

**Washington State’s**

**RESIDENTIAL SERVICES CURRICULUM**

**4.1 EDITION**

# FACILITATOR GUIDE

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|  | | |  | Supplies: Large ball of yarn.  This activity begins with the trainer who chooses 1-2 topic areas (work experience, family, places to live, traditions and hobbies) and shares something unique about themselves. The trainer will hold the end of the yarn then randomly choose a 2nd person (holding a strand of the yarn at the same time) this begins to “connect” and share, the end of the yarn remains with person number 1, and the ball of yarn is given/tossed to the 2nd person. The 2nd person will chose 1-2 topic areas and share something unique about themselves. This continues, so that each person that shares hangs on to a part of the same string of yarn. (This visual representation of the many “connections” in the room will be referenced in the next activity.) |
| **Teach and Train (5 minutes)** | | | | |
| **Say** | | |  | Take a look at the words on the screen. How many of these were referenced in facts that were shared by people in this room?    Discuss and point out how these things were dealt with in respectful ways. For example, if someone shared something that may be rather unique from the norm in the group, how was it handled in order to help the person feel valued?    Or, if (as the trainer) you needed to redirect language to be more appropriate or culturally sensitive, draw attention to this here … in a very delicate manner. |
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|  | **Ask** |  |  | How would demonstrating value for the differences between the people in this room, the people you will work with, and the people you will support help you build relationships? |
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| **Note** | | |  | **Note to Facilitator**: Cultural Competency describes our knowledge, value, appreciation, and respect for those with whom we interact (individuals served, personnel, families/caregivers and other stakeholders). This includes their race, ethnic group, age, sexual orientation, socioeconomic status, communities, beliefs, values, preferences, practices, and skills. |

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| **Teach and Train (5 minutes)** | | | | |
| **Ask** | | |  | **Discuss the following concepts through dialogue.**   1. What are some attributes of professional behavior in the work setting as a direct support professional? 2. How might some behaviors be acceptable in your friend’s home but not in the home of someone you support? |
| **Immerse (20 minutes)** | | | | |
| **Say** | | |  | Now it’s our turn to play the *Orientation Game* and classify some behaviors of appropriate professional boundaries. |
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| **Activity: ROLE OF DSP GAME** | | |  | Preparation: This will be a lively activity.  On one wall of the Room post an easel paper with the word **AGREE** written in LARGE FONT in the center of the paper  On the opposite wall post an easel paper with the word **DISAGREE** written in LARGE FONT in the center of the paper.  On the middle wall (between Agree and Disagree) post an easel paper with the word **UNDECIDED** written in LARGE FONT in the center of the paper.  Have everyone stand up. Read the first situation/statement, each person will have to decide if they AGREE, DISAGREE or are UNDECIDED about the situation/statement you read.  Have each person stand next to the answer (AGREE, DISAGREE or UNDECIDED) that best matches what they think about the situation/statement read.  Ask each group to talk with others who have the same answer. Why do they have the same answer? Is it for the same reason? After 1-2 minutes of discussion, ask each answer group to choose a spoke’s person.  The goal of this activity is to teach attendees to critically think about what it means to be professional and best practices in the workplace. Please guide them in finding the most or more professional answer that would provide the best outcome.  Let the group know the goal is to listen to each group and allow them to speak uninterrupted. Each spokesperson will explain their answer. Let the group know that if they hear a convincing answer they can change their answer and go stand with the answer that best corresponds with what they think/believe.  As a trainer it is your role to ask probing questions and after every group gives their answer it is important to give policy guidance and guide the group toward best practice.    ***Role of DSP Game*** – Read the following situation/statement  *1.* You should give your phone number to people you support so they can contact you when you’re not on shift.  ***Trainer Guidance****:* *No, your personal time is for you to unwind* *and those you support may not have great judgment skills to discern when or how often is appropriate to call. Furthermore, you may work with someone who could use this information against you.* |

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|  |  | 1. Posting pictures of the people you work with on your Facebook page is a great way to help them meet new friends.   ***Trainer Guidance****: No, this is a HIPAA violation. If the person you support has their own Facebook page you might be tasked with helping them read or create posts.*   1. Your lunch was forgotten at home today and you’re hungry. You know the person you support has a personal stash of cashews. If you just take a handful no one will notice. You will replace them on your next shift.   ***Trainer Guidance****: No, if someone has a personal snack set aside it is clearly special to that person. Typically, those we support are buying their own food with their own funds. Become familiar with the rules and policies regarding staff meals if you work in a setting that encourages family style dining.*   1. You’re out hiking with someone you support when the weather shifts and it begins to rain. You have an extra jacket but the company has a “no loaning or borrowing” policy. Should you lend her the jacket?   ***Trainer Guidance****: Yes, the health and welfare of those you support should always be the first consideration*. *If you find yourself in an unusual situation you may need to consider the spirit of the policy rather than the language of the policy.*   1. While out running errands, the person you support decides to stop for coffee. Since you are a little short on cash you borrow some of their spending cash to pay for your coffee, too. This allows you both to sit down for a nice break.   ***Trainer Guidance****: No, if you’re short on funds order a glass of ice water. It is never okay to ask those you support to buy you goods or services. If “going out for coffee” or any other activity is part of a person’s set goals there may be funds available to cover staff’s expenses. Familiarize yourself with the plans and policies and be proactive to set up successful integration in the community*   1. It is the Thanksgiving Holiday time. You believe the holiday represent genocide of the Native American culture and communities. You dislike the holiday and refuse to celebrate the holiday. There are only two people living in the home where you work and though you don’t celebrate this holiday both the people you support want a traditional Thanksgiving Dinner. You sit with both of them and plan the day and holiday they want because they have a right to celebrate how they want and create traditions that are meaningful to them and not impose what you think or believe.   ***Trainer Guidance****: This is the right thing to do and in line with DDA Guiding Values.*     1. The game is tied and there are only 10 minutes left on the clock. Your scheduled shift is over and you’re off the clock so you sit down with the guys you support to watch the end of the game*.*   ***Trainer Guidance****: No,* *this is shift work and at the end of your shift it is time to go. Exceptions may be made if you are specifically invited and arrangements have been made with your supervisor.*   1. Your client wants to know more about your religion and spirituality. You are a youth pastor at your church and you have experience teaching and leading bible studies. However, you know that spiritual exploration is highly personal and your role as a DSP is to help them find their own answers. You offer to find information their interested in them and connect them with local churches and/or spiritual groups. You also know that sharing your beliefs may influence them and confuse the boundaries between you.   ***Trainer Guidance***: *This is the right thing to do and in line with DDA Guiding Values.*   1. You just broke up with the person you have been dating for many months. You can’t stop crying. You decide to come to work to “feel good”. The person you support asks you what is wrong and you really need someone to talk to. You tell the person you support all about your break-up and you feel SO much better. In fact, now you consider the person you support to be a friend.   ***Trainer Guidance***: *This, of course, is unethical. It puts the person being supported in an unfair position to take care of their staff. This also opens the door to “special relationships” and role confusion (who is the helper and who is the person being supported. Help the group talk about the dangers of “special relationships”. Why boundaries are important.*   1. The person you support is out shopping and asks to borrow some money to buy a new phone. You tell them that you are now allowed to lend them money. The person you support storms out of the store and refuses to speak to you. It really ticks you off that that the person you support feel entitled to your money. You decide this is a teaching moment, so, when you get back to the house you print out your last earning statement and show their person you support how much money you make, you do a budget to show them how many bills you have. You feel good about what you did, even if it made the person you support cry. After all, life is full of hard lessons.   ***Trainer Guidance:*** *Yes, one of our roles is to teach new skills and to support individuals navigate life’s natural consequences. However, when lessons become personal then we don’t have the objectivity or clarity to support and individuals to learning a new skill. We also need to develop good boundaries around divulging personal details about our life and finances. Push the group to examine the consequences of this situation to the individual, to the staff, to the program and others.* |

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| **Apply - Demonstrate Learning Application to Real Work (35 minutes)** | | |
| **Say**      **Activity**                    **Note** |  | Let’s apply some of these expectations of the DSP role in what may be actual scenarios in your work. Sometimes you may be faced with specific, challenging situations. We will have the opportunity to read a scenario card in a small group, and then act it out. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.    Place people in small groups of 2 or 3 (depending upon the size of the class and of the roles to play in each scenario; ideally, each person will play a role).  Provide a few minutes for teams to prepare their demonstration.    Set Ground Rules for the demonstrations:   1. We will focus on listening and watching each group’s demonstration. 2. We will be prepared to discuss or provide feedback to help us learn.   **Note to Facilitator**: Because people may be tempted to continue to plan their own demonstrations while other groups present, consider asking all participants to return to their seats (so they are not sitting with their team).    **OPTIONS:**  If your class is above 12 people, consider having two groups separate in different locations to present scenarios. Your physical location will determine if you can facilitate and oversee both groups with teams presenting so you can provide input.    If your class has only 2-3 people in it, you may want to have them demonstrate multiple scenarios. |

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|  |  | See copies of Scenarios below for your reference, AND be sure to note the key questions following each to help guide your debrief.    **Demonstration Scenarios for CH 1 DSP Roles, Self-Care & Boundaries**  **COPY & CUT TO GIVE TO PARTICIPANT GROUPS**     1. **Dinner Time; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**   You are serving dinner for individuals, including one person who is dependent on staff to feed him. Because he has a very rigid schedule with his meds, he must eat at a certain time. You are going to feed him right now. Your coworker is going to help his roommates get their food and they are anxiously waiting. Just as your coworker starts to help serve the food, her phone rings and she reaches into her pocket to answer. The conversation sounds heated and inappropriate and goes on for longer than it should. Meanwhile, the individuals waiting to eat start to get anxious, rocking back and forth, humming loudly, and clapping their hands. Although your coworker is familiar with the outbursts which have occurred when meal time is postponed, she is oblivious right now to the increasing signs of anxiety which have previously lead into acting out behavior like throwing objects to the floor (including plates of food), hitting at others, and damaging property. As a newer staff you may feel it isn’t your place to tell her to get off the phone and back to the task at hand.  **What are the professional boundaries being crossed?**     1. **Vegetarian; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**   You are a vegetarian who used to cook in a vegan restaurant. The restaurant closed and you are now working in a supported living home with people who like to eat meat. The expectation is that all of the individuals and staff work together to create healthy menus to enhance the health and lives of the people who live there. The menus have been designed as recommended by a nutritionist, and most meals contain some form of meat. You tell your supervisor, “I don’t cook meat for a number of reasons, but I will prepare tofu and beans for protein.” Your |

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|  |  | supervisor replies, “You don’t have to eat it, just cook it for others.”  **What are some professional boundaries that are being crossed and what are the outcomes of potentially violating those boundaries?**     1. **Smoke; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.** Wesley is out of cigarettes. He’s also out of spending money. Staff told him earlier in the day that he could use some grocery money this evening to pick up a pack of cigarettes tonight. He has been asking you and the other staff to lend him “just one” and promising that this will be the last one he ever borrows. He notices a neighbor out smoking on the porch, which contributes to him becoming agitated, pacing the floor, circling you and clenching his fists. You are trying to figure out what to do, knowing full well that you have a pack of cigarettes poking out of your shirt pocket.   **What can you say and do to support him? What are some professional boundaries your team may need to review?**     1. **When A Puppy Visits; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**   Donna is a new coworker who brought her tiny puppy to work today in Belle’s home. Donna’s husband dropped her off on his way to work and will pick her up after her shift ends in 8 hours. It is winter and the temperature outside is well below freezing. Donna explains that due to the age of the puppy, she can’t leave it home alone. Belle is afraid of dogs. She begins to yell and pace. Donna tries to reassure Belle that her dog won’t hurt her, but Belle is continuing to escalate, getting louder, pacing faster.  **What can you do to support Belle and your coworker? What boundaries have been crossed? What can you do about the dog being at work today?**     1. **Snow Work Day; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.** |

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|  |  | Randy is confused about what time he should catch the bus for  work. Frequently he gets up early and is ready to go an hour earlier than necessary. This morning Randy is angry that your coworker is not letting him leave for work now and has threatened to beat up anyone who tries to stop him from leaving. To add injury to insult there are six inches of new snow which means even though the bus will pick him up at 8:30, it will likely be late. You know Randy could go outside to wait, but it is icy and windy out there and Randy has a habit of taking off his coat outside. Your coworker calls her boyfriend who has a black belt in martial arts, to see if he can give Randy a lift. After all, with the snow and bad road conditions, he will likely get to work on time, anyway. Your coworker’s boyfriend says he is willing to come over and take Randy to work, and he is not worried about Randy’s threats.  **What boundaries are being crossed? How do you handle your next steps?**    **6. Ritzy; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**  Your coworker Stella agreed to work extra hours tonight, even though it means she’ll be leaving later than originally planned to go to her best friend’s bachelorette party. To help her save time she brought her makeup, heels, and a short dress to get ready and change into before signing out for the evening. During the last hour of your shift, the people you support are watching a rented DVD, you are doing all the evening shift documentation, and Stella is getting ready to go in one of the bedrooms that contains a big mirror. (Stella asked the individual if she could use the room and got permission from her.)  **What boundaries are being crossed? How could this be handled better?** |
| **Teach and Tr** | **ain (15** | **minutes)** |
| **Curriculum**  **Toolkit**          **Ask** |  | **YOUR ROLES AS DSPs**  Ask participants to turn in their Curriculum Toolkits to chapter 1 with content about their Roles as DSPs. Discuss these facts below.    Ask how they saw these roles in action during the demonstrations. The goal of your job is to enrich a person’s life, as defined by the individual you support.   The individuals you support will determine the specifics of your job. Your roles will include:   * **Partner** - Supporting individuals in leading independent lives and participating in and contributing to the community. * **Resource** - Finding creative and fun ways to help individuals learn meaningful skills to increase independence, and providing them with information to make informed choices for themselves. * **Teacher -** Teaching new skills to help people achieve independence in their own lives. * **Ambassador** - Connecting to the individual’s community, connecting individuals with developmental disabilities with others, such as neighbors, friends, and community members. o **Advocate -** Supporting individuals in exercising their rights and responsibilities. * **Encourager** - Seeking to understand the likes, dislikes, hopes, and goals of the individuals you support, and cheering individuals on as they make progress toward their life goals. * **Provider** - Giving instruction and support in areas of health and safety, and in competencies of daily living skills. * All of the roles you play have a common focus on supporting individuals to live the lives they desire. * It is easy to get roles confused. You are not the boss or their parent.     Teaming with Others to Support Individuals o Another important role that you play is that of a team member.   * + As a DSP, you are a member of multiple teams.   + Working as a team is often better than working alone.   Sharing information and ideas with team members leads to creative planning and problem solving. |

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| **Note** |  | **Note to Facilitator:** As you guide the debrief from the demonstration for the group observed, draw their attention to the fact that there is nothing about “controlling” those we support. |
| **Activity and Teach and Train (10-15 minutes)** | | |
| **Activity** |  | On a piece of paper, write down your morning routine before you go to work. What time do you get up? Do you shower, brush your teeth before or after breakfast? Do you eat the same food? Exercise?  Smoke? What time do you leave for work? How do you get to work? Be specific!    (Have participants stand up and form a circle. Now ask them to pass their routine to the right. If it’s a large group ask them to pass it one more time. Maybe two more times. )    If you had to follow the routine that you were just handed, how would you feel?    (Allow the group to respond and to have some discussion.) Have them return to their seats. |
| **Ask** |  | **All of the roles** you will be using with your work in this field are governed by keeping the person you are supporting at the front of your thoughts and actions. We call this “Person Centered Thinking”. While there are many tools that address person centered planning, the “thinking” part is something that takes place for everything you are doing. Are you supporting the person to have the kind of day they would like to have? Can they get up when they want to? Can they eat what they want?  **Now ask participants** to write down what happens on a good day in their own life?    Now ask them what happens when things aren’t good. What happens to make it a bad day?    Every day in supported living you have the opportunity to help someone else have a good day. Knowing what that looks like can direct you to be a better Direct Support Professional. Over the next 40 hours of training, you will be learning many new skills and ways to think about being person centered. They won’t be labeled “person centered”. Learning to ask questions about the person, getting to know them and building a positive relationship with them is the CORE of our work. |

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| **Ask** |  | **Proper Attire for DSPs**  When we consider appropriate attire for DSPs, how might your dress help you fulfill your “Role” that we have discussed? |
| **Curriculum**  **Toolkit** |  | Encourage participants to review their Curriculum Toolkit and the Roles noted there.    After reading each bullet point below, invite dialogue about the Role(s) that are supported by fulfilling each.   * You should dress in a manner that can safely and comfortably support a variety of home living activities. * Your attire should not call attention to you or set you apart from the person you are supporting.   Refer to your agency’s dress policy for specific guidelines. For example, review proper attire for supporting individuals in the community protection program. |
| **Activity and Teach and Train (10-15 minutes)** | | |
| **Say** |  | Let’s take a look at some issues a professional person is having with Boundaries in the workplace. Do the expectations of professional boundaries change between a bank teller and a direct support professional?    Show *Bank Teller* Video (1:20) |

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| **Immerse (5 minutes)** | | |
| **Say**  **Ask**              **Say** |  | Stress from work happens in most jobs. Being a DSP comes with challenges and pressures that may leave you stressed – and if not dealt with, could lead to burn out.        What can a stressed person look like? What behaviors might you see from someone who is overwhelmed with challenges from work? Responses may include: poor emotional control, inability to listen to others, expressing negativity about your role or work, inability to see the big picture, allowing or permitting an unsafe or unclean work environment, low ability to problem solve, etc.    In order to prepare you for your work as a DSP, and to equip you to remain healthy and able to confidently do your job, let’s learn some strategies for Self-Care. |
| **Teach and Train (8-10 minutes)** | | |
| **Say** |  | Each of us have areas of our life that are important to us. What are some parts of your life that are priorities to you?    Capture these on the whiteboard as people offer suggestions. Remember to value all concepts shared – even if some are very different than yours. |
| **Curriculum**  **Toolkit** |  | Invite participants to turn to the page in their Curriculum Toolkit and use *the Bank of Life Areas of Importance* and begin to write down the top areas of importance in their lives now (as opposed to a different time period or age in their lives). |
| **Activity** |  | Provide participants 4-5 minutes to work in their Curriculum Toolkit to complete the identification of the areas of their lives that are currently most important to them, as well as to indicate which areas they feel they are living as they desire.    Invite people to share about an area they wrote down as currently being most important to them. |

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| **Note** |  | **Note to Facilitator**: Sometimes when asking for personal information to be shared in the training room, it may help for you as the trainer to go first and model the level of authenticity and vulnerability that is appropriate.    **OPTION**: If you have a large group, you may want to ask people to get in groups of 3 and share, rather than completing this activity as one group. |
| **Immerse (5 m** | **inutes)** |  |
| **Curriculum**  **Toolkit**    **Activity** |  | Invite participant to craft an Action Plan for self-care in their Curriculum Toolkit.    Inform participants that this activity is a personal one and that they will not be asked to share. This is their opportunity to develop a plan of action to take just one area of current importance in their lives and set plans in motion to make improvements they want to see.    Provide 4-5 minutes for people to complete their Action Plan. |
| **Apply- Demo** | **nstrate L** | **earning Application to Real Work (3-5 minutes)** |
| **Ask** |  | How could our awareness and assessment of what is personally important to us help us in our roles as DSPs?    Responses may include a variety of behaviors related to characteristics of a professional attitude.   * A positive attitude about your role with the individual you support * Treat the individual and team members with dignity and trust * Objectivity and the ability to look at the big picture * Active listening * Use of your talents, experience, and creativity to address issues   Control of your emotions * Assurance of a safe and comfortable environment * The ability to separate your personal life from your professional life |

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| **Say** |  | We bring our whole selves to work each day. That is why it is important for us to each take care of ourselves! In another chapter (Positive Behavior Support) we will learn specific strategies for how to remain objective, calm and supportive. And that will build upon our knowledge and habits of Self-Care.    Our awareness of the differences in what we all (in this room) find to be areas of importance in our lives provides a framework for how to acknowledge and respect this diversity. It also prepares us for being aware that the people we support will most likely hold a variety of areas of importance in their lives that are different than ours. And our role includes respecting and valuing that. |
| **Immerse (8-10 minutes)** | | |
| **Ask** |  | Please do not raise your hand, but how many of us have experienced grief or loss where you felt like the earth crumbled in your hands? |
| **Note** |  | **Note to Facilitator**: If you are comfortable briefly sharing an  appropriate experience of grief in your life, this may be valuable to help participants connect with the reality of grief and loss. It is NOT recommended that you ask people to share personal experiences of grief or loss.    Dialogue and guide the conversation to stay on topic as the lists of answers (below) are verbally generated. |
| **Ask** |  | What are some common types of grief and loss that people experience in life?  Some examples may include: death, divorce, loss of dream, health, relocating, when friendships change, etc. Drive home the fact that PEOPLE (staff and those we support) all face different types of grief or loss.    What are common symptoms associated with grief and loss?  Some examples may include: depression, crying, lack of emotion, overeating or under-eating, excessive drinking, withdrawing from typical activities, reckless behavior, denial, excessive exercise, sleeping excessively, becoming a recluse, insomnia, perfectionism, blaming, suicide ideation, promiscuity, etc. |

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| **Teach and Train (8-10 minutes)** | | |
| **Say** |  | You and I deal with grief in loss in life. The people we support also face grief and loss in life. It is important that our Self-Care is in place to help us navigate grief and loss effectively.    Let’s consider some beneficial ways and resources to work through feelings of grief and loss. Please use your Curriculum Toolkit and circle the strategies, resources, and ways to effectively deal with loss and grief that you believe may work for YOU. |
| **Curriculum**  **Toolkit** |  | Give participants just 1-2 minutes to complete this activity in their Curriculum Toolkit. |
| **Activity** |  | Invite participants to share at least one item that they circled or wrote in on their Curriculum Toolkit for how to effectively deal with loss and grief. If a few would like to add why they chose it that is great. |
| **Note** |  | **Note to Facilitator:** Information is provided below for you (as the Trainer) in understanding the value of some of these strategies.    **Local Support Groups**  Support Groups bring people together to share success and sadness, hope, and encouragement recognizing a person is not the only one suffering or recovering from a loss.    **Health Care**  Doctors may find it clinically necessary to help jump start serotonin or to help maintain a healthy level of serotonin to manage depression.    **Counseling**  There are a number of different styles of counseling to help a person resolve ongoing issues with grief or loss.  **Spiritual Guidance**  A spiritual leader can lead prayers and listen, provide comfort and guidance during a personal crisis.    **Yoga**  Yoga is a form of exercise that can help people with physical and mental balance, strength, and personal centering.    **Exercise**  Doing strength building, playing on a team, blowing off steam with physical exertion are all healthy acts that help to recover and rebuild after setbacks.    **Red cross**  The Red Cross and other local help groups respond to house fires and natural disasters with supports to keep people safe during crises and recovery.  **Creativity**  Painting, drawing, coloring, cooking playing drums or musical instruments, singing etc. all use the creative parts of the brain which help recovery.    **Hotlines**  Mental Health Hotlines are there in the moment to listen and provide immediate support during emergency and suicidal ideation. |

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|  |  | **Creativity**  Painting, drawing, coloring, cooking playing drums or musical instruments, singing etc. all use the creative parts of the brain which help recovery.    **Hotlines**  Mental Health Hotlines are there in the moment to listen and provide immediate support during emergency and suicidal ideation.    **Volunteer Opportunities**  The opportunity to Volunteer takes the mind off of personal loss and allows us to give to others, which in turn is uplifting.    **Note to Facilitator**: If you are pressed for time, or the group is overly talkative and open you may want to not ask for people to share what they circled in their Curriculum Toolkit for this activity. Rather, you might find it more expedient to say something like this to transition from the activity. “I could see that most of us found at least one item to circle. What is important is that we all know a variety of coping strategies exist for ourselves to deal with loss and grief in healthy ways. And as we support people who may also experience grief and loss in their lives, these same strategies may be beneficial. |
| **Show video** |  | It is important to note that the people you will be supporting are often referred to as “people with special needs”. Watch the video to see what special truly means and keep in mind the message from this video throughout your work here. |
| **Reflection & Celebration (2 minutes)** | | |

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| **Say** |  | Let’s put our hands in the air together and give ourselves a round of applause! We have completed our learning for Chapter 1! |
| **Activity** |  | Please administer the test at the end of this chapter. |
| **Note** |  | **Note to Facilitator:** As a learning tool it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure that each participant has marked the correct answer. When you review the test with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified.    Due to the confidential nature of the tests in this course, please collect and shred all upon completion. |
| **Activity** |  | Please administer the assessment at the end of this chapter. |
| **Note** |  | **Note to Facilitator:** Please review the objectives in the Curriculum Toolkit on the first page with participants. Ask participants to circle the objectives for this chapter in which they believe they need more clarity. Allow for question and answer dialogue to ensure that all of the objectives have been met.    Hand out the assessment for this chapter to each participant. End of chapter assessments should take approximately 10 minutes.    As a learning tool, it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure that each participant has marked the correct answer. When you review the assessment with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified. |
|  |  | Due to the confidential nature of the assessments in this course, please collect and shred all completed assessments. |

**Demonstration Scenarios for CH 1 DSP Roles, Self-Care & Boundaries**

**COPY & CUT TO GIVE TO PARTICIPANT GROUPS**

1. **Dinner Time; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**

You are serving dinner for individuals, including one person who is dependent on staff to feed him. Because he has a very rigid schedule with his meds, he must eat at a certain time. You are going to feed him right now. Your coworker is going to help his roommates get their food and they are anxiously waiting. Just as your coworker starts to help serve the food, her phone rings and she reaches into her pocket to answer. The conversation sounds heated and inappropriate and goes on for longer than it should. Meanwhile, the individuals waiting to eat start to get anxious, rocking back and forth, humming loudly, and clapping their hands. Although your coworker is familiar with the outbursts which have occurred when meal time is postponed, she is oblivious right now to the increasing signs of anxiety which have previously lead into acting out behavior like throwing objects to the floor (including plates of food), hitting at others, and damaging property. As a newer staff you may feel it isn’t your place to tell her to get off the phone and back to the task at hand.

1. **Vegetarian; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**

You are a vegetarian who used to cook in a vegan restaurant. The restaurant closed and you are now working in a supported living home with people who like to eat meat. The expectation is that all of the individuals and staff work together to create healthy menus to enhance the health and lives of the people who live there. The menus have been designed as recommended by a nutritionist, and most meals contain some form of meat. You tell your supervisor, “I don’t cook meat for a number of reasons, but I will prepare tofu and beans for protein.” Your supervisor

replies, “You don’t have to eat it, just cook it for others.”

1. **Smoke; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**

Wesley is out of cigarettes. He’s also out of spending money. Staff told him earlier in the day that he could use some grocery money this evening to pick up a pack of cigarettes tonight. He has been asking you and the other staff to lend him “just one” and promising that this will be the last one he ever borrows. He notices a neighbor out smoking on the porch, which contributes to him becoming agitated, pacing the floor, circling you and clenching his fists. You are trying to figure out what to do, knowing full well that you have a pack of cigarettes poking out of your shirt pocket.

1. **When A Puppy Visits; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**

Donna is a new coworker who brought her tiny puppy to work today in Belle’s home. Donna’s husband dropped her off on his way to work and will pick her up after her shift ends in 8 hours. It is winter and the temperature outside is well below freezing. Donna explains that due to the age of the puppy, she can’t leave it home alone. Belle is afraid of dogs. She begins to yell and pace. Donna tries to reassure Belle that her dog won’t hurt her, but Belle is continuing to escalate, getting louder, pacing faster.

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1. **Snow Work Day; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**

Randy is confused about what time he should catch the bus for work. Frequently he gets up early and is ready to go an hour earlier than necessary. This morning Randy is angry that your coworker is not letting him leave for work now and has threatened to beat up anyone who tries to stop him from leaving. To add injury to insult there are six inches of new snow which means even though the bus will pick him up at 8:30, it will likely be late. You know Randy could go outside to wait, but it is icy and windy out there and Randy has a habit of taking off his coat outside. Your coworker calls her boyfriend who has a black belt in martial arts, to see if he can give Randy a lift. After all, with the snow and bad road conditions, he will likely get to work on time, anyway. Your coworker’s boyfriend says he is willing to come over and take Randy to work, and he is not worried about Randy’s threats.

1. **Ritzy; In your small group, prepare a 2-minute demonstration demonstrating how to maintain professional boundaries in this situation. Our task is to work as a team to figure out how a DSP should optimally respond in order to best support the needs of the individual, as well as maintain our professional boundaries.**

Your coworker Stella agreed to work extra hours tonight, even though it means she’ll be leaving later than originally planned to go to her best friend’s bachelorette party. To help her save time she brought her make-up, heels, and a short dress to get ready and change into before signing out for the evening. During the last hour of your shift, the people you support are watching a rented DVD, you are doing all the evening shift documentation, and Stella is getting ready to go in one of the bedrooms that contains a big mirror. (Stella asked the individual if she could use the room and got permission from her.)