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COLLEGE OF

DIRECT SUPPORT

AN INTERNET-BASED COLLEGE FOR DIRECT SUPPORT PROFESSIONALS

***College of Direct
Support
gateway to a profession***

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Mission Statement

The College of Direct Support is a learning gateway for contemporary best practices for direct support professionals. By incorporating web-based learning, backed by nationally recognized curricula, the CDS is designed to help support a profession of direct care.

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Developmental Disabilities Act of 2000

- **Congress included:**
 - **“direct support workers....have played essential roles in providing support needed by individuals with DD and in expanding community options...”**
 - **“Among the factors [that] have contributed to a decrease in....direct support workers.....: [is] the lack of quality training and career advancement opportunities...”**

Congress required the curriculum development project to be:

- **Based on comprehensive job analysis of the content of direct support roles**
- **Guided by an advisory group with experience and expertise**
- **Field-tested and validated content and program**

Why CDS?

- **DSP Workforce and Quality Crisis**
- **Increasingly demanding roles & responsibilities (DSPs & supervisors)**
- **Geographic dispersion**
- **Inadequate/poor DSP training**
- **Lack of articulated skill sets and career paths**
- **Need to respond to new support options**
- **Offers a new method of training DSPs**
- **Cost effective**
- **Asynchronous (anytime, anywhere)**

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Collaborative Project

- **The University of Minnesota**
Research & Training Center on Community Living
The Institute on Community Integration
- **MC Strategies**
- **Sertoma Center's *MyLife Foundation***
- **US Department of Health & Human Services**
Administration on Developmental Disabilities
US Department of Education
National Institute on Disability & Rehabilitation Research

Multimedia Solutions

- **Higher retention (over 50% better)**
- **Can track hours, testing results**
- **Consistency in delivery format**
- **Individualized for the learner**
- **Flexibility in time and place (on demand)**
- **More interesting and engaging**
- **Improves computer literacy**

A sample of States & organizations using the CDS Curricula include:

- **Pennsylvania**
- **Minnesota**
- **ResCare**
- **SPIN**
- **South Dakota**
- **Kansas**
- **Tn Micro Boards**
- **Illinois**
- **Illinois**
- **Virginia**
- **Mississippi**
- **District of Columbia**
- **Wyoming**
- **Evergreen Ministries**
- **CUNY**

The Pennsylvania CDS

- **Catching the Vision**
 - CDS builds upon OMR Everyday Lives philosophy
- **Building Consensus**
 - Focus Groups
 - Review Teams for each course
 - Making curriculum specific to PA
 - Statewide involvement

PA College of Direct Support

State support for quality workforce

- Purchased a 3 year license for CDS
 - Providers are responsible for administration cost
 - Individuals, families and county staff are at no cost
- Holds user group meetings
- Has state consultants available to assist with overview of CDS
- Helps to meet the licensing requirements for training

How PA College of Direct Support Benefits the Workforce

- **Flexibility/Accessible**
 - **24/7**
 - **Can be used at work during different shifts, used by part time staff or full time**
 - **Can be used in computer labs, individual desk computers or at home**
- **Standardized curriculum**
 - **Reflects current best practice**
 - **Can be updated by state or agency**

How PA College of Direct Support Benefits the Workforce

- **Content of CDS matches agency missions**
 - **Compliments existing agency training programs**
- **Staff using CDS feel “special”**
 - **Professional recognition**
 - **May lead to a career path**
 - **Staff can monitor/be responsible for their own learning**
 - **Adds to the marketing with in the agency**
- **Attractive to generation “X” and “Y”**
- **More “seasoned” workers can become competent with computers**
- **Cost effective**

PA: Our Next Steps

- **Continuous Promotion/Education**
- **Continue the User Groups**
 - Agencies in the user groups will address ways to collaborate and evaluate impact
- **Adding value by the development of PA specific courses such as**
 - **The PA Individual Support Plan**
 - **Communication: Individualized Assessment and Supports (identified as a priority need by the IM4Q)**

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Incorporating a new training methodology

- **The SPIN story
begins...**



Kevin Casey experiences CDS with SPIN staff

SPIN Institute
For Service Excellence



Greatest Needs of SPIN's Workforce

- **A professional workforce with increased skills and competencies in targeted areas of direct support**
- **Workforce development through creative professional development opportunities**

SPIN Institute
For Service Excellence



How is College of Direct Support being incorporated at SPIN?

- Offered in concert with existing Professional Development opportunities
- Training Retreat (In-service hours)
- Wrap-up sessions
- In service Hours Options
- On the Job Training Program
- Screening Process

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How has the CDS been accepted by SPIN employees?

- **Generated Buy In**
- **Positive Feedback**
- **Evaluation and modifications**

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For Service Excellence



How is SPIN implementing Quality Improvement Initiatives for employees?

- **Personal Outcomes**
- **Community Skills Standards**
- **Code of Ethics**
- **Professional Development**
- **Point of Service**
- **Leadership Opportunities**

SPIN Institute
For Service Excellence



What are SPIN's next steps to a world class workforce?

- **Professional Development Plans**
- **On the Job Training Program (Point of service)**
- **Front Line Supervisor Training**
- **Career Path Programs (Behavioral Health Specialist, Child Development Associate)**
- **Community College of Philadelphia credit**

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District of Columbia Department of Human Services

**Mental Retardation Developmental
Disabilities Administration**

MRDDA History

- In the late 1970's parents of Forest Haven residents file a class action lawsuit against the city of Washington DC
- Community Integration was implemented

MRDDA History

- **The Mental Retardation Developmental Disabilities Administration was developed to meet service and support needs of individuals with mental retardation and developmental disabilities**
- **The Evans Exit Plan....*Plan of Compliance & Conclusion* outlined MRDDA's Direct Support Professional training requirements**
- **The College of Direct Support addresses these requirements**

MRDDA Today

- **MRDDA currently serves about 1,800 individuals and is charged to train 100% of the Direct Support Professionals (DSP's)**
- **Multiple state requirements**
- **Diverse cultural background**

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Bring CDS to DC

- **Grant from the Kennedy Foundation**
- **University of the District of Columbia**
- **Pilot**
- **Implementation**

MRDDA
Policies

- **Restricted Control Procedures**
- **Safeguarding Funds & Possessions**
- **Free from Harm**

CDS Meets the Evans
Exit Plan Requirements

**Positive Behavior Supports
(7 Lessons)**

Individual Rights & Choice
**Maltreatment of Vulnerable
Adults & Children**

**Maltreatment of Vulnerable
Adults & Children**
Individuals Rights & Choice

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The College of Direct Support in The District of Columbia

- **Administrators**
- **Computer Access**
- **Customization**

Feedback from Community Providers

- *“The initial benefit of the CDS is financial. We do not have the resources to purchase as many computers as we need.”*
- *“We hire people that English is not their first language. Having them use the earphones to hear the lessons as they read, really helps with comprehension.”*
- *“The topics covered are excellent and we can’t wait for more to come. Our trainings were never this comprehensive and it makes a difference in our service delivery.”*

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*21st Century Learning
for
21st Century Careers*

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