

STAFF ORIENTATION TRAINING PLAN - GENERAL

Staff name: Soua Vang

Date of hire: 9/20/2021

Date of background study submission:

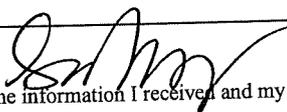
Date of background study clearance:

Date of first supervised contact: 9/20/2021

Date of first unsupervised contact: 11/17/2021

Orientation training: Within 60 calendar days of hire, the license holder must provide and ensure completion of orientation sufficient to create staff competency for direct support staff that combines supervised on-the-job training with review and instruction in the following areas. *Maltreatment reporting requirements must be completed within 72 hours of first providing direct contact services with persons served by the company.

Orientation to program requirement topics	Date of completion	Date and type of competency	Length of training	Name of trainer and company, if applicable
Job description and how to complete specific job functions	9/20/21 10/16/2021	online training & competency quiz	.25 hours	LMS
Current 245D policies and procedures including location and access and staff responsibilities related to implementation	9/29/2021	in person instruction/review	3 hours	Courtney Kelly, PS
Data privacy: MN Government Data Practices Act and HIPAA and staff responsibilities related to complying with data privacy practices	9/22/2021	online training & competency quiz	1 hour	LMS/ STAR
Service recipient rights and staff responsibilities related to ensuring the exercise and protection of those rights	9/22/2021	online training & competency quiz	1.5 hours	LMS/ STAR
Vulnerable adult maltreatment reporting: *See attached Training Index for VAA maltreatment training topics.	9/20/2021	online training & competency quiz	1.25 hours	LMS/ STAR Courtney Kelly, PS
Maltreatment of minors reporting: *See attached Training Index for MOMA maltreatment training topics.	9/20/2021	online training & competency quiz	1 hour	LMS/ STAR Courtney Kelly, PS
Principles of person-centered service planning and delivery and how they apply to direct support provided by staff (also part of PSR Core Training)	9/23/2021	online training & competency quiz	included in 8 hour PSR	LMS/ STAR
Sexual violence: strategies to minimize the risk of sexual violence, including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities	9/22/2021	online training & competency quiz	.5 hours	LMS/ STAR
First aid (can be certification or basic training)	10/19/2021	in person & skills test	included in CPR	Health Counseling Services
Emergency use of manual restraint (EUMR), prohibited procedures, and Positive Support Rule 8 hour core training. *See attached Training Index for all topics included for this training.	9/23/2021	online training & competency quiz	8 hours	LMS/ STAR
Positive Support Rule: 4 hour function-specific training (if applicable). *See attached Training Index for function-specific training topics.				
Positive Support Rule: 2 hour function-specific training (if applicable). *See attached Training Index for function-specific training topics.				
Universal Precautions/Bloodborne Pathogens	9/22/2021	online training & competency quiz	.75 hours	LMS/ STAR
Fraud Prevention	9/22/2021	online training & competency quiz	.75 hours	LMS/ STAR
Other topics as determined necessary according to the person's Coordinated Service and Support Plan or identified by the company (this may include CPR): Topic:	CPR 10/19/2021 ----- Med Admin 10/26/2021	in person & skills/knowledge test	5.5 hours ----- 7 hours	Health Counseling Services

Staff signature: 

Date: 11/18/21

*I understand the information I received and my responsibilities for their implementation in the care of persons supported by this program.

TRAINING INDEX

Vulnerable Adult Maltreatment Reporting Training

- Vulnerable Adult Act statute and definitions: 626.557 and 626.5572
- 245A.65: Company requirements and PAPP (if applicable)
- Company VAA maltreatment reporting policy
- Staff responsibilities related to protecting persons from maltreatment and reporting maltreatment

Maltreatment of Minors Maltreatment Reporting Training

- MOMA statute: 626.556
- 245A.66: Company requirements and PAPP (if applicable)
- Company MOMA maltreatment reporting policy
- Staff responsibilities related to protecting persons from maltreatment and reporting maltreatment

Positive Support Rule Core Training, 245D Emergency Use of Manual Restraint, and Prohibited Procedure Training Topics (8 hours)

Audience: Staff responsible to develop, implement, monitor, supervise, or evaluate positive support strategies, PSTPs, or EUMRs

- De-escalation techniques/methods and their value.
- Alternatives to manual restraint procedures including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others.
- Simulated experiences of administering and receiving manual restraint procedures allowed by the company on an emergency basis.
- The safe and correct use of emergency manual restraint according to MN Statutes, section 245D.061.
- What constitutes the use of restraint, including chemical restraint, time out, and seclusion.
- How to properly identify thresholds for implementing and ceasing restrictive procedures.
- How to recognize, monitor, and respond to the person's physical signs of distress including positional asphyxia.
- The physiological and psychological impact on the person and the staff when restrictive procedures are used.
- The communicative intent of behaviors.
- Relationship building and how to avoid power struggles.
- Principles of person-centered service planning and delivery and how they apply to direct support provided by staff.
- Staff responsibilities related to prohibited procedures under MN Statutes, section 245D.06, subdivision 5; why the procedures are not effective for reducing or eliminating symptoms or interfering behavior; and why the procedures are not safe.
- Staff responsibilities related to restricted and permitted actions and procedures under MN Statutes, section 245D.06, subdivisions 6 and 7.
- Principles of positive support strategies (such as positive behavior support) and actual positive support strategies.
- The relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior.
- Situations in which staff must contact 911 in response to an imminent risk of harm to the person or others.
- The procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan (PSTP).
- The procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person.
- Understanding of the person as a unique individual and how to implement treatment plans and responsibilities assigned to the company.
- Cultural competence.
- Personal staff accountability and staff self-care after emergencies.

Positive Support Rule Function-Specific Training (4 hours)

Audience: Staff who develop positive support strategies and license holders, executives, managers, and owners in non-clinical roles

- Functional behavior assessment.
- How to apply person-centered planning.
- How to design and use data systems to measure effectiveness of care.
- Supervision, including how to train, coach, and evaluate staff and encourage effective communication with the person and the person's support team.

Positive Support Rule Function-Specific Training (2 hours)

Audience: License holders, executives, managers, and owners in non-clinical roles

- How to include staff in organizational decisions.
- Management of the organization based upon person-centered thinking and practices and how to address person-centered thinking and practices in the organization.
- Evaluation of organizational training as it applies to the measurement of behavior change and improved outcomes for persons receiving services.



Where People with Disabilities Connect with the Community and the World

Title: Direct Support Professional

Supervisor: Lead Direct Support Professional/ Program Supervisor

FLSA Status: Non-exempt

Position Purpose: Provide direct, person-centered support and services to individuals with developmental and intellectual disabilities. Work effectively as a team member to ensure that the individual's preferences and full potential are met. Ensure a safe clean and interesting environment.

Essential Functions noted below (*)

Job Responsibilities:

Service Delivery

- Work effectively as a team member to ensure that the individual's preferences and full potential are met.
- Provide person-centered support to individuals that promote positive experiences and growth.
- Provide proactive support, redirection, and positive programming.
- Ensure the use of the least restrictive interventions necessary to support achievement of outcomes and personal goals.
- Engage with and encourage active participation in the community, as well as with chosen PAI activities.
- Consistently use positive approaches that empower personal coping techniques and promote effective self-regulation.
- Provide on-site support, instruction, and supervision to PAI worker at a community-based job.
- Collaborate with the PAI worker's employer and co-workers to effectively determine successful on-the-job strategies.
- Implement employment supports which promote the PAI worker's independence on-the-job and inclusion within their workplace.
- Transport PAI workers to and from their community job as needed using a PAI vehicle or own vehicle (mileage reimbursed).
- Identify needed workplace accommodations and discuss with PAI staff and employer to determine solutions.
- Assist the PAI worker as needed with employment documents and processes.
- Design on-site worker supervision fading via natural support planning as appropriate.
- Communicate regularly with the PAI Employment Specialist and other PAI staff about the PAI worker's performance at their community job.

- Implement therapy programs.
- Present new ideas for creative service options.
- Follow daily schedule focused on individual outcomes.
- Provide input and help develop community connections and social relationships.
- Follow up on requests made by team members.
- Uphold all protection and service-related rights, including respecting and maintaining individual privacy.
- Identify potential individual-related problems and take corrective action.
- Demonstrate professional written and verbal communication.
- Support and encourage the individual's independent living skills, such as maintaining their appearance, health care needs, age-appropriate social skills, etc.
- Promptly document related service information as assigned (e.g. outcome data, phone log, applied behavioral assessment data, etc.)
- Follow Funds Management and Safekeeping Policy when accessing monies or property.

Job Related Proficiencies

- Demonstrate competency in appropriate safety and emergency policies.
- Adhere to recommended transfer/lifting procedures and body mechanics.
- Utilize adaptive equipment in an effective and safe manner.
- Follow PAI medication passing policies and protocols.
- Read, sign and follow CSSPA and other plans.
- Read, sign and follow CSSP/ISP.
- Contribute ideas in meetings.
- Follow equipment procedures/guidelines.
- Follow PAI procedures for reporting any accidents or incidents.
- Demonstrate strong advocacy skills and promote a positive reputation of individuals served.

Key Competencies

- Successfully work as part of a team.
- Demonstrate effective time-management, organization, and task prioritization skills.
- Receptive to learning and applying new skills, techniques and approaches.
- Demonstrate flexibility, anticipate and respond effectively to change.
- Communicate effectively using person-centered, respectful language.
- Demonstrate an understanding of the communicative and functional purposes of behaviors and respond appropriately without direction.

General

- Demonstrate professional behavior and demeanor while adhering to all PAI values, policies and procedures, and the employee handbook.
- Follow the designated work schedule and report to work on time.
- Accurately complete all assigned paperwork within the designated time frame.
- Meet requirements/conditions to drive a company or personal vehicle as assigned.

- Willingly assume additional responsibilities as requested, e.g., driving, bus attendant, job coach.
- Support supervisor's role.
- Consistently execute supervisor's programming recommendations.
- Independently take initiative to complete additional duties.
- Work as a team member to ensure all individual responsibilities and building responsibilities are completed as needed.
- Participate in training on autism service delivery skills, training curricula, job coaching, etc. as requested.
- Adhere to PAI Medication Administration policy and participate in training as requested.
- Demonstrate flexibility and anticipate and respond effectively to change.
- Maintain a positive, professional demeanor under stress.
- Document in-service training and submit when requested.
- Follow data privacy laws and procedures.
- Meet the following physical requirements of the position:

Perform heavy lifting (between 50-80 lbs.)	18-25% of the time
Perform light lifting (less than 50 lbs., usually around 5 lbs.)	18-25% of the time
Push/Pull individuals weighing 100-150 lbs. in wheelchairs	12-16% of the time
Stand to assist individuals	18-22% of the time
Perform other duties such as sitting, occasional movement	25% of the time
See, hear, and respond to individuals as described in the CSSP and CSSPA	100% of the time

Note: Reaching and squatting are involved throughout each and every day. The above physical requirements are averages. Actual physical activity may vary from day to day.

Qualifications and Conditions of Employment Required:

1. Pass DHS background study and maintain clearance to provide direct contact services without continuous supervision.
2. High school degree or G.E.D. and be 18 years of age or older.
3. Demonstrate effective oral and written communication skills.
4. Requirements to drive a personal vehicle: reliable transportation for work driving purposes, valid driver's license, and proof of valid car insurance.
5. Requirements to drive a PAI vehicle: willing to drive, demonstrate driving proficiency for assigned vehicle, valid driver's license, meet insurance criteria for driving history, permit driving record checks as needed, and 21+ years of age.

Desired:

1. At least one year of experience supporting individuals with intellectual disabilities and/or autism spectrum disorders, preferably in a 245D licensed service (DTH, residential service, in-home respite service, etc.).
2. Familiarity with applied behavior analysis, positive supports, and behavior management techniques.
3. Interest in autism service delivery.

The above description covers the principal duties and responsibilities of the position. It is not a guarantee of employment, and in no way alters the at-will employment relationship between PAI and the employee. This job description shall not be construed as a complete listing of all miscellaneous, incidental or similar duties which

