

Arizona Direct Care Worker Knowledge and Skills Competencies
January 2010

Developmental Disabilities Module

- A. Philosophy and Values of Supporting Individuals with Developmental Disabilities
- B. Knowledge of Developmental Disabilities
- C. Abuse and Neglect
- D. Role and Requirements of the Division of Developmental Disabilities
- E. Support Plans
- F. Daily Living
- G. Medication Management
- H. Incident Reporting
- I. Positive Behavior Supports

Skills

Skills will be tested through description, role-play or simulation. The instructor will provide details about the scenario and will ask for a description of the steps involved in performing skills, a simulation (role-playing) in a classroom setting, or demonstration in a home-setting where appropriate.

With skills 3 to 8, ancillary skills are to be demonstrated, including:

- Communication skills, such as person-first language
 - Promoting independence and self-determination / choice
 - Enhancing dignity and respect
 - Avoiding confrontations
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1. Communication scenario: redirecting and/or avoiding a power struggle (for example over choice of TV program)
 2. Reading medication label and checking it against the medication log / document; referring to 6 rights
 3. Assistance with dressing
 4. Assistance with meals
 - a. Total assistance (feeding)
 - b. Prompting, hand-over-hand assistance
 5. Assistance with brushing teeth
 6. Assistance with ambulation / use of gait belt. (with/without assistive devices)
 7. Techniques for positioning a person (bed / wheelchair)
 8. Transfer in and out of a wheelchair. (with/without assistive devices)

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**A. Philosophy and Values of Supporting Individuals with
Developmental Disabilities**

1. Philosophy

- a. Describe 3 of 5 basic values associated with a person-centered approach.
- b. List five rights of individuals served by DDD.
- c. Identify positive social roles of individuals with developmental disabilities.
- d. Describe 5 ways to support positive social roles for individuals DCW support.
- e. Give examples of person first language.

2. Building Relationships

- a. State 3 benefits of building positive relationships with the individual and families you support.
- b. Identify 3 ways DCW can build positive relationships.

3. Advocacy and Empowerment

- a. Define self-determination
- b. Identify 4 of the 5 principles for Self-Determination
- c. Identify 3 ways DCW supports self-determination.

4. Professional Values of the Direct Care Worker

- a. Identify five differences between a professional relationship and a personal relationship.
- b. Identify 3 actions that would cross professional boundaries.
- c. List examples of ethical behavior required of the DCW.

B. Knowledge of Disabilities

1. Developmental Domains and Stages

- a. List three developmental domains (i.e. developmental areas)
- b. List three stages of development.

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2. Functional Limitations on Development

- a. Briefly define the following life areas:
 - i. Self care
 - ii. Receptive and Expressive Language
 - iii. Learning
 - iv. Mobility
 - v. Self direction
 - vi. Capacity for Independent Living
 - vii. Economic Self Sufficiency
- b. Describe a substantial limitation in each of the life areas above.

3. Overview of Developmental Disabilities

- a. Identify common causes of developmental disability.
- b. Define developmental disability.
- c. Define developmental delay.
- d. List and define the four eligible conditions to qualify for DDD.

4. Sensory Integration Challenges

- a. Define sensory integration.
- b. Identify the ways in which sensory integration challenges affect a person.
- c. Identify two activities a DCW can use to support a person with sensory integration challenges.

5. Seizures

- a. Define “seizure” and describe characteristics of different types of seizures
- b. Explain how to recognize if someone is having a seizure.
- c. List action steps involved in responding to seizure activity.
- d. Give examples of what not do when someone is having a seizure
- e. When a person is having a seizure, describe when 911 should be called.
- f. Identify steps a DCW should complete after a seizure, e.g. documentation and notifications
- g. Identify factors that may contribute to seizures.
- h. Identify two ways a DCW may support a person after a seizure.

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C. Abuse and Neglect

1. List five characteristics that make individuals with developmental disabilities more vulnerable for maltreatment.
2. Recognize signs and symptoms of physical abuse, neglect, sexual abuse, emotional abuse, and exploitation.
3. Define programmatic abuse and give an example.
4. Identify what information is necessary for reporting suspected abuse and neglect.
5. As a mandated reporter, identify a circumstance DCW would be required to notify APS/CPS.
6. As a DCW, identify a circumstance requiring notification to law enforcement.

**D. Role and Requirements of the Division of Developmental Disabilities
(DDD)**

1. Describe the role of the Division as it applies to the DCW.
2. Describe documentation and reporting requirements for DDD.
3. List 4 activities restricted by DDD, for example, taking care of other children in the home.
4. State why the DCW needs to notify both the family and agency as soon as possible when you are unable to report to work as scheduled.
5. Describe the range of responsibilities for attendant care workers.
6. State the DCW responsibilities related to HIPAA and confidentiality.

E. Support Plans

1. Identify 3 types of planning tools used by the Division of Developmental Disabilities.
2. Define the purpose of the annual planning documents.
3. Identify two required Planning Team members
4. Identify two ways a DCW is involved in the team approach in plan development.

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5. Identify three benefits of having DCW involvement in the Planning Team Meeting.
6. Identify three components included in the planning documents that impact the DCW's job.
7. Identify the DCW's role with plan reviews and changes.
8. Explain the relationship between the planning process and the DCW's documentation requirements.

F. Daily Living

1. Identify and explain the relationship between a person's service plan and the DCW role when providing assistance with activities of daily living (ADLs).
2. Identify 5 ways to determine the level of assistance a person needs with daily living skills.
3. Explain the difference between providing care and providing assistance and support.
4. Identify supports an individual may use that require additional DCW training.
5. Give examples of techniques that can be used to promote independence and respect a person's preferences, for example, at mealtimes.
6. Identify 3 resources to identify an individual's mealtime needs
7. Identify 3-4 characteristics of people at risk for choking.
8. Identify five prevention measures a DCW can use during mealtime.
9. Give examples of techniques that can be used to preserve dignity and privacy while providing personal care.
10. Identify 3-4 characteristics of people who might be at risk for skin-integrity concerns.
11. List the most common causes of skin breakdown.
12. Explain the importance of repositioning and list techniques for preventing skin damage and pressure ulcers.
13. Identify and describe common assistive devices, including gait belt, walkers and wheelchairs.

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14. Explain the importance of proper transfer skills and the safe use of assistive devices.
15. Describe and role-play techniques for positioning and transferring a person
 - a. *Assistance with ambulation / use of gait belt (with/without assistive devices)*
 - b. *Techniques for positioning a person (bed / wheelchair)*
 - c. *Transfer in and out of a wheelchair (with or without assistive devices).*
16. Identify issues related to providing assistance with bathing and toileting.
17. Simulate/role-play or describe assistance with ADLs.
 - a. *Assistance with dressing*
 - b. *Assistance with meals*
 - i. *Total assistance (feeding)*
 - ii. *Prompting, hand-over-hand assistance*
 - c. *Assistance with brushing teeth*

G. Medication Management/Responsibilities of Medication

Administration

1. State the legal/ethical responsibilities of medication administration.
2. Describe the “6 rights” for medication administration.
3. Explain why medications are not allowed out of line of sight after they are prepared for administration.
4. Explain the principle: “One person at a time, one medication at a time.”
5. Explain what to do if interrupted during medication administration.
6. Explain proper storage of medications.
7. State the need for a physician’s orders for non-prescription drugs (OTC drugs)
8. Identify key information on the medication label.
9. Describe the DCW’s documentation requirements for medication administration.
10. List where to find information about side effects.
11. Describe appropriate responses to severe side effects.
12. Identify the responsibility of the DCW and of the individual that self-administers medication (prompt vs. administration)

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H. Incident Reporting

1. Define incident.
2. Identify 3 examples of incidents that need to be reported.
3. List 4 behavior changes that need to be documented and raised to family and agency.
4. List the steps a DCW must take when an incident occurs.
5. List who needs to be notified about an incident.
6. Identify time frames for reporting incidents.
7. Identify essential components for documentation of an incident report.

I. Positive Behavior Supports

1. Define positive behavior supports
2. Explain the DCW role and relationship with positive behavior supports
3. Identify 2 ways communication relates to positive behavior supports
4. Identify 4 ways an individual receiving supports may communicate with the DCW