

Study Questions Chapter 1

True or False

- _____ 1. To qualify as a QDDP the applicant must have at least one year of experience working directly with individuals with intellectual or developmental disabilities.
- _____ 2. QDDP is an acronym for Qualified Developmental Disabilities Professional.
- _____ 3. A QDDP must have a Bachelor's of Science degree in a human service field.
- _____ 4. When a person supported does not meet eligibility for Medicaid they are no longer eligible for services.
- _____ 5. Medicaid is a joint partnership between a state and the federal government for services to people with developmental disabilities.
- _____ 6. When an agency policy or procedure conflicts with the basic values of person centered planning the QDDP should address the policy/procedure conflict with agency leadership.
- _____ 7. A desirable quality in any PCSP is giving DSPs permission to determine what social skills need instruction on any given day.

Multiple Choice

- _____ 8. System-centered planning is
 - a. Desirable
 - b. Fitting people into existing programs and services.
 - c. Will not be a factor in the PCSP.
 - d. Requires the QDDP to be a professional in charge.
- _____ 9. An example of active treatment is
 - a. Developing a transportation plan for an individual that requires collaboration with the city bus system.
 - b. Expecting DSPs to use the same training methods for all people supported.
 - c. Delegating the monitoring of a PCSP to the DSP.
 - d. Using charts and graphs to track progress.

Paragraph

- 11. What are some naturally occurring supports in your city/town/region pertaining to transportation?
- 12. What should a QDDP do when a team member, guardian, or DSP has conflicting values or has violated the rights of a person supported?

13. What are five principles of person centered planning as cited by John and Connie Lyle O'Brien?

14. Explain why the PCSP should address opportunities to develop and maintain relationships.

Study Questions Chapter 2

True or False

- ☐ 1. Supports to people with I/DD must include a balance between safety and opportunity.
- ☐ 2. A PCSP can be revised when preferences or needs of the person change.
- ☐ 3. Formal assessments compare people with disabilities to people without disabilities.
- ☐ 4. A good way to gather information about a person supported may be to interview their sibling(s).
- ☐ 5. An example of an informal assessment is assessing the person's interactions, abilities, and skill level across daily environments.
- ☐ 6. The self assessment should be exclusively composed of the personal outcome measures.
- ☐ 7. Enrichment skills are not necessary for learning a skill to become independent.
- ☐ 8. It would be appropriate to assess for problem-solving skills related to teaching someone to take their own medications on time.
- ☐ 9. The self assessment is designed to help the team gain an understanding of how the person perceives the current supports and services.

Multiple Correct

10. Check those circumstances where a PCSP would need revision.

- | | |
|---|--|
| <input type="checkbox"/> change in living arrangement | <input type="checkbox"/> goals have been achieved |
| <input type="checkbox"/> change in diet | <input type="checkbox"/> change in employment |
| <input type="checkbox"/> change in health | <input type="checkbox"/> objective has been achieved |

11. Check the general responsibilities of a provider of supports to people with I/DD.

- ☐ all financial decisions
- ☐ helping the person supported develop decision-making skills
- ☐ reduce dependence on support providers
- ☐ contribute to the educational system of the community
- ☐ support an individual with I/DD to develop functional skills

12. Check the assessments that must be reviewed on an annual basis for all individuals.

___ IPOP	___ self assessment	___ medication administration
___ RMAP	___ social network	___ social skills
___ IQ	___ finances	___ rights
___ functional skills	___ transportation	___ vocational preferences

Short Answer

13. Read the following scenario. List at least four assessments that will be needed by team members before serious discussion can be made regarding supports Jarod will need to move toward his goal. Give your reason or justification for listing that assessment. What information will that assessment yield and how will it help the team determine supports for Jarod?

Jarod is 22 years old and acquired his disability through a severe infection when he was a teenager. He uses an augmentative communication system and he is not independently mobile. He uses an electric wheelchair. He is very interested in architecture and buildings. He wants to have a girlfriend. This has been his desire for several years, but when asked about his goal for the coming year he was quite adamant that this was his first and foremost goal.

- a.
- b.
- c.
- d.

14. The QDDP has decided that she would like to observe Jarod. List some considerations she/he should remember before doing the observation(s).

15. When interviewing for the self assessment you should:

- a. avoid telling the purpose of the interview
- b. always verify information given by people who know the person
- c. match the interview environment to the person's living and working desires

16. Explain what is meant by the statement, “the self assessment is a measure of the person’s reality”.

17. Number the steps of the assessment in the order they should occur.

- ___ Risk assessment & self assessment data gathering
- ___ Team meeting
- ___ Team conducts assessments based on self and risk assessments
- ___ Summarize assessment data
- ___ Assessment summary sent to team members
- ___ Share results with team

Study Questions Chapter 3

True or False

- _____ 1. If at the summary phase of the team meeting, all issues have not been addressed, the team will need to decide to continue or reconvene.
- _____ 2. The documentation of the team discussion should be a verbatim record of the discussion.
- _____ 3. A written objective should include the projected start date, the criteria for identifying when the desired behavior/skill(s) has been achieved, and when the objective must be reviewed.
- _____ 4. A written objective should be observable and apparent to at least two observers watching at different times.
- _____ 5. A PCSP may often not have learning and/or support objectives.
- _____ 6. In the information phase of the team meeting the team may need to clarify any issues and determine if enough information is available to move forward with the material synthesized from the self assessment and the risk assessment.
- _____ 7. The agenda should follow the OSP.
- _____ 8. An efficient team does not need an agenda.
- _____ 9. It is more likely that a person will participate in the team meeting when they have a part in preparing for the meeting.
- _____ 10. The team should discuss what can be done to increase the person's involvement in the planning meeting.

Multiple Choice

- 11. The QDDP's role during the team meeting is:
 - a. being a professional that makes decisions for the team.
 - b. acting as a participant but also a facilitator.
 - c. acting as a representative of the agency's administrative team.
- 12. The agenda:
 - a. is the OSP.
 - b. follows the OSP.
 - c. is written by the team.
- 13. Written documentation of the team's discussion should include:
 - a. important or divisive issues.
 - b. accurate reflections of the issues discussed

- c. lists of all discussion of the decision-making phase.
 - d. both A and B.
14. Good team meeting facilitation includes:
- a. establishing ground rules.
 - b. starting the team meeting when all have arrived.
 - c. allowing private conversations.
15. Support objectives:
- a. are not measureable.
 - b. require that an assessment be directly related to the outcome.
 - c. are actions on the part of the staff or the agency.

Paragraph

Questions 16 – 19 are based on the following scenario.

It was determined that Jason's goal of attending a NASCAR race in Tennessee would help in developing some self-determination skills in the area of budgeting. Jason's team also suggested some support objectives in planning and arranging the trip.

Write a learning objective and support objective from the information in the above scenario. Be sure to address the components of learning objectives on page 36.

16. Learning objective

17. Support objective

18. Think of one more functional skill that could be developed (one that would result in continued practice) as a result of this goal. You do not need to write the objective.

19. Determine what is needed in this support objective (Staff instructions, who will do what and when).

Jason will purchase his flight/ticket.

Questions 20 – 23 will be based on the following scenario.

The team has decided that Sherrie's love for animals should be the basis for some skill building in self-determination and relationships. Sherrie is non-verbal and relies on others to direct her daily activities.

20. Write a learning objective that would be functional and would result in a skill that she could use across environments.
21. Write a support objective that would be related to her love of animals but be exploration in nature.
22. Using her love for animals, suggest some supports that could be built so Sherrie could start building some relationships.
23. Sherrie's team wrote the following support objective to help her explore possible jobs or volunteer opportunities that would build on her interest in animals:

Sherrie will visit some places where animals are present.

Please revise the objective to make it measurable and provide staff instructions that will detail how this support is to be provided and the data they should record following the activity that will give staff the information that they need to take the next step.

Study Questions Chapter 4

True or False

- _____ 1. The QDDP tracks and reviews the PCSP's objectives on a biannual basis.
- _____ 2. Support objectives should specify special actions that are common to all people supported.
- _____ 3. DSPs need to know how to apply "least-to-most prompting" in order to implement learning objectives.
- _____ 4. Written objectives and the subsequent methods should be implemented in natural environments.
- _____ 5. The OSP-PCSP annual date is one year plus one day of the previous OSP-PCSP.
- _____ 6. The OSP-PCSP must be submitted to the DDPM at least 5 working days prior to the end date of the current active OSP.
- _____ 7. Effective monitoring requires actual observation of the specific teaching program implementation.
- _____ 8. It is not a requirement of monitoring programs to observe prompting skills of DSPs.
- _____ 9. Observing the implementation of the OSP-PCSP is only required in the programs of your agency – not any programs delivered in services outside your agency.

Multiple Choice

- 10. If an OSP-PCSP is active until July 15, 2015, the new annual plan must be approved by the DDPM on or prior to
 - a. June 14, 2017
 - b. July 16, 2016
 - c. July 14, 2015
- 11. When a new OSP-PCSP has been developed and program methods have been written, it is expected that all staff have been trained
 - a. by the date of the OSP
 - b. within 15 days of the new active OSP-PCSP
 - c. within 5 days of the approval of the DDPM
- 12. Written support & learning objective methods should
 - a. be easy to implement without a lot of training
 - b. be written at the PCSP
 - c. be delivered in a timely manner

Paragraph

13. A copy of the program (learning or support objective methods) should be given to the person supported. List at least one way to make the program understandable to the individual.
14. Describe what aggressive and consistent monitoring of the OSP-PCSP should look like. List specific actions the QDDP should be taking to be aggressive and consistent.
15. List at least three ways a QDDP could communicate progress (or lack thereof) to DSPs that would not require a group or individual meeting.

Questions 16 – 18 will use the scenario below to answer the questions.

Curt has been monitoring the PCSP of Jason for the past 6 months and little progress has been made on the behavior program objective. GERs and T-logs seem to indicate that all procedures are being followed but data is flat – there has been little change in the targeted behavior. The DSPs are frustrated with the lack of change.

16. List two steps the QDDP (Curt) should take before questioning the skills of the staff?
 - a.
 - b.
17. If Curt decides to observe the actual implementation of the program what specific things should he be looking for?
18. What are some questions the QDDP could ask the DSPs to understand their expectations of the behavior program?

Study Questions Chapter 5

Paragraph

1. A student from the local high school will be transitioning to Agency ABC supported employment program. List at least three things the supported employment coordinator will need to determine the level of services needed.

2. List some ways the receiving agency can learn about the person they will be supporting.

3. Why are progress notes important in determining needs of a person who might be entering services?

4. How does your agency provide for compliance with HIPAA?

5. When would a social history be updated?
 - a. Every annual PCSP
 - b. Every 5 years
 - c. When life changes occur

Study Questions Chapter 6

True or False

- _____ 1. Direct Support Professionals should be able to demonstrate the hierarchy of physical intervention and identify the appropriate use of emergency procedures.
- _____ 2. The first step in the systematic approach to positive behavior supports is to have the team meet and develop a hypothesis.
- _____ 3. The goal of positive behavior supports is education and not simply behavior reduction.
- _____ 4. Before a behavior support plan is determined to be needed, it is good to ask "Are programs producing the desired positive results in learning and support objectives?"

Paragraph

- 5. What should the QDDP do when the behavior support plan is not producing the desired results?
- 6. List some important points a QDDP should cover when training staff on a new behavior support plan.
- 7. Why would the goal of a behavior support program be written to increase a desirable behavior rather than reduce the undesirable behavior?
- 8. The QDDP has sensed that not all staff agree on the definition of the behavior, but they are all in agreement on why the challenging and defiant behavior of the individual is happening. What steps could a QDDP take to get the staff on track in the systematic approach to behavior support?

Study Questions Chapter 7

True or False

- _____ 1. The most effective method of teaching and conveying the specific elements of the PCSP is “just in time”.
- _____ 2. Adults are more motivated when they understand the purpose and importance of training.
- _____ 3. Training staff on the PCSP should never be delegated.
- _____ 4. Direct Support Professionals (DSPs) are a key element of quality supports for people with intellectual disabilities.

Paragraph

- 1. List methods that would include DSP input into the PCSP.
- 2. Describe how you would apply one of the principles of adult learning in training staff on a specific program from a PCSP.
- 3. Make two recommendations to the QDDP regarding modeling the person centered approach in the following scenario.

While reviewing current progress, it became apparent that staff are not consistent in data collection and their comments in t-logs reveal that each staff is interpreting and implementing the methods differently. This has been an ongoing problem - one which the QDDP has addressed previously.

- 4. Describe how you would coach a supervisory DSP to assist in the initiation of an assessment process.

Study Questions Chapter 8

True or False

- _____ 1. The QDDP's role in regarding policy, procedure, regulation, and best practices necessitates full knowledge of how plans can be individualized within these parameters.
- _____ 2. The QDDP should avoid making recommendations for policy, procedure, regulation, or standards.
- _____ 3. The resource for finding current state policy issuance on seclusion and prone restraint is PI 10-02

Paragraph

Search for answers to questions 4 & 5 at <http://www.state.nd.us/robo/projects/816/816.htm>

- 4. What are the criteria for determining serious events?
- 5. Under which paragraph do you or would you qualify as a QDDP (or QMRP as stated in the policy issuance)?

Search for the answer to question 6 at <http://legis.nd.gov/cencode/t25.html>

Click on 25-01.2 and scroll down to section 25-01.2-15

- 6. What would you do if a parent or guardian refuses a doctor's recommendation of medication?

Study Questions Chapter 9

True or False

- _____ 1. Networking with other QDDPs across the nation and state is a good way to develop professionally.
- _____ 2. QDDPs' responsibilities in leadership require involvement in activities that change systems.
- _____ 3. In conflict management, a good strategy is to allow the issue to escalate so the real issue can be defined.
- _____ 4. A good communication strategy is to ask questions.

Paragraph

- 1. A good leader allows the customer to drive the organization. Explain what this means in the agency where you work.
- 2. How would a QDDP practice their role as a leader in the community where they work? Give two specific examples.
- 3. A good leader is a role model. List 3 specific examples of being a professional role model in your agency.
- 4. List one source for professional development a QDDP could use.