as a springboard to build knowledge and develop strategies for dealing with conflict. Small group discussions can determine how well learners are internalizing information. Learners act as learning resources for one another and develop valuable skills that can be transferred to their role in the workplace.

Conflict management can be practiced during working hours with regular verbal feedback from Supervisors and Managers. Written feedback regarding conflict management skills can be incorporated into the Performance Appraisal.
**Recommended Delivery Format**

Recommended minimum length of delivery: 3 hours

Recommended frequency: annually or with new hires, as appropriate.

Recommended timing: in the first year of employment, and annually.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

---

**Recommended Delivery Format: Conflict Management**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Common sources of conflict.</td>
<td>Education Portal; HR Council of Canada; Mind Tools.</td>
<td>TLO 1</td>
<td>Self-guided online instruction.</td>
<td>Multiple choice test; Discussion of case studies.</td>
</tr>
<tr>
<td>35%</td>
<td>Conflict situations in the workplace.</td>
<td>Mind Tools; Charity Village; Vancouver Island University; Helpguide.org; Mediate.com.</td>
<td>TLO 1, 2, 3</td>
<td>Self-guided online instruction; Case Studies followed by discussion.</td>
<td>Discussion of case studies.</td>
</tr>
<tr>
<td>50%</td>
<td>Responding to conflict situations in the workplace and practicing conflict resolution strategies.</td>
<td>Mind Tools; Charity Village; Vancouver Island University; Ontario Ministry of Education; Journal of Leisureability; Helpguide.org; Mediate.com</td>
<td>TLO 2, 3</td>
<td>Small group discussion; verbal feedback.</td>
<td>Regular verbal feedback and written feedback, as part of the Performance Appraisal.</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 300-301.
Developmental Services
Human Resources Strategy
Workplace Learning Project

TOPIC OUTLINE:
Developing Positive Family Relationships

Topic Description
This topic will provide direct support professionals with an understanding of the important role of families. Direct support professionals will develop an awareness of and sensitivity to the family and its challenges. Content will highlight how past experiences with service providers can influence their expectations and the way they communicate. Emphasis will be placed on the importance of building trust and preventing conflict. Direct support professionals will apply family-centred and person directed strategies to develop and foster positive and supportive relationships with families.

Topic Learning Outcomes
The learner will reliably demonstrate the ability to:

1. Identify the various ways that family members relate to each other and how these relationships may be influenced based on their beliefs about developmental disabilities and their experiences with the system that they live in.
2. Recognise that in the past, families of people with a developmental disability have had negative and positive experiences which have influenced their beliefs, ability to trust, and subsequently, their relationships with service providers.
3. Demonstrate how to positively and respectfully strengthen relationships with family members by using family-centred and person directed approaches to build trust and prevent conflict, including sensitivity to the ethno-cultural background of families, religious practices and beliefs, newcomer and settlement issues.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Advocating for others** - By supporting people with developmental disabilities and their families to get the support and resources they need to achieve their goals.
- **Collaboration** - By working in partnership with families to support people with developmental disabilities in developing and implementing person-centred/direct plans.
- **Creative Problem Solving and Decision Making** - By working with families in a creative and respectful way to ensure the wishes of the individual receiving support.
- **Initiative** - By finding meaningful ways to involve families in the lives of people with a developmental disability.
- **Interpersonal Relations and Respect** - By respecting and including families as collaborators in understanding the aspirations and needs of their family members.

### LEARNING OUTCOMES RELATED CORE COMPETENCIES

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the various ways that family members relate to each other and how these relationships may be influenced based on their beliefs about developmental disabilities and their experiences with the system that they live in.</td>
<td>Collaboration, Interpersonal relations and Respect</td>
</tr>
<tr>
<td>2. Recognise that in the past, families of people with a developmental disability have had negative and positive experiences which have influenced their beliefs, ability to trust, and subsequently, their relationships with service providers.</td>
<td>Collaboration, Interpersonal relations and Respect</td>
</tr>
<tr>
<td>3. Demonstrate how to positively and respectfully strengthen relationships with family members by using family-centred and person-directed approaches to build trust and prevent conflict, including sensitivity to the ethno-cultural background of families, religious practices and beliefs, newcomer and settlement issues.</td>
<td>Advocating for others, Collaboration, Creative Problem solving and decision making, Initiative, Interpersonal relations and Respect</td>
</tr>
</tbody>
</table>

### Recommended Resources

- **A Model of Stress in Families of Children with Developmental Disabilities: Clinical and research issues within the “bigger picture” of family’s cultural, social, financial, and health realities.**
  - Direct support professionals will review and reframe their own experiences with families. Based on their understanding of families’ negative experiences with service providers, direct support professionals will examine the effect of changing life stages as people with developmental disabilities age into adulthood. It’s important to acknowledge the stressors related to families’ caregiving but also how they develop a sense of empowerment from their accomplishments of facing challenges related to raising a child with a developmental disability into adulthood. Contextualize families’ experiences by integrating life-span issues within the “bigger picture” of family/cultural, social, financial, and health realities.
- **How do Different Cultures View Developmental Disabilities?**
  - Discuss how the importance of families in the provision of support to people with a developmental disability is key to the role of the direct support professional. Review how families have a natural authority and know the individual best. Describe some of the negative experiences that families have shared and discuss ways that it has impacted their assumptions about and relationships with service providers. Provide examples of how families or direct support professionals may be “triggered” by past experiences in present day situations. Based on their understanding of families’ negative experiences with service providers, direct support professionals will review and reframe their own experiences with families.
3. Demonstrate how to positively and respectfully strengthen relationships with family members by using family-centred and person-directed approaches to build trust and prevent conflict, including sensitivity to the ethno-cultural background of families, religious practices and beliefs, newcomer and settlement issues.

Recommended Content
Emphasize that every family has strengths which have been built over their life-time of supporting and advocating for their family member. Explain the benefits of family-centred service delivery. Review positive examples of including families in the lives of people with developmental disabilities. Advise direct support professionals to accept conflict as a part of family-work and discuss ways of using family-centred and person-directed approaches to prevent it.

Promote discussion so that learners will create practical strategies for supporting families, such as providing services in ways that relieve concerns and most importantly, focuses on the wishes of people with developmental disabilities. Discuss and demonstrate best practices in diversity/cultural competency and support for families that do not choose to be involved in core services.

Recommended Resources
- Two Conversations that Changed my Life | Tamara Taggart | TEDxSFU. https://www.youtube.com/watch?v=vRFCgOfe8
- Living With Down Syndrome - What Will Happen To Andy? https://www.youtube.com/watch?v=Y270vY2vBY
- Autism Every Day (Part Four of Seven). https://www.youtube.com/watch?v=25r1wgJoOSs

Additional Resources
- Autism the Reality. https://www.youtube.com/watch?v=N3VYEN5Wkxo
• Adolescents with Developmental Disabilities and their Families by Hauser
  https://www.bc.edu/content/dam/files/schools/soe/pdf/EICS/AdolescentswitDD.pdf
• Marital quality and families of children with developmental disabilities (2011) by Hartley, Seltzer, Barker, & Greenberg. International review of research in developmental disabilities, 4(1). 
  http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3379322/
• Partners for Planning Resource Network 
  http://www.resourcepartners.ca
• The following DS HR Strategy Workplace Learning topic outlines have additional resources relevant to family relationships:
  • Effective Communication
  • Conflict Management
  • Planning with People who Receive Support
  • Diversity Training
  • Preventing, Recognizing and Responding to Abuse

**Related Legislation/Regulations**

• Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 
  http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_08s14_e.htm

**Agency Policies and Procedures**

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

• Roles and Responsibilities
• Communication
• Conflict resolution
• Cultural Diversity
• Preventing, Recognizing and Responding to Abuse

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**Learner Assessment**

Learners will be assessed through on-the-job application of the skills by participating in informal and formal meetings with family members. The learner’s knowledge of both the family-centred and person-directed approach will be evident by observing their behaviour and reading any written plans that they complete.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionals participate as family members in role plays in order to experience what they would feel, say or do in specific family scenarios; observation of group discussion and written summary of key learnings.</td>
<td>Identify the various ways that family members relate to each other and how these relationships may be influenced based on their beliefs about developmental disabilities and their experiences with the system that they live in (TLO 1)</td>
</tr>
<tr>
<td>Self-assessment: Written summary of key personal reflections, assumptions, reframing, and learnings.</td>
<td>Recognize that in the past, families of people with a developmental disability have had negative and positive experiences which have influenced their beliefs, ability to trust, and subsequently, their relationships with service providers. (TLO 2)</td>
</tr>
<tr>
<td>Feedback on role-play from colleagues or supervisor or person with developmental disability of family relationship skills with a self-assessment component and personal reflection exercise.</td>
<td>Demonstrate how to positively and respectfully strengthen relationships with family members by using family-centred and person-directed approaches to build trust and prevent conflict, including sensitivity to the ethno-cultural background of families, religious practices and beliefs, newcomer and settlement issues. (TLO 3)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.
Methods of Instruction

There are several methods that can be used to deliver the topic material. The topic material can be delivered in a hybrid model of self-directed online learning followed by a face-to-face discussion during a staff meeting or in a workshop format. Self-directed learning could include watching videos, reading articles and completing a self-assessment exercise. The self-assessment will provide information to assist the learner in the creation of a personal development plan. Small group discussions can occur in staff meetings regarding communication skills and effective ways in which new skills are being used. During regular performance appraisals supervisors can discuss and provide feedback to staff regarding noticeable differences in communication patterns with family members.

Another method of instruction could be through a face-to-face workshop format and the engagement of small groups of learners in role-play scenarios. These role-plays would include using a dysfunctional approach and then a family-centred and a person-directed approach. This experiential learning tool would assist the learner to better understand how to apply these approaches of support with families. A dialogue amongst learners should follow these role-play exercises.

The information portion can be delivered to any sized group, or could also be delivered in an online podcast, or by a website, or by video conference format. Whatever delivery method is used, instruction should be supported with real scenarios and practical applications. Practical scenarios provide an opportunity to apply the topic concepts in a realistic setting, similar to the decisions faced when communicating with families on a regular basis. This approach will ensure the learner has grasped all applicable material. As well, learners can prepare a "reflection" document to highlight how the topic training and presentation by a self-advocate has changed his/her perspective on family relationships.

Recommended Delivery Format

Recommended minimum length of delivery: 3 hours.
Recommended frequency: repeated as needed for staff and new staff.
Recommended timing: in the first year of employment.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Influence of family systems, beliefs about disability, and experiences with system on families' interactions with people who receive support.</td>
<td>Exploring Relationships and Families Health Promotion within Families A Model of Stress in Families Cultures' View of Developmental Disability</td>
<td>TLO 1</td>
<td>Independent review of materials; face-to-face or online presentations; role-play and group discussion</td>
<td>Instructor observations of role-plays in specific family scenarios. Written summary of key learnings.</td>
</tr>
<tr>
<td>30%</td>
<td>Importance of families to direct support professionals, impact of triggering past negative experiences on families' communication, reviewing and reframing negative problem-focused thinking to solution-focused decision-making.</td>
<td>The Natural Authority of Families The Family Support Movement The Views and Experiences of Parents Family quality of life and service delivery for families with adults who have developmental disabilities Two conversations that changed my life Living With Down syndrome - What Will Happen To Andy? Autism Every Day (Part Four of Seven)</td>
<td>TLO 1, 2, 3</td>
<td>Independent review of materials and videos; face-to-face or online presentations; role-play and group discussion</td>
<td>Instructor observations of role-plays. Self-assessment: Written summary of key personal reflections, assumptions, reforming, and learnings.</td>
</tr>
</tbody>
</table>
### TOPIC OUTLINE: Documentation

**Topic Description**

Direct Support Professionals are required to complete Individual Support Plans, documentation for record keeping, and a number of written reports. Many are required by legislation and agency policy and procedure.

This outline will introduce learners to various types of reports and other areas where effective documentation is required, and how to write so that the reader easily understands them. Learners will explore methods of writing that are clear, accurate, objective and purposeful. By introducing the concept of Specific, Measurable, Achievable, Realistic, and Timely (SMART) goals, learners will appreciate the importance of documenting goals that are measurable and actionable. Policies and practices governing the sharing of information (including confidentiality and recording facts not opinion) and use of technology will be reviewed.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:
1. Produce clear, accurate, objective and purposeful written documents and reports which can be understood by the reader;
2. Describe the purpose of effective documentation and the various reports that are required in the Developmental Services field;
3. Use Specific, Measurable, Achievable, Realistic, and Timely (SMART) goals in documentation, as required;
4. Describe confidentiality requirements and record facts, not opinion.

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<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>Family work requires essential skills. Benefits of family-centred service delivery: families have a natural authority and knowledge to share from a life-time of supporting and advocating for their family member. Using family-centred and person-directed approaches to prevent conflict. Create strategies for supporting families to contribute to person-directed goals.</td>
<td>Working with Families: Essential Skills Every Professional and Manager Should Know! Family-centred, Person-centred: A Guide for Disability Support Workers Family-centred, Person-centred: A Guide for Everyday Practice and Organizational Change Some Initial Thoughts On Establishing &quot;Right Relationship&quot; Between Staff, Professionals, Service Organisations and the People They Assist. The stressed and the stressful: Working with the families of individuals with ASD.</td>
<td>TLO 1, 2, 3</td>
<td>Review of materials followed by role plays and/or meetings with family members. Review of materials and interaction with families.</td>
<td>Feedback on role-play from colleagues or supervisor or person with developmental disability of family relationship skills with a self-assessment component and personal reflection exercise. Performance reviews of on-the-job demonstration of skills.</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 308-311.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

• **Advocating for others** - By writing purposeful objective documents about people with developmental disabilities while ensuring his/her rights are being supported.
• **Initiative** - By taking the time to record important information in a purposeful way, communication between all direct support professionals is improved and the progress of people who receive support is documented.
• **Collaboration** – Through clear and accurate communication shared with the team, as appropriate, consistent and reliable supports are promoted.

Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Produce clear, accurate, objective and purposeful written documents and reports, which can be understood by the reader. | • Advocating for others  
• Collaboration |
| 2. Describe the purpose of effective documentation and the various reports that are required in the Developmental Services field. | • Initiative  
• Advocating for others |
| 3. Use Smart, Measurable, Achievable, Realistic and Timely (SMART) goals in documentation, as required. | • Initiative  
• Advocating for others |
| 4. Describe confidentiality requirements and record facts, not opinion. | • Interpersonal Relations and Respect  
• Initiative |

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of Developmental Services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. **Produce clear, accurate, objective and purposeful written documents and reports, which can be understood by the reader.**

   **Recommended Content**
   Provide an overview of the standards of professional report writing and the importance of clear, understandable and concise documentation. Skills involved in writing objective, unbiased reports for the purpose of communication with others should be highlighted. Agency standards for documentation and report writing in various settings should be shared.

   **Recommended Resources**
   • Documentation for Human Services Professionals - Christian Horizons  
   www.christian-horizons.org
   • Writing Matters – An Introduction to Record Keeping and Report Writing for Front-line Workers (Glenys Acorn, S.E.E.K. publishing, Sarnia Ontario, 2003)
   • Documentation, Your Best Defense (Crisis Prevention Institute, Brookfield, Wisconsin, 2003) Booklet and Video.
   • Samples of well-written documents and reports required by the agency.

2. **Describe the purpose of effective documentation and the various reports that are required in the Developmental Services field.**

   **Recommended Content**
   Provide an overview on the importance of effective written communication, and the purpose of the written documentation and reports required by government legislation and agency policy and procedures.

   Include best practices for writing various reports used in the developmental services field, such as incident reports, serious occurrence reports, medication administration, support notes, communication books and meeting minutes.

   Include an overview of all agency policy and procedures for documentation and reporting, and outline the levels of approval required for various documents.
3. Use Specific, Measurable, Achievable, Realistic, and Timely (SMART) goals when developing documentation, as required.

**Recommended Content**
- Provide the learner with knowledge about the value of helping individuals set SMART goals. Discuss the value of setting realistic and measurable goals, which are attainable and describe the satisfaction people receive when they achieve the goals that they have agreed to work towards.

**Recommended Resources**
- Smart Goals: Quick Overview (Published, March 2014).
  https://www.youtube.com/watch?v=1-SvuFIQjK8
  http://www.mindtools.com/pages/article/newHTE_70.htm
- Examples of documentation that contains SMART goals.

4. Describe confidentiality requirements and record facts, not opinion.

**Recommended Content**
- Provide the learner with the skills to write reports in an objective manner. This involves recording facts and not subjective opinion of any sort. Confidentiality requirements will be highlighted in order to protect the privacy of people with developmental disabilities and their families. Relevant legislation and policies will be reviewed.

**Recommended Resources**
  http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm#BK45
- Ontario Regulation 299/10 Quality Assurance Measures – Ministry of Community and Social Services.
  http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_100299_e.htm Section 10, 10(1)(2)
- Developmental Services Worker Standards of Practice 2011 Standard 4
- Examples of Agency policies including, confidentiality, use of technology, file retention and storage, obtaining consent to photography.
Learner Assessment

Learners will be assessed through a short quiz and review of written reports such as a person-centred plan or journal entries. The learners will practice the skills required for documenting events and person-centred plans.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of written reports by Supervisor with feedback on writing style and objectivity, and compliance with confidentiality policy</td>
<td>Produce clear, accurate, objective and purposeful written documents and reports which can be understood by the reader (TLO 1) Describe confidentiality requirements and record facts, not opinion (TLO 4)</td>
</tr>
<tr>
<td>Short 10 question quiz on required reports marked by the instructor</td>
<td>Describe the purpose of effective documentation and the various reports that are required in the developmental services field (TLO 2)</td>
</tr>
<tr>
<td>Review of a written report which includes measurable goals</td>
<td>Use Smart, Measurable, Achievable, Realistic and Timely (SMART) goals in documentation, as required (TLO3)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

Recommended Delivery Format

Recommended minimum length of delivery: 2 hours

Recommended frequency: Once every 3 years, or as documentation requirements per government or agency policy change

Recommended timing: As part of the orientation process, and then every three years when documentation requirements change

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.

Methods of Instruction

This topic could be delivered in a small group setting or workshop format supplemented by on-the-job training, including a review of reports. Content will include topics such as clear and accurate documentation, types of reports used by developmental services support professionals and writing goals. There are also a number of resources that can be reviewed online or by the learner in order to learn about the documentation procedures and requirements. A review of specific agency policies and procedures relevant to documentation is also suggested.
### Recommended Delivery Format: Documentation

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>Professional report writing</td>
<td>Documentation for Human Services Professionals - Christian Horizons; Writing Matters: An Introduction to Record Keeping and Report Writing for Front-line Workers; Documentation, Your Best Defense (Crisis Prevention Institute, Brookfield, Wisconsin, 2003) Booklet and Video. Report Writing for the Community Services (Diana McAleer, Pearson Education Canada; 1st edition, January 15, 2009); Samples of well written documents and reports required by the agency.</td>
<td>TLO 1, 4 Independent review of material Workshop</td>
<td>Review of written reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>Overview of reports required by legislation and policy</td>
<td>A Guide to the Regulation on Quality Assurance Measures, Ministry of Community and Social Services; Freedom of Information and Protection of Privacy Act-2014 R.S.O. 1990, CHAPTER F.31; Serious and Enhanced Serious Occurrence Guidelines, Ministry of Community and Social Services, Ministry of Children and Youth Services; Ontario Regulation 299/10 Quality Assurance Measures - Ministry of Community and Social Services; Agency Policies and Procedures related to Documentation.</td>
<td>TLO 2, 4 Writing reports Independent review of material Workshop</td>
<td>Short quiz on types of reports and their purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Confidentiality of records</td>
<td>Freedom of Information and Protection of Privacy Act-2014 R.S.O. 1990, CHAPTER F.31.; A Guide to the Regulation on Quality Assurance Measures, Ministry of Community and Social Services; Agency policies on confidentiality and retention of records; Ontario Regulation 299/10 Quality Assurance Measures - Ministry of Community and Social Services.</td>
<td>TLO 4 Workshop On line review of legislation and policy with respect to confidentiality</td>
<td>Supervisor Review of confidential documents Self-Assessment for compliance to agency policy on confidentiality and use of technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Setting SMART goals</td>
<td>Smart Goals: Quick Overview Golden Rules of Goal Setting (Mind Tools); Documents which include clear goals &amp; examples of documents which contain SMART goals</td>
<td>TLO 3 Review of Documents containing Smart Goals Workshop for practicing the skill of using SMART Goals On line review of materials related to SMART goals</td>
<td>Review of documents including SMART Goals</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 319-321.
TOPIC OUTLINE:
Effective Communication

Topic Description
For professionals in the developmental services field, one of the primary “tools of the trade” is the ability to relate to and communicate with team members, people who receive support, families and community members. The focus of this topic is human communication. Content will include the ability to communicate to others in a clear and respectful way as ambassadors for the agency. Learners will explore and build on their current methods of communicating by practicing the skills of effective communication. Experiential and reflective learning are used to assist learning.

Topic Learning Outcomes
The learner will reliably demonstrate the ability to:
1. Define the elements and process of effective communication;
2. Identify their individual communication style and the style of others;
3. Utilize electronic, oral, written, online and nonverbal communication skills.

DS HR Strategy Core Competencies
Successful learners will demonstrate each competency as follows:
• Advocating for Others - By championing a cause or issue and giving voice to others.
• Collaboration - By effectively communicating with others within the agency or in the community.
• Creative Problem Solving and Decision Making - By recognizing problems and effectively communicating potential solutions.
• Interpersonal Relations and Respect - By communicating with respect, dignity and courtesy in all situations.
Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the elements and process of effective communication.</td>
<td>• Advocating for others  • Interpersonal relations and Respect  • Collaboration</td>
</tr>
<tr>
<td>2. Identify their individual communication style and the style of others.</td>
<td>• Advocating for others  • Interpersonal relations and Respect</td>
</tr>
<tr>
<td>3. Utilize electronic, oral, written, online and nonverbal communication skills.</td>
<td>• Collaboration  • Creative problem solving and decision making  • Interpersonal relations and Respect</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

1. Define the elements and process of effective communication.

**Recommended Content**

Provide a model for effective communication that applies to both internal and external workplace communications. The model defines both the elements and the process for effective communication. Review the concept of “Plain Language” as it relates to people who receive support including both verbal and written communication.

**Recommended Resources**

- Human Resources Council of Canada: Workplaces that Work - Interpersonal Communication. [http://hrcouncil.ca/hr-toolkit/workplaces-interpersonal.cm](http://hrcouncil.ca/hr-toolkit/workplaces-interpersonal.cm)
- University of Tennessee, Centre for Literacy Studies: Learning skills curriculum: Communication Process. [http://www.cls.utk.edu/pdf/ls/Week1_Lesson7.pdf](http://www.cls.utk.edu/pdf/ls/Week1_Lesson7.pdf)

2. Identify their individual communication style and the style of others.

**Recommended Content**

Provide a self-assessment to assist the learner with identifying their personal communication style and the style of others, including people who receive support. The self-assessment will provide an opportunity for learners to create a personal development plan to acknowledge areas of strength and improve self-identified areas of growth.

Learn how augmentative and assistive communication tools impact the style and success of interactions with people who have communication disabilities.

**Recommended Resources**

- Communication Disabilities Access Canada (CDAC): Resources including tools-kits, online training and videos. Resources and information about communication assistants and communication accessibility for people who use communication displays and devices. [http://www.cdacanada.com/](http://www.cdacanada.com/)
- International Society for Augmentative and Alternative Communication: Canadian Chapter provides information about augmentative and alternative communication. [www.isaac-online.org](www.isaac-online.org)
3. Utilize electronic, oral, written, online and nonverbal communication skills.

**Recommended Content**

Review oral and written guidelines to effectively communicate messages to co-workers and people who receive support. Provide an overview of the appropriate use of electronic communication in the workplace. Recognize how social media impacts professional and personal reputation and agency reputation. Discuss how to support people who use social media.

Discuss how communication can take many forms such as: speech, a shared glance, text, gestures, facial expressions, touch, sign language, symbols, pictures, speech-generating devices. In addition, outline how non-verbal communication can be used by direct support professionals to reinforce oral and written communication. Provide examples of how to address unique and challenging situations.

**Recommended Resources**

- Communication Disabilities Access Canada: Communication Rights. Resources including tools-kits, on-line training and videos.
  http://www.communication-access.org/people-with-communication-disabilities/communication-rights/
- The Canadian Hearing Society: Services, training and education.
  http://www.chs.ca/services/literacy-and-basic-skills
  https://www.youtube.com/watch?v=cWsHysA6Dwo
- Ontario Association of Speech-Language Pathologists and Audiologists. Information on speech and language services.
  www.osla.on.ca
- The Canadian Deafblind Association Ontario Chapter: Services for people who are deafblind.
  http://www.cdbao.ca/index_e.php
- John's New Voice.
  https://www.youtube.com/watch?v=OEjJb-LLCqw&feature=youtu.be

- Communication Village: Five Ways to Improve Internal Communications at Your Nonprofit by Sandi Bruner (July 2011).
  https://communicationvillage.com/Content.aspx?topic=five_ways_to_improve_internal_communications_at_your_nonprofit#VMpJY885Ahc
- TechSoup Canada: How to Deliver a Bad Presentation by Brian Satterfield (March 2007).
  http://www.techsoupcanada.ca/en/learning_centre/articles/how_to_deliver_a_bad_presentation
- Houston Chroniclial: Techniques for Improving Your Nonverbal Communication Skills in the Workplace by Rose Johnson.
  http://smallbusiness.chron.com/techniques-improving-nonverbal-communication-skills-workplace-21411.html
- Huffington Post Canada: Five Ways To Keep Your Tone In Check When Writing Business Emails by Matthew Held (December 2014).
  http://www.huffingtonpost.ca/2014/12/10/how-to-write-clear-business-emails_n_4101356.html
- Huffington Post Canada: 12 Tips For Better Email Writing by Bruce Mayhew (July 2014).
  http://www.huffingtonpost.ca/2014/07/17/email-writing-tips_n_5769439.html
- The Canadian Bar Association: Social media policies in the workplace. What works best?
  http://www.cba.org/CBA/PracticeLink/08-11-BC/sm.aspx

**Additional Resources**

- Communicating with people with disabilities: Ask Me First
  https://www.youtube.com/watch?v=V5H0t6KkXw8
- Mind Tools: Communication Skills. Includes links to additional topics and videos.
  http://www.mindtools.com/page8.html
- Abbott and Costello: Who’s on First
  https://www.youtube.com/watch?v=415PRaXV-fg
- It's not about the Nail
  https://www.youtube.com/watch?v=SO1L_MaZOrR
- CAMH Knowledge Exchange: Access to online information, tools and resources for mental health professionals.
  http://www.camh.ca/en/research/research_areas/knowledge_exchange_and_training/Pages/default.aspx
- The following DS HR Strategy Workplace Learning topic outlines have additional resources relevant to effective communication:
  - Augmentative and Alternative Communication
  - Teamwork
  - Conflict Management
Related Legislation/Regulations

- Accessibility for Ontarians with Disabilities Act, 2005
  http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_05a11_e.htm

Agency Policies and Procedures

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:
- Conflict resolution
- Codes of Conduct
- Internet and e-mail use
- Social media policy

Learner Assessment

Learners will be assessed through a short test, self-assessment and regular verbal/written feedback. The test will be multiple-choice and include ten questions that will be reviewed and self-marked. Supervisors can provide regular verbal feedback, as well as, written feedback as part of the annual Performance Appraisal.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
<th>Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice written test</td>
<td>Define the elements and process of effective communication.</td>
<td></td>
</tr>
<tr>
<td>Self-assessment with an online tool and the creation of a personal development plan.</td>
<td>Identify their individual communication style and the style of others.</td>
<td></td>
</tr>
<tr>
<td>Regular verbal feedback and written feedback, as part of the Performance Appraisal.</td>
<td>Utilize electronic, oral, written, online and nonverbal communication skills.</td>
<td></td>
</tr>
</tbody>
</table>

Methods of Instruction

There are several methods that can be used to deliver the topic material. The topic material can be delivered in a hybrid model of self-directed online learning followed by a face-to-face discussion during a staff meeting or in a workshop format. Self-directed learning could include watching videos, reading articles and completing a self-assessment exercise. The self-assessment will provide information to assist the learner in the creation of a personal development plan. Small group discussions can occur in staff meetings regarding communication skills and effective ways in which new skills are being used. During regular performance appraisals supervisors can discuss and provide feedback to staff regarding noticeable differences in communication patterns.

Alternatively, the topic material can be delivered in a face-to-face workshop format. The learners can complete the self-assessment in advance and bring the results to the workshop. The workshop would provide a forum for experiential and reflective learning. The workshop content would focus on the process of communication and provide an opportunity for hands-on learning with the practice of oral, written and nonverbal communication skills in small groups.

Recommended Delivery Format

Recommended minimum length of delivery: 2 hours
Recommended frequency: annually
Recommended timing: during the first year of employment and annually afterwards as a refresher.

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Effective Communication

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Elements of effective communication including the use of plain language</td>
<td>Human Resources Council of Canada; Mind Tools; Communication Disabilities Access Canada; Public Works and Government Services Canada; The Centre for Literacy</td>
<td>TLO 1, 3</td>
<td>On-line articles, videos</td>
<td>Multiple choice written test</td>
</tr>
<tr>
<td>10%</td>
<td>Communication model and augmentative communication</td>
<td>University of Tennessee; Mind Tools; Communication Disabilities Access Canada; Ontario Ministry of Health and Long-Term Care; Accessibility Directorate of Ontario; International Society for Augmentative and Alternative Communication</td>
<td>TLO 1, 2</td>
<td>On-line articles, videos</td>
<td>Multiple choice written test</td>
</tr>
<tr>
<td>30%</td>
<td>Oral, written and nonverbal communication skills</td>
<td>ESDC; Mind Tools; TechSoup; Houston Chronicle; Charity Village; Communication Disabilities Access Canada; The Canadian Hearing Society</td>
<td>TLO 1, 3</td>
<td>Observation and Discussion</td>
<td>Regular verbal feedback, and written feedback, as part of the Performance Appraisal</td>
</tr>
<tr>
<td>10%</td>
<td>Electronic communication</td>
<td>Huffington Post Canada</td>
<td>TLO 3</td>
<td>Self-guided instruction</td>
<td>Regular verbal feedback and written feedback, as part of the Performance Appraisal</td>
</tr>
<tr>
<td>25%</td>
<td>Communication styles (self and others)</td>
<td>Nelson Education Canada; TribHR; Communication Disabilities Access Canada; Accessibility Directorate of Ont.</td>
<td>TLO 1, 2</td>
<td>Individual work, group work</td>
<td>Self-assessment with an online tool</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 328-331.

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### TOPIC OUTLINE: Introduction to Core Competencies

#### Topic Description

Content will include an overview of current applied practice in the area of core competencies, as it relates to the Developmental Services sector. This material is relevant for all direct support professionals, specialists, and those in supervisory and management roles within agencies. This topic will enable learners to identify useful workplace behaviours which contribute to enhanced performance and link them to relevant skills and abilities.

#### Topic Learning Outcomes

The learner will reliably demonstrate the ability to:

1. Identify the key characteristics of a competency.
2. Describe and discuss the Core Competency Model for their current role in the developmental services sector.
3. Assess employee performance level with core competencies identified for employee position.
4. Evaluate and select potential workplace learning or outside education (in conjunction with their supervisor) based on developing core competencies to pursue career goals.
DS HR Strategy Core Competencies

Successful learners will demonstrate each competency as follows:

- **Creative Problem Solving & Decision Making** - By identifying what the core competencies look like in their current role and by effective self-assessment and evaluation.
- **Initiative** - By using the Core Competency Model to make career plans and decisions regarding learning.
- **Resilience** - By recognizing and applying the concept of competencies to create consistent, long-term workplace success.

### Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the key characteristics of a competency.</td>
<td>Creative problem solving &amp; decision making</td>
</tr>
<tr>
<td>2. Describe and discuss the Core Competency Model for their current role in the developmental services sector.</td>
<td>Initiative</td>
</tr>
<tr>
<td>3. Assess employee performance level with core competencies identified for employee position.</td>
<td>Resilience Creative problem solving and decision making</td>
</tr>
<tr>
<td>4. Evaluate and select potential workplace learning or outside education (in conjunction with supervisor) based on developing core competencies to pursue career goals.</td>
<td>Creative problem solving and decision making Initiative Resilience</td>
</tr>
</tbody>
</table>

**Recommended Content and Resources**

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides design tools and learning activities to assist with the development of workplace learning.

**1. Identify the key characteristics of a competency.**

**Recommended Content**

Provide an overview of the key characteristics of a competency by discussing the definition of a competency (and how it aligns with the organization's strategy and culture). Review information on why core competencies are important in a Developmental Services role.

Content is based on the work done by the DS HR Strategy and reflects the agreed upon best practices and suggested approach for this sector. Regional champions have been identified to "train the trainer" at a new agency adopting Core Competencies as an HR approach. The training tools developed as part of the DS HR Strategy by the Hay Group for this topic, including a PowerPoint presentation, the Competency Models for each key position, and the Competency Assessment Questionnaire and can be obtained by registering with the Core Competency Project. For more information visit the DS HR Strategy website at:

http://www.ontariodevelopmentalservices.ca/resources/core-competencies

Additionally, a second presentation and Facilitator's workbook is available for the module called "Coaching for Competencies" which is directed at team leaders, supervisors, managers, and Executive Directors who have responsibility for professional development and performance management.

**Recommended Resources**

- Developmental Services Human Resource Strategy Competency Definitions (see pages 28–34 in Hay Group report)
- Video Presentation on the Developmental Services Human Resources Strategy
  https://vimeo.com/5896414
- Introduction to Core Competencies Workshop Presentation. Note: This resource is only available to agencies that have a Regional Champion, based on a submitted request for Core Competency transition. For more information and to request a regional champion, visit the DS HR Strategy website at:
  http://www.ontariodevelopmentalservices.ca/resources/core-competencies

**2. Describe and discuss the Core Competency Model for their current role in the developmental services sector.**

**Recommended Content**

Discuss the competencies' definitions, including what each measure, and the indicators for each level. Provide descriptions of the behaviour levels, giving examples with real and challenging situations that professionals need to manage in their workplace on a daily basis. Focus only on the competencies related to the job category for the trainees.

**Recommended Resources**

- Developmental Services Human Resource Strategy
  http://www.ontariodevelopmentalservices.ca/resources/core-competencies
3. Assess employee performance level with core competencies identified for employee position.

**Recommended Content**
Use the Competency Assessment Questionnaire to describe and reflect employee personal assessment of current strengths and weaknesses in work related behaviours that support excellent performance.

**Recommended Resources**
- Developmental Services Human Resource Strategy
  [http://www.ontariodevelopmentalservices.ca/resources/core-competencies](http://www.ontariodevelopmentalservices.ca/resources/core-competencies)

4. Evaluate and select potential workplace learning or outside education (in conjunction with supervisor) based on developing core competencies to pursue career goals.

**Recommended Content**
Discuss career development models and different activities (education, workplace learning opportunities, mentoring, etc.) that can help a professional to develop a competency.

**Recommended Resources**
- Developmental Services Human Resource Strategy
  [http://www.ontariodevelopmentalservices.ca/resources/core-competencies](http://www.ontariodevelopmentalservices.ca/resources/core-competencies)
- Competency & Emotional Intelligence: Katherine Adams interview with McClelland
- Core competencies of your organization
  [https://www.youtube.com/watch?v=Rb_o_uCG54g](https://www.youtube.com/watch?v=Rb_o_uCG54g)
- Build the perfect competency framework
  [https://www.youtube.com/watch?v=CNAXr-DQMbxE](https://www.youtube.com/watch?v=CNAXr-DQMbxE)
- Using Competencies Successfully - Training DVD
  [https://www.youtube.com/watch?v=RzM2VPOBHtY&spfreload=1](https://www.youtube.com/watch?v=RzM2VPOBHtY&spfreload=1)

**Additional Resources**

**Learner Assessment**
Learners will be assessed through class discussion, and the practical self-assessment exercise. The following table outlines each assessment method and the Topic Learning Outcome(s) being assessed.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion with Instructor assessment based on participation</td>
<td>Identify the key characteristics of a competency (TLO 1) Describe &amp; discuss the Core Competency Model for current role in developmental services sector (TLO 2)</td>
</tr>
<tr>
<td>Self-assessment exercise to identify current strengths and weaknesses within the DSPs core competencies</td>
<td>Assess employee performance level with core competencies identified for employee position (TLO 2)</td>
</tr>
<tr>
<td>Supervisory follow up to create a personal employee development plan</td>
<td>Evaluate and select potential workplace learning or outside education (in conjunction with supervisor) based on developing core competencies to pursue career goals (TLO 4)</td>
</tr>
</tbody>
</table>

Tools for learner assessment and sample test questions can be found in the Workplace Learning and Development Guide.

**Methods of Instruction**
This topic can be easily delivered as a classroom course, a self-paced learning opportunity, or in an online format. The lecture-discussion format (supported by PowerPoint) could also be delivered as part of a regular staff meeting, with the assessment portions conducted individually afterwards. The lecture/information portion can be delivered to any sized group, or could also be delivered in an online podcast, or by a website using PowerPoint slides, or by video conference format, with a participant self-assessment exercise completed in conjunction with the supervisor.

**Related Legislation/Regulations**
- N/A
The recommended approach to adoption of Core Competencies by an agency is through the help of an assigned Regional Champion (appointed geographically to work with direct support professionals to help transition other HR practices to incorporate core competencies). The Regional Champion “trains the trainer” who can deliver and oversee this topic, as well as the additional training for supervisors and managers to enable them to coach for Core Competencies. This additional workplace learning should be delivered in conjunction with this topic. The Regional Champion remains available to act as a resource to the agency as it both trains its staff and transitions its HR practices.

For the practical exercise, a small group format is strongly recommended. Small group discussions can determine how well learners are internalizing information. Learners act as a resource for one another and develop valuable interpersonal and problem solving skills that can be transferred to the workplace. Further, group discussion will clarify how the DSP’s and other employees can best demonstrate each core competency within the constraints of their unique workplace.

### Recommended Delivery Format: Introduction to Core Competencies

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 %</td>
<td>Identify the key characteristics of a competency</td>
<td>DS HR Strategy PowerPoint slides</td>
<td>TLO 1</td>
<td>Instructor-led review of slides using a Q&amp;A format, with class participation or self-directed review of material</td>
<td>Instructor assessment based on participant feedback</td>
</tr>
<tr>
<td>25 %</td>
<td>Describe and discuss the Core Competency Model for their current role in the developmental services sector</td>
<td>DS HR Strategy PowerPoint slides</td>
<td>TLO 2</td>
<td>Instructor-led review of slides using a Q&amp;A format, with class participation or self-directed review of material</td>
<td>Instructor assessment based on participant feedback</td>
</tr>
<tr>
<td>45 %</td>
<td>Assess their own performance level with core competencies identified for their position</td>
<td>DS HR PowerPoint slides and Competency Assessment Questionnaire</td>
<td>TLO 3</td>
<td>Participants complete the self-assessment questionnaire (with possible small group discussion on behaviours that represent the various competency levels)</td>
<td>Completed assessment</td>
</tr>
<tr>
<td>10 %</td>
<td>Review steps and reasons for using the self-assessment to create a personal development plan</td>
<td>DS HR Strategy PowerPoint slides</td>
<td>TLO 4</td>
<td>Instructor-led review of slides using a Q&amp;A format, with class participation or self-directed review of material</td>
<td>Instructor assessment based on participant feedback</td>
</tr>
<tr>
<td>5 %</td>
<td>Create Personal Development plan for enhancing strengths and working on weaknesses.</td>
<td>Regional champion, Direct supervisor</td>
<td>TLO 4</td>
<td>Supervisor guidance. Include future workplace learning opportunities, mentorship requirements, and potential career paths</td>
<td>Completed plan</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 336-338.
**Topic Description**

Direct Support Professionals have many opportunities to display their leadership abilities. Effective leadership requires an understanding of personal values and ethics, as authentic leaders act from this place of integrity. This is often referred to as “walking your talk.” Leaders must understand their own fears and behave in a courageous manner, in alignment with their personal values. Leadership involves the development of innovative ideas, which can help to accomplish important goals. Great leaders connect with others from their heart and they seek input from others. They lead their team towards an agreed-upon goal, often coaching and mentoring other people to support their development of new skills. Anyone can become an effective leader and influence others in a positive way.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Use self-reflection to understand personal values and ethics and act accordingly;
2. Connect with other people and authentically seek their input;
3. Coach and mentor others;
4. Implement innovative ideas.
DS HR Strategy Core Competencies

The Core Competency Dictionary can be found in the Learning and Development Guide. Successful learners, after this or equivalent training, will demonstrate each competency as follows:

- **Interpersonal Relations and Respect** - By working with others in an authentic and respectful way
- **Collaboration** - Through collaborating with others and seeking their input, and considering all points of view
- **Fostering Independence in Others** - By mentoring others to develop their own skills and abilities
- **Initiative** - By bringing others together to reach a common goal

### Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Use self-reflection to understand personal values and ethics and act accordingly.</td>
<td>Interpersonal relations and respect</td>
</tr>
<tr>
<td>5. Connect with other people and authentically seek their input.</td>
<td>Collaboration</td>
</tr>
<tr>
<td>6. Coach and mentor others.</td>
<td>Collaboration, Fostering Independence in others</td>
</tr>
<tr>
<td>7. Implement innovative ideas.</td>
<td>Initiative</td>
</tr>
</tbody>
</table>

### Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, content must meet all legislative requirements.

The Learning and Development Guide provides tools and learning activities to assist with the development of workplace learning.

#### 1. Use self-reflection to understand personal values and ethics and act accordingly.

**Recommended Content**

This material will assist the learner in the discovery of their personal values and ethics. The material is thought-provoking and it will engage the learner in a process of self-reflection. It will help the learner understand how their actions align with their values and reflect the mission, vision and core values of the agency.

#### 2. Connect with other people and authentically seek their input.

**Recommended Content**

Emotional Intelligence is a key ingredient for effective leadership. The material will describe how the most effective leaders connect with the people around them in an authentic manner. Styles of leadership will be explored with a focus on well-researched information about the leadership attributes, which contribute to leading by influence, team effectiveness and positive leadership styles.

**Recommended Resources**

- **Lead Simply (Inspiring Leadership Video based on book by Sam Parker, Give More Media Inc.)**
  https://www.youtube.com/watch?v=k1zF9b6hybF
- **First Follower Leadership Video**
  https://www.youtube.com/watch?v=p9vW8amMCvA
  http://www.amazon.ca/Becoming-Resonant-Leader-Relationships-Effectiveness/dp/1422117340
- **YouTube Video - Richard Boyatzis (Author: Primal Leadership, Resonant Leadership)**
  https://www.youtube.com/watch?v=x5fsT7HkLyu
- **Are You a Good Boss or a Great One (Linda Kent, Kent Lineback – Harvard Business Review-Jan 2011)**
  https://hbr.org/2011/01/are-you-a-good-boss-or-a-great-one
- **Simon Sinek: How Great Leaders Inspire Action (TED Talks, September 2009)**
  http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en
- **Harvard Business Review: Exerting Influence without Authority (February 2008)**
  https://hbr.org/2008/02/exerting-influence-without-aut.html
3. Coach and mentor others.

**Recommended Content**
Coaching and mentoring others is a key responsibility of leaders. This material highlights the value of giving positive feedback and constructive criticism to others as a key skill of an effective leader. Content includes information on how to build and lead teams, how to support people with developmental disabilities to self-advocate for leadership roles and building a positive workplace culture.

**Recommended Resources**
- Energy Leadership: Transforming Your Workplace and Your Life from the Core (Bruce D. Schneider) [http://www.selfgrowth.com/articles/Book_Review_Energy_Leadership_Transforming_Your_Workplace_and_Your.html](http://www.selfgrowth.com/articles/Book_Review_Energy_Leadership_Transforming_Your_Workplace_and_Your.html)
- Tips for Successful Employee Coaching and Mentoring (Marty Braunstein) [http://www.dummies.com/how-to/content/tips-for-successful-employee-coaching-and-mentoring.html](http://www.dummies.com/how-to/content/tips-for-successful-employee-coaching-and-mentoring.html)
- Are You a Good Boss or a Great One (Linda Kent, Kent Lineback – Harvard Business Review-Jan 2011) [https://hbr.org/2011/01/are-you-a-good-boss-or-a-great-one](https://hbr.org/2011/01/are-you-a-good-boss-or-a-great-one)
- Community Living BC. Knowing your Rights. A guide for Self-advocates. Youtube video [https://www.youtube.com/watch?v=VRA5iTtK_es&list=UU-Fzzq1tGN1VB-_KtPLWIOI&index=20](https://www.youtube.com/watch?v=VRA5iTtK_es&list=UU-Fzzq1tGN1VB-_KtPLWIOI&index=20)

4. Implement innovative ideas.

**Recommended Content**
True leaders dare to dream. They use creative energy to try new ideas to solve problems and move forward. This material will challenge the learner to “think outside the box” and lead with their best ideas.

**Recommended Resources**
- The Four Behaviours of Innovative Leaders (YouTube Video) [https://www.youtube.com/watch?v=gmicGqZ1q8](https://www.youtube.com/watch?v=gmicGqZ1q8)

**Additional Resources**
- The Leader Who Had No Title (Robin Sharma, 2010)
- Leadership Wisdom from the Monk Who Sold His Ferrari (Robin Sharma, 1999)
- Leaders Must Lead (John D. Burnett, 2003)
- Leadership Charisma (Derick McCann, Jim Sirbasku and Bud Haney, 2011)

**Related Legislation/Regulations**
- N/A
Learner Assessment

Learners will be assessed through on-the-job application of the skills learned after reading the material and watching the videos. The assessment of these skills should be discussed with the learner at regular intervals and especially at the Annual Performance Appraisal. The learner should discuss their leadership journey and growth to demonstrate self-awareness and areas for personal development.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Case study: real or fictitious case study of an effective leader who transformed an organization, with a short series of questions posed and answered by the learner</td>
<td>Use self-reflection to understand personal values and ethics and act accordingly (TLO 1) Connect with other people and authentically seek their input (TLO 2) Coach and mentor others (TLO 3) Implement innovative ideas (TLO 4)</td>
</tr>
<tr>
<td>Regular verbal feedback and written feedback, as part of the Performance Appraisal.</td>
<td>Use self-reflection to understand personal values and ethics and act accordingly (TLO 1) Connect with other people and authentically seek their input (TLO 2) Coach and mentor others (TLO 3) Implement innovative ideas (TLO 4)</td>
</tr>
</tbody>
</table>

Methods of Instruction

An effective method of instruction for this leadership development material could be self-directed learning which includes watching videos, reading articles and a self-assessment exercise. In addition, small group discussions could occur in staff meetings about leadership styles, which could include case studies to build knowledge and skills. This should be followed with meetings between the learner and their supervisor in which the learner can share their growth and development and feedback can be given to them by their supervisor. This could be followed up and documented in the annual performance appraisal and/or learning and development discussion.

Another method of instruction could be the engagement of small groups of learners in role-play scenarios. These role-plays could include various situations related to leadership such as coaching and mentoring followed by discussion.

Recommended Delivery Format

Recommended minimum length of delivery........... 4 hours including the discussions and performance appraisal
Recommended frequency................................... discussions with supervisor two times per year at natural points in time
Recommended timing........................................... second year of employment after more basic training has taken place

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
**Recommended Delivery Format: Leadership Skills**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Values and ethics</td>
<td>Podcast - On Taking a Stand; Work Personality Index - Leadership Report (Self-Assessment Tool).</td>
<td>TLO 1</td>
<td>Self-Instruction</td>
<td>Instructor assessment based on participant feedback</td>
</tr>
<tr>
<td>40%</td>
<td>Emotional Intelligence</td>
<td>Lead Simply; First Follower; Becoming a Resonant Leader; Are you a Good Boss or a Great One; How Great Leaders Inspire Action.</td>
<td>TLO 2, 3</td>
<td>Self-Instruction</td>
<td>Instructor assessment based on participant feedback. Review of Case Study of high performing leader.</td>
</tr>
<tr>
<td>20%</td>
<td>Coaching and mentoring</td>
<td>Neuroscience and Leadership: The Promise of Insights; Energy Leadership: Transforming Your Workplace and Your Life from the Core; Tips for Successful Employee Coaching and Mentoring.</td>
<td>TLO 3</td>
<td>Self-Instruction and discussion</td>
<td>Instructor assessment based on participant feedback. Review of Case Study of high performing leader.</td>
</tr>
<tr>
<td>20%</td>
<td>Innovation</td>
<td>What is Transformation Change?: The Four Behaviours of Innovative Leaders; The Leader Who Had No Title; Leadership Wisdom from the Monk Who Sold his Ferrari; Leaders Must Lead; Leadership Charisma.</td>
<td>TLO 4</td>
<td>Self-Instruction and real life learning</td>
<td>Instructor ensures completion of performance appraisal and feedback given to learner by Supervisor. HR File audits done to ensure Performance appraisals address leadership competencies and development.</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 344-347.

**TOPIC OUTLINE:**

**Teamwork**

**Topic Description**

Teams work together to achieve a shared purpose while holding themselves mutually accountable for performance results. Utilizing effective listening skills and sharing responsibility fairly will contribute to an effective, high-functioning team environment. Direct support professionals work together towards a shared purpose and a common goal of providing high quality support to people with a developmental disability. Learners will evaluate their own ability to be an effective team member by participating in an active team-building exercise and practicing communication skills.

**Topic Learning Outcomes**

The learner will reliably demonstrate the ability to:

1. Define the elements and benefits of a high-functioning team.
2. Identify personal attributes, which support the goals of teamwork and the mission of the organization.
3. Utilize effective communication skills with other team members.

**DS HR Strategy Core Competencies**

Successful learners will demonstrate each competency as follows:

- **Interpersonal Relations and Respect** - By working as an effective team member with others to promote the goals for their team and organization.
- **Collaboration** - By demonstrating the ability to listen to all points of views of their team members and engaging with them in an effective way.
- **Initiative** - By taking responsibility to communicate honestly and effectively with other members of the team.
- **Creative Problem Solving and Decision Making** - by working together as a team new "out of the box" ideas may emerge.
Learning Outcomes and Related Core Competencies

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the elements and benefits of a high-functioning team.</td>
<td>• Collaboration</td>
</tr>
<tr>
<td></td>
<td>• Creative Problem Solving and Decision Making</td>
</tr>
<tr>
<td>2. Identify personal attributes, which support the goals of teamwork and the mission of the organization.</td>
<td>• Interpersonal Relations and Respect</td>
</tr>
<tr>
<td>3. Utilize effective communication skills with other team members.</td>
<td>• Initiative</td>
</tr>
<tr>
<td></td>
<td>• Collaboration</td>
</tr>
</tbody>
</table>

Recommended Content and Resources

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

1. Define the elements and benefits of a high-functioning team.

Recommended Content

Direct support professionals work with other team members to provide support to people who receive support, and they work together towards a shared purpose and a common goal of providing high quality support to people with a developmental disability.

Some direct support professionals work more independently than others, however they are still part of a team of people who are working towards a common goal of proving high quality inclusive support to people with a developmental disability.

Content includes a review of the models of effective teams, the features and mix of skills required to work as a healthy team to solve problems and innovate new ideas. This section also provides an overview of the evolution of teams, the impact of change on the team and how to address issues that negatively affect the team.

Recommended Resources

- Inspirational Team Building (YouTube Video).
  https://www.youtube.com/watch?v=ue3hCvHtZZY
- How Change Affects Teams (Ruth GmeinN, Partner, Trillium Teams Inc.).
  http://www.trilliumteams.com/articles/40/how-change-affects-teams
- Intentional Team: Shifting Organizational Culture (Beth Gallagher and Kirk Hinkleman)
  http://www.inclusion.com/bkintentionalteaming.html

2. Identify personal attributes, which support the goals of teamwork and the mission of the organization.

Recommended Content

Direct support professionals bring unique skills and abilities to their team. An emphasis will be on conducting oneself in a respectful and supportive manner. This material will guide the learner to develop an understanding of their own behaviours and those of other members of their team so that together they can become more productive and effective.

Recommended Resources

- 9 Ways to be a Great Team Member (Jon Gordon, February 2013).
  http://www.jongordon.com/blog/9-ways-to-be-a-great-team-member/
- Myers Briggs Certified Canada-Psychometrics Canada.
- Solving, not Attacking, Complex Problems - A Five-State Approach Based on an Ancient Practice (Margaret J. Wheatley and Geoff Crinean ©2004).
  http://www.margaretwheatley.com/articles/solvingnotattacking.html
- True Colours Communication and Team Building Introduction Workshop- Discovering Natural Abilities.
  http://www.softskilexpert.com/true%20Colours%20Customers/

3. Utilize effective communication skills with other team members.

Recommended Content

Effective team members listen to each other’s ideas and give and receive feedback in a constructive way. This builds trust between team members and enhances team effectiveness.

This section provides an overview of the components of effective communication between team members with some practical exercises to illustrate the content. Learners will strive to improve communication styles in an effort to build cohesive teams.
**Recommended Resources**

- Teamwork Skills Being an Effective Group Member - University of Waterloo / Centre for Teaching Excellence. [https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member)

**Additional Resources**


**Related Legislation/Regulations**

- N/A

**Agency Policies and Procedures**

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies include:

- Codes of Conduct
- Professional Development

**Learner Assessment**

Learners will be assessed through a self-marked quiz about the key ingredients of a high-functioning team.

Personal skills, which contribute to an effective team, are best assessed through robust team building activities which can be tailored to the workplace or based on fictitious events. The activities promote introspection about personal styles and pinpoint areas for personal growth and development that are necessary to be effective within a team environment. The supervisor and colleagues can also give feedback to the staff about their strengths and areas for improvement.

---

### Assessment Method

<table>
<thead>
<tr>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A short 20 question self-marked quiz on key ingredients of highly functioning teams.</td>
</tr>
<tr>
<td>Several team building and skill recognition activities can be used to help to assess personal team building skills. Observation of on-the-job performance in the team with feedback.</td>
</tr>
<tr>
<td>On the job assessment and feedback by the supervisor and colleagues of their ability to be a positive influence on their team. Feedback from others about the staff member’s contribution towards an authentic and trusting team environment. Use of formal tools to measure communication styles within a team.</td>
</tr>
</tbody>
</table>

**Methods of Instruction**

The most effective method of instruction for assessing team building capabilities and personal style is small group activities targeted at this learning. It is preferable that this learning occurs within the actual team environment. If this cannot occur in the real team environment, teamwork skills can be assessed by other small group exercises. Teamwork mini sessions throughout the year help build strong teams.

A review of the resources can also be done online independently, and followed up by discussion with colleagues and or the supervisor in an interest to get authentic feedback from others to be used for personal growth.

**Recommended Delivery Format**

Recommended minimum length of delivery ……… 2 hours (this might occur as a teamwork mini-series over the year)

Recommended frequency …………………. Every 5 years or as teams change (as required)

Recommended timing …………………….. Within the first year of employment to give time to develop teamwork skills on the job

A chart is provided below to outline the recommended delivery format including time, content, resources, topic learning outcomes, methods of instruction and assessment.
### Recommended Delivery Format: Teamwork

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Models of Effective Teams</td>
<td>inspirational Team Building (YouTube video) Intentional Team Building: Shifting Organizational Culture (Beth Gallagher and Kirk Hinkleman)</td>
<td>TLO 1</td>
<td>Independent review of material on computer; small group activities</td>
<td>Self-marked short quiz</td>
</tr>
<tr>
<td>10%</td>
<td>Mix of Skills required for Effective Teams</td>
<td>HR Council Canada – Work Places that Work HR Toolkit for Productive Work Teams</td>
<td>TLO 1</td>
<td>Independent review of material on computer; small group activities</td>
<td>Self-marked short quiz</td>
</tr>
<tr>
<td>10%</td>
<td>Evolution of Teams</td>
<td>Performing, Storming and Norming, and Performing: Understanding the Stages of Team Formation</td>
<td>TLO 1</td>
<td>Independent review of material on computer; small group activities</td>
<td>Self-marked short quiz</td>
</tr>
<tr>
<td>10%</td>
<td>Impact of Change on Teams</td>
<td>How Change Affects Teams Conflict Resolution: Resolving Conflict Rationally and Effectively Solving, not Attacking, Complex Problems - A Five-State Approach Based on an Ancient Practice</td>
<td>TLO 1</td>
<td>Independent review of material on computer; mini teamwork activities throughout the year</td>
<td>Self-marked short quiz</td>
</tr>
<tr>
<td>30%</td>
<td>Understanding Own Behaviour in Team</td>
<td>9 Ways to be a Great Team Member; True Colours Communication and Team Building Introduction Workshop Myers Briggs Certified Canada-Psychometrics Canada</td>
<td>TLO 2</td>
<td>Independent review of material on computer</td>
<td>Team building activities for self-reflection Feedback from others</td>
</tr>
</tbody>
</table>

### Time | Content | Resources | Topic Learning Outcomes (TLOs) | Methods of Instruction | Assessment |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>How to effectively communicate in a team</td>
<td>Team Building Exercises: Communication - Fun Ways to Build Communication Skills Mind Tools; Teamwork skills Being an Effective Group Member - University of Waterloo/ Centre for Teaching Excellence True Colours Communication and Team Building Introduction Workshop - Discovering Natural Abilities Receiving and Giving Feedback - University of Waterloo/ Centre for Teaching Excellence</td>
<td>TLO 3</td>
<td>Independent review of material on computer</td>
<td>Feedback from others</td>
</tr>
</tbody>
</table>

Note: Key resources are included in the delivery chart above. For a complete list of resources please refer to pages 352-354.
## APPENDIX A:
### Modules and topics

<table>
<thead>
<tr>
<th>MODULES</th>
<th>TOPIC OUTLINE TITLES</th>
</tr>
</thead>
</table>
| Developmental Disabilities  | - Introduction to Developmental Disabilities  
- Dual Diagnosis (Developmental Disabilities and Mental Health)  
- Quality Assurance Measures  
- Rights for People with a Developmental Disability  
- Values and Attitudes |
| Supporting Inclusion        | - Augmentative and Alternative Communication  
- Community Development and Relationships  
- Diversity  
- Person Directed Planning |
| Wellness                    | - Aging  
- Coping with Loss, Grief and Bereavement  
- Medication Administration and Pharmacology  
- Nutrition  
- Sexuality and Relationships |
| Strategies for Success      | - Prevention and Intervention in Crisis  
- Providing Positive (Behaviour) Support  
- Preventing, Recognising and Responding to Abuse |
| Health and Safety           | - Fire Safety and Emergency Preparedness  
- First Aid and Cardiopulmonary Resuscitation  
- Infection Prevention and Control  
- Lifts, Transfers and Back Care  
- Safe Food Handling  
- Violence in the Workplace  
- Workspace Hazardous Material Information Systems |
| Professional Development    | - Conflict Management  
- Developing Positive Family Relationships  
- Documentation  
- Effective Communication  
- Introduction to Core Competencies  
- Leadership Skills  
- Teamwork |
APPENDIX B:

Topic Outline Template

Note: The topic outline template is in black text. Red text must to be replaced with appropriate information or deleted if it is an annotation.
APPENDIX B: TOPIC OUTLINE TEMPLATE

TOPIC OUTLINE:
(ADD TOPIC TITLE HERE)

Module
Indicate the category the topic corresponds to from the six modules below:
1. Developmental Disabilities
2. Values and Philosophies
3. Interventions
4. Health and Wellness
5. Health and Safety
6. Professional development

Topic Title
Indicate the topic title within the module. For a complete list of modules and topics see Appendix A.

Topic Description
In one paragraph, provide the purpose of the topic and a brief summary of the course. Specify the skills and knowledge learners will attain but avoid a long "laundry list" of topics. Describe the rationale and goals of the course in interesting and engaging language. Topic descriptions are broad statements that will be used to engage learners and will provide the context for the specific topic learning outcomes that follow. Attention should be given to using language that reflects the Transformation of Developmental Services in Ontario and current best practices in the field.

Example for the topic "Communication":
For professionals in the developmental services field, one of the primary "tools of the trade" is the ability to relate to and communicate with team members, people supported, families and community members. The focus of this course is human communication. Learners will explore and build on their current methods of communicating by practicing the skills of effective communication. Experiential and reflective learning are used to assist learning.

Topic Learning Outcomes (TLOs)
Topic learning outcomes are more specific and express what learners will be able to do BY THE END OF/AFTER THE COURSE (the outcome), rather than what they will do DURING the course (the process). The following guidelines will support the development of topic learning outcomes:
• List outcomes numerically (e.g. 1, 2, 3.)
• Begin each learning outcome with an action verb – what will learners be able to DO? Refer to Bloom's taxonomy (Note: Appendix D in the Workplace Learning and Development Guide)
• Verbs to avoid: understand, know, learn, be aware of, develop an understanding of.
• Learning outcomes must express participants' culminating learning and achievement as demonstrated through assessment tasks. Each outcome must be a target of one or more of the assessment tasks listed in the Learner Assessment section.

The learner will reliably demonstrate the ability to:
1. Insert learning outcome 1 here
2. Insert learning outcomes here
3.
4.
5.

DS HR Strategy Core Competencies
Successful learners will demonstrate each competency as follows:
Identify the core competencies that relate to this topic. Core Competencies for Developmental Services professionals have been identified for the following Developmental Services positions that are relevant to the Workplace Learning Project:
• Direct Support Professionals,
• Direct Support Supervisors,
• Specialized Support Staff,
• Clinical Specialists.

Note that core competencies have also been developed for Managers, Directors, and Executive Directors; however these positions are not the focus for the Workplace Learning Project.
Core competencies are the values, traits and behaviours that a person demonstrates in supporting (directly or indirectly) people with a developmental disability. There were fifteen core competencies identified for the developmental services sector, with seven being most relevant for direct service professionals. The core competencies identified for direct service professionals in the developmental services sector are:

- Advocating for others
- Collaboration
- Creative problem solving and decision making
- Fostering independence in others
- Initiative
- Interpersonal relations and Respect
- Resilience

Additional resources developed through the DS HR Strategy include:

Building Human Resources Capacity: Core Competencies for Ontario Developmental Services Sector

---

**Learning Outcomes and Related Core Competencies**

List the Learning outcomes and related Core Competencies in the chart below:

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>RELATED CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Content and Resources**

This section provides a detailed description of the recommended content for each learning outcome. Attention has been given to current best practices in the field of developmental services to ensure the content is up to date and relevant. In addition, all content must meet legislative requirements.

The Workplace Learning and Development Guide provides training design tools and learning activities to assist with the development of workplace learning.

Provide a detailed description of the recommended content for each learning outcome. Attention should be given to current best practices in the field of developmental services to ensure the content is up to date and relevant, and meets legislated requirements. In addition, full acknowledgement must be given for any copyrighted content or materials.

Include links, sources and retrieval date for all resources and accredited reference materials that are recommended for learners (e.g. web, books, equipment, software, etc.). Consider helpful resources that agency trainers can easily access and utilize in training. Note that in some cases, self-advocates and families would be a good resource. Preference should be given to Canadian content.

---

**Additional Resources**

Include additional reading available, indicating books, online resources, videos and other course material. Include links, sources, and retrieval date for all resources and adhere to any applicable copyright obligations.

---

The content will help agencies to design training programs which support the growth and professionalization of direct support professionals. This is critical to ensuring a consistent and high quality support system for the people with developmental disabilities across Ontario.

1. **Learning Outcome #1**
   **Recommended Content**
   Describe recommended content here including page reference and source
   **Recommended Resources**
   Describe recommended resources here including page reference and source

2. **Learning Outcome #2**
   **Recommended Content**
   Describe recommended content here including page reference and source
   **Recommended Resources**
   Describe recommended resources here including page reference and source

3. **Learning Outcome #3**
   **Recommended Content**
   Describe recommended content here including page reference and source
   **Recommended Resources**
   Describe recommended resources here including page reference and source, etc.
**Related Legislation/Regulations**

Include any Government legislation that is relevant to the topic and/or developmental disabilities in Ontario which are governed by various provincial statutes. Some legislation, while not specifically about developmental disabilities, has an impact on people with developmental disabilities, their families, and the services available to them. Related legislation might include the following: the Occupational Health and Safety Act; the Accessibility for Ontarians with Disabilities Act (AODA); the Ontario Disability Support Program Act; the Ontario Human Rights Code; etc.

The Ministry of Community and Social Services (MCSS) statutes can be found here: http://www.mcss.gov.on.ca/en/mcss/about/legislation/index.aspx

**Agency Policies and Procedures**

Specific Agency policies and procedures that relate to the topic are to be included here. Suggested relevant policies are included in each outline.

**Learner Assessment**

Provide in paragraph form explanatory information on the learner assessment methods, including expectations and requirements (Note: examples and tools will be included the Workplace Learning and Development Guide).

Example:

Learners will be assessed through presentations and a quiz. The presentations will be short (3-5 minutes) and focused on a topic familiar to the learner. The quiz will be multiple-choice and include ten questions that will be reviewed and self-marked during the training.

Use the table below to outline each assessment method and the Topic Learning Outcome(s) being assessed. Assessment methods should include practical examples that can be easily developed and administered.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Topic Learning Outcomes (TLOs) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include method: assignment, quiz, presentation, participation, etc.</td>
<td>Identify the Topic Learning Outcome(s) being assessed.</td>
</tr>
<tr>
<td>Add additional evaluation tasks as needed</td>
<td></td>
</tr>
</tbody>
</table>

**Methods of Instruction**

Describe and provide the rationale for the methods of instruction or types of activities that are recommended to deliver the course content and facilitate learning. In addition, include a range of alternatives that would be suitable to deliver the course content. The methods of instruction should be suitable to the course content and provide options for delivery other than face-to-face learning. Group instruction is costly, and in many cases not practical due to geographical and scheduling limitations. Methods of instruction include: self-directed learning, webinars, online learning, blended/hybrid, video-conferencing, case studies, presentations, group work, role-playing, demonstrations, active practice, lecture, large/small group discussion, etc.

Factors that influence methods of instruction include: course content, type of learners, level and type of learning, number of learners, course length, institutional constraints, available supports and design of the learning environment.

Example – There are several ways that the course material can be delivered. A lecture-discussion format can be used followed by case studies that are presented and discussed in small groups. The course material could also be delivered in a hybrid model of online followed by face-to-face discussion during a staff meeting. A lecture format is often recommended due to the cognitive nature of the course content. Case studies provide practical examples of the theory and can be used as a springboard to build knowledge and develop critical and creative thinking skills. Small and large group discussions can determine how well learners are internalizing information. Learners act as learning resources for one another and develop valuable skills that can be transferred to the workplace.
Recommended Delivery Format

Outline the recommended minimum length of delivery for the topic, the suggested frequency and timing.

Recommended minimum length of delivery: # of hours.

Recommended frequency: state in terms of months or annually.

Recommended timing: state when to offer the training i.e. as part of on-boarding, in the first year of employment, etc.

A chart is provided below to outline the suggested process for delivery including the time, content, resources, topic learning outcomes, methods of instruction and assessment.

### Recommended Delivery Format: (add topic title here)

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
<th>Topic Learning Outcomes (TLOs)</th>
<th>Methods of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Percentage of time, e.g. 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General area of focus, e.g. core competencies, disease control</td>
<td>e.g., books, hand-outs, manuals, etc.</td>
<td>To be expressed with active verbs as learning that students will be able to demonstrate at the end of the course</td>
<td>Facilitator-led, individual work, group work, class discussion, exercises, videos, Internet use, lab or field work, etc.</td>
<td>Tests and assignments</td>
</tr>
<tr>
<td></td>
<td>Example</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Importance of Infection Control</td>
<td>Review Agency H&amp;S and Infection Control Policies</td>
<td>TLO 1, 5, 6</td>
<td>Facilitator-led lecture using a Q&amp;A format, with class participation</td>
<td>Facilitator assessment based on participant feedback</td>
</tr>
</tbody>
</table>

### APPENDIX C: Stakeholder Map

#### INDIVIDUAL/GROUP

<table>
<thead>
<tr>
<th>ROLE</th>
<th>WHAT DO WE NEED FROM THEM?</th>
<th>EXPECTATIONS</th>
<th>POINTS OF ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX D: Bloom’s Taxonomy

### Bloom’s Taxonomy - The Cognitive Domain

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXAMPLE AND KEY WORDS (VERBS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: Recall data or information.</td>
<td>Examples: Recite a policy. Quote prices from memory to a customer. Know the safety rules. Define a term. Key Words: arranges, defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</td>
</tr>
<tr>
<td>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one’s own words.</td>
<td>Examples: Rewrites the principles of test writing. Explain in one’s own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</td>
</tr>
<tr>
<td>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</td>
<td>Examples: Use a manual to calculate an employee’s vacation time. Apply laws of statistics to evaluate the reliability of a written test. Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</td>
</tr>
</tbody>
</table>
APPENDIX E: Assessment Tools

Questioning

Caram and Davis (2005) provide tips on forming questions in their article “Inviting Student Engagement With Questioning” as follows:

• Create a classroom culture open to dialogue.
• Use both preplanned and emerging questions.
• Select an appropriate level of questions based on learners’ needs.
• Avoid trick questions and those that require only a Yes or No response.
• Phrase questions carefully, concisely, and clearly.
• Address questions to the group or to individuals randomly.
• Use sufficient wait time. Wait time is the amount of time a facilitator waits for students to respond before giving the answer or posing another question.
• Respond to answers given by students.
• Deliberately frame questions to promote student interest.
• Use questions to identify learning objectives for follow-up self-study.

The full article and additional ideas can be found here: http://www.redorbit.com/news/education/258931/inviting_learner_engagement_with_questioning/

Discussion

Discussions stimulate interest because learners take part and are challenged to think. When planning a discussion decide on the outcome you expect – what will the learners know and comprehend? Keep the outcome in mind to ensure the discussion does not veer into unrelated topics. The following tips will assist with planning and implementing discussions:

• Plan an introduction.
• List the main headings for the material to be covered.

APPENDIX D: BLOOM’S TAXONOMY

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXAMPLE AND KEY WORDS (VERBS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</td>
<td>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gather information from a department and selects the required tasks for training. Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, inferences, outlines, relates, selects, separates.</td>
</tr>
<tr>
<td>Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</td>
<td>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome. Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</td>
</tr>
<tr>
<td>Evaluation: Make judgments about the value of ideas or materials.</td>
<td>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. Key Words: appraises, appraises, appraises, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</td>
</tr>
</tbody>
</table>

Source: http://www.nwlink.com/~donclark/hrd/bloom.html
• Under each heading write challenging questions that will focus attention on the information to be discussed.
• Set time limits for each heading.
• Summarize and tie together the main points for each heading to conclude the discussion.

Assignments

The Eberly Centre for Teaching Excellence and Educational Innovation at Carnegie Mellon provides useful questions regarding creating assignments as follows:

Have I …
• Provided a written description of the assignment (in the syllabus or in a separate document)?
• Specified the purpose of the assignment?
• Indicated the intended audience?
• Articulated the instructions in precise and unambiguous language?
• Provided information about the appropriate format and presentation (e.g., page length, typed, cover sheet, bibliography)?
• Indicated special instructions, such as a particular citation style or headings?
• Provided students (where appropriate) with models or samples?

The full article can be found here: https://www.cmu.edu/teaching/assessment/assesslearning/creatingassignments.html

Grading assignments using a rubric can be a useful tool for giving feedback. A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

A sample rubric is included below and more information can be found here: https://www.cmu.edu/teaching/designteach/teach/rubrics.html

---

**Sample Rubric**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>RATING</th>
<th>TOPIC OUTLINE TITLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very Good</td>
<td>• Original ideas well developed, relevant, and thoroughly supported</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analysis complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evidence of reading and research apparent (where appropriate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Perceptive insights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Content is interesting</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>• Topic coverage complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriate elements achieved to a high degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Many ideas and expressions original</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some evidence of research (where appropriate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Content is interesting and shows promise</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
<td>• Topic coverage basic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evidence of some analysis</td>
</tr>
<tr>
<td>2</td>
<td>Poor (remediation suggested)</td>
<td>• Topic coverage inadequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analysis lacking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Text uninteresting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Omissions in several elements</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory (remedial work needed)</td>
<td>• Intent difficult to understand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Omissions in most elements</td>
</tr>
</tbody>
</table>

**Sample Self-Assessment**

**Topic:**
**Name:**
**Date:**

The prompts below are intended to provide direction as you complete your self-assessment. Spend some time reflecting before completing this form. Also keep in mind the core competencies identified for direct support professionals in the developmental services sector:

- Advocating for others
- Collaboration
- Creative problem solving and decision making
- Fostering independence in others
- Initiative
- Interpersonal relations and Respect
- Resilience
Prompts

1. Topic learning Outcomes:
   • List the topic learning outcome and rate your performance against the outcome
   • Identify the key lessons learned
   • Identify areas where you could improve your performance
   • Identify any problems encountered while performing key tasks

2. Personal development:
   • How would you rate your own skills and ability?
   • Do you have any knowledge or skills that could be better used?
   • Any training that might be helpful?
   • What other support would you like?
   • What are your key strengths and weaknesses? How could your weaknesses be improved?
   • Do you have any other suggestions for improvement?

Sample Facilitator Observations

The more we know about learners, the more we can help them. Observations can help facilitators determine what the learners do and do not know. The following techniques can be used to record useful data about learning. Here are a few:

Anecdotal Notes: These are short notes written during a lesson or workshop as learners work in groups or individually, or after the lesson is complete. The facilitator should reflect on a specific aspect of the learning (correctly listing sources of conflict) and make notes on the learner’s progress toward mastery of that learning target. The facilitator can create a form to organize these notes so that they can easily be used for adjusting instruction based on learner needs.

Anecdotal Notebook: The facilitator may wish to keep a notebook of the individual observation forms or a notebook divided into sections for the individual learners. With this method, all of the observations on an individual learner are together and can furnish a picture of learning over time.

Anecdotal Note Cards: The facilitator can create a file folder with 5” x 7” note cards for each learner. This folder is handy for facilitators who have to record observations on learners in a variety of classes.

Labels or Sticky Notes: Facilitators can carry a clipboard with a sheet of labels or a pad of sticky notes and make observations as they circulate throughout the classroom. After the class, the labels or sticky notes can be placed in the observation notebook in the appropriate learner’s section.

Whatever the method used to record observations on learners, the important thing is to use the data collected to adjust instruction and to give feedback to meet learner needs.

Adapted From: http://wvde.state.wv.us/teach21/Observations.html

APPENDIX F:
Evaluation Tools

Sample Evaluation

Please take a few minutes to complete this evaluation. Your feedback is important to us as we seek to improve our training activities. Thank you.

Name:
Job title:
Training activity title:
Start date:

Please circle the appropriate numbers to rate the following statements 1– 10.

1. The activity met the stated objectives... slightly 1 2 3 4 5 6 completely

2. The length of the activity was... too short 1 2 3 4 5 6 too long

3. Your skill development during the activity met your expectations... hardly 1 2 3 4 5 6 completely
4. The facilitator’s knowledge of the topic appeared to be... poor 1 2 3 4 5 6 excellent

5. The facilitator’s teaching methods were... poor 1 2 3 4 5 6 excellent

6. The amount of practical/practice sessions was... too low 1 2 3 4 5 6 too high

7. Your level of confidence in using your new skills is... low 1 2 3 4 5 6 high

8. Rate the relevance to your job... low 1 2 3 4 5 6 high

9. You would recommend this activity to others... not at all 1 2 3 4 5 6 definitely

10. The learning environment was... poor 1 2 3 4 5 6 excellent

Were you prepared for the activity? Did you have a briefing with your manager? What else would have been useful to know before you attended this activity?

Please describe which parts of the activity were handled well, which could be improved? Would you change the amount of time devoted to any part of the activity? Would you increase or decrease practical/practice sessions?

Is anything missing from the activity?

How will attending this activity help you in your everyday role? Will it help you significantly improve your contribution to the agency?

How will you plan to reinforce what you have learned? What steps will you take to use the new skills?

Sample Workshop Evaluation

A. Topic Design

Circle the number to indicate your level of agreement/disagreement with each aspect of topic design:

1. The program content met my needs. Strongly agree 1 2 3 4 5 6 Strongly disagree

2. Length of the topic was adequate. Strongly agree 1 2 3 4 5 6 Strongly disagree

Provide short answers to the following questions:

3. What did you like most about the topic?

4. What specific things did you like least about the topic?
APPENDIX F: EVALUATION TOOLS

5. If the topic was repeated, what should be left out or changed?

B. Topic outcomes
Circle the number to indicate your level of agreement/disagreement with the degree to which topic outcomes were met:

1. Outcome #1  Strongly agree 1 2 3 4 5  Strongly disagree
2. Outcome #2  Strongly agree 1 2 3 4 5  Strongly disagree
3. Outcome #3  Strongly agree 1 2 3 4 5  Strongly disagree

C. Evaluation of facilitator(s):

1. Content was presented in an organized manner  Strongly agree 1 2 3 4 5  Strongly disagree
2. Content was presented clearly and effectively  Strongly agree 1 2 3 4 5  Strongly disagree
3. Facilitator was responsive to questions/comments  Strongly agree 1 2 3 4 5  Strongly disagree
4. Teaching aids/audiovisuals were used effectively  Strongly agree 1 2 3 4 5  Strongly disagree
5. Teaching style was effective  Strongly agree 1 2 3 4 5  Strongly disagree
6. Content met stated outcomes  Strongly agree 1 2 3 4 5  Strongly disagree
7. Content presented was applicable to my practice  Strongly agree 1 2 3 4 5  Strongly disagree

D. As a result of attending this training, I see the value to me in the following ways (check all that apply):

___ I gained one or more specific ideas that I can implement in my area of practice.
___ I learned a new approach to my area of practice.
___ It may help me do a better job.
___ I do not see the impact of this topic on my job.
___ Other (please elaborate).

E. By participating in training on this topic, I believe (check all that apply):

___ I was able to update my skills.
___ I acquired new and/or advanced skills.
___ I have better knowledge upon which to base my decisions/actions in the practice setting.
___ I am reconsidering my views toward the topic(s) presented.
___ The topic presented was appropriate, but I am undecided as to my own views.
___ Other (please elaborate).

E. Facilities/Arrangements/On-line
Circle the appropriate number to indicate your level of satisfaction or circle NA if the item is not applicable to you.

1. Food Services  Unsatisfactory 1 2 3 4 5 Satisfactory NA
2. Meeting rooms and facilities  Unsatisfactory 1 2 3 4 5 Satisfactory NA
3. Restrooms  Unsatisfactory 1 2 3 4 5 Satisfactory NA
4. Day of week  Unsatisfactory 1 2 3 4 5 Satisfactory NA
5. Time of day  Unsatisfactory 1 2 3 4 5 Satisfactory NA
6. Location  Unsatisfactory 1 2 3 4 5 Satisfactory NA
7. On-line learning availability  Unsatisfactory 1 2 3 4 5 Satisfactory NA

Comments:

Overall I would rate this workshop/online learning as:

_____ Excellent
_____ Good
_____ Average
_____ Poor

Other learning needs: (List any other topics you would be interested in for the future)
## APPENDIX G: METHODS OF INSTRUCTION, LEARNING ACTIVITIES AND TOOLS

### Self-directed Learning

<table>
<thead>
<tr>
<th>Method</th>
<th>Learning Activities and Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webinar</td>
<td>A webinar is a seminar on the web - any meeting, conference, recording, demonstration, training, or event that is designed to disseminate information either one-way or interactively. Most often, webinars are performed by inviting participants to dial into a toll-free phone number and simultaneously log onto a website so that they can see and hear what is going on. A webinar can also be recorded and referenced at a later time. This enables new participants to review the webinar as if they are actually in attendance. The following white paper offers guidelines on training successfully with webinars: <a href="https://www.readytalk.com/sites/default/files/docs/support-training/Training%20Successfully%20with%20Webinars.pdf">https://www.readytalk.com/sites/default/files/docs/support-training/Training%20Successfully%20with%20Webinars.pdf</a> There are many webinars referenced throughout the topic outlines with links provided. The following site offers tools for creating webinars: <a href="http://www.educatorstechnology.com/2012/07/8-great-tools-to-create-webinars-online.html">http://www.educatorstechnology.com/2012/07/8-great-tools-to-create-webinars-online.html</a></td>
</tr>
<tr>
<td>Online learning</td>
<td>Online teaching is increasingly common, ranging from hybrid courses that offer a combination of in-person and online instruction, to fully online experiences and distance learning. The following resource from the University of Michigan provides guidelines for creating an online course, best practices for teaching online, and strategies for assessing the quality of online education: <a href="http://crlt.umbc.edu/strategies/otst">http://crlt.umbc.edu/strategies/otst</a></td>
</tr>
</tbody>
</table>
**APPENDIX G: METHODS OF INSTRUCTION, LEARNING ACTIVITIES AND TOOLS**

### Watching videos

Videos are great for presenting visual information and emotional appeals, but not particularly effective at diving below the surface of non-visual theoretical or abstract topics, or for driving critical thinking. To help increase the educational effectiveness of an online course video, consider applying one or more of the following active learning strategies from Faculty Focus.


### Reading articles

Like videos, reading articles can provide information or data that is essential to learning. However, in order to retain information and gain maximum benefit from the article, active strategies ought to be used to improve retention and application of the information.

MindTools provides suggested reading strategies to improve the efficiency and effectiveness of reading.


### Self-assessments

Self-assessment requires learners to reflect on their own work and judge how well they have performed in relation to the topic learning outcomes. The focus is to provide opportunities for learners to identify what has been learned, and how they are applying the learning on the job. Learners can be involved in the development of self-assessments to gain commitment to the process, and ensure comprehension of how the assessment is being applied.

A sample self-assessment can be found in Appendix E.

### Case studies

Case studies are a form of problem-based learning, where a situation is presented and the learner develops a resolution to the problem. A typical case study is a detailed account, or story, of what happened in a particular situation or setting and often questions are included for discussion. In some case studies specific data is included, which the learner then uses to analyze the situation, determine what happened, and make recommendations. MindTools provides an overview of case study based learning and steps to ensure the learner will think critically about the information presented, and then develop a thorough assessment of the situation, leading to a well-thought-out solution or recommendation.

- Examples of Case Studies:
  - Case Study: About Gil
    - http://www.kpbs.org/new_kpbs/basicInfo/GilStory.html
  - Case Study: About Aaron
    - http://www.kpbs.org/new_kpbs/familyInfo/TBI/Aaron.html
  - Case Study: About Brian

### Active practice

Active practice can maximize learning by encouraging on-the-job active learning. Active practice requires that more attention be given to core competencies, and how those competencies can be reinforced in the workplace. Specifically, active practice is used to supplement training and organize learning to be consistent with the professional development goals of the learner. Practice development facilitators and/or supervisors are needed to plan, deliver and evaluate learning.

### Role play

Like case studies, role plays are problem-based and provide an opportunity to "try-out" new behaviours and skills. Scenarios are created to explore typical situations in the workplace. The scenario can have different approaches to investigate what works, and what might be counter-productive to the situation. It also allows learners to experience a simulation of what others might be thinking and feeling in the situation.

MindTools suggests five steps to use when creating a role play:


### Interactive Instruction

**Method** | **Learning Activities and Tools**
---|---
Small/large group discussion | Small and large group discussions are a collaborative learning tool that can be used to:
- generate ideas in preparation for a lecture, video, etc.;
- summarize main points in a reading;
- assess levels of skill and understanding;
- re-examine ideas presented in previous discussions;
- review problems, quizzes, and assignments;
- process learning outcomes at the end of topics;
- compare and contrast ideas, issues, and interpretations;
- solve problems that relate theory to practice;
- brainstorm applications of theory to the job.

Brown University – Harriet T. Sheridan Centre for Teaching and Learning proposes that effective facilitation of a discussion involves the recognition and employment of different perspectives and different skills to create an inclusive environment. In order to do so, it is important to consider the features of effective discussions, and conditions that promote small group interaction and engagement. Discussion is a powerful mechanism for active learning; a well-facilitated discussion allows the participant to explore new ideas while recognizing and valuing the contributions of others. Read more here:

- http://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating
### Group work

Group work is an interactive form of cooperative learning. It aims to cater to individual differences, develop learners’ knowledge, generic skills (e.g., communication skills, collaborative skills, critical thinking skills) and attitudes.

The University of Waterloo Centre for Teaching and Learning provides an overview of eight types of small groups:

- Buzz groups
- Think-pair-share
- Circle of Voices
- Rotating trios
- Snowball groups/pyramids
- Jigsaw
- Fishbowl
- Learning teams

Read more here:
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-work-classroom-types-small-groups

Insight, offers a free resource that provides introductory activities and icebreakers for small groups:
http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf

### Paired activities

Learners may benefit from an opportunity to work with and learn from their peers. More advanced learners can assist a partner who is struggling with the content in an interpersonal learning setting. The most commonly paired activity is think-pair-share, where learners are asked to formulate their own thoughts and ideas, pair with a partner to exchange ideas and then share with the whole group. The Read/Write/think website provides more detailed information regarding this strategy:
http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html

More ideas for paired activities can be found on the University of Minnesota web-site:
http://www1.umn.edu/ohr/teachlearn/tutorials/active/strategies/

### Role play

See section on Role Plays in Experiential Learning above

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### Direct Instruction

<table>
<thead>
<tr>
<th>Method</th>
<th>Learning Activities and Tools</th>
</tr>
</thead>
</table>
| Lecture      | The term “lecturing” refers to both planning and delivering a verbal presentation. While the lecture has certain elements in common with a formal speech, a classroom lecture places greater emphasis on the importance of presenter-audience (facilitator-learner) interaction. The University of Minnesota offers suggestions for effective lecture preparation and delivery. The suggestions are arranged under one of three phases of a lecture – the introduction, the body, and the closing.  
http://www1.umn.edu/ohr/teachlearn/resources/effective/  
The lecture method is best received in small increments (7-10 minutes) followed by or integrated with an experiential or interactive method of instruction. |
| Presentation  | Presentations, like the lecture method, require prior planning for effective delivery. An effective presentation engages the learner with stories, interesting facts, impactful visuals, and an opportunity for interaction with the learner. Cypress Media Group considers the purpose of the presentation and provides an overview of the common types of presentations:  
http://www.cypressmedia.net/articles/article/25/types_of_presentations  
Presentations are also widely used for online learning. The e-learning Industry web-site offer ten tips for creating effective presentations:  
http://elearningindustry.com/top-10-tips-create-effective-elearning-presentations-and-slideshows  
Presentations are best received in small increments (7-10 minutes) followed by or integrated with an experiential or interactive method of instruction. |
APPENDIX H:

Learning Resources

The following organizations offer training, workplace learning and/or resources to support workplace learning. This is not an exhaustive list and developmental services agencies are encouraged to add additional resources to the list.

The external links are maintained by other public and private organizations. These links are provided for the user’s convenience. The DS HR Strategy does not control or guarantee the accuracy, relevance, timeliness or completeness of this outside information. The inclusion of these links is not intended to reflect their importance, nor is it intended as an endorsement by the DS HR Strategy of any views expressed, or products or services offered on these outside sites, or the organizations sponsoring the sites.

- American Association on Intellectual and Developmental Disabilities
- Advancing Workplace Learning
  [http://www.advancingworkplacelearning.ca/](http://www.advancingworkplacelearning.ca/)
- Canadian Literacy and Learning Network
  [http://www.literacy.ca/workplace/](http://www.literacy.ca/workplace/)
- Canadian Society for Training and Development
  [http://www.cstd.ca/](http://www.cstd.ca/)
- Centre for Creative Leadership
- Christian Horizons
- Community Networks of Specialized Care
- Developmental Services Ontario
APPENDIX I:
Accreditation

The Ministry of Community and Social Services endorses accreditation as a best practice for all ministry-funded agencies that provide developmental services, as part of a multi-dimensional approach to quality assurance and continuous quality improvement.

The review and selection of an accrediting body is an important process. The checklist in the link below can be used by agencies that are considering accreditation, as they review accrediting bodies and possibly select an organization with whom they would like to seek accreditation. The checklist was developed following a review of other tools and research on accreditation.


Accreditation Organizations

Some developmental services agencies in Ontario use one of the following three accreditation organizations:

1. Commission on Accreditation of Rehabilitation Facilities (CARF)
   http://www.carf.org/home/

2. FOCUS Accreditation
   http://focusaccreditation.org/

3. The Council on Quality and Leadership (CQL) Accreditation
   http://www.c-q-l.org/accreditation