

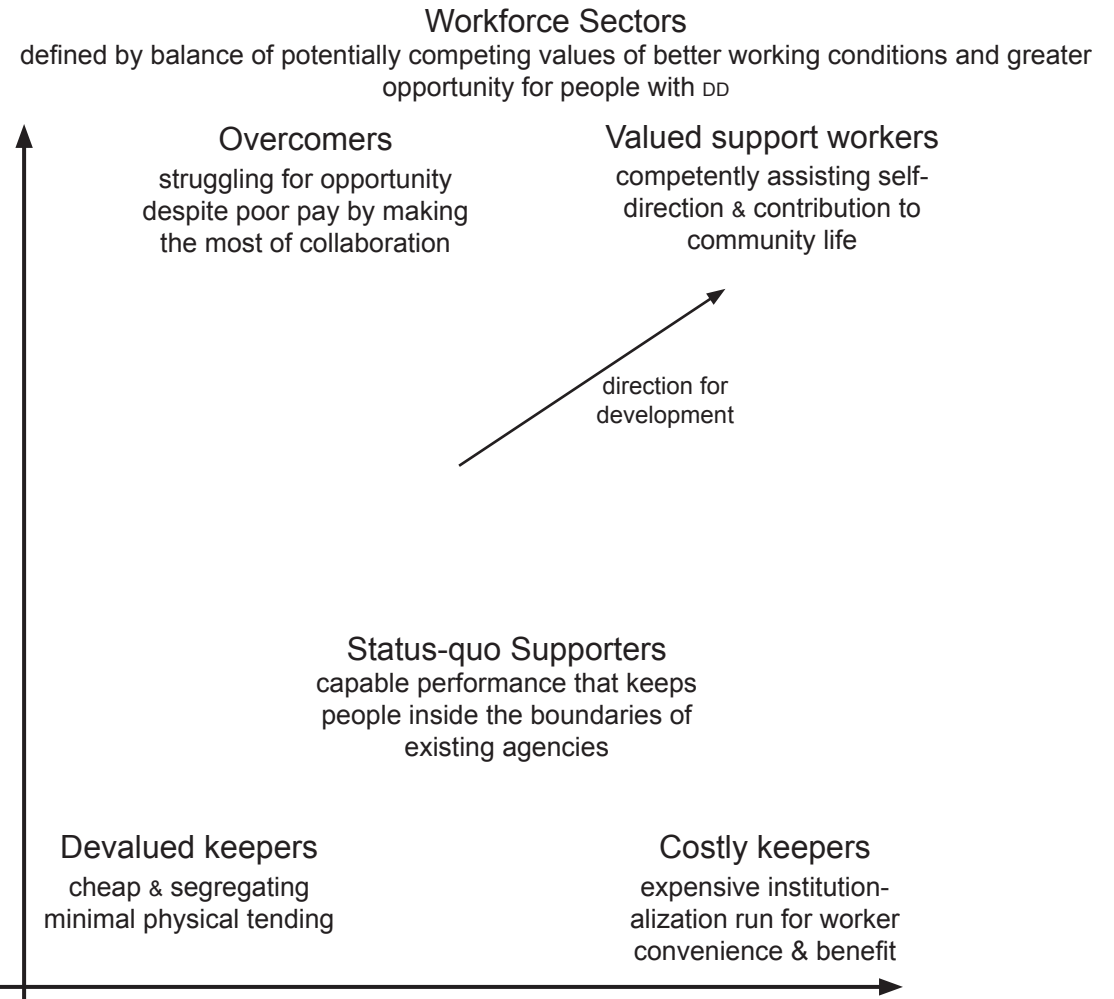
Our Purpose: To Create the Conditions for the Emergence of Valued Support Workers

Opportunity depends on...
 ...relationships – ability to collaborate
 ...how staff see people
 ...staff competency & connections
 ...commitment to changing community to increase inclusion
 ...level of control people have over how service \$ is spent
 ...flexibility in use of resources
 ...design of services (e.g. support for people in own home vs group living)

- Greater Opportunity for People with DD**
- Contribution to community life
 - Control of own life
 - Secure home
 - Support to learn
 - Work & income

Working conditions depend on...
 ...respect for direct service workers contribution & high expectations for performance
 ...level of rates for services
 ...agency policy on how much of available \$ will go to direct support pay
 ...how rigidly regulations & agency policies dictate staff activities
 ...level of investment in learning for direct support workers in agency & community

- Better Working Conditions**
- Fair wages & benefits
 - Respect for good work
 - Learning opportunities
 - Rewards for increased knowledge & skills
 - Job security



5. Develop resources to support agencies to re-design themselves to increase opportunities & improve direct support worker performance
4. Enable a community of practice* focused on improving teacher's competencies in developing opportunities for people with developmental disabilities
 - Person-centered planning and Discovery approaches to job development
 - Systematic instruction
 - Community building
 - Positive behavior support
 - Positive approaches to wellness
 - Communication technologies & the presumption of competence
3. Develop a network to share learning about curricula and delivery methods
 - learning based on creating an individual portfolio documenting changes in the lives of people receiving support from the learner
 - web based instruction in collaboration with The College of Direct Support
 - internal agency training
 - curricula & instruction developed &/or delivered through colleges and universities
 - curricula & instruction developed &/or delivered in collaboration with DTAE & local technical colleges
 - maximize use of workforce development resources for funding & student support
2. Adopt the Community Support Skill Standards and the Direct Service Professional Code of Ethics as Georgia's foundation for Workforce Development www.collegeofdirectsupport.com/links.htm
1. Advocate to increase pay & benefits & reward acquisition of new skills for direct support workers

expected support from providers

expected contribution to developing opportunities for people with DD

*E, Wenger, R. McDermott, & W. Snyder (2002) *Cultivating communities of practice*. Cambridge: Harvard Business School Press