



Implementing the New DSP Training Standards: A Guide for DDD Providers

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Section	Description of Changes
Overall Guide	<ul style="list-style-type: none"> General grammatical corrections, updates to form names and links where needed
Section 2	<ul style="list-style-type: none"> Added language clarifying employees hired prior to 1/1/2025 who previously completed certain courses through CDS or Pre-Service Trainings do not need to retake them
Section 3	<ul style="list-style-type: none"> Added language requiring that any video/webinar trainings have closed captioning available Removed table and replaced with plain-language text to explain specific training exemptions Added Person Centered Planning as an option for Relias trainings
Section 4	<ul style="list-style-type: none"> Added language that better explains expectations for on-the-job mentoring
Section 5	<ul style="list-style-type: none"> Added language clarifying submission requirements for Alternate Trainings to CDS Removed language about soft-rollout alternate training approval process Added language that employees are allowed to complete the Universal Precautions annual requirement in-house (due to the reassignment constraints of CDS) Slight language changes to the Person Centered Planning curriculum requirement to make it more relevant to the DSP role
Section 6	<ul style="list-style-type: none"> Added updated Medication Practicum forms (now separated into three separate documents), and Prevention of Abuse, Neglect and Exploitation (PANE) Assessment documents
Section 7	<ul style="list-style-type: none"> Added language about Medication Practicum requirements Added note about Universal Precaution annual training Updated titles of Relias training

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Section 1: Background

The Division of Developmental Disabilities and The Boggs Center on Disability and Human Development collaborated on a Money Follows the Person (MFP), Home and Community Based Services (HCBS) Capacity Building Initiative which supports planning and capacity building activities to accelerate Long Term Service and Support (LTSS) system transformation design and implementation to expand HCBS Capacity. Direct Support Professionals (DSP) are essential to the provision of HCBS and supporting quality lives of people with disabilities. To build system capacity, practices to assure that DSPs have the skills and competencies to effectively support people to live in the community must be developed and implemented.

The establishment of a competency-based career pathway is an important strategy to improve the direct support professional workforce in New Jersey. It provides DSPs with professional development based on core competencies, prepares them for the job while validating competency through both assessment and appraisal, and can lead to increased opportunities for career advancement and longevity.

1.1 Committee Membership

In 2022, the Money Follows the Person (MFP) Direct Support Professional (DSP) Competency and Capacity Stakeholder Committee convened. Meeting regularly over twelve months, the committee members represented the following constituency groups:

- Alliance for the Betterment of Citizens with Disabilities
- Disability Rights New Jersey
- Family Advisory Council
- Family Members of Persons with Intellectual and Developmental Disabilities
- New Jersey Association of Community Providers
- New Jersey Council on Developmental Disabilities
- New Jersey Department of Human Services, Office of Licensing
- New Jersey Division of Developmental Disabilities
- New Jersey Ombudsman for Individuals with Intellectual or Developmental Disabilities and Their Families
- New Jersey Statewide Self-Advocacy Network
- Rider University
- The Arc of New Jersey
- The Boggs Center on Disability and Human Development

1.2 Committee Charge

The committee was created to establish a competency-based career pathway for DSPs employed by DDD service providers in New Jersey. To accomplish this, the committee was tasked with addressing the following objectives.

- Review applicable data to provide information regarding DSP competency development needs.
- Review nationally established core competencies and identify additional competency areas and skill statements as needed.
- Endorse a standard set of Core Competencies and Skill Statements for use in New Jersey.
- Develop and solidify a tiered career pathway for DSPs employed by DDD service providers.
- Review existing training topics against identified competencies to endorse and/or identify gaps and further training development needs.
- Make recommendations about strategies to incentivize DSPs to complete all career pathway tiers.

1.3 Committee Recommendations of Note

The committee made a variety of recommendations for improving and sustaining a qualified direct support professional workforce, including the following pre-service/orientation recommendations:

- **Safety:** The DSP is attentive to signs of abuse, neglect, and/or exploitation and follows procedures to protect an individual from such harm. The DSP helps people to avoid unsafe situations and uses appropriate procedures to assure safety during emergency situations.
- **Supporting Health and Wellness:** The DSP plays a vital role in helping individuals identify, achieve, and maintain good physical, mental, and emotional health essential to their well-being.
- **Documentation:** The DSP is aware of the requirements for documentation in their organization and is able to meet these requirements efficiently.
- **Communication:** The DSP builds trusting and productive relationships with people supported, co-workers, families, and others through respectful and clear verbal, non-verbal, and written communication.
- **Cultural and Linguistic Competence:** The DSP respects the individual's various cultural and linguistic differences, and provides services and supports that fit with an individual's preferences.
- **Empowerment, Advocacy, and Rights:** The DSP empowers and assists individuals to advocate for what they need.

- **Positive Behavior Support & Crisis Prevention and Intervention:** The DSP identifies risk and behaviors that can lead to crisis, is knowledgeable about and uses effective strategies to prevent, intervene, and/or resolve the crisis in collaboration with others to promote health, safety, and growth.
- **Professionalism and Ethics:** The DSP works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.

The committee further recommended that DDD use a single standardized set of training requirements for orientation/onboarding, with select training options tied to competencies across the remainder of the career pathway.

Based on these recommendations, DDD drafted a revised Quick Reference Guide to Mandated Staff Training (available on page 21 of this guide) that includes the following:

- **Timeline:** Identifies timeframes within which DSP trainings must be completed
- **Training Title/Topic:** Identifies main title and topic areas where applicable
- **Training Status:** Identifies if the training requirement is maintained, modified or new.
- **Training Method:** Identifies training platform (CDS, Relias, Provider Developed, The Boggs Center).
- **Estimated Training Time:** Identifies the estimated timeframe for completion
- **Competency Domain:** Identifies competency domain(s) that are addressed by the training (based on established Core Competency domains)
- **Service Scope:** Identifies which service(s) the mandatory staff training is applicable to (see Section 17 of the DDD [policy manuals](#)).

At minimum, providers must comply with the service-specific training and professional development requirements in Section 17 and Appendix E of the DDD [policy manuals](#). In keeping with current practice, it is the provider's responsibility to ensure employees understand the training content and, if necessary, provide additional training and/or training enhancements. Providers are encouraged to reinforce competency areas through on-the-job coaching and mentoring, and continued professional development beyond the first year of employment.

Please note, DSPs who have successfully completed the DSP Certification Program through approved County Colleges may be used to satisfy onboarding training with the exception of provider orientation, specialized individualized training, any required training missing from the employee's CDS transcript, and onsite competency assessments and practica. This currently includes DSP Career Pathway Certificate Program available through [Rowan College of South Jersey](#) and The DSP Career Development Program available through [Bergen County Community College](#). Staff must present the copy of their certificate for their employer to verify and copy. The original must be given back to the employee for their own record keeping similar to a

diploma. Transcripts should be reviewed to determine if additional training may be needed. On the Job Competency Assessments must be done by agencies.

Section 2: Training Scope and Timeframes for Implementation

The new training requirements apply to agency-employed Direct Support Professionals and Supervisors providing Behavioral Supports, Career Planning, Community Based Supports, Community Inclusion Services, Day Habilitation, Individual Supports, Prevocational Training, Respite Services, Supported Employment (Individual), Supported Employment (Group), and Supports Brokerage.

In addition, all Self-Directed Employees (SDE) who provide services through either the Vendor Fiscal/Employer Agent or Agency with Choice model will be required to complete the new Medicaid Fraud, Waste, and Abuse training; and SDEs identified as needing medication training will be required to complete the new medication training.

The new training requirements apply to DSPs and DSP supervisors hired on or after January 1, 2025. Those hired prior to January 1, 2025, are required to complete the following trainings by December 31, 2025, which may be used to satisfy DSP professional development training hours:

- Person Centered Planning* (2 hours)
- Understanding and Preventing Life-Threatening Health Conditions (2 hours)
- DSP Professionalism* (1.5 hours)
- Introduction to Developmental Disabilities* (2.7 hours)
- HCBS Final Rule Overview* (.75)
- Understanding Behavior and Effective Supports (1.5 hours)
- Overview of Dual Diagnosis* (1.5 hours)
- Intro to Trauma Informed Supports (1.5 hours)
- Everyone Can Communicate* (6.7)

For any training above marked with an asterisk (), DSPs hired prior to 1/1/25 who previously completed that training through CDS or as part of the former Pre-Service Training requirements (which existed prior to 2016) do not need to retake it.

Section 3: Training Platforms, Methods, Requirements

For training requirements, providers can use the College of Direct Support, Authorized Relias Trainings, Authorized Nationally Accredited Trainings, Specialized Live Virtual Trainings through The Boggs Center, or DDD-approved Provider Developed Trainings. Any trainings conducted by video/webinar are required to include closed-captioning. Additionally, providers are required to develop in-house trainings that reflect the provider-developed policies and procedures

mandated by the DDD [policy manuals](#) as well as the minimum curriculum requirements outlined in Section 4 of this guide.

3.1 Mandatory CDS Training

The College of Direct Support (CDS) is an independent online learning management system that delivers and documents completion of multiple training modules for direct support professionals, frontline supervisors, and other disability service professionals. Access to CDS is provided at no cost after an agency is approved as a DDD provider. Approved service providers must have at least two CDS Administrators (information about CDS administrator requirements is found in section 11.4.1 of the DDD [policy manuals](#)).

Mandatory onboarding training through CDS:

1. DDD Life Threatening Emergencies
2. DDD Stephen Komninos' Law
3. DDD Incident Reporting Overview
4. Medication Online Training
5. Prevention of Abuse, Neglect and Exploitation (CDS Maltreatment, Prevention and Response)
6. Understanding and Preventing Life Threatening Health Conditions
7. DDD Service Documentation Requirements & Medicaid Fraud, Waste and Abuse
8. Universal Precautions
9. DSP Professionalism
10. Introduction to Developmental Disabilities
11. Person Centered Planning
12. HIPAA
13. Working with Families
14. Individual Rights and Choice
15. DDD HCBS – Overview of the HCBS Final Rule
16. Supporting Healthy Lives
17. Cultural and Linguistic Competence
18. Understanding Behavior and Effective Supports*
19. Overview of Dual Diagnosis
20. Introduction to Trauma Informed Supports*

*Training Exemptions

DSPs who have completed the **Introduction to Positive Behavioral Supports Training** offered through **The Boggs Center** or a **Division Approved Agency-led Positive Behavioral Supports Training Curriculum** are considered to have met certain behavior support training requirements. These DSPs are **not required** to complete the **Understanding Behavior and**

Effective Supports Training. This is because the **Introduction to Positive Behavioral Supports Training** (and the Division-approved equivalent) is deemed to be more comprehensive than the **Understanding Behavior and Effective Supports Training**, which is considered more of a broad overview of the topic. This ensures that DSPs who have undergone comprehensive, specialized training on Positive Behavioral Supports are not redundantly required to take a less detailed course.

Likewise, DSPs who have completed the live virtual Boggs Center training **Understanding and Addressing the Needs of People with Dual Diagnosis** are not required to take the **Overview of Dual Diagnosis** of CDS. DSPs who have completed the live virtual Boggs Center training **Supporting Individuals with IDD in Trauma Recovery** are not required to take the **Introduction to Trauma Informed Supports** on CDS.

3.2 Authorized Relias Trainings

[Relias](#) is an online training platform that some providers have independently purchased to train their DSPs. DDD does not fund Relias; however, there are select Relias trainings identified in Quick Reference Guide to Mandated Staff Training that are authorized by DDD to be used to satisfy the new DSP onboarding training requirements. Providers utilizing the authorized Relias trainings are responsible to notify the Division training titles or content have changed.

Documentation for all trainings completed through Relias shall be maintained in the employee personnel file, as agencies are required to make training documentation available for review upon request. Acceptable documentation of training verification includes training certificate with DSPs name, training title and date of training.

Authorized onboarding training topics through Relias:

1. DSP Professionalism
2. Introduction to Developmental Disabilities
3. HIPAA
4. Universal Precautions
5. Individual Rights and Choice
6. Supporting Healthy Lives
7. Cultural and Linguistic Competence
8. Person Centered Planning

3.3 Nationally Accredited Training

For services that require DSPs to take and successfully pass CPR and First Aid trainings and the in-person practicum, the provider may choose a training entity that meets current Emergency Cardiovascular Care (ECC) guidelines, through which a learner obtains Standard First Aid and CPR certification. The ECC Guidelines provide recommendations on resuscitating victims in the

event of a cardiovascular emergency. Providers must obtain and make available for review upon request documentation that the CPR/FA training entity uses a curriculum in compliance with the ECC guidelines. The documentation must be a statement, on training entity letterhead, and training content/curriculum must be in compliance with ECC Guidelines (see Section 11.4.2 of the DDD [policy manuals](#)).

3.4 Specialized Live Virtual Training through The Boggs Center or DDD-Approved Agency Training

Certain services and circumstances require DSPs to complete specialized training through the Boggs Center or through a DDD approved agency training curriculum. For additional details, please refer to 3.4.1 and 3.4.2.

3.4.1 Introduction to Positive Behavior Supports

DSPs providing Community Based Supports, Day Habilitation, Individual Supports, or Respite to individuals who have behavioral support plan are required to complete Introduction to Positive Behavioral Supports training. Providers can opt to use the live virtual training offered through The Boggs Center, which may be accessed through [The Boggs Center Online Registration System](#).

Provider Agencies may choose to create their own agency led [Positive Behavioral Support Training curriculum](#) in lieu of having staff attend the Introduction to PBS through The Boggs Center, however, Division approval is required. For information or questions regarding the Positive Behavioral Support Training curriculum requirements and approval process please contact the [DDD Behavioral Services Helpdesk](#).

3.4.2 Crisis Prevention and Intervention Training

DSPs providing Community Based Supports, Day Habilitation, Individual Supports, or Respite to individuals assigned a behavioral acuity are required to complete Crisis Prevention and Intervention Training.

Provider agencies may choose to utilize existing Division approved [Crisis Prevention and Intervention Training Curriculum](#) or create their own agency led Crisis Prevention and Intervention Training, however, Division approval is required. For more information or questions regarding the Crisis Prevention and Intervention curriculum requirements or a listing of Division approved training curriculum, please contact the [DDD Behavioral Services Helpdesk](#).

3.5 Mandatory Provider Developed Trainings

Providers are required to develop trainings on the topics below which, at a minimum, must meet the identified expectations, curriculum, documentation, as applicable. Additionally, trainings shall reflect the organization's internal policies and procedures as required by DDD [policy manuals](#). These trainings do not require Division approval.

Documentation of Provider Developed Training Curriculum must be available for review upon request by DDD or the Office of Program Integrity and Accountability (OPIA). Documentation of training completion must be available for review upon request, maintained in the personnel file or similar electronic means. Acceptable documentation of training verification includes, training certificate with DSPs name and date of training and signature of trainer proctor. Alternative options such as learner transcripts or electronic certificates/verification of completion may be accepted at the discretion of DD or OPIA.

Mandatory Provider Developed Trainings

1. Provider Developed Orientation
2. Specialized Staff Training about Individuals Supported
3. Basic Safety
4. Fire Evacuation and Emergency Procedures

Section 4: Provider Developed Training Requirements

4.1 Provider Developed Orientation

Expected Training Outcomes for DSPs: Through the orientation the DSP shall be informed of who you are as an agency, including agency mission, goals, and services; provide insight into the organizations culture; review of important documentation requirements including Individualized Support Plan (ISP) and other service documentation; review important personnel policies and professional expectations including being on time; dressing appropriately; being responsible for work tasks, professional phone and internet, social media use/non-use and being attentive to the needs of individuals while respecting their rights and privacy.

Minimum Curriculum Requirements:

- Mission, philosophy, goals, services, and practices, including:
 - An overview of the organization's mission statement that describes its purpose and overall goals (including statements about the organization's values and vision, as appropriate)
 - A brief history of the organization that includes services offered and population(s) served
- Personnel policies, including:
 - An overview of the table of organization, workplace requirements, job descriptions, reporting lines, key personnel policies (must be updated to include social media activities that violate HIPAA), employee handbook, etc.
- Understanding service plans and individual services, including:
 - An overview of the NJ ISP and individualized services and supports (see Section 7 in DDD [policy manuals](#))
- Documentation and Record-Keeping

- An overview of agency documentation requirements
- An overview of HIPAA requirements

4.2 Specialized Staff Training about Person(s) Served

Expected Training Outcomes for DSPs: DSPs shall learn about the specialized individualized needs of the person(s) served. While not every individual has a specialized need, providers are expected to have a policy stating that when specialized needs are present an individualized curriculum will be developed to cover the identified needs.

Minimum Curriculum Requirements: Training curriculum must be person-centered, specific to the needs of the person served, and based on individual medical and behavioral support needs. Specialized trainings must include, at minimum, the following standards and requirements:

- A detailed review of support needs and preferences as outlined in the ISP, PCPT and other resources
 - Individualized Behavior Support Plans/Behavior Protocols/Triggers
 - Addressing Enhanced Needs Form (AENF)
- For individuals with higher level medical needs requiring nursing support: Specialized training shall be provided to DSP by qualified content/subject matter expert, such as a Registered Nurse, physician, dietitian, etc.; **or** a trainer who is using an approved curriculum and has been trained and determined qualified by a physician and/or RN; **or** an approved training system. Examples of training include, but are not limited to:
 - Epi-Pen
 - Administration of Oxygen/Nebulizer/C-Pap/Bi-Pap
 - Diabetes/Blood Glucose Testing/Continuous Glucose Monitors/Insulin Administration
 - Mobility/Positioning/Transfers
 - Seizure Protocol/VNS
 - Skin Conditions
 - [Constipation](#)/Enema/Catheters
 - [PICA](#)
 - Specialized Diets/Textures/[Choking Risks](#)
 - Blood pressure/Feeding/Fluid/Bowel tracking
 - G-tubes
 - Tracheostomy Care

Additional Training Requirements: On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

Additional Resources: Please see the DDD [Health and Safety](#) page for bulletins and information regarding various medical issues.

4.3 Basic Safety

Expected Training Outcomes for DSPs: Training shall educate the DSP on helping people they support to be safe and learn to be safe at home and in the community.

Minimum Curriculum Requirements: Training Curriculum shall reference Emergency Procedures Policy, as appropriate. Examples of curriculum include but are not limited to the following:

- Safety in the home or service setting, including how to safely navigate and prevent accidents (for example, avoiding cooking hazards, appliance hazards, and properly storing sharp objects).
- Community Safety, including how to safely navigate your community, crossing streets, strangers, and personal boundaries.
- Vehicle Safety, including driver and passenger safety, distracted driving, speeding, seatbelts, and accident procedures.
- Balancing Risk with Individual Choice, including the awareness that self-determination and the right to take reasonable risks are essential for dignity and self-esteem and shall not be impeded by overly cautious caregivers who are concerned about their duty of care.

Additional Training Requirements: On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

4.4 Fire Evacuation and Emergency Procedures

Expected Training Outcomes for DSPs: Training curriculum shall educate the DSP on how to follow the appropriate agency and site-specific procedures to ensure safety during emergency situations.

Minimum Curriculum Requirements: Curriculum shall be based on the agency's Emergency Procedures policy, which includes operational and documentation requirements as they relate to the organization's Emergency Policies which at minimum includes:

- Life Threatening Emergencies (Division Circular #20) Policy and Procedure
- Documentation and recording requirements
- Notification practices (DDD, administration, other staff, family, guardians, etc.)
- Evacuation plan and process (if applicable) which includes:

- Individual Support/Evacuation Needs, including understanding of supervision level
- Staff roles and responsibilities
- Mechanism to ensure everyone has been moved to a safe location and is accounted for (shelter in place policy, if applicable)
- Completion of Incident Report

Additional Training Requirements: On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

Section 5: Alternate Pathway to Mandated CDS Trainings

For provider-developed trainings or alternate training to be used in place of the required CDS trainings below, they must sufficiently meet and address the identified training expectations, minimum curriculum requirements, and competency outcomes. This must be demonstrated through documentation of the training content via webinar, slide deck, training manual, or similar format. Training videos alone will not be accepted. In order to be considered for authorization, video submission must include transcript (Note: recordings of provider-developed training will not be uploaded to CDS).

1. Universal Precautions
2. DSP Professionalism
3. Introduction to Developmental Disabilities
4. Person-Centered Planning
5. HIPAA
6. Working with Families
7. Individual Rights and Choice
8. Supporting Healthy Lives
9. Cultural Competence
10. Everyone Can Communicate

5.1 Approval Process

Agencies seeking authorization for provider-developed curriculum to take the place of any of the above trainings shall submit training curriculum, competency tests, and any additional training supplements to DDD-WQU@dhs.nj.gov. A Division Quality Assurance Specialist will review the training to ensure that all minimum required curriculum elements are present. Please ensure that all submissions adhere to the required format, include all necessary element and are thoroughly proofread.

Provider agencies will be notified via email of the outcome of Alternate Pathway trainings within 30 days of submission. It is recommended that the provider agency maintain a copy of this email for their records. The Waiver and Quality Unit will maintain an internal database of all requests and outcomes and this information will be made available to OPIA and other auditing entities as required.

Documentation of provider-developed curriculum shall be made available for review upon request from DDD or OPIA. Documentation of training completion must be available for review upon request and maintained in the personnel file. Acceptable documentation of training completion is a training certificate with training title, date of training, and name of trainee.

Special Note: DDD will honor provider-developed training curriculums that were approved prior to implementation of the new training standards specific to this initiative. However, the agency will be expected to update those trainings according to the new standards. If it is determined during an audit or inspection that the training curriculum does not meet current standards, further action will be required.

5.2 Universal Precautions

Expected Training Outcomes for DSPs: The training curriculum shall educate and provide DSPs with the knowledge and skills to prevent the spread of infections and protect both themselves and the individuals they support from potential health risks as required by the Occupational Safety and Health Administration (OSHA).

To avoid the need for reassignment through CDS, the Universal Precautions annual requirement may be completed in-house; however, documentation needs to be maintained in the personnel file for verification.

Minimum Curriculum Requirements:

- *Universal Precautions* which will identify the set of guidelines DSPs will follow to prevent the transmission of bloodborne pathogens from exposure to blood and other bodily fluids. This shall include handwashing, the use of personal protective equipment, cleaning and disinfection procedures, and immunization against bloodborne pathogens.
- *Bloodborne Pathogens* in which the DSP will be able to define bloodborne pathogens as viruses and/or bacteria that are present in the blood and bodily fluids. These pathogens include, but are not limited to, Hepatitis B (HBV), Hepatitis C (HCV) and Human Immunodeficiency Virus (HIV).
- *Infection Control and Prevention* in which the DSP will be able to describe and demonstrate the procedures used in everyday tasks that help reduce exposure to common pathogens.

Additional Training Requirements:

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (e.g., True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.3 DSP Professionalism

Expected Training Outcomes for DSPs: The training curriculum will instill the values, behaviors, and skills necessary for providing high-quality support to individuals with disabilities. It will emphasize the importance of ethical conduct, effective communication, cultural competence, and ongoing professional development.

Minimum Curriculum Requirements

- *Becoming a DSP* in which the DSP will be able to describe what direct support professionals do and who they are; identify professional and unprofessional practices in the workplace; understand what direct support professionalism is; recognize the key roles of the direct support professional and describe how the roles of the direct support professional have changed in recent years.
- *Applying Ethics in Everyday Work* in which the DSP will be able to define ethics and ethical practice for direct support professionals; describe and refer to the [National Alliance for Direct Support Professionals Code of Ethics](#); recognize common characteristics of an ethical dilemma and identify and use the steps of [The RIGHT Decision Method](#) in resolving ethical dilemmas.

Additional Training Requirements:

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.4 Introduction to Intellectual and Developmental Disabilities

Expected Training Outcomes for DSPs: The training curriculum will provide foundational knowledge about the various types of intellectual and developmental disabilities, their characteristics, and effective support strategies. This curriculum will provide the DSP with the understanding and skills necessary to support individuals in a compassionate and effective manner.

Minimum Curriculum Requirements:

- *Terminology and Classification in Intellectual and Developmental Disabilities* in which the DSP will be able to describe what a classification system is and its purpose; describe some benefits and drawbacks of using classification systems; and describe some specific classification systems commonly used today.
- *A Brief History of Developmental Disability* in which the DSP will be able to describe the historical change in views and treatment of people with disabilities; compare and contrast differing views of disability across cultures; recognize current and anticipated challenges and changes for people with disabilities; and recognize how the role of direct support professional has developed over time.

Additional Training Requirements:

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.5 Person-Centered Planning

Expected Training Outcomes for DSPs: The training curriculum shall empower the DSP with the skills and knowledge necessary to create and implement individualized plans that prioritize the preferences, needs, and goals of the individuals they support.

Minimum Curriculum Requirements

- *An introduction to Person-Centered Planning* in which the DSP will be able to identify the key elements of a person-centered plan and the person-centered planning process.
- *Bringing Person-Centered Plans to Life* in which the DSP will learn to use person-centered approaches to support people on a day-to-day basis; anticipate challenges to person-centered plans; and use methods that support people to reach their goals.

Additional Training Requirements:

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.6 Health Insurance Portability and Accountability Act (HIPAA)

Expected Training Outcomes for DSPs: The HIPAA training curriculum is essential to ensuring DSPs understand the importance of protecting the privacy and security of an individual's health information. The curriculum will cover the key elements of HIPAA, practical applications, and the responsibilities of DSPs in maintaining compliance.

Minimum Curriculum Requirements

- *Introduction to HIPAA* in which the DSP will be able to recognize protected health information (PHI) common to the DSP role and as defined under HIPAA.
- The Privacy and Security Rule in which the DSP will be able to describe how the HIPAA Privacy Rule which focuses on the rights of individuals and the use/disclosure of PHI; the Security Rule which focuses on the physical and technical means used to safeguard PHI and prevent unauthorized access and misuse; and how these rules apply to direct support roles.
- *The Breach Notification and Enforcement Rule* in which the DSP will be able to define a breach under the HIPAA rules and list the steps to take for a suspected breach.

Additional Training Requirements

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.7 Working with Families

Expected Training Outcomes for DSPs: The training curriculum will provide the DSP with the skills and knowledge necessary to effectively collaborate and communicate with the families of individuals they support. This curriculum will emphasize the importance of building positive

relationships, understanding family dynamics, and respecting the role of the family in the care and support process.

Minimum Curriculum Requirements

- *Family Networks* in which the DSP will be able to define what a family is; describe how the person being supported identifies who belongs to their family; describe the importance of family in the lives of people with disabilities and the importance of understanding the following when working with families: family history, cultural influences, and dreams. The DSP will also be able to describe and discuss why some families are not a source of positive support for their members with a disability.
- *Understanding Support Networks* in which the DSP will be able to define support networks; describe why support networks are an important part of everyone's life; describe different types of support networks you might find in the life of someone with a disability; and describe the process of developing a support network and strategies for maintaining and expanding support networks.
- *Problem Solving with Support Networks* in which the DSP will be able to describe essential elements of successful support networks; identify ways to value the knowledge, gifts, and talents of all members of the support network; describe different ways you as a direct support professional can identify signs of problems or conflicts within a support network and describe different ways you can solve problems and conflicts found when working as part of a support network.

Additional Training Requirements:

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.8 Individual Rights and Choice

Expected Training Outcomes for DSPs: The training curriculum will promote the autonomy, dignity, and empowerment of individuals with disabilities by educating the DSP on the legal and ethical foundations of individual rights and providing them with the knowledge and skills necessary to support individuals in making informed choices.

Minimum Curriculum Requirements

- *Overview of Individual Rights* in which the DSP will be able to define relevant terms related to individual rights; identify various sources of individual rights; identify relevant legislation related to individual rights; and identify common rights that people with disabilities who receive support services have.
- *Restrictions of Individual Rights* in which the DSP will be able to define guardianship and terms that relate to guardianship; state several ways to work through balancing rights and risks; identify common ways in which rights could be unnecessarily restricted; and understand the role of [human rights committees](#).
- *Your Role in Supporting Expression of Rights and Facilitating Choice Making* in which the DSP will be able to identify the many roles DSPs play in facilitating choice-making and supporting the expression of rights; name the choice-making steps; name several ways to teach individuals about their rights; identify ways to encourage individuals to make their own choices; identify the personal responsibilities that go along with the expression of individual rights; and name several skills involved in self-advocacy.

Additional Training Requirements:

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.9 Supporting Healthy Lives

Expected Training Outcomes for DSPs: The training curriculum will provide DSPs with the knowledge and skills necessary to promote and maintain the physical, mental, and emotional well-being of the individuals they support.

Minimum Curriculum Requirements

- *Care of Common Health Conditions* in which the DSP will be able to describe some common health conditions that need care; identify the symptoms of common health conditions that need care; state how to care for common health conditions; describe the differences between the following types of health conditions: Acute, Chronic, Acute-on-chronic; and describe how a syndrome is different than chronic or acute health conditions.
- *Health Across the Lifespan* in which the DSP will be able to identify seven areas of health that need focus throughout a person's lifespan; identify the medical standards of care for each age range across the lifespan; identify vision standards of care for each age

range across the lifespan; identify auditory standards of care for each age range across the lifespan; identify oral standards of care for each age range across the lifespan; identify mental health strategies designed to ensure good mental health across the lifespan; identify basic nutritional needs for each age range across the lifespan; and identify the basic exercise habits needed to maintain good health across the lifespan.

- *Individual Healthy Needs* in which the DSP will be able to list six factors that impact an individual's health; state the reasons why it is important to complete a family medical history with each person who receives support; describe culturally competent strategies in supporting a person in living a healthy life; name five areas of life that are impacted by various health conditions; identify three lifestyle choices that are associated with increased risk to personal health and identify four environmental areas that impact a person's health.
- *Living Healthy Lives* in which the DSP will be able to describe the components of a healthy lifestyle; describe the benefits of living a healthy lifestyle and why this is important; explain at least three ways to support people to make healthy choices; and describe the role direct support professionals play in supporting healthy lives.
- *Signs and Symptoms of Illness* in which the DSP will be able to describe how using the [OARS Model](#) is an effective way to recognize signs and symptoms of illness; describe what senses they will use to observe and assess signs and symptoms of illness; describe the ten body systems and what function each performs; for each body system, describe at least two signs or symptoms that might indicate illness; identify information they would report to health care providers when requesting assistance to assess the seriousness of non-emergency health-related situations; and identify at least four health-related situations that would constitute a life threatening situation and require immediate emergency intervention.
- *Working with Healthcare Professionals* in which the DSP will be able to describe their role in supporting a person receiving supports to work with health care providers; describe the role effective communication plays when working with the health care provider, the person receiving supports, and their family or guardian, as well as case managers, social workers, or others involved in health care; identify their responsibilities when supporting a person to find a health care provider and describe essential skills for developing a working relationship with a health care provider.

Additional Training Requirements

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.10 Cultural Competence

Expected Training Outcomes for DSPs: The training curriculum will educate DSPs to understand and respect the diverse cultural backgrounds of the individuals they support. This curriculum will emphasize the importance of cultural awareness, sensitivity, and responsiveness in providing effective and respectful care.

Minimum Curriculum Requirements

- *What is Cultural Competence?* A lesson to explain why working toward cultural competence is a critical part of direct support work; define the following terms: culture, worldview, race, ethnicity, diversity, multiculturalism, cultural competence, and affiliation and describe five essential elements of cultural competence.

Additional Training Requirements

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

5.11 Everyone Can Communicate

Expected Training Outcomes for DSPs: The training curriculum will support DSPs to effectively interact with the individuals they support, coworkers, families, and others. Effective communication is crucial for building strong relationships, providing quality care, and ensuring that the needs and preferences of individuals are understood and respected.

Minimum Curriculum Requirements

- *Role of DSP as a Communication Partner* in which the DSP will be able to describe their role as a communication partner in promoting communication across all environments; describe how context and objects are currently used to support communication; analyze spoken language input and evaluate the nature of the messages communicated to the person; describe how daily routines are currently used to provide opportunities for functional communication; describe the importance of honoring a person's choices, preferences, and rejections, and list other people - both professionals and non-

professionals - with whom collaboration is necessary to support a person's communication.

- *What is Communication and Why is it Important* in which the DSP will be able to define communication, language, and speech; recognize and describe when communication is understood and when it is not; identify the components of communication; recognize and describe functional communication; list at least five of the rights in the [Communication Bill of Rights](#); describe why communication is essential; and identify the barriers and facilitators to communication.
- *How People Communicate* in which the DSP will be able to describe the typical ways we all communicate; recognize a variety of non-speech forms they can add to their spoken language to help their communication partner understand their message; demonstrate naturally-occurring gestures that can augment speech during routine activities; recognize communication acts that are intentional or non-intentional whether they are symbolic or non-symbolic, and what each of these terms means; recognize how challenging behavior may be a form of communication; and identify and correct common myths related to non-speech communication.
- *Augmentative and Alternative Communication (AAC)* in which the DSP will be able to define AAC; identify eligibility for and the benefits of using AAC; describe a variety of "low tech" and "high tech" AAC devices; demonstrate the use of AAC devices and resources to learn frequently used sign language vocabulary; demonstrate the use of at least ten signs that have been learned; describe their role in aiding in the selection of vocabulary on a person's AAC device and in assuring that assistive technology devices are available to the person and in good working order; describe and dispel commonly held myths about AAC and the development of speech; and demonstrate the "etiquette" of communicating with someone who uses an AAC device.
- *Strategies to Enhance Communication* in which the DSP will learn to describe and demonstrate ways to be an effective communication partner, including strategies such as modeling, waiting, contingent responding, and providing objects in the environment; identify ways to structure the environment to enhance communication; modify spoken input to reduce the number of controlling messages sent to increase spontaneous and empowered communication of the people they support; describe and demonstrate strategies that can be used to increase their ability to understand the speech of people with communication disabilities; utilize strategies to increase the likelihood of a functional response from a person with a communication disability; and identify the characteristics of culturally sensitive and respectful communication.

Additional Training Requirements:

Training-specific competency test - Minimum 8-10 questions on agency letterhead, in a numbered format, utilizing a variety of question formats (ie; True/False, multiple choice), crosswalk to ensure content in assessment aligns with content in training, include answer key.

On-the-job mentoring with a more experienced employee(s) who provides guidance, support, and knowledge sharing to a less experienced employee directly within their daily work environment, helping them develop necessary skills and navigate their role effectively.

Section 6: Resources

- Medication Practicum Documents
 - [Medication Practicum: A Guide for Evaluators](#)
 - [Medication Competency Assessment](#)
 - [Mock Medication Administration Observation Checklist](#)
 - [Medication Administration Skills Evaluation](#)
- [PANE Competency Assessment](#)
- [PANE Competency Assessment: A Guide for Evaluators](#)
- [Conversion Chart: 2016 to New DSP Training Requirements](#)
- General questions or feedback about this guide can be emailed to ddd-wqu@dhs.nj.gov.
- Questions about Positive Behavior Supports Curriculum, or Crisis Management Training Curriculum, or a listing of Approved Training Curriculums can be emailed to ddd.behavioralservices@dhs.nj.gov.



Section 7: Quick Reference Guide to Mandated Direct Support Professional and Direct Support Professional Supervisor Training

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
Prior to working with individuals	DDD Life Threatening Emergencies	Maintained	CDS (DDD Developed)	.5 hours	Safety	<ul style="list-style-type: none"> • Behavioral Supports • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Supported Employment: Individual • Supported Employment: Group • Supports Brokerage
	DDD Stephen Komninos' Law	Maintained	CDS (DDD Developed)	.5 hours	Safety	
	Incident Reporting	Modified (pulled out of Provider Orientation and made a standalone training)	CDS (DDD Developed) + Documented Review of Agency Procedures	.5 hours	Safety	

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	Provider Developed Orientation <ul style="list-style-type: none"> - Mission, philosophy, goals, services, and practices - Personnel policies - Understanding service plans and individual services - Documentation and record keeping 	Modified (timeline change {was 90 days} and some former elements removed and made standalone trainings)	Provider Developed Orientation	Time will vary by provider	Professionalism and Ethics Documentation	
	Orientation to Supports Brokerage	Maintained	Boggs Center	2 Days	Supports Brokerage	Supports Brokerage
Prior to administering Medications Medication Practicum Competency Assessment and Skills Evaluation completed prior to	Medication Training <ul style="list-style-type: none"> • Medications 1: Overview and Key Concepts • Medications 2: Healthcare Appointments • Medications 3: Getting and Storing Medications • Medications 4: Documentation and Communication • Medications 5: Supporting Medication Administration & Preventing and Addressing Errors 	Modified (New Training Content)	CDS [BC Developed w/Committee]	TBD	Supporting Health and Wellness	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
administering medications and annually thereafter	<ul style="list-style-type: none"> Medications 6: Observation and Next Steps Medication Practicum (on-site, in person) <ul style="list-style-type: none"> Mock Medication Administration (new-hires only) Medication Competency Assessment Medication Administration Skills Evaluation 		In person with a trained and experienced supervisor, nurse, trainer, or similar individual in a leadership role.			
Prior to implementing Behavior Support Plans	Introduction to Positive Behavior Supports	Modified (pulled out of Specialized Training and made a standalone training as applicable)	BC – Live Virtual [Or DDD Approved Agency Training]	5 hours	PBS and Crisis Prevention and Intervention	<ul style="list-style-type: none"> Behavioral Supports Community Based Supports Day Habilitation Individuals Supports Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
Prior to assuming “sole” responsibility of 1 or more individual(s) and every 2 years	CPR Certification	Maintained	Nationally Accredited Training Source	2.5 hours	Supporting Health and Wellness	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite
	First Aid Certification	Maintained	Nationally Accredited Training Source	3 hours	Supporting Health and Wellness	
Prior to assuming “sole” responsibility of 1 or more individuals, or within 60 days of hire, and as needed	<p>Specialized Staff Training about individual(s) supported.</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> - Special diets mealtime needs - Mobility procedures & devices - Seizure management & support - Assistance, care and support for physical or medical conditions, mental health and/or behavior needs - Support needs and preferences as outlined in the PCPT & ISP and other resources 	Maintained	<p>Provider Developed</p> <p>+ On the Job Mentoring</p>	Timeframes will vary by person served and provider.	<p>Safety</p> <p>Supporting Health and Wellness</p> <p>Person-Centered Practices and Supports</p>	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
Prior to assuming “sole” responsibility of 1 or more individuals, or within 60 days of hire, and as needed	Prevention of Abuse, Neglect, and Exploitation (PANE) Training (CDS Maltreatment Prevention and Response) <ul style="list-style-type: none"> - The DSP Role (.4) - What is Abuse (.4) - What is Neglect (.4) - What is Exploitation (.4) - The Ethical Role of DSPs (.4) PANE Competency Assessment	Modified: Timeline change (was 90 days)	CDS In person with a trained and experienced supervisor, trainer, or similar individual in a leadership role.	2 hours	Safety	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Supported Employment: Individual • Supported Employment: Group
	Basic Safety <ul style="list-style-type: none"> - Safety in the Home/Service Setting - Community Safety - Vehicle Safety - Balancing Risk with Individual Choice 	Modified: pulled out of Provider Orientation and made a Stand Alone Training with identified minimum elements	Provider Developed Curriculum	Timeframe will vary by provider	Supporting Health and Wellness	

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	Fire Evacuation and Emergency Procedures <ul style="list-style-type: none"> - Fire Evacuation - Emergency Procedures 	Modified: changes to timeline, was 90 days	Provider Developed Curriculum	Timeframe will vary by provider	Supporting Health and Wellness	
	Understanding and Preventing Life-Threatening Health Conditions <ul style="list-style-type: none"> - Introduction to Understanding and Preventing Life-Threatening Conditions - Choking - Aspiration - Constipation - Dehydration - Seizures - Infection - Gastroesophageal Reflux Disease (GERD) 	New	CDS [BC Developed]	2 hours	Supporting Health and Wellness	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	- Pressure Injuries					
	Crisis Prevention and Intervention	Maintained	DDD Approved Training Contact DDD <u>Behavioral Services Unit</u> for more information	Timeframe will vary by provider	PBS and Crisis Prevention and Intervention	Providers serving persons as having an acuity differentiated factor and are receiving the any of the following services: <ul style="list-style-type: none"> • Community Based Supports • Day Habilitation • Individual Supports • Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
Within 60 days of Hire	DDD Service Documentation Requirements & Medicaid, Fraud, Waste and Abuse - Overview of DDD Service Documentation Requirements - Medicaid, Fraud, Waste and Abuse	New	CDS (DDD Developed)	.75 hours	Documentation	<ul style="list-style-type: none"> • Behavioral Supports • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Supported Employment: Individual • Supported Employment: Group • Supports Brokerage
Within 90 days of hire and annually* thereafter	Universal Precautions [CDS] - Universal Precautions (.3) - Bloodborne Pathogens (.3) - Infection Control and Prevention (.3) [Relias]	Modified (listed specific lessons that meet requirement)	CDS or Relias	CDS: 1 hour	Safety	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	<ul style="list-style-type: none"> - Bloodborne Pathogens and the Use of Standard Precautions (.5) - Infection Control Essential Principles (.5) - Basics of Hand Hygiene (.25) 		<p>or</p> <p>DDD Approved Provider Developed Training</p> <p>*annual refresher training may be done in-house.</p>	Relias: 1.25 hours		
Within 90 Days of hire	<p>DSP Professionalism [CDS]</p> <ul style="list-style-type: none"> - Becoming a DSP (.7) - Applying Ethics in Everyday Work (.7) <p>[Relias]</p> <ul style="list-style-type: none"> - Professionalism in Direct Support Services (.75) 	New	<p>CDS</p> <p>or</p> <p>Relias</p> <p>or</p>	<p>CDS: 1.4 hours</p> <p>Relias: 75 hours</p>	Professionalism and Ethics	<ul style="list-style-type: none"> • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
			DDD Approved Provider Developed Training	Time will vary per provider		
	Employment Specialist Foundations: Basic Knowledge & Skills <ul style="list-style-type: none"> ✓ Overview, Assessment/Discovery ✓ Marketing & Job Development ✓ Instruction & Data Collection ✓ Retention & Long Term Follow Along OR	Maintained	Boggs Center on Developmental Disabilities OR DDD Approved Training	4 Days	Employment	<ul style="list-style-type: none"> • Supported Employment: Individual • Supported Employment: Group • Career Planning (within 1st year of hire)

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	<p>Alternate training entity approved by DDD. DDD.TransitionHelpdesk@dhs.nj.gov.</p>					
	<p>Introduction to Developmental Disabilities</p> <p>[CDS]</p> <ul style="list-style-type: none"> - Terminology and Classification in Developmental Disabilities (1.3) - A Brief History of Developmental Disability (1.4) <p>[Relias]</p> <ul style="list-style-type: none"> - An Overview of Different Types of Disabilities (1) 	New	<p>CDS</p> <p>or</p> <p>Relias</p> <p>or</p> <p>DDD Approved Provider</p>	<p>CDS: 2.7 hours</p> <p>Relias: 2 hours</p> <p>Time will vary per provider</p>	<p>Empowerment, Advocacy, and Rights</p> <p>Professionalism and Ethics</p> <p>Person Centered Practices and Supports</p>	<ul style="list-style-type: none"> • Behavioral Supports • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Supported Employment: Individual • Supported Employment: Group • Supports Brokerage

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	<ul style="list-style-type: none"> - Intellectual Disabilities: Interventions, Supports, and Outcomes (1) 		Developed Training			
	Person-Centered Planning [CDS] <ul style="list-style-type: none"> - An Overview of Person-Centered Approaches (1) - Bringing Person-Centered Plans to Life (.9) [Relias] <ul style="list-style-type: none"> - Person-Centered Thinking (.5) - Supporting Quality of Life for Individuals with IDD (1) - Using Service Plans (.5) 	New	CDS Or Relias or DDD Approved Provider Developed Training	CDS: 1.9 hours Relias: 2 hours Time will vary per provider	Person Centered Practices and Supports	

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	<p>HIPAA</p> <p>[CDS]</p> <ul style="list-style-type: none"> - Introduction to HIPAA (.4) - The Privacy and Security Rule (.4) - The Breach Notification and Enforcement Rule (.3) <p>[Relias]</p> <ul style="list-style-type: none"> - HIPAA Basics (.5) - HIPPA Privacy Rule [.25] 	<p>Modified: ongoing requirement that was added to Appendix E with specific lessons listed which meet requirements.</p>	<p>CDS</p> <p>or</p> <p>Relias</p> <p>or</p> <p>DDD Approved Provider Developed Training</p>	<p>CDS: 1.1 hours</p> <p>Relias: .75 hours</p> <p>Time will vary per provider</p>	<p>Professionalism and Ethics</p>	
	<p>Working with Families</p> <p>[CDS]</p> <ul style="list-style-type: none"> - Family Networks (0.9) - Understanding Support Networks (0.7) 		<p>CDS</p> <p>or</p>	<p>CDS: 2.2 hours</p>	<p>Communication</p>	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	- Problem-Solving with Support Networks (.6)	with specific required lessons.	DDD Approved Provider Developed Training	Time will vary per provider		<ul style="list-style-type: none"> • Respite
	<p>Individual Rights and Choice [CDS]</p> <ul style="list-style-type: none"> - Overview of Individual Rights (.9) - Restrictions of Individual Rights (1) - Your Role in Supporting Expression of Rights and Facilitating Choice Making (.8) <p>[Relias]</p> <ul style="list-style-type: none"> - Rights of Individuals with IDD (.75) - Choice-Making for People with IDD (.75) - Rights Restrictions in IDD Services (.5) 	Modified: pulled out of Provider Orientation and made a standalone training topic with specific required lessons.	<p>CDS</p> <p>or</p> <p>Relias</p> <p>or</p> <p>DDD Approved Provider Developed Training</p>	<p>CDS: 2.7 hours</p> <p>Relias: 2 hours</p> <p>Time will vary per provider</p>	Empowerment, Advocacy, and Rights	<ul style="list-style-type: none"> • Behavioral Supports • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Supported Employment: Individual • Supported Employment: Group • Supports Brokerage

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	DDD– Overview of Home and Community Based Services Settings Rule	New	DDD CDS (DDD Developed)	.5 hours	Empowerment, Advocacy, and Rights	<ul style="list-style-type: none"> • Behavioral Supports • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Supported Employment: Individual • Supported Employment: Group • Supports Brokerage
Within 120 Days hire	Supporting Healthy Lives (8.1) [CDS] <ul style="list-style-type: none"> - Care of Common Health Conditions (1.4) - Health Across the Lifespan (1.3) - Individual Health Needs (1.3) - Living Healthy Lives (1.4) - Signs and Symptoms of Illness (1.3) 	Modified: pulled out of Provider Orientation and made a standalone training with specific required lessons.	CDS Or Relias	CDS: 8 hours Relias: 2.75 hours	Supporting Health and Wellness	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
	<ul style="list-style-type: none"> - Working with Healthcare Professionals (1.4) <p>[Relias]</p> <ul style="list-style-type: none"> - Health Needs and Outcomes for People with IDD (1) - Common Health Problems and Interventions for Persons with IDD (.5) - Working with Healthcare Providers (.5) - Supporting Healthy Eating & Exercise (.75) 		<p>or</p> <p>DDD Approved Provider Developed Training</p>	<p>Will vary per provider</p>		
	<p>Cultural Competence</p> <p>[CDS]</p> <ul style="list-style-type: none"> - What is Cultural Competence (.9) <p>[Relias]</p> <ul style="list-style-type: none"> - Diversity and Disability (1) 	<p>Modified: pulled out of Provider Orientation and made a standalone training with specific required lessons.</p>	<p>CDS</p> <p>Or</p> <p>Relias</p> <p>or</p>	<p>CDS: 1 hour</p> <p>Relias: 1 hour</p>	<p>Cultural and Linguistic Competence</p>	<ul style="list-style-type: none"> • Behavioral Supports • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Supported Employment: Individual

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
			DDD Approved Provider Developed Training	Will vary per provider		<ul style="list-style-type: none"> Supported Employment: Group Supports Brokerage
	Understanding Behavior and Effective Supports	New	BC on CDS (TBD) or completing full Intro to PBS [Boggs Center or DDD Approved Agency Training]	1.5 hours	PBS and Crisis Prevention and Intervention	<ul style="list-style-type: none"> Community Based Supports Community Inclusion Services Day Habilitation Individual Supports Prevocational Training Respite
	Overview to Dual Diagnosis	New	BC on CDS (TBD)	1.5 hours	Supporting Health and Wellness	<ul style="list-style-type: none"> Community Based Supports Community Inclusion Services

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
			or completing full Understanding and Addressing the Needs of People with Dual Diagnosis [Boggs Center]			<ul style="list-style-type: none"> • Day Habilitation • Individual Supports • Prevocational Training • Respite
Within 180 days of hire	Intro to Trauma Informed Supports	New	BC on CDS (TBD) Or completing full Supporting Individuals w/IDD in Trauma	1.5 hours	PBS and Crisis Prevention and Intervention	<ul style="list-style-type: none"> • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
			Recovery [Boggs Center]			
	Everyone Can Communicate (6.7) [CDS] <ul style="list-style-type: none"> - Role of DSP as a Communication Partner (1.4) - What is Communication and Why is it important (1.7) - How People Communicate (1.1) - Augmentative and Alternative Communication (1.4) - Strategies to Enhance Communication (1.1) 	New	CDS or DDD Approved Provider Developed Training	CDS: 6.7 hours Will vary per provider	Communication	<ul style="list-style-type: none"> • Behavioral Supports • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports • Prevocational Training • Respite • Supported Employment: Individual • Supported Employment: Group • Supports Brokerage
Annually, 12 hours per calendar year for full time staff (30 or more hours per week).	Professional Development: Mandated Trainings, Orientation, Seminars, Webinars, In-service, College of Direct Support, and Conference all count.	Maintained	Various Trainers	12 hours (Full-time) 6 hours (part-time)	Professional Development	<ul style="list-style-type: none"> • Behavioral Supports • Career Planning • Community Based Supports • Community Inclusion Services • Day Habilitation • Individual Supports

Timeline	Training Titles	Training Status	Training Method	Estimated Time	Competency Domain	Service Scope
Annually, 6 hours per calendar year for part time staff (less than 30 hours per week).	<p>Prorated at 1 hour per month for full time staff hired after January.</p> <p>Prorated to 1 hour every two months per year for part time staff (less than 30 hours per week).</p>					<ul style="list-style-type: none"> • Prevocational Training • Respite • Supported Employment: Individual • Supported Employment: Group • Supports Brokerage

*Competency area may be addressed in whole or in part. These trainings are intended to be for onboarding and initial training purposes. Additional competency skill statements may be addressed through on the job coaching and mentoring and continued professional development beyond the first year of the DSPs employment.

**CDS Timeframe listed (#) is the estimated longest time it shall take. Time will vary based on learner. It is often shorter than the time stated.

*** DSPs hired from Community College (Bergen Co. & Rowan) DSP Programs with Certificate shall not need to retake training. Transcripts shall be reviewed to verify completion. On the Job Competency Assessments must be done by agencies.

****The trainings listed meet the minimum requirements. Agencies are encouraged to offer additional training and mentoring as part of their on-boarding processes.