The PEP Curriculum: Module A – The PEP Orientation Session

and

Module B – The PEP Mentor Development Workshop

LEARNER GUIDE

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What is the PEP?

The Framework
The Peer Empowerment Program (PEP) is designed to build the confidence and competence of newer direct support staff and help them get off to a good start in the support role. This is done through a program that matches and supports volunteers from a pool of experienced direct support staff (the mentors) with less experienced staff (the mentees). The partners work together to support and socialize mentees to the organization and to identify the mentees' skill development goals and the ways they will work together to achieve these goals through a partnership. In PEP, mentoring is not left to chance; it is planned as an intentional relationship with mutually negotiated goals regarding the direction and activities that the mentoring partnership will share.

Both mentor and mentee enter into their relationship voluntarily and negotiate a mutually agreeable written contract to ensure that both partners understand the goals and expectations of the mentoring relationship. PEP embraces the idea that either party can terminate the relationship at any time without recrimination. This arrangement ensures that people will enter the partnership freely and will stay only if it is working well for them. It also makes it clear that the mentoring partners are responsible to each other and they direct the course of the partnership.

Mentoring programs have different purposes: some are intended to nurture leaders; others are intended to help youth stay out of trouble; and others may help guide people through specific circumstances, such as the first year in college. In PEP, the focus is on supporting and socializing the mentee to the organization, building confidence, and supporting skill development. PEP mentors are guided into helping new staff learn the everyday culture of the organization and the larger context of the direct support role. In other words, the mentor shows the mentee "the ropes." This involves frequent contact to show support, share knowledge and information, model and coach performance and provide the "open door" that may help new staff adjust to the difficulties of the first few months on the job.

> *Mentoring occurs when an experienced direct support professional (DSP), regardless of age or current job function, helps someone with less direct support knowledge and skill to reflect on current practices, culture and values, and to expand, refine and build new skills.*

We know that many people who quit direct support work soon after being hired would stay longer if they had better support, direction and training. Studies show a substantial number of new hires are unable to meet the demands they face in the first critical months on the job (Larson and Lakin, 1996). Mentoring makes it more likely that new hires will stay longer because they will have the help they need when they need it. This fact, along with the relatively low cost of implementing a mentoring program, makes mentoring a win-win situation for employers and employees. With a well-run mentoring program, mentors take on new status and enjoyment in their work; mentees pick up skills more quickly and are less likely to feel isolated when supporting people in their own homes, in competitive jobs, or in other dispersed locations where supervision is not immediately accessible. Also, by mentoring employees, organizations can reduce the fiscal and human costs of turnover. These are powerful outcomes that can redirect

substantial amounts of agency dollars and staff energy to the important work of supporting people.

Introduction to Mentoring

Mentoring Magic

"For one golden moment in time I really knew what was going on in math class! It was the first time in my life that math concepts seemed so clear and accessible. I later realized that my newfound math skills were more closely linked to the person who was teaching me than with any brilliance on my part (an impression confirmed later when I failed college math). This golden period of enlightenment occurred in my sophomore year in high school when I met my first powerful mentor, Sister Marie, my math teacher.

She was a great teacher, but the true magic that she used was that of mentoring. Throughout that school year she nurtured my mind and my spirit so that I became confident in my skills and my ability to manipulate the formerly inscrutable elements of the math I studied. Through humor, patience, and high expectations she changed my life. Later, others offered this magical gift, helping to light the way through the new and unfamiliar landscapes I encountered."

- Marianne Taylor
HSRI

Often connections with mentors are fortunate accidents, but the benefits of mentoring can and should be extended in planful and systematic ways to ensure that people get the support they need to excel in work and school and to prevent experiences of failure. Mentoring is particularly important for people taking on challenging roles for the first time, such as first time teachers, freshmen year students, and new human service workers. What these roles have in common is that they demand the ability to develop and nurture human relationships - a rewarding but sometimes frustrating activity; they are complex and take a while to master; and they require more judgment and problem-solving skill than many roles require. Roles with this kind of profile are difficult to take on without significant support within the work or learning environment.

What is Mentoring?

In PEP, **Mentoring** is defined as a method of teaching and learning through a deliberate pairing of a more skilled or experienced person with a lesser-skilled or experienced one. The goal of this partnership is to help the mentee feel supported, welcome and to support their growth and development in specific competencies.

Mentoring occurs when an experienced direct support professional (DSP), regardless of age or current job function, helps someone with less direct support knowledge and skill to reflect on their experiences as an employee within the organization, current practices, culture and values, and to expand, refine and build new skills.

In the course of this partnership, the mentor and mentee may grow in other ways as well. For example, the mentor's leadership skills may be strengthened, or the mentee may develop a strong personal relationship with his or her mentor.

Introduction to The PEP Curriculum

PEP Orientation Goals:
The purpose of Module A, PEP Orientation Session is to give you, as a prospective mentor or mentee a general understanding of PEP. It is intended to reach both mentors and mentees and create enthusiasm for becoming part of the PEP experience. The PEP Orientation Session takes about one hour.

PEP Mentor Development Goals
The goal of Module B, The PEP Mentor Development Workshop, is to provide prospective mentors with experiences that will build their confidence as they approach the role of mentoring peers. It provides mentors with exposure to fundamental concepts of mentoring while offering opportunities to apply knowledge and to practice skills that facilitate positive outcomes for both partners.

There are four key topics covered in the Mentor Development Workshop curriculum including: 1) Mentoring Magic – the Role and Activities of the PEP Mentor; 2) Teaching and Coaching Others; 3) Practical Cultural Competence; and 4) Mentoring Mission, Values and Vision. This curriculum provides a basic introduction and overview of these topics to prepare mentors for their role.

The workshop is designed to occur over a four-hour period with each of the four topic areas taking about one hour to complete. The individual topics are designed to be able to stand alone so that they may be sequenced over several days or weeks.

Training Approach:
People tend to learn more when they practice what they learn, apply it in simulated and real work experiences accompanied by feedback, and are actively engaged with each other through discussion, reflection, and creative collaboration. For these reasons the PEP Orientation and the PEP Development Workshop frequently involves you as learners in interactive exercises.

Module A The PEP Orientation Session

Learner Guide

Unit A1 Welcoming and "Getting to Know You"

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Partnerships For Success

"Whatever you can do, or dream
you can, begin it.

Boldness has genius, power, and
magic in it."

- Goethe

Partnerships For Success

Getting to Know You

1. Welcome to the PEP
   Orientation Workshop

2. Introduce yourselves

   - Name and where you work

3. Share one thing about
   yourself that no one else
   knows about you
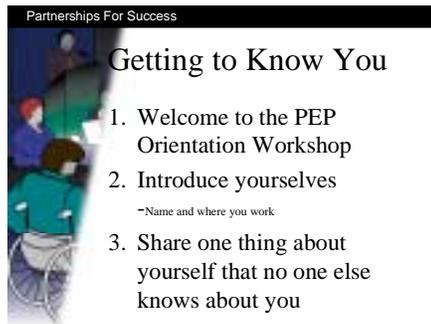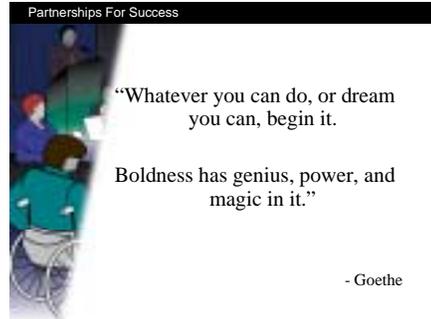
UnitA2: Overview of PEP Roles and Activities

PEP Orientation Session Objectives

Know the expected benefits of mentoring

- Gain a general understanding of the activities and time involved with a commitment to become a mentor or mentee
- Have an opportunity to meet other participants who are interested in becoming a mentor or mentee
- Know what to do to initiate a mentoring relationship

Unit A3: PEP Mentoring: What it Means and What are the Benefits

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PEP Mentoring Means:

- Peer Support
- Empowering others and becoming empowered
- Partnership in skill development and interpersonal growth

PEP Partnership Benefits

- Recognition as an agency leader
- Strengthening co-worker skills
- Improving quality of support
- Opportunity to teach and learn
- Growth in self-confidence
- Fun and fellowship

Unit A4: The PEP Partnership Process and Activities

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The PEP Partnership Process

For Mentors
- Tell PEP Coordinator
- Complete Mentor Profile
- Attend Mentor Development Workshop
- PEP Coordinator finds Mentee Partner for you
- You call mentee
- Help mentee identify goals
- Develop agreement that lasts 4-6 months and renew or conclude at end

For Mentees
- Tell PEP Coordinator
- Complete Mentee Introduction
- PEP Coordinator finds Mentor for you
- Mentor contacts you
- Identify goals with mentor
- Develop agreement that lasts 4-6 months and renew or conclude at end

Partnership Activities:

- Welcome and support new employee
- Resource for answers to questions
- Identify learning goals

PEP Key Points Summary

- PEP develops agency leaders
- PEP mentees receive customized support on personally designed professional goals
- The partnership is voluntary and time-limited
- PEP partners enjoy special agency events and benefits together
- PEP values direct support and quality!

PEP Mentor Volunteer Application

Name:

Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:

Please briefly answer the following questions. Your responses may be shared with people looking for a peer mentor. Thank you.

As a direct support professional, my strengths are:

My leisure interests include:

I'd like to be a mentor because:

Please add anything else you would like your mentee to know about you.

Thank You

PEP Mentee Introduction

Name:
Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:

Please briefly answer the following questions. Your responses may be shared with mentors who are seeking a mentee partner. Thank you.

My work interests include:

My leisure interests include:

I'd like to partner with a mentor because:

Please add anything else you would like a prospective mentor to know about you.

Thank You

Module B: The PEP Mentor Development Workshop

Learner Guide

Unit B1: Mentoring Magic

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B1-1: Welcome and Introduction

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Ground Rules

- The workshop is designed to be interactive so please be active (and I promise I won't call on you)
- Every opinion is valuable so please don't criticize others' ideas, talk over them, or hold "sidebars"
- Turn off cell phones
- Feel free to stand up stretch and walk-about as we talk or take a break as needed

B4

B1-2: Benefits of Mentoring

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PEP Mentoring Means:

- **P**eer support
- **E**mpowering others and becoming empowered
- **P**artnership in skill development and interpersonal growth

B5

PEP Partnership Benefits

- Recognition as an agency leader
- Strengthening co-worker skills
- Improving quality of support
- Opportunity to teach and learn
- Growth in self-confidence
- Fun and fellowship (special events, celebrations)

B6

B1-4: Becoming PEP Partners

Example of a Completed Professional Development Plan

Name of Mentee: Sara Wayne
Technical Skill Goal

Competency Area Name: Participant Empowerment

Selected Skill Standard: B. Promote participant partnership in the design of services.

Selected Professional Goal: Identify preferences of the people I work with and make sure they are in his or her goal plan.

Description of ways I will work to strengthen this skill: Talk with participants I support about their preference (or people close to them if they don't use words) and review their goal plans to see if they include their preferences.

B7

Professional Development Plan

Name of Mentee: _____

Technical Skill Goal(s)

Directions: With your mentor, review the Competency Area Descriptions and Skill Standards in the CSSS outline (Appendix A) and select the competency area and skill standard you would like to address during the PEP Mentorship. Identify a professional goal that relates to the standard you have identified. Describe some work or learning activities that will help you to reach your goal.

Competency Area Name: _____
Selected Skill Standard: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Ethical Practice Goal(s)

Directions: With your mentor, review the Ethical Practice Guidelines and select the area and guideline that you choose as one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the guideline you have selected and list this below. Describe some work or learning activities that will help you to reach your goal.

Ethical Guidelines Area Name: _____
Selected guideline: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Teamwork Goal(s)

Directions: With your mentor, review the Teamwork Skills Chart and select the area(s) and skill(s) that will become one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the teamwork skill you have selected as your focus.

Interpersonal and Teamwork Skill Area: _____
Selected Skill: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

EXAMPLE OF A COMPLETED PROFESSIONAL DEVELOPMENT PLAN

Name of Mentee: _Sara Wayne_

Technical Skill Goal

Directions: With your mentor, review the Competency Area Descriptions and Skill Standards in the CSSS outline (Appendix A) and select the competency area and skill standard you would like to address during the PEP Mentorship. Identify a professional goal that relates to the standard you have identified. Describe some work or learning activities that will help you to reach your goal.

Competency Area Name: *Participant Empowerment*

Selected Skill Standard: B. *Promote participant partnership in the design of services*

Selected Professional Goal: *Identify preferences of the people I work with and make sure they are in his or her goal plan.*

Description of ways I will work to strengthen this skill: *Talk with participants I support about their preference (or people close to them if they don't use words) and review their goal plans to see if they include their preferences.*

Ethical Practice Goal

Directions: With your mentor, review the Ethical Practice Guidelines and select the area and guideline that you choose as one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the guideline you have selected and list this below. Describe some work or learning activities that will help you to reach your goal.

Ethical Guidelines Area Name: *Person Centered Supports*

Selected Professional Goal: *Learn about person-centered planning*

Description of ways I will work to strengthen this skill: *Participate in several person centered planning meetings*

Teamwork Goal

Directions: With your mentor, review the Teamwork Skills Chart (Appendix H) and select the area and skill that will become one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the teamwork skill you have selected as your focus

Teamwork Skill Area: *Communication*

Selected Skill: *Be open to constructive feedback*

Selected Professional Goal: *Obtain more feedback.*

Description of ways I will work to strengthen this skill: *Regularly ask the people I support how I can support them better; ask my supervisor and mentor to give me feedback on specific areas of my work.*

Skill Standards Summary

1996 Human Services Research Institute

> The following is an overview of competency areas and skill guidelines applicable to direct support work. The information is a limited outline of a complete body of skill standards developed under *The Community Support Skill Standards Project*.

AREA 1: PARTICIPANT EMPOWERMENT

The competent direct support professional (DSP) enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

SKILL STANDARDS:

A. Assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.

B. Promotes participant empowerment by facilitating the participant's leadership in the design of his/her support services.

C. Provides opportunities for the participant to be self-directed by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.

D. Provides information about human, legal, civil rights and other resources; facilitates access to such information; and assists the participant to use information for self-direction and decision making about living, work, and social relationships.

AREA 2: COMMUNICATION

The direct support professional (DSP) should be knowledgeable about the range of effective communication and basic counseling strategies and skills necessary to establish a collaborative relationship with the participant.

SKILL STANDARDS:

A. Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.

B. Has knowledge of and uses modes of communication that are appropriate to the communication needs of participants.

C. Learns and uses terminology appropriately (ADL, LD, ADD, IPC), explaining as necessary to ensure participant understanding.

AREA 3: ASSESSMENT

The direct support professional should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

SKILL STANDARDS:

A. Initiates or assists in the assessment process by gathering information (e.g., participant's self-assessment and history, prior records, test results, evaluation results, additional evaluation) and informing the participant about what to expect throughout the assessment process.

B. Conducts or arranges for assessments to determine the needs, preferences, and capabilities of the participants, using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.

C. Discusses findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.

AREA 4: COMMUNITY AND SERVICE NETWORKING

The direct support professional should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

SKILL STANDARDS:

A. Helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections.

B. Researches, develops, and maintains information on community and other resources relevant to the needs of participants.

C. Ensures participant access to needed community resources, coordinating supports across agencies.

D. Participates in outreach to potential participants.

AREA 5: FACILITATION OF SERVICES

The direct support professional is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

SKILL STANDARDS:

A. **Maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent etc.), and recognizes his or her own personal limitations.**

B. **Assists and/or facilitates the development of an individualized plan based on participant preferences, needs and interests.**

C. **Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participant preferences, needs and interests.**

D. **Assists and/or facilitates the review of the achievement of individual participant outcomes.**

AREA 6: COMMUNITY LIVING SKILLS AND SUPPORTS

The direct support professional has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

SKILL STANDARDS:

A. **Assists the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.**

B. **Assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs, to maximize his or her skills, abilities and independence.**

C. **Assists with identifying, securing and applying needed equipment (e.g., adaptive equipment) and therapeutic techniques (e.g., physical, occupational and communication).**

D. **Supports the participant in the development of friendships and other relationships.**

E. **Assists the participant to recruit and train service providers as needed.**

AREA 7: PROFESSIONAL DEVELOPMENT & COMMUNITY AWARENESS

The direct support professional should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

SKILL STANDARDS:

    A. Completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.

    B. Educates participants, co-practitioners and community members about issues by providing information and support and facilitating training.

AREA 8: ADVOCACY

The direct support professional should be knowledgeable about the diverse challenges facing participants (e.g. human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

SKILL STANDARDS:

A. Identifies advocacy issues by gathering information, reviewing and analyzing all aspects of the problem.

B. Has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.

C. Facilitates, assists, and/or represents the participant when there are barriers to his or her service needs and enlists the support of decision makers when appropriate to overcome barriers to services.

D. Interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.

AREA 9: VOCATIONAL, EDUCATIONAL AND CAREER SUPPORT

The direct support professional should be knowledgeable about the career and education-related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

SKILL STANDARDS:

A. Explores with the participant his/her vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.

B. Assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.

C. Works in collaboration with the participant, employers and school personnel to support the participant, adapting the environment, and providing job-retention supports.

AREA 10: CRISIS INTERVENTION

The direct support professional should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

SKILL STANDARDS:

A. Identifies the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports.

B. Continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.

AREA 11: ORGANIZATIONAL PARTICIPATION

The direct support professional is familiar with the mission and practices of the support organization and participates in the life of the organization.

SKILL STANDARDS:

A. **Contributes to program evaluations and helps to set organizational priorities to ensure quality.**

B. **Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.**

C. **Provides and accepts co-worker support, participates in supportive supervision, and contributes to the screening of potential employees.**

D. **Provides input into budget priorities, identifying ways to provide services in a cost-beneficial manner.**

AREA 12: DOCUMENTATION

The direct support professional is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

SKILL STANDARDS:

A. **Maintains accurate records, collecting, compiling and evaluating data, and submitting records**

B. **Maintains standards of confidentiality and ethical practice.**

C. **Learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.**

Code of Ethics

National Alliance for Direct Support Professionals (NADSP)

Direct Support Professionals (DSPs) who support people in their communities are called upon to make independent judgments on a daily basis that involve both practical and ethical reasoning. The people who assume the support role must examine and call upon values and beliefs, as well as creative vision, to assist them in the complex work they perform. A primary purpose of the DSP is to assist people who need support to lead self-directed lives and to participate fully in our communities and nation. This emphasis on empowerment and participation is critical because the prejudices of society form powerful barriers that prevent many people with mental or physical disabilities from enjoying a high quality of life. And, too often, the very social policies and service systems designed to help can create other barriers.

Therefore, it must be the mission of the DSP to follow the individual path suggested by the unique gifts, preferences, and needs of each person they support, and to walk in partnership with the person, and those who love him or her, toward a life of opportunity, well-being, freedom, and contribution. Unfortunately, there have been no set criteria to guide these journeys as there are for other professional groups (such as doctors, nurses, service coordinators, and social workers) who have intimate knowledge of and responsibility for another person's emotional, financial, or physical being. There is no other position today in which ethical practice and standards are more important than direct support. DSPs are often asked to serve as gatekeepers between people needing support and almost every aspect of their lives, including access to community, personal finances, physical well-being, relationships, employment, and everyday choices. The whole landscape of a person's life can change with the coming and going of these critical support people.

As a result of these work duties, DSPs face ethical decisions on a daily basis and consistently feel the tension between the ideals of the profession and its practice. There are numerous pressures coming from organizations, government, social policy, and societal prejudice that can shift focus and allegiance away from those supported. In order to maintain the promise of partnership and respect that must exist in a helping relationship, a strong ethical foundation is critical to help DSPs navigate through the maze of influences that bombard them. This issue has led to the efforts on the part of the National Alliance for Direct Support Professionals (NADSP) to identify the kinds of ethical situations that DSPs face and to develop a set of ethical guidelines. The NADSP convened a national panel of DSPs, advocates, families, professionals, and researchers who constructed this code of ethics . Focus groups and surveys regarding the draft language were conducted throughout the country and were integrated to create the final code. This Code of Ethics is intended to serve as a straightforward and relevant ethical guide, shedding some light on the shared path to a self-directed life. It is intended to guide DSPs in resolving ethical dilemmas they face every day and to encourage DSPs to achieve the highest ideals of the profession.

The skills and knowledge of community support practice must be joined with the ethical principles to create the environment needed to fully support people. To do so effectively, we must all work toward recognizing DSPs as professionals who have skills, knowledge, and values that constitute a unique and important profession. There must be a commitment to hiring, developing, and supporting DSPs who have a healthy sense of their own worth and potential, and the worth and potential of the people they support, and who can infuse these beliefs into practice.

DSPs themselves must know that it is part of their role to foster a spirit of cooperation and mutual responsibility with other DSPs regarding ethical practice.

Direct Support Professionals, agency leaders, policymakers, and people receiving services are urged to read the Code and to consider ways that these ethical statements can be incorporated into daily practice. The beliefs and attitudes that are associated with being an effective human service professional are the cornerstones of this code. This code is not the handbook of the profession, but rather a roadmap to assist us in staying the course of securing freedom, justice, and equality for all.

1. Person-Centered Supports

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

Interpretive Statements

As a DSP, I will —

- Recognize that each person must direct his or her own life and support and that the unique social network, circumstances, personality, preferences, needs and gifts of each person I support must be the primary guide for the selection, structure, and use of supports for that individual.
- Commit to person-centered supports as best practice.
- Provide advocacy when the needs of the system override those of the individual(s) I support, or when individual preferences, needs or gifts are neglected for other reasons.
- Honor the personality, preferences, culture and gifts of people who cannot speak by seeking other ways of understanding them.
- Focus first on the person, and understand that my role in direct supports will require flexibility, creativity and commitment.

2. Promoting Physical and Emotional Well-Being

As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.

Interpretive Statements

As a DSP, I will —

- Develop a relationship with the people I support that is respectful, based on mutual trust, and that maintains professional boundaries.
- Assist the individuals I support to understand their options and the possible consequences of these options as they relate to their physical health and emotional well-being.
- Promote and protect the health, safety, and emotional well-being of an individual by assisting the person in preventing illness and avoiding unsafe activity. I will work with the individual and his or her support network to identify areas of risk and to create safeguards specific to these concerns.
- Know and respect the values of the people I support and facilitate their expression of choices related to those values.
- Challenge others, including support team members (e.g. doctors, nurses, therapists, co-

workers, family members) to recognize and support the rights of individuals to make informed decisions even when these decisions involve personal risk.

- Be vigilant in identifying, discussing with others, and reporting any situation in which the individuals I support are at risk of abuse, neglect, exploitation or harm.
- Consistently address challenging behaviors proactively, respectfully, and by avoiding the use of aversive or deprivation intervention techniques. If these techniques are included in an approved support plan I will work diligently to find alternatives and will advocate for the eventual elimination of these techniques from the person's plan.

3. Integrity and Responsibility
As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.

Interpretive Statements
As a DSP, I will —

- Be conscious of my own values and how they influence my professional decisions.
- Maintain competency in my profession through learning and ongoing communication with others.
- Assume responsibility and accountability for my decisions and actions.
- Actively seek advice and guidance on ethical issues from others, as needed, when making decisions.
- Recognize the importance of modeling valued behaviors to co-workers, persons receiving support, and the community at-large.
- Practice responsible work habits.

4. Confidentiality
As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

Interpretive Statements
As a DSP, I will —

- Seek information directly from those I support regarding their wishes in how, when and with whom privileged information should be shared.
- Seek out a qualified individual who can help me clarify situations where the correct course of action is not clear.
- Recognize that confidentiality agreements with individuals are subject to state and agency regulations.
- Recognize that confidentiality agreements with individuals should be broken if there is imminent harm to others or to the person I support.

5. Justice, Fairness and Equity
As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights and responsibilities of the people I support.

Interpretive Statements

As a DSP, I will —
- Help the people I support use the opportunities and the resources of the community available to everyone.
- Help the individuals I support understand and express their rights and responsibilities.
- Understand the guardianship or other legal representation of individuals I support, and work in partnership with legal representatives to assure that the individual's preferences and interests are honored.

6. Respect
As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and help others understand his/her value.

Interpretive Statements

As a DSP, I will —
- Seek to understand the individuals I support today in the context of their personal history, their social and family networks, and their hopes and dreams for the future.
- Honor the choices and preferences of the people I support.
- Protect the privacy of the people I support.
- Uphold the human rights of the people I support.
- Interact with the people I support in a respectful manner.
- Recognize and respect the cultural context (e.g. religion, sexual orientation, ethnicity, socio-economic class) of the person supported and his/her social network.
- Provide opportunities and supports that help the individuals I support be viewed with respect and as integral members of their communities.

7. Relationships
As a DSP, I will assist the people I support to develop and maintain relationships.

Interpretive Statements

As a DSP, I will —
- Advocate for the people I support when they do not have access to opportunities and education to facilitate building and maintaining relationships.
- Assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- Recognize the importance of relationships and proactively facilitate relationships between the people I support, their family and friends.
- Separate my own personal beliefs and expectations regarding relationships (including sexual relationships) from those desired by the people I support based on their personal preferences. If I am unable to separate my own beliefs/preferences in a given situation, I will actively remove myself from the situation.
- Refrain from expressing negative views, harsh judgments, and stereotyping of people close to the individuals I support.

8. Self-Determination
As a DSP, I will assist the people I support to direct the course of their own lives.

Interpretive Statements
As a DSP, I will —
- Work in partnership with others to support individuals leading self-directed lives.
- Honor the individual's right to assume risk in an informed manner.
- Recognize that each individual has potential for lifelong learning and growth.

9. Advocacy
As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

Interpretive Statements
As a DSP, I will —
- Support individuals to speak for themselves in all matters where my assistance is needed.
- Represent the best interests of people who cannot speak for themselves by finding alternative ways of understanding their needs, including gathering information from others who represent their best interests.
- Advocate for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups who have been disempowered.
- Promote the human, legal, and civil rights of all people and assist others to understand these rights.
- Recognize that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions.
- Find additional advocacy services when those that I provide are not sufficient.
- Consult with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

Teamwork Skills Chart

Interpersonal and Teamwork Skills	Explanation & Examples
Communication Skills:	
Clarification statement	Asking for an explanation or giving one when communication by another or others is not clear. For example: "I didn't get what you just said. Would you try to put that same idea into other words for me?"
Summary statement (track what's said)	Summarizing key points made in a discussion over a period of time. For example during an ISP meeting the DSP might say: "Zoie told us about Linnea's interest in art and Jameel mentioned that Linnea loved looking at the photos on the wall at the doctor's office. Maybe she would like to visit a photography gallery some time."
Reflection statement	Paraphrasing what another has said to ensure you have captured the meaning. For example, "So, you're saying that you think we've been putting too many demands on Rafael and that's why he's having tantrums?"
Feedback statement and openness to feedback	Providing another person with information about your feelings or reactions to their statements or actions. For example: " When you are late for work, I get really anxious about picking up my kids at day care in time. Did you know that I am fined $10 for every 10 minute period I am late?" Remaining open and non-defensive when feedback is offered.
Validation/ affirmation statement	Acknowledging and supporting another by accepting and affirming feelings s/he has communicated or by offering encouragement, commendation, and appreciation for his/her presence and communication.
Empathy or shared focus statement	Statement that shows you are putting yourself in another's shoes and attempting to share their focus and perspective. For example, "I see that you worked overtime last night. Are you tired today?"
Negotiation statements (compromise, consensus building, conflict resolution)	Statements that move a team forward by building consensus, resolving conflict constructively, or forging compromise. For example: "We all agree that we need to do more to support self advocacy but we disagree on strategies. Why not take these ideas to the self advocates and see what they think?"

Interpersonal and Teamwork Skills	Explanation & Examples
Problem-solving skills:	
Find/ research accurate information for the team	Taking responsibility for getting something the team needs such as the availability of "Section Eight" Housing Certificates in the region.
Organize information for the team	Making sure that the team has information it needs to make progress on issues they are facing, such as the costs of possible vacation venues suggested by people they are supporting.
Offer analysis to the team	Provide thoughtful strategies based on team proceedings.
Offer creative ideas to the team	Energize team activity through fresh and unusual approaches.
Facilitate discussion/ Offer discussion frameworks (graphics, stories, time charts, etc.)	Assume the role of discussion facilitator and/or offer frameworks for organizing and synthesizing discussion through use of flipchart and group graphics, stories that illustrate problems and solutions, etc.
Team support skills:	
Support team logistics (schedule, place, food, etc.)	Taking responsibility for instrumental support such as calling team members for meetings, bringing food or other supplies, reserving conference rooms or drafting agendas, taking notes.
Prepare team output in writing/ Document team proceedings	Recording and disseminating team decisions; taking responsibility for developing written materials recommended by team such as incident reports, referrals, letters, etc.
Present information on behalf of the team (orally)	Bring team concerns, decisions and matters to the attention of others through phone calls, meetings etc.

PEP Partnership Agreement

Name of Mentor: _____ Date: _____

Name of Mentee: _____

As partners in this mentoring relationship, we have agreed to participate in the partnership for a period of _____ months ending on _____ (insert projected date). At any time during this period either partner may choose to end the partnership. The decision to end the relationship by either partner will be recognized as the right of that person and that partner will not be criticized, sanctioned or otherwise judged by the other partner or by our employer.

We also may choose to renew our partnership at the end of the interval covered by this agreement. To extend our partnership we will enter into another mutually negotiated partnership agreement.

As partners in this mentoring relationship, we agree to the following responsibilities:

Mentor responsibilities:

1. Initiate frequent contact (phone or e-mail) with my mentee (at least 1 x per week);

2. Respond to a contact from my mentee within 24 hours;

3. Meet regularly (no less than 1x per month) with my partner at mutually convenient times and locations;

4. Assist my mentee in identifying his or her work related goals and in developing expertise in direct support work in these areas and others;

5. Recognize when I am unable to assist the mentee with whom I partner and refer her/him to other resources as needed;

6. Freely share information and contacts that will assist my mentee in performing competently;

7. Provide recognition and commendation to my mentee for quality work performance;

8. Provide honest and constructive feedback regarding my mentee's work performance;

9. Refrain from taking credit for the accomplishments of my mentee;

10. Maintain strict confidence regarding all communications and conversations with my mentee.

11. Maintain a positive, respectful and helpful approach in all of my contacts with my mentee;

12. Participate in Mentor Network activities;

13. Notify the PEP Program Coordinator when this agreement concludes;

14. Other: _____

Mentee Responsibilities:

1. Welcome frequent contact (phone or e-mail) with my mentor at least 1x per week;

2. Meet with my mentor at mutually convenient times and locations at least 1x per month;

3. Work with my mentor to identify the specific work related goals I will seek to fulfill during the relationship;

4. Actively seek information regarding direct support practices or agency operating procedures that I do not understand or for which I need additional support;

5. Remain open to constructive feedback from my mentor regarding my work performance regardless of the content;

6. Recognize and appreciate my mentor's contribution to my learning;

7. Maintain a positive and respectful approach in all contacts with my mentor;

8. Be proactive in improving my performance by acting on feedback, and proposing methods and strategies for improvement;

9. Maintain strict confidence regarding all conversations and communications with my mentor.

10. Other: _____

As the mentee in this partnership, I have completed my Professional Development Self Assessment and I have identified the following practice goals to work on in this partnership:

Technical Skills:

CSSS Competency Area: _____
Skill Standard:
Goal:
Description of ways I will work on strengthening this skill:

Ethical Practice Guidelines:

Guidelines Area: _____
Guideline: _____
Goal: _____
Description of ways I will work to strengthen this skill:

Interpersonal and Teamwork Skills:

Skill Area: _____
Skill: _____
Goal: _____
Description of ways I will work to strengthen this skill:

_____   Date: _____
Signature of Mentee

As the mentor in this partnership, I have reviewed my partner's goals and I will assist my mentee in reaching these goals to the best of my ability.

_____   Date: _____
Signature of Mentor

Unit B2: Coaching and Teaching

_____

_____

_____

_____

Unit B2 Coaching and
Teaching Objectives:

- Identify preferred learning styles
- Explore effective teaching strategies
  for adult learners
- Practice effective communication and
  coaching activities

B8

B2-1: Different Strokes for Different Folks

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Adult Learners

- Bring an array of experiences to the training environment
- Need/want to apply learning right away
- Focused on specific goals
- Have different styles (reflective, hands-on, philosophic, listener/observer)

Learning Styles…

- Are only a Guide, not the Be-all and End-all
- Can tend to categorize you; Explore other styles
- Are not **Right** or **Wrong**, just **Different**
- Do change from situation to situation… and over time

B9

Learning Styles Summary Descriptions

The following is a descriptive list of four major learning styles that can be distilled from a variety of "learning styles" instruments developed by many different authors. The statement following each description suggests a variety of teaching/coaching activities that mentors might use to accommodate the different learning styles of mentees:

- The "reflective" learner. With this approach, the adult learns by thinking about a topic, usually alone. Sometimes this type of learner will share what they are thinking with someone else to test out how her/his thinking compares with someone else.

Mentor teachers/coaches might want to make sure that their teaching/coaching process includes some quiet opportunities for mentors to read and think about a topic by themselves. Some reflective learners may then be willing to share their thoughts with others about what they have learned.

- The "hands on" learner. This adult learner approaches learning by doing. They like to apply a basic principle to a real-life situation. Role-play, simulated learning exercises, and working with concrete materials or applying skills in the actual work environment will help these people learn most effectively.

We encourage mentors to include opportunities for "hands on" type of mentees to apply what they learn immediately or to experiment with their learning topics.

- The "philosophic" learner. This type of learner enjoys talking about a subject and exploring all the different meanings of a topic. They also like to engage in discussions to test out what they believe and compare their learning with others.

Mentors need to make sure mentees have chances to talk about a topic, principle, or ethic, in pairs or small groups or in large group discussions.

- The "listener/observer" learner. This type of learner likes to listen to what other people are saying, to observe what is happening around him/her, and to gather information before sharing thoughts or doing activities.

We encourage mentors to make sure that their approach to teaching/coaching includes opportunities for mentees to listen, read, and observe as a part of the way to learn new material.

In summary mentors need to develop their teaching/coaching tools and processes in such a way that mentees have a variety of ways to learn and grow with a wide array of topic areas. Mentees will then be able to learn about new subjects in ways that are comfortable to them.

Cool Teachers And Mentors Worksheet

Directions: Think about the really great teachers and mentors in your life and note some of the things that made them great to you in each of the 3 areas!

Their interpersonal and emotional characteristics:
1.
2.
3.
4.
5.
6.
Their teaching and mentoring skills:
1.
2.
3.
4.
5.
6.
Their communication skills:
1.
2.
3.
4.
5.
6.

Unit B2-3: Mentoring Skills and Pitfalls

_____

_____

_____

_____

Mentoring Pitfalls

- DON'T pretend you know something if you don't
  - **DO identify needed resources** and suggest that you will each try to find the needed resource or information
- DON'T take over a problem (rescue)
  - **DO help the mentee engage in problem-solving behavior**
- DON'T give specific advice
  - **DO listen actively** and help your mentee look at all sides of the issue by asking important questions
- DON'T criticize or judge
  - **DO offer constructive feedback.**

B10

Mentor Skills Checklist

Directions: Read the skill or activity you should be doing with your mentor and check the appropriate box regarding your ability to perform the skill.

PEP Mentor Responsibilities	I can do this	I may need more help or resources to do this
Help mentee identify goals using the PDP		
Complete the Partnership Agreement		
Answer questions about our agency's mission and procedures		
Talk about human services and direct support in general		
Answer questions about support and care skills for people my mentee supports		
Demonstrate support and care skills		
Provide encouragement & build confidence		
Keep our conversations confidential		
Share information about the culture and unwritten norms of our organization		
Help mentee find the information & resources s/he needs		
Provide constructive feedback		
Help mentee solve problems		
Consult with mentee on co-worker and supervisory problems		
Help mentee master documentation such as progress notes, writing goals, and completing incident reports		
Introduce mentee to other colleagues		
Welcome mentee at meetings, parties, and other organizational events		
Help mentee solve problems & conflicts		
Be available when mentee needs my help		
Refrain from criticizing/judging mentee		

Unit B2-4: Listening Well is Mentoring

You might want to jot down some notes about the ways you know that people are listening well to you or others.

Notes Page:

_____

_____

_____

_____

Partnerships For Success

Active Listening & Communication Skills

- Attentive & relaxed body language
- Eye contact
- Clarification questions and statements
- Paraphrasing what speaker says
- Reflection statements
- Interpretation questions
- Avoid interruptions and interrupting
- Ask open-ended questions
- Appreciation
- Validation statements

B11

Active Listening & Coaching Worksheet

Directions: Talker tells listener about some minor issues they are experiencing at work (3 minutes). Observer checks off listener skills s/he observes. Coach provides feedback in one minute. The triads rotate roles until each person has had a chance to play each role.

Rules for feedback:
‣ Coach states concisely the listening skills s/he observed including commending listener for skills performed and offers any suggestions for improvement
‣ Coach uses a friendly and upbeat approach that avoids judgment, sarcasm, or criticism
‣ Listener simply listens without talking to the coach. Then, roles rotate and the new talker begins.

ACTIVE LISTENING & COMMUNICATION SKILLS

Skill	✓ If Performed	Notes
Attentive & Relaxed Body Language		
Eye Contact		
Clarification Questions And Statements		
Paraphrasing What Speaker Says		
Reflection Statements		
Interpretation Questions		
Avoid Interruptions And Interrupting		
Ask Open – Ended Questions		

Unit B3: Practical Cultural Competence

Partnerships For Success

Unit B3 Practical Cultural Competence Objectives

- Explore how cultural heritage affects everyday behavior
- Recognize common problems in human service organizations arising form cultural norms
- Practice cultural sensitivity

B12

Unit B3-1: America: Melting Pot or Not?

Notes Page:

_____

_____

_____

_____

Hot Spots

- How to work with foods so they don't spoil
- Helping new staff from different cultures feel welcome
- Menus
- Standards of cleanliness
- Holiday rituals
- Culturally defined gender roles (supervision, cooking, cleaning)
- Other

B13

Unit B3-2: Practicing Cultural Competence

You may want to jot down some notes during or after this activity.

Notes Page:

Cultural Competence Worksheet

Directions: Read the scenario and discuss it with others in your group. Put yourself in the mentor's shoes and try to figure out a course of action that will help the mentee to resolve the dilemma. Put your group's responses to the questions below on this worksheet and select a reporter to share your results.

Scenario # and name: _____

What are the possible cultural reasons for the problem?

Are there other possible reasons for the problem that are not cultural?

What will happen if the problem does not get resolved?

What should the mentor do or say to the mentee to reach a good mentoring outcome?

B4: Communicating Mission, Vision, and Values

_____

_____

_____

_____

Unit B4 Communicating Mission,
Vision and Values Objectives

- Identify current best practices in direct support and ways of fostering progressive practice
- Describe at least three DSP skills/support activities that contribute to participant empowerment and self-determination on a regular basis
- Consider barriers that DSPs may face when working to empower self-advocates and learn new skills

B14

B4-1: What's the Buzz

_____

_____

_____

_____

The Contemporary Direct Support Role
The direct support professional assists the participant to lead a self-directed life and contribute to his/her community; and encourages attitudes and behaviors that enhance inclusion in his/her community.

B15

Self-Determination Worksheet

Directions: As a group, look at the life goal listed in the left column and list the DSP skills, knowledge and attitudes that would help a self-advocate reach this goal. Try to think about someone you support as you do this activity.

Self Advocates say Self Determination is…	*What DSP skills, knowledge and attitudes will help self-advocates to reach this goal?*
a. Living a life that is always changing and growing and never fixed.	
b. Deciding what I want in life and setting my own goals.	
c. Learning to trust my feelings.	
d. Controlling service decisions and the money that buys those services.	
e. Honoring and respecting me, my choices, my ways of expressing myself.	
f. Having enough support to not be confined by my disability.	
g. Becoming more confident and feeling better about myself as I do things on my own.	
h. Having a purpose to may life and being successful in working toward it.	
i. Having freedom to make choices and take responsibility for choices I make.	
j. Having the help I need for choices I make. (Source: Lakin, K.C. New Values)	

B4-2: How Can We Help?

Mentors: How can you help mentees EXCEL in direct support work?

Notes Page:

B4-3: Summary Evaluation and Celebration

_____

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_____

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_____

_____

Partnerships For Success

Mentor Development Workshop Goals 1

- Unit B1: Mentoring Magic - Understand the basic roles, benefits and activities of mentoring

- Unit B2: Coaching and Teaching - Identify and practice learning and teaching styles and communication and coaching skills

B16

Partnerships For Success

Mentor Development Workshop Goals 2

- Unit B3: Practical Cultural Competence
  – Understand and practice cultural competence
- Unit B4: Communication, Mission, Vision and Values
  – Understand and implement best practices for supporting consumers to be self-directed and self-empowered

B17

PEP
Curriculum
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PEP Curriculum References

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Learner Worksheets

(We suggest that you use these worksheets to replace
the ones you used in the training sessions.)

Module A
PEP Mentor Volunteer Application
PEP Mentee Introduction

Module B
Professional Development Plan
PEP Partnership Agreement
Cool Teachers and Mentors Worksheet
Mentoring Skills Checklist
Active Listening and Coaching Worksheet
Cultural Competence Worksheet
Self-Determination Worksheet

PEP Mentor Volunteer Application

Name:

Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:

Please briefly answer the following questions. Your responses may be shared with people looking for a peer mentor. Thank you.

As a direct support professional, my strengths are:

My leisure interests include:

I'd like to be a mentor because:

Please add anything else you would like your mentee to know about you.

Thank You

PEP Mentee Introduction

Name:
Location of Work Assignment:
Length of experience in direct support:
Current weekly schedule:

Please briefly answer the following questions. Your responses may be shared with mentors who are seeking a mentee partner. Thank you.

My work interests include:

My leisure interests include:

I'd like to partner with a mentor because:

Please add anything else you would like a prospective mentor to know about you.

Thank You

Professional Development Plan

Name of Mentee: _____

Technical Skill Goal(s)

Directions: With your mentor, review the Competency Area Descriptions and Skill Standards in the CSSS outline (Appendix A) and select the competency area and skill standard you would like to address during the PEP Mentorship. Identify a professional goal that relates to the standard you have identified. Describe some work or learning activities that will help you to reach your goal.

Competency Area Name: _____
Selected Skill Standard: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Ethical Practice Goal(s)

Directions: With your mentor, review the Ethical Practice Guidelines and select the area and guideline that you choose as one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the guideline you have selected and list this below. Describe some work or learning activities that will help you to reach your goal.

Ethical Guidelines Area Name: _____
Selected guideline: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

Teamwork Goal(s)

Directions: With your mentor, review the Teamwork Skills Chart and select the area(s) and skill(s) that will become one focus of your professional development during the PEP Mentorship. Identify a professional goal that relates to the teamwork skill you have selected as your focus.

Interpersonal and Teamwork Skill Area: _____
Selected Skill: _____
Selected Professional Goal: _____
Description of ways I will work to strengthen this skill: _____
_____

PEP Partnership Agreement

Name of Mentor: _____ Date: _____

Name of Mentee: _____

As partners in this mentoring relationship, we have agreed to participate in the partnership for a period of _____ months ending on _____ (insert projected date). At any time during this period either partner may choose to end the partnership. The decision to end the relationship by either partner will be recognized as the right of that person and that partner will not be criticized, sanctioned or otherwise judged by the other partner or by our employer.

We also may choose to renew our partnership at the end of the interval covered by this agreement. To extend our partnership we will enter into another mutually negotiated partnership agreement.

As partners in this mentoring relationship, we agree to the following responsibilities:

Mentor responsibilities:

1. Initiate frequent contact (phone or e-mail) with my mentee (at least 1 x per week);

2. Respond to a contact from my mentee within 24 hours;

3. Meet regularly (no less than 1x per month) with my partner at mutually convenient times and locations;

4. Assist my mentee in identifying his or her work related goals and in developing expertise in direct support work in these areas and others;

5. Recognize when I am unable to assist the mentee with whom I partner and refer her/him to other resources as needed;

6. Freely share information and contacts that will assist my mentee in performing competently;

7. Provide recognition and commendation to my mentee for quality work performance;

8. Provide honest and constructive feedback regarding my mentee's work performance;

9. Refrain from taking credit for the accomplishments of my mentee;

10. Maintain strict confidence regarding all communications and conversations with my mentee.

11. Maintain a positive, respectful and helpful approach in all of my contacts with my mentee;

12. Participate in Mentor Network activities;

13. Notify the PEP Program Coordinator when this agreement concludes;

14. Other: _____

Mentee Responsibilities:

1. Welcome frequent contact (phone or e-mail) with my mentor at least 1x per week;

2. Meet with my mentor at mutually convenient times and locations at least 1x per month;

3. Work with my mentor to identify the specific work related goals I will seek to fulfill during the relationship;

4. Actively seek information regarding direct support practices or agency operating procedures that I do not understand or for which I need additional support;

5. Remain open to constructive feedback from my mentor regarding my work performance regardless of the content;

6. Recognize and appreciate my mentor's contribution to my learning;

7. Maintain a positive and respectful approach in all contacts with my mentor;

8. Be proactive in improving my performance by acting on feedback, and proposing methods and strategies for improvement;

9. Maintain strict confidence regarding all conversations and communications with my mentor.

10. Other: _____

As the mentee in this partnership, I have completed my Professional Development Self Assessment and I have identified the following practice goals to work on in this partnership:

Technical Skills:

CSSS Competency Area: _____
Skill Standard:
Goal:
Description of ways I will work on strengthening this skill:

Ethical Practice Guidelines:

Guidelines Area: _____
Guideline: _____
Goal: _____
Description of ways I will work to strengthen this skill:

Interpersonal and Teamwork Skills:

Skill Area: _____
Skill: _____
Goal: _____
Description of ways I will work to strengthen this skill:

_____   Date: _____
Signature of Mentee

As the mentor in this partnership, I have reviewed my partner's goals and I will assist my mentee in reaching these goals to the best of my ability.

_____   Date: _____
Signature of Mentor

Cool Teachers And Mentors Worksheet

Directions: Think about the really great teachers and mentors in your life and note some of the things that made them great to you in each of the 3 areas!

Their interpersonal and emotional characteristics:
1.
2.
3.
4.
5.
6.
Their teaching and mentoring skills:
1.
2.
3.
4.
5.
6.
Their communication skills:
1.
2.
3.
4.
5.
6.

Mentor Skills Checklist

Directions: Read the skill or activity you should be doing with your mentor and check the appropriate box regarding your ability to perform the skill.

PEP Mentor Responsibilities	I can do this	I may need more help or resources to do this
Help mentee identify goals using the PDP		
Complete the Partnership Agreement		
Answer questions about our agency's mission and procedures		
Talk about human services and direct support in general		
Answer questions about support and care skills for people my mentee supports		
Demonstrate support and care skills		
Provide encouragement & build confidence		
Keep our conversations confidential		
Share information about the culture and unwritten norms of our organization		
Help mentee find the information & resources s/he needs		
Provide constructive feedback		
Help mentee solve problems		
Consult with mentee on co-worker and supervisory problems		
Help mentee master documentation such as progress notes, writing goals, and completing incident reports		
Introduce mentee to other colleagues		
Welcome mentee at meetings, parties, and other organizational events		
Help mentee solve problems & conflicts		
Be available when mentee needs my help		
Refrain from criticizing/judging mentee		

Active Listening & Coaching Worksheet

Directions: Talker tells listener about some minor issues they are experiencing at work (3 minutes). Observer checks off listener skills s/he observes. Coach provides feedback in one minute. The triads rotate roles until each person has had a chance to play each role.

Rules for feedback:
‣ Coach states concisely the listening skills s/he observed including commending listener for skills performed and offers any suggestions for improvement
‣ Coach uses a friendly and upbeat approach that avoids judgment, sarcasm, or criticism
‣ Listener simply listens without talking to the coach. Then, roles rotate and the new talker begins.

ACTIVE LISTENING & COMMUNICATION SKILLS

Skill	✓ If Performed	Notes
Attentive & Relaxed Body Language		
Eye Contact		
Clarification Questions And Statements		
Paraphrasing What Speaker Says		
Reflection Statements		
Interpretation Questions		
Avoid Interruptions And Interrupting		
Ask Open – Ended Questions		

Cultural Competence Worksheet

Directions: Read the scenario and discuss it with others in your group. Put yourself in the mentor's shoes and try to figure out a course of action that will help the mentee to resolve the dilemma. Put your group's responses to the questions below on this worksheet and select a reporter to share your results.

Scenario # and name: _____

What are the possible cultural reasons for the problem?

Are there other possible reasons for the problem that are not cultural?

What will happen if the problem does not get resolved?

What should the mentor do or say to the mentee to reach a good mentoring outcome?

Self-Determination Worksheet

Directions: As a group, look at the life goal listed in the left column and list the DSP skills, knowledge and attitudes that would help a self-advocate reach this goal. Try to think about someone you support as you do this activity.

Self Advocates say Self Determination is…	*What DSP skills, knowledge and attitudes will help self-advocates to reach this goal?*
a. Living a life that is always changing and growing and never fixed.	
b. Deciding what I want in life and setting my own goals.	
c. Learning to trust my feelings.	
d. Controlling service decisions and the money that buys those services.	
e. Honoring and respecting me, my choices, my ways of expressing myself.	
f. Having enough support to not be confined by my disability.	
g. Becoming more confident and feeling better about myself as I do things on my own.	
h. Having a purpose to may life and being successful in working toward it.	
i. Having freedom to make choices and take responsibility for choices I make.	
j. Having the help I need for choices I make. (Source: Lakin, K.C. New Values)	