

State of Tennessee
Department of Intellectual and Developmental
Disabilities

Staff Development Plan/Training Resources
Guide



Tennessee DIDD Staff Development Plan/Training Resources Guide

TABLE OF CONTENTS

- **DIDD Vision and Staff Development Mission Statement - 4**
- **Introduction To the Staff Development Plan - 4**
- **Staff Development Opportunities – 4 - 8**
- **Web-Based Training / CQL – 9- 10**
- **Relias Library Summary – 10-13**
- **CDS / Relias Training Crosswalk -13**
- **Staff Development Opportunities web - 13**
- **Staff Development Contact numbers – 13**
- **Competency Based - 14**
- **Certification - 14**
- **Required Time Frames - 14**
- **Volunteers and Students -14**
- **Students and Interns - 15**
- **Natural Supports - 15**
- **Training Documentation for Volunteers, Students and Natural Supports - 15**
- **Hospital Attendants - 16**
- **Title VI of the Civil Rights Act of 1964 – 16**
- **Information and Training Specific to the Person – 16**
- **Personal Training Profile Instruction Guide - 17-20**

- **Agency Trainers - 21**
- **Medication Administration for Unlicensed Personnel – 21**
- **Documentation of Staff Development Training – 21**
- **Mentoring and Skills Standard Guide and Tool – 22**
- **Glossary of Terms – 23-24**
- **Listing of Appendices – 24**
- ***Appendix 1: Personal Training Profile (Blank) – 25-26***
- ***Appendix 2: Personal Training Profile Instructions – 27-29***
- ***Appendix 3: Personal Training Profile (sample) – 30-32***
- ***Appendix 4: Mentor and Skill Standard Guide and Tool link -33***
- ***Appendix 5: ISC/Case Manager Training Verification Form – 34***
- ***Appendix 6: Link to Training Requirements for Provider Staff Categories -35***

Department of Intellectual and Developmental Disabilities (DIDD) Vision Statement

It is the vision of DIDD to support all Tennesseans with intellectual and developmental disabilities to live fulfilling and rewarding lives.

Department of Intellectual and Developmental Disabilities Staff Development Mission Statement

The Department of Intellectual and Developmental Disabilities Staff Development Department is dedicated to promote staff growth in basic core competencies and skill enhancement through opportunities utilizing the person-centered foundation to effectively and safely support individuals with intellectual and developmental disabilities in their community surrounded by family and friends.

Introduction

DIDD is committed to offering contracted providers a wide array of staff development training opportunities that address the balance of Person-Centered Practices, Health and Safety and TennCare Protocols.

Staff Development Opportunities

DIDD encourages all provider agencies to utilize staff development opportunities offered through web-based and classroom training venues. Additional courses accessible through DIDD classroom settings are listed below; however, it is not an all inclusive list as DIDD continues to develop and share training opportunities as needs are identified. Class schedules may vary region to region so always check the Regional Staff Development Calendar on the DIDD web site or by calling the [regional staff development unit](#).

Please refer to the Training Requirements for Provider Staff Categories located on the [DIDD web site](#).

Appeals Process (*classroom and webinar*)

The Appeals Process training provides a brief overview of the Service Request Review process to include the TennCare rule on Adverse Actions Affecting TennCare Services or Benefits. The training delineates steps and describes the process related to appealing a denied or partially approved service request submitted to the Division of Intellectual

Disabilities Services. There is also a brief discussion of the related protocols and Grievance Process.

Transcript or ISC/CM Training Verification Form is the form of documentation.

Challenges in Physical Management (*classroom and competency based*)

A one day course designed to teach body mechanics, transfers and alternate positioning, highlighting the need and benefits of alternate positioning and stressing the importance of proper lifting and transferring techniques. There is a practical component so the participant can correctly demonstrate their knowledge and skill acquired during the course, as well as, a written skills test. This course is a prerequisite to the Mealtime Challenges class and needs to be successfully passed before taking the Mealtime Challenges course.

DIDD Certificate is the form of documentation or Transcript if applicable.

Aspiration Overview: An Overview for Administrative and Supervisory Staff (*classroom and competency based*)

This course is a general overview of swallowing disorders, health/safety issues, referral indicators and procedures, agency responsibility, and the role of the speech pathologist.

There is a written skills test at the end of the course.

DIDD Certificate is the form of documentation or approved electronic transcript.

Falls: Causes and Preventive Strategies (*classroom and informational*)

A course strongly recommended for any staff providing physical support to people with physical and developmental challenges. The course is especially applicable to staff supporting persons who have a history of falls. In the past, falls have been the most frequent cause of serious injury in persons supported by the Department of Intellectual and Developmental Disabilities Services. This training is provided to reduce the number of falls by increasing participant's awareness of some of the causes of falls and the associated preventive strategies.

DIDD Certificate is the form of documentation or approved electronic transcript.

TennCare Waiver: Home and Community Based Waivers (*web-based*)

This training will provide an informational overview specific to the history of Home and Community Based waivers, what are waivers and the different types, lawsuits that effect waivers, regulatory entities including protocols as well as who can receive waiver services.

DIDD Certificate is the form of documentation or approved electronic transcript.

The Home Manager Technical Certification Program (15 hour college course offered @Southwest Tennessee Community College)

The Home Manager Technical Certification Program is designed to develop competencies in meeting state and federal requirements by providing appropriate services to adults with disabilities. It is primarily designed for increasing the skills of individuals employed as Home Managers and to provide upward mobility opportunities for direct care staff.

The major areas of study include: history of developmental disabilities, relevant laws, needed and required supports, abilities and characteristics associated with disabilities, tools and techniques for quality of life issues, supervision and motivation of staff, managing stress and solving problems.

SPED 1100 Support Plan Development	3 credit hours
SPED 1200 Issues of Adult Diversity	3 “ “
SPED 1300 Quality of Life Issues	3 “ “
SPED 1400 Frontline Supervisors Management Strategy	3 “ “
SPED 1450 Frontline Supervisors Internship	<u>3</u> “ “
	15 (as of 2013 -West region only)

College Transcript is form of documentation.

Person Centered Individual Support Planning (ISP) Training (classroom and competency based)

This course will cover what should be included in an Individual Support Plan written with person centered language and covering information about what is important to and important for the individual’s safety and well being. Course will be required for Independent Support Coordinators and case managers but is available to other staff possibly. The format proposed may become an electronic form as DIDD moves forward with new technology thus training may look different when there is an electronic application for creating the annual ISP document through Titan.

DIDD Certificate is the form of documentation.

Mealtime Challenges (classroom and competency based)

A one day course designed to teach proper positioning during mealtimes, appropriate food textures, consistencies and temperatures, the mechanics of a swallow, and problem solving around mealtime issues. This course stresses the importance of making the mealtime effective considering challenges may present before, during, and after mealtimes. There is a practical component so the participant can correctly

demonstrate the knowledge and skill acquired during the course. There is also a written skills test at the end of the course.

DIDD Certificate is the form of documentation or approved electronic transcript.

Medication Administration for Unlicensed Personnel (*classroom and competency based training*)

Board Certified trained RN's (registered nurses) offer a 20 hour initial certification class which covers instruction on the body systems, drug classifications, medication orders, general medication abbreviations and symbols, generic instruction on charting and reporting medication errors as well as requiring competency in administering oral, topical, rectal, vaginal and inhalant medications.

DIDD Participant record with attendance and grades signed by a certified trainer is the official documentation.

Overview of Communication Training (*classroom and competency based training*)

Through lecture, video and activities this informative class offers ways in which support staff and others can best promote and support communication efforts throughout a person's day. Alternative non-verbal forms of communication are covered. Instruction is presented by certified clinical staff in each regional office.

DIDD Certificate is the form of documentation or approved electronic transcript

Person Centered Thinking: 2 Days (*classroom and informational*)

This two day class trademarked by The Learning Community for Person Centered Practices, Inc. teaches skills needed to support people by being mindful of what is working and not working; recognizing and sorting "important to" and "important for" and finding the balance between them; defining staff roles and responsibilities with the donut sort tool; matching staff with those using services; learning about, using and recording communication; and using tools like the learning log and the 4 plus one questions to determine level one, two and three change that can be implemented to support people more effectively.

DIDD Certificate is the form of documentation or approved electronic transcript.

Protection from Harm: Incident Reporting and Advanced for Incident Managers (*web-based, classroom and competency based*)

This course provides specific DIDD definitions of abuse, exploitation, and neglect and procedures for identifying and reporting incidents that occur in the community with those supported by contracted providers.

DIDD Basic or Advanced test is the form of documentation or approved electronic transcript.

Supported Employment Overview (*web-based*)

Refer to the Training Requirements for Provider Staff Categories section: Job Coaches. All staff delivering employment supports as part of supported employment services, regardless of job title are required to take these classes.

The participant (Job Coaches and Supported Employment Managers) will become more knowledgeable about their role in coordinating the Division of Rehabilitation Services (DRS) and the DIDD employment processes. Learn about using time in community-based day services so a person has the experiences needed to make an informed decision about 1) whether or not they want to work, and 2) if they do want to work, what type of work they are interested in. This overview addresses what's next when someone wants to work. Learn how to generate ideas that jump start the job development process and how to transition when DRS (Dept. of Rehab Services) terminates their services.

Curricula for Job Coaches

Please refer to the Training Requirements for Provider Staff Categories: [Job Coaches Link](#)

Title VI (*web-based, internal, or external curriculums which are competency based by completion of a course test*)

All DIDD contracted providers must conduct an annual Title VI employee in-service training and document such in the personnel file. All providers must ensure that vendors, subcontractors and other contracted entities are clearly informed of Title VI responsibilities and are required to maintain Title VI compliance. Documentation is based on Federal requirements.

OTHER TRAINING AND STAFF DEVELOPMENT OPPORTUNITIES ARE LISTED, ALONG WITH CONTACT INFORMATION, ON THE DIDD STAFF DEVELOPMENT CALENDAR WHICH IS LOCATED ON THE DIDD WEB-SITE REGIONAL TRAINING TAB OR YOU MAY CONTACT YOUR REGIONAL STAFF DEVELOPMENT COORDINATOR FOR CLASS INFORMATION.

EAST REGION: (423) 787-6757 x 112 OR (865) 588-0508 x 112

MIDDLE REGION: (615) 231-5057 OR (615) 231-5342

WEST REGION: (731) 421-5165 OR (901) 745-7944

WEB-BASED TRAINING

Web-based training offered by Relias Learning (RL) or the College of Direct Support (CDS) are both approved vendors for training provider agency staff in Tennessee. Both have courses identified to meet the federal and state training guidelines and to develop core competencies in agency staff and clinicians. DIDD is currently actively working with Relias Learning. CDS courses need to be verified by DIDD as approved courses. DIDD strives to offer not only a minimum required curriculum, but also a variety of training topics applicable to the field of developmental disabilities, rights and choice, cultural sensitivity, person centered thinking, abuse prevention and more. As Relias Learning Systems continue to develop and revise their course offerings, we will continue to add courses to help Tennessee provider agencies provide the best training possible to their staff as we move toward Counsel on Quality and Leadership (CQL) Accreditation and building basic assurances into our system for supporting persons with intellectual and developmental disabilities in Tennessee. Agencies may utilize web-based training or choose to complete training using the web-based training materials in a classroom setting. The Department's preference is that all agencies conduct all testing in the web-based training portal site so that all training is recorded in the electronic learning management (ELM) system. If web-based testing is prohibitive and an agency elects to conduct testing in a classroom setting, it is essential that test results are manually entered in the ELM for each learner so that the test is captured on the learner's electronic transcript. For courses included in the web-based training program, post test scores are maintained permanently on the employee's electronic transcript. A hard copy of staff electronic transcripts may be placed in the personnel file. The ELM system provides agencies with the means to enter and track classroom training (e.g., CPR, First Aid, Medication Administration for Unlicensed Personnel) with certification documentation and staff test scores.

The Council of Quality and Leadership (CQL)

CQL partners with Relias Learning in offering modules that trains on Personal Outcome Measures and the Basic Assurances. Some of the Relias modules are identified below for the convenience of agencies who are striving to align their systems with the basic assurances and/or seek accreditation.

[CQL Link](#)

- 1) *Application of the Personal Outcome Measures for Children, Youth, and Families with Young Children*
- 2) *Application of the Personal Outcome Measures for Behavioral Health*
- 3) *Overview of the Personal Outcome Measures*
- 4) *Learning about People- Interviewing Techniques*
- 5) *Looking at the Data – Decision-Making around Personal Outcome Measures*
- 6) *The Power of Personal Outcome Measures*
- 7) *Using Personal Outcome Measures in Planning for People*

- 8) *Using Personal Outcome Measure in Evaluation and Planning for Organizations*
- 9) *Addressing Organizational Challenges & Opportunities in Implementing Person-Centered Planning*

Relias Library Summary

Relias Learning offers an open library for self enrollment of the following practical content and providers are encouraged to familiarize themselves with the content and utilize those modules which will build skills in your staff:

Developmental Disability General	DSP Core Curriculum
Employment Support	Behavioral Health Introductory
Compliance/OSHA	Workforce Skills, Supervision and Management
Human Services Workforce Development	Executive Board Leadership
Workforce Skills and Development	

Available Web-Based Training Offered by Relias Learning (RL)

RL is committed to addressing training needs and continues to offer additional training curricula on disability related topics in an effort to build core competencies in staff. Relias also offers some basic computer skills courses of Microsoft products like Word, Power Point, Excel and Outlook in several versions and levels as part of the available course catalog. For DIDD approved web-based training modules in CDS, learners can print a certificate from their personal page if desired. DIDD auditors will accept copies of certificates or an electronic transcript of courses and classes. A partial alphabetical listing of classes follows:

Age-Specific Care (web-based and competency based)

This course is intended to provide you with an overview of developmental milestones and associated common disorders.

RL Employee Transcript or Certificate is form of documentation.

Abuse (*web-based and competency based*)

This course will help you identify reportable types of maltreatment including child abuse, intimate partner violence, and elder abuse. By applying what you learn you will be well-prepared to help others to avoid becoming a victim.

RL Employee Transcript or Certificate is form of documentation.

Autism Overview (*web-based and competency based*)

This course provides a current overview to autism spectrum disorder. Whether you are a professional working with individuals with autism or a family member of a person with autism, this course will help you understand the complexities of the diagnosis and what you can do to contribute to a meaningful life for people living with this disorder (approximately 5 Autism Courses available in the Relias Catalog).

RL Employee Transcript or Certificate is form of documentation.

Basic Introduction to HIV/AIDS (*web-based and competency based*)

This course gives key information on HIV and AIDS viruses. By having a clear understanding of how they are contracted, diagnosed, treated, and prevented, you can keep yourself and those you care for safe – you can also clear up misunderstandings about HIV/AIDS by providing the facts.

RL Employee Transcript or Certificate is form of documentation.

Basic Communication and Conflict Management Skills (*web-based and competency based*)

Communication is an especially important skill for support staff who is often called upon to interact with a wide range of people daily. This course looks at how communication works and identifies the key ingredients of effective communication. Guidelines are introduced on how to better communicate with co-workers, community members, supervisors and the people we support. The course discusses assistive and alternative means of communication and ends with a section on how to manage conflict. (Relias offers a second course on Conflict Management, too)

RL Employee Transcript or Certificate is form of documentation.

Defensive Driving Training (*web-based and competency based*)

Drivers and pedestrians of all ages and geographic regions will benefit from taking this excellent overview of good driving attitudes and behaviors. It is based on the 2010 California Drivers Handbook but on completion you will have obtained the tools needed to become a safer, more defensive driver.

RL Employee Transcript or Certificate is form of documentation

Dental and Oral Health for Individuals with I/DD (*web-based and competency based*)

This course discusses types of oral and dental health problems and the difficulties encountered by individuals with developmental disabilities who have these health needs. It identifies informational, physical and behavior obstacles that may interfere with an individual's ability to obtain help and provides practical guidance on how to overcome these barriers.

RL Employee Transcript or Certificate is form of documentation

Discrimination in the Workplace: What Supervisors Need to Know (*web-based and competency based*)

Federal laws are very specific about ways employers are expected to select, promote, and accommodate employees without discriminating. This course uses synopses of the law, examples, interactive exercises and review questions to teach compliance with anti-discrimination laws. Course is appropriate for employers and supervisors.

RL Employee Transcript or Certificate is form of documentation

Evidence-Based Practices in Supported Employment: Part 2 Supporting Employed Consumers (*web-based and competency based*)

This course covers concrete tips and techniques regarding how to efficiently support a consumer who already has a job. You will learn about the phases of the employment cycle, the role of cultural competence, plus other practical information that will allow you to work more effectively with those that require support. The course has interactive exercises and real life scenarios to assist you to be more confident and capable in your role as an employment specialist/job coach.

RL Employee Transcript or Certificate is form of documentation

Griffin Hammis Creating Community Careers: Introduction to Customized Employment (*web-based and competency based*)

This course is an introduction to the development of customized employment for people with disabilities. Learn the fundamental elements of Customized Employment, including the development of the process, how it differs from other methods of developing employment opportunities and provides a brief overview of the tools and strategies of Customized Employment.

RL Employee transcript or Certificate is form of documentation

Microsoft Office: Excel, Word, Outlook, Power Point, Publisher and Word (*web-based*)

Level 1 courses in 2003, 2007, and 2010 versions of various Microsoft Office applications are available to help staff improve their knowledge and skills of the various applications found in the Microsoft Office suite.

RL Employee transcript or Certificate is form of documentation

College of Direct Support (CDS) web- based trainings can be identified on the CDS/RLMS training crosswalk at <http://www.tn.gov/didd/training/index.shtml>

Please contact DIDD Staff Development for approval for CDS Courses

OTHER TRAINING AND STAFF DEVELOPMENT OPPORTUNITIES ARE LISTED, ALONG WITH CONTACT INFORMATION, ON THE DIDD STAFF DEVELOPMENT CALENDAR WHICH IS LOCATED ON THE DIDD WEB-SITE REGIONAL TRAINING TAB OR YOU MAY CONTACT YOUR REGIONAL STAFF DEVELOPMENT COORDINATOR FOR CLASS INFORMATION.

EAST REGION: (423) 787-6757 x 112 OR (865) 588-0508 x 112

MIDDLE REGION: (615) 231-5057 OR (615) 231-5342

WEST REGION: (731) 421-5165 OR (901) 745-7944

Competency Based

Most Tennessee staff development training opportunities are competency based. This means that the learner has been deemed qualified or capable of demonstrating knowledge or skill in the content taught. There are typically two ways to demonstrate competency: written tests or evaluations and demonstration of the skill being acquired. When using a test or evaluation at least 80% is required to confirm "successful" completion or competency. To verify competency using demonstration of the skill, the qualified instructor observes the learner performing the skill in an approved manner.

Certification

Some staff development courses/training requires certification. To certify someone means to confirm formally as a result of meeting a standard successfully. Certifications and ***re-certifications** are required for CPR, First Aid and Medication Administration for Unlicensed Personnel based on the certifying entity's timeframes.

Required Time Frames

Phase I training is required to be completed within 30 days of the first date an employee is paid for work or training at a provider organization. This is considered the employee's date of hire (DOH) or assignment. For independent clinical providers the 30 days would begin the first day they provide a direct service to an individual, however; this does not preclude them from obtaining training before they initiate provision of services.

Direct Support Professionals cannot work alone until they successfully complete the Phase I training requirements.

Phase II training is required to be completed within 60 days of the first date an employee is paid for work or training. Direct Support Professionals can ***work alone** while completing the Phase II training.

Volunteers

Volunteers are persons who choose to perform a service for or to support a person receiving services. Providers have an obligation to provide appropriate information and skills training to volunteers as necessary to protect the health and safety of the person served and the volunteer. The provider is required to provide volunteers with Information and Training Specific to the Person. Agency policies on volunteers may vary but under no circumstances will a volunteer be left alone with a person served or assigned responsibility to perform the duties of a trained and paid staff. Consent must be obtained from the person served or their legal representative before any personal information is shared.

Students and Interns

A student or intern is someone pursuing a degree in an area of human services or clinical therapies and performing a practicum or internship to gain experience and education in the chosen field as part of an academic program. The provider is required to provide students and interns with *Information and Training Specific to the Person*. The provider must ensure that the student has the necessary information and skills to provide the supports safely and effectively. Students are not to be left alone with a person served nor assigned responsibility to perform the duties of trained and paid direct support staff. Consent must be obtained from the person served or their legal representative before any personal information is shared.

Natural Supports

Natural supports are family members and close (constant, stable, steady, long-lasting, and established) friends of the person using services. A natural support can be someone who is relatively new in the life of the person using services. The intent here is to express that a meaningful friendship exists between the person supported and the individual serving as a natural support regardless of the length of time they have known one another.

Natural supports are not paid by DIDD or by contracted providers. Natural supports are often developed through connections and relationships with other people or organizations in the community such as churches, neighborhoods or clubs. The provider responsible for the person served is required to supply information and skills training as necessary to provide safe and effective natural supports. The information and training may be based on the time they are spending together with the person. Consent must be obtained from the person served or their legal representative in writing before any personal information is shared.

The Tennessee Department of Health Rule 1200-20-12 specifies the criteria that must be met in order for unlicensed personnel to be authorized to administer medications. This rule does not permit a provider agency to utilize unlicensed natural supports or volunteers to administer medications during those hours when the provider agency is responsible for providing services. This is applicable whether or not the unlicensed natural supports or volunteers have received Medication Administration training.

Training Documentation for Volunteers, Students or Natural Supports

Providers must maintain a general personnel file or files containing documentation of training completed for volunteers, students and natural supports. Documentation must include the name of the volunteer, student or natural support, the name of the person or venue providing the training, an explanation of the training that is needed, and a brief description of the training provided, along with the date the training was provided. This documentation can be completed by using the *Personal Training Profile* form or on another provider specific format containing the same elements. For any additional training using the web-based venue the training transcript is

acceptable documentation. Classroom training documentation includes the scored test and/or certificate of completion.

Hospital Attendants

Individuals supported sometimes require hospitalization. When this occurs it might be necessary for a hospital attendant to assist with activities of daily living such as toileting, communicating, dressing etc. This service has to be requested through the DIDD Regional Offices. Hospital attendant services are generally provided through an approved contracted DIDD provider who supplies fully trained direct support professionals.

Title VI of the Civil Rights Act of 1964

DIDD contracted providers must comply with Title VI requirements. DIDD providers must not exclude or deny benefits to or otherwise discriminate against any applicant for services or person served based on race, color, or national origin in the admission to or participation in any of its programs and activities.

All DIDD contracted providers must conduct an annual Title VI employee in-service training and document such in the personnel file. All providers must ensure that vendors, subcontractors and other contracted entities are clearly informed of Title VI responsibilities and are required to maintain Title VI compliance.

To access this training, DIDD contracted providers may utilize web-based, internal or external curriculums which are competency based.

Information and Training Specific to the Person

Prior to working alone with a person supported, individual specific training is required for direct support professionals. Providers are responsible for ensuring that information and training specific to each person is current and accurate. Additional individual specific training is required when a staff person is assigned to a new person or when the person's needs change or ISP is amended resulting in a modification of supports and/or services. The method of instruction includes not only written information, but also interactive instruction and demonstration on how to correctly perform the skill(s) required to support the person.

The ISP is the plan of care for the individual and provides critical information regarding what is important to the person as well as what is important for him or her. What the staff needs to know to support the person is addressed along with what services and supports are needed. Training specific to the person expands on information in the ISP to ensure that the DSP supports the individual appropriately on a day-to-day basis. Information and Training Specific to the Person compliments the ISP.

The focus of this training is specific information about the person served. The trainer shall be thoroughly familiar with the person served to ensure the provision of safe and effective

supports. It is crucial that trainers provide staff with specific information about the person, such as his/her communication style and what makes a good day or a bad day for him or her. In addition, the trainer should make sure that the staff acquires the skills necessary to assist with the person's activities of daily living (ADL). Such skills training may include how to provide person specific services relevant to dining, positioning, toileting and other ADLs as well as how to implement the person's ISP.

Staff must be trained on how to keep the individual safe at all times and across all environments where he or she lives, works, and relaxes. Training must address mobility for emergencies and evacuations due to fires, storms, natural disasters, accidents and acts of terrorism in all settings. Information and Training Specific to the Person shall also include relevant information about the person's overall health status and diagnosed medical conditions. Staff shall be familiar with medical orders and treatment plans. For persons taking medications, staff training shall include an explanation of why the medication is prescribed, a basic description of how the medication works, common side effects to look for, when side effects or reactions are most likely to occur in relation to administration time, and the potential for interaction with other medications. Staff training shall also include information regarding how the person may express symptoms of side effects that are not observable, such as nausea or headache, and be trained to respond appropriately in reporting side effects and addressing emergency situations relevant to behavior. The method of instruction includes written information by interactive instruction and demonstration on how to correctly perform the skills required to support the person. Staff must also be thoroughly trained on a person's behavioral history as documented in the ISP and if applicable, a BSP. This instruction should include information on events or circumstances which may trigger behaviors, preventive measures that may be taken, and what actions or steps are recommended in the event that a behavioral event does occur, for de-escalation and protection of both the individual and staff from harm. For information on required training related to behavior services, see Chapter 12 Behavior Services, particularly Section 12.7 Residential, Day and Personal Assistance Agency Responsibilities in Behavioral Health Interventions.

Personal Training Profile

A DIDD sample format, Personal Training Profile, is listed below, but agencies may document information and training specific to the person in a variety of formats, all of which shall include documentation of when and by whom staff were trained.

Included below are areas that are to be addressed when providing information and training specific to the person. It is recommended the content be easy to read and provides enough information to present a "picture" of the person they are supporting, but not solely duplicate the ISP. **Again, training specific to the person complements the ISP.**

PERSONAL TRAINING PROFILE (Instructional Guide)

Person's Name:

Information and Training Specific to the Person

Employee Name:	Training Date: <i>Post the date for which all training/information was completed.</i> <i>Add additional dates when updates are provided.</i>
<input type="checkbox"/> Annual <input type="checkbox"/> Update: Date Section <input type="checkbox"/> Update: Date Section <i>Use this section to note if this is an annual training or updated information. When it is updated include the section(s) that were updated.</i>	Instructor(s): <i>List the names of instructors that provided the training and information noted in the Personal Training Profile.</i>

I. What you must know about me first? What people admire about me?

Note the critical information that someone should know about me upon their initial encounters. Include the things that people admire about the person or think is great. By providing this information it will facilitate a positive interaction and commonalities between the staff and the person being supported. This might also include non-negotiables in their life that without them could cause a negative response or impact on the person's day

II. How do I communicate? *Not all people supported use words to communicate but virtually everyone can and does communicate. It is imperative that all staff know how the person communicates and "what it means" so that the interaction between the person and the staff is positive and the needs and desires of the person can be understood and provided. People who do not use words to communicate may use facial or body expressions to communicate. In these cases the facial and body expressions need to be clearly identified and described or even shown, if possible. Even those who use words also may use behavior to communicate, if so this needs to be shared. Lack of effective communicating, as we know, can cause distress, negative responses, safety issues, ineffective supports etc. Using the Person Centered Tool, the Communication Chart, is an excellent resource for capturing this information.*

(Narrative) (Communication Chart below)

What is Happening?	What Does do?	What we think it means?	What others should do?

III. Relationships: (Relationship Map tool) *Staff should be aware of those people important to the person they support. This usually includes friends and family. Knowing this information the staff can assist the person to maintain their relationships. Families and conservators are instrumental in the care and support of the person; therefore, knowing the relationship and expectations of these entities is critical. People who are paid to support the person at work, home, or community should be noted also to show how they fit into the person's life. This includes therapist, behavior analyst and any others that support the person. The*

Relationship Map is a good tool to demonstrate and gather those who are important to and for the person.

Family and Friends:

Paid Staff:

Others:

IV: What supports/services do I need to have a Good Day? (Good Day/Bad Day Tool) *This is the area that explains what supports and/or services the person really needs to assist them to have a safe and comfortable life, day to day. It may be health related or may be just things that make their day a good day and are important to and for the person. Many of us, if not all, have rituals, habits or daily activities that we prefer to occur throughout each day that helps us to have a good day. This is the area in which these things would be expanded to include rituals in the mornings, afternoons, night time, weekend vs. workday, celebrations, etc. This is not intended to be the schedule to follow each & every day. All of us have certain routines we like to follow, such as when we eat, or bathe, when we get up or go to bed, etc. However, sometimes routines are interrupted by things we choose or even unexpected things like not feeling well, or having friends over. Using the Person Centered Tools, Good Day/Bad Day and Rituals, is helpful for gathering this information.*

V. Things I really like to do and places I enjoy going?

This includes significant places the person really enjoys going because it is important to him/her and he/she would be distressed if they couldn't go. It is not a "laundry list" of places the person goes to shop, eat or for entertainment; however, places the person "counts on" going or expresses much desire to go should be noted.

VI: What supports do I need for Activities of Daily Living (ADL) and what do they look like for me?

Learning is part of life and learning helps us to be more independent. Staff should be aware of what supports the person needs to complete certain activities of daily living (ADL). Staff need to know when to intervene, and when not to, while a person is participating in an activity. If a person has the skills to perform daily living activities they should be encouraged to do so, but if they need support in part of those daily living activities, staff should be aware of those times they need to intervene without hampering independence. Some individuals have physical conditions that might limit the amount of independence therefore, supports would be needed. A teachable moment is a time at which a person is likely to be particularly disposed to learn something or particularly responsive to being taught or made aware of something, therefore, it is important to the person.

VII. How to keep me safe in the event of a fire or natural disaster?

Each employee is to be trained on the agency's evacuation plan. Each employee should have received training on Fire Safety and safety in all relevant environments. However, in this section it should clearly explain how to support the specific person during the event of a fire or natural disaster across all environments, i.e. day program, job site, home, recreation, traveling etc. Describe what personal verbal and/or physical support is needed to either evacuate or relocate to a safe place within or outside the home.

**Are there implementation or staff instructions that need to be followed?
(Please mark all that apply and provide the date staff was trained)**

Skill Acquisition Documentation: *There will still be a need to document that the staff received the specific skill acquisition training by either a supervisor, clinical professional or any others that are deemed qualified trainers for the specific skill. Include the training date.*

- Speech and Language/Hearing Instructions/equipment Plan
- Mealtime Instructions
- Behavior Support Instructions/plan
- Nutritional Instructions
- Adaptive equipment instructions
- Physical Therapy Instructions
- Occupational Therapy Instructions
- Outcomes/Action Step Instructions
- Other

Signature of Employee:

Signature of Instructor:

Skills Training involves teaching the direct support professional how to perform a specialized intervention, technique, or interaction. This might include: mealtime instructions, positioning instructions, oral hygiene instructions, utilization of adaptive equipment or assistive technology, implementing behavior support plans, etc. Competency for a skill acquisition is determined by the staff correctly demonstrating the skill and verification of competency by the qualified instructor. (see appendix for forms)

Who provides the *Personal Training Profile* information?

The Personal Training Profile is to be developed using information supplied by those individuals that have the expertise in the area being taught and/or by those who are knowledgeable about the person and his/her needs and desires. It is expected the method of instruction be provided in an environment that considers learning styles of the employee as well as a process to determine if the employee is competent in the skill being taught. The method of instruction includes not only the employee receiving written information, but must include instruction and demonstration on how to correctly perform the expected behavior or skill.

Agency Trainers for Continuation of Staff Instructions

Providers (e.g., residential, day, personal assistance) must work with clinicians to designate, at a minimum, one trainer to carry out ongoing training of staff on individual specific staff instructions. If a clinician deems it to be appropriate, he or she can train a designated trainer to train another designated trainer as necessary. Providers (e.g., residential, day, personal assistance) are responsible for monitoring designated trainers as well as staff to assure they are training and carrying out staff instructions appropriately.

Copies of sign-in sheets with a clear description of the training, trainer name, training date, competency date and signature of staff are acceptable proof of training provided. All training on staff instructions must be competency-based. Designated trainer training must also be competency-based. If, at any time, staff suspect the instructions are no longer meeting the needs of the person receiving supports, they shall communicate this to the clinician or, if the person was discharged from the service, request a new referral to a clinician. Staff instructions may not be changed by anyone except a clinician in the appropriate discipline. The COS shall review staff instructions that remain in place after a clinician discharges the person at least annually to assure they continue to meet the person's needs.

Medication Administration for Unlicensed Personnel

The nurse practice act generally prohibits administration of medication by unlicensed individuals. However, in the DIDD service delivery system, the shortage of nurses and other factors led to a statutory exemption (TCA 4-5-202 and 68-1-904) with the intent of allowing unlicensed direct support professionals to administer certain medications to adults after passing the *Medication Administration for Unlicensed Personnel* training course. As a result the Department of Health promulgated rules which established a mechanism of training unlicensed staff to administer medications. The training curriculum was developed by consultants working with DIDD and must be taught in a classroom setting by registered nurses certified on the material by DIDD. Training must include a hands-on skills competency as well as a written test. No unlicensed staff of any level can administer medications until they have completed the certification process. (Reference Provider Manual, Chapter 6 and Memorandum: Medication Administration-TCA 63-7-102 amendment dated June 4, 2008 from DIDD Deputy Commissioner) Agencies must have a copy of current signed participant course record and/or certificate in staff training file. *Agencies are required to verify current certification with the Regional Office Nurse Educator* on all new hires and re-hires who present a signed and dated certificate or medication administration card before allowing them to administer medications.

Documentation of DIDD Staff Development Training

Providers must maintain a training file or training section for each employee which contains documentation to verify that required training has been successfully completed in a timely manner. Courses or modules provided by web-based training will be documented on the

employee's web-based Employee Training Transcripts and hard copies may be placed in the employee's training file or kept electronically. Other classroom courses, workshops, orientations etc. will be noted on the documentation outlined on the training grids and course descriptions. Certification cards and /or certificates should be copied, front and back, and kept till expiration date. The Relias learning management system (RLMS) can be used to record testing, and track certificates electronically and set alerts.

Mentoring and Skills Standard Guide and Tool

The expectation of using the Skill Standards is to complement the process of mentoring. The intent of the Skill Standards tool is to guide the mentor, during observation and discussion, to ensure the DSP can apply what they learned from web-based training completed on CDS or Relias.

Each required web-based training module or course has an expected Skill Standard. Along with the Skill Standard are questions to be used as prompts for guiding the mentor/supervisor when observing and/or spending time with the Direct Support Professional. Some skills are noticeably observed but other skills may need to be addressed through the use of direct, open ended questions as well as the presentation of scenarios.

The Mentor and Skill Standard Guide and Tool are in the College of Direct Support Administrator's Packet, the Relias Learning Administrator's packet, and on the DIDD website and within the Appendices of the Staff Development Plan.

http://www.tn.gov/DIDD/provider_agencies/CDS/MentorAndSkillStandardGuide.pdf

Glossary of Terms

Annotation – A critical or explanatory note.

Annual Review – to familiarize or look at or train on something again, once a calendar year.

College of Direct Support (CDS) – A nationally recognized web-based training site for Direct Support Professionals and others who work in the field, which the Tennessee Department of Intellectual and Developmental Disabilities recognizes as a web training provider.

Essential Learning/Relias (RL) – A nationally recognized web-based training site for training those who work in the fields of healthcare and developmental disabilities, which the Tennessee Department of Intellectual and Developmental Disabilities recognizes as a web training provider.

Hire Date/Start Date – Hire date refers to the first day the employee is paid to either work or attend training. For clinicians it refers to the first day clinical services are provided.

In-service training - is education for employees to help them develop their skills in a specific discipline or occupation. In-service training takes place *after* an individual begins work responsibilities. It is not competency based.

ISP – Independent Support Plan is a comprehensive document giving demographic, relational, and personal information about a person receiving services.

Orientation - a meeting or series of events at which introductory information or training is provided to somebody embarking on something new, such as a course of study. Orientation is not competency based.

Personal Training Profile – a sample format supplemental to the ISP which may be used to summarize a person's important information and to document the individual specific training needed to best support the individual.

Phase I Training – Training that is required to be successfully completed within 30 calendar days of hire date, also referred to as pre-service training.

Phase II Training – Training that is required to be successfully completed within 60 calendar days of hire date, also referred to as Core training.

Proficiency - Having or showing knowledge, ability, skill as in a profession or field of study; an expert

Recertification – To re-qualify for and renew the certification

Refresher Training – Instruction that serves to reacquaint one with material previously studied or to bring one's knowledge or skills up to date.

Relias Learning – A nationally recognized web-based training site for training those who work in the fields of healthcare and developmental disabilities, which the Tennessee Department of Intellectual and Developmental Disabilities recognizes as a web training provider.

Sub-Contract – is a secondary contract or agreement. An initial approved DIDD provider contracts with another company or person to complete job duties for all or part of a service they were originally contracted to do.

Train the Trainer – When a qualified or competent instructor trains another less qualified or competent person on a skill, subject or instructions and ultimately trains them to be qualified or competent in the subject, skill or instruction so they can train others on said subject or skill.

Working Alone – Working in the Direct Support Professional role and accountable to a person served(s) performing the duties expected to be performed for the person served(s) and only after successfully completing the DIDD Phase I required training.

Appendices

- 1: *Personal Training Profile (Blank)***
- 2: *Personal Training Profile -- Instructions***
- 3: *Personal Training Profile (Sample filled in for Jimi)***
- 4: *Mentor and Skill Standard Guide and Tool***
- 5: *Independent Support Coordinator/Case Manager training check sheet***
- 6: *Link to Training Requirements for Provider Staff Categories 2014***

Appendix 1: PERSONAL TRAINING PROFILE

Person's Name:

Information and Training Specific to the Person	
Employee Name:	Training Date:
<input type="checkbox"/> Annual <input type="checkbox"/> Update Section <input type="checkbox"/> Update Section	Instructor(s):

I. What you must know about me first? What people admire about me?

II. How do I communicate?

<i>What is Happening?</i>	<i>What Does do?</i>	<i>What we think it means?</i>	<i>What others should do</i>

III. Relationships: (Relationship Map tool)

Family and Friends:	Paid Staff:	Others:

IV: What supports/services do I need to have a Good Day? (Good Day/Bad Day Tool)

V. Things I really like to do and places I enjoy going?

VI: What supports do I need for Activities of Daily Living and what do they look like for me?

VII: How to Keep me safe in the event of a fire or natural disaster?

I have implementation or staff instructions that I need to follow?
 (Please mark all that apply and provide the date the instructions were trained)

Speech and Language/Hearing Instructions/equipment Plan

Mealtime Instructions

Behavior Support Instructions/plan

Nutritional Instructions

Adaptive equipment instructions

Physical Therapy Instructions

Occupational Therapy Instructions

Other

Signature of Employee:

Signature of Instructor:

Appendix 2: PERSONAL TRAINING PROFILE -- INSTRUCTIONS

Person's Name:

Information and Training Specific to the Person	
Employee Name:	Training Date: <i>Post the date for which all training/information was completed.</i> <i>Add additional dates when updates are provided.</i>
<input type="checkbox"/> Annual <input type="checkbox"/> Update Section <input type="checkbox"/> Update Section <i>Use this section to note if this is an annual training or updated information. When it is updated include the section(s) that were updated.</i>	Instructor(s): <i>List the names of instructors that provided the training and information noted in the Personal Training Profile.</i>

I. What you must know about me first? What people admire about me?

Note the critical information that someone should know about me upon their initial encounters. Include the things that people admire about the person or think is great. By providing this information it will facilitate a positive interaction and commonalities between the staff and the person being supported. This might also include non-negotiables in their life that without them could cause a negative response or impact on the person's day

II. How do I communicate? *Not all people supported use words to communicate but virtually everyone can and does communicate. It is imperative that all staff know how the person communicates and what it means so that the interaction between the person and the staff is positive and the needs and desires of the person can be understood and provided. People who do not use words to communicate may use facial or body expressions to communicate. In these cases the facial and body expressions need to be clearly identified and described or even shown, if possible. Even those who use words also use behavior to communicate which needs to be shared. Lack of effective communicating, as we know, can cause distress, negative responses, safety issues, ineffective supports etc. Using the Person Centered Tool, the Communication Chart, is an excellent resource for capturing this information.*

(Narrative) (Communication Chart below)

What is Happening?	What Does do?	What we think it means?	What others should do?

III. Relationships: (Relationship Map tool) *Staff should be aware of those people important to the person they support. This usually includes friends and family. Knowing this information the staff can assist the person to maintain their relationships. Families and conservators are instrumental in the care and support of the person to include their needs and desires; therefore, knowing the relationship and expectations of these entities is critical. People who are paid to support the person at work, home, or community should be noted also to show how they fit into the person's life. This includes therapist, behavior analyst and any others that support the person. The Relationship Map is a good tool to demonstrate and gather those who*

are important to and for the person.

Family and Friends:

Paid Staff:

Others:

IV: What supports/services do I need to have a Good Day? (Good Day/Bad Day Tool) *This is the area that explains what the supports and/or services the person really needs to assist them in have a safe and comfortable life, day to day. It may be health related or may be just things that make their day a good day and are important to and for the person. Many of us, if not all, have rituals, habits or daily activities that we prefer to occur throughout each day that helps us have a good day. This is the area for which these things would be expanded to include rituals in the mornings, afternoons, night time, weekend vs. weekday, celebrations, etc. This is not intended to be the schedule to follow each and every day. All of us have certain routines we like to follow, such as when we eat, when we bath, what time we get up or go to bed, etc. However, like us, sometimes our routines are interrupted by things we choose or unexpected things like not feeling well, or having friends over. Using the Person Centered Tools Good Day/Bad Day and Rituals is helpful for gathering this information.*

V. Things I really like to do and places I enjoy going?

This includes significant places the person really enjoys going because it is important to them and they would be distressed if they couldn't go. It is not a "laundry list" of places the person goes to shop, eat or for entertainment; however, places the person "counts on" going or expresses much desire to go should be noted.

VI: What supports do I need for Activities of Daily Living and what do they look like for me?

Learning is part of life and learning helps us to be more independent. Staff should be aware of what supports the person needs to complete certain activities of daily living (ADL). Staff need to know when to intervene and when not to, when a person is participating in an activity. If a person has the skills to perform daily living activities they should be encouraged to do so, but if they need support in part of those daily living activities then they should be aware of those times they need to intervene without hampering independence. Some individuals have physical conditions that might limit the amount of independence therefore, supports would be needed. A teachable moment is a time at which a person is likely to be particularly disposed to learn something or particularly responsive to being taught or made aware of something, therefore, it is important to the person.

VII. How to Keep me safe in the event of a fire or natural disaster?

Each employee should be trained on the agency's evacuation plan. Each employee should have received training on Fire Safety and Safety in the Home or Community. However, in this section it should clearly explain how to support the specific person during the event of a fire or natural disaster. Describe what personal verbal and/or physical support(s) needed to either evacuate or relocate to a safe place within the home, work site, or other often visited site.

Do I have implementation or staff instructions that I need to follow?

(Please mark all that apply and provide the date the instructions were trained)

Skill Acquisition Documentation: *There will still be a need to document that the staff received either a supervisor, clinical professional or any others that are deemed trainers for the specific training date.*

- Speech and Language/Hearing Instructions/equipment Plan
- Mealtime Instructions
- Behavior Support Instructions/plan
- Nutritional Instructions
- Adaptive equipment instructions
- Physical Therapy Instructions
- Occupational Therapy Instructions
- Other

Signature of Employee:

Signature of Instructor:

Appendix 3: PERSONAL TRAINING PROFILE (SAMPLE)

Person's Name: Jimi

Information and Training Specific to the Person	
Employee Name: Susie Q	Training Date: 9/1/13
<input checked="" type="checkbox"/> Annual <input type="checkbox"/> Update Section <input type="checkbox"/> Update Section	Instructor(s): Carla Mayes

I. What you must know about me first? What people admire about me?

Working at my job, helping out around the house, talking or visiting with my family, going to church, being with friends and on the go doing things that I enjoy and are important to me. I have a little trouble talking but can make my needs known by showing you or pointing. I do get agitated when you don't understand me so be patient.

II. How do I communicate?

Jimi has been diagnosed with having congenital abnormalities of his vocal cords which has resulted in him being unable to speak. This has also caused some problems with choking and aspiration. Jimi uses some sign language, grunts, gestures, and head nods to communicate with others.

<i>What is Happening?</i>	<i>What Does Jimi do?</i>	<i>What we think it means?</i>	<i>What others should do</i>
Anytime we ask a closed ended question.	Shakes his head yes or no.	Jimi understood what we are asking and is letting us know his choice.	Honor Jimi's decision/choice
Jimi is in pain	He points to an area on his body.	He is telling us where on his body he is hurting.	Ask Jimi closed ended questions (Does your stomach hurt?) Assist him in accessing appropriate treatment

III. Relationships: (Relationship Map tool)

Family and Friends:	Paid Staff:	Others:
Mom, Dad and Sister who live in Bucksport, TN. I need to be supported to visit my family on visits every 3 months. I need support to maintain contact via phone, letters, and other means of communication. They are extremely important to me. Friends at work – I enjoy. They are Tommy, John and Sarah. I like to	Jimi receives Speech and language services to help increase his communication skills and address issues with aspiration. The SLH therapists meets with Jimi 3 times a week to assist him with learning more sign language and improving the present sign language skills he has.	I don't know my neighbors name but I like to visit with them.

eat lunch with them.

Jimi cannot read or write so he needs assistance when sending cards/letters to his family or anytime reading and writing are involved. He can sign his name but give him time to finish it and hold the paper steady as he shakes.

IV: What supports/services do I need to have a Good Day? (Good Day/Bad Day Tool)

Jimi is diagnosed with Autism. Sometimes he has problems with extreme changes in mood and physically aggressive behavior. Current supports, in combination! Behavior support plan was trained on 8/28/12 by the BA. Jimi gets mad when he is rushed or demanded upon. Always ASK Jimi if he needs help or if he will help. Jimi wants to be respected and by doing this it shows you respect him. Praise Jimi for encouragement and recognition.

Jimi gets up several times during the course of the night. He needs support in choosing healthy midnight snacks to munch on. As needed, remind him to not disturb his roommates who are still sleeping. Jimi's job is very important therefore staff is to support him to sustain his job.

Jimi has a behavior support plan that must be followed closely. Honor Jimi's privacy but check on him periodically. Make sure support is readily available to him at all times so as to ensure his health and safety.

Jimi has 24 hour support in the supportive living home. Jimi really likes to be supported by people who are being on the go, sports enthusiast, friendly and respectful.

V: Things I really like to do and places I enjoy going?

Working at his job, helping out around the house, talking or visiting with his family, going to church, being with friends and on the go doing things that he enjoys and are important to him.

On Weekends/Evening this means:

Going to the Movie Theater

Going for walks, Playing basketball, Arcade to play video games, Shopping for household needs – he likes to choose what to buy and to put things in the cart!

Going to ballgames, and Fishing

★Spiritual Life -Going to church -He especially enjoys the fellowship and music -He loves clapping his hands to the music -Participating in church sponsored activities

★Sports -Wrestling, Basketball, Racing, going to ball games, tossing a football around, going fishing

★Listening to music -He loves soaking up the country music sounds on the radio

★Watching TV -Favorites are racing, sports shows, wrestling and cartoons

Jimi also likes to hang out with his roommate. They get along very well and have common interest

VI: What supports do I need for Activities of Daily Living and what do they look like for me?

Jimi prefers to shower in the morning after breakfast. He needs a few reminders and support to get through his morning routine. Offer help with turning on the water and adjusting the temperature. Assist with shaving and nail clipping as these are skills Jimi hasn't been able to master.

Jimi takes pride in doing his own laundry. He needs some help with sorting and measuring the detergent. Jimi likes to cook and can use the microwave with help in choosing the temperature and cooking time.

VII: How to Keep me safe in the event of a fire or natural disaster?

Jimi does respond to a fire alarm. He will respond to verbal instructions regarding what to do, however, once at the point of exiting the house, or area, he needs physical assistance due to being unsteady when moving over rougher ground. Staff is to assist him by gently holding him by the arm and guiding him to the designated meeting point outside. Let him know everything is ok or he will get scared and panic - becoming agitated. In the event of a tornado, guide Jimi to a safe place while calmly explaining the reason.

**I have implementation or staff instructions that I need to follow?
(Please mark all that apply and provide the date the instructions were trained)**

- Speech and Language/Hearing Instructions/equipment Plan 9/1/12
- Mealtime Instructions 9/1/12
- Behavior Support Instructions/plan 08/28/12
- Nutritional Instructions
- Adaptive equipment instructions
- Physical Therapy Instructions
- Occupational Therapy Instructions
- Other

Signature of Employee:
Signature of Instructor:

End of Sample: Personal Training Profile

Appendix 4: Mentor and Skill Standard Guide Tool
(35 pages found on the DIDD Website as a PDF file)

http://www.tn.gov/DIDD/provider_agencies/CDS/MentorAndSkillStandardGuide.pdf

Mentor Guide for DSPs/Skill Standard Guide August 2008

Direct Support Professional Mentor and Skill Standards Guide

Table of Contents

Section One

- Introduction 2
- Role of Mentors 4
- Training Specific to the Needs of the Individual 7
- Skill Standard Question Guide for Mentors/Supervisors 9

Section Two

- Blank Skill Standard Tool



State of Tennessee
Division of Mental Retardation Services

2008

Appendix 5:
Independent Support Coordinator/Case Manager Training Verification

For

_____ (ISC or Case Manager PRINTED Name)

It is the responsibility of the ISC/CM to have the trainer complete and sign this form noting each topic or module attended. When all topics/modules are completed a certification date will be issued by the last trainer providing the final topic/module. This completed document is to be filed in the ISC/CM training file along with a certification issued by TN Dept of Intellectual and Developmental Disabilities.

Topic/Module Name	Date Completed	Trainer (PRINT)	Trainer Signature Completion Verified by:
TNDIDD Protection from Harm			
People with Disabilities Building Relationships & Community Memberships			
Title VI, HIPPA & Standard Precautions (annual requirement)			
Person Centered Thinking (2 days)			
Person Centered Individual Support Planning Training (includes Outcomes & Action Steps component)			
Appeals Process			
TNDIDD Assessments (web-based)			
TNDIDD Waivers (web-based)			

TN Department of Intellectual and Developmental Disabilities verifies that all training topics have been provided and reflects a completion date of _____.

(Date)

Completion verified by _____.

(DIDD Trainer)

For required training by job duties for all staff refer to:

DIDD Training Requirements for Provider Staff Categories –

<http://www.tn.gov/didd/training/index.shtml>