

Virginia's Competencies for Direct Support Professionals and Supervisors who support individuals with Developmental Disabilities

The Direct Support Professional (DSP) Competencies Checklist is designed to ensure a more consistent level of expertise among DSPs and Supervisors who provide supports in Virginia's DD services system. The competencies have been developed by professionals with knowledge in best practices and in accordance with established orientation requirements for Virginia's DD waivers. The competencies span the DD Waiver Orientation Manual focusing on key areas including: Values that Support Life in the Community, Introduction to Intellectual and Developmental Disabilities, Nuts and Bolts of the DD Waivers, Communication, Positive Behavioral Supports, and Health and Safety. Competencies, skills and behaviors related to person-centeredness, following service requirements and supporting health and wellness are included.

This checklist is a tool to guide the development of DSPs and their supervisors in understanding their role in supporting people with DD in positive ways. The focus is on basic DSP and supervisor ability to meet the requirements of the DD waivers and to support individuals to have a life that includes what's important TO each person based on his or her own desires and what's important FOR each person in terms of health, safety and value in the community. **Direct Support Professional** refers to anyone directly supporting individuals with DD in a waiver funded service in Virginia. The initial and ongoing completion of this checklist is the responsibility of direct supervisors who oversee the work of DSPs providing support under any of Virginia's DD waivers. A supervisor's ability to meet the required competencies is determined by the provider's director (or designee), as well as through site visits conducted during program reviews.

The columns in the checklist serve as a location to note dates, activities and observations that support a determination of proficiency with each competency. The **Training Received** column provides for recording the dates and details of formal and informal training efforts related to the competency. The **Implemented Skills** column provides space to record the dates and descriptions of the supervisor's direct observation of the related competency. The last column **Proficiency Determined** is a location to record the date that the ability is confirmed by the supervisor through discussion and observation of the DSPs abilities and understanding. DSPs and Supervisors have achieved each competency once all related skills and behaviors are observed. If a behavior related to any skill does not apply in the current role, indicate as not applicable.

This checklist must be updated at least annually and as needed to ensure that DSPs and their supervisors are proficient in the competencies as described. Competencies may be documented on this tool or adapted into an electronic format as long as the competencies and areas of reporting remain consistent with this document. The initial completion of the checklist and annual updates must be maintained in personnel documents and available for review by the Department of Behavioral Health and Developmental Services, the Department of Medical Assistance Services and other reviewers as needed.

DSP Competencies Checklist TEMPLATE (rev. 6.10.16)

Competencies, Skills & Abilities	DSP	Supervisor	Training Received	Implemented Skills	Proficiency Determined
1. Demonstrates person-centered skills, values and attitudes					
1.1 Understands and communicates person-centered values	✓	✓			[Enter supervisor initials and date skill 1.1 proficiency was determined or reconfirmed]
1.1.1. Articulates the value of choices in one’s life and offers individuals real choices in a variety of ways	✓	✓			
1.1.2 Describes the value of natural supports and facilitates interactions with others in natural settings with persons without disabilities (other than those paid to support the individual)					
1.1.3 Describes the value of community integration and supports individuals to locate and participate in community activities that reflect the individuals’ personal preferences and assures they are safe and accessible for them	✓	✓			
1.1.4 Articulates that people with disabilities have unique needs and preferences and need supports tailored in different ways	✓	✓			
1.1.5 Conveys an understanding of behavior as a means of communication	✓	✓			
1.1.6 Serves as a model for DSPs by demonstrating person-centered skills, values and attitudes		✓			
1.2 Uses person-centered skills and methods	✓	✓			[Enter supervisor initials and date skill 1.2 proficiency was determined or reconfirmed]
1.2.1 Demonstrates understanding of what is important TO and important FOR the individuals they support	✓	✓			
1.2.2 Describes and records new learning about the individuals they support	✓	✓			

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1.2.2 Listens to individuals and shares ideas for planning, such as suggesting other services or supports available (including natural supports) that might be helpful in achieving desired outcomes for the individuals supported	✓	✓			
1.2.3 Listens to and uses DSP input in assuring and improving program quality for the individuals supported		✓			
1.3 Provides person-centered support	✓	✓			[Enter supervisor initials and date skill 1.3 proficiency was determined or reconfirmed]
1.3.1 Communicates respectfully, as demonstrated by age appropriate and person first language, typical tone of voice; refrains from being condescending or parent-like	✓	✓			
1.3.2 Pays close attention to both words and actions in understanding communication	✓	✓			
1.3.3 Communicates effectively with individuals about support being provided (e.g. asking permission before touching, stating steps about to occur regarding transfers, etc)	✓	✓			
1.3.4 Serves as a model for Direct Support Professionals by demonstrating respectful communication with individuals and others		✓			
1.3.5 Works with DSPs, behavioral consultants and others as needed to enhance the provision of positive behavioral supports		✓			
2. Understands and follows service requirements					
2.1 Describes the services and supports they provide	✓	✓			[Enter supervisor initials and date skill 2.1 proficiency was determined or

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Competencies, Skills & Abilities	DSP	Supervisor	Training Received	Implemented Skills	Proficiency Determined
					reconfirmed]
2.1.1 Can describe the intent and focus of the service being provided	✓	✓			
2.1.2 Can describe outcomes, support activities and instructions on ISPs and protocols for individuals supported	✓	✓			
2.1.3 Provides guidance to DSPs upon identifying deficiencies in documentation		✓			
2.2 Completes accurate and timely documentation	✓	✓			[Enter supervisor initials and date skill 2.2 proficiency was determined or reconfirmed]
2.2.1 Can describe their core responsibilities within the agency for documentation	✓	✓			
2.2.2 Maintains documentation and data collection that is timely, accurate and factual	✓	✓			
2.2.3 Ensures that DSPs can locate and follow support plans		✓			
2.2.4 Answers questions and provides guidance to DSPs on individual ISPs and methods of documenting the supports provided		✓			
2.3 Obtains guidance when appropriate and needed	✓	✓			[Enter supervisor initials and date skill 2.3 proficiency was determined or reconfirmed]
2.3.1 Works cooperatively and collaboratively with individuals, families, co-workers, professionals and others	✓	✓			
2.3.2 Provides feedback to supervisor about effectiveness of behavior support plans and ease of following as described	✓				

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2.3.3 Understands their scope of service and when to seek out assistance if a change in the individual's status is outside of that scope	✓	✓			
2.3.4 Communicates the expectations and responsibilities to the DSPs they supervise		✓			
2.3.5 Answers questions and provides guidance to DSPs on individual ISPs and methods of documenting the supports provided		✓			
3. Demonstrates abilities that improve or maintain the health and wellness of those they support					
3.1 Understands the needs of individuals supported	✓	✓			[Enter supervisor initials and date skill 3.1 proficiency was determined or reconfirmed]
3.1.1 States the allergies of all individuals supported, and describes what the emergency response is in case of a severe reaction	✓	✓			
3.1.2 Can locate health information in the individuals' records and understands at least at a basic level its meaning and how it affects the individual they support and the care they must provide	✓	✓			
3.1.3 Supports individuals respectfully and maintains privacy and confidentiality around health issues and when providing health supports consistent with HIPAA training	✓	✓			
3.1.4 Provides written guidance to Direct Support Professionals on identifying individual-specific changes that may indicate the need for an emergency response		✓			
3.2 Provides health-related supports correctly	✓	✓			[Enter supervisor initials and date skill 3.2 proficiency was determined or reconfirmed]

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3.2.1 Can locate medications and side effect information for all individuals supported, provides safe and accurate delivery of medication; reports unusual reactions, responses and behavior to the appropriate health professional immediately	✓	✓			
3.2.2 Administers medications as prescribed following all of the procedures including the 5 rights as taught in Medication Aide training	✓	✓			
3.2.3 Can physically assist and use lifts, wedges and other devices safely when repositioning to prevent skin breakdown and other health complications for individuals needing this support	✓	✓			
3.2.4 Understands and demonstrates the use of augmentative communication devices both simple and complex as they apply to the individual they support	✓	✓			
3.2.5 Can correctly follow diet plans and meal preparation guidelines including the use of thickeners, special textured food preparation such as pureed and chopped consistencies and uses the correct utensils for all individuals supported	✓	✓			
3.2.6 Maintains proper documentation as required to monitor bowel health including documentation of the amount, consistency and color of each B.M. and medications and/or supplements used to prevent or treat constipation as prescribed by the health care provider and as described in their agencies policies and procedures	✓	✓			
3.2.7 Is able to maintain an environment that reduces obstacles that contribute to falls	✓	✓			
3.2.8 Operates and maintains adaptive and orthopedic equipment correctly (e.g. locking wheels, making walker available, using mechanical lifts correctly, cleaning wheelchairs and checking them for safety,	✓	✓			

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applying splints, socks, etc)					
3.2.9 When supporting an individual who is blind, visually impaired, deaf or hard of hearing can demonstrate the correct procedures for guidance both in the home and in the community	✓	✓			
3.2.10 Identifies falls risks as described in the Fall Risk plan and describes ways to reduce falls then follows procedures as described in their agencies policies and procedures when responding to falls and fractures	✓	✓			
3.2.11 Can demonstrate proper oral hygiene and identifies the importance of and ways to maintain good oral health for the individuals they support	✓	✓			
3.2.12 Understand the reason adequate fluid intake is necessary for good health and Offers fluids frequently and using the correct drinking device within the guidelines of physician orders when needed	✓	✓			
3.2.13 Can locate the programs emergency manual and both verbalize and demonstrate how to safely evacuate a person from their home, transportation and when in the community and can verbalize the agencies evacuation plan and how to support the individuals in their care in a shelter situation	✓	✓			
3.3 Identifies and responds to changing health needs	✓	✓			[Enter supervisor initials and date skill 3.3 proficiency was determined or reconfirmed]
3.3.1 Observes and reports changes in behavioral or health conditions immediately when noticed to the correct person as described in their agencies policies and procedures	✓	✓			
3.3.2 Provides accurate information related to critical incidents	✓	✓			

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3.3.3 Is aware of and reports changes in individuals' appearance, daily habits and behavior immediately and to the correct person and documents this in the individual's record as described in their agencies policies and procedures	✓	✓			
3.3.4 Provides guidance to Direct Support Professionals on identifying individual-specific changes that may indicate the need for an emergency response		✓			

Employee's Printed Name

Date

Employee's signature

Supervisor's Printed Name

Date

Supervisor's signature

These competencies must be updated annually by the supervisor (for DSPs) or the agency's director (or designee) for supervisors. Providing a signature and date of review below confirms that the DSP or supervisor continues to meet these competencies. If competencies do not continue to be demonstrated, provide 180 days for repeating the test and reconfirming that the competencies are met. The following update form may be utilized for three consecutive years before a new checklist is needed for updates. **A new competency checklist is needed in the 5th year.**

Annual DSP and Supervisor Competencies Updates		
Second year	Third Year	Fourth year
<p>Complete the appropriate section below:</p> <p>I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors in each of the three required areas:</p> <p>1. <u>Person-centeredness</u>, _____ Initials 2. <u>Following service requirements</u>, _____ Initials 3. <u>Supporting health and wellness</u>, _____ Initials .</p> <p>_____ Printed name Initials</p> <p>_____ Signature</p> <p>_____ Date</p> <p>If the employee does not demonstrate competency in any of the three areas or if the supervisor cannot confirm that the staff member is demonstrating the skills and behaviors in the three required areas, the employee will review the training information, retesting will be completed, and the employee will have 180 days to demonstrate these competencies. Once the test is passed with a score of 80% or above and competencies are confirmed, sign and date below.</p> <p>_____ Printed name</p> <p>_____ Signature</p> <p>_____ Date</p>	<p>Complete the appropriate section below:</p> <p>I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors in each of the three required areas:</p> <p>1. <u>Person-centeredness</u>, _____ Initials 2. <u>Following service requirements</u>, _____ Initials 3. <u>Supporting health and wellness</u>, _____ Initials</p> <p>_____ Printed name Initials</p> <p>_____ Signature</p> <p>_____ Date</p> <p>If the employee does not demonstrate competency in any of the three areas or if the supervisor cannot confirm that the staff member is demonstrating the skills and behaviors in the three required areas, the employee will review the training information, retesting will be completed, and the employee will have 180 days to demonstrate these competencies. Once the test is passed with a score of 80% or above and competencies are confirmed, sign and date below.</p> <p>_____ Printed name</p> <p>_____ Signature</p> <p>_____ Date</p>	<p>Complete the appropriate section below:</p> <p>I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors in each of the three required areas:</p> <p>1. <u>Person-centeredness</u>, _____ Initials 2. <u>Following service requirements</u>, _____ Initials 3. <u>Supporting health and wellness</u>, _____ Initials</p> <p>_____ Printed name Initials</p> <p>_____ Signature</p> <p>_____ Date</p> <p>If the employee does not demonstrate competency in any of the three areas or if the supervisor cannot confirm that the staff member is demonstrating the skills and behaviors in the three required areas, the employee will review the training information, retesting will be completed, and the employee will have 180 days to demonstrate these competencies. Once the test is passed with a score of 80% or above and competencies are confirmed, sign and date below.</p> <p>_____ Printed name</p> <p>_____ Signature</p> <p>_____ Date</p>