



Developmental Disabilities Lecture Series Fall 2011

Title: **Commitment, Capacity, and Culture: Solutions for the Direct Support Workforce Crisis**

Presenter: **Joseph Macbeth, BS**
Executive Director
National Alliance for Direct Support Professionals
Albany, NY

Date: **Friday, September 16, 2011**

Target Audience: Case Managers Social Workers
 Healthcare Providers Educators
 Vocational Rehabilitation Counselors

Level of Course Information:

Beginner Intermediate Advanced

Session Description: The developmental disabilities community must embrace a professional direct support workforce, trained in universal, competency-based skill standards and held to a high code of person-centered ethical conduct to fulfill the promises made to people with developmental disabilities and their families. Practical solutions and examples of success will be discussed, including personal development and educational opportunities, as well as other innovations that directly lead to quality supports for people with disabilities.

Relevance to social work: The audience for the series is primarily comprised of staff from the NJ Department of Human Services, Division of Developmental Disabilities, and community provider organizations. Social workers are employed by the State of NJ, community organizations, and school districts in various roles, such as case managers, guardians, school social workers, administrators, and policymakers.

Goal: To share current barriers to building a profession in direct support and practical solutions in meeting intense future demand for a sustainable, ethical, and professional workforce.

Objectives:

1. Participants will be able to identify solutions to improve the commitment, build the capacity, and create a culture of respect and dignity for people with disabilities and to the direct support workforce.
2. Participants will be able to describe five characteristics that comprise a profession – including direct support: body of knowledge, universal skill standards, license, certification or credential, code of ethics and affiliation with a professional membership organization.
3. Participants will be able to discuss information about the national, voluntary and portable credential in direct support practice.

Timed Outline

9:30 Introduction
9:40 My Story playing basketball at O.D. Heck Developmental Center
To Embrace a Profession means...
The Future Need – Today's Problem
The Compounding Effects of Turnover
What is Commitment to our Workforce?
What is Building Capacity for our Workforce?
How do we improve the Culture of the Profession?
10:45 Break
11:00 The Five Characteristics of Any Profession - INCLUDING DIRECT SUPPORT!
The NADSP Credential: National, Voluntary & Portable
Accreditation of Training Curricula
Becoming a DSP-R
Becoming a DSP-C
Becoming a DSP-S
12:30 End of Session



Developmental Disabilities Lecture Series Fall 2011

Title: Employment First: From Idea to Reality

Presenter: David Hoff, MSW
Senior Technical Assistance Specialist
Institute for Community Inclusion
University of Massachusetts Boston
Boston, MA

Date: Friday, September 23, 2011

Target Audience: Case Managers Social Workers
 Healthcare Providers Educators
 Vocational Rehabilitation Counselors

Level of Course Information:

Beginner Intermediate Advanced

Session Description: The concept of "Employment First" – that employment in the community should be the first option available to people with disabilities – has emerged across the country over the past several years. This presentation will provide a national perspective on the opportunities and challenges of Employment First, and provide practical strategies for making Employment First a reality in New Jersey. Examples of policy and practice strategies will be shared, including collaboration across systems and innovative business partnerships.

Relevance to social work: The audience for the series is primarily comprised of staff from the NJ Department of Human Services, Division of Developmental Disabilities, and community provider organizations. Social workers are employed by the State of NJ, community organizations, and school districts in various roles, such as case managers, guardians, school social workers, administrators, and policymakers.

Goal: To increase knowledge about the concept of Employment First, and specific strategies for implementation of an Employment First agenda.

Objectives:

1. Participants will be able to define the key features of Employment First as it applies to people with disabilities.
2. Participants will be able to identify best practices from a policy and practice perspective, both at a systems and service provider level, for improving employment outcomes for people with developmental disabilities.
3. Participants will be able to discuss a series of strategies they can apply in their work to implement Employment First.

Timed Outline

- 9:30 Introduction
- 9:40 Employment First Overview
1. Employment First: What is it and what does it mean?
 2. Employment First – A National Overview and examples of Employment First policies
 3. The importance of a comprehensive, systematic approach – lessons from the SELN and elsewhere
 4. The challenges of Employment First
- 10:45 Break
- 11:00 Partnerships for Making Employment First a Reality
1. Building Cross-System Partnerships and Leveraging Resources
 - a. What partnership really means
 - b. Who are potential partners: DVR, Workforce Development, SSA, etc.
 - c. Strategies for partnership from a systems and practitioner level
 2. Building Strong Employer Partnerships
 - a. What business is telling us – what we're doing well and what we need to do differently
 - b. Where the jobs are – and how to access them
 - c. Utilizing job development resources effectively
- 12:30 End of Session



Developmental Disabilities Lecture Series Fall 2011

Title: Health Matters for People with Developmental Disabilities: Promoting Health Advocacy and Transition Planning

Presenter: **Beth Marks, RN, Ph.D.**
Associate Director for Research
Rehabilitation Research and Training Center on Aging with Developmental Disabilities
Department of Disability and Human Development
University of Illinois at Chicago
Chicago, IL

Date: Friday, October 14, 2011

Target Audience: Case Managers Social Workers
 Healthcare Providers Educators
 Vocational Rehabilitation Counselors

Level of Course Information:

Beginner Intermediate Advanced

Session Description: People with developmental disabilities (DD) often experience earlier age-related health conditions compared to their non-disabled peers. Greater awareness, as well as improved communication, health literacy, and health advocacy are important for the successful transition to adult health care. This presentation will share health promotion and health advocacy strategies for building healthy lifestyles and for obtaining the health services each person needs.

Relevance to social work: The audience for the series is primarily comprised of staff from the NJ Department of Human Services, Division of Developmental Disabilities, and community provider organizations. Social workers are employed by the State of NJ, community organizations, and school districts in various roles, such as case managers, guardians, school social workers, administrators, and policymakers.

Goal: To increase awareness of health issues and risk factors that people with DD experience, and the impact of health promotion and health advocacy strategies to promote successful transition.

Objectives:

1. Participants will be able to discuss determinants of health and issues related to nutrition, physical activity and fitness, and sexuality.
2. Participants will be able to identify concepts related to universal design and strategies to achieve physical, communication, and programmatic access.
3. Participants will be able to obtain information about community-based and web-based resources of health care that strengthens their ability to advocate for culturally relevant care.

Timed Outline

9:30 Introduction
9:40 Health Care Interactions: Charity to Advocacy
10:00 Health Care Promotion: Beyond Illness Care
10:45 Break
11:00 Universal Design: More Than Ramps
11:40 Health Advocacy: Culturally Relevant Care
12:15 Questions
12:30 End of Session



Developmental Disabilities Lecture Series Fall 2011

Title: "It's OK, Calm Down:" How to Teach Relaxation and Coping Skills

Presenter: **Theodosia Paclawskyj, Ph.D.**
Assistant Professor
Department of Psychiatry and Behavioral Sciences
Kennedy Krieger Institute
The Johns Hopkins University School of Medicine
Baltimore, MD

Date: **Friday, October 21, 2011**

Target Audience: Case Managers Social Workers
 Healthcare Providers Educators
 Vocational Rehabilitation Counselors

Level of Course Information:

Beginner Intermediate Advanced

Session Description: Individuals with intellectual disabilities rarely encounter the opportunity to learn self-management skills to help them cope with difficult emotions. Managing stress, anxiety, and anger can be a significant challenge for many people, especially when accompanied by challenging behaviors. Coping skills such as deep breathing, relaxation training, and problem-solving can give a person the ability to manage their own emotions in difficult situations. Strategies appropriate for people of various degrees of ability will be discussed.

Relevance to social work: The audience for the series is primarily comprised of staff from the NJ Department of Human Services, Division of Developmental Disabilities, and community provider organizations. Social workers are employed by the State of NJ, community organizations, and school districts in various roles, such as case managers, guardians, school social workers, administrators, and policymakers.

Goal: Program participants will be able to identify individuals who would benefit from relaxation training and teach basic self-calming techniques.

Objectives:

1. Participants will be able to recognize observable signs of anger, fear, and general physiological arousal.
2. Participants will be able to identify the relaxation strategies that are appropriate for individuals with different needs.
3. Participants will be able to teach deep breathing to individuals with intellectual disabilities.

Timed Outline

- 9:30 Introduction
- 9:40 Overview of Difficult Emotions and Categories of Coping Skills
- 10:45 Break
- 11:00 How to Teach Deep Breathing and Problem Solving: Methods of Relaxation Training
- 12:30 End of Session