

INDIANA MOVES FORWARD TO BUILD A STATEWIDE TRAINING SYSTEM ACROSS ELDER AND DISABILITY COMMUNITIES

In November, the Indiana Department of Administration and FSSA/Division of Disability, Aging and Rehabilitative Services (DDARS) released a Request for Information (RFI). The RFI is a vehicle for seeking input from stakeholders prior to the development and release of a Request for Proposal—in this instance a grant opportunity for entities interested in the development of a statewide education and training system for providers of service, advocates and service recipients across disability and elder communities. Three general questions were posed for respondents, as follows.

1. Identify the components of a core curriculum for case managers, direct care workers, caregivers and providers in the areas of developmental disabilities and aging services.
2. Identify the advocacy training topics that need to be included in an educational opportunity for consumers, families or caregivers.
3. Identify strengths and weaknesses of different training structures.

In response to the RFI, ISETPG referenced national research and made several recommendations based on best practices. Highlights of these recommendations follows.

1. Components of a Core Curriculum

A comparison of national standards across human service professions revealed a core of common competencies across these professions (e.g., supporting people with disabilities, elder care). See website www.cshse.org for more

information. These competencies should provide the foundation around which a core curriculum for personnel supporting people with disabilities and the elderly is developed.

Basic components of a statewide education and training model need to include, but not be limited to, the following:

- A framework based on the Council of Quality & Leadership Outcomes (www.thecouncil.org/)
- Utilization of multiple formats for learning (e.g., universal design, face to face, online courses)
- A standard curriculum for all direct support professionals
- A standard curriculum that has levels of learning (e.g., introductory, advanced, train the trainer)
- Utilization of curriculum and assessment strategies that are competency based
- A career ladder approach to education and training
- Opportunities to receive certifications and post-secondary degrees.
- Use of a mentor approach for students and trainees
- The formation of fiscal partnerships between state agencies, providers, higher education and students

2. Advocacy Training

Advocacy training topics for consumers, families and caregivers needs to include, but not be limited to, the following:

- Civil rights and laws that offer protection in the areas of community support, affordable housing and employment programs



MISSION. . .

The mission of ISETPG is to provide leadership in planning, coordinating, and evaluating an effective, comprehensive educational system. By promoting and facilitating access to this system, for all members of an individual's support team, we seek to ultimately improve the quality of life for all.

- Menu of services and programs across community living, housing, employment and economic stability opportunities
- Information on statewide advocacy organizations and trainings (e.g., AARP, Fifth Freedom)

3. Training Structures

ISETPG supported the development of a state mandated orientation and creation of an ongoing training system across human service personnel—with one caution. It was noted that beyond a basic orientation across personnel, there would be information that would require the development of tracks or specialty courses. For example, it felt “too big” to fit an education and training system for both aging and disability populations within one curriculum or approach.

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ISETPG emphasized that a state training system would require an investment. Financial incentives need to be available for personnel advancing through a career ladder and for providers to be in a good position to support expanded professional development opportunities for employees.

In conclusion, it is exciting to see forward movement for a statewide education and training system. ISETPG was established in 2002 in response to U.S. Department of Justice recommendations that Indiana plan for and implement a system. And in 2005 it is anticipated that DDARS will release a Request for Proposal or grant to begin to formalize the development of such a system—a giant step for the improvement of the recruitment, retention and training efforts of Indiana's human service personnel.

ISETPG Training Calendar Highlights of www.iidc.indiana.edu/Training



Library Addition

From the comfort of your desk “check out” a captioned Real Player movie featuring Julie Beckett on the topic of Medicaid Waivers on the ISETPG website. Ms. Beckett presented at the 2003 ARC of Indiana Conference.

Regional Trainings in Indiana on the Prevention of Abuse and Neglect

Watch the calendar for December trainings by Dr. Dan Sheridan and Eva Kutas, J.D. on the topic of the Prevention of Abuse and Neglect. These trainings are made possible by FSSA/DDARS and are a response to the training recommendations made by the Department of Justice.

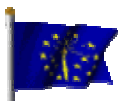
Market Your Events in 2005

To post a training on the calendar contact Larry at ljschaaf@indiana.edu or see the ISETPG website for further instructions. The Website is averaging over 250 visitors a month.

Plan Ahead for 2005

For a listing of additional Indiana and national conferences and trainings that have an impact on services and supports for people with disabilities and elders see the ISETPG websie at www.iidc.indiana.edu/Training

Food for Thought and Action: Self Advocates of Indiana Position Statement on Self-Determination



“The service system as we have known it is changing, moving from the institutional, need-based model to a community-based model that focuses on the abilities of people and their right to be involved in every aspect of their lives.”

At a time when it is becoming increasingly important for people to make important decisions about their lives, thee has also been the disturbing realization that people are not prepared to make those decisions.”

Self-Advocates of Indiana (SAI) encourages everyone to look closely at and follow the principles of self-determination, both as a service reform and as a process for a person to grow.

As a service reform, self-determination lays the groundwork for genuine community presence and participation. The elements are:

- 1) Freedom to plan a real life
- 2) Authority over our resources
- 3) Support for building a life in our community
- 4) Responsibility to give back to our community

As a process for a person to grow, self-determination is the ability of individuals to:

- 1) Make choices that allow them to exercise control over their lives.
- 2) Achieve the goals to which they aspire.
- 3) Acquire the skills & necessary supports to participate fully in society.

SAI is an independent, not-for-profit organization led by and for people with developmental disabilities whose mission is *“to learn our rights and to speak out about our rights so that we get the respect we deserve.”* SAI is a regular contributor to this newsletter and a member of ISETPG.

Center on Community Living and Careers
Indiana Institute on Disability and Community
Indiana's University Center for Excellence
Indiana University
2853 East Tenth Street
Bloomington, Indiana 47408-2696