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Frontline Initiative

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**Person-Centered Practices
Frontline Initiative**

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#DSPsFocusOnU

#PCT2017FI

What does Person-Centered Planning mean?

By Betsy Gadbois, Director of Person Centered Practices, Owakihi, West St. Paul, MN



Person-Centered Thinking (PCT) and person-centered planning (PCP) seem to be the buzzwords in the disability world, again.

We have been talking about these concepts for all of my 30+ years in the field. We all want to believe that we are providing person-centered services, and that we have been doing it all of our careers. However, what we believed was person-centered 20 years ago are now things we cannot believe we did. We scratch our heads and say, "What was I thinking?" Being person-centered means we must continue to think about

our work and how what we do leads the people we support to the lives they want.

Person-centered planning is a term for a variety of approaches that help a person identify what is desired and meaningful in their life. Understanding what is important to a person requires planning in a different way. New assessment tools ask different questions. They focus on strengths and desires rather than deficits and vulnerabilities. Planning conversations focus on the future rather than the past. The individuals we support need to be in control of their meetings and outcomes.

The common theme is that the person is the focus. Their hopes, dreams and desires are priority. We are excited to



see people having control of their lives. We are excited to identify what will make a difference for them. Person-Centered Planning can impact the positive control people have in their lives. Peoples' hopes, dreams, and desires typically are about where they live, work, and go, with whom they spend time, and how they have more independence in their lives. The focus is the person, not the disability.

People invite their family and others that care about them to be part of the planning meeting. The team helps share the things that are most important to the person. They develop action steps to move toward the desired future. Planning includes a process facilitator. The process facilitator leads the group through a series of con-

versations. The facilitator also makes sure that the person-centered planning meeting remains respectful and the person remain the center of all discussion. The planning meeting may also include a graphic recorder. The recorder's job is to capture the meeting in pictures and words. Graphic recording helps everyone to see the plan in a way that everyone understands. See an example of a graphic recording on the cover.

Person-Centered Thinking and person-centered planning are now required in Minnesota by Rule 245D and the Positive Support Rule. Other states have similar laws. This is exciting for the staff that have worked so long to help people have the lives they want. But this is not just the rule. It is the right thing to do for people.

Everyone has hopes, dreams, and desires. Our job is to learn what they are and help each person move in the direction they choose. We must continue to work at being person-centered. We can do this by continuing to learn from the past and make big changes for the future.

Owakihi is located in West St. Paul, Minnesota. Staff at Owakihi support people with intellectual and developmental disabilities and mental health needs. Owakihi uses person-centered methods to support people in making a personalized life plan to empower them to dream of a brighter future and fulfill their hopes while supporting health and safety needs. Find more information about Owakihi at www.owakihi.com

John Raffaele appointed Director of Educational Services



The National Alliance for Direct Support Professionals (NADSP) is pleased to announce that John Raffaele has been

named the Director of Educational Services. John is a Master Social Worker and a highly experienced professional adult educator and facilitator. John's graduate education is from Yeshiva University in New York City and State University of New York at New Paltz, NY.

His career spans three decades. Those years have been spent teaching DSPs and the people they support. He has focused his work on serving people with intellectual

and developmental disabilities, at-risk youth, and people with chronic and terminal illnesses. Between 2001 and 2012, John worked as a Director of Training and Education for a developmental disabilities service provider in New York. He gained notoriety consulting and teaching throughout the United States.

John founded his own international DSP consulting company in 2012. Over the last 5 years, in contract with the NADSP and in close partnership with NADSP Executive Director Joseph Macbeth, John has developed exciting and informative training programs. He helped the NADSP gain national prominence. John has educated tens of thousands of people in the NADSP Code of Ethics and Com-

petencies. Most recently, he began using NADSP's new Informed Decision Making training.

Please join us in welcoming John as the new Director of Educational Services. His full time role will include ongoing training and educational activities, hosting our webinar events, developing the NADSP teaching faculty, development and quality assurance of NADSP training and educational products, conference planning, and overall customer outreach and services. He will also help administer *Frontline Initiative* and he will lead a webinar on each issue.

Frontline notes

Welcome to the issue on person-centered practices. This issue has been a joy to put together. We have brought together voices on what has been happening in this work around the country. Person-Centered Thinking is a dynamic skill that considers how a person truly wants to direct their lives. People who receive services are often expected to conform and fit into routines and procedures set up by service providers or caregivers. However current service standards, which include state and federal requirements, are providing more room for person-centered practices. Person-centered practices are at the forefront as services shift away from a system-centered focus.

The articles in this issue illustrate the hard work that Direct Support Professionals (DSPs) do when supporting people to have the lives they desire. These DSPs understand that person-centered support is not about giving people what they want whenever they

want it. Rather it is about helping people explore their hopes, dreams, and desires while having their needs met. DSPs work alongside people to help them achieve their goals. They provide support to help people have the best life possible.

We hope that reading this edition will further your understanding of what it means to support people as they wish to be supported. What does it mean to be person-centered? How can you carry that knowledge to positively impact the people you support? How will that knowledge impact you, your coworkers, and the organizations where you work? We encourage you to seek and explore new ways to provide support while expanding your understanding of person-centered approaches. We also invite you to join us for a webinar on this issue hosted by John Raffaele. Find information using the link below.

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 **GoToWebinar** 

**The conversation continues
with John Raffaele!**

Join John's webinar for an in-depth discussion about the stories in this issue. Go to nadsp.org to find out more.

[Sign up to receive our email announcements of upcoming webinars and other information](#)

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Frontline Initiative is available in alternate formats upon request.

NADSP update

Joseph M. Macbeth,
NADSP Executive Director

It's been quite a while since our last *Frontline Initiative* and much has been happening at NADSP. In December, we formally welcomed our long-time colleague, John Raffaele, as our full time Director of Educational Services. John has been working with us since 2011. Now he is responsible for developing our NADSP faculty, and sharing these incredible people and training resources across the country. Our goal is to help build a "culture of direct support competence."

In June, we held our second annual meeting and conference in Atlanta. We hosted nearly 200 Direct Support Professionals (DSPs) and others who care about the profession. It was an amazing celebration with learning with speakers from across the United States and Canada. During the conference, we wished farewell to three committed board members: David Liscomb, Jerri McCandless and Carol Britton Laws. Each contributed so much to the growth and success of NADSP over the years. We are very thankful to each of them.

We also welcomed five new members to our board: Jeanne Farr, Becky Watson, Gabrielle Sedor, Cheryl Dougan and Drew Smith. These new members bring many different perspectives and areas of expertise to our mission. I'm also pleased to welcome Chris Burnett, from Oregon, who was voted as our board president. This board, led by Chris, has guided the NADSP through a strategic

plan process this past fall. This will take the organization to great heights. Committed volunteers like our board members help advance the direct support profession. They help ensure quality support for people with disabilities by helping DSPs gain recognition, advanced skills, and commensurate wages.

September brings National Direct Support Professional Recognition Week. We look forward to partnering with ANCOR to support creative ways to recognize DSPs and show how valued they are. We are always amazed at the creativity and sincerity in how DSPs are appreciated. We enjoy their opportunities to tell stories of success in supporting people with disabilities to achieve meaningful lives.

NADSP works hard to provide both our individual and organizational members a variety of benefits that improve knowledge, skills and values for DSPs. Our new website (www.nadsp.org) will have a members-only section. There you'll find resources only available to members. This includes archived recordings of our monthly "Learning Annex" webinars. It also includes our monthly series with Dave Hingsburger and his Canadian colleagues titled, "Let's Talk" which uses a conversational method in a webinar format. These are designed to start discussions based on the current issue of the *International Journal for Direct Support Professionals*. This journal is managed and edited by Vita Community Living Services and Hands the Family Help Network in Ontario, Canada.

You'll find a schedule of these webinars on the new website. They're FREE for NADSP members. Please also watch for an upcoming Webinar led by John Raffaele on Person-Centered Practices, to further conversation about this issue of *Frontline Initiative*.

Lastly, it is our obligation to help DSPs understand changes happening in our field. The Centers for Medicare and Medicaid Service Home and Community Based Settings Rule includes a new vision for supporting people with disabilities. It includes creating meaningful inclusion into the broader community, building relationships with peers without disabilities, helping people get jobs in the community, honoring choice and self-determination, and individualizing services based on people's interests and needs. We know that DSPs will be a large part of making this new vision real. For this reason, we developed a new train-the-trainer curriculum. The goal of the training is to prepare provide organization trainers to teach DSPs how to support people to make their own "informed" decisions, to demonstrate awareness of how their attitudes and values toward choice can heighten or stamp out the decision making capacity of those they serve, and to build skills needed to support decision making that balances choice and risk. Contact us for more information about using this curriculum.

Please keep in touch. We value your partnership. We appreciate all the work you do to help make community living happen for people with disabilities.

#DSPsFocusOnU #PCT2017FI

Person-Centered assessments for community access

By Melody Moore, Assistant, Town and Country School, Tulsa, OK

My name is Melody Moore. I am an assistant at Town and Country School in Tulsa, Oklahoma. Town and Country School serves students with learning and developmental disabilities. I also am a student at Tulsa Community College. I am pursuing my Direct Support Professional Certificate and a degree in Human Services with a focus on individuals with developmental disabilities. Last semester I completed my internship at Town and Country School.

It is very important to me to use the "person-centered" value-based approach for thinking about, communicating with, assessing, planning for, and supporting people with disabilities. It is their future.

During my internship, I worked in the Transitional Careers program. This program is offered through the Oklahoma Department of Rehabilitation Services. It provides people with social skills, job training, and life and budget skills. I was asked to interview and assess the needs of people transitioning from school to work. I used three types of assessments, two of which I created. By administering these assessments, I was able to get a more accurate result for each individual.

I conducted the interviews and assessments in an empty room sitting in the same types of chairs as the clients. I ensured that the clients were aware of issues related to confidentiality, and who would see their results. I informed them

that I would not be prompting their answers and that I would be writing their responses verbatim. I utilized respectful and constructive comments that was encouraging and built self-esteem. After I wrote their answers, I read it back to them to make certain it was what they wanted to say. I used basic counselling skills, such as listening, observing, maintaining confidentiality, and building trust and rapport. By the third interview, clients usually opened up and added more to their answers.

When I administered the self-determination assessment, I determined the need for transportation service and training. I also assessed the need for the transportation services based on the client's functional level. I assisted them in applying for transportation services. I also designed a Tulsa Transit and Lift training so that clients could practice and reach their goal of independent transportation.

I got to know clients while conducting the assessments. The values in the person-centered approach includes dreaming about the future. It must be driven by the individual, their family, and friends. It focuses on strengths



and capacities, is future-oriented, dependent upon community membership/commitment, and emphasizes supports/connections. This person-centered approach made transition plans individual to the client, their interests and goals. I am excited to see their involvement in the community as they graduate.

Melody can be reached at mmoore@tandcschool.org. The mission of Town and Country School is to improve the lives of students with learning differences by providing a nurturing environment for academic, social, and personal growth.

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How has pursuing and attaining NADSP credentials impacted me and those I support?

By Isabelle Lys Houser. DSP-C1

I had over six years of experience as a DSP when my employer offered me the opportunity to pursue the NADSP Certified Level 1 credential. My company chose to pilot this program as a cohort. This means the same group of people take all the classes together. We would also be able to lean on each other for support. The cohort included coworkers who work in Individualized Services with me and employees in other departments of the company.

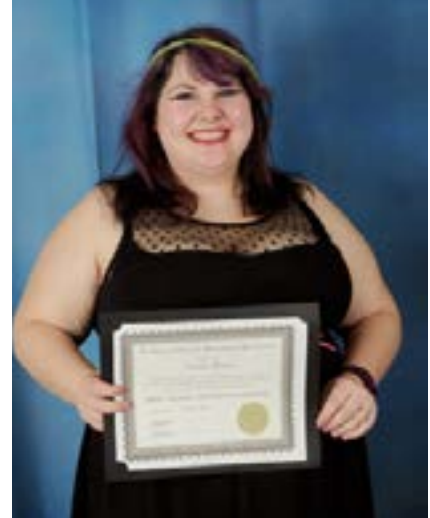
The online classes were interesting and I appreciated the content. I learned about new and unfamiliar resources. The cohort offered chances to discuss what we had learned. Exchanging ideas through the cohort made the lessons more accessible. Seeing different perspectives and interpretations was also very valuable. I met people and I felt that we helped each other grow. We became better DSPs and forged new friendships.

An example of this involves a woman I support who is fascinated by bees. A member of my cohort happened to be a beekeeper. We set up a meeting to demonstrate some of the skills needed in beekeeping. She still talks about this experience and we are planning another visit.

I gained more confidence to try new things because of the additional education, my team members, peer discussions, and feedback on my ideas in the credentialing program. During the first year, I placed a strong emphasis on the work samples

of the focus areas needed for the portfolio. I thought about the focus areas and how I could turn them into work samples. During the intermission between receiving my DSP-C1 level and before beginning the second year of the program I noticed I was no longer content with the same old "if it ain't broke don't fix it" approach. I wanted more for those I support. I also expected more from myself. Training changed my attitude and perspective. My focus has become more about action to enhance the quality of life for those I support. Thinking about how to improve situations became almost second nature. I have created new opportunities where I felt a void.

Someone I support is a big fan of video games. They are shy, but would like to meet people with similar interests. I created a connection with a business in our community. They allow us to use their space to have a weekly meet-



Isabelle Lys Houser, Direct Support Professional Certified 1 (DSP-C1)

ing for anyone to play videogames together. What I do is no longer a job, or even a career, it's a way of life. The DSP Credential has helped reaffirm my purpose in life.

Isabelle Lys Houser is a DSP-C1 at Partnership in Community Living Individualized Services, Monmouth, Oregon. She can be reached at lhouser@pclpartnership.org

NADSP Accredited Training Curricula

College of Direct Support (CDS)
U.S. Department of Labor (DOL)
Relias Learning
PATHS
North Dakota Community Staff Training Program
ARC Broward PATHS Certificate Program
Open Futures Learning

The Academy for Direct Support Professionals–The Center for Disability and Development at Texas A&M University
The Training Collaborative for Innovative Leadership
Star Services
Human Services Credentialing Program–Providers' Council (Massachusetts)

How close can we get?

A look at the NADSP Code of Ethics and how it supports person-centered services in a system-centered world

By Jennifer L. Parsons B.S., Training Consultant, New York State

How do the NADSP Code of Ethics support person-centered services in a system-centered world? The NADSP Code of Ethics answers an overdue demand for social justice and equity for people with Intellectual and Developmental Disabilities (ID/DD). However, workforce transformation does not come without challenges. A culture shift is needed in organizations. The NADSP Code of Ethics provides an exciting opportunity to develop skills in a person-centered approach.

DSPs must commit to adopt and own the NADSP Code of Ethics, otherwise the change we seek will be just another “house of cards.” Creating change within the organization where you work is a great place to start. DSPs can influence an organization’s culture. Industry leader Regis Obijiski explains, “Culture is a blend of beliefs, styles, values and relationships that has a distinctive feel. Because it is a matter of feel, there is a reluctance to talk about it with any specificity. We usually take culture for granted and work around it. In fact, we cannot work around it or ignore it because we are in the middle of it; it is the environment where we function. Cultural understanding is useful for everyone embedded in an organization, but it is essential for leaders and DSPs” (Obijiski, 2014). Does your culture support the NADSP Code of Ethics?

The NADSP Code of Ethics is like a “GPS navigational tool.” It

National Alliance for
Direct Support Professionals

Code of Ethics



■ Person-Centered Supports

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

■ Promoting Physical and Emotional Well-Being

As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.

■ Integrity and Responsibility

As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.

■ Confidentiality

As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

■ Justice, Fairness, and Equity

As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights and responsibilities of the people I support.

■ Respect

As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and help others understand their value.

■ Relationships

As a DSP, I will assist the people I support to develop and maintain relationships.

■ Self-Determination

As a DSP, I will assist the people I support to direct the course of their own lives.

■ Advocacy

As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

The beliefs and attitudes expressed in the Code of Ethics are a cornerstone of the profession. The Code of Ethics is not the handbook of the profession, but rather a roadmap to assist in staying the course of securing freedom, justice, and equality for all.

guides DSPs in providing supports that are based on peoples' choices. These include what to eat, how to dress, with whom to have relationships, and how a person spends money and leisure time. The NADSP Code of Ethics affirms the beauty and joy of making choices.

Sadly, we realize that many people with ID/DD have not always had choices honored or considered. The NADSP Code of Ethics helps us evaluate our relationships with the people we serve. The Code helps us begin to answer tough questions in the best interests of the people we support. The NADSP Code of Ethics is NOT a black and white answer key for every situation. Human Services tend to get "messy" and "gray." The Code sets the parameters for our interactions. It has us put the people we support first. The decisions we make flow from the allegiance we have to that person(s). In some cases, it helps us separate our wants and values when they get in the way of providing professional, & ethical services. The NADSP Code of Ethics is intended to be a shared set of values: rooted in choice, respect, and social justice, and wrapped up in a positive relationship. The positive relationship helps us accept, support, empower, mentor, advocate for and

teach, the people we support. This shift in today's workforce transforms us from a caregiver model, to a support professional model.

How close we can come in a system sometimes fueled with fear is a balance between risk and safety. There are many barriers DSPs face that prevents being truly person-centered. Empowering our workforce through knowing and owning the DSP Code of Ethics

helps create a lasting profession that stands the test of time. They support the interests for the people being supported.

Jennifer Parsons is the Region 2 South Lead in the Regional Centers for Workforce Transformation in New York State. For more information, see www.workforcetransformation.org. Jennifer is also an NADSP Trainer and a Staff Development Consultant at Development Resource United, LLC.

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance. I will:

- Recognize that each person must direct his or her own life and support and that the unique social network, circumstances, personality, preferences, needs and gifts of each person I support must be the primary for guide the selection, structure, and use of supports for that individual.
- Commit to person-centered supports as best practice.
- Provide advocacy when the needs of the system override those of the individual(s) I support, or when individual preferences, needs or gifts are neglected for other reasons.
- Honor the personality, preferences, culture and gifts of people who cannot speak by seeking other ways of understanding them.
- Focus first on the person, and understand that my role in direct supports will require flexibility, creativity and commitment.

NADSP National Alliance for Direct Support Professionals
Making a world of difference in people's lives

Code of Ethics

Person-Centered Supports:
 As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

Promoting Physical & Emotional Well-Being:
 As a DSP, I will commit to promote the emotional, physical, and personal well-being of the people I support. I will encourage growth and recognize the autonomy of those receiving support while being attentive and energetic in reducing the risk of harm.

Integrity and Responsibility:
 As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.

Confidentiality:
 As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

Justice, Fairness and Equity:
 As a DSP, I will affirm the human rights as well as the civil rights and responsibilities of the people I support. I will promote and practice justice, fairness, and equity for the people I support and the community as a whole.

Respect:
 As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and promote their value within communities.

Relationships:
 As a DSP, I will assist the people I support to develop and maintain relationships.

Self-Determination:
 As a DSP, I will assist the people I support to direct the course of their own lives.

Advocacy:
 As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

www.nadsp.org

Person-centered description

By Claire Benway, Project Coordinator, RTC on Community Living, Institute on Community Integration

Jake is a friend of mine who I have known for about 3 years. He is a friendly, fun, quick-with-a-laugh kind of guy who you can't help but want to know. When I became a Person-Centered Thinking trainer, I needed a person who would help me practice my new skills. I needed to complete a Person-Centered Description. The first person that came to mind was Jake. He and I regularly visited at work, and we had been to a few work fundraising events together. I knew he had a new service coordinator who was willing to try new things. When I asked him, Jake quickly agreed.

We used the discovery process developed by the Learning Community for Person-Centered Practices. We completed the different parts of a Person-Centered Description, including what people Like and Admire, Good Day/Bad Day, and Things Needed to Support Me Best. It was a great learning process for both of us. I practiced my listening skills. Jake talked about what was a good life for him.

It has been almost two years since that time. Jake and I no longer work together. But we continue to meet every month or so for lunch. Recently we were chatting about work. He told me he is finally working at Culvers, a local restaurant, five days a week. I was so excited because this was one thing he talked about in his

Person-Centered Description. Jake previously worked only two days a week. He spent the rest of his days attending a day program at a production job run by the organization. He was frustrated because many days he had no work. He said "I'm glad I'm not there now, I would just be sitting there."

I asked Jake and his mother, Mary Ann if they would speak with me about how person-centered planning impacted them. I asked Jake and his mother to reflect on what they liked about this process. How had it impacted them in the last year? Jake was very clear. He really enjoyed the part of the process where we walked around the building where he worked and asked people what they liked or admired about him. Hearing the great things people said about him was exciting. Many people had great things to say! Jake's mother Mary Ann described how this helped him gain confidence to tell people what he really wanted, and to express himself.

The learning that happened for Jake through this process was very helpful. It gave him confidence to express what he needs. An example of this was when he was asked to participate in a program where staff made up cards for him to express his needs or feelings. But Jake did not care to use the cards. Jake said, "I was given a card system to help me express my needs. . . My case managers suggested this and it did not work. So we don't do it anymore. [The Person-Centered Description] gave me the confidence to speak up for myself."

Jake talked about his worries for the future. He has done hard work to make a plan for his future. He worries that his case manager may not understand it. "He's a great guy, and I'm counting on him. But it feels like I am leading him through the process." Despite this Jake is eager and willing to continue the process.

Jake and I have plans to do another Person-Centered Description. I am also pleased to report that Jake is looking to move into his own apartment soon. He feels confident and looks forward to the new and exciting next step in his life.

To learn more about Person-Centered Descriptions please visit the Learning community website, <http://tlcpcp.com/>

For more information on the Research and Training Center on Community Living at the University of Minnesota, visit www rtc umn edu

DSP credentialing column

The DSP Credentialing Column shares the stories of DSPs who have completed a credentialing program. In this issue, we asked credentialed DSPs to explain how credentialing helped them provide person-centered supports. If you would like to be a contributor to the DSP Credentialing Column, please contact Julie Kramme (see page 3).



Alice Caulfield, DSP- R

The NADSP Credentialing process has ignited my commitment to the people I serve. Its dynamic, informative blend of computer training sessions and classroom work, small class size, brilliant and dedicated staff, and a small group of committed students leads to amazing discussions about communication, actions, teaching and planning. These discussions generate ideas that we DSPs put to work. We create person-centered supports and advocate for persons with disabilities. We renew our drive to assist individuals to build relationships, advocate for themselves, pursue their own goals and meet challenges head-on. The NADSP Credentialing Program has made me a better DSP. It has benefited my coworkers by the sharing of ideas and information. Best of all, the NADSP credential has created a climate where DSPs support individuals in the pursuit of their dreams. Not institutional structures, not what someone else wants for them, but their dreams. What can be better than that?



Cynthia Jones, DSP-R

When I started the NADSP credentialing process I struggled with time management and utilizing my great support team. I later found that it is important to set aside time every day to work on credentialing. It is also important to ask for assistance when needed. Despite the challenges, being in the NADSP program has been a great experience of personal and professional growth. I have become a DSP-R at work! I focus on the person I support. This includes being flexible and advocating for individuals that cannot or do not know how to advocate for themselves. I learned through this program that it is also important to teach individuals how to advocate for themselves. Using person-centered approaches, my relationships with the individuals I support are better. Instead of me deciding what they should eat, individuals make the choices on what to eat. I have shared some of these things I have learned with my coworkers. I have noticed that they too started to use some of these practices.

Overall, the credentialing process has been a positive experience. It has given me knowledge and understanding to support individuals in a positive way. I feel I am providing support so that individuals may live more fulfilled lives.

Alice Caulfield and Cynthia Jones are DSP-Rs at Arc of Ulster-Greene in Kingston, New York. www.TheArcUG.org. Find the Arc of Ulster-Greene on Facebook www.facebook.com/TheArcUG and YouTube <https://www.youtube.com/channel/UC20Ihbhccst0adGeoEyocTA>

National Goals in Research, Practice, and Policy 2015 and Person-Centered Supports

By Colleen McLaughlin and Tony Anderson

A National Goals meeting focused on research, practice, and policy in intellectual and developmental disabilities (IDD) was held in August 2015. National experts including people with disabilities, family members, and professionals gathered to discuss ten major topics of importance to the developmental disability community. The Direct Support Professional (DSP) Workforce was one focus area. The group of experts discussed what is known about the current DSP Workforce. Together they arrived at goals for the future of research and practice.

Many goals in the area of Workforce Development highlighted the need to build skills in the workforce. Increasing DSPs' ability to provide person-centered supports is essential to achieving these goals:

- There are enough DSPs who are qualified to support a diverse population of people with IDD to achieve healthy, active, engaged, and valued lives in their communities.
- The workforce has the skills and competency needed to provide quality support.
- People with disabilities and their families receive the support needed to maintain a stable home life and increase community inclusion across the lifespan.
- DSPs help build capacity and skills of other DSPs to effectively support quality of life and full inclusion.

To achieve these goals, it is important that employers support DSPs to develop the Person-Centered Thinking skills needed to support people to live valued and active lives in their communities. Person-Centered Thinking are skills that requires ongoing development. It is a mindset and a way of life that the DSP must keep in the forefront of all that they do.

DSPs with limited training and experience often rely on quick fixes when posed with challenges. They may provide supports in a way that is easy and most comfortable to them. Often, this means taking charge, providing answers, and giving direction rather than working in partnership with the person and listening to his or her needs and preferences. This gives the person little opportunity to grow and live a self-determined life.

The DSP skilled in Person-Centered Thinking engages in a dynamic process of considering how a person wants to direct their life. The process is dynamic because DSPs need to always be listening to and learning more about the person. There are no shortcuts. This can sometimes be time consuming at first, but once one gets started it becomes second nature.

It is well worth the effort as people with developmental disabilities start to flourish.

The National Goals meeting was purposeful in selecting the Workforce as a priority area. Person-centered supports is a core competency for DSPs, and Person-Centered Thinking is the foundation of the direct support profession.

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Learn more about **National Goals 2015** and view videos on the ten focus areas.

Access more information on the **DSP Workforce goals.**

Frontline resources



[Self-Advocacy Online](#) is a place for self-advocates to find information and connect with others. Below are some links to self-advocates who talk about person-centered services.

[Mike - Person-Centered](#)

Mike tells how Person-Centered Thinking influenced his life and help him understand his passion for children and helping others.

[Christopher - Person-Centered](#)

Christopher tells about his life before a Person-Centered Thinking and after: feeling heard for the first time and expressing who he wants to be.

[Robin - Support Staff](#)

Robin and her support staff discuss challenges of hiring staff and finding the best person who understands what was most important to her.

[Betty Williams - Self Determination](#)

Betty describes what self-determination means to her: knowing what you want and having another person believe in you to achieve it.

[Jill - Inclusion](#)

Jill tells about how important she feels it is to love people for people regardless of their diagnosis



Michael Smull

[Person-Centered Planning and Perversion Prevention](#)
www.allenshea.com

[Revisiting Choice](#)
www.allenshea.com/choice.html

Other resources

[National Center for Supported Decision-Making](#)
SupportedDecisionMaking.org

[Patoniak, David. Imagine: Finding new stories for people who experience disabilities](#)
www.Dimagine.com



Michael J. Kendrick

[The Empowering Value of Life Giving Assumptions About People](#)
www.personcenteredplanning.org/Life-Giving%20Assumptions%20M.Kendrick.pdf

[Levels of Empowerment, Planet Advocacy](#)
www.personcenteredplanning.org/EmpowermentLevels.doc

[Some Predictable Cautions Concerning the Over-reliance and Overemphasis on Person Centred Planning, The Frontline of Learning Disability](#)
www.personcenteredplanning.org/CautionsConcerningPCP.doc

[“When People Matter More Than Systems” Keynote Presentation](#)
www.personcenteredplanning.org/kendrick.pdf

John O’Brien and Connie Lyle O’Brien



[The Politics of Person-Centered Planning](#)
thechp.syr.edu/wp-content/uploads/2013/10/politics.pdf

[A Little Book About Person Centered Planning](#)
www.inclusion.com/bklittlebook.html

NADSP organizational and affiliate members

Organizational members

- Alvord-Taylor, Inc.
- ANCOR
- Autism Society of Indiana
- Bethesda
- Birch Family Services, Inc.
- Cardinal of Minnesota, Ltd
- Cerebral Palsy Associations of New York State
- Common Good Natural Living, LLC
- Community Support Services, Inc.
- Crossroad Counseling and Training Services
- Crystal Run Village
- Developing Potential, Inc.
- Development Homes Inc.
- Frontier Community Services
- Goodwill Industries of Greater Nebraska
- Green Mountain Support Services
- Helping Hands of New Orleans
- Highco Incorporated
- Independence Plus, Inc.
- KenCrest
- Laura Baker Services Association
- Milestone Centers, Inc.
- MOKA
- Mount Olivet Rolling Acres
- NYSACRA
- New Horizons Resources, Inc.
- Opportunities for Positive Growth, Inc.
- Partnerships In Community Living, Inc.

- Pathway Enterprises, Inc.
- Perspectives Corporation
- Providence Center
- Puna Kamali'i Flowers, Inc, dba Employment Network Hawaii
- Putnam ARC
- RISE Services, Inc.
- RMC of Washington, Inc.
- RTC on Community Living, University of Minnesota
- Rural Living Environments
- SEEC
- SPIN
- St. Joseph Home
- St. Mary's Home
- The Arc of Northern Chesapeake Region
- The Arc of Ulster Greene

- The Council on Quality and Leadership / CQL
- Vocational Training Center
- Volunteers of America Mid-States
- Welcome House, Inc.
- Wendell Foster
- Whole Life

Affiliate Members

- Hope Association
- McComb Consulting and Government Relations, Inc.
- National Leadership Consortium on Developmental Disabilities
- Regis Obigiski
- Philadelphia Coordinated Health Care
- Janet Wilson, DSP-CI



2016-2017 NADSP

benefits and membership form

NADSP credentialed professionals, individual and other professional member benefits

- Monthly Learning Annex Webinars
- Monthly Let's Talk Webinar series
- E-Blasts of information on NADSP events, presentations and opportunities
- Member only section of NADSP website – view past webinars, download COE screensaver, read past issues of the Frontline Initiative, online calendar of NADSP events and webinars.
- Discounted rates for Annual Conference registration Exclusive “Call for Participation” opportunity. You will have the exclusive opportunity to submit a topic for our Annual Conference’s Networking Neighborhood. A select number of submissions will be selected to host a Networking Neighborhood session during our 2017 conference. (Conference registration is offered at the discounted member rate - all travel expenses are the responsibility of the presenter)
- Support an organization that supports DSPs

Provider & non-provider organizations

- All of the benefits listed above
- 10% discounted training rate
- Link to your corporate website from NADSP website

Memberships

- NADSP Credentialed Professionals**
Free for the first year, \$10 every year after
- Individual Memberships • \$10**
DSPs, Frontline Supervisors, Self-Advocates & family members
- Other Professional Membership • \$50**
Social workers, administrators or healthcare professionals
- Affiliate Membership • \$200**
Individuals & organizations that wish to support NADSP who are not providers or employers
- Sponsoring Member Organization • \$2,000**
National & multi-state organizations, associations, businesses & stakeholders
- Supporting Organizations • Human Service**
Providers that employ Direct Support Professionals
 - Level One • \$500**
1 to 50 Direct Support Professionals
 - Level Two • \$1,000**
51 to 200 Direct Support Professionals
 - Level Three • \$2,000**
201 to 500 Direct Support Professionals
 - Level Four • \$3,000**
500 + Direct Support Professionals

TOTAL ENCLOSED

Make checks payable to NADSP. To pay by credit card, visit www.nadsp.org/membership

Mail membership form and payment to: NADSP, 1971 Western Ave., #261, Albany, NY 12203 • phone / fax 844.44.NADSP

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