I-TRAIN™ Content
Total Estimated Time to Complete these Modules: 8-11 Hours

* Note: The Medication Administration portion of I-TRAIN is reviewed and signed off on by a Registered Nurse contracted by Aglet Solutions, LLC. Credentials are available upon request.

Are you Ready? Module (AYR)- Estimated time to complete: 40 minutes
- Direct Support Professional Definition and Meaning
- The Medicaid Waiver program and how it affects the individual with a disability and his/her family
- The Government’s Role
- How the Medicaid Waiver program is funded?
- The Agency (or Provider’s) Role
- Residential Services: Explanation of services, Duties of the Agency & DSP, and Testimonial from experienced DSP
- Community Services: Explanation of services, Duties of the Agency & DSP, and Testimonial from experienced DSP
- Respite Services: Explanation of services, Duties of the Agency & DSP, and Testimonial from experienced DSP
- Expectations for DSP: Positive people skills, Flexible schedule, Physical demand, Challenging situations
- Situational Analysis for DSP

Respect and Dignity Module (R&D)- Estimated time to complete: 25 minutes
- Definitions of Respect & Dignity
- Actions and efforts the DSP can make in order to show respect for the Consumer- Using people first language, making eye contact, Listening, Recognizing Adaptive Equipment, Consumer Choices, Consumer Age, Privacy, and Participation, being on time, and Actively learning.
- Actions and efforts the DSP can make in order to show respect for the Consumer’s family- The family's home, The family's needs, The DSP's appearance, and The family's culture.
- Actions and efforts the DSP can make in order to show respect for their Co-Workers- Communicate effectively, get along with others, thank your Co-Workers, complete your paperwork, Cover your share of the workload
- Creating a positive environment through respect
- Quiz on how to Encourage Dignity
- Consumer Rights- In reference to Privacy, Choice, Abuse, Neglect, & Exploitation, and Control. Definitions of Abuse, Neglect, & Exploitation presented.
- Dealing with Trauma- Definitions of trauma, examples of traumatic experiences, and signs of trauma.
- Causes and Prevention of Abuse, Neglect, and Exploitation

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Person-Centered Individualized Support Plan Module (PCISP) - *Estimated time to complete: 20 minutes*


- Explanations and example information about the components of the Person-Centered Individualized Support Plan: About Me, Profile Information, Provider Owned or Operated Settings, Life Stages, Life Domains, Appendix, Service Plan

- Sample of the Person-Centered Individualized Support Plan

- The Person-Centered Individualized Support Plan and how it affects the DSP - Read the documents, Remember the content, actively support the individual, collaborate to encourage and accomplish goals, and Participate in the plan.

Consumer/Individual Safety Module (IS) - *Estimated time to complete: 30 minutes*

- Transporting the Individual Safely: Recognizing the individual's behaviors, medical issues, and adaptive equipment, ensuring vehicle emergency kits are available and ready to use, Evaluating and reducing your stress, Practicing defensive driving while behind the wheel, and Handling driving emergencies.

- Safety Tips for Transporting the Individual: Fasten seatbelts, Evaluate individual's placement in vehicle, Lock windows, Cover console controls.

- Infection Control and Universal Precautions: Video and narration to explain how to properly wash hands, put on & take off gloves, clean up fluids, and dispose of wastes.

- Items to keep with you: Gloves, Bleach, Ziploc bag, Hard plastic container, Absorbent material, Disposable pad

- Nutrition & Meal Preparation: Plan meals according to the ISP, make shopping list based on planned meals and stick to it, Clean area and your hands before cooking, Cook foods thoroughly, and Clean up the mess.

- Food Safety Quiz

- Definition and explanation of the Aging Process; definition, explanation, and signs of early Dementia (what they are and how they reveal themselves); Symptoms of dementia; all in accordance to how it relates to individuals with disabilities.

- Types of dementia; Definition and early signs of Alzheimer's; Definition and symptoms of Sensory Impairment; advisement on what to do should dementia symptoms in individual be observed.

Health Care Coordination Module (HCC) - *Estimated time to complete: 40 minutes*

- Health Care Coordination Components: Annual Medical Exams, Routine Medical Exams, Allergy Assistance, Medical Specialists, Medications, Paperwork

- DSP Responsibilities concerning HCC: Evaluate and document changes in the individual's behavior or symptoms, Attend and document any medical appointments needed, Provide Emergency Care such as CPR, First Aid, and/or Calling 911, Identify and report incidents, complete all necessary documentation, Handle and administer medications when needed, Monitor additional health concerns such as seizures, diabetes, arthritis, allergies, mobility problems, Alzheimer's, and food or drug related issues.

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Preparing and administering Medications: Reference the Medication Administration Report (MAR) to verify the Medication, Individual’s Name, Dose, Route, and Time. Ensure that you complete all required documentation.

- The importance of accurate documentation
- 5 rights of passing medications
- DSP is responsible for consistently observing, reporting, and recording any change in the normal daily behavior or routine of the individual that might be a side effect of a medication.
- Examples of Medication Interactions and how to avoid and/or identify them
- What is a reportable incident and how to recognize, handle, and report a Reportable Incident?
- Competency in medication administration (Nurse Video and Nurse Evaluated Exam)

**Communication Module (COMM)- Estimated time to complete: 35 minutes**

- Definition of Verbal and Non-Verbal Communication
- Proper Communication through DSP’s Actions: Speak to the individual how you would like to be spoken to and how to make appropriate communication accommodations for those who are visually or hearing impaired, use a mobility device, and have a speech impairment or cognitive disability.
- Activity displaying common words and phrases not to use and alternatives that should be used if necessary
- How to effectively communicate with the individual through the use of speech, text, sign language, pictures, and body language
- Testimonials from experienced DSPs on how to customize your communication based on the individuals needs in relation to patience vs. speed, blending into the individual's conversations with those they encounter, adaptive equipment, and different subject matters
- Communication the DSP should avoid: Using cell phones for inappropriately, when to contact your supervisor, what you can and cannot talk about with friends/family in regard to the work you do as a DSP so that you do not violate HIPAA rights, do not make comments on the individual's actions or behaviors unless they are endangering their safety, and Never speak negatively about your co-workers and/or agency with the individual.

**Driving Safety Module (DS)- Estimated time to complete: 50 minutes**

- Definition of Defensive Driving and the importance of trip preparation, vehicle preparation, awareness, concentration, and knowledge
- How to drive defensively with a ‘safety first’ mentality
- Refresher activity on Indiana Safe Vehicle Operation Regulations including signaling, speed limits, braking and following distances, railroads, and school and work zones
- Important tips and information on driving large vans including specific breakdowns on the center or gravity, tire maintenance, brakes, turning, speed, parking, engine, space management inside/outside of van, backing, and loss of control recovery
The most common driving distractions for DSPs (cell phone, people, food, and grooming) and how to avoid them; including how to help prevent behaviors while driving

Explanations on the common adaptive equipment used to help transport individuals and what role the DSP will play while transporting using wheelchair restraints, wheelchair lifts wheelchair ramps, seatbelt locks, multi-point harnesses, and adaptive seats

Refresher on general motor vehicle regulations pertaining to signaling, speed limits, braking and following, railroads, and school and work zones.

**Dealing with Emergencies (EM)- Estimated time to complete: 55 minutes**

- Planning for, recognizing, controlling, and/or dealing with Natural Disasters. What to do during a tornado, flood, earthquake, and winter emergency.
- Fires: How to prepare for a situation where a fire occurs, how to prevent a fire from occurring, and how to act if a fire does occur.
- Preventing the spread of infectious diseases: Ensuring good hygiene for both the DSP and individual they are supporting, creating/maintaining a clean environment, being up to date on necessary vaccinations, staying home if DSP is ill, wearing gloves, and taking universal precautions.
- Dealing with Violence: Examples of violent behavior, warning signs to look for, how to prevent violence, what to do when interacting with someone acting violent, how to handle a bomb threat situation, examples and explanation of workplace violence
- Recognizing, preventing, and dealing with Hazard in the Home: Poisons, choking, hot liquids, cooking, and housekeeping
- DSP Specific Emergencies: How to properly handle an oxygen tank, how to prevent tripping hazards, how to handle a seizure situation, and how to prevent and deal with a missing person situation
- Activity on dealing with certain emergency situations

**HIPAA/NIOSH (HN)- Estimated time to complete: 50 minutes**

- Definition of HIPAA (Health Insurance Portability and Accountability Act) and PHI (Protected Health Information)
- Recognizing and handling PHI as a DSP
- Activity on recognizing a HIPAA violation and how to handle the situation: situational analysis
- Definition and explanation on National Institute for Occupational Safety and Health (NIOSH) and Occupational Safety and Health Administration (OSHA) as well as description of "Fatal Four"
- How to keep safe while working in someone else's home in relation to Ergonomic Interventions and Musculoskeletal Disorders Latex Allergies, Blood borne Pathogens, Occupational Stress, Violence, Animals, Home Temperature, Vehicle Hazards, Hygiene, Falls, and Dehydration.
• Lifting and Transferring: Steps to take before a transfer or lift, techniques to use when transferring or lifting, steps to take after a transfer or lift, and explanation/description of common adaptive equipment including a slide board, rolling toilet and shower chair, stationary chair, gait (walking belt), raised toilet seat, and rotation disk
• Activity to depict correct and incorrect transferring/lifting positions and techniques

Cultural Diversity (CD)- *Estimated time to complete: 55 minutes*
• Definitions of Culture, Cultural Diversity, Cultural Competence, and Person Centered Cultural Competence and how it relates to the Direct Support Professional
• What is Cultural Bias and how it relates to a person's Race, Language, Religion, Men vs. Women, Time Management, Health Care, Socioeconomic Status, and Government & Big Business
• Language and how it can influence a person's thoughts/how they think, how it affects what the person thinks/understands, and how it plays a part in how and what the person communicates.
• Descriptions of the seven most common religions in the United States and how they will affect the DSP's ability to assist and communicate with the person they are working with and their family. The seven religions are: Buddhism, Catholic, Hindu, Jehovah's Witness, Jewish, Muslim, Pentecostal.
• The influences of Socioeconomic Status in relation to Government, Healthcare, and Possessions and how the Direct Support Professional will relate to these topics while in the field.
• The Roles of Men and Women in relation to a Patriarchal setting, Equality, and Interactions and how it will affect the DSP's ability to effectively work in the home/community with their consumer.
• Explanation/description of four Generations (Traditionalists, Baby Boomers, Generation X, and Generation Y (or Millennials) and important aspects of their beliefs that the Direct Support Professional will need to acknowledge while assisting them.

Crisis with De-Escalation (CT) - *Estimated time to complete: 60 minutes*
• Four Core Concepts regarding a Crisis; The crisis must be seen from the perspective of the person, the Goal is to Calm NOT control, a Crisis is NOT a teaching moment, respect the whole person
• Definition of Behavior, Defuse, Non Verbal, Sensory, Communication, Trigger, and De-escalation
• Definition and Example of Forced Choice, Natural Consequences, Positive Reinforcement, Restriction, Restraint, and Active Listening
• What is De-escalation and why is it used?
• Introduction of the 6 stages to the Crisis Framework
• Stage 1: Prevention, in reference to; Long term vs. short term, Relationships and Rapport, Structure and Scheduling, Positive Reinforcement, Your Signs of Stress & Agitation, The Individual’s Signs of Stress & Agitation, Facial Expressions, Environment
• Stage 2: Early Intervention, in reference to; Consistency of Interventions, Forced Choices, Transitions, Pay Attention to the Signs, Communication Book, Body Language, Tone of voice
• Identification of Triggers during Early Intervention; Triggers, Example, Immediate vs. Gradual trigger, observe & invest

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• The road from anxiety to aggression
• The seven stages of behavior escalation: Calm, trigger, agitation, acceleration, peak, de-escalation, recovery
• A graph to depict stages of escalation
• Stage 3: Intervention, in reference to Best Stance, Balance & Mobility, Less of a Target, Space, and the Hula Hoop approach
• Steps to ensure DSP success in navigating through the intervention phase of a crisis situation: Behavior plan, Active Listening, Natural Consequences, Physical Stance, Have Confidence, Your Stress Level, Silence, Be a Professional, Forced Choices, Communication Book, Pick your Battles, Lose it to Win it
• What is Restrictive Intervention?
• Why not to use Restraints and Restrictions
• Stage 4: De-Escalation and the 10 domains
• De-Escalation’s Do’s and Don’ts
• De-Escalation Techniques: Step it down and Lost it to Win it processes
• De-Escalation Loop: Listen, Agree or Validate Individual’s position, State your Request to Individual
• Stage 5: Recovery; definition, description and DSP participation
• Stage 6: Post Crisis; definition, description and DSP participation

ICF/DD (ICF)- Estimated time to complete: 40 minutes
• Definitions of Intermediate Care Facility (ICF), Intermediate Care Facilities for Individuals with Intellectual disability (ICF/DD), Interdisciplinary Team (IDT), Individual Program Plan (IPP)
• Diet & Nutrition Definitions: Aspiration, Silent Aspiration, Dysphagia, Dysphagia Triggers, Coughing, Choking, GERD/Reflux
• Feeding Guidelines: Quiet Environment, Minimal Distractions, Carrying a Conversation, Safe Swallowing Strategies, Dining Plan Positioning, Texture of Food, Special Feeding Plan, Straws, Well-Fitted dentures, Food Size, Oral Care, Upright Position
• Food and Liquid Consistencies
• Active Treatment: Definition, Successful Active Treatment is Continuous, Aggressive, Consistent, Accountable, Preventing Problems by Redirecting, and Time Management

Incidents and Reporting (IR)- Estimated time to complete: 30 minutes
• Definition of an Incident and definition/meaning of a Reportable Incident
• Situational analysis on identifying a reportable incident
• What to include when reporting an incident and the importance of providing the most accurate, detailed information about what occurred
• When to file a reportable incident in relation to abuse, neglect, exploitation, and death. Specific examples of Abuse, Neglect, & Exploitation presented so that trainee can recognize when it is occurring.
• How to file a reportable incident once you have recognized one
• What happens after an incident report is filed and helpful tips for the DSP when dealing with an incident?
• Activity on situational analysis when recognizing, handling, and reporting an incident

**Williams Brothers Module & Activity (WB)**- *Estimated time to complete: 50-60 minutes*

• Who is Williams Brothers Pharmacy?
• Line by line explanation of a sample medication packet: Individual's name, date the med should be given, time of day the med should be given, number of pills in the packet, name and dosage of the med, prescription number and description of med, the med's expiration date, this particular packet's number in the packet chain
• Medication Administration Form: what it is, what it looks like, the information listed on it, and a detailed description of each section
• Nurse's Notes Form: Where it is located, the DSP's responsibility concerning it, its purpose, and how to fill it out
• Controlled Substance Form: What is a controlled medication, the importance of this form, description of the form's components
• Physician's Orders Form: Explanation of form and the DSP's responsibilities concerning it
• Graded and tracked activity to test trainee knowledge

**Safe Dose Module & Activity (SD)**- *Estimated time to complete: 50-60 minutes*

• Who is Safe Dose Pharmacy?
• Line by line explanation of a sample medication packet: Individual's name, date the med should be given, time of day the med should be given, number of pills in the packet, name and dosage of the med, prescription number and description of med, the med's expiration date, this particular packet's number in the packet chain
• Medication Administration Form: what it is, what it looks like, the information listed on it, and a detailed description of each section
• Nurse's Notes Form: Where it is located, the DSP's responsibility concerning it, its purpose, and how to fill it out
• Controlled Substance Form: What is a controlled medication, the importance of this form, description of the form's components
• Physician's Orders Form: Explanation of form and the DSP's responsibilities concerning it
• Graded and tracked activity to test trainee knowledge

**Young at Heart (YAH)**- *Estimated time to complete: 50-60 minutes*

• Who is Young at Heart Pharmacy?
• Line by line explanation of a sample medication packet: Individual's name, date the med should be given, time of day the med should be given, number of pills in the packet, name and dosage of the med, prescription number and description of med, the med's expiration date, this particular packet's number in the packet chain

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• Line by line explanation of the sample punch card
• Medication Administration Form: what it is, what it looks like, the information listed on it, and a detailed description of each section
• Nurse’s Notes Form: Where it is located, the DSP’s responsibility concerning it, its purpose, and how to fill it out
• Controlled Substance Form: What is a controlled medication, the importance of this form, description of the form's components
• Physician’s Orders Form: Explanation of form and the DSP’s responsibilities concerning it
• Graded and tracked activity to test trainee knowledge