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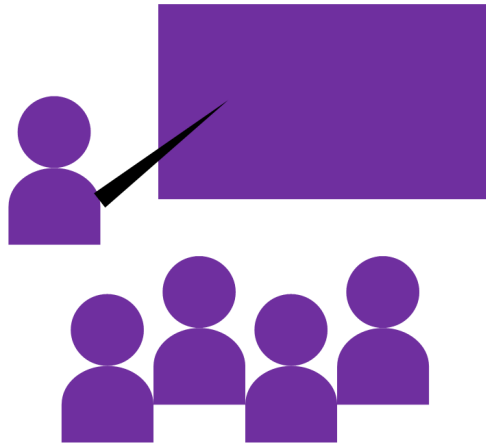
In Brief

Training Supervisors in Adult Protective Services: Guidance and Resources

Introduction

Adult Protective Services (APS) supervisors are vital to the success of APS programs and their role is fundamental in assuring the safety and well-being of APS clients. They perform both clinical and administrative functions, approve casework decisions at key junctures, and guide and support staff in case planning and management, among other duties and responsibilities (Administration on Community Living, 2016). APS supervisors often come to their position with little or no training on effective supervision and frequently assume the role without an understanding of the wide array of responsibilities the position entails (Otto, 2015).

According to the 2018 Adult Maltreatment Report, which details data from the National Adult Maltreatment Reporting System (NAMRS), there are 1,476 APS full-time equivalent staff responsible for supervision and 7,715 APS full-time equivalent staff responsible for hotline and/or conducting investigations (Administration on Community Living,

2019). It is noted that some supervisors conduct investigations on top of their supervisory role.

Given the range of responsibilities, APS supervisors require training and support. As per the 2016 National Voluntary Consensus Guidelines for State Adult Protective Services Systems, "it is recommended that APS supervisors be qualified by training and experience to deliver Adult Protective Services. It is recommended that all APS supervisors receive initial and ongoing training specific to their job responsibilities and the complex needs of APS clients and managing APS workers."

The field of APS is at an exciting and critical juncture and has seen many advances over the last decade. Yet, despite the gains, training and support for APS supervisors is lacking in most states and counties.

The following brief focuses on training for APS supervisors including:

- Why this is an important issue for APS.
- Background on past training efforts for supervisors and efforts to build for the future.
- What should be covered in APS supervisor training and why.
- A state promising practice example.
- Next steps including opportunities and challenges for the future.
- Resources for training and technical assistance.

Why is this an issue for APS?

The APS supervisor role is multi-faceted and challenging and to be effective the supervisor must

be able to perform tasks within four essential domains: administration, education, management and support (Otto, 2015). In addition to performing multiple tasks simultaneously across these domains, the APS supervisor must also be aware of the program direction, individual needs of their staff, and the status of APS clients served.

As identified in the 2016 Final Voluntary Consensus Guidelines for State Adult Protective Systems, APS supervisors provide case oversight, approval of key decisions, case direction, problem solving, and support and encouragement to the worker (Administration on Community Living, 2016). Supervisors support the work of APS professionals to improve the safety and quality of life of older adults and adults with disabilities who have been the victims of abuse, neglect or exploitation and in turn are dealing with worker safety, secondary or vicarious trauma, burn-out and retention issues.

APS case complexity, including but not limited to, screening for cognitive loss, determining the veracity of allegations, and gaining the trust and cooperation of victimized people present both workers and supervisors with ever-changing clinical challenges and can increase time spent in supervision (Ramsey-Klawsnik, 2015). Additionally, APS supervisors may be simultaneously supervising staff from APS and different programs such as Child Protective Services, Medicaid Waiver Services, Veteran's Services, etc.

Often overlooked, is the role of APS supervisor as trainer for new workers and mentor/advisor for existing staff. APS supervisors also have a public facing role, often serving on multi-disciplinary teams and providing outreach to the community.

Given the responsibilities, APS supervisors require training and support. Historically, there has been a lack of funding to develop and deliver standardized, competency-based training for APS supervisors. Consequently, states and counties have relied heavily on on-the job training resulting in the lack of consistent supervisor training that provides skill-building and crucial support on topics specific to the APS supervisor's multi-dimensional role. These include areas such as understanding one's supervision style, how to manage conflict in the workplace, identifying key roles of an APS supervisor, how to support critical thinking skills, using data to drive program improvement, trauma-informed supervision, and much more.

Additionally, many states and counties send their APS supervisors through "generic" supervisor trainings which fail to address APS-specific issues facing APS workers and, therefore, their supervisors. APS practice is complex and often requires workers and supervisors to navigate complicated ethical situations. Issues ranging from how to handle clients with borderline decisional capacity, to how to investigate complex financial exploitation, to when to walk away from a client for whom there are no community resources, and much more. As per Ramsey-Klawsnik (2015), "supervisors must ensure that casework is conducted in an ethical manner consistent with legal and program requirements."

With their multi-faceted role, it is clear APS supervisors are a key component of a thriving APS program. The next section focuses on the background of APS supervisor curriculum and training efforts nationally.

Background

The importance of and need for APS supervisor training is not a new concept and fortunately there is a strong foundation upon which to build in the future. NAPSA's Recommended Minimum Program Standards, developed prior to the federal government's National Voluntary Consensus Guidelines, Goal 5 states, "(NAPSA) supports the development of increased skills, knowledge, and abilities of APS professionals throughout the country

by developing and providing high quality training materials and training opportunities" (NAPSA, 2013). The ACL Final National Voluntary Consensus Guidelines for State APS Systems (2016) takes NAPSA's minimum program standards and incorporates them into a guideline dedicated entirely to APS supervisor initial and ongoing training:

> **Guideline:** It is recommended that APS supervisors be qualified by training and experience to deliver Adult Protective Services. It is recommended that all APS supervisors receive initial and ongoing training specific to their job responsibilities and the complex needs of APS clients and managing APS workers. It is recommended that new supervisors be trained on basic supervisory skills within the first year of assuming supervisory responsibilities, including, but not limited to: a) Mentoring, b) Phases of APS Supervision, c) The Supervisor as Trainer, d) Managing the Investigative Process, and e) Human Resources/Legal Issues for Supervisors.
>
> In addition, it is recommended that supervisors refresh their skills with ongoing annual training on higher level topics, such as training processes, worker development, and effective adult learning (Administration for Community Living, 2016).

Though the focus of APS training nationally in recent years has been on APS Worker Core Competencies, Training, and Certificate Program, supervisors were never forgotten. In 2012/2013, the NAPSA Education Committee developed APS Supervisor Core Training Competencies and collaborated with Adult Protective Services Workforce Innovations (APSWI, formerly MASTER), Academy for Professional Excellence in developing four core competency trainings for supervisors. These trainings include: *Supervisor as Trainer, Understanding Self as Supervisor, Foundations of Effective Supervision,* and *Working with Less.* These four instructor-led trainings are currently available at no cost through the APSWI

website. An additional module, *Teambuilding for APS Professionals,* was developed, piloted and will be part of the forthcoming APS Supervisor Core Academy review and development (see the next section - "Building for the Future").

Additionally, the *Field Guide for APS,* was developed to "provide an agency or individual supervisor an organized system to ensure that the new APS worker gains the experiences and formal training needed to be an effective professional". The guide highlights nineteen Knowledge Areas identified as comprehensive for APS field work, moving from basic field skills to working with more complex situations (The Academy for Professional Excellence, 2015).

The *Field Guide* was developed so each of the nineteen Knowledge Areas has a checklist of activities designed to support APS staff knowledge and skill development. Supervisors develop an individualized learning plan in collaboration with the learning worker using the Knowledge Areas. Learning needs can be tailored depending on whether staff is new or more experienced and needing a refresher. Supervisors meet regularly with the learning worker to provide encouragement and guidance through the learning process and ensure that the skills acquired are applied in the field.

Plans for revising, updating currently available APS supervisor trainings and resources and developing additional trainings will be discussed in the following section of this brief.

Building for the Future

In early 2019, the APSWI, Academy for Professional Excellence commissioned work on a two-phase APS leadership development project, including a research report and leadership workforce development plan. The goal of the project is to develop a statewide Adult Protective Services Leadership Development Framework for APS Managers and APS Supervisors in

California that could be more broadly applied nationally to APS training and professional development.

Phase one, The *APS Leadership Development Framework Research Report,* included an extensive examination of leadership theories, models, and literature. Program best practices and cross discipline leadership development programs were analyzed. It also included focus group data from sessions conducted with state and national leadership in the field of APS and the broader aging and adult services

examining the leadership training needs, current gaps, and suggested next steps in the process.

Phase two, the *APS Leadership Development Framework: Workforce Development Plan,* then leveraged research and information from the phase one research report as well as the previous work of NAPSA, ACL, County Welfare Directors Association (CA), California Department of Social Services, and California Regional Training Academies. The *Workforce Development Plan* includes an APS Supervisor Training Plan. An excerpt follows.

APS Supervisor Training Plan

This is an excerpt from the APS Leadership Development Framework: Workforce Development Plan (Brown, 2019).

Before developing and delivering training for APS Supervisors, here are some important considerations:

- Historically there has been a lack of resources to develop and offer supervisor training consistently. Leverage existing content and resources and update and develop as needed.
- Supervisors lack time to attend training, they have a multi-faceted role and spend a lot of time on administrative tasks.
- Supervisors are not hired in cohorts, they need flexible/accessible trainings.
- Supervisors may be promoted from within the department/unit or from other departments/units/divisions and don't necessarily have a background in APS or aging/adult services.

The proposed training plan includes topics both foundational and advanced, structure, sequencing, potential training modalities and use of emerging technologies.

APS Supervisor Suggested Topics

APS Supervisor Core Academy - based on NAPSA APS Supervisor Core Competency Roadmap ver. 11/2013 with learning objectives and content updated to weave into competencies concepts of trauma-informed supervision, critical thinking/problem solving, and cultural awareness/humility.

- Competency 1 - Understanding Self as Supervisor
- Competency 2 – Foundations of Effective Supervision
- Competency 3 – Teambuilding for APS Professionals
- Competency 4 – APS Supervisor as Trainer
- Competency 5 – *Management of Personnel Issues* (this may be part of agency HR training, cover unique aspects of APS supervision)
- Competency 6 – *Data and Fiscal Operations* (using data for program improvement)

- Competency 7 – *Safety & Self Care* (workplace safety; emergency preparedness and response; managing burnout/retention)
- Competency 8 – Collaboration & Resources

APS Supervisor Advanced Topics - Advanced topics are identified from various sources including the APSWI APS Leadership Development Framework research report and work completed by NAPSA, County Welfare Directors Association (CA), California Department of Social Services, and California Regional Training Academies. Advanced topics may be woven into APS Supervisor Core competencies as appropriate but may require additional training development.

- Root-Cause Analysis
- Capacity and Decision-making
- Advanced Interviewing
- Supervising Financial Exploitation Cases
- Trauma-Informed Supervision
- Managing Burn-out/Retention/Multi-Generational Workplace
- Investigations in the Digital World

Critical APS Worker Core Trainings for New APS Supervisors - If they have not previously taken these courses, it is suggested new supervisors take these eLearning modules:

- Module 9 – Communication and Interviewing
- Module 10 – Self-Neglect Clients
- Module 12 – Financial Exploitation
- Module 15 – Documentation and Report Writing
- Module 17 – Assessing Client Capacity
- Module 18 – Risk Assessment

Note: If the Supervisor is promoted from outside of APS, it is recommended they complete all 23 APS Core Competency eLearnings.

Training Delivery Modalities – It is recommended that trainings utilize multiple modalities including instructor-led training (ILT), asynchronous eLearning, webinars, video, guides/tool kits for micro-learning or "bursts"; and to explore newer technologies such as podcasts, apps, social media tools (LinkedIn or Workplace), and virtual reality simulation. Potential applications:

Sequencing Recommendations:

- All new APS Supervisors complete an eLearning or series of eLearnings on critical information needed to perform the supervisory position in the short-term. This information can be culled from the APS Supervisor Core Academy Competencies.

- The APS Supervisor Core Academy is offered on a rolling basis throughout the year and new APS Supervisors complete training in all eight identified competencies within the first year of beginning the position. Trainings offered in a multi-modal, flexible manner leveraging instructor-led, distance, peer to peer learning and accessible existing and emerging technologies.

- It is recommended that new APS Supervisors complete APS Core Competency eLearning training on critical topics (six topics identified) within the first 3-6 months of beginning the position. If the new Supervisor is promoted from outside of APS, it is recommended they complete all 23 APS Core Competency eLearnings within the first year.

- It is recommended transfer of learning tools be developed for APS Supervisor Core Academy trainings to assist APS Managers with on the job training, knowledge and skill reinforcement, and team building. APS Managers are encouraged to utilize existing APS Core Competency training transfer of learning tools such as the Field Guide for APS.

In the next three years, California and Arizona plan to collaborate with NAPSA to develop a standardized, competency-based APS Supervisor Core Academy that builds from the initial competency and training work from 2012/2013 and incorporates research and recommendations from the 2019 APSWI reports and other evidence-informed topics and practices such as trauma-informed supervision. The goal is to make these curriculum materials available nationally following the model of APS Worker Core Curriculum.

State Promising Practices Spotlight – Texas DFPS

Though there is much to do in the future, it is also important to highlight what is being done now in the realm of APS supervisor training. One state that has been a model for APS training throughout the years is Texas. Through the [Texas Department of Family & Protective Services](#), APS Training Division, new supervisors receive web-based modules and instructor led training to prepare them for their active role of supervision. The following information is based on materials and written responses provided by the Texas Department of Family & Protective Services, APS Training Division staff.

To start, all new supervisors must take a training on transitioning from peer to manager as soon as possible and within 60 days from the date that they are hired/promoted. This course contains content on topics such as communication, decision-making,

strategic thinking, workload management, meeting facilitation, management of a mobile workforce, implementing policy change and completing performance plans.

Then new supervisors complete a web-based training entitled APS Supervisor Field Training I. This course consists of three modules designed to stand-alone and are accessible to supervisors as the need arises. The first module, titled "The First 30 Days", includes performance management, case consultations, worker safety, and setting the tone for your first staff meeting. Module two, titled "An Introduction to APS Supervision" includes reading on the roles of an APS supervisor, fundamentals of APS supervision, and clinical issues in APS supervision. Finally, the last module focuses on self-care for the APS supervisor.

APS Supervisor Field Training I is a prerequisite for attending APS Supervisor Basic Skills Development (BSD), a more advanced, skill-building instructor led course. BSD training allows for the application of knowledge and skills learned in APS Supervisor Field Training I to case scenarios related to managing an APS unit. Topics included in this training: unit and individual performance, performance plans, and evaluations; supervisor as trainer and mentor; effective communication; mobile workforce issues; and managing changes to policy and practice.

APS supervisors can participate in career planning that includes a voluntary certification plan for moving from APS Supervisor I to APS Supervisor II

when meeting tenure, performance, and professional development requirements.

Eligibility for advancement begins once the supervisor has at least two years of tenure and has met the qualification criteria. APS supervisors who have completed BSD expressed positive sentiments through the completion of course evaluations.

> **Positive Comments on BSD**
>
> "Material provided was great and tools to be used during my new journey."
>
> "I truly benefitted from this training. It was a learning environment with fun elements and the room to share our struggles."
>
> "By sharing my struggles, I was supported and provided with advice. I didn't feel alone in my supervisors' issues."
>
> "Their experience was so helpful. I learned so much about the kind of leader I want to be. I also learned a lot of practical things like using the data warehouse for setting goals. I loved all the people that came and spoke. This was a really great training. They also did a lot to ensure we were a group that interacted, and we really enjoyed each other."
>
> (Williams & Curtis, 2019)

Though not required, some supervisors are provided the opportunity to sharpen their knowledge of supervision, management and leadership through local workshops and the Texas APS Conference held annually. During the conference, leading experts from around the country discuss a wide variety of topics including diversity, generational leadership and motivating the workforce. The mantra "a great leader is a great learner" is reflected in the APS commitment to enhancing the learning and skills of their supervisors on an ongoing basis in the hopes of

improved outcomes for their client base and customers.

Next Steps – Opportunities and Challenges for the Future

As this brief has outlined, it is an exciting time to be involved with APS supervisor training development efforts. There is much work to be done but there is a solid foundation from which to build and an awareness of the needed support for APS supervisors. Momentum for change is building nationally.

Now let's turn to next steps, areas of opportunity and challenge for APS professional development. There is reason for optimism on both the federal and state levels.

Opportunities

- **Revision of ACL National Voluntary Consensus Guidelines for APS Programs to be released in 2020 –** We anticipate that additional research from the field and research and recommendations developed specifically on the importance of training and professional development of APS supervisors will not only be included but further emphasized.

- **Development of an APS Supervisor Core Academy** – As mentioned, in the next three years California, Arizona and NAPSA will be working on developing standardized, competency-based trainings in various modalities for supervisors based on core competencies and evidence-informed topics and practices. California has recently augmented their budget for training and Arizona is a recent recipient of an ACL State APS Enhancement Grant focused on staff training, recruitment and retention. The hope is to make these curriculum materials

available nationally following the model of APS Worker Core.

- **Model Programs** - California Department of Social Services (CDSS), APSWI, NAPSA, Bay Area Social Services Consortium (BASSC), and the California Social Work Education Center (CalSWEC) are currently implementing an APS Leaders Institute Program to 1) increase the capacity of APS Managers and Adult Services Administrators to coordinate, plan, and implement APS system improvements; and 2) Enhance the capacity of APS programs to meet the complex needs of APS clients by increasing the number of MSW trained social workers working in APS (California Department of Social Services, 2018). The project includes the development and evaluation of a stipend program for graduate social work education paired with a commitment to work in APS. An important element of APS system improvement is a statewide project looking at extended services/case management for "high-need" APS clients. This three-year program could serve as a model nationally.

- **Availability of High-Quality Webinars** - NAPSA, NCEA, APS TARC and other multi-disciplinary partners are producing webinars on emerging issues, best practices and need to know topics. A 60-90-minute webinar offers flexibility for busy APS supervisors to participate "live" or watch a recording. Additionally, the topics covered are often not ones covered by state or county training and/or may serve as a launching point for additional learning.

- **New Monthly APS Supervisor Peer to Peer Calls** - Hosted by the APS Technical Assistance Resource Center (APS TARC) and NAPSA, these calls connect supervisors to discuss the issues, topics and challenges specific to their

work. The calls allow supervisors to debrief difficult cases, brainstorm how to work with challenging partners, and get advice on how to tackle staff related concerns. APS TARC and NAPSA staff support the calls to provide input and maximize the peer to peer sharing.

Potential Challenges

- **Current Training** – The availability and consistency of APS supervisor training is variable across many states and counties currently. Though there are some training resources specifically for APS supervisors available nationally and plans to develop an APS Supervisor Core Academy in the near future, there are deficits that affect many APS programs now.

- **Funding for Training** – One of APS' greatest challenges across the board is program funding. There are no dedicated federal funds for APS and states fund programs in a variety of ways (e.g. Social Services Block Grant, state general funds, grants, etc.) (APS Technical Assistance Resource Center, 2019). This results in states and counties funding training primarily from general fund monies which can mean training budgets are less than adequate for training all levels of staff on core and advanced topics. Training for supervisors often falls to the bottom of the priority list after staffing and training of line workers.

- **Time to Attend Training** – One of the greatest challenges for APS supervisors given their multi-faceted role is having time to participate in training and professional development opportunities. It is incumbent upon curriculum developers and trainers to understand the demands on supervisors and to utilize multiple modalities to develop training as appropriate. But another factor that needs to be considered are appropriate

ratios for APS supervisors to direct reports, ratio of APS worker to cases, and caseload caps.

- **How and When APS Supervisors are Hired** - Due to program size and funding, for many APS programs, APS supervisors may not be hired in cohorts. Unlike other programs such as Child Protection and Behavioral Health, training a larger cohort of APS supervisors at one time is unlikely. Additionally, APS supervisors may be promoted from other departments/units/divisions outside APS and/or Aging Services. This can result in new supervisors with little or no APS or Aging/Adult Services background. Training must then cover core as well as supervisor specific topics.

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Resources for Training and Technical Assistance

Below are the resources referenced in this brief as well as an additional selection of training and technical assistance resources covering protective services, elder justice/law enforcement, the disability community, and tribal communities. This list is not an exhaustive but is a start to building a larger training and resources toolkit for APS supervisors.

Adult Protective Services Workforce Innovations (APSWI) - *Adult Protective Services Workforce Innovations (APSWI) is a training program of the Academy for Professional Excellence, a project of the San Diego State University School of Social Work. APSWI provides innovative workforce development to APS professionals and their partners. APSWI in partnership with state and national organizations has developed a nationally recognized Core Competency Training Curriculum for APS professionals. This curriculum is reviewed and approved by experts in the elder and dependent adult abuse fields* (https://theacademy.sdsu.edu/programs/apswi/).

- **APS Supervisor Core Training** (https://theacademy.sdsu.edu/programs/apswi/supervisor-training/)
- **Field Guide for APS (**https://theacademy.sdsu.edu/programs/apswi/field-guide-for-aps/)
- **APS Leadership Development Framework Reports (**https://theacademy.sdsu.edu/programs/apswi/apswi-reports/)
- **APS Leaders Institute (**https://theacademy.sdsu.edu/programs/apswi/aps-leaders-institute/)
- **APS Core Worker Training** – (https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/)
- **Interview Videos** (Topics included: Home Visit - self-neglect, worker safety; Interviewing Alleged Perpetrator - caregiver Neglect, financial exploitation) (https://theacademy.sdsu.edu/programs/apswi/apswi-videos/)

Department of Justice, Elder Justice Initiative – *Combatting elder abuse and financial fraud targeted at seniors is a key priority of the Department of Justice. Together with federal, state, local and tribal partners, the Department of Justice is steadfastly committed to combatting all forms of elder abuse and financial exploitation through enforcement actions, training and resources, research, victim services, and public awareness* (https://www.justice.gov/elderjustice).

- **Multi-Disciplinary Team Technical Assistance Center (MDT TAC)** - *provides tools, resource materials, and individualized consultations to facilitate the expansion of elder abuse case review multidisciplinary teams (MDTs)* (https://www.justice.gov/elderjustice/mdt-tac).
- **Rural and Tribal Resources** - *Roughly 20 percent of older adults live in rural communities. When older adults need help, large rural landscapes can elongate response times. Often there are fewer services and service providers and limited access to broadband. All of these are challenges to identifying and combatting elder abuse, neglect and financial exploitation in rural and tribal communities* (https://www.justice.gov/elderjustice/rural-and-tribal-resources).
- **Financial Exploitation** – https://www.justice.gov/elderjustice/financial-exploitation.
- **Webinars** - https://www.justice.gov/elderjustice/outreach.

National Center on Criminal Justice and Disability (NCCJD®) - *The Arc's National Center on Criminal Justice and Disability® serves as a bridge between the criminal justice and disability communities. NCCJD pursues and promotes safety, fairness, and justice for people with I/DD, especially those with hidden disabilities and marginalized identities, as victims, witnesses, suspects, defendants, and incarcerated persons by providing information and referral, training, and key resources* (https://thearc.org/our-initiatives/criminal-justice/).

- **Pathways to Justice (Disability Response Teams)** - https://thearc.org/our-initiatives/criminal-justice/pathway-justice/
- **Talk About Sexual Violence** - https://thearc.org/our-initiatives/criminal-justice/talk-about-sexual-violence/

National Center on Elder Abuse (NCEA) - *The NCEA provides the latest information regarding research, training, best practices, news and resources on elder abuse, neglect and exploitation to professionals and the public (*https://ncea.acl.gov/*).*

- **Reframing Elder Abuse Project** – *The NCEA, in partnership with the FrameWorks institute, developed a communications strategy and toolkit that reimagines our cultural dialogue on elder abuse. The "Talking Elder Abuse" Toolkit provides resources and tips to improve the public's awareness of elder abuse, enhance understanding of the underpinning issues, and elevate public exchange on the topic.* (https://ncea.acl.gov/Resources/Reframing.aspx).
- **Supports and Tools for Elder Abuse Prevention (STEAP) -** *FREE and ready-to-use materials to engage and educate the community about the role everyone can play in preventing elder abuse. Launched by the National Center on Elder Abuse (NCEA), in partnership with the National Association of Area Agencies on Aging (n4a), in an effort to educate and empower communities to create a sturdy structure of support to notice, report, and prevent abuse* (https://ncea.acl.gov/Resources/STEAP.aspx).
- **Tribal Resources** - https://ncea.acl.gov/Resources/Tribal.aspx
- **Education (webinars, videos, curricula, etc.**) - https://ncea.acl.gov/What-We-Do/Education/Training-Curricula.aspx

National Center on Law and Elder Rights (NCLER) - *The National Center on Law and Elder Rights provides the legal services and aging and disability communities with the tools and resources they need to serve older adults with the greatest economic and social needs. A centralized, one-stop shop for legal assistance, NCLER provides Legal Training, Case Consultations, and Technical Assistance on Legal Systems Development (*https://ncler.acl.gov/*).*

- **Case Consultations** - *Free case consultation assistance for attorneys and professionals seeking more information to help older adults. Topics can include: Advance Planning, Elder Abuse, Guardianship, Health/LTSS, Economic Security, Supported Decision-Making, Consumer Protection, and Housing (*https://ncler.acl.gov/Case-Consultations.aspx*).*

- **Legal Training** - *National Legal Training Curriculum is free to the legal and aging network. Trainings are offered in eight areas: Health and Long-Term Services and Supports, Economic Security, Advance Planning, Supported Decision-Making, Guardianship. Elder Abuse, Consumer Protection, and Housing* (*https://ncler.acl.gov/Legal-Training.aspx*).
- **Resources** - *practice tips and insight on legal issues to professionals assisting older adults* (https://ncler.acl.gov/Resources.aspx).

National Clearinghouse on Abuse in Later Life (NCALL) - *Promotes victim-defined advocacy and services for older survivors by providing information and resources on equitable and accessible programs, safety planning, outreach, and mandatory reporting. It also fosters coordinated community response (CCR) teams by offering training and technical assistance; advocates for elder justice; raises awareness of abuse in later life and elder abuse by creating effective outreach; engages in policy development by working on a range of issues that affect survivors of abuse in later life; and partners with organizations that address domestic violence, sexual assault, abuse in later life, and elder abuse to promote respect and dignity across the lifespan and to confront ageist social norms* (https://www.ncall.us/).

- **Publications Library** - *written resources, toolkits, webinars, articles, and more on topics such as abuse in later life and elder abuse; working with faith communities; domestic violence in later life; emergency shelter and transitional housing; safety planning; sexual abuse in later life; tribal communities/tribal response to abuse in later life* (https://www.ncall.us/resources/).
- **Video Library** - *video clips with subject matter experts discussing topics on providing services to older survivors of abuse such as addressing communication barriers; coordinated community response teams; cognitive capacity; historical trauma; working with victims 50-62 years of age; etc.* (https://www.ncall.us/resources/video-library/).

National Resource Center for Supported Decision Making - *The National Resource Center for Supported Decision-Making provides information, training, and technical assistance on Supported Decision-Making. They provide links to laws, policies and organizations across the United States and offers "Supported Decision-Making Interactive", a network connecting people, professionals and national experts* (http://supporteddecisionmaking.org/).

Office of Victims of Crime (OVC) - https://www.ovc.gov/welcome.html

- **Office for Victims of Crime Training and Technical Assistance Center** - OVC TTAC is the gateway to current training and technical assistance for victim service providers and allied professionals who serve crime victims. Their aim is building the capacity of victim assistance organizations across the country in three primary ways: training and technical assistance, tools, and evaluation (https://www.ovcttac.gov/).

Resources for Integrated Care (RIC) – Intellectual and Developmental Disabilities (I/DD) - *Resources for Integrated Care features resources to help providers and health plans collaborate more effectively, enhance their knowledge of health and support needs, and improve the coordination of services and supports to people with I/DD* (https://www.resourcesforintegratedcare.com/concepts/intellectual-developmental-disabilities).

- **Aging and I/DD** - *The typical aging process, which includes physical, cognitive, and behavioral changes, as well as changes to one's social and emotional functioning, may manifest differently for someone with I/DD. Offers resources designed specifically for health plans and providers supporting aging people with I/DD* (https://www.resourcesforintegratedcare.com/concepts/geriatric-competent-care-and-intellectual-developmental-disabilities/aging_idd).
- **Pharmacology and People with I/DD** – *Promoting integrated, coordinated care for people with developmental disabilities by exploring unique treatment options and practical strategies for supporting pharmacology options among people with I/DD. Resources specifically focus on new medications and new forms of medications often prescribed for people with I/DD. Resources designed for social workers, counselors, nurses, and other health professionals* (https://www.resourcesforintegratedcare.com/concepts/intellectual-developmental-disabilities/pharmacology).
- **Pain in People with I/DD** – *People with I/DD are more likely to experience behavioral and physical health comorbidities, and thus might be more likely to experience pain. Self-reporting is often used to assess pain but people with I/DD can experience challenges with self-reporting pain or exhibit differences in how they express pain. The resources provide promising practices for supporting people with I/DD in assessing pain and identifying subsequent interventions.* (https://www.resourcesforintegratedcare.com/concepts/intellectual-developmental-disabilities/pain).

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