

Residential Services and the Role of the Direct Support

Directions: Think about what “quality of life” means for you. Write down five things that are important in your life (things that you think are necessary for you to have good quality of life).

1. _____
2. _____
3. _____
4. _____
5. _____

Residential Services and the Role of the Direct Support Professional

DSP Roles and Responsibilities

Directions: Read the following scenario. Draw a line from each activity to its matching role. Some roles will have more than one activity attached to them.

Mary, a new DSP, asks her co-worker, Tom, to tell her about what he does during a typical work day. She wants to know more about what she's expected to do as a DSP. Tom counts on his fingers some of the activities he did over the past week. As he lists the activities, he realizes that he doesn't have enough fingers to count them all! Here are some of the activities Tom did:

ROLES

- | | |
|------------|---|
| Partner | ○ Tom talked to Martha, the Home Administrator, about getting ready for A.J.'s IPP meeting scheduled for Tuesday. Tom would like to see A.J. get a bus pass for the Roseland area now that he uses the bus to go to work. |
| Teacher | ○ Tom helped A.J. with his medication. |
| Ambassador | ○ Tom spent time teaching A.J. how to put a tape into his own VCR. |
| Advocate | ○ Tom helped A.J. and Marissa make breakfast. |
| Supporter | ○ Tom talked with Marissa about her parents. Marissa feels that her parents are too controlling. |
| | ○ Tom helped A.J. clean up his room. |
| | ○ Tom talked to Martha about tacking down a piece of carpet that A.J. tripped over. |
| | ○ Tom helped A.J. pick out matching clothes to wear. |
| | ○ Tom talked to A.J.'s boss at Starbucks. He answered his questions about A.J.'s disability. |
| | ○ A.J.'s Service Coordinator was late for an appointment, and Tom could tell that A.J. was upset. Tom went for a short walk with A.J. to help him settle down. |
| | ○ Tom helped Marissa make a list of questions for the doctor before he took her to her appointment. |

TRAINER GUIDE – OPTIONAL ACTIVITY

VALUES TO GUIDE YOUR WORK

Choice -

- Ask students to explain what kinds of choices they are free to make in their own lives. Examples include choosing what kinds of activities in which to participate, what to eat, what to wear, where to live, with whom to be friends, etc.
- Ask them what it means to have those kinds of choices.

Relationships –

- Ask students to talk about the kinds of relationships people have. Examples include family, friends, and significant others.
- Ask them how it feels to have close relationships.

Regular lifestyles –

- Ask students why they think it is important for individuals to be included anywhere that anybody else would be such as work, school, public places and home. Possible answers include that when people are excluded from places and activities, it impacts their self-esteem and can limit their potential.

Health and well-being –

- Ask students how people get and stay healthy.
- Possible answers include eating a healthy diet on a regular basis, getting regular exercise, taking prescribed medication for special health conditions, monitoring health conditions, maintaining appropriate weight, completing personal care (e.g., bathing, dental and personal hygiene), and not placing themselves in dangerous or high-risk situations.

- **Choice + Relationships + Regular Lifestyles + Health & well-being + Rights & Responsibilities + Satisfaction = A high quality life.**
- All of these values taken together lead to a higher quality of life for individuals and DSPs.

OPTIONAL ACTIVITY

Stereotypes of Individuals with Developmental Disabilities

Directions: Write down the stereotypes of people with developmental disabilities and/or mental illnesses that you have heard and then consider the following questions.

- How many stereotypes are negative?
- Why are so many negative?
- What impact does it have on the people with whom you work if you believe these stereotypes?
- Does anyone know of a person without a disability who fits one or more of these stereotypes?
- Do you think these stereotypes ever affect the work that DSPs do? If so, how?
- How can DSPs overcome these stereotypes?

Practice and Share

Think of a time when you helped to add to the quality of an individual's life. What exactly did you do to add to the quality of the individual's life? How do you know it added to the quality of the individual's life?

101 Ways to Facilitate Recovery

From "101 Ways to Facilitate Consumers' Recovery Journey"

Office of Mental Health Research and Training

School of Social Work – University of Kansas

Positive Sense of Self

1. Honor each person's uniqueness
2. Use person-first language
3. Raise awareness of internalized stigma
4. Address stigma inside and outside the program
5. Personalize treatment goals and plans
6. Help people explore their strengths
7. Challenge "us-them" mentality
8. Treat no one like a diagnosis

Hope

9. Support recovery role models
10. Share positive information on prognosis
11. Radiate enthusiasm and hope
12. Educate on long-term outcome research
13. Provide recovery autobiographies
14. Peer providers share recovery stories
15. Recovering consumers train staff
16. Consumers work at all levels of the agency
17. Consumer Speaker's Bureau shares hope
18. Help people learn positive self-talk

Meaning and Purpose

19. Assist people to set meaningful goals
20. Honor consumer preferences
21. Offer real choices and options
22. Help people understand their experience
23. Opportunities for people to "give back" to peers
24. Help people define personal and spiritual values
25. Encourage people to set short-term goals
26. Encourage people to risk and grow
27. Help people visualize long-term goals
28. Appreciate each person's potential
29. Encourage "survivors' pride"

Active Consumerism

30. Encourage people to self-direct their recovery
31. Work in partnership with consumers
32. Promote and nurture mutual self-help
33. Fund consumer-run programs
34. Hire consumer affairs officer
35. Consumer voice shapes programs and systems
36. Train, hire and support consumer providers
37. Support consumer advocacy and consumer rights

38. Provide many opportunities for peer support
39. Develop a library of recovery resources
40. Empowerment pervades the program

Wellness

41. Teach self-soothing
42. Assist people to develop wellness plans
43. Educate on diet, supplements and nutrition
44. Link to primary health and dental care
45. Adopt holistic mind/body perspective
46. Educate people on risk behavior
47. Help people heal from sexual and physical abuse
48. Help people to devise a positive lifestyle
49. Provide dual diagnosis supports
50. Help people find joyous exercise

Self-Care

51. Teach people to self-monitor stress
52. Assist people to develop personal coping skills/tools
53. Teach people to self-manage medications
54. Teach relaxation and stress reduction
55. Teach people to self-monitor symptoms
56. Help people identify early warning signs/triggers
57. Teach people to self-control symptoms
58. Teach cognitive strategies
59. Enlist informal social support
60. Help consumers create advance directives
61. Offer consumer-run crisis alternatives
62. Be there when people are struggling
63. Support and respect those not yet in recovery
64. Help people learn from setbacks
65. Run recovery psycho-education groups
66. Celebrate diversity in recovery

A Place in the Community

67. Assist people to acquire affordable housing
68. Help people personalize their home
69. Encourage community exploration/integration
70. Encourage informal community resources and supports
71. Identify options for transportation
72. Link people to community events
73. Heighten community access/challenge discrimination
74. Help people to become involved citizens (e.g., voting)
75. Offer supported volunteering
76. Create empowering niches - consumer-run centers
77. Emphasize social integration in work/housing
78. Offer supported education

Social Relationships

79. Offer supported parenting
80. Encourage membership in community groups

81. Support success in intimate relationships
82. Address sexuality/family planning
83. Encourage people to balance solitude and relationship
84. Help people deepen family support
85. Encourage people to enlist a recovery support team
86. Help people to have pets
87. Support people to develop new friendships
88. Be fully present, authentic, and caring
89. Reach out, support those who are discouraged

Meaningful Activity

90. Inspire creativity
91. Showcase consumer's talents
92. Offer supported employment, including high level jobs
93. Help people request reasonable accommodations
94. Assist people build upon interests/accomplishments
95. Encourage recovery readiness
96. Dismantle boring programs
97. Support spirituality/spiritual community
98. Help people increase assets (barter, self-employ)
99. Tailor activities to unique individuals
100. Celebrate small successes
101. Consumers feel powerful and respected