

Interactive Activity

Competency M Organizational Participation







Documentation and writing quality progress notes is one way for Direct Support Professionals (DSPs) to demonstrate Core Competency M. Doing this allows the DSP to contribute in a positive way to the mission of the organization and greatly helps the whole circle of support in meeting the needs of the people being served.

The goal of this activity is to help DSPs in writing progress notes that are useful and align with the DSP Core Competencies. First, read this page for pointers on how to write progress notes. Then, have fun with the game section on pages 2 and 3! You can do it!

Progress Notes Pointers

Progress notes are a detailed summary of the service/support you provided. This includes the outcomes of the support. In progress notes, remember to:

-  Include important things: your name, the name of the individual, date/time of service given, and the date of the progress note.
-  Explain what activity you did (support provided) using the most detailed, accurate, and professional communication possible.
-  Use language from the DSP Core Competency. This will show great skill in your work as a DSP. Doing this can greatly enhance your evaluations, so long as your written words match your actions.
-  Always ask your Frontline Supervisor (FLS) for support should you need it.

Instructions for the Games

- 1** Do the Word Find on page 2.
- 2** Use the 7 words found in the Word Find to fill in the 7 blanks on the Sample Progress Notes on page 3.
- 3** Match each one of the found words to each one of the 7 Goal Areas from the DSP Core Competencies on page 3.
- 4** Have fun and check out the answers on page 4!

To access the webinar for Competency M and all of the 23 NYS DSP Core Competencies, visit:

www.WorkforceTransformation.org/core-competencies

S	N	T	S	J	U	F	Z	F	T	D	R	Z	D	J	O	A	P	B	I
Y	O	E	D	C	M	Q	W	E	H	V	I	H	M	K	T	H	I	B	L
X	I	K	M	E	A	B	I	S	L	F	R	X	D	J	S	H	S	L	H
Q	T	C	X	V	M	N	Q	E	D	F	V	F	C	A	S	U	R	V	T
X	A	V	I	H	L	V	V	Q	M	Q	J	U	Y	B	T	F	E	Y	M
O	C	P	E	P	I	P	I	D	I	Y	V	C	I	X	R	W	G	P	X
G	I	L	J	D	I	L	R	E	D	I	D	P	L	S	O	Y	N	Y	T
W	N	X	W	Q	W	N	W	I	M	D	O	B	H	S	P	M	A	X	E
J	U	B	Y	R	A	Y	D	J	T	Q	F	Z	H	T	P	W	S	Z	S
H	M	Z	Y	J	K	B	X	E	T	Z	N	N	D	A	U	D	S	F	G
T	M	V	Y	S	H	X	O	Y	P	B	M	N	Q	A	S	Y	A	U	J
Q	O	S	E	C	I	O	H	C	K	E	Y	D	O	I	E	F	P	X	M
M	C	P	U	K	X	L	E	C	Y	Q	N	K	D	Q	Y	I	T	S	S
U	S	H	I	G	W	A	T	F	B	S	R	D	A	I	W	H	F	B	Y
I	O	K	H	A	A	P	T	R	Y	F	F	L	E	T	A	P	V	P	O
I	I	H	H	S	M	R	J	G	Z	S	C	Q	M	N	K	B	U	A	I
M	Q	Z	K	M	H	Y	Y	Y	B	X	C	P	H	O	C	H	O	S	M
D	Q	D	E	T	C	E	R	I	D	-	F	L	E	S	M	E	Y	C	G
Z	K	F	L	K	B	U	G	V	O	O	J	Y	A	E	T	L	S	O	G
G	L	B	F	P	I	I	L	S	U	T	U	Y	T	D	K	V	K	W	L

INDEPENDENCE

PASSENGERS

SUGARY

CHOICES

SUPPORTS

COMMUNICATION

SELF-DIRECTED

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Today I assisted Mary with grocery shopping. I supported Mary at the grocery store with selecting items from the list we made before hand. Mary wanted to buy more

A: _____ items this trip (more than normal) which we discussed will affect her weight loss goal. Mary made this choice, despite the recommendations from her nurse to avoid high sugary foods. I spoke with Mary's nurse about her food **B:** _____ following the trip today. While in the store, I provided a minimum level of verbal and physical

C: _____ and witnessed her take point on locating the items on her list. She asked me for help twice on this trip. Usually she asks me to find the majority of the list but today, she did not. I verbally praised Mary for demonstrating **D:** _____ in this way, which seemed to motivate her to keep looking for needed items. I assisted Mary in counting the correct change and helped her to communicate with the cashier using her verbal words and her

new **E:** _____ book. Mary was very successful with this. She even suggested that we add new pictures and words to the book upon our return to the house. Mary was also successful using the bus today, which we used to travel to and from the grocery store. She seemed to enjoy talking to other **F:** _____ on the bus. In fact, she asked for a fellow rider's name today because she recognized her from the other day. Mary also stayed within her

G: _____ budget this month which was a first for her. Mary seems to be making progress on her goal of managing her money. This shows her growth and ability to live more independently, as she wishes to do.

Matching

Sentence A = Goal Area: _____

Sentence B = Goal Area: _____

Sentence C = Goal Area: _____

Sentence D= Goal Area: _____

Sentence E = Goal Area: _____

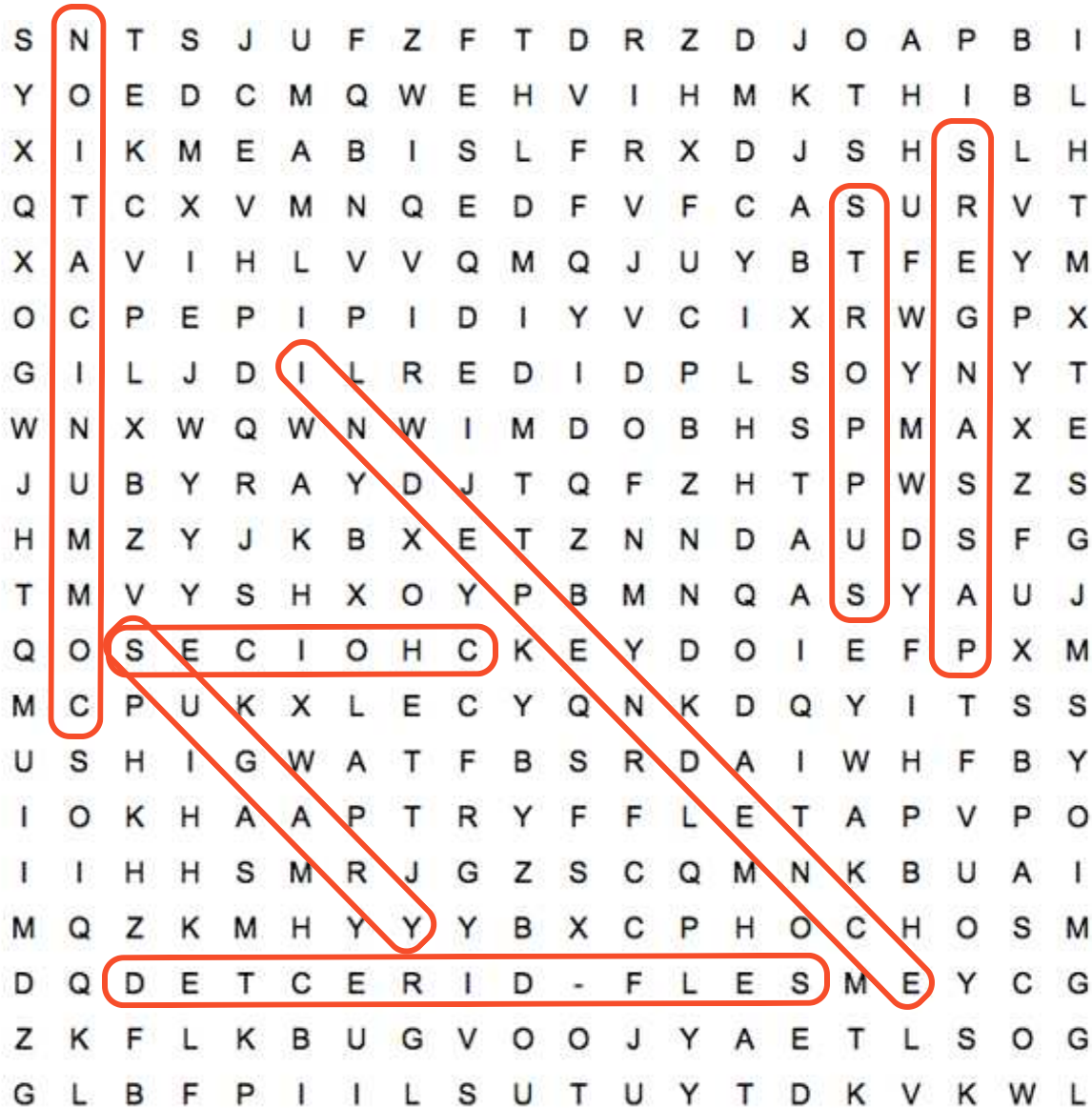
Sentence F = Goal Area: _____

Sentence G = Goal Area: _____



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Sentence A = Goal Area: 5

Sentence B = Goal Area: 3

Sentence C = Goal Area: 1

Sentence D = Goal Area: 4

Sentence E = Goal Area: 7

Sentence F = Goal Area: 2

Sentence G = Goal Area: 6



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