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                Success.
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                Programs; Statewide Planning; Task Analysis
IDENTIFIERS   *Idaho

ABSTRACT
        Under the Idaho state system for curriculum
development in vocational education, Technical Committees made up
solely of industry personnel are responsible for drawing up task
lists for each program. A Technical Committee Report is prepared on
completion of the committees assignment. This Technical Committee
Report presents a task list that reflects current trends and the
skills necessary for an employee to obtain employment as a training
provider of services to persons with developmental disabilities
(level I). An introduction describes the curriculum development
process employed in Idaho. The eight tasks are: discuss an overview
of developmental disabilities; investigate employment in the field of
developmental disabilities; demonstrate ethical treatment of persons
with developmental disabilities; demonstrate building positive
behaviors; demonstrate implementation and monitoring of the
individual's plan; provide for health and safety needs; recognize and
provide opportunity for personal growth of the person with
disabilities; and explain the roles and needs of family members and
significant others. A curriculum guide lists enabling objectives for
each task within each area. Recommendations for conducting training
of service providers for persons with developmental disabilities are
made in the areas of teacher qualifications, length of course, and
textbooks and teaching materials. A list is provided that details
teacher experience and occupational background of persons most
qualified to teach the course. A chart organizes training materials
from university affiliated programs by state. (YLB)

ED354809

TECHNICAL COMMITTEE REPORT AND CURRICULUM GUIDE

FOR

TRAINING PROVIDERS OF SERVICES TO PERSONS WITH DEVELOPMENTAL DISABILITIES LEVEL I

Invest in Success

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VOCATIONAL TECHNICAL EDUCATION
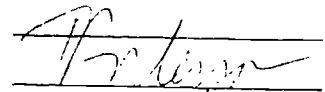
STATE DIVISION OF VOCATIONAL EDUCATION

1993

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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Vocational Education involves the active use of industry personnel. Industry personnel who are members of the Technical Committee contribute to the development of Task Lists for each program. A Technical Committee Report is prepared on completion of the Committee's assignment. This publication is a combination of the Technical Committee Report and Curriculum Guide for Training Providers.

The Task List prepared in the Technical Committee Report reflect the current trends and skills necessary for an employee to: 1) Obtain a job in Idaho's industry, 2) retain a job once hired, and, 3) to advance in the occupational field. Task Lists are grouped according to Duty areas generally used in industry settings. Duty areas are used as the basis for modules in the Statewide Curriculum Guide development process. The Technical Committee segment is the single most significant step in the curriculum development process. All future curriculum activities are predicated on the premise that an accurate picture of industry needs are reflected in the Task List.

Instructional personnel are selected to develop the Statewide Curriculum Guide. These instructors write Enabling Objectives for each Task. The committee members prepare all material in a competency-based format so as to have an effective and efficient methodology for determining student progress. The Statewide Guides are designed as the prime determiner of program content. All programs must follow the established Guide in order to be approved for operation. Any deviation from this Guide requires written approval from the respective program supervisor at the Division of Vocational Education. It is not the intent of the Division that all programs be designed to be exactly the same, but assurance is needed to ensure that the program meets the minimum standards for operation, based on the community needs, equipment, and facilities available to the local school or institution.

The Technical Committee Report does not dictate the level of instruction. The Task List developed represents the entire occupational field. Schools and Institutions determine what skills can be taught and what depth of instruction can be provided. They must choose the Tasks to be taught from the Technical Committee Report but are free to determine how many or which ones can be incorporated into their program.

The Technical Committee Report is also used as the primary list for generating Student Profiles. These Profiles are used as a cumulative record of each student's progress. They are printed in a folder format and have levels of performance scales for each Task so that student competence can be recorded for individual skills or tasks. This document will become the main component for Articulation activities in the event that the student desires to go on for additional training or education.

ACKNOWLEDGEMENTS

Dorothy Witmer, Supervisor
Health Occupations Education

Don Eshelby
Director of Program Services

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TASK LIST   EFFECTIVE DATE: October, 1992

PROGRAM AREA: Health Occupations   SECONDARY:_____

PROGRAM TITLE: Training Providers of Services POSTSECONDARY:_____
                 To Persons With Developmental Disabilities

01.0   DISCUSS AN OVERVIEW OF DEVELOPMENTAL DISABILITIES
The student will be able to:

01.01   Describe the characteristics of persons with developmental disabilities.

02.0   INVESTIGATE EMPLOYMENT IN THE FIELD OF DEVELOPMENTAL DISABILITIES
The student will be able to:

02.01   Explore career opportunities within the field of developmental disabilities.
02.02   Apply employment seeking skills.

03.0   DEMONSTRATE ETHICAL TREATMENT OF PERSONS WITH DEVELOPMENTAL DISABILITIES
The student will be able to:

03.01   Demonstrate ethical behavior.
03.02   Recognize the rights of persons with disabilities.
03.03   Apply confidentiality in the workplace.
03.04   Apply the concept of normalization.

04.0   DEMONSTRATE BUILDING POSITIVE BEHAVIORS
The student will be able to:

04.01   Apply principles of building positive behaviors.

05.0   DEMONSTRATE IMPLEMENTATION AND MONITORING OF THE INDIVIDUAL'S PLAN
The student will be able to:

05.01   Participate in the individual's plan.

06.0   PROVIDE FOR HEALTH AND SAFETY NEEDS
The student will be able to:

06.01   Provide for health needs.
06.02   Provide for safety needs.

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07.0 **RECOGNIZE AND PROVIDE OPPORTUNITY FOR PERSONAL GROWTH OF THE PERSON WITH DISABILITIES**
The student will be able to:

07.01 Assist in opportunities for personal growth.

08.0 **EXPLAIN THE ROLES AND NEEDS OF FAMILY MEMBERS AND SIGNIFICANT OTHERS**
The student will be able to:

08.01 Explain the service provider's role when working with families.

CURRICULUM GUIDE

FOR

TRAINING PROVIDERS OF SERVICES TO PERSONS WITH DEVELOPMENTAL DISABILITIES LEVEL I

Division of Vocational Education
State of Idaho
Boise, Idaho
1993

TRAINING PROVIDERS OF SERVICES TO PERSONS WITH DEVELOPMENTAL DISABILITIES - LEVEL I

01.0 DISCUSS AN OVERVIEW OF DEVELOPMENTAL DISABILITIES

01.01 TASK: Describe the Characteristics of Persons with Developmental Disabilities

ENABLING OBJECTIVES:
1. Define the term developmental disability.
2. Explain the 3 major components of the definition of mental retardation.
3. Discuss characteristics (labels) commonly associated with people with disabilities.
4. Discuss the effects of labeling.
5. Apply the criteria of the Federal definition of developmental disabilities to a specific person with a disability.

02.0 INVESTIGATE EMPLOYMENT IN THE FIELD OF DEVELOPMENTAL DISABILITIES

02.01 TASK: Explore Career Opportunities within the Field of Developmental Disabilities

ENABLING OBJECTIVES:
1. Investigate occupational opportunities in settings where services are provided.
2. Describe role and responsibilities of the service providers in each setting.
3. Match personal strengths with needs of the developmental disabilities field.

02.02 TASK: Apply Employment Seeking Skills

ENABLING OBJECTIVES:
1. Locate a job opening.
2. Match personal interest and abilities to job area.
3. Complete an application.
4. Discuss job interview process.
5. Discuss how to resign from a job.
6. Develop a career plan with immediate and long term goals.

03.0 DEMONSTRATE ETHICAL TREATMENT OF PERSONS WITH DEVELOPMENTAL DISABILITIES

03.01 TASK: Demonstrate Ethical Behavior

ENABLING OBJECTIVES:
1. Define ethical behavior.
2. Distinguish between ethical and unethical behaviors in self and others in given situations.
3. Demonstrate appropriate behavior that recognizes and respects persons'/workers' rights.
4. Discuss the advantages of focusing on a person's strength rather than limitations.

03.02   TASK: Recognize the Rights of Persons with Disabilities

ENABLING OBJECTIVES:
1.   List an individual's legal and basic rights.
2.   Define each right.
3.   Identify violation of individual rights.
4.   Identify the steps/process of ensuring a person's rights.

03.03   TASK: Apply Confidentiality in the Workplace

ENABLING OBJECTIVES:
1.   Identify legal constraints.
2.   Identify ethical constraints.
3.   Identify violations of confidentiality.
4.   Develop a plan for the work site to ensure confidentiality that also meets criteria for legal and ethical constraints.

03.04   TASK: Apply the Concept of Normalization

ENABLING OBJECTIVES:
1.   Explain the concept of normalization.
2.   Define normalization to include age appropriateness in activities of daily living.
3.   Describe normalized activities of a person's life.
4.   Describe a person's strengths rather than limitations.
5.   Develop a plan to assist individuals to improve their daily lives.

04.0   DEMONSTRATE BUILDING POSITIVE BEHAVIORS

04.01   TASK: Apply Principles of Building Positive Behaviors

ENABLING OBJECTIVES:
1.   Define terms associated with positive behaviors.
2.   Explain the idea that "behavior is a means of communication."
3.   Assist in the development of positive behaviors.
4.   Recognize maladaptive behaviors and their precipitating factors.
5.   Apply appropriate, positive reinforcement.
6.   Differentiate between aversive and non-aversive behavioral practices of providers.

05.0 DEMONSTRATE IMPLEMENTATION AND MONITORING OF THE INDIVIDUAL'S PLAN

05.01 TASK: Participate in the Individual's Plan

ENABLING OBJECTIVES:
1. Identify types of individual plans.
2. Define terms associated with a plan.
3. Explain purpose of the individual's plan and consistent implementation.
4. Demonstrate appropriate communication to impact the plan(s).
5. Demonstrate objective oral and written reporting and documentation.
6. Identify the tasks of the service provider in implementing the plan.
7. Identify situations when a service provider should seek assistance from supervisors and/or other team members.
8. Define and apply the principle of partial participation.
9. Describe the five affirmations of partial participation.
10. Describe the benefits of community participation (including environmental change).
11. Explain how to involve the family in a positive way.

06.0 PROVIDE FOR HEALTH AND SAFETY NEEDS

06.01 TASK: Provide for Health Needs

ENABLING OBJECTIVES:
1. Recognize signs/symptoms of illness.
2. Encourage the person with a disability to practice self health care/skills.
3. Practice personal hygiene to protect self and others.
4. Practice universal precautions/infection control.
5. Identify when and how to use and access emergency care.

06.02 TASK: Provide for Safety Needs

ENABLING OBJECTIVES:
1. Use adaptive equipment.
2. Maintain a safe physical environment.
3. Identify indicators of victimization (sexual, physical, legal) and when/where to report.
4. Safeguard storage and preparation of food.
5. Safeguard storage and administration of medication.
6. Assist person with ambulation, transfer and body position.

07.0   RECOGNIZE AND PROVIDE OPPORTUNITY FOR PERSONAL GROWTH OF THE PERSON WITH DISABILITIES

07.01   TASK: Assist in Opportunities for Personal Growth

ENABLING OBJECTIVES:
1.   Identify a person's strengths and ability to make choices.
2.   Identify when a person does not need assistance.
3.   Identify the ways different individuals make choices.
4.   Discuss barriers to allowing choice and empowerment.
5.   Discuss the importance of the domains of employment, recreation/leisure, social, sexual, spiritual, and residential.
6.   Assist in opportunities for personal growth according to the approved plan.

08.0   EXPLAIN THE ROLES AND NEEDS OF FAMILY MEMBERS AND SIGNIFICANT OTHERS

08.01   TASK: Explain the Service Provider's Role When Working with Families

ENABLING OBJECTIVES:
1.   Explain the benefits of peer support for parents and siblings.
2.   Identify the roles of the family members and significant others.
3.   Explain how to involve family members in a positive way.
4.   Identify the role of the care provider in the family unit.
5.   Discuss the positive and negative influences a person with a disability may have on family relationships.
6.   Apply effective communication skills when interacting with individuals and families.

RECOMMENDATIONS FOR CONDUCTING TRAINING OF SERVICE PROVIDERS

FOR PERSONS WITH DEVELOPMENTAL DISABILITIES

Teacher Qualifications:

Persons who teach this course in the vocational education system must meet the Division of Vocational Education requirements for experience in providing services to persons with developmental disabilities. (See attached list of experiences.)

In addition, it is highly recommended that the instructor have some course in how to teach adults, such as: a course on methods of instruction, or a train the trainer course, or participation in a self-study course on teaching that is facilitated by an instructor and currently available at each of the area vocational-technical colleges.

Length of the Course:

The length of the course is approximately 40 hours of classroom instruction. It is highly recommended that students participate at a selected work site for a minimum of 16 hours during the course of instruction. This 16 hours can be the student's hours of employment. The primary purpose of this experience is to allow students opportunities to apply what they learn. Students will also have real life incidences to share with classmates while adding enrichment to the instructional content.

Textbooks and Teaching Materials:

Recommended for students: Creating Visions, Direct Care Service Provider Training Manual by Sally Burton, Ed.D; Russell Gee, MS; and Jean Overholt M.Ed. (This manual will be available from University of Idaho Curriculum Dissemination Center, phone number 885-6556.)

Recommended for instructors: Creating Visions, Direct Care Instructor's Guide by Sally Burton, Ed.D. and Ronald Seiler, B.S. (Available from the University of Idaho Curriculum Dissemination Center after September, 10, 1992, phone number 885-6556.)

See also the enclosed list of resources available from University Affiliated Programs (UAPs). Those with asterisks are especially good resources.

TEACHER EXPERIENCES AND OCCUPATIONAL BACKGROUND

Persons most qualified to teach the course on Core Competencies for Service Providers for People with Developmental Disabilities should meet vocational education requirements for teaching plus experience and occupational background listed below:

1. Experience

   Provider of Services To Persons With Developmental Disabilities In:

   Residential - Homes/Adult Family Homes

   * ICF/MR (Facilities for MR)

   Residential Care Facilities

   Skilled Nursing Facilities

   * Non-profit Organizations (CP, MOD, ES, Epilepsy League)

   Special Ed. Classes/Schools

   * DD Center

   Rehab. Centers

   Independent Living Centers

   * PCS Homes

   Private Homes

   Voc. Rehab. Agencies

2. Occupational Background

   * a. Parents (of persons with DD)

   b. Teachers

   c. Counselors (Rehab.)

   d. Soc. Workers

   * e. Therapists: P.T., O.T., Speech

   f. Psychologists

   g. Nurses

   * h. DD Aides

   i. Dev. Specialists

   j. Rec. Therapists

   * k. Res. Care Adm.

   l. Res. Care Workers

   m. PC Providers

   n. Adult Family Home Providers

   o. Voc. Rehab. Job Coaches

* ICF - Intermediate Care Facility
  MR - Mentally Retarded
  CP - Cerebral Palsy
  MOD - March of Dimes
  ES - Easter Seals
  DD - Developmental Disability

PC - Personal Care
PCS - Personal Care Services
PT - Physical Therapy
OT - Occupational Therapy
Res. - Residential

UAP TRAINING MATERIALS
(Organized by state)

UAP/Address/Contact Name	Title of Modules (Date)
A.J. Pappanikou Center on Special Education and Rehabilitation (UAP) 991 Main Street, Suite 3A East Hartford, CT 06108 Orv Karan	•Resource Manual: Community Developmental Disabilities Associate (CDDA) Degree Program (1988) •Guidelines for Establishing A Generically-Based Associate Degree Program in Developmental Disabilities (1988) •Disabilities Specialist Student Questionnaire I
Georgetown University UAP * Child Development Center 3800 Reservoir Road, N.W. Washington, DC 20007-2197 Phyllis R. Magrab, Ph.D.	•A Celebration of Health: Nutrition in Community Residences for People with Developmental Disabilities (Manual & Videotape) •Making a Difference...in the Lives of Individuals with Developmental Disabilities (1991)
Idaho Center on Developmental Disabilities (UAP) Downtown Prof. Bldg, 3rd & Jackson University of Idaho Moscow, ID 83843 Sally Burton	•Creating Visions Direct Care Provider Training: Mod. 1-5 •Creating Visions Direct Care Provider Training: The Ethical Treatment of Persons with Disabilities Mod. 1
Kansas UAP-Parsons 2601 Gabriel Avenue Parsons, KS 67357 Jim Rast	•Values & Visions: An Introduction to Developmental Disabilities, Sessions 1-3 (1992) •Assessment and Planning, Sessions 4-5 (1992) •Communication, Sessions 6-7 (1992) •Teaching Skills: An Introduction to Developmental Disabilities, Sessions 8-10 (1992) •Health, Sessions 14-15 (1992) •Handbook for Scenario-Based Active Treatment (1988)
Developmental Disabilities Institute Wayne State University 6001 Cass Avenue Detroit, MI 48202 James Knoll	•Curriculum Human Services for Persons with Disability Program (undated)
Minnesota Governor's Planning Council on Developmental Disabilities 300 Centennial Office Building 658 Cedar Street St. Paul, MN 55155	•How to Position People with Severe Disabilities (1990) •How to Develop an Individual Plan (1990) •Positive Learning: An Alternative to Behavior Management (1990) •Communication for People with Severe Disabilities (1991) •Technological Adaption to Increase Independence (1990) •Read My Lips...It's My Choice...(1988) •It's Never Too Early, It's Never Too Late (1988) •Partners in Policymaking Manual (1990)
Minnesota UAP * Institute on Community Integration 6 Pattee Hall 150 Pillsbury Drive S.E. Minneapolis, MN 55455	•Competency-Based Training for Supported Employment Personnel: Instructors Guide (1990) •Competency-Based Training for Supported Employment Personnel: A Training and Resource Guide (1990)
Meyer Rehabilitation Institute University of Nebraska Medical Center 600 S. 42nd Street Omaha, NE 68198-5450 Joseph H. Evans	Instructor & Trainee Manuals: •Legal & Ethical Considerations for Persons with Disabilities (1985) •Behavior: Practical Strategies for Human Service Workers (1985) •Introduction to Serving Persons with Developmental Disabilities (1985) •Seizures (1985) •Human Development (1985)

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University of Medicine & Dentistry of New Jersey Robert Wood Johnson Medical School 675 Hoes Lane Piscataway, NY 08854-5635 Mary Moynihan	•The Middle Management Training Project
North Dakota UAP Center for Disabilities Minot State University 500 University Avenue West Minot, ND 58702-5002 Demetrios Vassiliou	•Guidelines & Coursework Syllabus for the North Dakota Statewide MR/DD Staff Training Program (1991)
Cincinnati UAP Cincinnati Center for Developmental Disorders Interface Project 3300 Elland Avenue Cincinnati, OH 45229-2899 Kay Smith	•A Curriculum Guide for Training Mental Health Professionals (1991)
UAP-South Carolina Human Development Center Winthrop College Rock Hill, SC 29733 Cordelia Robinson	•Training Direct Care Workers in Non-Institutional Family Scale Residential Environments for the Developmentally Disabled/Handicapped Person (1987)
South Dakota University UAP Center for Developmental Disabilities School of Medicine 414 East Clark Vermillion, SD 57069-2390 Anita Blaschke	•Recruitment & Retention of Minority Trainees in UAP's: Native American Indians (1990) •Nutrition & Feeding for the Developmental Disabled (1985)
UAP for Developmental Disabilities West Virginia University Chestnut Ridge Professional Bldg. 918 Chestnut Ridge Road, Suite 2 Morgantown, WV 26506 Sherry Wood Shuman	•Strategies for Implementing a Community Based Certification Program in Developmental Disabilities (undated)

* Known to be good resources.

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