Webinar Overview

- Introductions
- Presentation
- Q & A after presentation
  - You can ask a question by pressing the * then # key to request the floor. Questions will be answered in the order they are received.
  - You can also submit any questions throughout the webinar via the ‘Chat’ box below the slides.
  - The moderator will read the questions after the presentations.
- Survey
  - Please complete our short survey to give us feedback for the next webinar!
National Community Education Directors Council

Amy Sharp, PhD, Council Chair
Colleen A. McLaughlin, MEd is a Community Training & Technical Assistance Coordinator at The Boggs Center. Colleen works with the Boggs Center Self-Directed Supports team in the development and provision of training and technical assistance activities with families, consumers, Division of Developmental Disabilities, providers, professionals, and community groups. She provides training in Person-Centered Thinking and Essential Lifestyle Planning across the state. Colleen also provides training and technical assistance with regard to workforce development and statewide pre-service trainings for direct-support professionals. Colleen came to The Boggs Center from the Institute on Disabilities/UCEDD at Temple University where she was an evaluation coordinator. While at Temple she worked on Pennsylvania's Independent Monitoring for Quality (IM4Q) Project and The Partnership, a statewide training and technical assistance project for self-advocates and family members. She has experience as an American Association on Intellectual and Developmental Disabilities (AAIDD) Supports Intensity Scale (SIS) trainer, providing education regarding use of the SIS nationally. Colleen earned her Bachelor of Science Degree in Psychology from the University of Pittsburgh and a Bachelor of Science in Education degree from Clarion University. In 2003, she received a Master of Education in Counseling Psychology degree from Temple University.

Carrie Coffield, PhD is an Instructor of Pediatrics at The Elizabeth M. Boggs Center on Developmental Disabilities. Dr. Coffield coordinates The Boggs Center’s Interdisciplinary Training efforts, including the Seminar on Family Centered Care and Developmental Disabilities, a required component of the pediatric clerkship for all third year medical students at Rutgers-Robert Wood Johnson Medical School in New Brunswick, NJ. Dr. Coffield’s research interests include a variety of disability specific topics such as healthcare reform, establishment of a medical home for individuals with developmental disabilities, and social and emotional impairments often associated with Autism Spectrum Disorders. Dr. Coffield obtained her doctorate in Psychology from Rutgers University in 2010. She obtained her Master’s degree from Rutgers University in 2005 and her Bachelor's degree in Psychology from the University of Notre Dame in 2003. Prior to her current role, Dr. Coffield served as Project Coordinator for the Children with Early Hearing Loss and Existing Comorbid Conditions in NJ project, which is focused on families with a child with hearing loss and other existing conditions. Dr. Coffield was an Interdisciplinary Trainee at The Boggs Center during the 2006-2007 academic year.
Collaboration Between Core Functions: Supporting Families and Educating Students

NCEDC Webinar Series
October 29, 2013
Collaboration Between Core Functions: Supporting Families and Educating Students

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The Boggs Center

Our Mission

The Boggs Center, as a University Center for Excellence in Developmental Disabilities, values uniqueness and individuality and promotes the self-determination and full participation of people with disabilities and their families in all aspects of community life.

As a catalyst and resource, The Boggs Center, through partnerships and collaborations, builds capacity in organizations, systems, and communities in a culturally competent manner. The Boggs Center prepares students through **interdisciplinary programs**, provides **community training and technical assistance**, conducts research, and disseminates information and educational materials.
Community Training & Technical Assistance

Workforce Development for Direct Support Professionals

- Pre-Service Training
- Coordination of a Collaborative Leadership Council
- Statewide Implementation of the College of Direct Support
- DSP Career Path
- Building Relationships to Increase Recruitment Efforts
Community Training & Technical Assistance

DSP Workforce Development: Training Needs Identified

• Working in the family home

• The Person: Needs, Preferences, Goals…

The Question…
Who, When, and How?
Student Opportunities at The Boggs Center

Robert Wood Johnson Medical School students interested in gaining experience with disability

1. Seminar on Family Centered Care and Developmental Disabilities
   - Required part of 3rd year pediatric clerkship
   - Seminal feature is home visit
Student Opportunities at The Boggs Center

2. Interdisciplinary Traineeship in Developmental Disabilities

- Electives for 3rd and 4th year students
- Independent Projects for 3rd and 4th year students
- Community Oriented Primary Care (COPC) summer assistantship
- Distinction students
  - Diploma modifier programs
  - Distinction in Research (DIR)
  - Distinction in Service to the Community (DISC)
Student Opportunities at The Boggs Center

• Distinction in Service to the Community (DISC) project

  – Approached by four 2nd year med. students interested in DISC project related to disability

  – DISC program:
    • Objectives:
      1. Students learn to identify health issues of concern to communities and explore the root causes of health issues.
      2. They develop culturally and linguistically appropriate tools.
      3. They design and implement an intervention.
      4. They learn to evaluate the effectiveness of their health intervention.

A Match!
Individualized Lesson Project

- Student Preparation
- Meet and Greet
- Person-Centered Plan Review
- Scheduling
- Development
- Review
- Evaluation
Direct Support Professional

• For Sam to continue his learning and experiencing new things, enhance his current skills, develop more social interactions and new relationships that will allow him to live a more fulfilling life, he would need the support of a DSP.

• It is very important that a DSP get to know me and listens to how I want to be supported.
Getting to Know Me

• I have Cerebral Palsy and use a wheelchair. My family and friends are the people who support me at home and other places like school and work.

• When I’m at work people say good things about me and admire me. They often say I have a great sense of humor and that I am very outgoing and intelligent.
Transfers

To stander from chair:

• Make sure braces and sneakers are on
• Park chair in appropriate spot (beside stander)
• Prepare stander to transfer Andrew (see picture)
• Lift kneepads, lock wheels, lift armrest nearest wheelchair, loosen belt (also remove any items on the stander table or seat)
• Have Andrew tilt down fully, remove foot plates, and unbuckle his belt.
Getting into the Van
Van Operations

- **Getting out of the Van**
  - *Put van in park
  - *Make sure all windows are closed
  - *DO NOT turn off the van yet!
  - *Make sure doors are unlocked
  - *Let out ramp
  - *Turn off van
  - *Push EZ lock button-Andrew pulls out
  - *Get out of the van and go around to the ramp door, help Andrew get out
  - *Let ramp back in
  - *Double check that the ramp door closes all the way – if not, do so manually
  - *Lock doors
Academics

• I take classes at Ocean County College such as Sociology, Psychology and English. It is a goal of mine to successfully complete academic studies.
Academic Supports

It’s useful if you know your way around campus. My course list will show where each class is located. A larger map can be found online.

I want to be able to get to class on time, so it’s important to know where I need to be and when.

We need to plan for:
- Using the restroom
- Study time
- Grabbing a snack
- Getting from one building to another

http://www.ocean.edu/welcome/maps/campus_map.htm
Physical Fitness
Exercise Routine

• I work out about 2 times a week, strengthening my muscles and enhancing my mobility.
• I work in exercises for my back, and chest and spend about 45 minutes to an hour of strength training exercising such as overhead pull-downs and chest fly on the pneumatic machine in the corner.
• I spend an hour and half in the pool using hand weight, vest and supportive noodle, followed by 10-15 minutes in the hot tub.
Exercise Routine

Description: Lifting 5lb weights to build and maintain strength

Staff need to:
- Get weights
- Make sure my hands are securely wrapped around comfortably (I’ll let you know if it doesn’t feel right)
- Stand by and “spot” me
- Watch to make sure I am not straining too much or lifting improperly.
- Reposition as needed.
- Wipe off weights and put back when finished.
As a DSP you are a very important person in my and my family’s life.

Having a dependable, friendly, fun, thoughtful, professional, and dedicated DSP helps me and my family live the lives we want.

I hope you’ll enjoy working with us as much as we appreciate the work you do!
Early Impact - Families

• Possession of a personalized training resource

• Reflection on person’s life

• Reinforces the power of language

• Positive Outlook on the Professionals of the Future
Student Experience and Early Impact

• Orientation and training about Person-Centered Thinking and issues related to the workforce

• Direct experience working with a person with a disability and his/her family

• Developed individualized lesson with family

• Developed manual about how to create an individualized lesson for later students

• Developed satisfaction survey for families
Student Experience & Early Impact

• Sustainability

  – Independent Project opportunity
    • mentoring component
    • recruitment component
Future Considerations

Small-scale beginnings to…

• Building Capacity

• Ongoing Revision

• Outreach to Families

• Evaluation and building concepts into larger workforce efforts…
• How to Ask a Question
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Visit the Websites

- AUCD Website: http://www.aucd.org
- National Community Education Director’s Council (NCEDC) Website: http://www.aucd.org/template/page.cfm?id=52

Questions about the NCEDC?

NCEDC Steering Committee Members:

- Amy Sharp: sharp@tamu.edu
- Dawn Rudolph: drudolph@aucd.org

*Please take a few minutes to complete our survey!*