

Office of Developmental Programs' (ODP)

Orientation and Annual Training Requirement Reference Matrix

This tool is designed to support Administrative Entities (AEs) and Office of Developmental Programs' (ODP) staff when Providers or Supports Coordinator Organizations (SCOs) choose to provide agency-developed or agency-identified training that meets the General Orientation and Annual training requirements of the 55 PA Code 6100. The reviewer determines if the identified staff completed each required annual training core courses based on Provider training records **including but not limited to: a description of the course, sign-in sheets, transcripts, or certificates of completion from the training.**

Chapter 6100.142 Orientation	
(b) The orientation must encompass the following areas:	Standard Training Elements
ODP has published an orientation training catalogue available on MyODP at the following link: All courses MyODP . Trainings are organized by topical areas identified in section §6100.142 and include credit hours. Participants may only receive one certificate for each training offered, even if the training is offered in multiple topical areas.	
(1) The application of person-centered practices, community integration, individual choice, and assisting individuals to develop and maintain relationships.	Training in any <u>one</u> of the 4 topical areas for §6100.142 (b)(1) will meet the requirement
Person Centered Practices— § 6100.142(b)(1)	Training materials should include: <ul style="list-style-type: none">• Application of person-centered practices including the core concepts of: Supporting Choice, Understanding Communication, Community Inclusion, and Promoting Relationships (Strengths based, culturally informed, whole person focused, cultivating connections inside the system and out)• Everyday Lives Values (Stability, Health and Safety, Connected, Responsibility, Communication, Success, Employment/Meaningful Contribution, Individuality, Relationships, Partnership, Quality, Advocacy)• Concept “Important to me” balanced with Health and Safety• Informed Choice, Supported Decision Making, and Dignity of Risk• The importance of getting to know a person
Community Integration— § 6100.142(b)(1)	Training materials should include: <ul style="list-style-type: none">• The importance and value of all people being part of the community• The significance of people with disabilities historically being isolated from their communities (i.e. institutionalization)

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	<ul style="list-style-type: none"> • Identification of the six factors of community inclusion (1. presence, 2. choice, 3. competence, 4. respect and valued roles, 5. participation, and 6. belonging)
Individual Choice— § 6100.142(b)(1)	<p>Training materials should include:</p> <ul style="list-style-type: none"> • Identification of the benefits and value of choice and how to support making choices. – Roles and Responsibilities • The importance of Informed Choice and Supported Decision Making • Connection between choice and risk • Big decisions vs. everyday choices and supporting both • Understanding an individual's right to make decisions and choices
Assisting Individuals— § 6100.142(b)(1)	<p>Training materials should include:</p> <ul style="list-style-type: none"> • Description of the important role that relationships play in our lives • Describe the process by which relationships are formed • Describe strategies that can foster and encourage relationships
The prevention, detection and reporting of abuse, suspected abuse, and alleged abuse in accordance with the Older Adults Protective Services Act (35 P.S. § § 10225.101—10225.5102), the Child Protective Services Law (23 Pa.C.S. § § 6301—6386), the Adult Protective Services Act (35 P.S. § § 10210.101—10210.704) and applicable protective services regulations — § 6100.142(b)(2)	<p>Training materials should include:</p> <ul style="list-style-type: none"> • Prevention and Detection of Abuse <ul style="list-style-type: none"> ○ Definitions of risk and how to identify appropriate levels of risk ○ Development of proactive risk mitigation strategies ○ Description of person-centered risk mitigation ○ How to document risk and mitigation strategies ○ How to evaluate risk mitigation strategies • Detection, Definitions, and Reporting of Abuse for Adult Protective Services Act (APSA), Older Adults Protective Services Act (OAPSA), Child Protective Services Law (CPSL) <ul style="list-style-type: none"> ○ Overview of APSA, OAPSA, and CPSL ○ How to recognize and identify abuse ○ Definitions of abuse requiring additional reporting ○ Definitions of facilities and people mandated to report abuse • Understand when, where, and how to report abuse
Individual Rights— § 6100.142(b)(3)	<p>Training materials should include:</p> <ul style="list-style-type: none"> • Define rights of people with developmental disabilities as same for all citizens

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	<ul style="list-style-type: none">• Explain core concepts related to rights, choice, risk, and communication• Describe the role of all provider staff to promote and support rights for people with developmental disabilities
Recognizing and Reporting Incidents— § 6100.142(b)(4)	<p>Training materials should include:</p> <ul style="list-style-type: none">• Describe why an incident management system is needed• Explain the incident management process• Define what an incident is, and what a culture of safety means• Define categories of incidents• Describe when an incident requires an investigation• Explain roles, responsibilities, and reporting timeframes when an incident occurs, is alleged, or suspected• Describe how to respond to an incident (immediate emergency responses, supporting victims, who to inform)• Identify the initial reporter's responsibility to recognize and elevate incidents• Identify the Direct Support Professional's (DSP) role in supporting the immediate and long-term needs of an individual or family when an incident has occurred• Identify other supports and services available to assist individuals after an incident occurs
Job-related knowledge and skills —§ 6100.142(b)(5)	<ul style="list-style-type: none">• Agency developed curricula• Training materials should be:<ul style="list-style-type: none">✓ Person centered as it relates to the direct support of the individuals living in the home✓ Training about the home in general would also meet this requirement

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Chapter 6100.143 Annual training	
(c) The annual training hours must encompass the following areas:	Standard Training Elements
ODP has published an annual training catalogue available on MyODP at the following link: MyODP: 6100 Training MyODP . Training courses are organized by topical areas identified in section §6100.143 and include credit hours. Participants may only receive one certificate for each training offered, even if the training is offered in multiple topical areas.	
(2) The application of person-centered practices, community integration, individual choice, and assisting individuals to develop and maintain relationships.	Training in any <u>one</u> of the 4 topical areas for §6100.143 (c)(1) will meet the requirement
Person Centered Practices— § 6100.143(c)(1)	Training materials should include: <ul style="list-style-type: none"> • Application of person-centered practices including the core concepts of: Supporting Choice, Understanding Communication, Community Inclusion, and Promoting Relationships • Everyday Lives Values (Stability, Health and Safety, Connected, Responsibility, Communication, Success, Employment/Meaningful Contribution, Individuality, Relationships, Partnership, Quality, Advocacy) • Concept “Important to me” balanced with Health and Safety • Informed Choice, Supported Decision Making, and Dignity of Risk
Community Integration— § 6100.143(c)(1)	Training materials should include: <ul style="list-style-type: none"> • The importance and value of all people being part of the community • The significance of people with disabilities historically being isolated from their communities (i.e. institutionalization) • Identification of the six factors of community inclusion (1. presence, 2. choice, 3. competence, 4. respect and valued roles, 5. participation, and 6. belonging)
Individual Choice— § 6100.143(c)(1)	Training materials should include: <ul style="list-style-type: none"> • Identification of the benefits and value of choice and how to support making choices • The importance of Informed Choice and Supported Decision Making • Connection between choice and risk • Big decisions vs. everyday choices and supporting each

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Assisting Individuals— § 6100.143(c)(1)	<p>Training materials should include:</p> <ul style="list-style-type: none"> • Description of the important role that relationships play in our lives • Describe the process by which relationships are formed • Describe strategies that can foster and encourage relationships
The prevention, detection and reporting of abuse, suspected abuse and alleged abuse in accordance with the Older Adults Protective Services Act (35 P.S. § § 10225.101—10225.5102), the Child Protective Services Law (23 Pa.C.S. § § 6301—6386), the Adult Protective Services Act (35 P.S. § § 10210.101—10210.704) and applicable protective services regulations — § 6100.143(c)(2)	<p>Training materials should include:</p> <ul style="list-style-type: none"> • Prevention and Detection of Abuse <ul style="list-style-type: none"> ○ Definitions of risk and how to identify appropriate levels of risk ○ Development of proactive risk mitigation strategies ○ Description of person-centered risk mitigation ○ How to document risk and mitigation strategies ○ How to evaluate risk mitigation strategies • Detection, Definitions, and Reporting of Abuse for APSA, OAPSA, and CPSL <ul style="list-style-type: none"> ○ Overview of APSA, OAPSA, and CPSL ○ How to Recognize and Identify Abuse ○ Definitions of abuse requiring additional reporting ○ Definitions of facilities and people mandated to report abuse ○ Understand when, where, and how to report abuse
Individual Rights— § 6100.143(c)(3)	<p>Training materials should include:</p> <ul style="list-style-type: none"> • Define rights of people with developmental disabilities as same for all citizens • Explain core concepts related to rights, choice, risk, and communication • Describe the role of all provider staff to promote and support rights for people with developmental disabilities • Describe the right to communicate • Describe the foundation of an “everyday life” vs. basic human rights
Recognizing and Reporting Incidents— § 6100.143(c)(4)	<p>Training materials should include:</p> <ul style="list-style-type: none"> • Describe why an incident management (IM) system is needed • Explain the IM Process • Define what an incident is, and what a culture of safety means • Describe how to respond to an incident (immediate emergency responses, supporting victims, who to inform)

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	<ul style="list-style-type: none"> • Identify the Initial Reporter's Responsibility in recognizing and evaluating incidents • Identify the DSP role in supporting the immediate needs of an individual when an incident has occurred • Identify other supports and services available to assist individuals after an incident occurs • Identify DSP role in providing ongoing support to an individual or family following an incident • Define categories of incidents • Describe when and how an incident must be reported • Describe when an incident requires an investigation
<p>Safe & Appropriate Use of Behavior Supports—§ 6100.143(C)(5)</p> <p>Staff not working with any individuals who have a Behavioral Support Plan (BSP) can use any trainings under the sub-heading Safe & Appropriate Use of Behavioral Supports to meet this requirement</p>	<p>If the provider staff is working with an individual with a BSP, training must be person-specific and include a review of the positive strategies and/or crisis intervention strategies outlined in the plan</p> <p>If the provider staff is not working with any individuals who have a BSP, training materials should include:</p> <ul style="list-style-type: none"> • Overview of purpose, execution, and best practice of Functional Behavior Assessments (FBA), BSPs, and Crisis Intervention Plans (CIP) • Review the importance of collecting accurate data and best practices when collecting and reviewing data
<p>Implementation of the individual plan if the person provides a Home and Community-Based (HCBS) or base-funding service § 6100.143(C)(6)</p> <p>Staff who are working with any individuals who have a Behavioral Support Plan (BSP) must receive person-specific training on the BSP as outlined to the right.</p>	<p>Training materials must be person-specific, and based on the most current assessment and Individual Support Plan (ISP), and should include knowledge about the needs of the person and practices necessary to assure the person's:</p> <ul style="list-style-type: none"> • Health • Safety and welfare including the person's mode of communication • What is important to the person including preferred activities, foods, and relationships • Safe eating/feeding procedures • Respiratory maintenance and treatments • Positioning and transferring procedures, skin integrity protocols • Individual-specific emergency procedures • The safe and appropriate use of trauma-informed behavior supports

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<p>All staff must receive person-specific training on the individuals ISP.</p>	<ul style="list-style-type: none">• An understanding of age-related factors such as interests, preferred activities, and stamina, as specified in the ISP
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