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SECTION I: INTRODUCTION TO AGENCIES AND WELCOME TO NEW TRAINERS

Introduction: To All DDD Contracted Agencies in New Jersey

This New Jersey Pre-Service Training Manual is being sent to you so that you will have a document that clearly defines and outlines the modules, procedures, and expectations for the Pre-Service Training system in New Jersey. This manual is primarily geared toward new trainers in that system, but it also contains important and useful information about the modules, the committees and structures that oversee the process, the Standards for Training, and the key responsibilities of the trainers, the Lead Agencies, and the Sending Agencies.

If you have questions or concerns about the Pre-Service Training system and process in New Jersey, we urge you to contact the Regional Training Coordinators in DDD in your region and/or provide input to the Statewide Training Advisory Committee through representatives from provider networks.

One of the important components of this manual is the outline of the qualifications and training needed to serve as a Lead Agency trainer, including the requirement for ongoing professional development. These trainers and others in agencies who have been approved to be part of the pre-service training are committed to providing quality training and to improving their own skills and the system as a whole.

The New Jersey Trainers Network meets quarterly. Some of those meetings focus primarily on the pre-service training, but others feature topics and training opportunities for trainers that are open to any trainers in DDD contracted agencies. If your agency has a staff member whose primary role is training for your agency, they can become a member of the email listserv for the New Jersey Trainers Network as a way of connecting with other trainers, finding out about new training opportunities and resources, and staying up with activities of the Trainers Network. To do so, contact Bill Gaventa at The Boggs Center, email: bill.gaventa@umdnj.edu.

If you have questions about this Trainers Manual, please feel free to contact us.

On behalf of the Statewide Training Advisory Committee,

Mary Ann Basileo, Co-Chair, Statewide Training Advisory Committee, 973-977-4004
Suzanne Liberi, Co-Chair, STAC, 732-493-1919
Bill Gaventa, The Boggs Center, 732-235-9304

The Elizabeth M. Boggs Center on Developmental Disabilities
UMDNJ- Robert Wood Johnson Medical School
Welcome to New Trainers:

The New Jersey Trainers Network, coordinated by The Elizabeth M. Boggs Center on Developmental Disabilities, the University Center of Excellence in Developmental Disabilities in New Jersey, in collaboration with the New Jersey Division of Developmental Disabilities, congratulates you on your new position as a Pre-Service Trainer. We are delighted to welcome you to this statewide network of trainer colleagues. You form the backbone of a comprehensive and consistent training program for new staff who are working in community based provider agencies with people with developmental disabilities and with their families.

Your job as a Pre-Service Trainer, particularly as a trainer of direct support professionals, is a crucial one because the skills and commitment of direct support staff make such a profound difference in the lives of people with developmental disabilities and their families. All agencies have standards for service. Agencies also have wonderful programs and service plans. But it is the skills and values of the staff that make the real impact on the lives of the people we all serve.

As a Pre-Service Trainer, you are often the “first” and “front line” professional to come in contact with new staff and employees. You have clear objectives in delivering Pre-Service Training, but you also have the responsibility of welcoming and guiding people who may be new to this area of human service and supports. The more polished and developed your training skills, the more trainees will see you as an important role model. You will inspire them when they see the commitment you bring to enhancing the quality of life for people with disabilities.

This manual was developed by your colleagues, some of whom are people who have been doing Pre-Service Training since its statewide inception. They look forward to working with you. Hopefully, the manual is a guide, a reference tool, and a reminder. It is also an invitation to the Trainers Network (and to the human resources and experience represented in it). Use the Network. Bring your questions, ideas, and skills. Help us work and learn together.

The Boggs Center is also available to you for other forms of training and training resources. We look forward to working with you.

Deborah Spitalnik, Ph.D.      Bill Gaventa
Executive Director      Director, Community Supports
The Boggs Center      The Boggs Center
SECTION II: Definitions

The following terms used in this manual have the meanings indicated below:

A. PRE-SERVICE TRAINING

A series of five training modules which are designed to be provided to staff prior to working with individuals with disabilities, but no later than 120 days after employment. These modules include Overview of Developmental Disabilities, Preventing Abuse and Neglect, Medication, Red Cross First Aid and Red Cross Adult CPR.

B. LEAD TRAINING AGENCY

An agency operating under a contract with the Division of Developmental Disabilities to supply Pre-Service Training to staff working for various agencies in a specified county or area.

C. NON-LEAD TRAINING AGENCY

An agency which is approved by the Division of Developmental Disabilities to supply some or all of the Pre-Service Training modules to its staff, but which has no specific contract with the Division to provide such training.

D. SENDING AGENCY

An agency serving people with developmental disabilities who sends new employees to the required Pre-Service Trainings led by the lead agencies.

E. MENTORING PROCESS

This process must be completed by every new trainer. Facilitated by the Regional Training Coordinator, the new trainer will be connected with a Lead Agency Trainer(s) who will serve as his/her mentor(s). The process will include the new trainer observing a mentor training, co-teaching with a mentor trainer, and conducting training alone with a mentor trainer and regional training coordinator (optional) observing and evaluating. This process will be completed for each Pre-Service training module. Final approval for non-lead training agencies must be provided in writing by the Regional Administrator.
F. REGIONAL TRAINING COORDINATOR

A designated DDD representative from each region who acts as liaison between DDD and Provider Agencies within their designated region. Facilitates meetings with Lead and Non-Lead Agency Trainers. Reviews monthly training reports. Meets with new trainers regarding training standards and guidelines and facilitates the mentoring process. Assists in the mediation process if there is a grievance between the trainer and the sending agency. Acts as a resource to trainers and sending agencies. Acts as Co-chairperson for the Regional Training Advisory Committee. Is a member of the Statewide Training Advisory Committee and New Jersey Trainers Network.

G. REGIONAL TRAINING ADVISORY COMMITTEE

The committee within each region of Community Services which meets regularly to oversee the Pre-Service Training system in that region. This committee is comprised of representatives of the Division, agencies that provide Pre-Service Training (Lead and Non-Lead) and agencies that send employees to such training.

H. NEW JERSEY TRAINERS NETWORK

A statewide network of trainers in lead agencies, non-lead agencies, developmental centers, and other agencies serving people with developmental disabilities who meet quarterly to improve the quality of Pre-Service and inservice training for staff. Communication is maintained by mail from The Boggs Center and by an email list serv.

I. STATEWIDE TRAINING ADVISORY COMMITTEE (STAC)

The committee with statewide oversight of all training within the DDD system including, but not limited to, all Pre-Service Training modules and the IHP curriculum. This committee assesses general training needs and issues while working toward their resolution and making recommendations directly to DDD Administration for action and future planning. Members include representatives from the New Jersey Trainers Network, Community Provider Agencies, The Boggs Center, the Division (administration, training, developmental centers, Developmental Disabilities Licensing, Office of Quality Improvement, sponsor training and Community Services regions) as well as other representatives as needed to accomplish the Committee’s agenda.
SECTION III: OBJECTIVES OF TRAINER'S MANUAL

This New Jersey Pre-Service Training Manual has been developed by the New Jersey Trainers Network, in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities, as part of the goal of providing quality Pre-Service Training for all new employees in New Jersey who are working with people with developmental disabilities in community agencies that are funded and licensed by the New Jersey Division of Developmental Disabilities.

As such, this is a resource for all trainers, both those in lead agencies with contracts to provide Pre-Service Training modules and for those in agencies who have been authorized to train their own employees in the five Pre-Service Training Modules: Overview of Developmental Disabilities, Medication, and Preventing Abuse and Neglect, Red Cross First Aid, and Red Cross Adult CPR.

The specific objectives of this NJ Pre-Service Trainers Manual are as follows:

1. To outline the general standards of practice for all trainers, in both lead and non-lead agencies, as determined by the New Jersey Trainers Network.

2. To maintain statewide consistency between trainers in the following areas:
   a. Trainer pre-requisites and qualifications
   b. Description of training modules
   c. Training guidelines
   d. Responsibilities
   e. Reporting forms

3. To provide a training and reference tool for new trainers.
SECTION IV: HISTORY OF THE NEW JERSEY TRAINERS NETWORK

The Start of the Network

On a cold gray day in the winter of 1986-87, a concerned group of provider agencies and representatives from the Division of Developmental Disabilities and the University Affiliated Program of New Jersey gathered at the New Jersey State Library. The mood in the room matched the weather outside as the meeting began. Everyone in the room felt that community services were in an emergency situation about direct support staff for people with developmental disabilities.

The emergency was growing out of the lack of even the most rudimentary training for direct support staff working in group homes and other community services. DDD had a very small program of dedicated staff trainers but their resources could in no way match the demand for new staff. The recent dramatic growth in community services and the numbers of alternative living arrangements hadn’t been matched by a corresponding expansion of training opportunities for direct support staff. Staff were hired, given an orientation by their agency, and put right to work with individuals with disabilities. By the time an opportunity for training came up, the staff member may have been on the job for six months or have already left the position, which may even have been refilled more than once with somebody who had not had access to training.

Participants laid out the elements of the crisis: programs being staffed with new personnel who hadn’t been taught First Aid or about medications and staff who had never learned about developmental disabilities but who were trying to support individuals in group homes. Wherever possible, agencies had paired new staff with trained staff. The group that had gathered was clear that community services could not rest on such a shaky foundation.

The mood in the room came to life as the group brainstormed on needs and resources. It was agreed that an on-going focus and effort in training direct care workers was needed. A collaborative solution began to come together. The Boggs Center, as New Jersey’s University Affiliated Program, had access to federal Training Initiative Project (TIP) funds through the Developmental Disabilities Act and expertise in developing curriculum and training technology. Provider agencies had expertise in training their staff. DDD had a central role in resource development to assure a sound community system.

Out of the complementary skills and resources a partnership was created: The New Jersey Statewide Training Initiative. Provider agencies agreed to hire or re-deploy staff as dedicated trainers to train staff in a designated geographic area. DDD made that possible by agreeing to financially support these “lead” agencies to hire these trainers. The Boggs Center applied for and
received a federal TIP grant to develop the necessary curriculum and training modules. The TIP and The Boggs Center would also support the trainers coming together in a network to enhance skills in training technology and to assist in maintaining the collaboration between providers, DDD, and The Boggs Center as the planning and steering body for this unique and desperately needed partnership.

**The Network Begins**

During the spring of 1988, The New Jersey Division of Developmental Disabilities (DDD) sought bids from agencies in each county that were providing services to people who have developmental disabilities to offer a new series of trainings to be called “Pre-Service Training,” a basic, standard training curriculum for all new employees of agencies in New Jersey serving people who have developmental disabilities. The curriculum consists of three Pre-Service Training Modules:

1. Overview of Developmental Disabilities
2. Preventing Abuse & Neglect
3. Medication

The fourth and fifth modules required all Pre-Service Trainers to become certified American Red Cross instructors of Adult CPR and First Aid, and then to train all new employees in basic adult CPR and First Aid skills, using the American Red Cross CPR and First Aid curriculum.

The first three Pre-Service modules were developed by The Elizabeth M. Boggs Center on Developmental Disabilities (the University Center of Excellence on Developmental Disabilities in New Jersey) which is based in the Robert Wood Johnson Medical School of the University of Medicine and Dentistry of New Jersey (UMDNJ). They were developed in collaboration with the New Jersey Division of Developmental Disabilities and New Jersey provider agencies, with the help of a Training Initiative Program grant from the Administration on Developmental Disabilities, of the Administration for Children and Families, U.S. Department of Health and Human Services.

By the early fall of 1988, the Division of Developmental Disabilities accepted bids from 17 providers to become what is known as a **lead agency**. These lead agencies contracted with DDD to provide Pre-Service Training to all the staff of the other provider agencies in their county in addition to their own. In some areas of the state, the service was extended. The lead agencies agreed to provide training to two counties. The lead agency in Monmouth County agreed to provide training to Monmouth and Ocean counties. The lead agency in Mercer County agreed to provide training to Mercer and Hunterdon Counties. The lead agency in Atlantic County agreed to provide training to Atlantic and Cape May Counties.
In some areas of the state, there was a large backlog of staff that needed Pre-Service Training. Because of this, DDD gave approval to specific agencies to provide Pre-Service Training to their own agency staff. These agencies are called non-lead agencies. This practice continues today in some areas of the state because of the ongoing need.

In the late fall of 1988, The Boggs Center (then known as the “UAP”) and Young Adult Institute (YAI) of New York City provided an intensive train-the-trainer workshop for the new Pre-Service Trainers. This workshop gave the new trainers the opportunity to learn different teaching methods and strategies, and to ensure a consistent base of knowledge and information for all the statewide trainers.

The Boggs Center and DDD recognized that for this new approach to be a success, several steps would need to be taken:

First, guidelines between provider agencies would need to be agreed upon. Ideas for this agreement were approved by a steering committee comprised of representatives from providers and from DDD. This document is known as the General Standards. (See Section VI) The Standards continue to be revised and updated by regional and statewide training committees. In some regions the General Standards are used by lead agencies and sending agencies as an affiliation agreement of services.

Second, as a means of monitoring the success, each of the four DDD regions (North, Upper Central, Lower Central, and South) has a DDD regional training coordinator. This coordinator receives the monthly reports, and acts as a liaison between DDD and the trainers. They are also responsible for coordinating regular meetings of all the trainers and the sending agencies in his/her region. These meetings afford all of the agencies the opportunity to ask questions and discuss issues and concerns that are particular to that region.

Third, The Boggs Center and DDD felt that continued success would depend on an ongoing committee of the trainers that would meet regularly and discuss new training areas and teaching techniques. The Boggs Center provides this forum by coordinating quarterly meetings of what is known as The New Jersey Trainers Network.

The Network Evolves

As The New Jersey Trainers Network has met since its formation in 1989, it has also gotten involved in other collaborative training projects. The Network provided training on the prevention of HIV in people with mental retardation through collaboration between The Boggs Center and the Arc-US. More recently, a number of trainers participated in “Train the Trainer” workshops for assisting staff, consumers, and families to deal with managed care. The Network has also updated the Pre-Service Training Modules.
In January 1998, the Pre-Service modules: Overview of Developmental Disabilities, Medication and Preventing Abuse and Neglect were extensively revised and updated by The New Jersey Statewide Trainers Network. A Third Edition, with fewer revisions, was published in 2000, along with this Trainer’s Manual for new trainers in New Jersey agencies. The Medication Module was also revised in 2003. In 2002 and 2003, many of the Pre-Service Trainers were also involved in statewide training for the new IHP process and format. The Network is also now open to staff trainers from the developmental centers, sponsor trainers, and to trainers in community-based agencies who are simply interested in quality improvement in their own training program.

The Boggs Center maintains a current list of Lead Agency and Non-Lead Agency Trainers. The Trainers Network works with The Boggs Center to plan on-going continuing education opportunities for the trainers as well as to address policy and procedure issues which arise in the Pre-Service Training. The Network has clearly been a valued peer network for support, sharing of ideas and resources, and collaborative projects and problem-solving. We welcome and indeed, count on, the input, commitment, and expertise of all the trainers in the Network, and look forward to your participation and assistance in the ongoing task of providing quality Pre-Service Training and continuing education opportunities for all community services staff.
SECTION V: Roles of Regional Training Coordinators and Committees, Statewide Training Advisory Committee, and The Boggs Center

Regional Training Coordinator, Division of Developmental Disabilities

A designated DDD representative from each region who acts as liaison between DDD and Provider Agencies within their designated region.
- Facilitates meetings with Lead and Non-Lead Agency Trainers.
- Reviews monthly training reports.
- Meets with new trainers regarding training standards and guidelines and facilitates the mentoring process.
- Assists in the mediation process if there is a grievance between the trainer and the sending agency.
- Acts as a resource to trainers and sending agencies.
- Acts as Co-chairperson for the Regional Training Advisory Committee.
- Is a member of the Statewide Training Advisory Committee and New Jersey Trainers Network.

Regional Training Advisory Committee (RTAC)

The committee within each region of Community Services which meets regularly to oversee the Pre-Service Training system in that region. This committee is comprised of representatives of the Division, agencies that provide Pre-Service Training (Lead and Non-Lead) and agencies that send employees to such training.
- Share information and link with other training resources at a regional level.
- Problem solve around common issues.
- Assess training needs.
- Develop training resources as indicated.

Statewide Training Advisory Committee (STAC)

The STAC functions as the key link and oversight on Pre-Service Training issues between The New Jersey Trainers Network, provider agencies, and the Division of Developmental Disabilities with the following roles:
- Overall review, evaluation, and quality improvement of current Pre-Service Training, with recommendation of changes made to DDD.
- Discussion of issues and recommendations from the New Jersey Trainers Network.
- Assesses general training needs and issues, while working toward their resolution and making recommendations directly to DDD Administration for action and future planning.
Members include representatives from the New Jersey Trainers Network, Community Provider Agencies, The Boggs Center, the Division (administration, training, developmental centers), Developmental Disabilities Licensing, Office of Quality Improvement, sponsor training and all Community Services regions) as well as other representatives as needed to accomplish the Committee’s agenda.

**The Boggs Center**

Under its contract with the Division of Developmental Disabilities, The Boggs Center

- Coordinates the meetings of the New Jersey Trainers Network.
- Works with the Statewide Training Advisory Committee.
- Coordinates production and distribution of training curricula and materials such as certificates, etc.
- Coordinates a list-serv for the New Jersey Trainers Network.
- Disseminates information on training resources to the network and other trainers in DDD funded agencies.
- Provides technical assistance to individual trainers.
- Works with all the parties involved to build the capacity and capability of Pre-Service Training in New Jersey.
SECTION VI: TRAINER QUALIFICATIONS and PRE-REQUISITES

A. Qualifications

It is strongly recommended that new trainers have a Bachelor’s degree and one year of experience teaching adults. It is required that new trainers have:

- One year experience working in the field of developmental disabilities or a related field of human services.
- Successful completion of the Mentoring Process.

B. Contact with the DDD Regional Training Coordinator

Upon hire, the trainer will meet with his/her regional DDD Training Coordinator who will provide the following information:

1. Monthly report and training calendar due dates and mailing address.
2. List of Mentor Trainers for the Region
3. Dates for Regional Training Advisory Committee and Trainers Network meetings.
4. For lead agencies, a list of all sending agencies within the trainer’s area.

C. Requirements: Mentorship

To prepare for providing Pre-Service Training alone, each new trainer shall do the following for each of the modules he/she will be teaching (See #14 below for First Aid/CPR):

1. Have a certificate in all three training areas: Overview of Developmental Disabilities; Preventing Abuse and Neglect; and Medication.
2. Read the New Jersey Pre-Service Training Manual.
3. Meet with a trainer chosen in consultation with the Regional Training Coordinator who will review and discuss the manual with the new trainer.
4. Read the Instructor sections before observing each of the Pre-Service Training modules.
5. Observe training done by the mentor trainer. Make notes on how each of the Pre-Service modules was taught.
7. Evaluate the training together (trainer and mentor) using a verbal critique and feedback, an instructor evaluation, and trainee evaluations. (See Appendix for Evaluation Forms) Videotaping may also be used.

8. Conduct training alone with a mentor trainer observing. The Regional Training Coordinator may also observe.

9. Evaluate the training together using a personal critique, instructor evaluation, and trainee evaluations. May use video critique.

10. Conduct training alone.

11. Evaluate training using trainee evaluations. The new trainer may also use video to critique his/her training.

12. Follow #4-12 for each of the 3 Pre-Service Training modules.

13. Repeat #5 with another Lead Agency Trainer within 120 days of the first independent class.

14. Successfully complete the American Red Cross instructor training for Adult CPR and First Aid if you will be the trainer for these modules.

D. Orientation to the New Jersey Trainers Network

Upon hire, but no later than 120 days after employment, the trainer will meet with The Boggs Center Coordinator of the New Jersey Trainers Network. The Trainer will be provided with the following information:

1. A current list of Trainers of the New Jersey Trainers Network and Regional Training Coordinators (see Appendix 1)

2. The name and phone number of the DDD Regional Training Coordinator.

3. Pre-Service Training manuals: Overview of Developmental Disabilities, Medication, and Preventing Abuse & Neglect as needed.

4. A tour of The Boggs Center and its training resources.

5. Dates of scheduled New Jersey Trainers Network Meetings.

6. Information on the DD Lecture Series, the Fall and Spring Training Series coordinated by The Boggs Center in collaboration with the Division of Developmental Disabilities, and other statewide training opportunities.

E. Professional Development and Peer Review

After completing the mentoring and orientation process, trainers and their agencies will be notified of their approval to conduct the Pre-Service Training modules. Certified trainers from both lead agencies and non-lead agencies will participate in the following activities for ongoing professional development and quality improvement:
1. Participation in the quarterly meetings of the New Jersey Trainers Network and in the meetings of the Regional Training Advisory Committees as required in the contract and/or approval letter.

2. Ongoing evaluation of trainings by use of trainee evaluations and an annual survey of sending agencies.

3. Participation in a minimum of 20 hours of Continuing Education per year. Continuing education activities can include conferences and workshops (e.g. DD Lecture Series, professional conferences, etc.), reading, web-based trainings, and specific trainings sponsored by the Trainers Network.

4. An annual peer review process which can include the following:

   - Co-training one of the Pre-Service Training modules with another trainer and receiving feedback from him/her using the suggested checklist for feedback and evaluation. Feedback and evaluation is only for the professional development of the trainer.
   - Sharing a video of a training you have led with peers for feedback.
   - Development of a training for your agency with presentation at the Regional Training Advisory Committees (RTAC) or the New Jersey Trainers Network.
   - A presentation to the RTAC or New Jersey Trainers Network based upon research in a given area of training.
   - An individual activity which may not fit the above categories, but is approved by the Regional Training Coordinator.

5. Each trainer will do at least one peer review activity based upon each Pre-Service Training module within a 5 year period.

6. An annual report will be completed by each trainer to summarize his/her continuing education activities and peer review activities completed that year. The report is sent to the appropriate Regional Training Coordinator at the end of the calendar year. (See Appendix)

7. All trainers are expected to contribute information and ideas learned from their continuing education or peer review activities to their colleagues within the Regional Training Committees and New Jersey Trainers Network, either by sharing at quarterly meetings and/or use of the network list-serv.
SECTION VII: DESCRIPTIONS OF PRE-SERVICE TRAINING

Overview of Developmental Disabilities

The Overview of Developmental Disabilities module is an eight-hour training. Content will contain the following: information about different types of disabilities and their causes, information on how to provide support and assistance, basic information about how a disability can affect the way a person learns and interacts with others, the importance of community integration, and different methods and teaching strategies.

Medication

The Medication module is an eight-hour training. This is an introductory class that concentrates on basic concepts and procedures that staff will need to know to perform their job responsibly. Upon completion of this course, staff members will be able to: describe staff responsibilities related to all phases of medication, identify and report changes observed in individuals’ physical and behavioral conditions, assist individuals with visiting a doctor, demonstrate proper use of medication forms, procedures to properly store and administer medication. These concepts will be tested with a written exam, documentation of prescriptions on medication sheets, and administration of medication. Agencies shall do a follow-up training prior to staff administering medication for the first time. Staff should check with their supervisor.

Preventing Abuse and Neglect

The Preventing Abuse & Neglect module is a five-hour training. Persons with developmental disabilities are at a very high risk of being abused or neglected. People on whom they rely for support and assistance may sometimes take advantage of them. These individuals often lack the power, personal resources, experience, communication skills and survival abilities needed to protect themselves. Staff will learn how to identify and understand the nature of different types of abuse and neglect. They will learn how to recognize and prevent possible causes of abuse and neglect as well as how to follow reporting procedures. These concepts will be tested with a written exam.

American Red Cross Adult CPR and First Aid

The goal of these basic level Adult CPR and First Aid courses is to provide staff with the knowledge and skills necessary in an emergency situation and to activate Emergency Medical Services (EMS). This training will prepare staff to prevent injury, promote personal safety, recognize emergencies and make appropriate decisions regarding care. This training will also include techniques to be used for rescue breathing, conscious and unconscious airway obstruction, Adult CPR and heart attack. This information will be tested with both a written exam and a practical application of skills. Staff who successfully complete these courses will receive certificates from the American Red Cross (Adult CPR certificate valid for one year, First Aid certificates valid for three years).
SECTION VIII: GENERAL STANDARDS

DIVISION OF DEVELOPMENTAL DISABILITIES
COMMUNITY SERVICES
CONTRACTED TRAINING STANDARDS

General Standards

1. A complete program of Contracted Training will be available in each catchment area at least once a month. Additional training will be provided on an as needed basis.

2. Training sessions will be at the lead agency’s training site. Trainings at other sites are at the trainer’s discretion.

3. Training schedules will include days, evenings and weekends according to trainee needs.

4. The following are minimum and maximum class sizes per trainer:

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid</td>
<td>Per Red Cross Chapter regulations</td>
<td></td>
</tr>
<tr>
<td>Adult CPR</td>
<td>Per Red Cross Chapter regulations</td>
<td></td>
</tr>
<tr>
<td>Overview of Developmental Disabilities</td>
<td>4</td>
<td>None*</td>
</tr>
<tr>
<td>Medication</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Preventing Abuse and Neglect</td>
<td>4</td>
<td>None*</td>
</tr>
</tbody>
</table>

*Maximum class size may be limited by capacity of training site.

5. When registration is below four (4), trainers should explore alternatives to cancellation, e.g., combining classes.
6. Targeted groups for contracted training include staff from:
   - Residential programs
   - Day/work programs
   - Clinical and support services
   - Community Care Residential providers
   - DDD personnel
   - Family support/respite workers

7. Registration will be accepted on a first come, first served basis. No preference will be given to staff from the training agency.

8. If classes are full, a trainee may be put on a waiting list and the sending agency will be notified if space becomes available.

9. When space is available, lead agencies must accept trainees from other areas. Coordination through the lead trainer may be required according to regional procedures.

10. Trainees are expected to be on time for all trainings. **If a trainee is more than fifteen minutes late, he/she will not be allowed into the class and will be counted as a No-Show.** Any exceptions should be discussed at the time of registration through the agency contact.

11. Trainers and/or the training agency shall not be responsible for the actions or work performance of the trainees after they have completed the training modules. Each trainee’s performance and conduct shall be the responsibility of the employing agency at all times.

12. Issues which are not resolved between the sending and training agencies should be addressed according to the following grievance procedures. Every effort will be made to resolve conflicts as quickly as possible.
   a. Any unresolved issues will be forwarded in writing to the Regional Training Coordinator by the agency with the concern.
   b. If the Regional Training Coordinator cannot resolve the issue, he/she will take the issue to the Regional Training Advisory Committee.
   c. The Regional Training Advisory Committee co-chairpersons will establish a means of review of the grievance within 30 days of submission.
   d. A decision will be communicated in writing to the agencies involved within 10 working days of the review.
13. The trainer has full discretion to ask a trainee to leave the training site. Possible reasons include, but are not limited to: being unruly, returning late from a break, falling asleep in class, being rude to the trainer or other trainees, appearing to be under the influence of alcohol or drugs, cheating, or disturbing the function of the class in any way. If a trainee is asked to leave, he/she will not receive credit for taking the class and the sending agency will be informed in writing by the trainer. If a trainee exhibits threatening behavior, appropriate authorities will be contacted. The trainee’s return to that site will be at the trainer’s discretion.

14. Recommended time limits for the exams for the modules are:

- Medication: 90 minutes total for all 3 parts, including no more than 10 minutes for administration of the medication.
- Preventing Abuse and Neglect: 45 minutes
- Adult CPR: 30 minutes
- First Aid Basics: 30 minutes

15. The trainer has the ability to limit the number of registrants per class if a sending agency exhibits a consistent pattern of no-shows. If the no-show rate is 30% for two consecutive months, the sending agency contact person will be notified that the agency will be given two (2) spaces per class for two (2) months. The restrictions will only be lifted when the sending agency demonstrates an 80% attendance rate for two (2) consecutive months.

16. The following procedure will be utilized when a trainer learns of a situation that could be considered to be abuse or neglect, or is made aware of a pattern of conditions which may indicate the presence of abuse or neglect. The trainer will:

   a. Report situation to the appropriate personnel within his/her agency. (oral/written).
   b. If this is determined to be a reportable incident, an Unusual Incident Report as delineated in Division Circular #14, “Reporting Unusual Incidents” must be completed and forwarded to DDD.
   c. If this is determined not to be a reportable incident, but is an area of concern, the sending agency’s administration and Regional Training Coordinator shall be informed.

17. Standards for Certificates:

   a. Trainers should type the name of the trainee and the training course. The trainer’s name and agency should be typed under the line for the Trainer’s Signature.
   b. Uniform certificates of completion will be forwarded within 45 days. First Aid/CPR cards will be forwarded as soon as possible.
c. Each module requires a separate certificate.
d. Sending agencies **must** give the original certificate to the participant after making copies for the agency files.

**Lead Training Agency Responsibilities**

**The Lead Training Agency will:**

1. Provide a training schedule for all agencies in the area according to the practices established by the Regional Training Advisory Committee.

2. Send all correspondence to the contact person designated by each agency. All communications and correspondence related to a trainee’s performance will be directed to the sending agency contact only to ensure confidentiality.

3. Give notice of cancellation or changes according to the practices established by the Regional Training Advisory Committee.

4. Communicate to the sending agency contact person regarding trainee’s non-attendance, tardiness or failure within 48 hours (or two working days) of each training. If the trainee fails the same class twice, a letter will be sent to the Executive Director of the sending agency with a copy to the Regional Training Coordinator.

5. Forward uniform certificates of completion within 45 days. First Aid/CPR cards will be forwarded as soon as possible.

6. Advise sending agencies and regional offices of any permanent change of trainer within two (2) weeks.

7. Work with sending agencies to try to accommodate special needs of trainees.

8. Submit a monthly report by the 10th of the following month to the Regional Training Coordinator and to the Statewide Trainer designee, including all information required by the region and the designee. (See Appendix.)

9. Report allegations of abuse and/or neglect which are communicated during training according to established procedures.
Sending Agency Responsibilities

The Sending Agency will:

1. Designate a contact person who will be responsible for communicating with the lead agency trainer. The contact person will distribute training schedules and correspondence to his/her own agency programs.

2. Call to register trainees as early as possible. Two (2) weeks prior to training is recommended.

3. Give notice of cancellations at least two (2) days in advance whenever possible to allow the resulting vacancies to be filled. In emergency situations, the employee may notify the trainer directly; however, the agency contact person must notify the trainer within 24 hours to confirm the emergency.

4. Notify trainer at time of registration, but no less than two weeks prior to the training session, of any special needs or accommodations required by trainees. The sending agency will work with the training agency to identify resources to meet such needs. This might include adaptive equipment, sign language interpreter, barrier-free site or other special needs of trainees. If a sign language interpreter is needed and is not present, the trainee will need to be rescheduled for another time when an interpreter can be present. This interpreter can be present during class but cannot assist with the test taking, except for providing instructions for the test.

5. Participate in evaluations and data collection according to the Regional practices.

6. Communicate the need for extra or specialized trainings to the Regional Training Advisory Committee.

7. **Give the original certificate to the participant after making copies for the agency files.**

8. Make participants aware of class, date, time and location. If a confirmation of attendance is required by the agency, make sure the participant is aware and brings the appropriately completed form with them to the training.

9. Make participants available for retesting within thirty (30) days, if a test was failed.

10. Complete and document a medication follow-up with new employees upon completion of Medication Training.
Additional Suggestions for Sending Agencies (optional):

It is the goal of everyone involved to make the training process as comfortable as possible. Some general suggestions to accomplish this include:

- When possible, inform the trainer prior to the training of any need the staff may have for extra help.
- Encourage review of the learner’s manual prior to the training.
- When possible, schedule the staff for a training offered in 2 parts, as opposed to an all day training, so that there will be more time to review the training materials.
- Consider work schedules when planning for training. Scheduling a staff for either a training that directly follows his/her overnight shift or an all day training just prior to a full shift could hinder performance at either the training or the program.

Other Considerations:

1. Testing /Re-testing:
   a) All parties involved (sending program, sending agency contact person, trainer, trainee, etc.) should be aware that adult learners may experience anxiety around test taking experiences. This could be due to the length of time since the trainee has been in a school setting, a diagnosed or undiagnosed learning disability, or that the trainee may speak English as a second language. Since this anxiety could affect performance on the test, reducing additional sources of stress would be recommended.
   b) Sending agencies are responsible for setting up appointments for re-tests, informing trainees of the time and date, and ensuring that it is completed within the 30 days allowed.
   c) The sending agency should provide assistance in preparing the trainee for the retest. This could include access to the learner’s manual prior to the retest and/or encouragement to take the test as soon as they feel prepared. When a trainee waits too long to take the re-test, the chances of failure tend to increase.
   d) If a trainee fails the same class twice, it is strongly recommended that the training be rescheduled with a different trainer.

2. Sending agencies should prepare the training agency if the trainee has a need in any of the following areas:
   - Reading and/or comprehension
   - Physical Assistance

   The sending agency may become aware of the trainee’s need during the interview, orientation, at in-house training programs, or from the trainee themselves.
3. Sending agencies should provide trainees with directions to the training site and information about any resources available (such as vending machines, phone, microwave, etc.). Trainees should be encouraged to bring “lunch” to all training sessions.

4. Sending agencies should ensure that all trainees are made aware of the expectation that trainees will arrive on time for class and of the policy regarding lateness.

5. Transportation arrangements are the responsibility of the trainee. Transportation should not be sought from the trainer or others in the class.

6. If a new employee presents a certificate that is more than five years old, it is recommended that they take the training(s) again.
SECTION IX: SUMMARY OF RESPONSIBILITIES

Lead Agencies:

- Adhere to state contract.
- Adhere to DDD General Standards.
- Set up and maintain system for registration.
- Keep lines of communication open.
- Act as a liaison between agencies.
- Maintain module consistency.
- Attend Regional Training Advisory Committee meetings.
- Attend statewide NJ Trainers Network meetings.
  - Bring pertinent information.
  - Represent agency.
  - Provide data as applicable.

Provider (Sending) Agencies:

- Adhere to DDD General Standards.
- Designate one contact person for registration and related matters.
- Notify trainer of special needs or accommodations required by trainees.
- Distribute original certificates following trainings to the employee and make copy for agency files.
- Complete in-house Medication follow-up. (See sample forms in Appendix 2)
- Facilitate re-testing, if necessary.

Non-Lead Agencies Providing Training To Their Own Staff:

- Have written approval of DDD Regional Administrator prior to providing Pre-Service training to their staff.
- Adhere to applicable DDD General Standards.
- Set up and maintain system for registration.
- Provide original certificate to staff after completion of training and make a copy for agency files.
- Provide appropriate follow-up training for all staff.
- Maintain module consistency.
- Attend Regional Training Advisory Committee meetings.
- Attend statewide NJ Trainers Network meetings.
  - Bring pertinent information.
  - Represent agency.
  - Provide data as applicable.
Other Responsibilities of both Lead and Non-Lead Agencies:

1. Record-Keeping
   - Maintain documentation of attendance and successful completion of each Pre-Service module for at least seven years.
   - Send certificates and cards as per General Standards.
   - Note on the certificate: title of training, typed Trainer’s name and signature, date, typed trainee name, county trained in, and name of agency. (See Standards, p. 20)
   - Send monthly report to DDD contact person(s) and statewide Trainers Network designee by the 10th of the following month.

2. Professionalism
   - Adhere to DDD General Standards.
   - Be prepared; start and end on time.
   - Keep communication open
   - Adhere to present Pre-Service curricula (Trainers are NOT authorized to make any changes in the contents, tests, nor time requirements without approval of DDD and the NJ Trainers Network.)

3. Confidentiality
   - Any correspondence or conversations related to the trainee’s performance should be directed to the agency contact person only.
   - All allegations of abuse or neglect that trainees make to the trainer should be reported by following the procedure outlined in the General Standards.

4. Test Security
   - Tests should be secured in a locked filing cabinet or locked room.
   - Answer sheets should be shredded, or if kept on file, under lock and key.
   - NO ANSWER SHEET OR TEST SHOULD EVER BE RELEASED TO ANY AGENCY.
   - Test scores can be relayed to the agency contact person.
   - If agency chooses, they may destroy the test(s) after the certificate or card is issued.
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<th>Agency</th>
<th>Work Site</th>
<th>County</th>
<th>Residential</th>
<th>Day Prog</th>
<th>Other</th>
<th>Completed</th>
<th>Grade</th>
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<td>Knox Group Home</td>
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Revised 3/03
This is to acknowledge that I have received training in preventing abuse and neglect, recognizing signs or situations, and I understand my reporting responsibilities.

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Print Name

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Signature

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Date
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<th>Overview of Developmental Disabilities</th>
<th>Preventing Abuse and Neglect</th>
<th>Medications</th>
<th>First Aid</th>
<th>Adult CPR</th>
<th>Non Pre-Service</th>
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Signature: ___________________________  Title: ___________________________  Date: ___________________________
STEP-BY-STEP GUIDE FOR THE NEW JERSEY D.D.D. COMMUNITY SERVICES TRAINING PROGRAM MONTHLY REPORT

Agency: The name of the agency that provided the training.
Lead/Non-Lead: Please circle the type of agency that provided the training, indicating if it is either a Lead agency or a Non-lead agency.
Agency Address/City/Zip Code: The address of the agency that provided the training.
Area Code/Phone Number: The phone number of the agency that provided the training.
Area of Service: Counties or cities that the training is provided for.
Region: Please indicate if the agency is in either the Northern, Upper Central, Lower Central, or Southern Region. If the agency is in multiple regions, indicate which region(s) the training was offered to.
Contract Identification Number: The contract number used in the annual contract with D.D.D. for the year.
Contract Term/Thru: Dates for which the contract is valid (typically the fiscal year).
Report Period: Dates which this report is detailing, typically Month and Year (such as February 2003). This should be a one month period.
Contact Person: The person who should be contacted regarding training. This may be the name of the person who registers individuals for training, if it is other than the person preparing the report.
Trainer: The name(s) of any trainer who provided training detailed on the report.

***************************************************************************

Level of Service:

Number of Sessions Presented: This should include only the number of sessions actually held. If any class was held over multiple days, such as a Medication class in 2 days, it counts only as 1 session.
For lead agencies: This should include only those classes offered to the contracted area, not classes for your agency only. If classes are held specifically for your agency, those classes should be listed on a separate monthly report that should be labeled as “Agency Only”.
For All agencies: Under Adult CPR, the top portion should be filled in with number of classes taught. The bottom portion is where any challenges can be listed next to the “C=”.
Also, if both Adult CPR and First Aid Basics are being taught as part of the same “class” in the same day, or even in 2 parts, it should be listed as “1” in First Aid and “1” in Adult CPR. Even though it is often presented as one class, it is technically two separate classes, as per the American Red Cross, so therefore it needs to be documented as 2 separate classes on this report as well.

Number of Cancellations/Dates/Reason: The number of training classes cancelled should be listed here as well as the date they were scheduled for and why it was cancelled.

Number Registered: Write the number of people registered for each class. This is the total number of people registered as of 48 hours or 2 business days prior to the start of class. For Adult CPR also include the total number of people who took a challenge. For example, if 27 people registered for the classes and 5 additional people took a challenge, then “32” would be written here.

Number Attend/Pass: Write the number of people who actually attended the class on the top portion and the number of people who passed the class on the bottom portion. If a trainee attends only part of a class (such as leaving early or missing a second day of training) they would be counted in the “attend” number but not in the “pass” number. For Adult CPR also include the total number of people who took a challenge in the top portion and the total number of people who passed the challenge in the bottom portion. For example, if 20 people attended classes and 5 additional people took a challenge with 2 people failing, then “25” would be in the top portion and “23” would be in the bottom portion.

Total: In the final column, write the total number of people who attended all 5 classes in the top portion and the total number of people who passed all 5 classes in the bottom portion.
Non Pre-Service Training (Open): List any classes that were offered to the contracted area that are not one of the 5 D.D.D. required pre-service classes. This may include classes such as Infant and Child CPR or I.H.P. classes. These are classes that are open to agencies other than the one providing the training.

Date: Write the date these classes were held.

Attend/Pass: Write the number of people who attended the class, followed by a “/”, followed by the number of people who passed the class. These numbers should not be included in any other portion of this form, such as the “# of people registered” at the bottom of the form. All other totals on this form should reflect pre-service classes only.

Out of Area/#/County: Write the total number of people attending the pre-service classes that were not from the contracted area and indicate what county the trainees were from.

Additional Comments: Write any additional comments you feel are necessary to make the information clearer.

Sending Agencies Represented: List all agencies that registered trainees during the time (one month) that the report covers.

# of people Registered: This is the total number of people that are registered for each agency as of 48 hours (or 2 business days) prior to the class. Any cancellations made earlier than that, for example a week before or 3 days before the class, will not be included in this number or any other number on this form since there is theoretically enough time to fill that slot with someone else. This number should equal “# of people Attended”, “# of people Cancelled”, and “# of people No Show” added together.

# of people Attended: This is the total number of people who physically showed up for the class for each agency.

# of people Cancelled: This is the total number of cancellations with less than 48 hours (or 2 business days) notice for each agency. Cancellations made with less than 48 hours would make it almost impossible to fill the slot with someone else.

# of people No Show: This is the total number of people for each agency who were registered and expected to attend but did not and there was no call to cancel prior to the beginning of class.

Example:
Agency X registers a total of 20 people for classes. They cancel 3 people, each with 2 or more days notice. They cancel 2 people the day before a class is scheduled. There is 1 person who does not attend a training and there was never any call about that person. The statistics for Agency X would look like this:

<table>
<thead>
<tr>
<th>Sending Agencies Represented</th>
<th># of people Registered</th>
<th># of people Attended</th>
<th># of people Cancelled</th>
<th># of people No Show</th>
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<tbody>
<tr>
<td>Agency X</td>
<td>17</td>
<td>14</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

Signature: Signature of the person completing the report.

Title: Title of the person completing the report.

Date: Date the report was completed.

This report needs to be submitted each month to the D.D.D. Regional Training Coordinator. Copies of the attendance sheet for each class may also be required.

A copy of this report only (no attendance sheets) also needs to be submitted each month to the New Jersey Training Network. One person from the Network is designated to collect the statistics. You can contact the Boggs Center at 732-235-9304 to find out the person currently designated.
**Annual Continuing Education Summary Report for Trainers**

To: ________________________________, Regional Training Coordinator  
From: ________________________________ Agency: _________________________  
Reporting period from:________________ to _______________

I understand that, as per the Pre-Service Training Manual, continuing education activities can include conferences and workshops (e.g. DD Lecture Series, professional conferences, etc.), reading, web-based trainings, and specific trainings sponsored by the Trainers Network. The following is a summary of the continuing education activities that I participated in to fulfill my 20 hour minimum per year requirement:

1) **Activity** ____________________________________________  **Hours:** ____________  
   Comments (including how it pertained to your job, usefulness, would you recommend it to others, etc.):
   
   ____________________________________________________________  
   ____________________________________________________________  
   ____________________________________________________________  

2) **Activity** ____________________________________________  **Hours:** ____________  
   Comments (including how it pertained to your job, usefulness, would you recommend it to others, etc.):
   
   ____________________________________________________________  
   ____________________________________________________________  
   ____________________________________________________________  

3) **Activity** ____________________________________________  **Hours:** ____________  
   Comments (including how it pertained to your job, usefulness, would you recommend it to others, etc.):
   
   ____________________________________________________________  
   ____________________________________________________________  
   ____________________________________________________________  

4) **Activity** ____________________________________________  **Hours:** ____________  
   Comments (including how it pertained to your job, usefulness, would you recommend it to others, etc.):
   
   ____________________________________________________________  
   ____________________________________________________________  
   ____________________________________________________________  

Please attach any additional activities, copies of applicable certificates, or any other pertinent information.

Signature: ___________________________ Date: ___________ Total Hours: ___________
Instructor Trainer Evaluation

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<th>Course</th>
<th>Instructor:</th>
<th>Date:</th>
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**PART 1-Course Content**

Were the course objectives clearly evident to you?  
Comments/Suggestions

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Did you learn what you expected to learn?  
Comments/Suggestions

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Was the material presented relevant and valuable to you?  
Comments/Suggestions

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Was the material presented at an appropriate rate?  
Comments/Suggestions

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Was there an adequate amount of time allotted to topics?  
Comments/Suggestions

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Was the balance between lectures, discussions, and practical applications effective?  
Comments/Suggestions

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Were the visual aids (transparencies, flipcharts, etc. helpful to you?  
Comments/Suggestions

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Was the course well organized, allowing a progression from one topic to another?  
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Do you feel you mastered the subject matter of this course?  
Comments/Suggestions

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How do you rate this course?  
Comments/Suggestions

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<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>
Customer Satisfaction Survey  
DDD Preservice Training

Please complete this survey and return it in the self-addressed envelope. Thank you in advance for your input. It will help ensure that our training best reflects your needs.

Regarding the training services offered at _____________________________________, please complete the following information and return it to (Regional Director) by (date)

**Sending Agency Information:**

Name of Person Completing Survey:______________________________________________________

Agency:_____________________________________________________________________________

Contact Phone Number:_____________________

Current Number of Staff:_______________ Anticipated Number of New Hires (Yearly):__________

Is CPR/First Aid provided by your agency? Circle: YES  NO

The following are your agency’s training statistics from / to /

Trainer’s Name:  

Date:
Please check one response for each statement (Frequently, Sometimes, or Never). If you answer Never, please explain in the Comments section below.

**Registration:**

- Pre-Service Training Calendars are received in a timely manner.
- I am able to register my staff for classes within their first 120 days of employment.
- Training is offered at times that are convenient for most staff.
- Training is offered on days of the week that are convenient for most staff.
- Registration requests are responded to in a timely manner.
- Staff are polite and courteous when taking registrations.

**Comments:**
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

**Administrative:**

- I am notified of trainee’s non-attendance, tardiness, or failure within five business days of each training.
- Communication is effective between the Lead Training Agency and the Sending Agency in regard to:
  - Dealing with special requests
  - Scheduling changes
  - Cancellations of classes
  - Concerns regarding trainees
- Pre-Service Certificates of Completion are received within forty-five days of the training:
  - Preventing Abuse and Neglect
  - Medication Training
  - Overview of Developmental Disabilities

**Comments:**
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2004 Customer Satisfaction Survey DDD Preservice Training
Part 2- Trainer Skills

Was the trainer enthusiastic?  
Was the trainer always well prepared?  
Did the trainer have an expert knowledge of the course content?  
Did the trainer make an effort to help you feel comfortable?  
Did the trainer provide you with adequate assistance?  
Did the trainer have effective presentation skills?  
Did the trainer give clear instructions for each exercise?  
Did the trainer communicate well with the students?  
Was the trainer able to stimulate group discussion?  
Did the trainer stick to the time schedule?  
How do you rate the trainer’s skills overall?  

Strong Features:  

Weak Features:  

Additional Suggestions for Improvement  

Low | High
---|---
1  | 2  | 3  | 4  

Instructor Self-Assessment and Development

Instructors: Using the assessment categories (A,B,C,and D) described below, rate yourself as well as you can on each of the following instructor skills.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Instruction Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Planning and managing physical environment (tables, seating, lighting, audiovisual aids, papers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Setting and maintaining an effective learning climate.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Interpreting, applying, and presenting textbook material.</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>4. Assigning tasks and giving instructions clearly and concisely.</td>
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<td></td>
<td></td>
<td></td>
<td>5. Adjusting to group and individual response, and stimulating participation as needed.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. Being able to interpret and implement course design involving the integration of course content, method, and materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8. Evaluating participants’ achievement of the course learning objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9. Summarizing material.</td>
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<tr>
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<td></td>
<td></td>
<td>10. Maintaining the kind of class discussion that facilitates learning.</td>
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<td></td>
<td></td>
<td>11. Bridging effectively-moving from one topic to another.</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>12. Wrapping up and being conscious of vantage points in the course; summarizing those points.</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>13. Being aware of my personal image-attributes that add to or detract from my other instructor skills.</td>
</tr>
</tbody>
</table>

For other self-development, prepare a development planning worksheet, to include:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>PLAN FOR ACCOMPLISHING</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
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</table>
TITLE: Non-Lead Training Agency Approval Process

I. PURPOSE: To define the process by which a contracted provider agency may receive and renew approval to provide Pre-Service training to its staff.

II. SCOPE: This procedure applies to agencies under contract with the Division for operation of residential and/or day/work services that wish to provide all or part of the Pre-Service Training to staff instead of, or in addition to, using the Lead Agency training system.

III. DEFINITIONS: The following terms used in this procedure have the meanings indicated below:

A. Lead Training Agency: An agency operating under a contract with the Division of Developmental Disabilities to supply Pre-Service Training to staff working for various agencies in a specified county or area.

B. Mentoring Process: A training process by which Lead and Non-Lead Agency Trainers become certified to teach Pre-Service Training.

C. New Jersey Trainers Network: A statewide network of trainers in Lead Agencies, Non-Lead Agencies, Developmental Centers, and other agencies serving people with developmental disabilities who meet quarterly to improve the quality of Pre-Service and in-service training for staff. Communication is maintained by mail from The Boggs Center and by an email listserv.

D. Non-Lead Training Agency: An agency which is approved by the Division of Developmental Disabilities to supply some or all of the Pre-Service Training modules to its staff, but which has no specific contract with the Division to provide such training.
E. **Pre-Service Training**: A series of five training modules which are designed to be provided to staff prior to working with individuals with disabilities but which shall be completed no later than 120 calendar days of initial employment or reassignment to direct consumer duties. These modules include Overview of Developmental Disabilities, Preventing Abuse and Neglect, Medication, First Aid and CPR.

F. **Regional Training Advisory Committee (RTAC)**: The committee within each region of Community Services which meets regularly to oversee the Pre-Service Training system in that region. This committee is comprised of representatives of the Division, agencies that provide Pre-Service Training (Lead and Non-Lead) and agencies that send employees to such training.

G. **Regional Training Coordinator**: A DDD representative who acts as liaison between his/her designated region and Provider Agencies for Pre-Service Training. Other related responsibilities include: facilitating meetings with Lead Agency Trainers, Non-Lead Agency Trainers and agencies sending staff to Pre-Service Training according to regional procedures; reviewing monthly training reports; meeting with new trainers regarding training standards and guidelines and facilitating the mentoring process; assisting in mediation of grievances between training and sending agencies; acting as Co-Chairperson of the Regional Training Advisory Committee; acting as member of the Statewide Training Advisory Committee and the New Jersey Trainers Network.

H. **Statewide Training Advisory Committee (STAC)**: Committee with statewide oversight of all training within the DDD system, including but not limited to all Pre-Service Training modules and the IHP curriculum. This committee assesses general training needs and issues while working toward their resolution and makes recommendations directly to DDD Administration for action and future planning. Members include representatives from the New Jersey Trainers Network, Community Provider Agencies, the Boggs Center, the Division (administration, training, Developmental Centers, Office of Licensing, Office of Quality Improvement, sponsor training and all Community Services regions) as well as other representatives as needed to accomplish the Committee’s agenda.
IV. POLICY:

A. All agencies that wish to provide all or part of Pre-Service Training internally to staff must receive Division approval prior to being designated as a Non-Lead Training Agency. Non-Lead approval must be secured before an agency can provide the following modules: Overview of Developmental Disabilities, Medication and Preventing Abuse and Neglect.

B. The designation of Non-Lead Training Agency is attached to the agency. If the approved trainer position becomes vacant, the agency retains the Non-Lead designation, but must have the new trainer approved following procedures outlined in the New Jersey Pre-Service Training Manual prior to resuming training of its staff. The new trainer cannot begin to train until completion of the entire mentoring process and only upon receipt of an approval letter from the Region. In the interim, staff shall use the Lead Agency training system.

C. All agencies that are approved by the Division to be a Non-Lead Training Agency must meet the following requirements:

1. Agency must operate at least five residential and/or day/work sites.
2. Agency must have been under contract and operating programs with DDD for a minimum of two years prior to request.
3. Agency must have had full license/accreditation for all DDD funded programs for two consecutive years prior to request.
4. Non-Lead Trainer must use the standardized Community Services Curriculum modules, or other curricula approved by the STAC. The modules cannot be altered. Agency-specific information may be added as needed.
5. Non-Lead Trainer must participate in meetings of the RTAC as well as in the New Jersey Trainers Network meetings and trainings.
6. Non-Lead Trainer must submit a monthly report (and attendance sheets as required) to the Regional Training Coordinator in the region granting the approval no later than the 10th day of the following month (Attachment A). This includes all statistics required by DDD on each trainee in the medium specified by the Division.
7. Non-Lead Trainer must submit monthly training calendar to Regional Training Coordinator.
8. Non-Lead Trainer must meet the “Trainer Qualifications and Pre-Requisites” as stated in the New Jersey Pre-Service Training Manual, including successful completion of the Mentoring Process for each specific module he/she will train. If the approved trainer leaves, the individual(s) replacing him/her must also complete the entire training/mentoring process and receive an approval letter from the Region prior to beginning to train.
9. Each Non-Lead Trainer must provide training on a regular basis, not less than quarterly, in order to maintain skills and consistency.
10. Trainings must be offered with sufficient frequency to ensure that staff can complete Pre-Service modules within the timeframes required by the Office of Licensing.

D. Non-Lead Training Agency approvals will be reviewed annually as part of the agency’s contract renewal process.

E. All peer review and quality improvement procedures developed for Lead Agencies shall also apply to Non-Lead Agencies.

F. Use of a Non-Lead Agency trainer is voluntary.

G. Non-Lead Training Agencies may rescind their request and resume use of the Lead Agency Training system at any time.

H. The Division may rescind its approval of the Non-Lead Training Agency status at any time if any of the requirements stated in Section IV, Part C are not met.

I. It is strongly recommended that agencies use the existing Lead Training Agency system for provision of Pre-Service Training. Requests for approval to become a Non-Lead Training Agency will be considered on a case by case basis.

J. The Division reserves the right to monitor Pre-Service modules offered by the Non-Lead Training Agency for purposes of quality assurance and maintenance of consistency of the training materials and time frames. This may include auditing training sessions.
V. PROCEDURES:

A. Any agency wishing to become a Non-Lead Training Agency must submit a written request to the Regional Administrator in the region in which the agency’s main office is located. This request must include, at minimum, the following information:

1. The reason why the agency chooses not to use the Lead Agency Training system.
2. A detailed justification for the request.
3. A listing of which Pre-Service modules the agency is requesting to provide.
4. Specification of who within the agency will provide the training and their qualifications.
5. Specification of the region(s) to which the request applies.

B. The Regional Administrator will forward the request to the Regional Training Coordinator for review and recommendation. The Regional Training Coordinator shall consider the following in the response to the Regional Administrator:

1. Available Lead Agency resources in the region, including a review of training schedules of Lead Agencies to ensure that classes are being offered at varied times and with adequate frequency to promote sufficient access for agencies sending trainees. If it is determined by this review that the existing training frequency or time frames do not meet Annex A requirements, the Regional Training Coordinator will discuss this with the Lead Agency(ies) involved and work with them to remedy the situation.
2. The requesting agency’s history of attendance, cancellations and no-shows as indicated on Lead Agency monthly reports.
3. Any related issues which may have arisen during Regional Training Advisory Committee meetings.
4. Any other information pertinent to the request.

C. The Regional Training Coordinator will advise the Regional Administrator of his/her findings related to section V., B., as well as any recommendations he/she may have.
D. If the initial request is approved, the Regional Administrator will send a letter to the agency acknowledging the request for Non-Lead status, and approving the agency to begin the Mentoring Process. The Regional Training Coordinator will work with the Non-Lead Agency trainer to implement the Mentoring Process as specified in the “Trainer Qualifications and Pre-Requisites” section of the New Jersey Pre-Service Training Manual. If the request is not approved, the Regional Administrator’s response will provide reasons for the disapproval. The response should include an option to re-apply if the circumstances specified in the letter change or are rectified.

E. Upon completion of the Mentoring Process, the Regional Administrator’s decision on granting Non-Lead Agency status will be communicated in writing to the Executive Director of the agency requesting Non-Lead Training Agency designation.

1. If the process is completed successfully, the Regional Administrator will send a letter to the agency Executive Director approving the Non-Lead Training Agency designation, and a letter to the trainer approving him/her to begin providing training. The Regional Training Coordinator will notify the Boggs Center to include the trainer(s) and the agency in Trainers Network activities.

2. If the process is not completed successfully, the Regional Administrator’s response will provide reasons for the disapproval. The response should include an option to re-apply if the circumstances specified in the letter change or are rectified.

F. If the Non-Lead Agency trainer approved by the region is no longer available to provide the training, the following shall apply:

1. The Non-Lead Agency must notify the Regional Training Coordinator of the need to qualify a new trainer.
2. The new trainer must successfully complete the Mentoring Process before the agency can resume its Pre-Service Training program.
3. The Region will notify the Non-Lead Agency in writing when the new trainer is approved to resume the training program.
4. The Non-Lead agency shall utilize Lead Agency resources for Pre-Service Training while the Mentoring Process is being completed for the new trainer.

G. Renewal of Non-Lead Training Agency designation:

1. At the time of the Non-Lead Training Agency’s regular contract renewal, the Regional Training Coordinator will provide feedback and recommendations to the Regional Administrator and the region’s Annex A Coordinator regarding the Non-Lead Agency’s performance and compliance with the requirements specified in this document.

2. Any decision of non-renewal or recommendations for improvements will be forwarded to the agency in writing as part of the Annex A renewal process.

3. If an agency chooses to rescind or alter its original request for Non-Lead Agency training, this will be communicated in writing to the Regional Administrator who granted the initial approval.
CREATIVE TRAINING TECHNIQUES
PREVENTING ABUSE AND NEGLECT

1. Icebreaker: 2 variations
   • Verbally abuse the whole class without anyone knowing it. Don’t get too
carried away—one minute is about right—explain to staff what you’ve been
doing, so that staff “recover” from the abuse, and are able to talk about their
perceptions and feelings.
   • Before class starts, get permission from some one staff trainee to verbally
abuse him or her.

   *Discuss what was done to them. What choices would they have as staff in
dealing with an abusive instructor? How did they feel? Could they “grow” or
“learn” in such an environment?
   *What about the people we serve? What choices do they have in an abusive
environment?
   *Also discuss that it is okay for staff to show negative emotions, but for residents
or consumers, it is considered “non-compliance.
   *If you were ever to become a person with a disability (from an injury, for
example), would you want staff you know to care for you? How would you
want them to treat you.

2. Give assignments to staff to teach types of abuse. Break into groups, allow about
15 minutes prep time. Suggest that “teachers” use role plays, use chalkboard,
discussion, etc. to dramatize each section.

3. Case studies—break into groups, give each a different case study. Each presents a
solution to the whole class.

4. Holiday incident: Put responsibility factors on the board, let staff debate, or put
self in Ted’s place.

5. Use the Holiday incident to demonstrate personal, situational, and organizational
problems that may contribute to abuse and neglect.

6. Divide in groups for “factors.” (Lesson 2)

7. Using a copy of classified ads, point out which jobs would appeal to a person who
has made abuse a career.

8. Write incident report (s) from case studies or Holiday incident.
CREATIVE TRAINING IDEAS FOR MEDICATION

Ice breaker
Scavenger Hunt for trainees using medication related items
Example: Find someone who ...
1) has called 911.
2) stores medication on their kitchen table.
3) has a prescription medication in their medicine cabinet that is two years old.

Lesson #1
A. Before handing out books, Trainer begins putting the medication cycle in the board and pulls suggestions from trainees.
   Example: Trainer writes “Observe for changes” on board, says “You notice some kind of a change in the person. What do you do?”
B. Role play Betty Mixon
   Trainer becomes Betty; talks about/acts out difficulties she’s having at work. Trainer gets group to ask questions about the problem. The point is to get people to look for different reasons why she could be behaving this way.

Lesson #2
A. Before reviewing the lesson, give trainees the terms from the lesson and have them match the terms to the definitions. Helps people to see how much they already know.
B. Have group think of commercials that relate to effects of medication.

Lesson #3
A. Before reviewing the lesson, list the three report categories. Hand out (color coded) index cards with examples from the three categories. Have the group match them up. Trainer can use this to then review the lesson.
B. During the lesson itself, draw from the experiences of the group. (Example: Has anyone ever called 911? What was it like?)

Lesson #4
A. Use acronym to teach the six questions.

   **Cup, Sir**
   - Controlled substance
   - Unwanted effects
   - Purpose and desired effect
   - Special instructions and storage
   - Interactions with current medications
   - Response time

B. End of lesson, have samples of what they should have when returning from the pharmacy.

   Example: Container with medication, legible label, copy of prescription, answers to the six questions.

**Lesson #5**

A. After reviewing the lesson, give class incorrect MAR’s and have them make corrections.
B. Give homework regarding documentation either from the book or additional examples.
C. Role play the telephone order. Trainer is the “doctor” who relays information to staff. Trainees must document.

**Lesson #6**

A. For teaching the six rights:
   1. **Indian Man Did The Rain Dance**
      - Individual
      - Medication
      - Dosage
      - Time
      - Route
      - Documentation
   2. Pictorial example:
      - Individual
      - Medication
      - Dosage
      - Time
      - Route (Oral)
      - Documentation

C. Have staff use ruler to help staff line up medication time with current date to avoid errors in documenting.
D. Use a video to show proper administration; a second video to show it done incorrectly. Have trainees pick out problems.
E. Use samples of “medication” (M&M’s, Skittles, Tic Tacs, Good and Plenty, etc.) in bottles or blister packs for trainees to practice administration.
F. Use Resusi-Anne to demonstrate various routes of administration.

Tests
A. Have trainees draw numbers. This will be the order for them to take the practical test.
B. Begin doing the practical test as trainees begin written and/or documentation test.

Miscellaneous
A. Assign point values to various activities. Award prizes (“dollar store junk”). Most points gets first pick, but everyone gets a prize.
B. Have a goody jar with small candies or candy bars. Correct answers get to select from the jar.
C. Develop game show contests.
D. Use current events.
E. Pair and Share or small group activities.
F. Do feedback exercises as a group.

June 1998
CRS/crs
Tips for Training People with Testing Issues

These are the suggestions that were discussed at a Northern Region training meeting regarding individuals who may have difficulty in testing (either due to language barriers or general test-taking problems):

1) When possible, inform the Pre-Service trainer prior to the training if you are aware of any need the staff may have for extra help.

2) Encourage the review of training materials prior to the training. Every agency should have a copy of the current modules (contact me if you do not).

3) Review the materials with an experienced staff and/or someone who can translate if there is a language barrier.

4) Schedule the staff person for a training offered in two parts, rather than an all day training so there is more time for review of the materials.

5) If a staff person requires re-testing, make sure they have the necessary materials to review before they re-test. Please remember that there is a 30 day allowance for re-testing.

We encourage everyone to share these suggestions with anyone in the agency who may have contact with trainees and might be aware of individual trainee’s needs.
Throughout all parts of the state there have been several examples of many different ways that trainees have cheated. They have included, among other examples, writing on desks and hands, copying off of a neighbor, posting answers in the bathroom, and bringing copies of test sheets already completed. The information that is being presented, and then tested, in the classes is vital and therefore it is important that the trainees learn and retain this information. To ensure that trainees genuinely pass the exams there are several requirements for preparation and testing that must be followed. Beyond the minimum requirements listed here, there are also some additional suggestions that can help ensure legitimate results.

**Required Test Storage Procedures:**

1) All tests and answer keys must be kept locked in a secure location.
2) If a trainer must leave the room during any class that has a test, the instructor’s manual must be brought with them or locked up while the trainer is out of the room.

**Required Testing Procedures:**

1) The trainer must set up the room in a way that minimizes the opportunity to cheat. This includes spreading the trainees out as much as possible throughout the room and making sure that nothing (no notes, purses, bags, cell phones, water bottles, keys, etc.) is on the tables or desks.
2) The trainer should make the trainees aware of a “no tolerance” policy regarding cheating.
3) The trainer must use both the A & B versions of the test, alternating them throughout the room.
4) During testing, the trainer must be in the same room as the trainees at all times.
5) The trainees should not be permitted to leave the room during testing, unless there is an emergency. An announcement should be made prior to beginning the test that no one will be leaving the room until all parts of her/his test have been completed and graded.
6) When trainees are reviewing corrected tests it must be in close proximity to the trainer and care must be taken to ensure that there is no opportunity to write any test questions or answers.
7) The trainer should count all tests once testing is finished to be sure that all of the tests/answer sheets have been returned.

**Additional Suggestions for Test/Answer Sheet Security:**

1) Trainers can retype the tests in another order to make additional (C & D, etc.) versions so that there could be several options to choose from when testing.
2) Trainers can number or letter each test to make sure that when all tests are returned they can be accounted for.
3) Trainers can fill in the top of the test sheet in red pen with the staff name, agency, and date so that someone could not use an already completed answer sheet.
4) When grading tests and when trainees are reviewing corrected tests, trainers could ask that only one person be up out of her/his seat at a time. All other trainees would be asked to be seated while waiting their turn.
Liberty Plaza-335 George Street is a tan and red office building with retail space on the first floor. Enter through the front entrance on George Street and take the elevator to the 3rd floor for The Boggs Center, Suite #3500.

**From Newark Airport and New Jersey Turnpike (North or South):**
Take New Jersey Turnpike to Exit 9. Bear right onto Route 18 North. ☀️

**From Garden State Parkway:**
South: Exit Parkway at Exit 130 for Route 1 South. Proceed on Route 1 South to Route 18 North (New Brunswick). ☀️
North: Exit Parkway at Exit 127 (Route 9). Follow signs for 287 North to Route 1 South. Proceed on Route 1 to Route 18 North (New Brunswick). ☀️

**From Route 1:**
North or South: Follow Route 1 to Route 18 North (New Brunswick). ☀️
OR if you are coming from south of New Brunswick, follow Route 1 to Livingston Avenue exit. Take Livingston Avenue for approximately 2 miles and make a left at the traffic light at George Street (just past fountain). The Boggs Center is in the tan building immediately on the right at 335 George St.

☀️ **From Route 18 North:**
Follow Route 18 North past two traffic lights, approximately 2 miles, and take exit on right for Route 27 South (Princeton). (Ramp will clover leaf around and back under Route 18). Make a left at the second light (Neilson Street). Make a right onto Bayard Street. The Boggs Center is one block up on the left at the corner of Bayard and George streets at 335 George St.

**From Route 287:**
Exit Route 287 South at Exit 10 (Route 527 South/Easton Ave.) Proceed on Easton Ave 4 miles, past JFK Blvd., Rutgers Plaza Shopping Center, and St. Peter’s Medical Center. Continue straight on Easton Ave to end. Turn left at traffic light at Route 27/Albany Street. Make right at 1st light onto George Street. The Boggs Center is at 335 George St. on left.

**BY TRAIN**
New Brunswick is on the Northeast Corridor rail line between New York and Philadelphia. Amtrak travelers must change to NJ Transit at Philadelphia, Trenton, or Metropark in order to reach New Brunswick. The Railway Station is located just a few blocks from The Boggs Center. Upon reaching New Brunswick, exit the main station doors and make a left onto Albany Street, go 1 block and make a right onto George Street, go 3 ½ blocks and The Boggs Center will be on your left between Bayard and Liberty St. Current train schedules are available online at [http://www.njtransit.com/](http://www.njtransit.com/).

*Please see reverse side for map and parking information.*

Revised 04-06-06 mps
Parking at The Boggs Center – New Brunswick

Public Parking:
Public parking is available in the lots listed above. Parking in New Brunswick costs between $8 and $10 for an eight-hour day. It is recommended that you use the Church Street Parking Deck (Deck #8) located on Church St. between George and Neilson. There is also an entrance on Paterson St. Additionally, there are several small hourly lots, including Lot #13 (Liberty Plaza lot). These lots are $1 per hour (you will need one-dollar bills available for automated payment). Metered street parking is also an option. Wolfson Parking deck (#12 on map) behind Liberty Plaza is monthly parking from 9-5pm, Mon-Fri. It is free in the evenings and weekends.

Parking:
The closest parking is the Liberty Plaza lot (Lot #13) directly behind Liberty Plaza. There is additional parking in front of the State Theatre on Livingston Ave. and on George Street between Liberty St. and New St.

11/06/01 - MPS
Mailing List Form

If you would like to receive D.D. Lecture Series information, the quarterly Training calendar and other training announcements, or to update your entry on our mailing list, please complete the information requested on both sides of this form.

Please print or type.
Prefix Ms. Mrs. Mr. Dr. First Name _______________ Middle Initial ______ Last Name _______________
Title (if applicable)________________________________________
Organization (if applicable)____________________________________
Mailing Address______________________________________________
City_________________________State_______Zip____________________
Area Code and Daytime Phone_________________________Home Phone (optional)__________________________
Fax_________________________E-mail (optional)__________________________________________
☐ Please add me to the email notification list to receive advance training announcements

1. Is the above information:
☐ a new entry ☐ a name change, former name __________________
☐ a correction to an existing entry ☐ a new address

2. What is your affiliation? Check one.
☐ Person with a disability ☐ State Agency staff member
☐ Family member ☐ Health Care Provider
☐ Student ☐ Community Provider Agency
☐ Education ☐ Other _________________________

3. Where are you located? Check the county.
☐ Atlantic ☐ Bergen ☐ Burlington ☐ Camden
☐ Cape May ☐ Cumberland ☐ Essex ☐ Gloucester
☐ Hudson ☐ Hunterdon ☐ Mercer ☐ Middlesex
☐ Monmouth ☐ Morris ☐ Ocean ☐ Passaic
☐ Salem ☐ Somerset ☐ Sussex ☐ Union
☐ Warren ☐ Outside NJ

A University Center for Excellence in Developmental Disabilities Education, Research, and Service
4. **What are your areas of interest? Check all that apply.**

- accessibility/Americans with Disabilities Act
- advocacy/self advocacy
- case management/care coordination
- congregational/religious supports
- counseling/mental health
- early intervention/preschool
- education
- family support
- health care
- person-centered planning/ELP
- positive behavior supports
- recreation
- rehabilitation/assistive technology
- residential/supported living
- self-directed supports
- supported employment/vocational services
- transition from school to adult life
- other, please specify: ____________________________

5. **What is your ethnicity? (Optional).**

- Asian
- Pacific Islander/Native Hawaiian
- Black/ African American
- Hispanic/ Latino
- Native American/ Alaska Native
- White
- Multiracial
- Other

6. **What is your gender?**

- Female
- Male

Thank you!

**Please mail or fax this form to:**

Wendy Kuziemski  
The Boggs Center/UMDNJ  
335 George Street  
P.O. Box 2688  
New Brunswick, NJ 08903-2688  
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