

**Office of Developmental Programs**  
**Orientation and Annual Training Requirement Reference Matrix**

This tool is designed to support Administrative Entities and ODP staff when Providers or SCOs choose to provide agency-developed or agency-identified training that meets the General Orientation and Annual training requirements of the 55 PA Code 6100. The reviewer determines if the identified staff completed each required annual training core courses based on Provider training records **including, but not limited to: a description of the course, sign-in sheets, transcripts or certificates of completion from the training.**

Chapter 6100.142 Orientation		
(b) The orientation must encompass the following areas:	ODP Training Resource Link	Standard Training Elements
(1) The application of person-centered practices, community integration, individual choice and assisting individuals to develop and maintain relationships.		
<ul style="list-style-type: none"> <li>Application of person-centered practices</li> </ul>	<a href="#">Course: Person Centered Practices   MyODP</a>	Training materials should include: <ul style="list-style-type: none"> <li>Application of person centered practices including the core concepts of: Supporting Choice, Understanding Communication, Community Inclusion, and Promoting Relationships (Strengths based, culturally informed, whole-person focused, cultivating connections inside the system and out)</li> <li>Everyday Lives Values (Stability, Health and Safety, Connected, Responsibility, Communication, Success, Employment/Meaningful Contribution, Individuality, Relationships, Partnership, Quality, Advocacy.)</li> <li>Concept “Important to me” balanced with Health and Safety</li> <li>Informed Choice, Supported Decision Making, and Dignity of Risk</li> <li>The importance of getting to know a person</li> </ul>
<ul style="list-style-type: none"> <li>Community integration</li> </ul>	<a href="#">Course: Community Engagement Part 1: Philosophy and Practice   MyODP</a>	Training materials should include: <ul style="list-style-type: none"> <li>The importance and value of all people being part of the community</li> <li>The significance of people with disabilities historically being isolated from their communities (i.e. institutionalization)</li> <li>Identification of the six factors of community inclusion (1. presence, 2. choice, 3. competence, 4. respect and valued roles, 5. participation, and 6. belonging.)</li> </ul>

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<ul style="list-style-type: none"> <li>Individual choice</li> </ul>	<p><a href="#">Course: Acknowledging Self-Determination in Supporting Participants   MyODP</a></p>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Identification of the benefits and value of choice and how to support making choices. – Roles and Responsibilities</li> <li>the importance of Informed Choice and Supported Decision Making.</li> <li>Connection between choice and risk.</li> <li>Big decisions vs. everyday choices and supporting both</li> <li>Understanding an individual’s right to make decisions and choices</li> </ul>
<ul style="list-style-type: none"> <li>Assisting individuals to develop and maintain relationships</li> </ul>	<p><a href="#">Course: Building Relationships to Strengthen a Person's Support System   MyODP</a></p>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Description of the important role that relationships play in our lives.</li> <li>Describe the process by which relationships are formed. Describe strategies that can foster and encourage relationships.</li> </ul>
<p>(2) The prevention, detection and reporting of abuse, suspected abuse and alleged abuse in accordance with the Older Adults Protective Services Act (35 P.S. § § 10225.101—10225.5102), the Child Protective Services Law (23 Pa.C.S. § § 6301—6386), the Adult Protective Services Act (35 P.S. § § 10210.101—10210.704) and applicable protective services regulations.</p>	<p><a href="#">Course: Abuse: Detection, Reporting and Prevention of Abuse, Suspected Abuse and Alleged Abuse   MyODP</a></p>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Prevention and Detection of Abuse <ul style="list-style-type: none"> <li>Definitions of risk and how to identify appropriate levels of risk</li> <li>Development proactive risk mitigation strategies</li> <li>Description of person centered risk mitigation</li> <li>How to document risk and mitigation strategies</li> <li>How to evaluate risk mitigation strategies</li> </ul> </li> <li>Detection, Definitions, and Reporting of Abuse for Adult Protective Services Act (APSA), Older Adult Protective Services Act (OAPSA), Child Protective Services Law (CPSL) <ul style="list-style-type: none"> <li>Overview of APSA, OAPSA, and CPSL</li> <li>How to Recognize and Identify Abuse</li> <li>Definitions of abuse requiring additional reporting</li> <li>Definitions of facilities and people mandated to report abuse</li> </ul> </li> <li>Understand when, where, and how to report abuse</li> </ul>
<p>(3) Individual rights.</p>	<p><a href="#">Course: Individual Rights   MyODP</a>  <a href="#">Course: Acknowledging Self-Determination MyODP</a></p>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Define rights of people with developmental disabilities as same for all citizens</li> <li>Explain core concepts related to rights, choice, risk, and communication</li> </ul>

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		<ul style="list-style-type: none"> <li>Describe the role of all provider staff to promote and support rights for people with developmental disabilities</li> </ul>
(4) Recognizing and reporting incidents.	<a href="#">Course: Leadership's Role in Reporting, Investigating, and Responding to Incidents   MyODP</a>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Describe why an incident management system is needed.</li> <li>Define what an incident is.</li> <li>Describe how to respond to an incident (immediate emergency responses, supporting victims, who to inform)</li> <li>Define categories of incidents.</li> <li>Describe when and how an incident must be reported.</li> <li>Describe when an incident requires an investigation.</li> </ul>
(5) Job-related knowledge and skills.	N/A	<ul style="list-style-type: none"> <li>Agency developed curricula</li> </ul>

Chapter 6100.143 Annual training		
(c) The annual training hours must encompass the following areas:	ODP Training Resource Link	Standard Training Elements
<p>In addition to the resources listed below, ODP has published an annual training catalogue available on MyODP at the following link: <a href="#">MyODP: 6100 Training   MyODP</a>. Trainings are organized by topical areas identified in section §6100.143 and include credit hours. Participants may only receive one certificate for each training offered, even if the training is offered in multiple topical areas.</p>		
(1) The application of person-centered practices, community integration, individual choice and assisting individuals to develop and maintain relationships.		
<ul style="list-style-type: none"> <li>Application of person-centered practices</li> </ul>	<a href="#">Course: Participant-Directed Services in ODP: What You Need to Know   MyODP</a>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Application of person centered practices including the core concepts of: Supporting Choice, Understanding Communication, Community Inclusion, and Promoting Relationships</li> <li>Everyday Lives Values (Stability, Health and Safety, Connected, Responsibility, Communication, Success, Employment/Meaningful Contribution, Individuality, Relationships, Partnership, Quality, Advocacy.)</li> <li>Concept “Important to me” balanced with Health and Safety</li> <li>Informed Choice, Supported Decision Making, and Dignity of Risk</li> </ul>

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<ul style="list-style-type: none"> <li>Community integration</li> </ul>	<p><u><a href="#">Course: Community Engagement Part 1: Philosophy and Practice   MyODP</a></u></p>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>The importance and value of all people being part of the community</li> <li>The significance of people with disabilities historically being isolated from their communities (i.e. institutionalization)</li> <li>Identification of the six factors of community inclusion (1. presence, 2. choice, 3. competence, 4. respect and valued roles, 5. participation, and 6. belonging.)</li> </ul>
<ul style="list-style-type: none"> <li>Individual choice</li> </ul>	<p><u><a href="#">Course: Acknowledging Self-Determination in Supporting Participants   MyODP</a></u></p>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Identification of the benefits and value of choice and how to support making choices.</li> <li>the importance of Informed Choice and Supported Decision Making.</li> <li>Connection between choice and risk.</li> <li>Big decisions vs. everyday choices and supporting each</li> </ul>
<ul style="list-style-type: none"> <li>Assisting individuals to develop and maintain relationships</li> </ul>	<p><u><a href="#">Course: Building Relationships to Strengthen a Person's Support System   MyODP</a></u></p>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Description of the important role that relationships play in our lives.</li> <li>Describe the process by which relationships are formed.</li> <li>Describe strategies that can foster and encourage relationships.</li> </ul>
<p>(2) The prevention, detection and reporting of abuse, suspected abuse and alleged abuse in accordance with the Older Adults Protective Services Act (35 P.S. §§ 10225.101—10225.5102), the Child Protective Services Law (23 Pa.C.S. §§ 6301—6386), the Adult Protective Services Act (35 P.S. § 10210.101—10210.704) and applicable protective services regulations.</p>	<p><u><a href="#">Course: Abuse: Detection, Reporting and Prevention of Abuse, Suspected Abuse and Alleged Abuse   MyODP</a></u></p>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>Prevention and Detection of Abuse <ul style="list-style-type: none"> <li>Definitions of risk and how to identify appropriate levels of risk</li> <li>Development proactive risk mitigation strategies</li> <li>Description of person centered risk mitigation</li> <li>How to document risk and mitigation strategies</li> <li>How to evaluate risk mitigation strategies</li> </ul> </li> <li>Detection, Definitions, and Reporting of Abuse for Adult Protective Services Act (APSA), Older Adult Protective Services Act (OAPSA), Child Protective Services Law (CPSL) <ul style="list-style-type: none"> <li>Overview of APSA, OAPSA, and CPSL</li> <li>How to Recognize and Identify Abuse</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>○ Definitions of abuse requiring additional reporting</li> <li>○ Definitions of facilities and people mandated to report abuse</li> <li>○ Understand when, where, and how to report abuse</li> </ul>
(3) Individual rights.	<a href="#">Course: Acknowledging Self-Determination in Supporting Participants   MyODP</a>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>• Define rights of people with developmental disabilities as same for all citizens</li> <li>• Explain core concepts related to rights, choice, risk, and communication</li> <li>• Describe the role of all provider staff to promote and support rights for people with developmental disabilities</li> <li>• Describe the right to communicate.</li> <li>• Describe the foundation of an “everyday life” vs. basic human rights</li> </ul>
(4) Recognizing and reporting incidents.	<a href="#">Course: Leadership's Role in Reporting, Investigating, and Responding to Incidents   MyODP</a>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>• Describe why an incident management system is needed.</li> <li>• Define what an incident is.</li> <li>• Define categories of incidents</li> <li>• Describe when and how an incident must be reported.</li> <li>• Describe when an incident requires an investigation.</li> </ul>
(5) The safe and appropriate use of behavior supports if the person works directly with an individual.	<a href="#">Course: Restrictive Procedures: A Basic Overview for Behavioral Specialists   MyODP</a>	<p>Training materials should include:</p> <ul style="list-style-type: none"> <li>• Overview of purpose, execution, and best practice of Functional Behavior Assessments (FBA), Behavioral Support Plans (BSP), and Crisis Intervention Plans (CIP)</li> <li>• Review the importance of collecting accurate data and best practices when collecting and reviewing data.</li> </ul>

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<p>(6) Implementation of the individual plan if the person provides an HCBS or base-funding service.</p>	<p>N/A</p>	<p>Training must be person-specific and based on the most current assessment and Individual Plan and should include knowledge about the needs of the person and practices necessary to assure the person's:</p> <ul style="list-style-type: none"> <li>• health</li> <li>• safety and welfare including the person's mode of communication;</li> <li>• what is important to the person including preferred activities, foods, and relationships</li> <li>• safe eating/feeding procedures</li> <li>• respiratory maintenance and treatments</li> <li>• positioning and transferring procedures, skin integrity protocols</li> <li>• individual-specific emergency procedures</li> <li>• the safe and appropriate use of trauma-informed behavior supports,</li> <li>• an understanding of age-related factors such as interests, preferred activities, and stamina, as specified in the Individual Plan.</li> </ul>
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