

College of Direct Support (CDS) Trainings for November 2024

Recorded trainings on the [College of Direct Support](#) are available 24/7. To access them, the Support Coordination Agency-assigned CDS Administrators need to assign individual lessons to each staff member. CDS lessons with the DDDSC designation are required per the Division of Developmental Disabilities (DDD) policy manual. CDS lessons with the DDD Support Coordination designation are optional but encouraged.

Training Title	Training Description
<i>Adaptive Equipment and Documentation</i>	In this session the learner will be able to name the common types of adaptive equipment and its potential uses. The learner will understand how to document adaptive equipment in the NJISP and iRecord.
<i>Behavior Supports and Documentation</i>	In this session the learner will understand behavior supports and resources through the Division of Developmental Disabilities. Documentation expectations in the NJISP and iRecord will also be reviewed.
<i>Best Practice in Documentation</i>	In this session the learner will understand how to develop person-centered, high quality, standardized documentation practices.
<i>Bureau of Guardianship Services (BGS): Overview, Processes, Alternatives and Supports</i>	In this session the learner will become familiar with the different types of guardianship and alternatives to guardianship. Topics including the process to pursue guardianship and the role of the BGS guardian will also be reviewed.
<i>Charting the LifeCourse: A Method of Ensuring Person-Centeredness</i>	In this session the learner will become familiar with the philosophy of Person-Centered Planning and principles of the Charting the LifeCourse framework. The LifeCourse Tools will be introduced to help users plan for a “good life”.

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<i>Community Care Program Waiting List</i>	In this session the learner will become familiar with the eligibility criteria for the Community Care Program (CCP). The session will review the process of being added to the waiting list and what to expect once reached.
<i>Corrective Action Plan (CAP)</i>	In this session the learner will be guided through the steps involved with the Corrective Action Plan (CAP) process. Topics include how to submit a quality Corrective Action Plan and future reporting requirements.
<i>Corrective Action Plan (CAP) Quarterly Reports</i>	In this session the learner will be guided through the steps involved in preparing to submit quality Corrective Action Plan (CAP) Quarterly Reports to the Support Coordination Unit within the Division of Developmental Disabilities.
<i>DDD Service Review Overview: Accessing Division Resources for Goods and Services</i>	In this session the learner will understand how to identify service limitations, exclusions and items that require DDD Service Approval.
<i>Developmental Disabilities and Community Integration: A Brief History</i>	In this session the learner will understand the history of services to those with intellectual and developmental disabilities in the US. This session will also discuss the transition from institutionalization to an approach of community integration and the current themes of person-centered approaches in NJ.
<i>Electronic Visit Verification (EVV)</i>	In this session the learner will be guided through an explanation of the Federal EVV Mandate. This session will discuss impacted procedure codes, exemptions, compliance, and the Support Coordinator's role in documentation.
<i>Employment Highlights and Updates and New Initiatives</i>	In this session the learner will become familiar with employment services through DDD, Project SEARCH, and State as a Model Employer (SAME). This session will discuss the required documentation needed for these services.

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<i>Ensuring Support Coordination Agency Availability and Responsiveness: Receive, Respond, Report</i>	In this session the learner will recognize the role of the Support Coordinator in receiving and responding to calls and reporting unexpected events. The learner will also be able to understand the process for reporting issues to the Division of Developmental Disabilities.
<i>E-Signature in iRecord: Responsibilities and Functionality</i>	In this session the learner will understand the importance of the individual being at the center of the planning process. This session will also discuss SCA responsibilities and the technological functions related to e-signature use.
<i>Gateway to the Community Care Program (CCP) Waiting List – What it is and How to Apply</i>	In this session the learner will become familiar with the Community Care Program (CCP) Waiting List and the waiting list types. This session will review how to submit an application for the Priority Waiting List.
<i>Housing Subsidy Program Questions and Answers</i>	In this session the learner will understand the Housing Subsidy Program process. Topics will include how to locate a property, rules on living arrangements, and the challenges one can face with the housing process.
<i>Incident Reporting Responsibilities and Death Confirmation Process</i>	In this session the learner will become familiar with the “5w’s”: who, what, when, where and why of incident reporting. This session will also explain the death confirmation process and necessary action steps.
<i>Introduction to Self-Directed Services</i>	In this session the learner will understand the roles and responsibilities of the Office of Education on Self-Directed Services. This session will explore self-directed service options and the roles of self-directed employees, supports brokers and the fiscal intermediary.
<i>Mealtime Safety and Documentation</i>	In this session the learner will understand the various diet textures and liquid consistencies. Documentation expectations and responsibilities related to reporting changes, concerns related to an individual’s diet or mealtime behavior to ensure mealtime safety will be reviewed.

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<i>Measuring Customer Satisfaction: A Training for Support Coordination Agencies</i>	In this session the learner will gain knowledge of the Division Policy Manual requirements related to customer satisfaction. Methods of measuring customer satisfaction, tabulating and sharing results will also be discussed.
<i>NJ ABLE – Save While You Preserve SSI and Medicaid</i>	In this session the learner will understand how NJ ABLE helps individuals with disabilities and their families save for disability-related expenses. Additional review of how someone can preserve their ability to benefit from Supplemental Security Income, Medicaid and other federal programs will be examined as well.
<i>NJ Division of Aging Services Series: Respite Supports</i>	In this session the learner will be able to identify the available respite services which will help to reduce the risk of care crises. A review of how to utilize the Statewide Respite Care Program will be explored.
<i>NJISP Related: Employment Expectations and Overview</i>	In this session the learner will identify the required Division documents for employment options within the NJISP by exploring and planning for employment. The session will also review how to support New Jersey’s commitment to being an Employment First State.
<i>NJISP Related: New Jersey Comprehensive Assessment Tool (NJCAT) and Person-Centered Planning Tool (PCPT) Overview</i>	In this session the learner will understand how to utilize the NJCAT as a roadmap to ensure accuracy. This session will also discuss how NJCAT scores determine budget amounts and how it relates to identifying services. It will also review principles so Support Coordinators can highlight information from the PCPT to support the life trajectory.
<i>NJISP Related: New Jersey Individualized Service Plan Process and Documentation</i>	In this session the learner will examine a comprehensive, systematic guideline of what is required in order to create an Individualized Service Plan (ISP) and will be able to highlight the importance of the ISP being a person-centered document.
<i>NJISP Related: Service Entry and iRecord Overview</i>	In this session the learner will understand the process of accessing supports and services and how to identify components of an individual budget. The service review process and a basic overview of iRecord entry will also be explored.

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<i>Office of Education on Self-Directed Services</i>	In this session the learner will examine what the Office of Education on Self-Directed Services does and receive an overview of self-direction and supports brokerage.
<i>Overview of Division of Disability Services (DDS)</i>	In this session the learner will be able to identify the different services that DDS has to offer. It will also focus on how to access services, application processes and eligibility determination for each service (i.e. NJ ABLE, PASP, NJ WorkAbility, DB101, TBI Fund, DH&W and IHC Grant Program).
<i>Overview of Division of Vocational Rehabilitation Services (DVRS)</i>	In this session the learner will understand the steps in the referral and application process for DVRS, eligibility determination, plan for employment and the potential services available.
<i>Overview of the DDD Medicaid Eligibility Helpdesk and Medicaid Eligibility</i>	In this session the learner will be able to gain knowledge of various Medicaid programs and eligibility requirements. The roles and responsibilities of the DDD Medicaid Eligibility Helpdesk will be reviewed as well as the Medicaid troubleshooting form.
<i>Overview of the DDD Resource Team</i>	In this session the learner will be able to identify the services available through the Division of Developmental Disabilities Resource Team. This session will review the purpose of the Behavior Analysis Unit, Choking Prevention Unit and Nursing Support Unit.
<i>Overview of the Housing Subsidy Program</i>	In this session the learner will examine the Supportive Housing Connection eligibility requirements, application process, and annual recertification process.
New! <i>Overview of the Human Rights Committee</i>	In this session the learner will be able to identify the rights of Division eligible persons. The learner will also be able to understand the purpose of the Human Rights Committee and the process for the Human Rights review via the Human Rights Committee.
<i>Policies and Procedures Manuals</i>	In this session the learner will understand the criteria to develop and maintain a Policies and Procedures Manual that meets Division requirements and expectations.

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<i>Pre-Admission Screening and Residential Review (PASRR) Process</i>	In this session the learner will explore the PASRR process, the steps involved with the PASRR Level I screening tool and when the PASRR Level II evaluation and determination is needed.
<i>Preparing for Support Coordination Unit Evaluation: A Training for Support Coordination Agencies</i>	In this session the learner will review how Support Coordination Agencies can prepare for the Division’s Support Coordination Unit evaluation process, review evaluation indicators and expectations during and post SCU evaluation.
<i>Putting Home and Community Based Services (HCBS) Rules into Practice</i>	In this session the learner will become familiar with the Home and Community Based Services Final Settings Rule. The learner will also understand how to identify required characteristics and how to ensure implementation. Compliance and ongoing monitoring of services will also be discussed.
<i>Quality Management: Plans, Processes, and Reporting</i>	In this session the learner will understand the Division’s quality improvement requirements by reviewing the best practice methods and considerations related to quality improvement efforts.
<i>Self-Determination: Why It’s Important for Individuals with Different Abilities</i>	In this session the learner will gain knowledge of what self-determination is and how to support individuals with their self-determination journey by using activities, assessments and tools.
<i>Service Utilization - Waiver Requirement</i>	In this session the learner will understand what waiver compliance is and that it requires, at minimum, two waiver services. This session will also review how to support individuals and supporters with decision making.
<i>Substance Abuse and the Intellectual and Developmental Disabilities (I/DD) Population</i>	In this session the learner will be able to identify the biology, behaviors, prevalence and risk factors for substance abuse within the Intellectual and Developmental Disability Population. The interventions and barriers to treatment will also be discussed.
<i>Suicide Prevention and the IDD Population (Part of a series on mental health)</i>	In this session the learner will examine the warning signs of suicide for individuals with IDD and how to refer people at risk for suicide for help.

Training Title	Training Description
<i>Support Coordination Agencies (SCAs) Considering Operational Options and Sustainability</i>	In this session the learner will understand DDD policy manual requirements regarding agency census expectations, 24 hour responsiveness, and SCA policy and procedure manuals. This session will also discuss quality management within the SCA and conflict free care management. SCAs will also discover options with determining operational viability.
<i>Support Coordination Agency (SCA) Staff Qualification Requirements</i>	In this session the learner will understand each of the manual requirements and expectations related to SCA Staff Qualifications. This session will prepare SCAs to verify staff qualification for new hires and conduct ongoing reviews and maintain documentation in personnel files.
<i>Support Coordinator Monitoring Tools</i>	In this session the learner will be able to identify Monitoring Tool goals, DDD policy manual requirements and how to use the Monitoring Tools effectively.
<i>Using the Addressing Enhanced Needs Form (AENF) in Plan Development</i>	In this session the learner will examine the importance of working as a team to develop an Individualized Service Plan that supports an individual based on their needs and preferences. It will also focus on the significance of the AENF in person-centered plan development.
<i>Using the ISP Individualized Service Plan Worksheet for Residential and Day Habilitation Providers and Support Coordinators</i>	In this session the learner will understand the importance of the ISP worksheets in person-centered plan development as a communication tool and how to complete the form in its entirety. The HCBS modification requirements will also be discussed.

College of Direct Support (CDS) Tutorial for Support Coordination Agencies to Access Recorded Trainings/eLearning

- Log in at [College of Direct Support](#)
- Type in Username
 - first initial of first name, full last name then last 4 of your social security number Example: John Doe (username would be JDoe1234)
- Type in Password
 - The generic password is hello. Please refrain from changing the password.
- Once logged in, you will be on the main/home page
 - Look for a red or green box on the left that will either say, “Current Assignments” or “Overdue Assignments”
 - There will be a number if there’s any eLearning assigned
 - Click underneath where it says, “eLearning Lessons”
- On the next page of assigned items you should be able to view all the assigned eLearning lessons
- Click on the specific lesson you would like to view
- A new window will pop up; click “start the lesson” at the bottom
- Please note that certificates of attendance will not be distributed for any trainings viewed on the College of Direct Support. After completion of a training, the user has the option to print the transcript. It will reflect all trainings completed.