**Section 395.320 Direct Support Person Training Program**

The Direct Support Person Training Program shall include the following values, themes and principles, which are considered to be current best practice by the developmental disabilities service system leaders in the field: abuse and neglect issues; active treatment; advocacy; choice/preference; communication/active listening; confidentiality; documentation; involvement/participation; age-appropriate outcomes; people-first language; quality assurance; respect/dignity; rights/responsibilities; self-advocacy/empowerment; client satisfaction; and appreciation for diversity. At a minimum, the curriculum shall also include the following:

a) Orientation:

1) Functions of developmental disabilities programs, or other living or service programs, licensed or certified by the Department or by the Department of Human Services for individuals with developmental disabilities who require DSPs;

2) The health care professions and support services for individuals with developmental disabilities and community social service agencies;

3) Philosophy of community inclusion;

4) Role of the interdisciplinary team; and

5) Job duties and responsibilities of the Direct Support Person.

b) Introduction to the Clients:

1) Types and styles of communicating with people;

2) Communication and interpersonal relationships;

3) Psychosocial needs;

4) The growth and development process;

5) Characteristics and types of developmental disabilities; and

6) A client's adjustment to death and dying.

c) Fundamentals of Habilitation Planning:

1) Philosophy of achieving independent living skills:

2) Introduction to the individual habilitation plan, including the role of each employee in the habilitation process;

3) Habilitation plan assessment procedures and goal/future planning;

4) The role of the employee in the admission, transfer and discharge processes; and

5) The role of the employee in basic habilitation planning and procedures.

d) Techniques of Habilitation Planning and Implementation. The role of the employee in social habilitation, including:

1) ADLs;

2) Therapeutic and leisure time activities;

3) Education;

4) Community living adjustment;

5) Behavior development;

6) Behavior management and self-control;

7) Effect of drugs in behavior management and illness;

8) Effective total communication;

9) Pre-vocational and vocational training;

10) Nutrition and fluid intake; and

11) Diets and therapeutic diets.

e) Principles of Record Keeping:

1) The history and use of facility records with special emphasis on the role of the employee in the record-keeping process;

2) The content and organization of resident records;

3) Recording methods for progress notes, universal notes, ADL notes and habilitation reviews;

4) Writing effective progress notes;

5) Confidentiality; and

6) Recording admission, transfer and discharge information.

f) Safety:

1) Basic fire safety;

2) Emergency and disaster procedures;

3) Injury prevention techniques; and

4) Household daily safety procedures, including body mechanics.

g) Facility Environment:

1) Creating a normalized environment for daily living activities: and

2) The importance of cleanliness of the facility, use of equipment and supplies.

h) Principles of Disease Control:

1) Introduction to micro-organisms that cause resident illness and disease; and

2) The teaching of disinfection and sanitation.

i) Emergency Medical Procedures:

1) CPR;

2) Seizures;

3) Drug reactions;

4) Traumas; and

5) Airway obstruction clearing procedures.

j) Client Rights:

1) Basic civil, human and legal rights of clients; and

2) Protecting clients' personal property.

k) Bodily Functions:

1) Helping clients to understand their bodily functions;

2) Personal hygiene; and

3) Human sexual behavior.

(Source: Amended at 37 Ill. Reg. 10546, effective June 27, 2013)