

Rubric/ Ratings Project

Region 5 Steering Committee



Regional Centers
for Workforce
Transformation

From Compliance to Competency Rubric Guide

Use this rubric to answer three important questions about DSP performance and competency:

1. What is the goal of DSP performance?
2. How is the DSP doing now in relation to that goal?
3. How can the DSP improve their performance and better reach that goal?

For DSPs – Use the Rubric to Self-Assess:

1. Read the “Exceeds the Standard” column first. This is the goal that you want to achieve.
2. Self-Assess: As a DSP, you can assess your own performance for each competency area. Circle the description that best describes your work as a DSP.
3. After you self-assess, identify specific things you can do to improve. Each level ends with a sentence in bold that states what you can do to move on to a higher level.

For Frontline Supervisors, Program Managers, and other professionals who are observing and evaluating DSPs – Use the Rubric to Provide Feedback to DSPs

1. Read the “Exceeds the Standard” column first. You want to support the DSP to achieve this level of performance
2. Circle the description that best describes the work of the DSP.
3. Use what you circled to fill out the DSP evaluation tool. Borrow the language of the rubric to fill in the comments sections of the DSP evaluation tool.
4. Each level ends with a bold sentence that states what the DSP can do to move onto a higher level. Use those bold sentences to communicate next steps to the DSP.

In your feedback for each competency area, remember to:

1. Use the language of the Rubric and the Core Competencies (in written AND verbal feedback)
2. Mention what works well about the DSP's performance
3. Identify specific steps for improvement (Hint: use the bold statements)
4. Give DSPs the opportunity to use the feedback to improve performance! Feedback is most effective when learners are given the opportunity to try again!

For staff that Does Not Meet the Skill Standard, we recognize that they:

1. Have been employed for at least a year
2. Have received training and education on the DSP Code of Ethics and Core Competencies

For a DSP who Does Not Meet the skill standard, they MUST make a commitment to the Core Competencies, Code of Ethics, and other standards for working as a professional in the I/DD field. Agencies should consider enhancing training for this person to include cultural diversity, sensitivity or Person-Centered Thinking and Planning.

For questions or feedback regarding the Rubric please contact your *Regional Centers for Workforce Transformation* Region Lead or send an email to info@workforcetransformation.org.

Goal 1: Putting People First	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency A Supporting a person’s unique capacities, personality and potential</p> <p>Skill 1 Demonstrates Respect for all Individuals being Supported</p> <p>7/5/2022</p>	<p>The DSP communicates directly with the person and uses person-first language when talking with or about the person they support. The DSP uses body language and eye contact to show their attention. The DSP monitors their tone of voice and volume during all conversations. The DSP supports the person with grooming and dressing in a way that fosters self-respect based on their likes, dislikes, preferences and perspective. While interacting with the person the DSP provides education and exposure to new experience based on the person’s preferences and personality.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP communicates directly with the person and uses person-first language when talking with or about the person they support. The DSP uses body language and eye contact to show attention. The DSP supports the person with grooming and dressing in a way that fosters self-respect.</p> <p>This is an effective DSP who could further improve their skills by having more substantial conversations with the person they support. Learning about the person’s personality, preferences, and interests would allow the DSP to provide education and exposure to new experiences.</p>	<p>The DSP has spoken with the person and their circle of support and can discuss the person's likes and dislikes. The DSP has reviewed all relevant information about the people they support in their Life Plans as well as other support plans.</p> <p>The DSP should continue to get to know the person by communicating directly with them to ensure that they understand the person’s specific preferences.</p>	<p>The DSP does not use person-first language, appropriate tone or body language, or does not give signs that they are paying attention and/or listening to the person they support. The DSP uses a caregiver approach when interacting with the person and makes little effort to learn about their personality, preferences, etc.</p> <p>The DSP must commit to using person-first language, person-centered practices, and the shift from Direct Care to Direct Support. The DSP may benefit from additional training.</p> <p>4</p>

<p>Example</p>	<p>In communication with the person they support as well as through gathering additional information from support plans and co-workers, the DSP has learned that the person has a special interest in classical music. The DSP chooses a classical music station to listen to. When there is a noticeable response the DSP says, “You seem to be enjoying this song, Do you like this one?” The DSP continues to play different pieces while watching for the persons response. The DSP then shares the information they have learned with others. The DSP begins to explore other ways to enjoy classical music for example: movies, plays, concerts.</p>	<p>In communication with the person they support, as well as through gathering information from support plans and co-workers, the DSP has learned that the person has a special interest in classical music. The DSP chooses a classical music station to listen to. When there is a noticeable response the DSP says, “You seem to be enjoying this song, do you like this one?”</p>	<p>In communication with the person they support as well as through gathering additional information from support plans and co-workers, the DSP has learned that the person has a special interest in music. The DSP chooses a classical music station to listen to.</p>	<p>In communication with the person they support the DSP has learned that the person has a special interest in music. The DSP plays music that they (the DSP) enjoys.</p>
<p>7/5/2022</p>				<p>5</p>

Goal 1: Putting People First	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p data-bbox="19 234 231 458">Competency B Getting to know the person through assessment/discovery</p> <p data-bbox="19 507 251 884">Skill 1 Evaluates the ways in which past and current events, and environmental factors, affect the way the person acts/reacts to others</p> <p data-bbox="144 1021 270 1059">7/5/2022</p>	<p data-bbox="289 234 734 971">The DSP routinely gains history and knowledge through meeting with the circle of support and reviewing the Life Plan. The DSP asks open ended questions and engages in discussion with the person they are supporting to learn more about them. The DSP uses person-centered activities to learn about how past and current events, as well as environmental factors, affect the person. The DSP recognizes that challenging behavior is a form of communication, so the DSP takes note of the person’s response and validates their feelings. The DSP engages in discussion with the person and circle of support to develop supports using a culture of constant conversation. The DSP uses their insight to plan future activities.</p> <p data-bbox="289 1015 734 1075">The DSP is a role model and mentor for other DSPs.</p>	<p data-bbox="772 234 1188 868">The DSP routinely learns about the person they are supporting both past and present by meeting with the circle of support and reviewing the Life Plan. The DSP asks open ended questions and engages in discussion with the person they are supporting to learn more about them. The DSP uses person-centered activities to learn about how past and current events, as well as environmental factors, affect the person. The DSP recognizes that challenging behavior is a form of communication, so the DSP takes note of the person’s response and validates their feelings.</p> <p data-bbox="772 911 1178 1075">This is an effective DSP who can support people by working with the person and their circle of support to share and develop ideas.</p>	<p data-bbox="1226 234 1535 616">The DSP is still gaining knowledge and understanding of the person. The DSP routinely gains historical information about and knowledge through meeting with the person, their circle of support, and by reviewing the Life Plan.</p> <p data-bbox="1226 660 1535 868">The DSP should continue to learn about the person in more detail using person-centered activities and meaningful interactions.</p>	<p data-bbox="1574 234 1912 687">The DSP does not know the information in the Life Plan and does not attempt to communicate with the person or their circle of support. The DSP does not apply knowledge of the person’s history to support them. The DSP tries to stop behaviors rather than working to understand what the person is trying to communicate.</p> <p data-bbox="1574 731 1912 1010">The DSP needs to learn and follow the Life Plan and work with the person they are supporting to understand their history in order to support them. The DSP may benefit from additional training.</p> <p data-bbox="1758 1026 1787 1059">6</p>

Example

The DSP supports a person who has head banging as a target behavior in their behavior support plan. The DSP reads the person's behavior support plan, psychosocial and psychological reports. The DSP asks the person if they can participate in the person's next Life Plan meeting and notices that person's mother and brother attend. The DSP asks them questions to determine when the behavior first surfaced and how others had reacted to it. The DSP then shares what they feel is being communicated by the person with the rest of the team, creating an environment of empathy and commitment to work with the person on learning an alternate way of expressing themselves.

The DSP supports a person who has head banging as a target behavior in their behavior support plan. The DSP reads the plan and implements both proactive and reactive procedures as written.

The DSP supports a person who has head banging as a target behavior in their behavior support plan. As part of their initial training the DSP reads the person's behavior support plan. They can answer simple questions about the behavior support plan but are learning to implement its procedures as well as learning what the person may be trying to communicate with the behavior.

The DSP supports a person who has head banging as a target behavior in their behavior support plan. The DSP knows of the behavior and can speak about it. However, they do not implement proactive procedures and are not consistent in implementing reactive procedures.

Goal 1: Putting People First	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency C Promoting advocacy with the individual</p> <p>Skill 4 Describes and supports individuals' rights and responsibilities</p> <p>7/5/2022</p>	<p>The DSP can discuss individual rights and responsibilities at a high level. The DSP provides education to explain the importance of these and the impact they have on decision making when supporting the person. The DSP plans for potentially challenging situations and supports the person to make responsible choices.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP can discuss a person's individual rights and responsibilities and provides education to explain their importance. The DSP can communicate to the person supported the impact these rights and responsibilities have on decisions they make for themselves.</p> <p>This is an effective DSP who should continue to work with the person to plan for situations where they might have to make a difficult choice.</p>	<p>The DSP understands the importance of individual rights and responsibilities but is still learning to discuss them with the person.</p> <p>The DSP should continue to learn how rights and responsibilities apply to the person's life so that they can discuss them with the person they are supporting.</p>	<p>The DSP does not know and/or does not care about the rights and responsibilities to which any individual is entitled. The DSP is not invested in supporting the person to better understand their rights and responsibilities and the role they play in making choices.</p> <p>The DSP needs to consistently support people's rights and responsibilities in all aspects in order to fulfill their job responsibilities . The DSP may benefit from additional training.</p> <p>8</p>

Example	<p>A person is at a party and has loaded a plate with brownies and cookies. The DSP proactively spoke with the person regarding likely food items to find at the party and reinforced considerations regarding the person's diabetic guidelines and choices/preferences. The DSP encouraged the person to bring along a preferred sugar-free dessert to avoid challenges and temptation. The DSP speaks with the person privately to remind them of the dessert they had stored, and the person chooses to have this instead.</p>	<p>A person is at a party and has loaded a plate with brownies and cookies. The DSP speaks to the person in a private area and suggests alternative sugar-free dessert options. They discuss the person's diabetic concerns and the person's responsibility to follow guidelines. The person understands it is not in line with diabetic guidelines, however decides to have one brownie.</p>	<p>A person is at a party and has loaded a plate with brownies and cookies. The DSP is aware of the person's diabetic guidelines and identifies that this is a challenge. The DSP is unsure of the best way to support the person and seeks advice from a senior staff person.</p>	<p>A person is at a party and has loaded a plate with brownies and cookies. The DSP is aware of the person's diabetic guidelines and immediately intervenes. The DSP informs the person that they cannot eat the food on the plate.</p>
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Goal 1: Putting People First	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency D Facilitating personal growth and development</p> <p>Skill 1 Demonstrates the ability to effectively teach skills to people supported</p> <p>7/5/2022</p>	<p>The DSP can effectively teach skills. The DSP follows plans and services currently in place that allow for consistency in supporting the person. The DSP uses informal situations that arise to teach skills both individually and within a group setting. The DSP can evaluate the effectiveness of teaching plans based on people’s responses, as well as through observation of behavior. The DSP facilitates changes to support the person by communicating with the team. The DSP takes initiative to identify new teaching opportunities based on the person’s preferences and by utilizing a multi-sensory approach.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP can effectively teach skills. The DSP follows plans and services currently in place that allow for consistency in supporting the person. The DSP uses informal situations that arise to teach skills both individually and within a group setting. The DSP can evaluate the effectiveness of teaching plans based on people’s responses, as well as through observation of behavior. The DSP facilitates changes to support the person by communicating with the team.</p> <p>This is an effective DSP who can support people by taking initiative in identifying new teaching opportunities.</p>	<p>The DSP has read and understands the person’s Life Plan and is therefore able to effectively teach skills. The DSP is learning how to evaluate the effectiveness of their teaching.</p> <p>The DSP should continue to work with the person and the circle of support to learn what is working and what is not.</p>	<p>The DSP does not demonstrate the ability to follow plans and services and is therefore unable to effectively teach skills.</p> <p>The DSP needs to read, learn and follow the Life Plans as well as ask questions about the things they do not understand in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>10</p>

<p>Example</p>	<p>The DSP supports a person who would like to vote in the next election. They ask the person they support if they are registered to vote. They are not, so the DSP asks a supervisor if there are any available teaching plans on voting. The DSP follows the plan and supports the person in registering to vote. The DSP then asks the person what issues are important to them. The person informs the DSP that Medicaid and employment are important issues. The DSP supports the person to research information about each candidate's position on the issues that concern them. The DSP works with the person to create a voting group so that they can hear each other's opinions. The DSP supports the group in voting in the next election.</p>	<p>The DSP supports a person who would like to vote in the next election. They ask the person they support if they are registered to vote. They are not, so the DSP asks a supervisor if there are any available teaching plans on voting. The DSP follows the plan and supports the person in registering to vote. The DSP knows of a group on voting and attends the group with the person. The DSP supports the person in going to the polls on election day.</p>	<p>The DSP supports a person who would like to vote in the next election. The DSP brings this information to the supervisor.</p>	<p>The DSP supports a person who would like to vote in the next election. The DSP takes no action to teach the person the necessary skills to proceed.</p>
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Goal 1: Putting People First	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency E Facilitation of supports and services</p> <p>Skill 1 Assists in the development, implementation and ongoing evaluation of service plans that are based on the individual's preferences, needs and interests</p> <p>7/5/2022</p>	<p>The DSP has developed a relationship with the person they support. They have implemented the plan and assess the progress that the person is making along the way. When it is time to review the plan with the team, the DSP can make recommendations for next steps. The DSP works with the person supported to explore new areas of interest and communicates these to their team so that the person can fulfill their personal goals.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP has developed a relationship with the person they support. They have implemented the plan and assess the progress that the person is making along the way. When it is time to review the plan with the team, the DSP can make recommendations for next steps.</p> <p>This is an effective DSP who can work to explore new areas of interest and how the team can support the person to fulfill all their personal goals.</p>	<p>The DSP is learning about the person they are working with by reading and using the Life Plan.</p> <p>The DSP should continue to learn about the person's preferences, needs, and interests. The DSP should continue to spend more time getting to know the people they support in order to contribute to developing the plan.</p>	<p>The DSP does not evaluate plans, make recommendations, or work with the person supported toward service planning.</p> <p>The DSP needs to ensure they are knowledgeable and implement service plans in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>12</p>

<p>Example</p>	<p>The DSP works with a person who has challenges with expressive communication. The DSP reads the Life Plan and participates in planning meetings in order to effectively support the person. At a meeting, the DSP can make specific suggestions of how to support this person to communicate more effectively. The DSP suggests teaching the person how to use an iPad. The treatment team updates the Life Plan accordingly and the DSP begins implementing the new goal. After working with the person for a month the DSP can make recommendations on how to improve the plan to create more independence and effective communication as needed. The DSP can apply what they have learned in this situation to supports others who express an interest to learn and communicate.</p>	<p>The DSP works with a person who has challenges with expressive communication. The DSP reads the Life Plan and participates in planning meetings in order to effectively support the person. At a meeting, the DSP can make specific suggestions of how to support this person to communicate more effectively. The DSP suggests teaching the person how to use an iPad. The treatment team updates the Life Plan accordingly and the DSP begins implementing the new goal.</p>	<p>The DSP works with a person who has challenges with expressive communication. The DSP reads the Life Plan and participates in planning meetings in order to effectively support the person.</p>	<p>The DSP works with a person who has challenges with expressive communication. The DSP follows the Life Plan but does not evaluate its efficacy in meeting individual goals or track whether progress is being made.</p>
<p>7/5/2022</p>				<p>13</p>

Goal 2: Building and Maintaining Positive Relationships	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency F Building and maintaining relationships</p> <p>Skill 1 Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles</p> <p>7/5/2022</p>	<p>The DSP communicates with the person they support about their important relationships. The DSP consistently teaches social skills, encourages their use, and supports the person in developing and maintaining relationships. The DSP communicates the person’s social goals and interests to their circle of support. The DSP accesses community resources and provides exposure to new social experiences to further support the person.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP communicates with the person they support about their personal relationships. The DSP consistently teaches social skills, encourages their use, and supports the person to maintain their friendships and relationships. The DSP communicates the person’s social goals to their circle of support.</p> <p>This is an effective DSP who can work with the person to explore new opportunities for building relationships and pursuing new roles in their community.</p>	<p>The DSP acknowledges the person’s desires for establishing and maintaining positive relationships and social roles but does not yet know how to support the person to accomplish this. The DSP does not know how to communicate this information with the circle of support.</p> <p>The DSP should continue to get to know people and learn how to best support them within their relationships and social roles</p>	<p>The DSP does not acknowledge the person’s desires for establishing and maintaining positive relationships and social roles.</p> <p>The DSP needs to consistently support people in maintaining a network of relationships and valued social roles in order to fulfill their job responsibilities. The DSP may benefit from additional training</p> <p>14</p>

Example				
7/5/2022	<p>The person supported is having a phone conversation in a common area with a friend in what sounds like a heated conversation. After the phone call is over, they ask the person how they thought the conversation went. The DSP listens to the person and supports them in figuring out what they were satisfied with and where they would have preferred the conversation went differently. The DSP roleplays both sides of the conversation with the person until they come up with a satisfying conclusion. The DSP works with the person to make an informed choice about how to handle the situation in the future.</p>	<p>The person supported is having a phone conversation in a common area with a friend in what sounds like a heated conversation. After the phone call is over, they ask the person how they thought the conversation went. The DSP listens to the person and supports them in figuring out what they were satisfied with and where they would have preferred that the conversation went differently. The DSP roleplays both sides of the conversation with the person until they come up with a satisfying conclusion.</p>	<p>The person supported is having a phone conversation in a common area with a friend in what sounds like a heated conversation. The DSP approaches a senior member of the team to let them know what they overheard. The DSP observes the follow-up interaction between their mentor and the person supported.</p>	<p>The person supported is having a phone conversation in a common area with a friend in what sounds like a heated conversation. The DSP prompts the person to end the conversation and then asks them to move on to the next scheduled activity.</p>

Goal 2: Building and Maintaining Positive Relationships	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency G Creating meaningful communication</p> <p>Skill 1 Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person</p> <p>7/5/2022</p>	<p>The DSP uses a variety of strategies to establish a collaborative relationship with the person being supported. The DSP takes time to learn about the person’s preferences by observing their verbal and non-verbal communication. The DSP modifies their own communication style to meet the needs of the person they are supporting. The DSP consistently explores creative ways of communicating to develop a relationship of trust and understanding with the person they are supporting.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP uses a variety of strategies to establish a collaborative relationship with a person being supported. The DSP takes time to learn about the person’s preferences by observing their verbal and non-verbal communication. The DSP modifies their own communication style and preferences to meet the needs of the person they are supporting.</p> <p>This is an effective DSP who should continue to explore creative ways for communication with a focus on developing trust and understanding with the person they are supporting</p>	<p>The DSP uses the same communication strategy when establishing a relationship with the person being supported. The DSP is learning about different ways to communicate and how that helps establish a relationship of trust and understanding with the person they are supporting. The DSP is learning about the person’s communication preferences and is willing to change their method of communication if need be.</p> <p>The DSP should continue to spend more time with the person to learn the various types of communication that might be effective.</p>	<p>The DSP does not effectively communicate with the person they are supporting. The DSP does not take initiative to learn about how to best communicate with the person and is not modifying their own communication style to develop trust and understanding.</p> <p>The DSP needs to consistently use effective ways to communicate and build a relationship in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>16</p>

<p>Example</p>	<p>The DSP notices that the person they support, who typically enjoys spending time with peers, is sitting alone at a dance and not joining in. The DSP approaches the person and asks them to dance. The person shakes their head “no” and turns away. The DSP asks if it is OK to sit with them. The person nods “yes.” The DSP asks if the person likes the music, the person nods “yes,” but they still do not join their peers. The DSP asks if they want to go to a quieter area. The person gets up and walks to the hallway. The DSP follows and sits next to them on a bench. The DSP then asks the person if they will show them what is wrong. The person points to a stain on their shirt and frowns. The DSP suggests that the stain could be washed out in the bathroom and offers to help. The person nods “yes” and walks to the bathroom. The DSP follows and helps the person remove the stain. The DSP then asks if they want to go back to the dance. The person supported smiles and goes to the dance floor.</p>	<p>The DSP notices that a person they support, who typically enjoys spending time with peers, is sitting alone at a dance and not joining in. The DSP approaches the person and asks them to dance. The person shakes their head “no” and turns away. The DSP asks if it is OK to sit with them. The person nods “yes.” The DSP asks if the person likes the music, the person nods “yes,” but they still do not join their peers. The DSP asks if they want to go to a quieter area. The person gets up and walks to the hallway. The DSP follows and sits next to them on a bench. The DSP stays with the person and lets them know they are available if the person wants to talk.</p>	<p>The DSP notices a person they support sitting alone during a dance. They ask a veteran staff person if this is typical for the person and learn that it is not. The DSP asks the person if they want to dance. The person shakes their head, “no” and turns away. The DSP returns to the dance floor.</p>	<p>The DSP notices that a person they support is sitting alone during a dance. The DSP does not approach the person and walks away to dance with other people on the dance floor.</p>
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Goal 3: Demonstrating Professionalism	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency H Developing professional relationships</p> <p>Skill 1 Demonstrates respect in all professional relationships</p> <p>7/5/2022</p>	<p>The DSP communicates respectfully with co-workers, management, and all members of the person’s circle of support. The DSP develops positive relationships with coworkers. The DSP uses effective communication skills, actively listening to what others are expressing, accepting differences and responding in a positive, problem-solving manner. When concerns are expressed, the DSP acts and shares that information with the appropriate people. The DSP consistently communicates respectfully, manages conflict effectively, and puts the needs of the person supported first.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP communicates respectfully with co-workers, management, and all members of the person’s circle of support. The DSP develops positive relationships with coworkers. The DSP uses effective communication skills, actively listening to what others are expressing, accepting differences and responding in a positive, problem-solving manner. When concerns are expressed, the DSP acts and shares that information with the appropriate people.</p> <p>This is an effective DSP who should continue to develop their skills in order to consistently place a high priority on effective communication. The DSP should address conflict with respect for all parties, putting the needs of the person first.</p>	<p>The DSP is building respectful relationships with co-workers, management, and all members of the person’s circle of support. The DSP is learning to communicate more effectively and asks for guidance on handling concerns that are expressed.</p> <p>The DSP should continue to maintain these relationships by participating in meetings and group activities, asking questions, and addressing concerns that arise.</p>	<p>The DSP does not communicate respectfully with co-workers, management, and all members of the person’s circle of support. The DSP does not show willingness to build relationships with others. The DSP does not recognize or act on concerns that are expressed.</p> <p>The DSP needs to demonstrate respect in all relationships in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>18</p>

<p>Example</p> <p>7/5/2022</p>	<p>A DSP is challenged by a family member over what the person being supported is wearing. The family member is upset and speaks in a rude, accusing tone. The DSP remains calm and explains that the person chose their own outfit. The DSP suggests that they all sit down to talk about why this was an important choice for the person. The discussion takes place in a private setting to be respectful to all involved.</p>	<p>A DSP is challenged by a family member over what the person being supported is wearing. The family member is upset and speaks in a rude, accusing tone. The DSP remains calm and explains that the person chose their own outfit and encourages the family member to talk to the person being supported about their clothing choice.</p>	<p>A DSP is challenged by a family member over what the person being supported is wearing. The family member is upset and speaks in a rude, accusing tone. The DSP goes to the supervisor to ask for help in how to handle the situation.</p>	<p>A DSP is challenged by a family member over what the person being supported is wearing. The family member is upset and speaks in a rude, accusing tone. The DSP is rude to the family member and tells the person supported that they should change their outfit.</p> <p>19</p>
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Goal 3: Demonstrating Professionalism	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency I Exhibiting professional behavior</p> <p>Skill 1 Demonstrates the following desirable professional qualities in the worksite: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility, and pleasantness</p> <p>7/5/2022</p>	<p>The DSP is reliable, punctual and arrives ready to work. The DSP follows agency policies and procedures regarding time off requests, dress code, confidentiality, cell phone use, and social media. The DSP maintains personal and professional boundaries. The DSP is flexible and open to changes in work assignment, other people's ideas, and doing things in a variety of ways. The DSP takes a positive, problem-solving approach. The DSP is self-motivated and brings a positive attitude to the job each day.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP is reliable, punctual, and arrives ready to work. The DSP follows agency policies and procedures regarding time off requests, dress code, confidentiality, cell phone use, and social media. The DSP maintains personal and professional boundaries. The DSP is flexible and open to changes in work assignment, other people's ideas, and doing things in a variety of ways. The DSP takes a positive, problem-solving approach.</p> <p>This is an effective DSP who can benefit from taking initiative in all aspects of the work.</p>	<p>The DSP is on time inconsistently but is motivated to improve their punctuality. The DSP is becoming more flexible in responding to changes in work assignments. The DSP is learning the policies and procedures with a positive attitude.</p> <p>The DSP should continue to become familiar with all agency policies and procedures and consistently follow them, while demonstrating a positive outlook toward the work.</p>	<p>The DSP is rarely on time for scheduled shifts and does not show that they are familiar with the policy and procedure necessary to do their job. The DSP is inflexible regarding changes required for the job and does not keep a positive attitude.</p> <p>The DSP needs to be on time for work, follow the policies and procedures, and keep a positive attitude at work in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>20</p>

<p>Example</p> <p>7/5/2022</p>	<p>The DSP arrives to work on time daily. Upon arrival for their shift they review the logbook and pleasantly greet coworkers. They ask for an update on how the day is going and if there is anything, they should know regarding the people they support. The DSP greets each person they support in an enthusiastic manner. The DSP offers to help put together the schedule for the day.</p>	<p>The DSP arrives on time for their shift. They say hello to the first few people they see. They read the logbook and ask what the schedule for the day is.</p>	<p>The DSP arrives on time for their shift and asks a supervisor or leader on the floor what is expected of them for the day.</p>	<p>The DSP routinely arrives at the exact time the shift begins or 5-10 minutes late. The DSP does not take initiative to routinely review the logbook and instead depends on coworkers to inform them of new information regarding the people they support.</p> <p>21</p>
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Goal 3: Demonstrating Professionalism	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency J <i>Showing respect for diversity and inclusion</i></p> <p>Skill 2 <i>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</i></p> <p>7/5/2022</p>	<p>The DSP takes time to learn about each person’s cultural identity and communicates with them to make sure their cultural needs are being respected. The DSP is also respectful of cultural differences among coworkers. The DSP understands and can discuss concepts of fairness, respect, and the impact of discrimination. The DSP intervenes when a person’s cultural identity is being disrespected or ignored. The DSP supports a person’s preferences for health care, personal care and cultural practices. The DSP take initiative to problem solve with and on behalf of each person they support. The DSP promotes a culture of inclusion by teaching staff about organizational diversity and encouraging people supported to embrace their own cultural identities. The DSP teaches people supported how to identify discrimination and seek support when they feel discriminated against.</p> <p>The DSP is a role model and mentor for other DSPs, teaching staff about diversity as it exists for people being supported. The DSP encourages people being supported to embrace their cultures, values and differences, as well as teaches them how to identify discrimination and seek support when they feel discriminated against.</p>	<p>The DSP takes time to learn about each person’s cultural identity and communicates with them to make sure their cultural needs are being respected. The DSP is also respectful of cultural differences among coworkers. The DSP understands and can discuss concepts of fairness, respect, and the impact of discrimination. The DSP intervenes when a person’s cultural identity is being disrespected or ignored. The DSP supports a person’s preferences for health care, personal care, and cultural practices. The DSP takes initiative to problem solve with and on behalf of each person they support.</p> <p>This is an effective DSP who should continue to invest in learning more about cultural identities of all people, including coworkers and those they support.</p>	<p>The DSP understands that there are cultural differences among their peers and people they support and is motivated to learn about them. They are respectful as they learn.</p> <p>The DSP should continue to ask questions about individuals’ cultural preferences for health care, personal care and cultural practices.</p>	<p>The DSP is neither aware of nor willing to learn about cultural differences around them. The DSP is insensitive to the preferences of those they support regarding health care, personal care, and cultural practices.</p> <p>The DSP needs to demonstrate the awareness, attitude and skills required to support people and make a commitment to understanding cultural identities in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>22</p>

Example

One of the upcoming activities at a day habilitation program is a music and dance party that includes everyone in the program. The DSP knows that one of the women she supports has a religious belief that may cause her to chose not to participate. The DSP verifies with the person that she does not want to attend and supports the person in coming up with several alternate choices. The DSP ensures that these alternatives are available during the time of the dance. The DSP speaks to other people in the program, letting them know that there will be choices during the time period of the dance and asks which they prefer.

One of the upcoming activities at a day habilitation program is a music and dance party that includes everyone in the program. The DSP knows that one of the women she supports has a religious belief that may cause her to chose not to participate. The DSP verifies with the person that she does not want to attend and supports her in coming up with an alternate activity for the time frame.

One of the upcoming activities at a day habilitation program is a music and dance party that includes everyone in the program. The DSP knows that one of the women she supports has a religious belief that may cause her to chose not to participate. The DSP is concerned and seeks support from her supervisor.

One of the upcoming activities at a day habilitation program is a music and dance party that includes everyone in the program. The DSP knows that one of the women she supports has a religious belief that may cause her to chose not to participate. The DSP does not think it's a problem because she believes everyone should like music.

Goal 3: Demonstrating Professionalism	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency K Creating meaningful documentation records</p> <p>Skill 1 Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner to the appropriate sources</p> <p>7/5/2022</p>	<p>The DSP maintains consistent quality documentation, ensuring information is accurate and clear. The DSP is a mentor and role model for other DSPs. The DSP takes a leadership role within the team to coach peers and to oversee different documentation areas, such as medication, behavioral, communication logs, or daily notes. The DSP takes initiative to clarify situations in which documentation is not clear or when questions arise.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP’s documentation is accurate, on time, thorough, and clearly relays information about a person’s progress and choices. The DSP maintains confidentiality and ethical practice.</p> <p>This is an effective DSP who should continue to maintain consistent quality documentation, ensuring information is accurate and clear.</p>	<p>The DSP’s documentation is accurate and usually on time, ethical and confidential.</p> <p>The DSP should continue to focus on maintaining quality documentation and learning about agency policies, procedures and expectations. The DSP will seek clarification when questions arise.</p>	<p>The DSP’s documentation is not accurate, rarely on time and is not handled with proper ethics and/or confidentiality.</p> <p>The DSP needs to make a commitment to adhering to agency policy and procedure on documentation in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>24</p>

Example				
7/5/2022	<p>After helping a person to go grocery shopping, the DSP completes accurate and detailed notes about the progress and challenges the individual experienced. The notes are submitted on time and written clearly in easy to understand language. The DSP includes details so that other DSPs can build on the progress that was made and address potential challenges in advance. All documentation is returned to its proper location in the person's home.</p>	<p>After helping a person to go grocery shopping, the DSP completes accurate and detailed notes about the progress and challenges the individual experienced. The notes are submitted on time and written clearly in easy to understand language. All documentation is returned to its proper location in the person's home.</p>	<p>After helping a person to go grocery shopping, the DSP completes basic notes about the activity. The DSP is unclear as to where the completed paperwork should be stored and seeks clarification.</p>	<p>After helping a person to go grocery shopping, the DSP quickly realized she was late to an appointment and left work without documenting the activity with the person at the grocery store.</p>

Goal 3: Demonstrating Professionalism	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency L Education, training, and self development activities</p> <p>Skill 1 Demonstrates enthusiasm for learning the knowledge and skills required to perform the job</p> <p>7/5/2022</p>	<p>The DSP routinely attends, participates in, and successfully completes all required trainings. The DSP asks mentors and supervisors to share best practices and incorporates them into their work. The DSP takes initiative to complete required training with a level of independence and encourages other DSPs to do the same. The DSP seeks additional opportunities for personal training and growth.</p> <p>The DSP is a role model and mentor for other DSPs, putting the concepts of trainings into practice when supporting people. The DSP takes initiative to complete required training with a level of independence and provides encouragement to others in order to support them in to participate in and complete training. The DSP seeks additional opportunities for personal training and growth.</p>	<p>The DSP routinely attends, participates in, and successfully completes all required trainings. The DSP asks mentors and supervisors to share best practices and incorporates them into their work.</p> <p>This is an effective DSP who should continue to attend required trainings, seek other opportunities and take initiative toward their professional growth.</p>	<p>The DSP has not yet completed all required trainings but attends them on time and according to the orientation schedule. The DSP actively participates in all trainings.</p> <p>The DSP should continue to attend required trainings, maintain open communication with mentors and supervisors to share best practices and how to incorporates them into their work.</p>	<p>The DSP does not routinely attend required trainings, or the DSP attends trainings, but does not actively participate or incorporate the learning into their work.</p> <p>The DSP needs to make a commitment to attending all required trainings, participating and incorporating practices into their work in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>26</p>

<p>Example</p> <p>7/5/2022</p>	<p>The DSP knows when their annual required trainings are due. One month prior to expiration, the DSP reminds their supervisor that they will be due for training. The DSP notices that there is a non-required training available and asks the supervisor if they can attend. Upon completion of the training, the DSP brings information regarding the training back to the team. They demonstrate the new skills they have learned while working with the people they support.</p>	<p>The DSP attends all required trainings, arrives on time and fully participates in the training. The DSP applies skills learned while working with the people they support. The DSP is aware of upcoming required trainings and contacts their supervisor, as needed, to schedule those trainings.</p>	<p>The new DSP attends required initial training and brings completion certificates back to their supervisor. The DSP asks others about how the trainings apply to their work.</p>	<p>The DSP needs several reminders that their required trainings are due. When they attend a training, they are on their phone, falling asleep, or not paying attention to the learning.</p> <p>27</p>
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Goal 3: Demonstrating Professionalism	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency M Organizational participation</p> <p>Skill 1 Adheres to and promotes the mission, culture and practices of the organization</p> <p>7/5/2022</p>	<p>The DSP adheres to and promotes the mission, culture, and practices of the organization. The DSP reflects these concepts through their work, can explain what they mean, and understands the values behind them. The DSP can communicate how proper application of these concepts enhances the life of the person supported and adheres to them even in challenging circumstances.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP adheres to and promotes the mission, culture, and practices of the organization. The DSP reflects these concepts through their work, can explain what they mean, and understands the values behind them.</p> <p>This is an effective DSP who should continue to apply the concepts of the mission, culture and practices of the organization when supporting people and be willing to advocate for the mission/culture, even in challenging situations.</p>	<p>The DSP is learning about the mission, culture, and practices of the organization. The DSP applies what they are learning to their work.</p> <p>The DSP should continue to learn about the mission, culture and practices and seek guidance from others on how to apply the concepts in order to support people.</p>	<p>The DSP has not learned the mission, culture and practices of the organization and does not demonstrate them in their work.</p> <p>The DSP needs to learn the agency’s mission, culture, and practices and make a commitment to apply them to their work in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>28</p>

<p>Example</p> <p>7/5/2022</p>	<p>The DSP is providing support to a person who wants to go to the store today to shop for a gift. The DSP understands that “putting people first” is a priority. The DSP works with the person supported and the team to go to the store which involves re-organizing the shift schedule. The DSP supports the team in understanding why it is important to be flexible as well as to meet the needs of everyone as much as possible.</p>	<p>The DSP is providing support to a person who wants to go to the store today to shop for a gift. The DSP understands that “putting people first” is important and works the team to plan a shopping trip by the next day.</p>	<p>The DSP is providing support to a person who wants to go to the store today to shop for a gift. The DSP is unsure of how best to work this out and seeks advice on what to do.</p>	<p>The DSP is providing support to a person who wants to go to the store today to shop for a gift. The DSP understands that “putting people first” is an expectation, however, does not want to take the person shopping. The DSP does not take action to put a plan in place.</p> <p>29</p>
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Goal 3: Demonstrating Professionalism	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency N Exhibiting ethical behavior on the job</p> <p>Skill 1 Knows understands and follows the NADSP Code of Ethics</p> <p>7/5/2022</p>	<p>The DSP knows, understands, and follows the NADSP Code of Ethics and routinely uses it to make ethical decisions while providing support. The DSP keeps the 9 tenets in mind and applies these concepts to their daily practice. The DSP can communicate how the NADSP Code of Ethics enhances the life of the person supported and maintains these standards even in challenging situations.</p> <p>The DSP is a role model and mentor for other DSPs who is able to communicate how the NADSP Code of Ethics enhances the lives of the people we support. The DSP should continue to use the Code of Ethics as a roadmap to making ethical decisions, as well as support others to make ethical decisions in challenging situations and when others are not supporting them.</p>	<p>The DSP knows, understands, and follows the NADSP Code of Ethics and routinely uses it to make ethical decisions while providing support. The DSP keeps the 9 tenets in mind and applies these concepts to their daily practice.</p> <p>This is an effective DSP who should continue to use the Code of Ethics as a roadmap to making ethical decisions, as well as support others to make ethical decisions even in challenging</p>	<p>The DSP is learning about the NADSP Code of Ethics and how to use it as a roadmap to making decisions. The DSP is applying what they are learning to their work.</p> <p>The DSP should continue to learn about the NADSP Code of Ethics and seek guidance from others on how to apply and maintain the tenets of the Code.</p>	<p>The DSP has knowledge of the NADSP Code of Ethics, however, does not routinely use it as a roadmap to making ethical decisions. The DSP does not keep the 9 tenets in mind and tends to provide support based on their own beliefs.</p> <p>The DSP needs to consistently follow the Code of Ethics when making decisions in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p>

<p>Example</p>	<p>A DSP is smoking a cigarette in the designated smoking area outside of the organization where they work. A person who receives services approaches the smoking area and asks the DSP for a cigarette. The DSP is aware of an organizational policy that states specifically that staff are not permitted to share cigarettes, medication, purchase gifts or borrow money from a person who is receiving support from the organization. The DSP wants to be respectful of the person but also maintain their professional relationship with that person as well. The DSP responds to the person by stating they don't have enough to share and then suggests they discuss the choice to smoke more with the person supported. The DSP employs Informed Decision Making skills to assist them in deciding if smoking is a good idea for them, allowing for choice and education. The DSP decides it would be better to not smoke at work to avoid modeling a choice that isn't optimal for the people supported.</p>	<p>A DSP is smoking a cigarette in the designated smoking area outside of the organization where they work. A person who receives services approaches the smoking area and asks the DSP for a cigarette. The DSP is aware of an organizational policy that states specifically that staff are not permitted to share cigarettes, medication, purchase gifts or borrow money from a person who is receiving support from the organization. The DSP wants to be respectful of the person but also maintain their professional relationship with that person as well. The DSP responds to the person by saying they do not have enough to share today. The DSP decides perhaps it would be better not to smoke on the campus to avoid this situation from occurring again.</p>	<p>A DSP is smoking a cigarette in the designated smoking area outside of the organization where they work. A person who receives services approaches the smoking area and asks the DSP for a cigarette. The DSP is uncertain about how to respond but understands that they have resources available to help them. They understand they need more information about the person as well as their responsibility to maintain a professional relationship as an employee. The staff simply apologizes and says that they don't have enough to share today. The DSP seeks guidance from their supervisor later that day.</p>	<p>A DSP is smoking a cigarette in the designated smoking area outside of the organization where they work. A person who receives services approaches the smoking area and asks the DSP for a cigarette. The DSP is uncertain about how to respond and simply says no.</p>
<p>7/5/2022</p>				<p>31</p>

Goal 4: Supporting Good Health	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency O <i>Promoting positive behavior and supports</i></p> <p>Skill 3 <i>Assess strategies to evaluate how environmental factors affect behavior</i></p> <p>7/5/2022</p>	<p>The DSP understands how environmental factors impact the behavior of the people they support and plans to reduce stress. The DSP needs to consistently support healthy meal planning, food prep and dietary guidelines. The DSP provides people with opportunities to grow through education, exposure, and experience while assessing how they respond to new situations. The DSP can identify potentially problematic environmental factors and develops coping strategies in advance.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP understands how environmental factors impact the behavior of the people they support and plans to reduce stressful factors.</p> <p>This is an effective DSP who should continue to think creatively about ways to provided the person with opportunities to grow through education, exposure and experience, while assessing their response.</p>	<p>The DSP understands that environmental factors can impact the behavior of the people they support and the importance of planning ahead to reduce stressful factors.</p> <p>The DSP should continue to learn about the people they are supporting and develop relationships so they can positively and creatively manage environmental factors.</p>	<p>The DSP does not understand how environmental factors can impact the behavior of people they support.</p> <p>The DSP needs to make a commitment to understanding how environmental factors can impact behavior in order to fulfill their job responsibilities in supporting people. The DSP may benefit from additional training.</p> <p>32</p>

<p>Example</p>	<p>A DSP is supporting a woman who enjoys fast food the DSP knows that she becomes anxious when she is around small children, and that there will likely be children at the restaurant. The DSP discusses this possibility with the woman ahead of time to plan for how they will handle the situation if it arises. The DSP offers to explore new experiences with her that might help to manage her anxiety.</p>	<p>A DSP is supporting a woman who enjoys fast food the DSP knows that she becomes anxious when she is around small children, and that there will likely be children at the restaurant. The DSP discusses this possibility with the woman ahead of time to plan for how they will handle the situation if it arises.</p>	<p>A DSP is supporting a woman who enjoys fast food and knows that she gets anxious when she is around small children. The DSP asks their coworkers or supervisor about how to plan for the visit to the restaurant in case the woman gets anxious</p>	<p>The DSP is supporting a woman who enjoys fast food but has no awareness that the environment might cause her anxiety. The DSP goes to the restaurant with the woman and then insists they leave when she gets anxious because there are loud children present.</p>
<p>7/5/2022</p>				<p>33</p>

Goal 4: Supporting Good Health	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency P <i>Supporting health and wellness</i></p> <p>Skill 1 <i>Demonstrates and assists in nutritious meal planning and food preparation, storage, and handling procedures</i></p> <p>7/5/2022</p>	<p>The DSP supports and reinforces healthy meal planning, food preparation, storage, and handling with the people they support. The DSP knows and follows each person’s health needs regarding allergies, textures, portion size, diet orders, food/liquid consistencies and dietary guidelines. The DSP models healthy practices and shows each person they support how to independently follow these practices. The DSP explores new recipes and healthy options with each person and finds creative ways to make healthy food choices an enjoyable part of their lives.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP supports and reinforces healthy meal planning, food preparation, storage, and handling with the people they support. The DSP knows and follows each person’s health needs regarding allergies, textures, portion size, diet orders, food/liquid consistencies and dietary guidelines. The DSP models healthy practices and teaches each person they support how to independently follow these practices.</p> <p>This is an effective DSP who should explore new options on meal planning with each person they support. The DSP should strive to find positive, creative ways to support people in maintaining a healthy lifestyle.</p>	<p>The DSP supports and reinforces healthy meal planning, food preparation, storage, and handling with the people they support. The DSP knows and follows each person’s health needs regarding allergies, textures, portion size, diet orders, food/liquid consistencies and dietary guidelines.</p> <p>The DSP should continue to learn about the health and wellness needs of each person, as well as strive to model and teach health practices to people.</p>	<p>The DSP does not support or reinforce healthy meal planning, food preparation, storage, or handling with the people they support. They do not know the plans for each person’s health needs.</p> <p>The DSP needs to consistently support healthy meal planning, food prep and dietary guidelines in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>34</p>

<p>Example</p> <p>7/5/2022</p>	<p>The DSP works with a person that is on an 1800 calorie diet and is struggling to adhere to it. The DSP familiarizes themselves with the prescribed diet and reviews it with the person, encouraging them to make healthy choices and supporting them to identify what foods they enjoy. The DSP helps the person learn new ways to prepare food, explore new foods, and visit healthy restaurants. The DSP also finds a healthy cooking class that the person could attend. The DSP makes following the health plan a positive experience.</p>	<p>The DSP works with a person that is on an 1800 calorie diet and is struggling to adhere to it. The DSP familiarizes themselves with the prescribed diet and reviews this diet with the person, encouraging them to make healthy choices and helping them identify what foods they enjoy.</p>	<p>The DSP works with a person that is on an 1800 calorie diet and is struggling to adhere to it. The DSP familiarizes themselves with the prescribed diet and is learning how to encourage the person to make healthy choices.</p>	<p>The DSP works with a person that is on an 1800 calorie diet and is struggling to adhere to it. The DSP makes no attempt to encourage the person to follow the plan.</p> <p>35</p>
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Goal 4: Supporting Good Health	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency Q Preventing, Recognizing and Reporting Abuse</p> <p>Skill 1 Recognizes concepts related to the prevention of abuse</p> <p>7/5/2022</p>	<p>The DSP recognizes concepts related to the prevention of abuse and neglect. The DSP can identify the categories of abuse and understands the effects of abuse on a person. The DSP effectively intervenes to prevent abuse and when a situation of abuse or possible abuse occurs, the DSP stops the situation and puts safeguards in place to protect people. The DSP knows when that they need to take a break when they are feeling frustrated or stressed and take action to ensure a professional, respectful approach is maintained. The DSP promotes a culture of zero tolerance for abuse/neglect by modeling and fostering person-centered practices. The DSP can identify changes in behavior that are signs of abuse.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP recognizes concepts related to the prevention of abuse and neglect. The DSP can identify the categories of abuse and understands the effects of abuse on a person (i.e. mental, physical, emotional harm). The DSP effectively intervenes to prevent abuse and when a situation of abuse or possible abuse occurs, the DSP stops the situation and puts safeguards in place to protect people. The DSP knows when that they need to take a break when they are feeling frustrated or stressed, and take action to ensure a professional, respectful approach is maintained. The DSP can identify when changes in behavior occur in people they support (i.e. mood change) that are signs of abuse.</p> <p>This is an effective DSP who should continue to grow professionally as a champion of abuse prevention, learning how to be a role model and fostering a culture of zero tolerance for abuse/neglect.</p>	<p>The DSP recognizes concepts related to the prevention of abuse and neglect and is learning strategies of abuse prevention. At the same time, the DSP builds relationships with the people they support in order to better recognize signs or potential for abuse.</p> <p>The DSP should continue to increase their awareness and develop relationships with each person they support in order to recognize the systemic and individual signs of abuse to protect people.</p>	<p>The DSP may recognize concepts related to the prevention of abuse and neglect but does not act to prevent abuse or follow procedures for mandated reporting and responding.</p> <p>The DSP needs to consistently prevent, recognize and report potential abuse in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>36</p>

Example	<p>Joe, a DSP, walks into the living room of a group home and sees that a fellow DSP, Steve, seems tired and frustrated with a person he is supporting. That person is also who is extremely upset, and both might benefit from a break. Although it's not possible to relieve Steve from his shift, Joe steps in and offers to switch duties with him so Steve can take a break. During that time, Joe continues to follow the person's positive support plan that is in place. When Steve returns from his break, Joe takes a few minutes to talk with him and make sure Steve and the person being supported can continue working together in a positive and supportive way. Joe later talks with Steve about how he is doing, and both decide to speak to the supervisor about holding a team discussion regarding the behavior support plan, as well as if additional strategies are needed to support staff and/or the person.</p>	<p>Joe, a DSP, walks into the living room of a group home and sees that a fellow DSP, Steve, seems tired and frustrated with a person he is supporting. The person is extremely upset, and it appears that both might benefit from a break. Although it's not possible to relieve Steve from his shift, Joe steps in and offers to switch duties with him so that Steve can take a break. During that time, Joe continues to follow the person's positive support plan that is in place. When Steve returns from his break, Joe takes a few minutes to talk with him to make sure Steve and the person supported can continue working together in a positive way.</p>	<p>Joe, a DSP, walks into the living room of a group home and sees that a fellow DSP, Steve, seems tired and frustrated with a person he is supporting. The person is extremely upset, and it appears that both might benefit from a break. Joe asks his supervisor what to do.</p>	<p>Joe, a DSP, walks into the living room of a group home and sees that a fellow DSP, Steve, seems tired and frustrated with a person he is supporting. The person is extremely upset. Joe leaves the room, thinking that he has no responsibility to improve the situation.</p>
7/5/2022				37

Goal 5: Supporting Safety	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency R Supporting crisis prevention, intervention, and resolution</p> <p>Skill 2 Demonstrates respect for the safety of all others</p>	<p>When confronted with a person who is in crisis, the DSP can calm the person they are supporting based on what they know about the person and on the information in the person’s plan. The DSP makes sure the person and those around them are safe from physical harm. When the crisis has been resolved, The DSP initiates and facilitates team discussion to problem-solve and determine supports needed. The DSP works with the team to debrief on what may have caused the person to go into crisis and if anything could have been done proactively to prevent it..</p> <p>When the crisis has been resolved, the DSP, based on their experience and knowledge of the person, helps the team assess what may have caused the person to go into crisis and if anything could have been done proactively to prevent it. The DSP makes recommendations on proactive supports that may prevent similar situations from happening again, if possible. The DSP is a role model and mentor for other DSPs.</p>	<p>When confronted with a person who is in crisis, the DSP can calm the person they are supporting based on what they know about the person and on the information in the person’s plan. The DSP makes sure the person and those around them are safe from physical harm. The DSP participates in a team discussion to problem-solve and determine supports..</p> <p>This is an effective DSP who should continue to support people when in crisis, as well as take a more active role in supporting the team to come up proactive supports that may prevent similar situations from happening again.</p>	<p>When confronted with a person who is in crisis, the DSP tries to calm the person they are supporting based on what they know about the person and on the information in the person’s plan. The DSP makes sure the person and those around them are safe from physical harm. The DSP is learning how to problem solve and determine supports with the team.</p> <p>The DSP should continue to learn about the person they support and how to best respond in a crisis situation..</p>	<p>Suggestion: When confronted with a person who is in crisis, the DSP does not take action or responds emotionally rather than supporting the person through the situation. The DSP does not participate in team discussion to problem-solve and determine supports..</p> <p>The DSP needs to consistently support people when in crisis in order to fulfill their job responsibilities. The DSP may benefit from additional training</p>

<p>Example</p>	<p>Sheila, a woman who is receiving supports, arrives at day habilitation very upset. She is crying unconsolably. The DSP and other staff on shift ask Sheila what is bothering her; however she does not use words to communicate. Based on what they know about Sheila, they know her mother recently passed away. The DSP knows that assumptions can be wrong and asks Sheila if she would like to go to a quiet area where she feels comfortable. Using gestures and pictures, the DSP learns that Sheila is upset because her socks and shoes are very wet and takes care of that need. During the debriefing later in the day, the DSP shares what she learned with the team and they add this information to Sheila's support plans.</p>	<p>Sheila, a woman who is receiving supports, arrives at the day habilitation program very upset. She is crying unconsolably. The DSP and other staff on shift ask Sheila what is bothering her; however she does not use words to communicate. Based on what they know about Sheila, they know her mother recently passed away and the afternoon bowling outing was cancelled due to snowy weather. The DSP asks Sheila if she would like to go to a quiet area where she feels comfortable. During the debriefing later in the day, the team discuss ways to help Sheila deal with grief and how to help her communicate her feelings.</p>	<p>Sheila, a woman who is receiving supports, arrives at the day habilitation program very upset. She is crying unconsolably. The DSP and other staff on shift ask Sheila what is bothering her; however she does not use words to communicate. The DSP asks Sheila to go to a quiet space. The DSP attends the debriefing but does not have much information to contribute.</p>	<p>Sheila, a woman who is receiving supports, arrives at the day habilitation program very upset. She is crying unconsolably.</p> <p>The DSP relies on the other staff to manage the situation and does not take action to support Sheila.</p>
<p>7/5/2022</p>				<p>39</p>

Goal 5: Supporting Safety	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency S <i>Supporting safety</i></p> <p>Skill 1 <i>Supports the safety of all individuals in everyday situations</i></p> <p>7/5/2022</p>	<p>The DSP can safely operate emergency equipment as required. The DSP reports problems with equipment to appropriate personnel, as well as the need for emergency supplies (flashlights, batteries, oxygen). The DSP identifies and reports potential hazards related to environmental factors such as fire, ice, etc. The DSP proactively identifies potentially hazardous situations in the home, community, and during transportation and plans to avoid them by ensuring all needed supplies are attained in advance.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP can safely operate emergency equipment as required. The DSP reports problems with equipment to appropriate personnel, as well as the need for emergency supplies (flashlights, batteries, oxygen). The DSP identifies and reports potential hazards related to environmental factors such as fire, ice, etc.</p> <p>This is an effective DSP who should continue to support safety in everyday situations. The DSP should take a proactive approach and engage in advanced planning to avoid hazardous situations and make sure all needed supplies are attained in advance.</p>	<p>The DSP is learning how to safely operate emergency equipment, identify need for emergency supplies, and mitigate potential hazards.</p> <p>The DSP should continue to learn how to operate emergency equipment and seek advice on how to manage potential hazards and safety concerns.</p>	<p>The DSP does not know how to safely operate emergency equipment as required. The DSP does not identify or report problems with equipment or necessary emergency supplies.</p> <p>The DSP needs to operate emergency equipment in a safe manner as well as act when there are safety concerns. The DSP may benefit from additional training.</p> <p>40</p>

<p>Example</p>	<p>A snowstorm has been predicted for later today. The DSP checks supplies to be sure there is enough food to last in the house for several days. The DSP makes sure there are batteries in the flashlights and that the generator is working in case power goes out. The DSP puts salt and a shovel by the door. The DSP looks at the staffing schedule for the oncoming shift and calls staff to notify them of the storm and to prepare them to arrive early, as well as to come prepared to stay late in case the storm affects the next shift.</p>	<p>A snowstorm has been predicted for later today. The DSP checks supplies to be sure there is enough food to last in the house for several days. The DSP makes sure there are batteries in the flashlights and that the generator is working in case the power goes out. The DSP puts salt and a shovel by the door.</p>	<p>A snowstorm has been predicted for later today. The DSP asks the supervisor what they should do to prepare for the storm. The DSP is willing to pitch in on whatever is needed to make the home safe for all people during the storm.</p>	<p>A snowstorm has been predicted for later today. The DSP tells the supervisor that they need to leave early because their car doesn't have snow tires and they are afraid to drive in the snow.</p>
<p>7/5/2022</p>				<p>41</p>

Goal 5: Supporting Safety	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency T Ensuring safety of individuals during environmental emergencies</p> <p>Skill 1 Understands and can carry out plans for responding to environmental emergencies</p> <p>7/5/2022</p>	<p>The DSP implements personal protection plans based on the needs of the person. The DSP is aware of emergency plans specific to the person and location and can safely implement plans. The DSP routinely participates in and documents fire evacuation procedures according to agency policy. The DSP brings pertinent information to management when environmental concerns arise. The DSP proactively prepares for environmental emergencies and makes suggestions to improve personal protection plans based on observation and knowledge of personal preferences.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP implements personal protection plans based on the needs of the person. The DSP is aware of emergency plans specific to the person and location and can safely implement plans. The DSP routinely participates in and documents fire evacuation procedures according to agency policy. The DSP brings pertinent information to management when environmental concerns arise.</p> <p>This is an effective DSP who should continue to ensure safety by carrying out plans. The DSP should take a proactive approach to do advance planning in order to prepare for environmental emergencies. The DSP should make suggestions for improvement as needed to personal protection plans..</p>	<p>The DSP is learning to implement personal, emergency, and fire protection plans based on the needs of the person.</p> <p>The DSP should continue to learn about protection plans as well as emergency and fire evacuation plans, as well as ask questions when they arise.</p>	<p>The DSP is not familiar with personal protection plans, emergency plans, or fire evacuation procedures, or simply disregards the information presented to them.</p> <p>The DSP needs to make a commitment to understanding and adhering to personal protection plans, emergency plans and evacuation procedures in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>42</p>

<p>Example</p> <p>7/5/2022</p>	<p>The power goes out in the program. It is the evening so there is no natural light. The DSP retrieves the emergency kit and ensures that all coworkers and people supported have flashlights. They explain to the people supported that the power is out so they will be using flashlights and ask everyone to stay together until the situation is resolved. The DSP calls the power company and informs them that they are in a congregate care facility and asks if they can be a priority in restoring electricity. The DSP then calls supervisor and lets them know that there is no power, but they called the utility company, and everyone is safe. The DSP then goes back to the group and engages them in activities to pass the time. The DSP talks through how they will manage bedtime without power.</p>	<p>The power goes out in the program. It is the evening so there is no natural light. The DSP retrieves the emergency kit and ensures that all coworkers and people supported have flashlights. They explain to the people supported that the power is out so they will be using flashlights and ask everyone to stay together until the situation is resolved. The DSP calls the supervisor to let them know about the outage.</p>	<p>The power goes out in the program. It is the evening so there is no natural light. The DSP calls the supervisor and follows their guidance in determining if it is a power outage in the neighborhood or only that program. The DSP follows the supervisor's instructions to retrieve the emergency kits, distribute flashlights, and call the power company.</p>	<p>The power goes out in the program. It is the evening so there is no natural light. The DSP calls their supervisor. When the supervisor asks them to retrieve the emergency kit the DSP doesn't know where it is.</p> <p>43</p>
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Goal 6: Having A Home	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency U Supporting people to live in the home of their choice</p> <p>Skill 1 Supports the individual by supporting a comfortable home environment</p> <p>7/5/2022</p>	<p>The DSP demonstrates respect for the person’s home based on the person’s preferences (i.e. knocks on the bedroom door and asks for permission to enter). The DSP is aware that he/she works in the person’s home and of the guidelines the person has set forth. The DSP is invested in supporting the person to maintain a home environment based on how the person wants it to look, feel and be. The DSP provides information and support so the person can explore their preferences and make choices. The DSP supports the person in evaluating any changes they want to make and advocating.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP demonstrates respect for the person’s home based on the person’s preferences (i.e. knocks on the bedroom door and asks for permission to enter). The DSP is aware that he/she works in the person’s home and of the guidelines the person has set forth. The DSP is invested in supporting the person to maintain a home environment based on how the person wants it to look, feel, and be.</p> <p>This is an effective DSP who should continue to show respect and support the person to maintain a home environment of their choice. The DSP should encourage the person to explore their preferences and advocate for what they want in the home.</p>	<p>The DSP demonstrates respect for the person’s home, asking the person supported questions about their preferences.</p> <p>The DSP should continue to demonstrate respect and learn about people's preferences. The DSP should use what they learn to better support the person to maintain a home environment of their choice.</p>	<p>The DSP does not demonstrate respect for the person’s home, their privacy, or the guidelines set forth by the person who lives in the home.</p> <p>The DSP needs to be aware that they are working in someone else's home and consistently show respect, as well as support the person to maintain a comfortable home environment in order to fulfill their job responsibilities. The DSP may benefit from additional training.</p> <p>44</p>

Example	<p>The DSP is supporting a person who is moving into a new home. The DSP asks the person their favorite color and acquires paint samples in the color family that the person has identified. The DSP asks the person to choose from the samples the color that they would like their room painted. The DSP works with the supervisor to ensure that this paint color is used in the person's new bedroom. The DSP asks the person what some of their favorite things are and the person says that they love flowers. The DSP supports the person in picking out a border, bed linens, and decorations that incorporate flowers. When the person moves into the house, the DSP places a vase with flowers on the person's nightstand.</p>	<p>The DSP is supporting a person who is moving into a new home. The DSP asks the person their favorite color and interests. The person supported lets the DSP know they like the color purple and love flowers. The DSP ensures the bedroom is painted purple and there are pictures of flowers in the person's new bedroom.</p>	<p>The DSP is supporting a person who is moving into a new home. The DSP asks if they can assist in the process.</p>	<p>The DSP is supporting a person who is moving into a newhome. The DSP does not initiate contact or conversation with the person.</p>
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Goal 7: Being Active and Productive in Society	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency V Supporting active participation in the community</p> <p>Skill 1 Supports community participation and contribution</p> <p>7/5/2022</p>	<p>The DSP is aware of the person’s community contacts and facilitates communication and partnership (at volunteer sites, religious establishments, local stores). The DSP facilitates the opportunity for civic engagement in an unbiased fashion (i.e. voting, joining a local community group, etc..) The DSP puts the person first in all community interactions encouraging them to speak on own behalf. The DSP reinforces the use of social skills (greeting, asking for assistance, offering assistance, developing friendships, problem-solving) while supporting people in the community. The DSP facilitates the growth of new community partnerships and relationships based on a person’s interests, strengths and needed supports. The DSP supports the person to explore new interests and broaden their circle of natural supports.</p> <p>The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP supports existing community partnerships and relationships based on the person’s interests, strengths, and needed supports. The DSP facilitates the opportunity for civic engagement in an unbiased fashion (i.e. voting, joining a local community group, etc.) The DSP puts the person first in all community interactions by encouraging them to speak on their own behalf. The DSP reinforces the use of social skills (i.e. greeting, asking for assistance, offering assistance, developing friendships, problem-solving) while supporting the person in the community.</p> <p>This is an effective DSP who should continue to support existing community connections as well as support the person to explore new interests. The DSP should assist the person to broaden their circle of natural supports by getting to know them better, encouraging the use of social skills and helping them to find out what's available in the community.</p>	<p>The DSP is getting to know the person they support and following their Life Plan. The DSP is learning about the person’s community contacts and facilitates communication and partnership (at volunteer sites, religious establishments, local stores).</p> <p>The DSP should continue to learn about and support the person’s community connections.</p>	<p>The DSP is not familiar with and does not follow the Life Plan. The DSP does not work to support the person’s community interests</p> <p>The DSP must learn the plan and develop a relationship with the person they support to facilitate community participation and connections.</p> <p>46</p>

<p>Example</p>	<p>The DSP is supporting someone who has a friend at the senior living complex. The DSP notices that the person supported seems to enjoy spending time there. The DSP supports the person to spend more time with their friend. Th DSP asks the person if they would like to meet more people there and the person says yes. The DSP calls the management of the building to find out if the complex is hosting any activities that they can participate in. The DSP learns that the complex has open social events and is looking for volunteers for their senior companion program, as well as to do tasks like yard work, dog walking, and other household chores. The DSP asks the person supported if they would be interested in any of these activities. The person picks a social activity to try first. The DSP supports the person to go to the complex and participate in the activity of their choice.</p>	<p>The DSP is supporting someone who has a friend at the senior living complex. The DSP notices that the person supported seems to enjoy spending time there. The DSP supports the person to spend more time with their friend.</p>	<p>The DSP is supporting someone who has a friend at the senior living complex. The DSP is still getting to know the person but asks the supervisor if they can arrange a visit to the senior living center.</p>	<p>The DSP is supporting someone who has a friend at the senior living complex but does not make any effort to visit the complex so that the person supported can spend time with their friend.</p>
<p>7/5/2022</p>				<p>47</p>

Goal 7: Being Active and Productive in Society	Exceeds the Standard	Meets the Skill Standard	Making Progress	Does Not Meet the Skill Standard
<p>Competency W Supporting employment, educational and career goal attainment</p> <p>Skill 1 Supports the individual by being knowledgeable about the career and employment goals of the individual</p> <p>7/5/2022</p>	<p>The DSP is familiar with the person’s professional goals and provides opportunities for education, exposure, and experiences to support the person in making choices regarding employment. The DSP encourages the person to pursue goals in areas of interest and supports them in advocacy efforts. The DSP proactively shares information with the circle of support (family members, service providers, educators, job coach, employers) to assist the person in meeting goals.</p> <p>The DSP takes an active role with the person to share information with the circle of support (family members, service providers, educators, job coach, employers) to assist in meeting goals. The DSP is a role model and mentor for other DSPs.</p>	<p>The DSP is familiar with the person’s professional goals and provides opportunities for education, exposure, and experiences to support the person in making choices regarding employment. The DSP encourages the person to pursue goals in areas of interests and supports them in advocacy efforts.</p> <p>This is an effective DSP who should continue to encourage the person to pursue their goals, as well as take an active role with the person to share information with the circle of support (family members, service providers, educators, job coach, employers) to assist in meeting goals.</p>	<p>The DSP is learning about the person’s career and employment goals so they can better support them.</p> <p>The DSP should continue to learn about the person's career and employment goals and support them to pursue goals in areas of interest.</p>	<p>The DSP does not pay attention to the person’s career and employment goals.</p> <p>The DSP needs to make a commitment to get to know the person's career and employment goals and support them in moving forward in order to fulfill their job responsibilities.</p> <p>48</p>

Example

The DSP supports a person who would like to work in a restaurant. The DSP talks to the person about why they want to work in a restaurant, what they want to do and what kind of restaurant they might be interested in working in. The DSP helps the person look online to find out what restaurants are nearby and decide which ones to visit. Together they visit the restaurants and talk with employees to learn more about what the job is like. The DSP supports the person in determining likes and dislikes, as well as in communicating with the circle of support and advocating for the supports needed to successfully attain employment, such as getting a job coach.

The DSP supports a person who would like to work in a restaurant. The DSP helps the person look online to find out what restaurants are nearby and decide which ones to visit. Together they visit the restaurants and talk with employees to learn more about what the job is like. The DSP encourages the person to share this goal at their circle of support meeting.

The DSP supports a person who would like to work in a restaurant. The DSP is not sure what the next steps are in supporting the person to get a job. The DSP seeks advice from a senior staff person on how to support the person in pursuing this goal.

The DSP supports a person who would like to work at a restaurant. The DSP does not support the person in further exploration.