



New York State Talent Development Consortium



Direct Support Professional Core Competencies

A Collaborative Approach for Improved Outcomes

Revised: 3-25-14



Direct Support Professional Core Competencies

NADSP Code of Ethics for Direct Support Professionals

The Code of Ethics developed through the National Alliance for Direct Support Professionals (NADSP) guides DSPs through the ethical dilemmas they face daily and encourages the highest professional ideals. Direct support staff, agency leaders, policymakers, and people receiving services are urged to read the code and to consider ways that these ethical statements can be incorporated into daily practice. **This code is not the handbook of the profession, but rather a roadmap to assist in staying the course of securing freedom, justice, and equality for all.**

- 1. Person-Centered Supports.** As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.
- 2. Promoting Physical and Emotional Well-Being.** As a DSP, I will commit to promote the emotional, physical, and personal well-being of the people I support. I will encourage growth and recognize the autonomy of those receiving support while being attentive and energetic in reducing the risk of harm.
- 3. Integrity and Responsibility.** As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.
- 4. Confidentiality.** As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.
- 5. Justice, Fairness and Equity.** As a DSP, I will affirm the human rights as well as the civil rights and responsibilities of the people I support. I will promote and practice justice, fairness, and equity for the people I support and the community as a whole.
- 6. Respect.** As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and promote their value
- 7. Relationships.** As a DSP, I will assist the people I support to develop and maintain relationships.
- 8. Self-Determination.** As a DSP, I will assist the people I support to direct the course of their own lives.
- 9. Advocacy.** As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

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Direct Support Professional Core Competencies

| Goal | Competency Area | Skill | Time Frame | Example Tasks | |
|-------------------------------------|---|---|---|---|---|
| Goal 1: Putting People First | Competency Area A: Supporting A Person's Unique Capacities, Personality, and Potential | Skill 1: Demonstrates respect for all individuals being supported | Core: 0-3 Months | a. Communicates directly with individuals b. Begins to use person-first language when communicating about the individual c. Uses body language and eye contact to show attention to others comments d. Monitors own tone of voice and volume when providing instruction and direction to individuals e. Assists individuals to dress and groom in a way that demonstrates his/her self-respect and dignity to others in the community | |
| | | | Core: 3-12 Months | a. Consistently uses person-first language when communicating about the individual b. Develops a respectful and genuine relationship with the individual that is demonstrated through tone of voice, interpersonal interactions, and content of conversations | |
| | | | Skill 2: Demonstrates support for individual choice-making in order to enhance confidence and assertiveness | Core: 0-3 Months | a. Supports choices made by the individual while taking into account health and safety concerns b. Demonstrates the use of positive feedback |
| | | | | Core: 3-12 Months | a. Recognizes and supports choices made by the individual while taking into account health and safety concerns b. Provides positive feedback and encouragement to the person supported as the person assumes his/her leadership role in choice-making c. Assists individuals in sorting through choices |
| | | Competency Area B: Getting To Know the Person Through Assessment/discovery | Skill 1: Evaluates the ways in which past and current events, and environmental factors, affect the way the person acts/reacts to others | Core: 0-3 Months | a. Reviews files and relevant information |
| | | | | Core: 3-12 Months | a. Meets with the individual and their circle of support to learn more about the person b. Recognizes that challenging behavior can be a form of communication and responds to it appropriately |
| | | | Skill 2: Using a holistic approach participates in the individual's life planning activities and assists in their implementation | Core: 0-3 Months | a. Implements goals as written to achieve desired outcomes |
| | | | | Core: 3-12 Months | a. Has access to and can interpret and question the plans b. Is able to respectfully contribute, within the team setting, to the identification of desired plans for an individual |
| | Skill 3: Encourages and supports problem-solving and coping skills | | Core: 3-12 Months | a. Talks about problems/concerns with the individual to gain understanding of his/her point of view b. Helps the person better cope with their problem by providing emotional support | |
| | Skill 4: Is informed about formal and informal assessment, and can conduct informal assessments in a variety of settings, to gain information about the individual and his/her response to the environment | | Core: 3-12 Months | a. Can demonstrate the use of informal assessment techniques used on a daily basis in each setting in which he/she works with individuals (home, work, travel, neighborhood, etc.), such as observation, active listening, etc. | |
| | Skill 5: Supports the self-direction of services | Core: 3-12 Months | a. Can describe the concept of self-determination and how it applies to the person receiving support | | |



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|--|---|--|---|--|
| | Competency Area C: Promoting Advocacy with the Individual | Skill 1: Seeks information on the range of services available to individuals with developmental disabilities | Core: 0-3 Months | a. Is able to describe, in general terms, categories of services available |
| | | | Core: 3-12 Months | a. Can describe the basic structure of the services available for people with developmental disabilities to meet the individual's needs and desires, and is able to advocate for additional services, as needs arise |
| | | | | b. Clearly communicates suggestions to team members for types of services and supports that an individual needs and/or wants |
| | | | c. Can state who to contact to find out about various services from which the person can benefit | |
| | | Skill 2: Provides opportunities for the individual to be a self-advocate | Core : 0-3 Months | a. Encourages and assists the individual to express on his/her own behalf |
| | Skill 3: Performs advocate responsibilities while demonstrating respect for the processes and people involved | Core: 3-12 Months | a. Is able to describe the individual's rights to due process through the agency's human rights committee | |
| | | | b. Can identify who to contact when advocacy questions arise | |
| | | c. Follows the appropriate communication and supervisory channels when initiating change or change recommendations | | |
| | Skill 4: Describes and supports individuals' rights and responsibilities | Core 0-3 Months | a. Is able to discuss the rights and responsibilities to which any individual is entitled | |
| | Skill 5: Identifies when an individual's rights may have been breached and takes action to prevent, stop and report the possible breach | Core: 3-12 Months | a. Can discuss the challenges faced by individuals with developmental disabilities in regards to their rights | |
| | Competency Area D: Facilitating Personal Growth and Development | Skill 1: Demonstrates the ability to effectively teach skills to people supported | Core: 0-3 Months | a. Demonstrates the ability to follow a plan for successful teaching |
| | | | Core: 3-12 Months | a. Takes advantage of informal opportunities to teach |
| | | | | b. Is able to teach in a group setting |
| | | | c. Is able to identify the effectiveness of the teaching plans | |
| | Skill 2: Recognizes the individual's need for teaching, and preferred style for learning, and can perform individualized teaching based on this information | Core: 3-12 Months | a. Can describe the way in which the individual prefers to learn | |
| Skill 3: Assesses the effectiveness of formal and informal teaching provided and makes adaptations where needed | Core: 3-12 Months | a. Listens to and observes the individual, while he/she performs skills related to teaching provided, to determine if the individual has learned the desired skill | | |
| Competency Area E: Facilitation of Supports and Services | Skill 1: Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs and interests | Core: 0-3 Months | a. Is able to implement service plans, as written | |
| | | Core: 3-12 Months | a. Continuously evaluates the service plans and makes recommendations, as needed | |
| | | | b. Engages the individual in service planning discussions and activities | |
| | Skill 2: Continuously shares observations, insights, and recommendations with the individual and his/her support team | Core: 0-3 Months | a. Shares information in an organized, timely and sensitive manner | |
| | b. Shares direct input from the individual and his/her support team members | | | |



Direct Support Professional Core Competencies

| Goal | Competency Area | Skill | Time Frame | Example Tasks | | | |
|--|---|---|---|--|--|--------------------------|--|
| Goal 2: Building and Maintaining Positive Relationships | Competency Area F: Building and Maintaining Relationships | Skill 1: Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles | Core: 0-3 Months | a. Encourages the use of social skills to develop and maintain positive relationships b. Follows the sexual consent status and values of the individual being supported | | | |
| | | | Core: 3-12 Months | a. Assists in teaching social skills to develop and maintain positive relationships | | | |
| | | Skill 2: Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement | Core: 0-3 Months | a. Supports the person in exploring and practicing faith, religion, spiritual and cultural interests without personal bias | | | |
| | | | Core: 3-12 Months | a. Identifies likes and dislikes, and matches interests and people with available events and activities in the neighborhood and community b. If the person desires, supports the person to choose a method to observe his/her faith/religion/spirituality/culture/ethnicity, and make connections with other community members without staff imposing their own values c. Based upon the individual's desires, supports the person to become a valued member and active participant in groups in his/her faith/spiritual community by looking for opportunities for the person to be included in spiritual activities with their ethnic/cultural group | | | |
| | | | | Core: 0-3 Months | a. Assists the individual to recognize and take pride in his/her abilities and achievements | | |
| | | Competency Area G: Creating Meaningful Communication | Skill 1: Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person | Core: 0-3 Months | a. Uses a polite tone of voice b. Encourages the person to express him/herself c. Recognizes and respects individual's need for periods of quiet, non-communication time d. Speaks, models, signs, shows pictures and objects or uses adaptive equipment in ways that the person understands, according to their plan | | |
| | Core: 3-12 Months | | | | a. Identifies likes and dislikes, wants and needs, by the person's verbal and non-verbal communication as well as in context with personal history and input from friends, relatives and professionals | | |
| | | | | | Skill 2: DSP modifies own communication to ensure understanding and respect | Core: 0-3 Months | a. Includes the individual in the conversation, by speaking with the individual, not about the individual b. Avoids making assumptions about an individual's cognitive abilities based on his/her communication abilities |
| | | | | | | Core: 3-12 Months | a. Uses a variety of communication techniques to meet the individual's needs |
| | Skill 3: Develops trust by communicating empathetically | | Core: 0-3 Months | a. Demonstrates caring through body language, tone, and providing adequate time for communication b. Demonstrates active listening by repeating words or gestures, asking questions, and validating feelings | | | |
| | | | Core: 3-12 Months | a. Talks about problems/concerns with the individual to gain an understanding of his/her point of view | | | |
| | Skill 4: Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating | | Core: 0-3 Months | a. Uses communication techniques appropriate to the individual's ability to comprehend b. Speaks in a manner that shows respect | | | |



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|--|---|---|--|---|--|---|---|
| Goal 3: Demonstrating Professionalism | Competency Area H: Developing Professional Relationships | Skill 1: Demonstrates respect in all professional relationships | Core: 0-3 Months | a. Respects friends and family members through his/her actions and words b. Actively listens to and take actions related to expressed concerns and passes information along to appropriate personnel members c. Demonstrates tolerance and acceptance with others d. Develops positive and productive relationships with his/her coworkers, supervisor, and other colleagues | | | |
| | | | Core: 3-12 Months | a. Is able to empathize and effectively communicate with family and friends of the individual | | | |
| | | | Competency Area I: Exhibiting Professional Behavior | Skill 1: Demonstrates the following desirable professional qualities in the worksite: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility, and pleasantness | Core: 0-3 Months | a. Demonstrates courtesy to others and contributes to a positive team atmosphere b. Complies with agency regulations and policies related to dress, confidentiality, professional appearance and use of electronic devices c. Arrives at work on time, limits use of unscheduled absences, accurately signs in and out d. Continuously engages in productive activity while at work e. Is open to doing things in a variety of ways f. Serves as a positive role model and team member g. Respects personal and professional boundaries | |
| | | | | | Core: 3-12 Months | a. Follows through on all projects and responsibilities b. Readily adapts to changes in work assignments c. Approaches problems in a solution oriented manner d. Diverts communication related to problems and dissatisfaction from peers to appropriate channels to effect improvement or resolution | |
| | Competency Area J: Showing Respect for Diversity and Inclusion | Skill 1: Demonstrates respect in all matters relating to diversity and inclusion | | | Core: 0-3 Months | a. Shows respect for others' values without imposing their own b. Demonstrates a willingness to accept and respect all components of human diversity | |
| | | | | | Core: 3-12 Months | a. Treats individuals served, families and co-workers equitably b. Can articulate personal biases and does not let their personal biases affect their work and seeks support when needed c. Can describe cultural biases and personal differences that might have an effect on interpersonal relationships when working with individuals, families and co-workers/team members d. Demonstrates the cultural competence required to provide effective support to those we serve | |
| | | | | | Skill 2: Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to provide effective support to those we serve from any particular ethnic, racial, sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component diversity groups | Core: 0-3 Months | a. Can discuss the concepts of fairness and respect, and the impact that discrimination based on <u>disability, race, gender, religion, etc., has on people</u> b. When the DSP recognizes that an individual is being discriminated against, he/she is able to serve as an ally to the individual by intervening to stop the inappropriate comments/actions against the individual c. When a DSP recognizes that an individual is being discriminated against, he/she reports it <u>according to agency procedures</u> |
| | | | | | | Core: 3-12 Months | a. Can effectively communicate with those we support regarding their abilities and challenges they <u>may face</u> b. Demonstrates sensitivity to the lasting effects that discrimination can have on individuals c. Supports culture and gender specific preferences for health and personal care in accordance with <u>agency policy</u> d. Identifies and reports the possible disparities in health care delivery that often negatively impact the individuals supported |



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| Goal | Competency Area | Skill | Time Frame | Example Tasks | | |
|------|---|--|---|---|---|--|
| | Competency Area K: Creating Meaningful Documentation Records | Skill 1: Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner to the appropriate sources | Core: 0-3 Months | a. Notes are recorded in the proper place and in the proper format b. Notes are signed and dated, according to agency policy c. Documentation is thorough, including data where required, baseline information, etc. d. Documentation is done on time, according to agency policy e. Maintains standards of confidentiality and ethical practice | | |
| | | | Core: 3-12 Months | a. Recorded communication should reflect progress and choices made in a manner that would be clearly understood by a reader unfamiliar with the person or program b. Clearly and effectively communicates information through his/her documentation practices | | |
| | | | Competency Area L: Education, Training and Self-Development Activities | Skill 1: Demonstrates enthusiasm for learning the knowledge and skills required to perform the job | Core: 0-3 Months | a. Attends, actively participates in, and successfully completes all required training sessions b. Asks mentors and supervisors to share best practices |
| | | | | Skill 2: Readily seeks and accepts feedback to improve performance | Core: 0-3 Months Core: 3-12 Months | a. Is open to and accepting of developmental feedback a. Seeks to learn from mistakes; avoids defending mistakes |
| | Skill 3: Applies knowledge and skills gained to the job | Core: 0-3 Months Core: 3-12 Months | | a. Discusses application of skills with supervisor/mentor prior to use a. Demonstrates the ability to learn and apply new and innovative techniques b. Demonstrates the skill to his/her designated experienced staff or supervisor c. Receives feedback and applies it to improve skill proficiency on the job | | |
| | Competency Area M: Organizational Participation | Skill 1: Adheres to and promotes the mission, culture and practices of the organization | Core: 0-3 Months | a. Is able to articulate the agency mission and culture in his/her own words and describe how his/her job and everyday activities help support the agency mission | | |
| | | | Core: 3-12 Months | a. Is able to apply, demonstrate, and incorporate the agency mission and culture into everyday practice | | |
| | | Skill 2: Participates in the work of the organization in a positive way by using problem solving skills | Core: 0-3 Months | a. Participates in the identification of problems | | |
| | | | Core: 3-12 Months | a. Participates in the identification of the causes of problems b. Actively participates in the identification of solutions c. Examines options and is open to input | | |
| | | Skill 3: Adheres to corporate compliance policies and procedures | Core: 0-3 Months | a. Successfully completes training on corporate compliance topics b. Can access the organization's corporate compliance procedures documents c. Follows the organization's corporate compliance procedures d. Recognizes and reports fraudulent behaviors | | |
| | | | | | | |
| | Competency Area N: Exhibiting Ethical Behavior on the Job | Skill 1: Knows, understands, and follows the NADSP Code of Ethics | Core: 0-3 Months | a. Can access and discuss the 9 aspects NADSP Code of Ethics: • Primary allegiance is to the person receiving support • Supports the physical, emotional and personal well-being of the person receiving services • Shows integrity and responsibility by assisting people to live self-directed lives while, fostering a sense of partnership with the person supported • Respects and safeguards the confidentiality and privacy of the people served • Promotes and practices justice, fairness and equity for people served while affirming human and civil rights and responsibilities • Shows respect for the uniqueness of each person served and value for the persons unique qualities • Assists people served to develop and maintain meaningful relationships with other people • Support the persons served to direct the course of their own lives • Advocates for the people supported for justice, inclusion and full community participation | | |
| | | | | b. Seeks out clarification when not sure about issues around ethics | | |
| | | | | c. Begins to put the NADSP Code of Ethics into practice | | |
| | | | Core: 3-12 Months | a. Routinely puts the NADSP Code of Ethics into practice | | |



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| Goal | Competency Area | Skill | Time Frame | Example Tasks |
|---|---|---|---|---|
| Goal 4: Supporting Good Health | Competency Area O: Promoting Positive Behavior and Supports | Skill 1: Demonstrates team work with the individual, co-workers and family in implementing positive behavioral support strategies consistent with available behavior support plans | Core: 0-3 Months | a. Accepts and uses feedback to implement positive behavior supports |
| | | | Core: 3-12 Months | a. Provides feedback on the effects of the approaches taken |
| | | Skill 2: Demonstrates effective methods to teach positive behaviors and support existing positive behaviors | Core: 0-3 Months | a. Encourages and recognizes positive behaviors by using praise and various reinforcers effectively b. Is a role model for positive behavior |
| | | | Core: 3-12 Months | a. Uses the preferred mode of communication to offer cues to promote positive behaviors |
| | | Skill 3: Assess strategies to evaluate how environmental factors affect behavior | Core: 0-3 Months | a. Can articulate ways in which environmental factors can have an impact on behavior |
| | | | Core: 3-12 Months | a. Proactively reduces previously identified stressful environmental factors such as noise, light, and heat |
| | Competency Area P: Supporting Health and Wellness <i>(Note: The responsibility of the DSP will vary depending on the type of service arrangement, such as certified vs. uncertified settings; agency vs. self-directed services, etc.) (Registered Professional Nurses are responsible for training, supervising, and evaluating DSPs on delegated nursing tasks and the provision of health care. Supervisors and RNs should be communicating regularly regarding DSPs performance on these tasks)</i> | Skill 1: Demonstrates and assists in nutritious meal planning and food preparation, storage and handling procedures | Core: 0-3 Months | a. Teaches dining skills according to the individual's needs |
| | | | | b. Assists individuals to use clean, healthy practices when preparing meals |
| | | | | c. Adheres to allergy alerts, texture, portion size, and other alerts related to the special requirements of the individual |
| | | Skill 2: Demonstrates knowledge and understanding of an individual's medical, physical, psychological, and dental health care needs | Core: 0-3 Months | a. Can discuss the health care information needed to support that person |
| b. Reviews the person's plan of nursing services to gain a better understanding of the individual's health care needs | | | | |
| c. Can describe general changes in behavior that could be a sign of a possible health-related concern | | | | |
| Core: 3-12 Months | d. Assists and advocates for individual, as needed and appropriate, to facilitate and optimize informed health care services | | | |
| | e. Assists individual in the safe use and maintenance of adaptive equipment. | | | |
| | | Core: 3-12 Months | a. Follows and can articulate the reasons for procedures that support special populations; such as aging individuals, individuals with diabetes, Prader-Willi syndrome, Autism Spectrum disorders, and those with dual diagnoses. b. Able to understand person's normal behavior and recognizes changes that may indicate health concerns. | |



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| Goal | Competency Area | Skill | Time Frame | Example Tasks |
|---|--------------------------|--|--------------------------|--|
| | | Skill 3: Demonstrates knowledge of and uses accepted methods to prevent illness and disease, and teaches prevention methods to the individual <i>(Note: This section may not apply in uncertified settings)</i> | Core: 0-3 Months | a. Communicates observed health care concerns to the necessary support network |
| | | | | b. Can state why a person is receiving a specific medication or treatment, as well as the intended effects of that medication or treatment |
| | | | | c. Monitors and reports any adverse side effects of medication or treatments provided |
| | | | | d. Assists, as needed, in healthcare activities of daily living (ADLs), such as oral hygiene and personal care |
| | | | | e. Successfully achieves Medication Administration Certification (AMAP), if required by the individual, support setting or agency policy |
| | | | | f. If Medication Administration Certified (AMAP), the DSP assures that medications are accurately administered and recorded in keeping with agency policy and professional performance standards |
| | | | | g. Can discuss ways in which healthy personal care and hygiene practices prevent illness |
| | | Skill 4: Recognizes and responds in a timely manner to signs and symptoms of illness/injury and medical emergencies | Core: 0-3 Months | a. Is able to identify when an individual is experiencing an illness or injury and responds according to established protocols |
| | | | | b. Able to access emergency phone numbers, such as 911 or EMS |
| | | | | c. Achieves and maintains CPR, first aid and other certifications according to agency policy |
| | | Skill 5: Provides a safe and clean environment for the individual based on skill level and risks | Core: 3-12 Months | a. Assists in securing needed medical appointments in a timely manner (scheduling, arranging transportation, supporting questions and explanations, following agency protocols on consult sheets, documentation, etc.) |
| | | | | |
| | | Skill 5: Provides a safe and clean environment for the individual based on skill level and risks | Core: 0-3 Months | a. Correctly uses standard precautions, especially hand washing, and can explain the underlying concepts of personal and environmental contamination |
| | | | | b. Uses personal protective equipment (PPE), such as gloves, gowns and masks, when appropriate |
| Skill 6: Accurately documents and adequately protects all health information | Core: 3-12 Months | a. Frequently cleans and requests replacement of toothbrushes, vaporizers/humidifiers and other ordinary and specialty equipment according to the individual's health plan, standard medical practice, and the manufacturer's instructions | | |
| | | | | |
| Skill 6: Accurately documents and adequately protects all health information | Core: 0-3 Months | a. Documents the individual's health status, medications, medical needs and appointments, as required | | |
| | | b. Maintains and protects all protected health information (PHI) as directed by the HIPAA legislation | | |
| Skill 7: Understands and can implement daily health practices to support good health | Core: 0-3 Months | a. Uses appropriate and safe turning, positioning and transfer techniques to support skin and bone integrity and effectively meet individual's unique needs | | |
| | | b. Demonstrates holistic approaches that recognize importance of practices as it relates to appropriate and adequate diet and nutrition, rest and exercise, stress reduction, and smoking cessation | | |
| | | c. Correctly completes routine and/or urgent health care practices such as tube feeding, insulin administration, colostomy and/or catheter care, and Epi-pen administration | | |



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|--|--|---|--------------------------|---|
| | Competency Area Q: Preventing, Recognizing, and Reporting Abuse | Skill 1: Recognizes concepts related to the prevention of abuse. | Core: 0-3 Months | a. Can identify abuse as described in the regulations |
| | | | | b. Can discuss the possible impact of abuse on the person |
| | | | | c. Can prevent, stop, safeguard against, and report abuse according to the OPWDD policy |
| | | | Core: 3-12 Months | a. Develops a deeper understanding of an individual and can describe how changes in his/her mood, interpersonal interactions, and behavior could be an indicator of abuse |
| | | | | b. Can provide examples of the range and nuances of abuse, and respond according to agency and OPWDD policy. |
| | | | | |
| | | Skill 2: Is able to prevent abuse | Core: 0-3 Months | a. Can effectively intervene so that abuse does not occur |
| | | | | b. Can identify triggers and warning signs that indicate abuse might be likely to occur |
| | | Skill 3: Correctly follows procedures for mandated reporting and responding. | Core: 3-12 Months | a. Assists the team and individual to put in place a plan to prevent further incidences |
| | | | | Core: 0-3 Months |
| b. Reports possible abuse to the appropriate person in a timely manner | | | | |
| | | c. Cooperates with the investigative process | | |



Direct Support Professional Core Competencies

| Goal | Competency Area | Skill | Time Frame | Example Tasks |
|---|---|---|--|--|
| Goal 5: Supporting Safety | Competency Area R: Supporting Crisis Prevention, Intervention, and Resolution | Skill 1: Demonstrates skill in applying the principles and practices of the OPWDD PROMOTE (<i>P</i> ositive <i>R</i> elationships <i>O</i> ffer <i>M</i> ore <i>O</i> pportunities <i>T</i> o <i>E</i> veryone) competencies and individual-specific Behavior Support Plan, if applicable. (Note: The responsibility of the DSP will vary depending on the needs of the individuals served and the policies of each agency) | Core: 0-3 Months | a. Supports the individual's connections to others, self-confidence and opportunities for relaxation and recreation (Green Zone) to decrease the possibility of a crisis occurring |
| | | | | b. When the individual is unable to cope with stress (Yellow Zone), the DSP is able to effectively use the following R-Star techniques: Reassessment, Reassurance, Repeat-Ask-Validate, Remind, and Restore. |
| | | | | c. Can discuss an individual's vulnerabilities, strengths and potential irritants and effective supports |
| | | | | d. Intervenes effectively when a person is a danger to him/herself and/or others (Red Zone) |
| | | | | e. Works to repair and restore the environment and peoples' emotions after a crisis situation (Red Zone) |
| | | | | |
| | Skill 2: Demonstrates respect for the safety of all others | Core: 0-3 Months | a. Intervenes in a crisis situation by managing the physical and social environment in an attempt to de-escalate the situation and promote the safety of the individual, co-workers and others | |
| | | | Core: 3-12 Months | a. Participates in the review of crisis situations with the individual, families and team members to determine the need for ongoing supports and make plans to avoid future crises |
| | Competency Area S: Supporting Safety | Skill 1: Supports the safety of all individuals in everyday situations | Core: 0-3 Months | a. Is able to operate emergency equipment, as required |
| | | | | b. Reports to appropriate personnel any detected problem with emergency equipment, or the need for emergency supplies |
| | | | | c. Seeks out and reports potential hazards related to fire, ice, etc. |
| | | Skill 2: Follows proper safety procedures in transportation situations | Core: 0-3 Months | a. Adheres to agency policies, requirements and regulations |
| b. Can properly operate transportation equipment, such as the lift, and secure wheelchairs, oxygen, and other equipment | | | | |
| c. If operating a vehicle, maintains a current NYS driver's license consistent with agency requirements | | | | |
| d. Operates the vehicle in a safe and courteous manner consistent with New York State driving laws | | | | |
| | | | | |
| Competency Area T: Ensuring Safety of Individuals During Environmental Emergencies | Skill 1: Understands and can carry out plans for responding to environmental emergencies | Core: 0-3 Months | a. Can describe and implement the personal protection plan based on the needs of the individual being supported | |
| | | | b. Is aware of and can execute specific emergency preparedness plans for the location in which he/she works | |
| | | | c. Actively participates in and documents the fire escape drills conducted in the location, according to agency policy | |



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| Goal | Competency Area | Skill | Time Frame | Example Tasks |
|------------------------------|---|--|-------------------------|--|
| Goal 6: Having a Home | Competency Area U: Supporting People to Live in the Home of Their Choice (<i>Note: The responsibility of the DSP will vary depending on the needs of the individuals served and the policies of each agency</i>) | Skill 1: Supports the individual by supporting a comfortable home environment | Core: 0-3 Months | a. Demonstrates respect by acknowledging that the location is the individual's home or the individual's family home, not the staff's work site |
| | | | | b. Can describe the physical environment of the support setting |
| | | | | c. Follows the rules and guidelines in the home |
| | | Skill 2: Supports daily activities and accesses additional skilled supports as needed | Core: 0-3 Months | a. Can describe the individual's daily routine and assists with the routine based on the individual's needs and desires |
| | | | | b. Assists the individual with routine household chores according to the individual's needs (i.e. changing light bulbs, placing decorations outside, etc.) |
| | | | | Core: 3-12 Months |
| Core: 3-12 Months | a. Assists the individual to develop his/her skills and activities based on the abilities and needs of the individual | | | |
| | b. Assists the individual to become as self-sufficient as possible with transportation needs, and refers for travel training when necessary | | | |
| | c. Assists the individual to develop his/her household management skills, based on the individual's needs | | | |



Direct Support Professional Core Competencies

| Goal | Competency Area | Skill | Time Frame | Example Tasks |
|---|---|--|--------------------------|--|
| Goal 7: Being Active and Productive in Society | Competency Area V: Supporting Active Participation in the Community | Skill 1: Supports community participation and contribution | Core: 0-3 Months | a. Implements plans, as directed, to promote community connections |
| | | | Core: 3-12 Months | a. Supports community connections and activities through personal interest, contribution and productivity b. In an unbiased fashion, facilitates the opportunity for civic engagement, such as voting |
| | Competency Area W: Supporting Employment, Educational and Career Goal Attainment | Skill 1: Supports the individual by being knowledgeable about the career and employment goals of the individual | Core: 0-3 Months | a. Implements plans, as directed, to support career and employment interests and goals of the individual |
| | | | Core: 3-12 Months | a. Implements plans, as directed, to support educational interests and goals of the individual |
| | | | | a. Can describe the educational interests of the individual b. Can describe and discuss the educational supports needed by the individual |
| | | | Core: 0-3 Months | a. Follows the ISP for job skill development |
| | | | | b. Can describe to the individual the workplace expectations for productivity and conduct |