

Arizona Direct Care Worker Competencies (Knowledge and Skills)

Developmental Disabilities (Level 2) 2010

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Topics

- A. Working with People 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. Incident Reporting
- H. Positive Behavior Supports

Skills

Skills are to be described and demonstrated (simulation), including these ancillary skills:

- Communication skills, such as person-first language
 - Promoting independence and self-determination / choice
 - Enhancing dignity and respect
 - Avoiding confrontations
1. Redirecting and/or avoiding a power struggle
 2. Assistance with dressing
 3. Assistance with meals
 - a. Total assistance (feeding)
 - b. Prompting, hand-over-hand assistance
 4. Assistance with brushing teeth
 5. Application and use of gait belt
 6. Assistance with ambulation (with/without assistive devices)
 7. Techniques for positioning a person in bed
 8. Techniques for positioning a person in a chair / wheelchair
 9. Transferring out of bed
 10. Transfer in and out of a wheelchair (with/without assistive devices)
 11. Assistance with self-administration of medications

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A. Working with People with Developmental Disabilities

1. Identify important rights of people with developmental disabilities.
2. Give examples of Person-First Language.
3. Identify ways to build a positive relationship with the person you work for.
4. Explain the meaning of “self determination.”
5. Give examples of self determination.
6. Describe how to maintain a professional relationship with the person you work for.

B. Knowledge of Disabilities

1. Identify what “developmental disability” means.
2. Identify four conditions to qualify for services from the Division of Developmental Disabilities.
3. Identify affects of Cerebral Palsy.
4. Identify affects of Cognitive Disability.
5. Identify affects of Autism.
6. Identify affects of Epilepsy.
7. Name factors that contribute to seizure activity.
8. Explain how to recognize when a person is having seizure activity.
9. Give examples of what to do when a person is having seizure activity.
10. Give examples of what not to do when a person is having a seizure.
11. Identify when to call 911 when a person is having a seizure.
12. Describe how to document and report seizure activity.
13. Examples of ways to support a person after seizure activity.
14. Identify how “sensory integration challenges” may affect a person.

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C. Abuse and Neglect

1. Identify physical signs and symptoms of suspected abuse and/or neglect.
2. Identify behavioral signs and symptoms of suspected abuse and/or neglect.
3. Identify environmental signs that may be related to suspected abuse and/or neglect.
4. Identify what information is necessary for reporting suspected abuse and neglect.
5. Explain what you need to do if you suspect abuse or neglect.

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

1. Identify documentation and reporting requirements for the Division of Developmental Disabilities.
2. List activities that are restricted by the Division of Developmental Disabilities for Direct Care Workers.
3. Explain why notification is critical when you are unable to report to work as scheduled.
4. Identify to whom notification is required when you are unable to report to work as scheduled.
5. Identify how soon that notification should occur when you are unable to report to work as scheduled.
6. Identify responsibilities of the Attendant Care Worker/Direct Care Worker (DCW).

E. Support Plans

1. Explain the purpose of the Individual Support Plan (ISP) or other planning documents.
2. Identify two ways a DCW is involved in the team approach in plan development.
3. Name three parts of the planning documents that help inform the DCW about the person receiving support.
4. Identify ways to determine the level of assistance a person needs with daily living skills.

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F. Daily Living

1. Give examples of techniques that can be used to promote independence and respect a person's preferences (for example, at mealtimes).
2. Identify resources to identify an individual's mealtime needs.
3. Identify characteristics of people at risk for choking.
4. Identify choking prevention measures a DCW can use during and after mealtime.
5. Give examples of techniques that can be used to preserve dignity and privacy while providing personal care.
6. List risk factors for skin breakdown.
7. Explain the importance of repositioning and list techniques for preventing skin damage and pressure ulcers.
8. Identify and describe common assistive devices, including gait belt, walkers and wheelchairs.
9. Explain the importance of proper transfer skills and the safe use of assistive devices.
10. Identify issues related to providing assistance with bathing and toileting.
11. Describe and role-play (simulate) techniques for positioning and transferring a person.
 - a. Use of gait belt
 - b. Assistance with ambulation (with/without assistive devices)
 - c. Techniques for positioning a person in bed
 - d. Techniques for positioning a person in a wheelchair
 - e. Transfer in and out of a wheelchair (with or without assistive devices)
 - f. Transfer out of bed
12. Identify the responsibility of the DCW regarding assistance with self-administration of medications.
13. Describe the DCW's documentation requirements for medication self-administration.
14. Describe and role-play (simulate) assistance with personal care.
 - a. Assistance with dressing

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- b. Assistance with meals.
 - i. Total assistance (feeding)
 - ii. Prompting, hand-over-hand assistance
- c. Assistance with brushing teeth

G. Incident Reporting

1. Give examples of incidents that need to be reported.
2. Identify the steps a DCW must take when an incident occurs.
3. Identify who needs to be notified about an incident.
4. Identify time frames for reporting incidents.
5. Identify essential information to be documented in an incident report.

H. Positive Behavior Support

1. Identify reasons why behaviors may occur.
2. Identify ways for the DCW to get to know the person he/she works with and what works for the person to support success.
3. Identify what things a DCW can do to support positive behavior and avoid problems.
4. Identify what things a DCW can do when a conflict arises.
5. Describe and role-play redirection and/or avoiding a power struggle.