Direct Support Professionals: Perspectives and Innovations from the Field

September 7, 2012
Objectives

- State of DSP/DSW Workforce Nationally
- Identify best practices in Workforce Development
  - Realistic Job Previews
  - Competency-Based Training
  - Frontline Supervisor Competencies
Medicaid ICF/MR and HCBS Recipients
June 1994-June 2010

Source: RISP 2012
Projected Growth in U.S. Labor Force (in hundred millions) and Number of Persons Employed in LTSS (in millions)
DSP Entry Wage Comparison

2009 DSP Wage Study, ANCOR
Correlation of Entry Wage to Turnover

2009 DSP Wage Study, ANCOR
A Demand Problem

- Increasing demand for long-term supports and services, especially in home and community-based settings
- Low wages, limited benefits, limited training opportunities
- Persistently high turnover and low retention
- Quality of services depends on the quality and stability of the workforce
Wages matter...
WY 2002 DSP wage pass-through

Wages Aren’t the Only Thing

- Of all staff who leave
  - 45% leave in first 6 months
  - 23% leave between 6-12 months
  - 15% of new hires fired in the first year

- Reasons for leaving
  - Co-workers
  - Pay or benefits
  - Supervisors

Larson, Lakin, Bruininks, 1998
What’s the Big Deal?

“Decreasing turnover is about sustaining quality”

- Cost per hire
  - LSS 2005 $3,278
  - LSS 2011 $6,000
  - Mosaic $3,059 (range $826 to $10,700)

- Supervisors spend 18% of their time with new or exiting employees when turnover is 50%
Who Stays?

- New hires who stayed 12+ months
  - More likely to hear about the job from “inside sources”
  - Thought promotions were likely
  - More committed and more satisfied after 30 days
  - Fewer unmet expectations
Who are your Stayers?

- Demographics
- Where do they come from?
- What do you know about them?
- How do they vary by service type?
- Geography?
Niche Group Marketing

- Gen X and Y’rs
- Faith communities
- Retirees
- Students
- Displaced workers
- Stay at home parents
Tuition Bills Higher than Expected?

Need a Flexible and Fun Way to Make Extra Cash AND Gain Work Experience that Really Builds a Resume?

Consider Working with People with Disabilities

As a Direct Support Professional you will enjoy a meaningful job that helps meet your educational goals. We have flexible schedules and immediate openings.

SHELTERED LIVING, INC.

785-233-2566
http://www.interhab.org/shelteredliving
¿Está buscando el respecto y un desafío profesional? ¿Quiere nuevas oportunidades y le gusta ayudar a otros?

Considere hacerse un profesional de apoyo directo
(trabajando con personas discapacitadas)

Es posible que trabajar con los minusválidos sea el trabajo perfecto para Ud. Si Ud. quiere una nueva carrera, un segundo trabajo, o un trabajo de medio tiempo, trabaje como profesional de apoyo directo. Le dará la oportunidad de conocer nuevas personas, divertirse y ayudar a otros a vivir vidas más independientes y agradables. Parte del trabajo consiste en aprender nuevas destrezas y desarrollarse con nosotros.

Los solicitantes deben ser bilingües.

913- 492-6161 (ext. 7)
http://www.JCDS.org
Effective Recruitment Strategies

- Referral Bonus
- Inside Sources
  - Current employees
  - Participants & families
  - Board members
- Internships/Volunteer
Realistic Job Preview

- Detailed and balanced information
  - Job expectations
  - Employer
  - Worksite

- Honest, accurate and credible
- Balances the positive and negative
- Includes perspective of DSP
- Describes actual DSP experiences
What’s it like to work for Michael Larson: An RJP

Realistic Job Preview:
A presentation designed to let you know what it’s like to work as a direct support professional for me.
Training Trends

- Achieving individualized supports means less formal supervision and increased skill needs for DSPs.
- Identifying and meeting training needs has to become a two way dialogue between the employee and employer.
- The key to success is using the most effective method that respects the needs and resources of both employee and employer.
Comptency-Based Training

1. Identify desired outcomes for consumers being served (agency mission/policy)
2. Identify skills staff need to deliver desired outcomes (job description)
3. Measure skills needed to deliver outcomes (written pre-test, skill demonstration)
4. Set expectations for learning
5. Select "best" training curricula and delivery format to develop skills; measure learning (orientation/service, written post-test)
6. Transfer knowledge to "positive transfer climate" expectations and post-training measurement of skills (skills demonstration/observation)
7. Obtain feedback regarding performance of skill (performance reviews; incentive builders intrinsic/extrinsic)
NADSP Competency Areas

1. Participant Empowerment
2. Communication
3. Assessment
4. Community and Service Networking
5. Facilitation of Services
6. Community Living Skills and Supports
7. Education, Training and Self-Development
8. Advocacy
9. Vocational, Educational & Career Support

10. Crisis Prevention and Intervention
11. Organizational Participation
12. Documentation
13. Building & Maintaining Friendships
14. Person Centered Supports
15. Health and Wellness
Computer Based Curriculum

- Increase retention of content, provides consistent delivery of content
- Provide training on demand (what, where, and when learner needs it)
- Minimize delivery cost (no travel, less trainer time)
- Be competency-based, track progress, and provide immediate feedback
Effective Training results in:

- Increased knowledge, skills and abilities
- Behavior change
- Performance change
Frontline Supervisors & DSP Turnover

- DSP turnover is lower when:
  - DSPs feel valued
  - DSPs feel they are treated fairly

- Reasons DSPs leave:
  - Issues with co-workers
  - Issues with supervisors

Larson, Lakin & Bruininks, 1988
Frontline Supervisor Competency Set
11 Competency Areas:

1. Direct Support
2. Health, Wellness, & Safety
3. Individual Support Plan Development, Monitoring, and Assessment
4. Facilitating Community Inclusion Across the Lifespan
5. Promoting Professional Relations and Teamwork
6. Staff Recruitment, Selection, and Hiring
7. Staff Supervision, Training and Development
8. Quality Assurance
9. Advocacy & Public Relations
10. Leadership, Professionalism, & Self-Development
11. Cultural Competence
National LTSS Core Competencies

- CMS funding the development of Cross-Sector Core Competencies through the DSW Resource Center
- The RTC is taking a lead on this work and will be holding a summit on Monday in conjunction with the HCBS Conference on this topic.
- Broader, systems level change to build the capacity of all Home and Community Based Services.
DSP Recruitment and Retention: A Self-Advocacy Perspective

- We want staff who show up on time and help us get the stuff done we need to get done
- We want people who are paid enough to stay so they like what they are doing
- We want people who respect us and are respected for what they do and the pay they earn

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