***RESIDENTIAL SERVICES CURRICULUM***

**C O N F I D E N T I A L**

**TESTING INSTRUCTIONS & MATERIALS**



January 2017

**TEST INSTRUCTIONS**

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| **NOTE: THE CONTENT OF THIS DOCUMENT IS CONFIDENTIAL AND FOR USE OF**  **TRAINING INSTRUCTORS ONLY** |

This document contains the following:

* Instructions for administering the DDA Residential Services Curriculum Competency Test
* Master score sheet for tracking each student’s individual chapter scores (using either # of answers scored correctly)
* DDA Residential Services Curriculum Competency Tests
* DDA Residential Curriculum Competency Test Scoring Guide with an abbreviated answer key
* Skills acquisition attestation signature page for staff records. To be signed by student and staff administering the skills portion of this course.

1. **The instructor will determine when to administer the test.** The purpose of the test is to determine that each individual taking the course has achieved a minimal level of competency with the material. The instructor may choose among several options in administering the competency test:

* The test may be separated into the individual chapters and the test for each chapter given at the end of the training related to that chapter.
* The test sections may be grouped at the beginning or ending of the day.
* The entire test may be given at the end of the entire course.

1. **All tests must be administered in class.** There are no “take home” examinations. The students may refer to their Curriculum during the test.
2. **Students may not keep the test.** All tests will be collected by the instructor after the student finishes the test. This step will help to ensure that the test questions remain confidential.

It is recommended that tests are graded by the instructor, rather than the student or other students. The instructor may want to use a master score sheet to tally the chapter scores or some other method of keeping track of whether or not the student scored enough correct answers to pass 30 of 45 questions.

1. **Instructors are encouraged to use the test(s) as a learning tool.** Reviewing the test and answers after the test administration is recommended. This is most easily accommodated when giving the test one chapter at a time.
2. **The test must be given exactly as written with no alterations or substitutions.** Reasonable accommodations for giving the test must be cleared with the Residential Training Program Manager.

**Instructors will give certificates of completion when all the chapter tests have been successfully completed.** This may happen at the end of the course or later if a re-test is required. A student must score a minimum of 73 of 89 possible points correctly to pass the course. Please see the passing score for each chapter on the scoring sheet. Passing score is indicated in ( ).

1. **Re-Testing: The competency test may be taken twice.** If the test is failed a second time, the student must re-take the entire training course before any additional tests are administered.

If tests are given in individual chapters or groups of chapters and a student is absent when the test for that chapter or set of chapters is given, it is up to the instructor to decide if the student will be allowed to make up the missed test by taking it before the end of the course.

**CHAPTER 6: Habilitation SKILLS**

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Staff Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1st attempt Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2nd attempt Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name two different ways to teach. (2)

A.

B.

2. The most important step to remember for backward chaining: (1)

A. The individual completes the last step.

B. The individual gets the win.

C. You have to know what the last step is.

3. It is important to begin with the individual for every skill. **T F** (1)

4. Name two prompt levels. (2)

A.

B.

5. T F Fading a prompt is important to the person to achieve independence.

6. Indirect verbal or non-verbal prompting means that I:

a. Tell the person what to do.

b. Suggest what the person’s next step is.

c. Ask the person, “What’s next?” but I don’t tell them the step.

d. None of the above.

7. An example of modeling is:

a. Telling the person what to do at each step.

b. Doing the step independently

c. Showing the person what to do and doing it right next to them.

d. gesturing and using only a few words.

**\_\_\_\_\_\_\_\_\_\_ Correct out of 9**

**STUDENT COMPETENCY TEST SCORE SHEET**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Enter the number of points scored correctly on the corresponding chapter test. Passing score for each chapter is indicated ( ).

**SCORE CHAPTER**

\_\_\_\_\_\_ Chapter 1: DSP Staff Roles and Boundaries (4)

\_\_\_\_\_\_ Chapter 2: Overview of Developmental Disabilities (2)

\_\_\_\_\_\_ Chapter 3: Residential Service Guidelines (4)

\_\_\_\_\_\_ Chapter 4: Positive Behavior Supports (5)

\_\_\_\_\_\_ Chapter 5: Effective Communication (7)

\_\_\_\_\_\_ Chapter 6: Habilitation Skills (7)

\_\_\_\_\_\_ Chapter 7: IISP (1)

\_\_\_\_\_\_ Chapter 8: Nutrition and Dietary Guidelines (8)

\_\_\_\_\_\_ Chapter 9: Healthcare/ Health Management (5)

\_\_\_\_\_\_ Chapter 10: Medication Management (5)

\_\_\_\_\_\_ Chapter 11: Emergency Procedures (5)

\_\_\_\_\_\_ Chapter 12: Personal Care (passing score of 13)

\_\_\_\_\_\_ Chapter 13: Confidentiality (5)

\_\_\_\_\_\_ Chapter 14: Mandatory Reporting (2)

**\_\_\_\_\_\_ TOTAL SCORE** (89 possible points)

A minimum of 73 of 89 possible points is required for a passing score.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Student Signature Date

(Original to personnel file, copy to student)

**CURRICULUM TEST**

**Short & ANSWERS**

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| **Chapter 6: Habitation Skills (9 Points)** |
| 1. Backward chaining, structured, prompts 2. b 3. True 4. Independent, gesture, hand-over-hand, verbal, partial assist 5. True 6. c 7. c |