National Validation Study of Competencies For Frontline Supervisors and Direct Support Professionals

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Research and Training Center on Community Living Institute on Community Integration University of Minnesota, Minneapolis

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EXECUTIVE SUMMARY

This study examined organizational workforce outcomes; characteristics of and differences between managers, Frontline Supervisors (FLS) and Direct Support Professionals (DSPs); and workplace competencies, training needs, and timing of training for FLS and DSPs. Participants were randomly selected from 77 organizations providing residential supports to persons with intellectual and developmental disabilities in Oregon, Nebraska, Ohio, Rhode Island and Florida. Within organizations managers nominated excellent or exemplar FLS and DSP employees to participate. A total 67 managers, 105 FLS and 49 DSPs returned surveys. Response rates for supervisor surveys were 43% and for the DSP surveys were 30%.

Average turnover rates in participating organizations were 40% for DSPs and 24% for FLS. Average vacancy rates were 7% for DSPs and 6% for FLS. Average hourly wages were \$8.88 for DSPs and \$11.98 for FLS in 2002. The biggest workforce issues reported by participating organizations were finding new DSPs, and keeping newly hired DSPs during the first six months of employment. The biggest training challenges for these organizations were arranging training when staff could attend, providing training that changed job performance, and finding staff to cover for those who are participating in training.

One set of surveys asked managers and FLS to rate the importance of the 14 broad competencies and 142 specific competency statements from the *Minnesota Frontline Supervisor Competencies and Performance Indicators*. Each participant rated all of the competency areas and 1/3 of the specific competency statements in terms of importance, and the time frame in which competency is needed for new supervisors, and identified the top training needs for supervisors in general (managers) or for themselves as a supervisor (FLS). Of the 142 supervisor competencies rated, all but five were rated by a majority of respondents as either critical or important for FLS. Those five items will be dropped from the revised set of supervisor competencies. The relative importance of the 14 competency areas for supervisors was rated differently by participants in this study than in the original Minnesota version. Specifically, health and safety issues moved up in rank from 9th position to 2nd position, while promoting

public relations moved down in rank from 7th to 12th. Six other competency areas were ranked in the top half by both groups though the actual rank was different for 3 areas. Of the 142 supervisor competencies only 12 were rated differently in importance by managers versus FLS. For 27 FLS competencies, participants said that new FLS had to have the skill at hire. For 76 FLS (including the 27 needed at hire), participants said that new FLS had to be able to perform the skill well by the time they had been on-the-job for 90 days. The competency areas in which FLS most needed training were staff relations; leading training and staff development activities; program planning and monitoring; facilitating and supporting consumer networks; providing direct support; and health and safety issues. The top three competencies on which FLS needed training were identified for each of the 14 competency areas.

A second set of surveys asked excellent supervisors and DSPs to evaluate a condensed version of the Community Residential Core Competencies (Hewitt, 1998) that included all 14 competency areas and 113 specific competency statements. They also evaluated the NADSP Code of Ethics statements. As with the FLS competencies, participants were asked to rate all of the competency areas and 1/3 of the specific competency statements in terms of importance, the time frame in which competency is needed for new DSPs, and identify the top training needs for DSPs in general (managers) or for themselves as a DSP (DSPs). A total of 32 competency statements and 6 of 9 Code of Ethics statements were identified by at least 75% of respondents as either critical to the job of a DSP or as important. All of the 113 competency statements were rated by at least 50% of the respondents as either critical or important for DSPs in their organizations. As a result, all of the items will be retained in the final validated competency set. As with the FLS competency areas, the most important competencies identified by participants in this study differed from those initially proposed for DSPs. Specifically, communication (3rd) and advocacy (6th) were rated among the top seven, while assessment (9th) and organizational participation (11th) were not rated among the top seven. For 23 competency statements and 6 Code of Ethics standards, the majority of respondents said DSPs needed to perform the skill well at the time of hire. An additional 48 specific competency statements and 2 Code of Ethics standards were identified as needing to be done well by DSPs by the time they had been on the job for 90 days. The competency areas in which DSPs most

needed training were communication, documentation, consumer empowerment, health and wellness, community and service networking and advocacy. The top three training needs in each competency area were also identified.

The results of this study will be used to make modifications to both the FLS and DSP competency sets. The results can also be used to help organizations select skills to look for in job applicants, to guide the professional development of aspiring supervisors, and to help organizations plan the timing of training across competency areas. One study limitation was that in two states, very low participation rates were reported making it not feasible to compare ratings by state. Overall response rates were also in the low range (30% to 40%) but are typical for mail based surveys. Given the time commitment required to complete each survey, we were pleased to get a total of 221 surveys back. This project represents another step in continuing to refine and update the skill sets needed by DSPs and FLS. These results are from residential organizations providing small community scale housing to persons with intellectual and developmental disabilities. There will continue to be a need to update and refine these competencies in other types of settings, and for DSPs and FLS supporting people with other types of disabilities.

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CHAPTER 1: INTRODUCTION AND METHODOLOGY

This study used survey methodologies to validate nationally the results of two comprehensive Minnesota analyses of competencies needed by DSPs and FLS (Hewitt, 1998; Hewitt, Larson, Sauer, O'Nell, 1998). This study extended the existing analyses by sampling direct support professionals (DSPs), first-line supervisors (FLS) and managers in 77 agencies in five states.

Review of Literature

Identifying training needs through a job analysis is a critical first step in the development of any competency based and effective training or educational program. A comprehensive needs assessment should result in identifying competencies, or those worthy accomplishments that make the employee valuable to the employer and that make the employer valuable to the customer (Blank, 1982). Until recently, no job analyses were available for DSPs or FLS supporting persons with disabilities in community settings. In recent years, three efforts have addressed this need. The first study was a comprehensive job analysis which identified the core competencies necessary for DSPs working in human services working with multiple populations in varied settings (Taylor, Bradley & Warren, 1996). The Community Support Skill Standards described broad skill sets needed by human services professionals in 12 areas ranging from participant empowerment, and communication, to training, self-development, and crisis intervention.

The second study gathered information from Minnesota DSPs and their supervisors through focus groups and a written survey to identify the following: (1) competencies for DSPs in residential programs for people with IDD, (2) the relevance of those competencies for DSPs working with persons with high behavioral or medical needs, and (3) the applicability of IDD competencies to those identified for all entry level human service staff in the National Skill Standards (IDD job analysis identified more competency areas, skill standards and tasks than the Community Support Skill Standards), (Hewitt, 1998). The present study was designed to test whether the IDD residential competencies identified by Hewitt (1998) can be validated as relevant to other states.

Research on training, recruitment, and retention outcomes for DSPs has found that the FLS turnover has a measurable effect on those outcomes (Larson, Lakin & Bruininks, 1998). Research and interventions to address workforce development outcomes for DSPs must also examine the roles, skills, and training needs of FLS. The third study looked specifically at FLS competencies. A series of statewide focus groups involving 146 DSPs, FLS and administrators identified the important skills for frontline supervisors (Hewitt, Larson, Sauer & O'Nell, 1998). Fourteen broad skill areas were identified ranging from: staff relations and program planning and monitoring; to financial, scheduling and payroll and policies; procedures and rule compliance activities; and office work. The present study tested whether those competencies identified for FLS in Minnesota are valid reflections of the competencies needed by frontline supervisors in other states as well.

Research questions fall in four broad areas:

1) Organizational Recruitment and Retention Characteristics and Outcomes:

- a) What are the current organizational and employee characteristics of organizations that provide community residential services in the participating states?
- b) What are the recruitment, retention and training outcomes for community residential settings in the participating states?

2) Demographic and Work Characteristics:

- a) What are the demographic and work characteristics of excellent managers, FLS, and DSPs in organizations that provide community residential supports to persons with intellectual and/or developmental disabilities?
- b) To what extent are the demographic and work characteristics of excellent managers different from those of excellent FLS?
- c) To what extent are the demographic and work characteristics of excellent supervisors different from those of excellent DSPs?

3) Frontline Supervisor Competencies and Training:

- a) Which of the competency areas and competencies identified in prior research are most critical for FLS?
- b) Which competencies identified as important for FLS in Minnesota are irrelevant or not important in other parts of the United States?
- c) How are managers and FLS different in their assessment of the importance of various competency areas and competencies?
- c) What are the time frames in which these task/competencies should be demonstrated?
 - 1) Which competencies are needed by FLS at hire?
 - 2) Which competencies are needed by FLS within the first 90 days on the job?
 - 3) How are managers and FLS different in their assessment of the time frame in which various competencies should be demonstrated?
- d) What are the training needs for FLS?
 - 1) In which of the competency areas do FLS most need training?
 - 2) Within each competency area, on which individual competencies do FLS most need training?
 - 3) How are managers and FLS different in their assessment of the training needs of FLS for the competency areas and competency statements?

4) DSPs Competencies and Training:

- a) Which of the competency areas and individual competencies identified in prior research (Hewitt, 1998) are most critical for DSPs?
- b) Which competencies identified as important for DSPs in Minnesota are irrelevant or not important in other parts of the United States?
- c) How are FLS and DSPs different in their assessment of the importance of various competency areas and competencies?

- c) What are the time frames in which these task/competencies should be demonstrated?
 - 1) Which competencies are needed by DSPs at hire?
 - 2) Which competencies are needed by DSPs within the first 90 days on the job?
 - 3) How are FLS and DSPs different in their assessment of the time frame in which various competencies should be demonstrated?
- d) What are the training needs for DSPs?
 - 1) In which competency areas do DSPs most need training?
 - 2) Within each competency area, on which individual competencies do DSPs most need training?
 - 3) How are FLS and DSPs different in their assessment of the training needs of DSPs for the competency areas and competency statements?

Methodology

This study utilized quantitative survey methods to obtain information regarding job tasks and competencies of DSPs and FLS who support individuals with intellectual or developmental disabilities (IDD) in the community. It also obtained information on crude separation and vacancy rates for both DSPs and FLS.

Sample

This national validation study was conducted in Oregon, Nebraska, Ohio, Rhode Island, and Florida in 2002 and 2003. States were chosen to represent a cross-section of geographic regions in the United States. In Florida and Ohio a random sample of agencies was drawn from the list of eligible agencies provided by the state. In Oregon, Nebraska, and Rhode Island all eligible agencies were invited to participate in the study. The sample included 49 DSP staff members, 105 FLS, and 67 managers in community residential settings supporting one to six people with IDD. DSP and FLS completed surveys on the importance of various competencies necessary to perform the job, the frequency of performing various tasks, and the point in time for which each of the competencies must be present for the DSP to

adequately perform his or her job. A separate group of FLS and managers were asked similar questions regarding the FLS competencies. Demographic and agency-related information was also gathered.

Data Collection

Five survey instruments were developed. Research and Training Center on Community Living (RTCL) project staff developed the initial drafts of these instruments and, when possible, used questions from previously validated instruments utilized in other studies such as the Minnesota Study of Newly Hired Direct Service Staff (Larson, Lakin & Bruininks, 1997). Suggestions on the instruments were sought from workforce development experts and the RTCL Advisory Council; the surveys were revised accordingly. The revised instruments were then piloted with small, community residential service providers, with final versions based on the feedback obtained from the pilot.

Agency profile of FLS vacancies and crude separation rates. The Agency Survey gathered information from agency directors on organizational characteristics and recruitment, retention, and training practices and training outcomes.

Frontline supervisor competencies and training needs. Two surveys were developed to validate the Minnesota Frontline Supervisor Competencies and Performance Indicators (Hewitt et al., 2004). The Frontline Supervisor Competency Standards Validation-FLS Version asked excellent FLS about their demographic characteristics, work history, experience in supporting people with IDD, and other basic work characteristics. It also sought information regarding the importance of FLS competencies, the point in time that each competency was needed in order for the FLS to competently perform his or her job, and the priority of training needs. The Frontline Supervisor Competency Standards Validation-Manager Version was completed by managers of FLS on the same competencies.

Direct support professional competencies and training needs. Two related surveys were developed to validate DSP tasks and competencies. The Direct Support Professional Competency Standards Validation Survey-DSP Version was administered to excellent staff who worked in DSP roles. The Direct Support Professional Competency Standards Validation Survey-FLS Version sought FLS opinions about needed DSP competencies. The items were condensed from competencies listed in the

Core Residential Community Competencies (Hewitt, 1998). Respondents rated the importance of each competency, when DSPs needed to be able to perform each competency and priority of training needs in each competency area. Both surveys sought information on demographic characteristics, work history, experience in supporting people with IDD, and other basic work characteristics. The DSP-FLS survey version also gathered background information about supervisors.

Due to concerns about the length of both the DSP Competency Standards Validation Survey (both versions) and FLS Competency Standards Validation Survey (both versions) they were broken into three separate versions, A, B, and C. Each version included either four or five competency areas. The DSP Competency Standards Validation Survey-DSP, Version A, included the following competency areas: 1 (Household management), 7 (Assessment), 8 (Advocacy), 10 (Building and maintaining friendships and relationships), and 13 (Professionalism). Version B asked questions about competency areas 2 (Facilitation of Services), 4 (Organizational Participation), 6 (Consumer Empowerment), 11 (Communication), and 14 (Vocational, Educational and Career Support). Version C included questions about competency areas 3 (Health and Wellness), 5 (Documentation), 9 (Community and Service Networking), and 12 (Crisis Intervention).

Version A of the FLS Competency Standards Validation Survey included the following competency areas: 4 (Program Planning and Monitoring), 6 (Leading Training and Staff Development Activities), 8 (Maintenance), 13 (Coordinating Policies, Procedures and Rule Compliance), and 14 (Office Work). Version B included competency areas 1 (Staff Relations), 2 (Direct Supports), 9 (Health and Safety), 11 (Scheduling and Payroll), and 12 (Coordinating Vocational Supports). Version C included three competency areas: (Facilitation and Supporting Consumer Support Networks), 5 (Personnel Management), 7 (Promoting Public Relations), and 10 (Financial Activities).

Recruitment and Response Rates

Support Letters

Letters of endorsement were obtained from provider organizations in each participating state.

Letters were received from the Florida Association of Rehabilitation Facilities (Florida ARF), Oregon

Rehabilitation Association, Region V Services in Nebraska, Ocean State Association of Residential Resources (OSARR) of Rhode Island, and the Ohio Provider Resource Association (OPRA).

Agency Recruitment

Letters of invitation to participate in the study were sent to agencies that provided services to persons with intellectual or developmental disabilities in homes with six or fewer residents. Recruitment letters were sent to agencies in the five states in three waves. The first wave of invitations included Oregon, Nebraska and Rhode Island. The second wave was in Florida and the last in Ohio

The letter of invitation asked agencies to nominate one or two homes that provide 24 hour support to six or fewer people with intellectual or developmental disabilities. Agencies nominated homes in which excellent FLS and DSPs worked. In each home an FLS, the manager for that FLS, along with one DSP and the FLS for that staff member were identified. Nomination forms asked for the names of five people who fit the called-for description plus five alternates in case the original nominee declined to participate. Some agencies did not supply names for all of the primary nominations or if they supplied five names for the primary nominations, did not provide alternate names. If a reason was given for not providing names for all of the primary and/or alternate positions, it was usually that the agency was not large enough to have employees in all of the called-for positions. Upon receipt of the nomination forms, researchers mailed the appropriate survey to the nominated staff members. Informed consent for voluntary participation was sought from each nominated manager, supervisor, and DSP.

In Florida initial permission to solicit participation was given by the director of Developmental Services Program/ Department of Children and Families of Florida. Additional permission was required from each of the 15 Developmental Disabilities Districts. Eventually 14 of the 15 districts agreed to participate and provided lists of eligible agencies in their respective districts. The one remaining district declined to make a decision to either grant or deny permission to work with their providers. The 14 participating districts provided a list of 503 providers that they thought met the study's requirements. From this list, a sample of 126 agencies were randomly selected and invited to participate.

In Ohio, OPRA provided a list of agencies in the state serving six or fewer individuals. From this list a random sample of 195 agencies were invited to participate.

Agency Response Rates

Initial response rates from agencies to the letters of invitation varied from state to state, but were generally low. With the exception of Ohio, the following protocol was used in an effort to increase greater participation in the study:

- If after 3 weeks, there was no receipt of the form indicating an agency's intention of participation, a telephone call was made to the agency and an attempt made to speak with the director.
- Once contact with the director was made, the study was briefly explained and the agency was
 invited to participate. At times, the recruitment letter was re-mailed or faxed to them for review
 and a time established for a follow-up call.
- In the follow-up call, an effort was again made to secure their involvement in the study.

 Using this approach, reasonable response rates were obtained for Oregon, Nebraska and Rhode Island.

In Ohio after the initial letter of invitation was mailed, follow-up contact to encourage agency participation was handled by OPRA, the Ohio Providers Resource Association, as agreed upon at the initiation of the study. Unfortunately, other projects and legislative work precluded OPRA from completing these calls with the result of a low response rate for that state.

Florida's initial response rate to letters of invitation was low, so efforts were made to contact agency directors by telephone. This effort met with little success due to many incorrect numbers or no answers to calls. To encourage better agency response in Florida, investigators faxed a letter and nomination form to all non-responding agencies in Florida explaining the project and asking them to consider participation. After 2-3 weeks when the response rate continued to be low another 30 agencies were invited to participate. This produced only 11 agencies (9%) who agreed to participate. To increase participation, researchers called agencies in the second group of 30 to verify the information for the main office and administrator of programs. In some cases, the addresses that had been provided for Florida agencies were those of the individual service sites rather than those of the main offices. If there was no

response after 4 phone calls were made to a non-responding agency, a notation was made in the database that the investigators were unable to contact or that the phone number provided was not in service. Only one nomination form was accepted for each agency.

Across the five states, 343 organizations were identified to be contacted (See Table 1). Of those, 78 were either duplicates (the state list contained multiple sites from the same organization), or did not provide residential supports to persons with IDD in settings of 6 or fewer residents. An additional 66 organizations could not be reached to ascertain their interest in participating. Of the 199 organizations that were eligible and contacted about the study, 140 agreed to participate (70%), and 77 ultimately completed the agency survey (39%).

Table 1 Response Rates and Sample Sizes for Agencies

		Not	Unable	Eligible		Agency	
		Eligible/	to	and	Agreed to	Survey	Response
State	Sampled	Dup	Contact	Contacted	Participate	Complete	Rate
Oregon	67	10	2	55	38	23	42%
Florida	114	42	33	39	20	11	28%
Ohio	79	4	30	45	35	14	31%
Rhode Island	25	7	1	17	16	9	53%
Nebraska	58	15	0	43	31	20	47%
Agency Total	343	78	66	199	140	77	39%

Follow-up, Sample, and Response Rates of Individual Study Participants

People nominated by their organization were assigned a study number and were sent surveys. If no response was received after three weeks, a reminder postcard was sent. Following an additional period of 2-3 weeks if a survey had not been returned, alternates from that agency were assigned a study number and mailed the appropriate study format and version. If there was no alternate, a highlighted postcard was sent again to the original non-respondents.

To increase responses from Rhode Island, Nebraska, and Oregon, researchers contacted nominees who had agreed to participate and had been sent surveys, but had not returned them. Some respondents had lost their survey and were sent a replacement. In other cases, the person who had originally been sent a survey was no longer in the designated position, necessitating a new nomination. In cases where the original nominee had not responded, surveys were also sent to the agency contacts to distribute to

alternates in Oregon, Nebraska, Rhode Island, and Florida. This increased responses from Oregon, Nebraska, and Rhode Island. However, Florida continued to have a poor response rate. In Ohio, in accord with a prior agreement, OPRA agreed to contact persons to encourage responding to the survey. However, few of these calls were completed and few additional surveys were received from Ohio.

A total of 607 DSP and FLS validation surveys were mailed (see Table 2). Of those, 147 supervisor surveys were sent to managers, 150 FLS surveys and 148 DSP surveys were sent to FLS (individual FLS received only one survey or the other), and 162 DSP surveys were sent to DSPs. By state, the sample of managers, FLS, and DSPs ranged from 199 in Oregon to 71 in Ohio. By version, the DSP and FLS surveys were distributed nearly evenly across each participating group.

Table 2: Sample Sizes for Versions of Supervisor and DSP Surveys by State

Table 2. Sample Sizes for Versions of Supervisor and DST Surveys by State										111	
	OR	1	FL	ı	OH	[RI		NE	4	Totals
	Initial	Alt									
FLS/Admin											147
\mathbf{A}	14	1	7	2	5	0	5	4	10	0	48
В	13	3	8	1	5	0	6	1	10	2	49
C	13	2	5	2	8	0	5	2	10	3	50
FLS/FLS											150
\mathbf{A}	13	3	5	2	9	0	5	1	9	4	51
В	14	3	7	2	5	0	5	3	11	3	53
C	13	4	8	1	4	0	6	0	10	0	46
FLS/DSP											148
\mathbf{A}	14	3	8	2	5	0	6	0	11	2	51
В	14	2	5	2	5	0	5	2	9	4	48
C	13	4	7	1	7	0	5	1	10	1	49
DSP/DSP											162
A	13	5	7	3	7	0	5	4	10	2	56
В	14	6	8	1	5	0	6	0	10	5	55
C	13	2	5	2	6	0	5	2	10	6	51
Totals	161	38	80	21	71	0	64	20	120	32	607

A total of 127 Supervisor Surveys and 94 DSP Surveys were completed, a response rate of 43% and 30% respectively (see Table 3). The Supervisor Survey was completed by 60 supervisors for a response rate of 40% and 67 managers for a response rate of 46%. The DSP Survey was completed by 49 DSPs and 45 supervisors, a response rate of 30%.

Table 3: Response Rates for Supervisor and DSP Surveys										
	Surve	ys Comp	oleted	Total Surveys	Total Surveys	Response				
Version	A	В	С	Completed	Mailed	Rate				
Supervisor Survey										
Supervisors	20	19	21	60	150	40%				
Managers	23	21	23	67	147	46%				
Supervisor Survey Total	43	40	44	127	297	43%				
DSP Survey										
DSP	16	16	17	49	162	30%				
Supervisors	15	17	13	45	148	30%				
DSP Survey Total	31	33	30	94	310	30%				

Data Analysis

Quantitative data were analyzed using the SPSS statistical package. Descriptive statistics were used to describe the personal and work characteristics of sample participants, and recruitment, retention, and training outcomes reported. Descriptive statistics were also used to describe the importance, frequency, and timing for learning each competency. Inferential statistics were used to compare ratings of importance, frequency, and timing for different types of respondents (i.e., DSPs vs. FLS for the DSPs competencies; FLS vs. Managers for the FLS competencies).

CHAPTER 2: ORGANIZATIONAL CHARACTERISTICS AND OUTCOMES

Research questions regarding workforce characteristics and outcomes were answered by the surveys completed by the participating organizations (See Appendix C for the survey). Those surveys provided information about the characteristics of the organization and workforce, and about the workforce outcomes those organizations experienced (e.g., turnover, vacancy rates).

Organizational Characteristics

A total of 77 organizations returned surveys describing their characteristics and workforce outcomes. The participating organizations served varying proportions of the state's persons with intellectual or developmental disabilities (IDD) receiving residential supports (see Table 4). The twenty organizations in Nebraska supported 3,105 people compared to a total community residential service system of 3,413 people (91%). By comparison, the nine responding organizations in Rhode Island supported 1,100 people (56.1% of their total community residential service system), the 23 organizations in Oregon supported 1,891 people (35.3%), the 11 organizations in Ohio supported 2,215 people (13.9%), and the 11 organizations in Florida supported 778 people (6.1%). In all, the responding organizations supported 9,089 people with IDD.

The average responding organization was founded in 1980 and 14% operate in more than one state. The organizations provided supports to 9,089 people in 1,035 organization sites, and to people in 1,421 family or individual homes. On average, 16% of the people supported by the reporting organizations received supports or services in their own home or their family home. The average site operated by the organizations supported 7.4 people. However, only sites supporting six or fewer individuals in community settings were eligible to participate in the study. Most of the organizations were operated as private non-profit entities (65%) while 18% were operated as private for-profit entities, 5% were operated by county entities, 3% were state operated, and 9% reported being operated as another kind of entity.

Table 4: Organizati	on Chara	cteristics f	or Age	ncies			
Variable	Oregon	Nebraska	Rhode Florida		Ohio	Total	Total
			Island				SD
Sample Size	23	20	9	11	14	77	
Organization Characteristics							
Year opened (Mean)	1982	1977	1982	1985	1975	1980	9.9
% operate in more than one state	26%	15%	0%	9%	7%	14%	35%
People and Places Supported							
Total people supported by Agency (sum)	1,891	3,105	1,100	778	2,215	9,089	
Number of different sites (sum)	290	361	138	62	184	1,035	
Number of in-home sites (sum)	142	208	340	40	691	1,421	
Average site size (excluding in-home)	6.0	8.0	5.5	11.9	8.3	7.4	
Percent served in their own or family homes	8%	7%	31%	5%	31%	16%	
Agency Type							
State operated	4%	0%	0%	9%	0%	3%	
County operated	0%	15%	0%	0%	7%	5%	
Private for-profit	22%	15%	22%	18%	14%	18%	
Private non-profit	70%	40%	78%	73%	79%	65%	
Other	4%	30%	0%	0%	0%	9%	
RISP Data (Prouty, Smith & Lakin, 2003)							
2002 N people with IDD in community residential							
settings	5,358	3,413	1,961	12,687	15,923	39,342	
Percent of community residents served by							
organizations in sample	35.3%	91.0%	56.1%	6.1%	13.9%	23.1%	

Altogether the responding organizations employed 9,306 DSPs, 1,071 FLS, and 1,223 other staff and managers (see Table 5). Across the organizations, 78% of all staff members were DSPs. The average ratio of DSPs to people supported was 1.14, while the ratio of FLS per person supported was 0.15. Each FLS was responsible for supporting 9.33 DSPs. Across the states, 77% of all DSPs were women. Overall, 21% of DSPs were 24 years or younger, while 30% were 25 to 24 years, 36% were 35 to 54 years, and 11% were 55 years or older. Most organizations (93%) required new DSPs to have either a high school diploma or its equivalent as a condition of employment.

Table 5: Emple	oyee Char	acteristics	for Age	ncies			
Variable	Oregon	Nebraska	Rhode Island	Florida	Ohio	Total	Total SD
Sample Size	23	20	9	11	14	77	
Total Staff Complements							
Total N direct support professionals (sum)	2,799	2,317	1,502	523	2,165	9,306	
Total N frontline supervisors (sum)	338	211	146	158	218	1,071	
Total N other staff and managers (sum)	442	209	136	203	233	1,223	
Staff Ratios							
Percent of employees DSPs	76%	84%	82%	72%	74%	78%	11%
Ratio DSP / persons served	1.46	0.97	1.50	0.74	0.91	1.14	0.79
Ratio FLS / persons served	0.20	0.09	0.15	0.14	0.15	0.15	0.11
Ratio DSP / FLS	7.48	13.61	9.97	8.13	6.35	9.33	6.00
DSP Gender							
Female	71%	77%	76%	84%	80%	77%	16%
Male	29%	23%	24%	16%	20%	23%	16%
DSP Age							
24 years or younger	24%	26%	23%	8%	18%	21%	17%
25 to 34 years	37%	21%	39%	29%	25%	30%	15%
35 to 54 years	36%	37%	27%	45%	41%	36%	
55 years and older	10%	13%	5%	12%	13%	11%	
DSP Educational Prerequisite							
None	13%	0%	0%	18%	0%	7%	
GED or HS diploma	87%	100%	100%	82%	100%	93%	

Workforce Outcomes

The mean DSP hourly wage in participating organizations was \$8.88 (SD = \$1.44) in 2002 (see Table 6). Average DSP wages ranged from \$7.67 in Florida to \$10.88 in Rhode Island. The average wage for FLS was \$11.98 (SD = \$3.44) in 2002. Mean FLS wages ranged from \$11.67 in Ohio to \$13.89 in Rhode Island.

The average DSP had to work 34.8 hours per week to be considered full-time by their employer. Overall, 68.7% of all DSPs were considered to be full-time, while 24% were considered part-time and 7.4% were considered on-call employees. To be eligible to receive paid time off (e.g., holidays, vacation, sick leave), the average DSPs had to work 22.4 hours per week. To be eligible for health or dental insurance, the average DSPs had to work 29.2 hours per week.

	Table 6:	Workforce (Outcomes				
Outcome	Oregon	Nebraska	Rhode	Florida	Ohio	Total	SD
			Island				
Sample Size	23	20	9	11	14	77	
Wages and Salary							
Avg. DSP hourly wage	\$9.12	\$8.40	\$10.88	\$7.67	\$8.93	\$8.88	\$ 1.44
Avg. FLS hourly wage	\$12.73	\$11.77	\$13.89	\$9.67	\$11.67	\$11.98	\$ 3.44
DSP Full Time Status							
% Full-Time	70.9%	66.1%	70.6%	64.8%	70.3%	68.7%	20%
% Part-Time	21.5%	26.6%	17.7%	27.8%	26.2%	24.0%	19%
% On-Call	7.7%	7.3%	11.7%	7.4%	3.8%	7.4%	10%
Hours to be considered Full-time	34.9	36.2	34.4	34.4	33.0	34.8	4.8
Benefits for DSPs							
N hours to be eligible for Paid Leave	15.4	26.0	24.6	25.8	24.7	22.4	14.2
N hours to be eligible for Health or	25.1	33.3	30.1	29.9	28.9	29.2	11.0
Dental Insurance							
Workforce Outcomes							
% of budget for training, employee	2.6%	4.5%	2.7%	7.5%	2.0%	3.7%	6.4%
assistance and staff development							
DSP							
Number of DSPs left agency in last	41.4	37.7	68.4	32.3	74.2	48.6	81.0
12 mo.							
DSP turnover rate	39.8%	43.0%	34.3%	45.9%	34.4%	39.7%	28%
DSP vacancy rate	6.9%	5.4%	5.0%	11.5%	6.0%	6.7%	8%
FLS							
Number of FLS left agency in last 12	4.4	2.2	3.1	2.0	4.1	3.3	5.7
mo.							
FLS turnover rate	34.4%	24.6%	22.3%	23.7%	6.9%	24.2%	41%
FLS vacancy rate	7.5%	7.9%	0.5%	12.5%	1.0%	6.1%	16%

SD – Standard deviation

Several workforce outcomes were measured. The average organization invested 3.7% of their budget for training, employee assistance, and staff development activities. Overall, the DSP turnover rate was 39.7% and the vacancy rate was 6.7%. The average agency had 48.6 DSPs leavers in the past year. Overall the FLS turnover rate was 24.2%, and the vacancy rate was 6.1%. The average organization had 3.3 FLS leavers in the past year.

Organizational respondents identified their top three recruitment and retention issues from a list of 13 possible choices (see Table 7). Overall, the biggest concerns were finding qualified DSPs to hire (selected by 76% of respondents), new hires quitting during the first six months of employment (51%), staff wages or benefits (39%), and staffing patterns or scheduling issues (32%). Issues identified as

concerns by 10% to 25% of respondents included training not producing the desired result (22%), supervisors who are not well trained (18%), and coworkers who do not get along with one another (12%).

The top three issues for Oregon and Florida were the same as for the sample as a whole. For Nebraska and Ohio, the top three issues were finding qualified DSPs, new hires quit during the first six months, and staffing patterns or scheduling issues. The top three issues in Rhode Island were finding qualified DSPs, staff wages or benefits, and supervisors who are not well trained.

Table 7: Recruitment and Reter	ntion Issue	es for Agend	cies: To	p Three	Conce	rns	
Variable	Oregon	Nebraska	Rhode Island	Florida	Ohio	Total	Total SD
Finding qualified DSPs	68%	85%	78%	73%	79%	76%	43%
New hires quit during the first six months	55%	50%	22%	64%	57%	51%	50%
Staff wages or benefits	45%	30%	56%	55%	21%	39%	49%
Staffing patterns or scheduling issues	27%	50%	22%	18%	29%	32%	47%
Training does not produce desired result	23%	30%	33%	9%	14%	22%	42%
Supervisors are not well trained	18%	15%	56%	18%	0%	18%	39%
Workers don't get along	18%	10%	0%	9%	14%	12%	33%
Morale Problems	9%	10%	0%	9%	0%	7%	25%
Resistance to providing community supports	0%	5%	11%	9%	7%	5%	23%
Dissatisfied with supervisors	9%	0%	0%	0%	0%	3%	16%
Job descriptions are outdated or incomplete	0%	0%	11%	0%	0%	1%	12%
Working Conditions	0%	0%	0%	0%	0%	0%	0%

Recruitment Sources

Since finding qualified DSPs is an issue for so many organizations, the survey also asked respondents to describe their current recruitment practices. Just over a third of the organizations (39%) reported they did not track recruitment sources for new hires (see Table 8). Of those organizations that did track recruitment sources, the sources used for most recruits were newspaper or circular advertisements (the source of 45% of new hires), or employee referrals (the source of 41% new hires). Websites, employment or placement agencies and other sources were rarely cited as the referral source for DSPs.

Table 8: Re	cruitment	Source for 1	New Hir	es			
Recruitment Source	Oregon	Nebraska	Rhode Island	Florida	Ohio	Total	Total SD
Don't Track	39.1	55.0	22.2	27.3	35.7	39.0	49.1
Source when tracked (Average Percent)							
Newspaper or circular ads	43.2	47.8	36.9	44.4	50.2	44.7	32.1
Employee Referrals	43.6	30.3	51.7	37.5	43.0	41.1	29.8
Website	1.4	3.6	2.1	0.0	1.7	1.7	4.5
Employment-Placement Agency	7.9	0.6	3.6	2.5	1.7	3.7	11.1
Other	3.9	17.8	5.7	15.6	3.4	8.7	20.3

Training Difficulties

Managers also reported the type of training difficulties they faced. Altogether, 67 managers identified major training difficulties from a list of 15 possible options (See Table 9). Difficulties identified by more than half of the managers included arranging training at times when DSPs could attend (selected by 63% of respondents), providing training that actually results in changes in staff job performance (61%), and finding resources to staff homes while DSPs are participating in training activities. Several other difficulties were identified by 25 to 50% of the managers including: finding resources to retain staff once they have completed training (49%), providing timely high quality training to newly hired DSPs (43%), finding financial resources to pay trainers or consultants, purchase training materials, and/or to pay registration costs (39%), finding incentives to motivate staff to get training (36%), planning training for staff members with widely differing experiences and knowledge (33%), finding conferences, courses or workshops that address the most important training needs for DSPs (28%), and finding high quality training materials (25%).

Table 9: Training Difficulties Reported by Managers							
Difficulty	%						
Arranging training times for attendance	62.7						
Providing training that changes job performance	61.2						
Finding staff to cover during training	59.7						
Finding resources to retain staff	49.3						
Providing timely training to new DSP	43.3						
Money for training	38.8						
Finding incentives to motivate staff to get training	35.8						
Addressing wide differences in exp & knowledge	32.8						
Finding affordable conferences, workshops, etc.	31.3						
Finding relevant conferences, etc.	28.4						
Finding quality training materials	25.4						
Finding conferences close to home	23.9						
Finding in-house trainers	8.7						
Getting timely info on training	7.5						
Finding outside trainers	6.0						

CHAPTER 3: FRONTLINE SUPERVISOR COMPETENCY STANDARDS

In 1998, the University of Minnesota was contracted by the State of Minnesota to identify competencies needed by supervisors who worked in Minnesota community settings supporting individuals with intellectual and developmental disabilities. A series of focus groups were used to identify the skills needed by supervisors. The focus groups involved 146 participants, including 97 DSPs, 40 FLS, and 7 managers who supervise FLS (Hewitt, et al., 2004). The focus groups identified 14 competency areas in which FLS need to be proficient (see Table 10). Within each competency area, specific competencies were identified. Examples of performance indicators were also included. A second set of focus groups reviewed the results and developed the final list of competency areas and statements and ranked the order of importance for the 14 competency areas. The present study examined the extent to which the competency areas and competencies identified in the *Minnesota Frontline Supervisor Competencies and Performance Indicators* are relevant to supervisors throughout the United States.

Table 10. Competency Areas for Frontline Supervisors (FLS)

- 1. Staff Relations: FLS enhance staff relations by using effective communication skills, encouraging growth and self-development, facilitating teamwork, employing conflict resolution skills, and providing adequate supports to staff.

 Competency statements: 8
- 2. **Direct Support:** FLS provide direct supports to individuals with disabilities and role model such supports to DSP by assisting with living skills, communicating and interacting with individuals served, facilitating community inclusion, maintaining an appropriate physical environment, providing transportation, maintaining finances, developing behavioral supports and demonstrating the importance of consumers becoming active citizens in their neighborhoods and local communities.

 Competency statements: 14
- 3. Facilitating and Supporting Consumer Support Networks: FLS facilitate and support the development and maintenance of consumer support networks through outreach to family members, community members, and professionals and through coordination of personal planning sessions in collaboration with the individual served.

 Competency statements: 9
- **4. Program Planning and Monitoring:** FLS oversee program planning and monitoring by planning and developing individual goals and outcomes with consumers, coordinating and participating in support network meetings, monitoring, documenting, and reporting progress toward meeting outcomes, and communicating with other service agencies.

Competency statements: 17

5. **Personnel Management:** FLS coordinate personnel management by hiring new staff, conducting performance reviews, facilitating team work and staff meetings, creating job descriptions, delegating tasks and responsibilities, encouraging effective communication, defusing crises/conflicts between staff, and implementing grievance and formal contract procedures.

Competency statements: 26

- **6. Leading Training and Staff Development Activities:** FLS coordinate and participate in DSS training and in-service by orienting new staff, arranging for staff to attend training and in-service sessions, maintaining training records, and supporting on-going staff development.

 Competency statements: 8
- 7. **Promoting Public Relations**: FLS promote public relations by educating community members about persons with disabilities, advocating for the rights and responsibilities of individuals with developmental disabilities, developing media presentations and recruiting volunteers and contributions. Competency statements: 6
- **8. Maintenance**: FLS coordinate and participate in home, vehicle and personal property maintenance. Competency statements: 6
- **9. Health and Safety Issues:** FLS ensure that individuals supported are safe and living healthy lives by monitoring safety issues, coordinating, monitoring and documenting medical supports, practicing appropriate emergency procedures, responding to emergencies, and promoting consumer rights regarding health and safety issues.

Competency statements: 18

10. Financial Activities: FLS ensure fiscal responsibility and management by supporting individuals with banking and other financial maintenance agreements; developing, managing, and implementing household budgets; developing contracts for services with outside vendors, and completing audits of household and consumer finances.

Competency statements: 9

- **11. Scheduling and Payroll:** FLS ensure staff are scheduled, paid, and receive time off when requested. Competency statements: 4
- 12. Coordinating Vocational Supports: FLS coordinate vocational training and opportunities for consumers through advocacy, supporting people in completing daily job tasks, assisting individuals in meeting quality standards, finding and developing community jobs for people, and communicating as needed with other support agencies regarding vocational related issues.

Competency statements: 5

13. Coordinating Policies, Procedures and Rule Compliance: FLS understand and implement current state licensing rules and regulations, agency policies and practices, and protection of individual consumer rights.

Competency statements: 6

14. Office Work: FLS communicate effectively in writing and via the telephone, complete various office tasks and utilize the computer effectively for word processing, developing spread sheets, and managing data bases.

Competency statements: 5

Characteristics of Respondents

Information about FLS competencies was gathered from 60 managers who supervised FLS and 67 FLS in five states. For both groups, organizations were asked to identify excellent staff working in small community residential settings to respond to the survey. There were many differences between managers and supervisors in their demographic characteristics (see Table 11). FLS were significantly more likely to be female (88.3% versus 65.7%) and were significantly younger than managers (38.7 years versus 45.8 years). English was the first language for nearly 97% of the respondents. While there were not significant differences in the total number of years respondents had worked for their current employer (Mean = 10.5 years), FLS had significantly fewer years of paid work experience supporting people with intellectual or developmental disabilities (IDD) (11.7 years versus 17.8 years), and significantly fewer years of experience supervising DSPs (7.1 years versus 12.2 years) than the managers.

There were no significant differences between managers and FLS in whether they had ever taken a course on supporting people with IDD (Mean = 57.6%) or on whether they were currently enrolled in school (Mean 6.3%). There were, however significant differences in overall years of education with managers reporting significantly more years of education than FLS (15.3 years versus 14.1 years). Managers who were enrolled in college or technical school were significantly more likely to report they planned to stay with their current employer after completing their education than were FLS (84.6% versus 45.0%).

Table 11: Demographic Characteristics of Respondents to the FLS Competency Surveys

6 I				•	•	,
	Admin	FLS	Total			
Characteristic			Mean	SD	F/X ²	Sig.
Sample Size	67	60	127			
Gender (%)						
Female	65.7	88.3	76.4	42.6	9.55	**
Male	34.3	11.7	23.6			
English is First Language (%)						
Yes	97.0	96.7	96.9	17.5	0.01	
No	3.0	3.3	3.1			
Average Age	45.8	38.7	42.3	10.0	17.12	***

Table 11: Demographic Characteristics of Respondents to the FLS Competency Surveys

	Admin	FLS	S Total			
Characteristic			Mean	SD	F/X ²	Sig.
Work Experience						
Years paid work experience with ID	17.8	11.7	14.9	8.5	18.54	***
Years paid experience supervising DSPs	12.2	7.1	9.8	8.3	13.02	***
Years working for current employer	11.7	9.1	10.5	10.5	3.71	
Education						
Year of formal education	15.3	14.1	14.7	2.1	10.97	**
Have taken courses on IDD (%)	60.0	55.0	57.6	49.6	0.32	
Currently in college or tech school (%)	3.0	10.5	6.3	24.7	2.92	
Plan to work for current employer after completing						
education (%)	84.6	45.0	66.7	48.2	4.55	*

^{*} p<.05, ** p<.01, *** p < .001

Among respondents nominated as persons who supervise FLS, 62.7% described themselves as administrators, 31.3% described themselves as supervisors of FLS, 7.5% described themselves as a FLS, and fewer than 5% described themselves as a trainer, degreed professional, or as working in some other role (see Table 12). Among respondents nominated as FLS, 78.3% described their primary role as being a FLS, 13.3% described their role as a supervisor of FLS, 6.7% described their role as a DSP, and fewer than 5% reported that their primary role was that of administrator, degreed professional, or something else.

Table 12: Job Characteristics of FLS Survey Respondents											
Work Site Characteristics	Admin	FLS	Total	F/X2	Sig.						
Primary Role (%)											
DSP	0.0	6.7	3.1								
Supervise DSPs	7.5	78.3	40.9								
Supervise FLS or other staff	31.3	13.3	22.8								
Administrator	62.7	1.7	33.9								
Trainer	4.5	0.0	2.4								
Degreed Professional (e.g., psychologist, social worker)	1.5	3.3	2.4								
Other	1.5	1.7	1.6								
Span of Control											
Work sites responsible for	7.8	3.8	5.9	10.5	**						
Number of DSPs at primary site	67.9	16.7	43.7	17.4	***						
Number of People Supervised/Managed											
DSP	30.9	13.8	22.5	16.0	***						
FLS	5.1	1.0	3.2	34.0	***						

nin]	FLS	Total		
1 7		Iotai	F/X2	Sig.
1./	0.9	1.4	1.2	
0.1	39.9	40.0	0.0	
0.0	96.7	98.4	2.3	
8.5	98.3	98.4	0.0	
000	96.7	98.4	2.274	
				0.5 70.5 70.4

^{*} p<.05, ** p<.01

As expected the managers and FLS differed in the number of sites and staff members they supervised. Managers reported supervising significantly more sites (7.8 versus 3.8), DSPs (30.9 versus 13.8), and FLS (5.1 versus 1.0) than the participating FLS. There were no significant differences in job status for these groups. Overall the respondents worked an average of 40 hours per week, and 98% of them were considered to be full-time employees, eligible for paid time off and eligible for agency benefits.

Managers and FLS were asked do describe which services are offered at their agency (See Table 13). Nearly all of the managers reported that their organization offered supports in 24 hour residential settings (98.5%). More than 50% of the managers reported their organizations offered less than 24 hour supports (e.g., semi-independent living; 64.2%), in-home supports (59.1%), community based vocational supports (e.g., work crews, enclaves; 56.1%), facility based vocational supports (54.4%), or supported employment services (53.0%). Managers and FLS reported that the average number of people with IDD supported by the organization was 86.2. FLS were asked about the types of services offered at the sites in which they worked. Overall 95% of the supervisors reported that 24 hour residential supports were offered, 38% reported that less than 24 hour residential supports were offered and 38% reported that in-home supports were offered.

Table 13: Characteristics of Supports Offered

Variable	Admin	FLS	Total	F/X2	Sig.
Services Offered at Site(s) Person Supervises (%)					
24 hr residential support		95.0			
Less than 24 hr residential support		38.3			

Table 13: Characteristics of Supports Offered

Variable	Admin	FLS	Total	F/X2	Sig.
In-home support		38.3	_		
Services Provided by Organization (%)					
24 hr residential support	98.5				
LT 24 hr residential support	64.2				
In-home support	59.1				
Community based voc	56.1				
Facility based vocational	54.5				
Supported employment	53.0				
Other	15.2				
Public / private school	6.1				
Center based day care	4.5				
People with IDD Supported by Agency	86.2				
People with Disabilities Supported by Person (all sites s	upervised)				
IDD	40.4	16.2	28.9	34.48	***
Other disabilities	2.0	1.3	1.7	0.16	
Primary Diagnosis of Individuals Supported (%)					
Intellectual or Developmental Disabilities	98.5	95.0	96.9	2.28	
Mental Health Disabilities	1.5	1.7	1.6		
Physical Disabilities	0.0	3.3	1.6		

The managers supported an average of 40.4 people with IDD across all the sites in which they worked compared with FLS who supported an average of 16.2 people across sites. There were no significant differences in the primary diagnosis of the majority of people supported (96.9% reported that the majority had intellectual or developmental disabilities).

Critical Competency Areas and Competencies for Frontline Supervisors

Managers and FLS reviewed a list of the fourteen broad competency areas and to rank those areas from 1 to 14 in terms of "how important the skill is to the role of the FLS (FLS) in providing supports that help people live as valued, contributing and self-determined members of their communities." The highest ranked competency areas were: direct support, health and safety issues, staff relations, program planning and monitoring, and personnel management, leading training and staff development activities, and facilitating and supporting consumer support networks (see Table 14). Six of these seven areas appeared in the top seven list for both the Minnesota groups and for the national validation panel.

Table 14: Ranked Importance of the 14 Supervisor Competency Areas

Ntl.	Tuble 111 Tublect Importance of the 11 Supe		Mean				
Rank	Competency Area	Total	Admin	FLS	F	Sig.	Area
1	Direct support	3.7	4.2	3.1	3.15		2
2	Health & safety issues	3.7	3.5	3.9	0.74		9
3	Staff relations	3.8	3.7	3.9	0.15		1
4	Program planning & monitoring	5.0	4.7	5.3	2.07		4
5	Personnel management		5.5	5.8	0.18		5
6	Leading training & staff development activities	6.7	6.7	6.6	0.13		6
7	Facilitating & supporting consumer support networks	6.9	7.5	6.3	4.80	*	3
8	Financial activities	8.2	8.6	7.7	2.61		10
9	Coordinating policies, procedures, & rule compliance	8.2	8.3	8.2	0.03		13
10	Scheduling & payroll	9.0	8.7	9.4	1.59		11
11	Coordinating vocational supports	9.2	9.9	8.3	6.89	*	12
12	Promoting public relations	10.6	11.1	10.0	4.99	*	7
13	Office work	10.9	10.7	11.2	0.59		14
14	Maintenance	11.6	11.9	11.2	2.30		8

^{*} p<.05, ** p<.01

N = 125; 1 = most important, 14 = least important

Key differences were that the Minnesota group ranked facilitating and supporting consumer support networks the third most important areas while the national group ranked that item seventh. Conversely, the national group ranked health and safety as the second priority while the Minnesota group had ranked health and safety ninth. The Minnesota groups ranked promoting public relations as the seventh highest priority but the national group ranked that area 12th.

There were statistically significant differences between managers and supervisors in the ranking of three of the competency areas. Supervisors ranked facilitating and supporting consumer support networks as their sixth priority, while managers ranked it as their seventh priority. Supervisors also ranked coordinating vocational supports, and promoting public relations as more important than did managers.

Next, participants were asked to rate the importance of each of the competency statements in the broad competency areas covered by the version of the survey they completed. The importance of each competency statement in terms of how important the skill is to the role of the FLS in providing supports

that help people live as valued, contributing and self-determined members of their community was rated as follows:

3 High: Competency in this area is *critical* regardless of frequency of activity;

2 Medium: Competency in this area is *important* but not critical;

1 Low: Competency in this area is *not important* though at times it could be useful, or

0 N/A: Competency in this area is *irrelevant*.

To reduce the burden on respondents, each respondent received a survey containing 1/3 of the items. The total number rating each item ranged from 38 to 44 people.

Table 15 shows abbreviated versions of the competency statements ranked as critical by the largest proportion of respondents. The first column of the table shows the order of importance for each item within their competency area. The next set of columns list the proportion of respondents who rated the item critical (3), important (2), useful (1) or irrelevant (0). The table also shows the mean rating for each item overall and by respondent type. Differences between FLS and managers were tested and when significant, the Sig. column contains one or more asterisks. The proportions of respondents saying the item was not important or irrelevant were combined. Finally, the competency area from which each item was drawn is listed followed by the item number within the competency area and the number of people who rated the importance of the item. The full text of each competency statement is described in the narrative. The full text version of the other competency statements can be found in Appendix D in the Survey Master.

Six individual competency statements from three areas were rated as critical by 90 to 100% of the respondents. Those competencies included:

- FLS effectively communicate with staff by listening to their concerns, supporting and
 encouraging their ideas and work, thanking them for their contributions and providing positive
 feedback regarding their performance (100%).
- FLS respond to staff questions and crises when they are on-call (e.g., via pager or cell phone) (97.7%)

- FLS safeguard and respect the confidentiality and privacy of the individuals served and of the staff who work in the program (97.7%)
- FLS facilitate teamwork and positive interactions and attitudes among staff (92.5%)
- FLS communicate effectively with supported individuals using their primary method of communication (e.g., gestures, verbal, sign language, or communication boards) (92.5%).
- FLS prioritize their tasks and responsibilities in order of importance to ensure that deadlines are met (90.9%).

An additional fifteen individual competency statements from seven areas were ranked as critical by 80 to 89% of the respondents. Those statements were as follows:

- FLS manage their own stress by balancing personal and professional lives, taking vacations and breaks, and using stress management practices (88.6%).
- FLS demonstrate and encourage individuals who receive services to be as independent as possible (e.g., answer their own telephone, assist in meal preparation, and assist with chores) (88.1%).
- FLS ensure that direct support staff members administer medications and treatment plans as prescribed and in accordance with agency policies and procedures (87.5%).
- In their efforts to identify and advocate for the desires, preferences, issues and concerns of the individuals receiving service, FLS communicate and consult with county case managers, other support agencies, and support team members while respecting the rights of the individuals served (86.4%).
- FLS complete vulnerable adult investigations and follow through on reporting procedures as required by agency policy and law (86.0%).
- FLS interact with individuals served by listening to their issues, responding to their requests and concerns, sharing ideas and humor, and participating in meals and other activities (85.0%).
- FLS implement behavior support plans, intervene with individuals in response to challenging behavior, and defuse crisis situations as they arise (85.0%).

- FLS monitor medication errors and review as needed with staff (85.0%).
- FLS monitor individuals for health-related concerns and respond by reporting issues to health professionals and documenting needs (85.0%).
- FLS secure staff to fill-in when vacancies occur due to staff illness, resignation, vacation or other reasons (85.0%).
- FLS maintain regular contact with consumers, family members and support team members
 regarding complaints and issues, and design, implement and evaluate strategies to address issues
 identified in consumer satisfaction surveys (84.1%).
- FLS report and discuss consumer, family or program related issues as needed with management (84.1%).
- FLS initiate debriefing sessions or discussions with staff following a crisis situation, incident or accident (84.1%).
- FLS provide coaching and feedback to staff regarding performance issues (81.8%).
- FLS ensure compliance with state rules, regulations and laws as well as agency policies and procedures (81.4%).

Ntl.	Overall Percent Mean								% Not or					—
	Competency Statement	Critical	Important		N/A	Total	Admin	FLS	F	Sig.	Minimally	Area	Item	N
	90 to 100% Say it is essential													
1	Effectively communicate with staff	100.0				3.00	3.0	3.0		NS	0.0	1	1	40
1	Responds to staff questions & on-call crises	97.7	2.3			2.98	3.0	3.0	1.10	NS	0.0	5	17	44
1	Safeguards & respects indiv. confidentiality & privacy	97.7	2.3			2.98	3.0	3.0	1.10	NS	0.0	5	25	44
2	Facilitate teamwork & positive staff interactions	92.5	7.5			2.93	2.9	3.0	0.25	NS	0.0	1	4	40
3	Prioritizes tasks & responsibilities	90.9	9.1			2.91	2.9	2.9	0.01	NS	0.0	5	23	44
1	Communicates effectively with supported individuals	92.5	5.0	2.5		2.90	3.0	2.8	0.84	NS	2.5	2	1	40
	80-89% say it is essential													
4	Manages their own stress	88.6	11.4			2.89	2.9	2.9	0.33	NS	0.0	5	24	44
1	Ensures DSPs admin meds as prescribed	87.5	12.5			2.88	2.8	3.0	5.64	*	0.0	9	14	37
1	Encourages individual independence as appropriate	88.1	9.5	2.4		2.86	2.8	2.9	0.28	NS	2.4	4	15	42
1	Consults with case managers & team re indiv. rights	86.4	13.6			2.86	2.8	3.0	2.73	NS	0.0	3	1	44
2	Interacts with individuals by listening, sharing, etc	85.0	15.0			2.85	2.9	2.8	1.01	NS	0.0	2	2	40
5	Discusses consumer & program issues with mgmt	84.1	15.9			2.84	2.8	2.9	1.20	NS	0.0	5	21	44
2	Monitors for med errors	85.0	12.5	2.5		2.83	2.7	3.0	2.85	NS	2.5	9	9	38
1	Secures staff to fill-in when vacancies occur	85.0	12.5	2.5		2.83	2.7	3.0	2.85	NS	2.5	11	4	40
2	Reg. contact to address complaints & satisfaction	84.1	13.6	2.3		2.82	2.7	2.9	1.53	NS	2.3	3	2	44
6	Conducts debriefing sessions following crises	84.1	13.6	2.3		2.82	2.8	2.9	0.30	NS	2.3	5	18	44
6	Provides coaching & feedback to staff	81.8	18.2			2.82	2.9	2.8	0.83	NS	0.0	5	10	44
3	Monitors & addresses individ health related concerns	85.0	12.5		2.5	2.80	2.8	2.8	0.01	NS	2.5	9	3	38
1	Ensures compliance with state & agency rules & regs	81.4	16.3	2.3		2.79	2.7	2.9	2.11	NS	2.3	13	4	43
3	Implements beh. support plans & defuses crises	85.0	10.0	2.5	2.5	2.78	2.7	2.8	0.42	NS	5.0	2	10	40
3	Completes vulnerable adult investigations	86.0	7.0		7.0	2.72	2.6	2.9	0.98	NS	7.0	13	1	43
0	75 - 79% say it is essential	50.5	20.5			2.00	2.0	2.0	0.27	NG	0.0	_		4.4
8	Provides needed disciplinary action & training	79.5	20.5	2.2		2.80	2.8	2.8	0.27	NS	0.0	5	11	44
1	Provides training in indiv needs & rules & regs	79.1	18.6	2.3		2.77	2.7		0.17	NS	2.3	6	6	43
4	Monitors safety issues in physical environment	76.9	23.1			2.77	2.8	2.7	0.21	NS **	0.0	9	1	38
2	Has current info & knowledge on rules & regs	76.7	23.3	4.0		2.77	2.6	3.0	7.95		0.0	13	2	43
2	Reviews & follows-up on incident reports	78.6	16.7	4.8	2.5	2.74	2.8	2.6	1.34	NS	4.8	4	12	42
2	Develops staff schedules	77.5	20.0		2.5	2.73	2.7	2.8	0.41	NS	2.5	11	1	40
1	Assists DSPs with consumer bank transactions	77.3	20.5	• •	2.3	2.73	2.7	2.8	0.14	NS	2.3	10	1	44
3	Dev., implements, monitors & assists with CS plans	76.7	18.6	2.3	2.3	2.70	2.6	2.8	0.96	NS	4.6	4	1	43
9	Coordinates & facilitates staff meetings	75.0	22.7	2.3		2.70	2.6	2.9	2.76	NS	2.3	5	12	44
2	Ensure consumer bills are paid promptly	79.5	11.4	2.3	6.8	2.64	2.4	2.9	2.91	NS	9.1	10	4	44
1	Maintains safe environment by arranging HH services	76.7	11.6	9.3	2.3	2.63	2.7	2.6	0.39	NS	11.6	8	4	43
	* p<.05, ** p<.01, NS = Not significant													
	3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable													

Finally, 11 individual competency statements in nine areas were identified by 75 to 79% of respondents as critical. Those competencies include:

- FLS review, discuss and provide follow-up with staff regarding incident or accident reports (78.6%).
- FLS develop, implement and monitor consumer support plans or assist direct support staff members in this process (76.7%).
- FLS provide needed disciplinary action including demonstrating correct performance for staff as indicated (79.5%).
- FLS coordinate and facilitate staff meetings (75.0%).
- FLS provide required training to staff on the needs of individuals served and in response to rules and regulations (e.g., use of glucometer, vulnerable adults, rights, emergency procedures, medication changes)(79.1%).
- FLS maintain a safe home environment by coordinating services or performing duties as needed to ensure safety (e.g., snow removal, adequate lighting) (76.7%).
- FLS identify and monitor safety issues within the physical environment (76.9%).
- FLS ensure that consumer bills are paid in a timely manner (79.5%).
- FLS assist direct support staff members to assist consumers in preparing bank transactions (e.g., deposits, transfers, withdrawals) (77.3%).
- FLS develop staff schedules within budgetary limitations, under union and agency policies and rules, and in response to consumer needs (77.5%).
- FLS have current information and knowledge on all state rules and regulations and agency policies and procedures (76.7%).

The critical competencies listed on Table 15 come from all but two of the fourteen competency areas (promoting public relations and office work). Nine of the 32 critical competencies were from the

personnel management competency area. The top six ranked items came from three areas (staff relations, direct support, and personnel management).

Less Relevant Competencies

One project goal was to assess whether the competencies identified in Minnesota were relevant for FLS in other states. One way this was assessed was to identify those competencies that respondents viewed as either not applicable to FLS in their organization or as of low priority meaning that competency in the area was not important though at times it could be useful (see Table 16). Of the 142 competencies, five were ranked as either irrelevant or as not important by more than 50% of the respondents. Those items include:

- FLS monitor, review and implement labor contracts, attend labor management meetings, and respond to formal grievances when applicable.
- FLS support staff in learning how to use a computer to do their work.
- FLS assist in the development of promotional materials such as newsletters, newspaper articles,
 brochures, videos and contacts with media.
- FLS assist in establishing new per diem rates for individuals served.
- FLS complete agency asset and depreciation inventories.

For three additional items, between 25 and 50% of respondents said the item was either useful but not important or not relevant and fewer than 25% said they were critical. Those items include:

- FLS invite community members to learn more about the organization and the people who receive services.
- FLS recruit and mentor community volunteers, interns and students.
- FLS get bids and estimates for house/site maintenance from outside contractors and consult with organization maintenance personnel as needed.

	Ta	able 16: L	ess Relevant	t FLS Co	mpete	ncies								
Ntl.			Overall Per	cent			Mean				% Not or			
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Minimally	Area	Item	ı N
	50% or more say Irrelevant or not Important													
9	Assists in establishing new per diem rates	23.3	18.6	9.3	48.8	1.16	0.8	1.6	4.61	*	58.1	10	7	43
26	Monitors labor contracts & grievances	16.3	30.2	14.0	39.5	1.23	1.1	1.4	0.79	NS	53.5	5	19	43
8	Completes agency asset & depreciation inventories	25.6	18.6	16.3	39.5	1.30	1.3	1.3	0.01	NS	55.8	10	9	43
6	Assist in development of promotional materials	7.0	41.9	27.9	23.3	1.33	1.2	1.4	0.51	NS	51.2	7	6	43
8	Supports staff in learning computer use for work	9.3	34.9	34.9	20.9	1.33	1.5	1.2	1.38	NS	55.8	6	7	43
	30% or more say Irrelevant or not important and Mean	Less than 2	2.0											
5	Recruit & mentor community volunteers	13.6	50.0	18.2	18.2	1.59	1.7	1.5	0.20	NS	36.4	7	3	44
6	Gets bids for maintenance & consults as needed	16.3	46.5	20.9	16.3	1.63	1.6	1.7	0.21	NS	37.2	8	2	43
25	Performs criminal background & driver license checks	44.2	11.6	9.3	34.9	1.65	1.5	1.8	0.55	NS	44.2	5	4	43
4	Invite community members to learn more on DD	20.5	43.2	27.3	9.1	1.75	1.8	1.7	0.35	NS	36.4	7	2	44
6	Use computer for word processing & data mgmt	27.9	39.5	20.9	11.6	1.84	1.8	1.9	0.01	NS	32.5	14	5	43
5	Develops new jobs & procures work for individuals	37.5	30.0	15.0	17.5	1.88	1.9	1.9	0.01	NS	32.5	12	1	40
23	Arranges new staff physicals & limitation assessments	45.5	22.7	6.8	25.0	1.89	1.7	2.1	1.74	NS	31.8	5	5	44
6	Writes, reviews & updates agencies policies & procedures	44.2	25.6	14.0	16.3	1.98	1.7	2.4	4.47	*	30.3	13	3	43

^{*} p<.05, ** p<.01, NS = Not significant 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

Since the majority of respondents agreed that these items were either not important or not applicable for people whose primary job is supervising DSPs, these items will be dropped from the national competency listing.

Another set of items was ranked as critical by 25 to 50% respondents while between 25 and 50% ranked them as not important or irrelevant. Those items include:

- FLS support those served by coordinating, facilitating and participating in support network meetings and consumer council meetings.
- FLS complete necessary paperwork when an individual is discharged from the program.
- FLS arrange for criminal background checks and driver's license reviews for newly hired personnel.
- FLS assess staff functional ability and capacity, ensure health physicals are completed, and address identified Americans with Disabilities Act accommodations.
- FLS seek input from other staff and from consumers and family members in making hiring decisions.
- FLS develop and modify staff job descriptions as needed.
- FLS recruit new DSPs by posting open positions both within the agency and externally in
 newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by
 networking with high schools, technical schools, job centers, welfare-to-work programs and other
 sources of potential hires.
- FLS provide education to community members regarding people with developmental disabilities (e.g., rights, responsibilities, dispelling myths).
- FLS schedule, monitor and occasionally complete routine and/ or emergency household repair and maintenance tasks.
- FLS locate health, dental and therapeutic services in local communities that will accept Medical
 Assistance as the sole payment option.

- FLS prepare and review periodic budget reports (e.g., monthly, quarterly, annually).
- FLS develop new jobs and procure new work for individuals who work in community businesses
 or who receive supports in day training and habilitation programs.
- FLS provide quality assurance checks for work completed by consumers.
- FLS write, review and update agency policies and procedures in response to licensing reviews,
 changes in rules and regulations, and consumer needs.
- FLS use the computer for word processing, data base management and creation of spreadsheets.
- FLS effectively complete various office tasks (e.g., copying, filing, or typing).

Five of these competencies are from the personnel management competency area. Competency in these skills is either critical or important in most organizations. However, in some organizations these tasks are not performed by FLS. These competencies will remain in the national listing. However, users of the national competencies will be instructed to identify any competencies that are irrelevant for FLS in their organization. In many cases, they will be able to list those competencies as critical for someone in another job classification within the organization. In other cases (such as organizations that do not provide any vocationally based services), certain competencies will simply not be applicable in certain settings.

Differences in Importance Ratings between Managers and Supervisors

Of the 142 competencies that were assessed, only 12 items were ranked for importance differently by managers than by supervisors (see Table 17). Those items included:

- FLS coordinate or assist in the development of new programs and support services.
- FLS provide first aid and arrange for emergency medical appointments as needed.
- FLS order medical supplies (e.g., medications, assistive devices, adult briefs), interact with pharmacies and arrange for medications to be picked up as needed.
- FLS ensure that direct support staff members administer medications and treatment plans as
 prescribed and in accordance with agency policies and procedures.

- FLS obtain consent from the legal guardian for medical interventions, procedures and medication administration.
- FLS ensure that individuals and their family members understand suggested medical interventions, procedures and medications.
- FLS discuss and review menus with dieticians, ensuring that adequate substitutions are available
 to support the desires and needs of all people who receive services.
- FLS budget, manage, monitor and replenish petty cash accounts.
- FLS assist in establishing new per diem rates for individuals served.
- FLS have current information and knowledge on all state rules and regulations, and agency
 policies and procedures.
- FLS write, review and update agency policies and procedures in response to licensing reviews,
 changes in rules and regulations, and consumer needs.
- FLS read and respond promptly to mail and e-mail.

Half of these items are from the Health and Safety Issues competency area. FLS rated competency as more important than did managers for all but one of the items (promptly replying to mail and email). This suggests that FLS and their bosses disagree in regard to FLS roles in health and safety and rule implementation. Providing feedback to supervisors and their bosses about these differences may be helpful in clarifying expectations for FLS.

	Table 17: Differences between Admini	strators an	d Supervis	ors Rega	arding	Importance	of Com	peteno	ey			
Ntl.			Overall Per	cent			Mean					
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F Sig.	Area	Item	N
1	Ensures DSPs admin meds as prescribed	87.5	12.5			2.88	2.8	3.0	5.64 *	9	14	37
2	Has current info & knowledge on rules & regs	76.7	23.3			2.77	2.6	3.0	7.95 **	13	2	43
6	Provides first aid & emergency care as needed	70.0	25.0	5.0		2.65	2.5	2.8	4.31 *	9	10	38
8	Ensures that indiv & family understand med treatments	70.0	25.0	2.5	2.5	2.63	2.4	2.9	6.79 *	9	17	38
3	Manages & budgets petty cash	70.5	20.5	2.3	6.8	2.55	2.3	2.9	6.07 *	10	5	44
3	Assists in devlopment of new programs & services	52.3	40.9	6.8		2.45	2.3	2.7	5.03 *	3	4	44
15	Obtains consent from guardian for med treatments	65.0	20.0	5.0	10.0	2.40	2.1	2.7	4.66 *	9	15	38
4	Read & promptly respond to email & mail	48.8	39.5	7.0	4.7	2.33	2.6	2.1	4.73 *	14	3	43
16	Discuss & review menus with dieticians	40.0	52.5	5.0	2.5	2.30	2.1	2.5	4.26 *	9	18	38
17	Orders med supplies & arranges for med deliveries	45.0	37.5	10.0	7.5	2.20	1.9	2.6	7.26 **	9	11	38
6	Writes, reviews & updates agencies policies & procedures	44.2	25.6	14.0	16.3	1.98	1.7	2.4	4.47 *	13	3	43
9	Assists in establishing new per diem rates	23.3	18.6	9.3	48.8	1.16	0.8	1.6	4.61 *	10	7	43

^{*} p<.05, ** p<.01, NS = Not significant
3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

Timelines for Acquiring Frontline Supervisor Competencies

After ranking the importance of each competency, supervisors and managers answered this question: "At what point in time do new FLS need to be able to do this skill well?" The response options were:

- 5 =Not applicable (recoded from 0 for the analyses)
- 4 = Not until after at least one year in the position
- 3 = Within the first year in the position
- 2 = Within the first 90 days after hire
- 1 = At hire (into this position)

There were 27 items that 50% or more of the respondents said FLS needed to do well at hire (see Table 18). There were many more items that 75% or more of the respondents said FLS needed to do well by the time they had been on the job for 90 days (see Table 19).

Respondents reported that FLS needed to do 27 of the 142 skills well at the time of hire. Two items were identified by 80% or more of the respondents as important to do well at hire. Those items were:

- FLS safeguard and respect the confidentiality and privacy of the individuals served and of the staff who work in the program.
- FLS monitor and respond promptly to messages on answering machines, pagers and voice mail. Six items were identified by 60 to 79% of respondents as important to do well at hire. Those items were:
 - FLS demonstrate and encourage individuals who receive services to be as independent as possible (e.g., answer their own telephone, assist in meal preparation, and assist with chores).
 - FLS respond to staff questions and crises when they are on-call (e.g., via pager or cell phone).
 - FLS ensure that direct support staff members administer medications and treatment plans as
 prescribed and in accordance with agency policies and procedures.
 - FLS monitor medication errors and review as needed with staff.

- FLS read and respond promptly to mail and e-mail.
- FLS write memos and reports concisely using appropriate grammar, spelling and formats.

Of the top eight items, two are skills related to the person's philosophy of support provision (respecting confidentiality and encouraging independence), four relate to prompt and effective communication (responding to messages, responding to questions, responding to mail and email, and writing concise reports), and two relate to monitoring medication administration.

Seventeen items were identified by between 50 and 59% of the respondents as important for supervisors to do well at hire. Those items were:

- FLS facilitate teamwork and positive interactions and attitudes among staff.
- FLS encourage staff to maintain appropriate boundaries regarding personal versus professional issues.
- FLS interact with individuals served by listening to their issues, responding to their requests and concerns, sharing ideas and humor, and participating in meals and other activities.
- FLS assist individuals with daily living skills, meal preparation, self-care, health care, and maintenance tasks as needed.
- FLS communicate necessary information and maintain positive working relationships with staff
 from other agencies that provide supports to individuals served.
- FLS initiate "debriefing sessions" or discussions with staff following a crisis situation, incident or accident.
- FLS prioritize their tasks and responsibilities in order of importance to ensure that deadlines are met.
- FLS manage their own stress by balancing personal and professional lives, taking vacations and breaks, and using stress management practices.
- FLS identify and monitor safety issues within the physical environment.

- FLS ensure that infection control procedures are used as needed and in accordance with policy and procedure.
- FLS monitor individuals for health-related concerns and respond by reporting issues to health professionals and documenting needs.
- FLS obtain and document doctor's orders as needed and follow up with direct support staff regarding orders.
- FLS document new medications to be administered each month.
- FLS provide first aid and arrange for emergency medical appointments as needed.
- For individuals served who become ill, FLS monitor symptoms, provide reassurance and nurturing, and implement treatment plans as prescribed.
- FLS approve staff leave (e.g., vacation, sick, personal).
- FLS effectively complete various office tasks (e.g., copying, filing, or typing).

More than half of the respondents said that new FLS need to begin their jobs already knowing how to do these tasks well. Many of these items focus on health, safety and wellness for the people supported (monitoring health concerns), the DSPs (conducting debriefings), or the supervisor (managing stress, establishing priorities). The items also include basic staff supervision and service coordination tasks (promoting teamwork, approving leave time, working with other agencies), and a couple of items related to the provision of direct support (communicating with individuals supported and supporting daily living).

The items on Table 18 are skills the incoming supervisor needs to do well at hire. Organizations should consider these items in selecting new supervisors and in grooming DSPs to become supervisors. If competence is required in these areas at hire, it will be difficult to support a new supervisor who doesn't have these skills coming into the job. Further study is needed on the extent to which competence in these areas is associated with success during the initial 90 days of employment for supervisors. Such a study could further clarify which of these items could be used to effectively screen out candidates who are less likely to succeed.

Table 18: Frontline Supervisor Competencies - Timing to do skill well (At Hire)

Ntl.														
Rank (Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F 5	% Need Skill w/in Sig. 90 days		Item	N
	80% or More Say Need to Do it Well at Hire													
_	Safeguards & respects indiv. confidentiality & privacy	90.9	6.8			2.3	1.2	1.3	1.0	1.21 N	S 97.7	5	25	44
	Monitor & respond to messages on answering machine	81.0	11.9	7.1		2.3	1.3	1.3	1.0	0.26 N		14	23	42
1 1	Monitor & respond to messages on answering machine	81.0	11.9	7.1			1.3	1.3	1.2	0.20 IV	3 92.9	14	2	42
(60-79% Say Need to Do It Well At Hire													
1 I	Encourages individual independence as appropriate	71.4	10.0	9.5			1.4	1.5	1.3	1.11 N	S 81.4	4	15	42
2 I	Responds to staff questions & on-call crises	65.9	27.3	4.5		2.3	1.5	1.6	1.3	0.94 N	S 93.2	5	17	44
1 1	Maintains safe environment by arranging services	63.4	26.8	7.3	2.4		1.5	1.5	1.5	0.09 N	S 90.2	8	4	41
3 1	Monitors for med errors	60.5	28.9	10.5			1.5	1.6	1.4	0.50 N	S 89.4	9	9	38
1 I	Ensures DSPs admin meds as prescribed	68.4	23.7	7.9			1.4	1.5	1.2	1.97 N	S 92.1	9	14	38
2 I	Read & promptly respond to email & mail	65.9	26.8	7.3			1.4	1.4	1.4	0.07 N	S 92.7	14	3	41
3 V	Write concise memos & reports	61.9	31.0	7.1			1.5	1.7	1.2	5.65 *	92.9	14	4	42
	50 to 59% Say Need to Do It Well At Hire													
	Facilitate teamwork & positive staff interactions	59.0	25.6	12.8	2.6		1.6	1.8	1.3	3.50 N		1	4	39
	Encourage staff boundaries on personal & work issues	51.3	30.8	17.9			1.7	1.8	1.5	1.58 N		1	8	39
	Interacts with individuals by listening, sharing, etc	57.9	34.2	7.9			1.5	1.5	1.5	0.06 N		2	2	38
	Assists with activities of daily living	55.3	31.6	10.5		2.6	1.6	1.8	1.4	1.96 N		2	3	38
	Comm & maintains rel with other support agencies	50.0	38.1	11.9			1.6	1.7	1.5	0.61 N		4	16	42
	Conducts debriefing sessions following crises	56.8	31.8	6.8	2.3	2.3	1.6	1.7	1.5	0.95 N		5	18	44
	Prioitizes tasks & responsibilities	56.8	27.3	13.6	2.3		1.6	1.7	1.5	1.15 N		5	23	44
7 1	Manages their own stress	54.5	27.3	11.4	4.5	2.3	1.7	1.9	1.6	0.98 N	S 81.8	5	24	44
	Delegates staff to perform HH routine maintenance	51.2	39.0	9.8			1.6	1.6	1.6	0.11 N		8	6	41
2 1	Monitors safety issues in physical environment	59.5	32.4	8.1			1.5	1.5	1.5	0.02 N	S 91.9	9	1	37
	Monitors ill persons & reports on status	57.9	34.2	7.9			1.5	1.6	1.4	1.61 N		9	13	38
9 I	Documents doctors orders & follows up with staff	57.9	28.9	7.9		5.3	1.7	1.8	1.5	0.48 N	S 86.8	9	7	38
7 I	Documents new meds	56.8	32.4	8.1		2.7	1.6	1.7	1.5	0.33 N	S 89.2	9	8	37
5 1	Monitors & addresses individ health related concerns	55.3	34.2	10.5			1.6	1.7	1.4	2.73 N	S 89.5	9	3	38
6 I	Provides first aid & emergency care as needed	55.3	34.2	10.5			1.6	1.7	1.4	2.73 N	S 89.5	9	10	38
	Ensures infection control procedures are followed	50.0	39.5	10.5			1.6	1.6	1.6	0.02 N	S 89.5	9	2	38
	Approves staff leave	53.8	35.9	7.7	2.6		1.6	1.8	1.4	2.48 N		11	3	39
5 I	Effectively completes office tasks	50.0	38.1	9.5		2.4	1.7	1.9	1.4	3.07 N	S 88.1	14	6	42

^{*} p<.05, ** p<.01, NS = Not significant

Table 19 lists 66 competencies (of the 142 total) that supervisors need to do well within the first 90 days after hire. It includes all 27 items from Table 18 as well as 39 additional items. At least 75% of all respondents said that FLS needed to do these competencies well within the first three months of starting in an FLS position. Sixteen competencies were identified by 90% or more of the respondents as skills the supervisors needed to do well by the time they had been on the job for 90 days. Eleven of those items were identified as being needed at hire. The five other items were:

- FLS provide coaching and feedback to staff regarding performance issues.
- FLS communicate effectively with supported individuals using their primary method of communication (e.g., gestures, verbal, sign language, communication boards).
- FLS ensure basic routine household tasks are completed (e.g., lawn care, changing light bulbs, watering plants).
- FLS solicit and approve staff time cards.
- FLS assist direct support staff to assist consumers in preparing bank transactions (e.g., deposits, transfers, withdrawals).

An additional 35 competencies were identified by 80 to 89% of respondents as skills supervisors needed to do well within 90 days. Of those, 14 were mentioned as critical for new hires. Finally, 14 competencies were identified by 75 to 79% of respondents as skills supervisors needed to do well within 90 days. None of those items appeared on Table 18 as essential at hire.

Ntl.	Table 19:			all Perc				Mean				%			
Rank	Competency Statement	At Hire	90 days	1st year		N/A	Total	Admin	Sup	F	Sig.	Need Skill w/in 90 days	Area	Item	N
	90-100% Say Need to Do Skill Well Within 9	90 days													
2	Communicates effectively with supported individuals	43.6	51.3	5.1			1.6	1.9	1.3	14.96	***	94.9	2	1	39
1	Interacts with individuals by listening, sharing, etc	57.9	34.2	7.9			1.5	1.5	1.5	0.06	NS	92.1	2	2	38
4	Completes required charting & documentation	40.5	50.0	7.1		2.4	1.7	1.9	1.6	1.39	NS	90.5	4	8	42
2	Reviews & follows-up on incident reports	42.9	54.8	2.4			1.6	1.7	1.5	1.77	NS	97.7	4	12	42
5	Provides coaching & feedback to staff	45.5	47.7	4.5		2.3	1.7	1.8	1.5	2.30	NS	93.2	5	10	44
2	Responds to staff questions & on-call crises	65.9	27.3	4.5		2.3	1.5	1.6	1.3	0.94	NS	93.2	5	17	44
1	Safeguards & respects individual confidentiality & privacy	90.9	6.8			2.3	1.2	1.3	1.0	1.21	NS	97.7	5	25	44
1	Maintains safe environment by arranging services	63.4	26.8	7.3	2.4		1.5	1.5	1.5	0.09	NS	90.2	8	4	41
3	Ensures basic household tasks are completed	42.9	47.6	7.1	2.4		1.7	1.7	1.7	0.12	NS	90.5	8	5	42
2	Delegates staff to perform household routine maintenance	51.2	39.0	9.8			1.6	1.6	1.6	0.11	NS	90.2	8	6	41
2	Monitors safety issues in physical environment	59.5	32.4	8.1			1.5	1.5	1.5	0.02	NS	91.9	9	1	37
4	Monitors ill persons & reports on status	57.9	34.2	7.9			1.5	1.6	1.4	1.61	NS	92.1	9	13	38
1	Ensures DSPs admin meds as prescribed	68.4	23.7	7.9			1.4	1.5	1.2	1.97	NS	92.1	9	14	38
1	Assists DSPs with consumer bank transactions	36.4	54.5	2.3	4.5	2.3	1.8	1.8	1.8	0.00	NS	90.9	10	1	44
3	Solicits and approves staff time cards	38.5	53.8	5.1	2.6		1.7	1.9	1.5	3.60	NS	92.3	11	2	38
1	Monitor & respond to messages on answering machine	81.0	11.9	7.1			1.3	1.3	1.2	0.26	NS	92.9	14	2	42
2	Read & promptly respond to email & mail	65.9	26.8	7.3			1.4	1.4	1.4	0.07	NS	92.7	14	3	41
3	Write concise memos & reports	61.9	31.0	7.1			1.5	1.7	1.2	5.65	*	92.9	14	4	42
	80-89% say Need to Do Skill Well Within 90														
3	Effectively communicate with staff	46.2	38.5	15.4			1.7	1.7	1.7	0.05	NS	84.7	1	1	39

NT.1	Table 19:	r ronuln				ю ро	vven m ti		o day	S		0/			
Ntl.				all Perc				Mean				%		_	
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	Need Skill w/in 90 days	Area	Item	N
1	Facilitate teamwork & positive staff interactions	59.0	25.6	12.8	2.6		1.6	1.8	1.3	3.50	NS	84.6	1	4	39
4	Take direct interest in staff roles & responsibilities	38.5	46.2	15.4			1.8	1.8	1.8	0.00	NS	84.7	1	7	39
2	Encourage staff boundaries on personal & work issues	51.3	30.8	17.9			1.7	1.8	1.5	1.58	NS	82.1	1	8	39
3	Assists with activities of daily living	55.3	31.6	10.5		2.6	1.6	1.8	1.4	1.96	NS	86.9	2	3	38
6	Ensures physical environment meets individual needs	35.1	48.6	13.5	2.7		1.8	1.8	1.9	0.47	NS	83.7	2	7	37
4	Implements behavior support plans & defuses crises	47.4	39.5	13.2			1.7	1.8	1.5	2.22	NS	86.9	2	10	38
5	Teaches DSP's methods to achieving competencies	34.2	50.0	15.8			1.8	1.9	1.8	0.16	NS	84.2	2	12	38
2	Consults with case managers & team re individual rights	38.6	45.5	13.6	2.3		1.8	2.0	1.6	3.66	NS	84.1	3	1	44
1	Regular contact to address complaints & satisfaction	45.5	43.2	11.4			1.7	2.0	1.3	16.47	***	88.7	3	2	44
5	Monitors & documents progress toward goals	33.3	50.0	16.7			1.8	1.9	1.7	0.66	NS	83.3	4	6	42
9	Solicits info. from individual on desired goals & outcomes	23.8	59.5	16.7			1.9	2.0	1.8	1.67	NS	83.3	4	7	42
6	Provides feedback to staff on implementation of plans	31.0	50.0	19.0			1.9	1.9	1.8	0.10	NS	81.0	4	9	42
1	Encourages individual independence as appropriate	71.4	10.0	9.5			1.4	1.5	1.3	1.11	NS	81.4	4	15	42
3	Communicates with & maintains relationships with other support agencies	50.0	38.1	11.9			1.6	1.7	1.5	0.61	NS	88.1	4	16	42
9	Provides needed disciplinary action & training	38.6	45.5	13.6		2.3	1.8	2.0	1.6	2.31	NS	84.1	5	11	44
8	Coordinates & facilitates staff meetings	43.2	38.6	15.9		2.3	1.8	2.0	1.5	4.12	*	81.8	5	12	44
3	Conducts debriefing sessions following crises	56.8	31.8	6.8	2.3	2.3	1.6	1.7	1.5	0.95	NS	88.6	5	18	44
6	Discusses consumer & program issues w/	44.2	41.9	14.0			1.7	1.8	1.6	1.31	NS	86.1	5	21	43

	Table 19:	Frontlin				to Do	well in th		u days	8					
Ntl.				all Perc				Mean				%			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	Need Skill w/in 90 days	Area	Item	N
	mgmt & family														
4	Prioritizes tasks & responsibilities	56.8	27.3	13.6	2.3		1.6	1.7	1.5	1.15	NS	84.1	5	23	44
7	Manages their own stress	54.5	27.3	11.4	4.5	2.3	1.7	1.9	1.6	0.98	NS	81.8	5	24	44
4	Schedules & doc staff participation in training & dev	22.0	58.5	14.6	2.4	2.4	2.0	2.1	2.0	0.12	NS	80.5	6	2	41
1	Provides training in individual needs & rules & regulations	46.5	37.2	11.6	4.7		1.7	1.8	1.7	0.10	NS	83.7	6	6	43
1	Maintains safe environment by arranging services	63.4	26.8	7.3	2.4		1.5	1.5	1.5	0.09	NS	90.2	8	4	41
2	Delegates staff to perform household routine maintenance	51.2	39.0	9.8			1.6	1.6	1.6	0.11	NS	90.2	8	6	41
3	Ensures basic household tasks are completed	42.9	47.6	7.1	2.4		1.7	1.7	1.7	0.12	NS	90.5	8	5	42
8	Ensures infection control procedures are followed	50.0	39.5	10.5			1.6	1.6	1.6	0.02	NS	89.5	9	2	38
5	Monitors & addresses individual health related concerns	55.3	34.2	10.5			1.6	1.7	1.4	2.73	NS	89.5	9	3	38
12	Ensures routine dental & medical appointments are kept	47.4	36.8	10.5		5.3	1.8	2.0	1.5	2.07	NS	84.2	9	4	38
9	Documents doctors orders & follows up with staff	57.9	28.9	7.9		5.3	1.7	1.8	1.5	0.48	NS	86.8	9	7	38
7	Documents new meds	56.8	32.4	8.1		2.7	1.6	1.7	1.5	0.33	NS	89.2	9	8	37
3	Monitors for med errors	60.5	28.9	10.5			1.5	1.6	1.4	0.50	NS	89.4	9	9	38
6	Provides first aid & emergency care as needed	55.3	34.2	10.5			1.6	1.7	1.4	2.73	NS	89.5	9	10	38
17	Orders med supplies & arranges for med deliveries	28.9	52.6	10.5	2.6	5.3	2.0	2.4	1.5	9.31	***	81.5	9	11	38
10	Schedules fire & emergency drills	42.1	42.1	15.8			1.7	1.7	1.8	0.04	NS	84.2	9	12	38
13	Educates & offers consumers health care choices	39.5	42.1	13.2	2.6	2.6	1.9	2.1	1.6	2.90	NS	81.6	9	16	38
11	Ensures that individual & family understand med treatments	44.7	39.5	13.2		2.6	1.8	2.0	1.5	3.61	NS	84.2	9	17	38

Ntl.	Table 19:			all Perc				Mean	v			%			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	Need Skill w/in 90	Area	Item	N
3	Ensure consumer bills are paid promptly	34.1	50.0	4.5	4.5	6.8	2.0	2.3	1.7	2.83	NS	days 84.1	10	4	44
2	Manages & budgets petty cash	39.5	46.5	7.0	2.3	4.7	1.9	2.1	1.6	3.73	NS	86.0	10	5	43
2	Develops staff schedules	44.7	44.7	7.9	2.6		1.7	1.8	1.5	1.36	NS	89.4	11	2	39
1	Approves staff leave	53.8	35.9	7.7	2.6		1.6	1.8	1.4	2.48	NS	89.7	11	3	39
4	Secures staff to fill-in when vacancies occur	43.6	41.0	10.3	2.6	2.6	1.8	2.0	1.5	3.65	NS	84.6	11	4	39
5	Effectively completes office tasks 75 to 79% say Need to Do Skill Well Within	50.0 90 days	38.1	9.5		2.4	1.7	1.9	1.4	3.07	NS	88.1	14	6	42
5	Provide formal staff communication (e.g., memos, meetings)	33.3	43.6	23.1			1.9	2.0	1.7	1.85	NS	76.9	1	6	39
14	Helps individuals in planning community activities	18.9	56.8	21.6		2.7	2.1	2.3	1.9	2.43	NS	75.7	2	5	37
12	Assist individual in shopping	21.6	54.1	21.6		2.7	2.1	2.2	1.9	1.78	NS	75.7	2	8	37
11	Assists in arranging preferred transportation	24.3	51.4	18.9	2.7	2.7	2.1	2.2	1.9	0.72	NS	75.7	2	9	37
7	Completes & uses relevant assessments	33.3	45.2	21.4			1.9	2.0	1.8	0.53	NS	78.5	4	5	42
10	Maintains records for appropriate release of info	36.6	39.0	17.1		7.3	2.0	2.3	1.7	2.48	NS	75.6	4	13	41
11	Delegates tasks for special events & activities	25.0	50.0	20.5	2.3	2.3	2.1	2.3	1.9	2.42	NS	75.0	5	22	44
3	Shares resources & info on new issues & interventions	27.9	48.4	14.0	9.3		2.0	2.2	1.9	0.99	NS	76.3	6	4	43
2	Conducts formal & informal training with new staff	34.9	44.2	14.0	7.0		1.9	2.0	1.9	0.30	NS	79.1	6	5	43
5	Monitors & schedules household repair & maintenance	34.1	43.9	9.8	7.3	4.9	2.0	2.2	1.9	0.68	NS	78.0	8	1	41
15	Completes forms for psychotropic meds	42.1	34.2	15.8		7.9	2.0	2.1	1.8	0.52	NS	76.3	9	5	38
14	Obtains consent from guardian for med treatments	52.6	26.3	10.5	2.6	7.9	1.9	2.3	1.4	6.37	*	78.9	9	15	38
16	Discuss & review menus with dieticians	28.9	50.0	13.2	5.3	2.6	2.0	2.1	1.9	0.71	NS	78.9	9	18	38
2	Has current info & knowledge on rules & regulations	28.6	47.6	23.8			2.0	2.1	1.8	3.08	NS	76.2	13	2	42

	Table 19:	Frontlin	e Supe	rvisor	s Need	to Do	Well in tl	ne first 9	0 days	}					
Ntl.			Over	all Perc	ent			Mean				%			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	Need Skill w/in 90 days	Area	Item	N
1	Ensures compliance with state & agency rules & regulations	30.2	48.8	20.9			1.9	2.1	1.7	3.28	NS	79.0	13	4	43
4	Answers phone & promptly returns calls	4.8	73.8	14.3	7.1		1.5	1.6	1.4	0.40	NS	78.6	14	1	42

^{*} p<.05, ** p<.01, *** p<.001, NS = Not significant

Training Needs for Frontline Supervisors

The final set of questions asked respondents to rank the list of supervisor competencies in terms of which were the biggest training needs. Supervisors were asked to identify areas in which they needed training, while managers were asked to identify training needs for the supervisors in their organization. These questions differ from the previous questions because they address training needs throughout the career of supervisors rather than focusing solely on competencies needed during the first 90 days on the job.

Respondents selected from the fourteen broad competency areas, the three in which training was most needed (see Table 20). The areas in which training was most needed were: staff relations (selected by 51.2 % of respondents), leading training and staff development activities (45.7%) and program planning and monitoring (34.6%). Three other areas were selected by more than 25% of respondents: personnel management (29.1%), facilitating and supporting consumer support networks (26.8%), and direct support (26.0%). The seven areas identified as top training needs for FLS include 6 of the 7 areas Minnesota respondents identified as most important skills. This suggests that perhaps the Minnesota group completed its ranking with unmet needs in mind.

There were significant differences between managers and FLS regarding the need for training in two areas. Managers were significantly more likely to report that supervisors in their organization needed training on personnel management, and scheduling and payroll than were supervisors. This difference may reflect that experienced skilled supervisors were selected to participate. It also may reflect differences in perception.

Table 20: Percentage Prioritizing Each Competency Area as a Top 3
Training Needs for Supervisors

	Training Needs i	or Super	V 15U1 5				
Ntl.	Competency Area	Admin	FLS	Total	F	Sig.	Area
Rank							
1	Staff relations	50.7	51.7	51.2	0.01		1
2	Leading training & staff dev activities	44.8	46.7	45.7	0.45		6
3	Program planning & monitoring	32.8	36.7	34.6	0.20		4
4	Personnel management	44.8	11.7	29.1	19.07	***	5
5	Facilitating & supporting networks	31.3	21.7	26.8	1.51		3
6	Direct support	19.4	33.3	26.0	3.23		2

7	Health & safety issues	11.9	28.3	19.7	5.53	9
8	Promoting public relations	11.9	21.7	16.5	2.17	7
	Coordinating policies, procedures &	13.4	18.3	15.7	0.57	13
9	rules					
10	Coordinating vocational supports	11.9	13.3	12.6	0.06	12
11	Scheduling & payroll	10.4	1.7	6.3	4.21 *	11
12	Financial activities	4.5	6.7	5.5	0.29	10
13	Office work	4.5	1.7	3.1	0.81	14
14	Maintenance	3.0	1.7	2.4	0.24	8

^{*} p<.05, ** p<.01, *** p<.001

Each respondent identified the top three competency statements that described FLS training needs in 1/3 of the competency areas. Since each competency area had a different number of competency statements, and since different people rated each area, Table 21 simply lists the three competencies within each competency area that were selected as training priorities by the largest proportion of respondents. The ordering of competency areas from Table 20 was used to organize the Table 21. The training needs in the top six areas will be discussed here.

The competency area in which training was most needed was staff relations. Within staff relations, the competencies statements identified as reflecting the three most important training needs were as follows:

- FLS effectively communicate with staff by listening to their concerns, supporting and
 encouraging their ideas and work, thanking them for their contributions, and providing positive
 feedback regarding their performance.
- FLS facilitate teamwork and positive interactions and attitudes among staff.
- FLS seek staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empower staff to make decisions.

The second competency area in which FLS needed training was leading training and staff development activities. The competencies statements identified as reflecting the three most important training needs in that area were:

- FLS provide required training to staff on the needs of individuals served and in response to rules
 and regulations (e.g., use of glucometer, vulnerable adults, rights, emergency procedures,
 medication changes).
- FLS observe and solicit feedback from staff, consumers and their families regarding direct support staff training needs and desired opportunities.
- FLS coordinate, schedule and document staff participation and performance in orientation and inservice training and completion of other alternative self-directed learning and development.

The third competency area in which FLS needed training was program planning and monitoring. The competencies statements identified as reflecting the three most important training needs in that area were:

- FLS develop, implement and monitor consumer support plans or assist DSPs in this process.
- FLS develop and monitor the implementation and documentation of progress toward the supported individual's personal goals.
- FLS demonstrate and encourage individuals who receive services to be as independent as possible (e.g., answer their own telephone, assist in meal preparation, and assist with chores).

The fourth competency area in which FLS needed training was personnel management. The competencies statements identified as reflecting the three most important training needs in that area were:

- FLS assess staff functional ability and capacity, ensure health physicals are completed, and address identified ADA accommodations.
- FLS provide needed disciplinary action including demonstrating correct performance for staff as indicated.
- FLS complete staff performance reviews by gathering input from peers, consumers, family members, and agency personnel as required by policy and procedures.

The fifth competency area in which FLS needed training was facilitating and supporting consumer support networks. The competencies statements identified as reflecting the three most important training needs in that area were:

- FLS coordinate or assist in the development of new programs and support services.
- FLS support individuals in connecting and maintaining involvement with community agencies,
 organizations, events and activities.
- FLS network with other service agencies to learn new ideas and strategies for supporting individuals.

Finally, sixth in the national list of training priorities was the area of direct support. The competencies statements identified as reflecting the three most important training needs in that area were:

- FLS implement behavior support plans, intervene with individuals in response to challenging behavior, and defuse crisis situations as they arise.
- FLS communicate effectively with supported individuals using their primary method of communication (e.g., gestures, verbal, sign language, communication boards).
- FLS teach and coach direct support personnel in the most effective approaches to achieve these direct support competencies.

	Table 2	21: Top Training Needs in Each Compete	ncy Area	Sorted b	y Top Tı	aining	Need	Areas	
Area Rank	Item Rank	Competency	Admin	FLS	Total	F	Sig.	Area	Item
		Staff Relations							
1	1	Effectively communicate with staff	71.4%	55.6%	64.1%	1.03		1	1
1	2	Facilitate teamwork & positive staff interactions	52.4%	44.4%	48.7%	0.23		1	4
1	3	Seek staff opinions & empower to make decisions	42.9%	27.8%	35.9%	0.93		1	3
		Leading training & staff development activ	<u>rities</u>						
2	1	Provides training in individual needs & rules & regulations	52.2%	65.0%	58.1%	0.70		6	6
2	2	Solicits feedback on training needs	43.5%	55.0%	48.8%	0.55		6	3
2	3	Schedules & doc staff participation in training & dev Program planning & monitoring	52.2%	45.0%	48.8%	0.21		6	2
3	1	Dev., implements, monitors & assists with CS plans	43.5%	35.0%	39.5%	0.31		4	1
3	2	Monitors & documents progress toward goals	30.4%	35.0%	32.6%	0.10		4	6
3	3	Encourages individual independence as appropriate Personnel management	26.1%	35.0%	30.2%	0.39		4	15
4	1	Arranges new staff physicals & limitation assessments	43.5%	23.8%	34.1%	1.89		5	5
4	2	Provides needed disciplinary action &	47.8%	14.3%	31.8%	6.24	*	5	11

	Table 2	21: Top Training Needs in Each Compete	ncy Area	Sorted b	y Top Tı	raining	Need	Areas	
Area Rank	Item Rank	Competency	Admin	FLS	Total	F	Sig.	Area	Item
		training							
4	3	Completes staff performance reviews	34.8%	23.8%	29.5%	0.61		5	8
_		Facilitating & supporting consumer suppor							
5	1	Assists in development of new programs & services	69.6%	42.9%	56.8%	3.28		3	4
5	2	Supports individuals in connecting & maintaining activities	39.1%	33.3%	36.4%	0.15		3	6
5	3	Networks with other agencies to learn new ideas <u>Direct Support</u>	39.1%	33.3%	36.4%	0.15		3	3
6	1	Implements behavior support plans & defuses crises	42.9%	38.9%	41.0%	0.06		2	10
6	2	Communicates effectively with supported individuals	38.1%	38.9%	38.5%	0.00		2	1
6	3	Teaches DSPs methods to achieving competencies Health & safety issues	47.6%	22.2%	35.9%	2.77		2	12
7	1	Educates & offers consumers health care choices	38.1%	38.9%	38.5%	0.00		9	16
7	2	Monitors safety issues in physical environment	33.3%	38.9%	35.9%	0.12		9	1
7	3	Monitors & addresses individual health related concerns Promoting public relations	47.6%	11.1%	30.8%	6.81	*	9	3
8	1	Educate community on developmental disabilities	59.1%	66.7%	62.8%	0.25		7	1
8	2	Recruit & mentor community volunteers	63.6%	42.9%	53.5%	1.86		7	3
8	3	Collaborate & network with other community agencies Coordinating policies, procedures, & rule of	54.5%	42.9%	48.8%	0.57		7	4
9	1	Ensures compliance with state & agency rules & regulations	68.2%	65.0%	66.7%	0.05		13	4
9	2	Has current info & knowledge on rules & regulations	45.5%	75.0%	59.5%	3.97		13	2
9	3	Participates in licensing & quality reviews & audits Coordinating vocational supports	63.6%	40.0%	52.4%	2.37		13	5
10	1	Develops new jobs & procures work for individuals	78.6%	71.4%	75.0%	0.18		12	1
10	2	Ensures Dept of Labor standards are met for individuals	57.1%	50.0%	53.6%	0.13		12	5
10	3	Oversee training of individuals on how to complete jobs Scheduling & payroll	42.9%	42.9%	42.9%	0.00		12	2
11	1	Approves staff leave	90.5%	84.6%	88.2%	0.25		11	3
11	2	Secures staff to fill-in when vacancies occur	71.4%	92.3%	79.4%	2.15		11	1
11	3	Develops staff schedules Financial activities	42.9%	15.4%	32.4%	2.84		11	2
12	1	Ensures consumer entitlements are current	36.4%	50.0%	42.9%	0.77		10	8

Area	Item	Competency	Admin	FLS	Total	F	Sig.	Area	Item
Rank	Rank	competency	Admin	TLS	Total	r	oig.	Aica	Ittiii
12	2	Assists DSPs with consumer bank transactions	45.5%	30.0%	38.1%	1.04		10	1
12	3	Manages & budgets petty cash	50.0%	20.0%	35.7%	4.33	*	10	5
	0	Office work							
13	1	Monitor & respond to messages on answering machine	47.6%	57.9%	52.5%	0.41		14	2
13	2	Answers phone & promptly returns calls	38.1%	63.2%	50.0%	2.54		14	1
13	3	Use computer for word processing & data mgmt <u>Maintenance</u>	47.6%	42.1%	45.0%	0.12		14	5
14	1	Ensures basic HH tasks are completed	66.7%	78.9%	72.5%	0.73		8	5
14	2	Monitors & schedules HH repair & maintenance	61.9%	68.4%	65.0%	0.18		8	1
14	3	Delegates staff to perform HH routine maintenance	47.6%	52.6%	50.0%	0.10		8	6

^{*} p<.05, ** p<.01, *** p<.001

Given the different perspectives of the respondents (personal training needs versus needs for all supervisors), there were surprisingly few skills on which managers and supervisors differed regarding training needs (see Table 22). Managers were more like to identify training needs for five competencies (managing petty cash, providing disciplinary action, monitoring individual health concerns, advocating for program changes, and taking an interest in staff roles and responsibilities). FLS were more likely to identify training needs in three areas (encouraging appropriate boundaries, keeping dental and medical appointments, and completing office tasks).

Table 22: Differences Between Managers and Frontline Supervisors in their Prioritization of Training Needs for Specific Skills

	Thornesation of Truming receds for Specific Skins													
Ntl.	Competency	Admin	FLS	Total	\mathbf{F}	Sig.	Area	Item						
Rank	• •													
3	Manages & budgets petty cash	50.0%	20.0%	35.7%	4.33	*	10	5						
2	Provides needed disciplinary action & training	47.8%	14.3%	31.8%	6.24	*	5	11						
3	Monitors & addresses individual health related concerns	47.6%	11.1%	30.8%	6.81	*	9	3						
4	Id's & advocates for needed program changes	39.1%	10.0%	25.6%	5.11	*	4	17						
7	Take direct interest in staff roles & responsibilities	33.3%	5.6%	20.5%	4.93	*	1	7						
4	Encourage staff boundaries on personal & work issues	19.0%	50.0%	33.3%	4.44	*	1	8						
5	Ensures routine dental & medical appointments are kept	9.5%	38.9%	23.1%	5.08	*	9	4						
6	Effectively completes office tasks	4.8%	31.6%	17.5%	5.39	*	14	6						

^{*} p<.05, ** p<.01, *** p<.001

CHAPTER 4: DIRECT SUPPORT PROFESSIONAL COMPETENCIES

Characteristics of Respondents

A total of 45 FLS and 49 DSPs evaluated the direct support professional competencies. There were no statistically significant differences in age, gender or language between the DSPs and FLS (see Table 23). The average rater of DSP competencies was female (83.5%), 40.8 years old (SD = 11.5 years), and spoke English as a first language (97.8%). The supervisors in this sample had significantly more years of paid work experience than the DSPs (12.1 versus 6.2 years), and had significantly more years experience working as a supervisor (6.2 years versus 1.8 years). Interestingly, some of the DSPs in the sample (39%) reported having at least some experience as a supervisor. This group of DSPs may have been more experienced and had more responsibilities than DSPs in general. This is as expected since we requested that the "best" DSPs working in eligible settings complete the survey. The proportion of DSP respondents who were female (78%) was nearly identical to the proportion of all DSPs in these organizations who were female (77%, see Table 5).

Supervisors and DSPs did not differ in the number of years they had worked for their current employer or in their educational experiences. Overall, they had an average of 13.2 years of education (50.6% had at least some college). One in three participants was currently enrolled in college. Of those who were taking courses, 52.9% reported that they planned to continue to work for their current employer when they finished their education.

		Mean/%) D	SD		
Characteristic	FLS	DSP	Total		F/X^2	Sig.
Sample Size	45	49	94			
Gender (%)					2.77	
Female	90.5	77.6	83.5			
Male	9.5	22.4	16.5			
English is First Language (%)					0.12	
Yes	97.6	98.0	97.8			
No	2.4	2.0	2.2			
Average Age	40.9	40.7	40.8	11.5	0.01	
Experience						

Table 23: Demographic Characteristics of Respondents to the DSP Competency Surveys												
	ľ	Mean/%))	SD								
Characteristic	FLS	DSP	Total		\mathbf{F}/\mathbf{X}^2	Sig.						
Years paid work experience with ID	12.1	9.2	10.6	7.0	4.07	*						
Years paid experience supervising DSPs	6.2	1.8	3.9	5.1	21.79	**						
Years working for current employer	8.5	7.1	7.8	5.8	1.39							
Education												
Year of formal education	13.2	13.1	13.2	2.1	0.05							
Have taken courses on IDD (%)	42.5	42.5	27.7		0.52							
Currently in college or tech school (%)	42.5	27.7	34.5		2.31							
Plan to work for current employer after education completed (%)	42.9	60.0	52.9		0.44							

^{*} p<.05, ** p<.01, ***p < .001

The job characteristics of participants are shown on Table 24. Participants were asked to select from a list of roles the one that best described their current position. Participants had been nominated by their employer either as supervisors or as DSPs. Of those nominated as supervisors, 9.1% reported their primary role was as a DSP, 79.5% reported they were a supervisor of DSPs, and 9.1% reported they were a manager or administrator. Among those nominated as DSPs, 85.7% reported their primary role was as a DSP, 6.1% reported they supervised DSPs, 4.0% reported they were a manager or administrator and 4.1% reported that their primary role was something else. For these analyses, the role designation by the nominating organization was used.

Table 24: Job Characteristics of DSP S	urvey R	esponde	nts		
Work Site Characteristics	FLS	DSP	Total	F/X2	Sig.
Primary Role (%)					
DSP	9.1	85.7	49.5		
Supervise DSPs	79.5	6.1	40.9		
Supervise Frontline Supervisors or other staff	6.8	2.0	4.3		
Administrator	2.3	2.0	2.2		
Degreed Professional (e.g., psychologist, social worker)	0.0	0.0	1.1		
Other	0.0	4.1	2.2		
Span of Control					
Work sites responsible for	2.6	1.8	2.2	2.4	
Number of DSPs at primary site	16.9	8.2	12.3	12.9	**
Number of People Supervised/Managed					
DSP	11.7	1.0	6.0	50.3	***
FLS	1.2	0.0	0.6	2.1	
Others	0.1	0.0	0.0	2.1	

Table 24: Job Characteristics of DSP Survey Respondents												
Work Site Characteristics	FLS	DSP	Total	F/X2	Sig.							
Job Status												
Hours scheduled to work weekly	40.2	42.7	41.5	1.9								
Considered to be a fulltime employee	98.0	96.0	97.0	0.2								
Eligible for paid time off	100.0	96.0	98.0	1.8								
Eligible for agency's benefits	98.0	96.0	97.0	0.236								

^{*} p<.05, ** p<.01, *** p<.001

Each participant worked in an average of 2.2 sites. Supervisors reported working with an average of 16.9 DSPs while DSPs reported that 8.2 DSPs worked at their primary work site, a statistically significant difference. As expected the number of DSPs supervised was significantly greater for supervisors than it was for DSPs (11.7 versus 1.0). There were no significant differences between participants in their job status. The average participant worked 41.5 hours per week and 97% to 98% were considered to be full-time employees and were eligible for paid time off and benefits. The DSP study participants were more likely than the typical DSP in their organization to be considered full-time employees (98% versus 69%).

Nearly all of the respondents (93%) reported that 24 hour residential supports were offered at the sites in which they worked (see Table 25). Other types of services offered included less than 24 hour residential supports (such as semi-independent living; 32%), and supports to individuals in their home (23%). The respondents all reported that everyone they provided support to had either intellectual or developmental disabilities or both. Supervisors reported that across all of the sites in which they worked an average of 16 people with intellectual or developmental disabilities (IDD) were supported, and DSPs reported that across the sites in which they worked, an average of 7 people with IDD were supported. This difference was statistically significant.

Table 25: Characteristics of Supports Offered **Total** Characteristic **FLS DSP** F Sig. Services Offered at Site(s) Person Supervises (%) 93 94 93 24 hr residential support Less than 24 hr residential support 36 29 32 In-home support 26 20 23 **People with Disabilities Supported by Person (all sites)** IDD 7 16 11 12.88 0 0 Other disabilities 0 2.25 **Primary Diagnosis of Clients (%)** Intellectual or Developmental Disabilities 100 100 100 Mental Health Disabilities 0 0 Physical Disabilities 0 0 0

Critical Competency Areas and Competencies for DSPs

To determine the importance of DSP competencies, both FLS and DSPs were asked to rank the 14 broad competency areas from 1 to 14 in terms of "how important the skill is to the role of the DSP in providing supports that help people live as valued, contributing and self-determined members of their community." The seven highest ranked competency areas were: health and wellness, consumer empowerment, communication, household management, facilitation of services, advocacy, and documentation (see Table 26). Of these top seven broad competency areas identified by the national validation panel, five of them also appear in the Minnesota groups' top seven. Key differences in the rankings include the top two important competency areas. The national panel identified health and wellness as the most important and consumer empowerment as the second most important, whereas the Minnesota groups ranked household management the highest priority and facilitation of services as the second most important area. Ranked third and sixth most important to the national panel were the areas of communication and advocacy, neither of which made the top seven priorities of the Minnesota groups, as communication was ranked 11th and advocacy was ranked eighth. Conversely, the Minnesota groups ranked organizational participation fourth and assessment seventh while the national panel ranked

^{*} p<.05, ** p<.01, *** p<.001

organizational participation 11th and assessment ninth. There were no statistically significant differences in rankings between FLS and DSPs involved in the national panel.

Table 26: Ranked Importance of the 14 DSP Competency Areas												
Ntl.			Mean									
Rank	Competency Area	Total	FLS	DSP	F	Sig.	Area					
1	Health & wellness	3.3	2.9	3.7	1.48		3					
2	Consumer empowerment	4.9	4.5	5.3	1.30		6					
3	Communication	5.1	5.5	4.7	1.75		11					
4	Household management	6.1	5.7	6.5	1.09		1					
5	Facilitation of services	6.4	6.4	6.5	0.01		2					
6	Advocacy	6.9	6.6	7.2	0.51		8					
7	Documentation	7.1	7.6	6.6	1.32		5					
8	Crisis intervention	7.6	7.8	7.4	0.22		12					
9	Assessment	7.7	8.3	7.1	2.29		7					
10	Build & maintain relationships	7.7	7.6	7.7	0.00		10					
11	Organizational participation	8.0	8.0	8.0	0.00		4					
12	Professionalism	8.8	9.1	8.5	0.51		13					
13	Community & service networking	9.2	8.7	9.5	1.50		9					
14	Vocational, educational, & career support	10.7	10.3	11.1	0.81		14					

^{1 =} Priority most important, 14 = Priority least important

Respondents were asked to prioritize importance of each competency statement by rating "how important each skill is to the role of the DSP in fostering excellence in providing supports that help people live as valued, contributing and self-determined members of their community." The following rankings were used:

- 3 High: Competency in this area is critical regardless of frequency of activity;
- 2 Medium: Competency in this area is important but not critical;
- 1 Low: Competency in this area is not important though at times it could be useful, or
- 0 N/A: Competency in this area is irrelevant.

The survey was divided into three versions, each addressing 1/3 of the total competency statements, therefore, each respondent assessed 1/3 of the items on their version of the survey. This was done to reduce the burden placed on participants.

^{*} p<.05, ** p<.01

Table 27 shows the competency statements that were ranked as critical by the largest proportion of respondents. The first column of the table shows the order of importance for each item within their competency area. The next set of columns list the proportion of respondents who rated the item critical (3), important (2), useful (1) or irrelevant (0). The table also shows the mean rating for each item overall and by respondent type. Differences between FLS and managers were tested and when significant, the Sig. column contains one or more asterisks. The proportions of respondents saying the item was not important or irrelevant were combined. Finally, the competency area from which each item was drawn is listed followed by the item number within the competency area and the number of people who rated the importance of the item. The full text of each competency statement is described in the narrative. The full text version of the other competency statements can be found in Appendix E in the Survey Master.

Fourteen competency statements were rated as critical for DSPs by 90% or more of the respondents (see Table 27). Those competencies include:

- DSP identify the rights of individuals served and can address the situation if the staff or the individual feels they are being violated in any way by any person (96.8%).
- DSP provide appropriate supervision and respond to signs of impending crisis (using deescalation techniques as appropriate) based on the unique characteristics of each individual and their individual plan (96.7%).
- DSP administer and chart medications accurately and in accordance with agency policy and procedures (96.6%).
- DSP implement appropriate first aid/safety procedures (CPR, seizure protocols) when responding
 to emergencies, adhering to universal precautions by using protective equipment and proper
 disposal techniques and in accordance with agency policies and procedures (96.6%).
- DSP safeguard and respect the confidentiality and privacy of the people they support (95.7%).
- DSP show respect for individuals by soliciting and honoring choices, and encouraging personal responsibility and independence in all day-to-day events or activities (93.9%).

- DSP follow ethical standards of practice (e.g., confidentiality, informed consent) when providing and facilitating services to individuals (93.8%).
- DSP accurately identify whether a described or observed situation should be reported as a suspected case of abuse or neglect and know appropriate steps to take to protect and support the individual in such a situation (93.5%).
- DPS identify the rights of individuals with disabilities, the consequences if those rights are violated, and strategies to effectively address these violations (93.5%).
- DSP maintain standards of confidentiality and ethical practice in documentation and communications (e.g., ABC, free of bias/judgment) (93.3%).
- DSP support individuals in realizing their choices by respecting, honoring and advocating for their choices (90.3%).
- DSP respect the human dignity and uniqueness of the people they support, recognizing each person's value, and help others to understand the individual's value (90.2%).
- DSP complete accident/incident reports as needed and submit to appropriate parties within a specified timeframe (90.0%).
- DSP know the vulnerabilities of all individuals within the home (e.g., individual abuse prevention plan), identify potential for crisis, and implement strategies to minimize a potential crisis (90.0%).

Twenty-one competency statements were raked as critical by 80 to 89% of the respondents including:

- DSP monitor medication errors and follow reporting procedures according to agency policy,
 supervising the health and safety of the individual (89.7%).
- DSP observe and document signs and symptoms of illness, locate relevant health care information and medical histories of all individuals supported (89.7%).

- DSP support and protect the emotional, physical, and personal well-being of the individuals they support, recognizing the autonomy and values of each person, and insuring the individual's right to make an informed decision (88.0%).
- DSP interact with and support individuals using active listening skills, acknowledging individual's ideas and concerns, and responding in an appropriate and respectful manner (87.9%).
- DSP respect the individual's preferences and choices regarding relationships, promote responsible and safe behavior, and check in with the individual regularly to monitor risk (87.1%).
- DSP interact with individuals, coworkers, supervisors in a professional manner, respecting professional boundaries when in the workplace (87.1%).
- DSP understand and communicate individual needs, wants and choices to his/her family, coworkers, the organization and the service system (87.1%).
- DSP understand behavior, health concerns and emergency plan/supervision needs of consumers' community activities (86.2%).
- DSP use effective, sensitive communication skills to build rapport and open channels of communication by recognizing and adapting to individual communication styles (84.8%).
- DSP use modes of communication that are appropriate to the needs of the individual (e.g., using short, concrete phrases) (84.8%).
- DSP assess, describe and accurately relay specific information about the preferences of the individuals served, including characteristics, behavior, primary areas of vulnerability, level of supervision required for daily living skills and medical issues (83.9%).
- DSP provide safe transportation using company vehicle, recognizing consumer needs while riding
 in vehicles and following organizational policies regarding maintenance and safety of vehicle
 (83.9%).
- DSP assist and/or represent the individual when there are barriers to his or her service needs (e.g., understanding/advocating consumer needs) (83.9%).

- DSP promote and practice justice, fairness, and equity for those they serve and the community as
 a whole, and affirm the human and civil rights and responsibilities of the people they support
 (83.7%).
- DSP commit to person-centered supports, having as their first allegiance a commitment to the
 people they support, with all activities and functions performed on behalf of the individuals
 flowing from this allegiance (82.6%).
- DSP know state and/or federal laws that govern service delivery procedures and protection of individuals served such as Vulnerable Adult Abuse (VAA) and their role as mandated reporter (81.8%).
- DSP assist individuals in completing household routines (cleaning, laundry, pet care) and are respectful of individual's rights and "ownership" of home (80.6%).
- DSP encourage and assist the individual as needed in communication with parents/family (e.g., phone calls, visits, letters) (80.6%).
- DSP present themselves as positive role models for consumers (e.g., table manners, communications, and interactions) (80.6%).
- DSP know policies and procedures for various types of crisis situations (elopement, injury, etc.)
 (80.0%).
- DSP complete applicable paperwork regarding crisis situations (e.g., incident/accident, emergency use of aversive/deprivational procedures) (80.0%).

An additional five competency statements were identified as critical by 75 to 79% of the respondents including:

DSP use effective problem solving strategies when faced with a crisis or situation that needs
resolution, (e.g., identifies problem, de-escalates, mediates, provides reassurance) allowing the
individual to maintain control and dignity. (78.8%).

- DSP present themselves as leaders and respond to stressful situations in a calm and professional manner (77.4%).
- DSP assume accountability for their actions, are conscious of their own values and how those
 values influence their professional decisions, actively seek advice on ethical issues, and maintain
 competency in the profession through continuing education and ongoing communication with
 professionals, clients, and community members (77.2%).
- DSP read and complete daily logging, program charting and health care notes as needed, using approved abbreviations and objective language (76.7%).
- DSPs read and write relevant information in the staff log and/or shift communication book and day program communication books (75.7%).

	I duk 2	7: Critical Skills for	2010								% Not or	
Ntl.		(Overall Percent								Minimally	
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area
	90 to 100% Say it is essential											
1	Identify rights and when they are being violated	96.8	0.0	3.2	0.0	2.9	3.0	2.9	0.94	NS	3.2	8
1	Provide individualized supervision and respond to signs of crisis	96.7	3.3	0.0	0.0	3.0	3.0	2.9	0.76	NS	0.0	12
1	Administer and chart medications	96.6	0.0	3.4	0.0	2.9	2.8	3.0	1.44	NS	3.4	3
2	Implement First Aid procedures in emergencies and use univeral precautions	96.6	0.0	3.4	0.0	2.9	2.8	3.0	1.44	NS	3.4	3
1	Confidentiality (COE)	95.7	2.2	2.2	0.0	2.9	3.0	2.9	0.27	NS	2.2	CE
1	Respectfully honor choices and encourage personal independence	93.9	6.1	0.0	0.0	2.9	2.9	2.9	0.00	NS	0.0	6
1	Follow Ethical Standards of Practice	93.8	6.3	0.0	0.0	2.9	3.0	2.9	2.45	NS	0.0	2
3	Identify and Report Abuse or Neglect	93.5	3.2	3.2	0.0	2.9	3.0	2.8	1.78	NS	3.2	8
4	Develop Strategies to Address Rights Violations	93.5	3.2	3.2	0.0	2.9	3.0	2.8	1.78	NS	3.2	8
2	Maintain Confidentiality and ethical practice regarding documentation	93.3	3.3	3.3	0.0	2.9	2.8	2.9	0.40	NS	3.3	5
2	Respect and advocate for individual choices	90.3	9.7	0.0	0.0	2.9	2.9	2.9	0.28	NS	0.0	8
2	Respect (COE)	90.2	7.6	2.2	0.0	2.9	2.9	2.8	1.34		2.2	CE
1	Complete accident/incident reports	90.0	10.0	0.0	0.0	2.9	2.8	2.9	0.71		0.0	5
2	Minimize crises by knowing individual vulnerabilities	90.0	10.0	0.0	0.0	2.9	2.9	2.9	0.13		0.0	12
	80-89% say it is essential											
3	Monitor and report medication errors	89.7	6.9	3.4	0.0	2.9	2.7	3.0	4.52	*	3.4	3
4	Observe and document signs and symptoms of illness	89.7	6.9	3.4	0.0	2.9	2.8	2.9	1.34		3.4	3
3	Promotes Health & Emotional Well Being (COE)	88.0	10.9	1.1	0.0	2.9	2.9	2.8	0.83		1.1	CE
1	Use active listening and respectful communication	87.9	12.1	0.0	0.0	2.9	2.9	2.9	0.00		0.0	11
1	Respect individual choices and promotes safe behavior	87.1	9.7	3.2	0.0	2.8	2.9	2.8	0.11		3.2	10
1	Interact Professionally with coworkers and supervisors	87.1	9.7	3.2	0.0	2.8	2.9	2.8	1.27		3.2	13
5	Communicate Individual Needs and Choices to Others	87.1	6.5	6.5	0.0	2.8	3.0	2.6	4.07		6.5	8
1	Understand behavior, health and supervision needs in community activities	86.2	13.8	0.0	0.0	2.9	2.9	2.8	0.70		0.0	9
2	Build rapport and adapt to individual communication styles	84.8	12.1	3.0	0.0	2.8	2.8	2.8	0.00		3.0	11
3	Use communication modes appropriate to individual	84.8	9.1	3.0	3.0	2.8	2.8	2.7	0.34		6.1	11
1	Assess and describe information on Individual Preferences	83.9	12.9	3.2	0.0	2.8	2.9	2.7	2.13		3.2	7
2	Provide Safe Agency Transportation	83.9	9.7	6.5	0.0	2.8	2.9	2.7	0.76		6.5	1
6	Assist Individuals to Overcome Barriers	83.9	6.5	9.7	0.0	2.7	3.0	2.5	5.61		9.7	8
4	Justice, Fairness & Equity (COE)	83.7	14.1	2.2	0.0	2.8	2.8	2.8	0.20		2.2	CE
5	Person Centered Supports (COE)	82.6	14.1	3.3	0.0	2.8	2.9	2.7	2.90		3.3	CE
1	Know State and Federal Laws governing service delivery	81.8	18.2	0.0	0.0	2.8	2.9	2.8	0.94		0.0	4
1	Assist Individuals in household Routines	80.6	19.4	0.0	0.0	2.8	2.9	2.8	0.65		0.0	1
2	Support communication with family members	80.6	16.1	3.2	0.0	2.8	2.8	2.8	0.03		3.2	10
2	Act as Positive Role Model	80.6	16.1	3.2	0.0	2.8	2.8	2.8	0.08		3.2	13
3	Know Procedures for different crises	80.0	20.0	0.0	0.0	2.8	2.8	2.8	0.08		0.0	12
											0.0	12
4	Complete Paperwork regarding crisis situations	80.0	20.0	0.0	0.0	2.8	2.8	2.8	0.13	IND	0.0	12
	75 70% covit is accortial											
2	75 - 79% say it is essential Use officially problem solving strategies in origin with dignity	70.0	15.2	<i>C</i> 1	0.0	2.7	2.0	2.7	0.15	NIC	6.1	6
2	Use effective problem solving strategies in crisis with dignity	78.8	15.2	6.1	0.0	2.7	2.8	2.7	0.15		6.1	6
3	Lead and calmly respond to stressful situations	77.4	19.4	3.2	0.0	2.7	2.9	2.6	4.49		3.2	13
6	Integrity & Responsibility (COE)	77.2	19.6	3.3	0.0	2.7	2.7	2.7	0.01		3.3	CE
3	Read and Complete Daily Logs, program charts and health notes	76.7	23.3	0.0	0.0	2.8	2.7	2.8	0.68		0.0	5
4	Read & Write relevant information in staff logs or communication books	76.7	20.0	3.3	0.0	2.7	2.5	2.9	3.49	NS	3.3	5

^{*} p<.05, ** p<.01, NS = Not significant
3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

The skills identified as critical on Table 27 correspond to all but one of the 14 broad competency areas and to all but three of the Code of Ethics competency areas. The competency areas not represented included vocational, educational, and career supports and the Code of Ethics statements addressing integrity and responsibility, self-determination, and advocacy. Of the 40 critical competencies, six specifically related to the broad competency area of advocacy, one statement is about advocacy from the Code of Ethics. The 14 items that were ranked critical by 90% to 100% of the respondents came from the six broad competency areas and two Code of Ethics competency areas. The critical competency areas included facilitation of services, health and wellness, documentation, consumer empowerment, advocacy, crisis intervention; and the Code of Ethics statements on confidentiality and respect. The remaining 26 critical competencies represented 12 of the 14 broad competency areas.

Less Relevant Competencies

All nine of the Code of Ethics statements were found to be relevant and important. Of the 113 core DSP competencies identified in the Minnesota study, two were identified by the national sample of supervisors and DSPs as being less relevant and important to the work of DSPs including:

- DSP provide household maintenance as appropriate, completing simple home repairs while maintaining a safe environment.
- DSP schedule maintenance as needed, following organizational maintenance procedures.

These competencies were found to be irrelevant or not important by 25 to 29% of the respondents (See Table 28). However more respondents thought these skills were critical than thought they were not relevant. As a result, these items will remain in the national competency listing. Users of the validated competencies will be instructed to review the competencies to ensure relevance to the work of DSPs in their organization.

Table 28: Less Relevant DSP Competencies												
Ntl.	Overall Percent				Mean			% Not or				
Rank Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Minimally	Area	Item
25% to 29% Say Irrelevant or Not Important and Fewer than 50% Say it is 0	Critical											
12 Schedule Maintenance as Needed	32.3	38.7	25.8	3.2	2.00	1.93	2.06	0.17	NS	29.03	1	11
13 Complete household Maintenance as Needed	29.0	45.2	12.9	12.9	1.90	1.93	1.88	0.03	NS	25.81	1	10

^{*} p<.05, ** p<.01, NS = Not significant 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

Differences in Important Ratings between Supervisors and DSPs

There were remarkably few differences between supervisors and DSPs in their rankings. FLS and DSPs differ in how they view the importance of six specific skills, three of which were identified as critical (See Table 29). The skills were rated as more important by supervisors than by DSPs included:

- DSP provide opportunities for the participant to be a self-advocate, encouraging and assisting the individual to speak on their own behalf.
- DSP assist and/or represent the individual when there are barriers to his or her service needs (e.g., understanding/advocating consumer needs).
- DSP present themselves as leaders and respond to stressful situations in a calm and professional manner.
- DSP assist the people they serve in directing the course of each individual's life by partnering with others to obtain support, honoring the individual's right to assume risk in an informed manner, and recognizing that each person has potential for lifelong learning and growth.

Two specific skills were rated as more important by DSPs than FLS. These were from the areas of facilitation of services and health and wellness.

- DSP follow appropriate channels of written and oral communication as identified in agency
 policy and according to team, identifying and reporting information to appropriate persons as
 needed (e.g., coworkers, supervisors, team members, parents/guardians) while respecting the
 individual's privacy and maintaining confidentiality of information.
- DSP monitor medication errors, follow reporting procedures according to agency policy, and supervise the health and safety of the individual.

Though it is unclear why these differences emerged, the competencies supervisors rated higher in importance are skills that were more interpersonal in nature. Conversely, those that DSPs rated as more important were more procedural, with a focus on agency policies.

	Table 29: Differences between Supervisors a	and DSPs	Regarding 1	[mporta	nce of	Compe	tency					
		Overall Percent				Mean			% Not or			
Ntl. Ran	k Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F Sig	Minimally	Area	Item
3	Monitor and report medication errors	89.7	6.9	3.4	0.0	2.9	2.7	3.0	4.52 *	3.4	3	2
6	Assist Individuals to Overcome Barriers	83.9	6.5	9.7	0.0	2.7	3.0	2.5	5.61 *	9.7	8	1
3	Lead and calmly respond to stressful situations	77.4	19.4	3.2	0.0	2.7	2.9	2.6	4.49 *	3.2	13	3
7	Self Determination (COE)	72.5	26.4	1.1	0.0	2.7	2.9	2.6	7.46 **	1.1	CE	8
4	Communicates according to policy while maintaining confidentiality	63.6	36.4	0.0	0.0	2.6	2.5	2.8	4.48 *	0.0	2	5
4	Provide opportunities for self-advocacy and speaking for oneself	66.7	27.3	3.0	3.0	2.6	2.8	2.3	4.80 *	6.1	6	8

^{*} p<.05, ** p<.01, NS = Not significant
3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

Timelines for Acquiring DSP Competencies

In addition to identifying competency importance, respondents were also asked to identify when DSPs needed the skills. They were specifically asked to rate "when new DSPs need to be able to do this skill well." The following rankings were used:

- 5 =Not applicable (recoded from 0 on the master survey for the analyses)
- 4 =Not until after at least one year in the position
- 3 = Within the first year in the position
- 2 =Within the first 90 days after hire
- 1 = At hire (into this position)

Fifty percent or more of the respondents reported that DSPs needed to be able to do a total of 29 skills well at the time of hire (see Table 30). Of these 29, six were from the Code of Ethics and 23 were specific competencies. An additional 50 skills were identified by 75% or more of the respondents as needed in the first 90 days (see Table 31).

Competencies DSPs must do Well at Hire

Eighty percent or more of the supervisors and DSPs felt two skills were needed at the time of hiring DSPs, both of which were from the Code of Ethics. Those items include:

- DSP safeguard and respect the confidentiality and privacy of the people they support.
- DSP respect the human dignity and uniqueness of the people they support, recognizing each
 person's value, and help others to understand the individual's value.

	Table 30: DSP Con	petencies -	Timing to	do skill w	ell (At Hire	e)							
Ntl.			Ove	rall Percer	ıt			Mean			Skill w/in		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F Sig.	90 days	Area	Item
	80% or More Say Need to Do it Well at Hire								_				
1	Confidentiality (COE)	87.0	10.9	2.2	0.0	0.0	1.2	1.1	1.2	3.22 NS	97.8	CE	4
2	Respect (COE)	80.4	18.5	1.1	0.0	0.0	1.2	1.1	1.3	1.95 NS	98.9	CE	6
	60-79% Say Need to Do It Well At Hire												
1	Follow Ethical Standards of Practice	78.1	18.8	3.1	0.0	0.0	1.3	1.1	1.5	5.96 *	96.9	2	4
1	Interact Professionally with coworkers and supervisors	74.2	19.4	6.5	0.0	0.0	1.3	1.3	1.3	0.01 NS	93.5	13	1
1	Maintain Confidentiality and ethical practice regarding documentation	73.3	20.0	3.3	0.0	3.3	1.4	1.5	1.4	0.12 NS	93.3	5	4
3	Justice, Fairness & Equity (COE)	72.8	23.9	3.3	0.0	0.0	1.3	1.3	1.3	0.18 NS	96.7	CE	5
1	Use active listening and respectful communication	69.7	21.2	9.1	0.0	0.0	1.4	1.3	1.5	0.80 NS	90.9	11	4
2	Assist Individuals in household Routines	67.7	25.8	6.5	0.0	0.0	1.39	1.40	1.38	0.01 NS	93.5	1	8
1	Provide Safe Agency Transportation	64.5	32.3	3.2	0.0	0.0	1.39	1.40	1.38	0.02 NS	96.8	1	13
2	Act as Positive Role Model	64.5	32.3	3.2	0.0	0.0	1.4	1.3	1.4	0.26 NS	96.8	13	4
3	Encourage Personal Safety	64.3	28.6	3.6	0.0	3.6	1.5	1.5	1.5	0.05 NS	92.9	3	16
4	Promotes Health & Emotional Well Being (COE)	62.0	32.6	5.4	0.0	0.0	1.4	1.5	1.4	0.64 NS	94.6	CE	2
1	Identify and Report Abuse or Neglect	61.3	38.7	0.0	0.0	0.0	1.4	1.3	1.4	0.34 NS	100.0	8	6
3	Lead and calmly respond to stressful situations	61.3	32.3	6.5	0.0	0.0	1.5	1.4	1.5	0.19 NS	93.5	13	3
1	Respectfully honor choices and encourage personal independence	60.6	36.4	3.0	0.0	0.0	1.4	1.2	1.6	4.41 *	97.0	6	1
2	Complete accident/incident reports	60.0	40.0	0.0	0.0	0.0	1.4	1.4	1.4	0.02 NS	100.0	5	2
	50 to 59% Say Need to Do It Well At Hire												
3	Assist in Meal Preparation	58.1	41.9	0.0	0.0	0.0	1.42	1.47	1.38	0.25 NS	100.0	1	4
2	Identify rights and when they are being violated	58.1	38.7	3.2	0.0	0.0	1.5	1.3	1.6	1.27 NS	96.8	8	5
1	Respect individual choices and promotes safe behavior	58.1	32.3	9.7	0.0	0.0	1.5	1.5	1.6	0.15 NS	90.3	10	5
3	Develop Strategies to Address Rights Violations	54.8	38.7	6.5	0.0	0.0	1.5	1.3	1.7	2.61 NS	93.5	8	7
4	Complete work on time	54.8	35.5	9.7	0.0	0.0	1.5	1.6	1.5	0.17 NS	90.3	13	2
2	Use culturally sensitive communication	54.5	33.3	6.1	3.0	3.0	1.7	1.4	2.0	4.13 NS	87.9	11	5
5	Person Centered Supports (COE)	54.3	34.8	9.8	0.0	1.1	1.6	1.5	1.6	0.38 NS	89.1	CE	1
3	Read & Write relevant information in staff logs or communication books	53.3	40.0	6.7	0.0	0.0	1.5	1.5	1.5	0.00 NS	93.3	5	3
6	Integrity & Responsibility (COE)	52.2	32.6	12.0	2.2	1.1	1.7	1.5	1.8	2.17 NS	84.8	CE	3
4	Help Individuals Maintain Personal Space	51.6	38.7	9.7	0.0	0.0	1.58	1.60	1.56	0.02 NS	90.3	1	9
1	Implement First Aid procedures in emergencies and use univeral precautions	50.0	50.0	0.0	0.0	0.0	1.5	1.6	1.4	1.31 NS	100.0	3	13
2	Provide a Safe Environment	50.0	50.0	0.0	0.0	0.0	1.5	1.7	1.4	4.01 NS	100.0	3	14
4	Assist individuals to complete personal care activities	50.0	46.4	3.6	0.0	0.0	1.5	1.5	1.5	0.00 NS	96.4	3	19

^{*} p<.05, ** p<.01, NS = Not significant

Fourteen items were identified by 60 to 79% of respondents as important to do well at hire. Those items were:

- DSP assist individuals in completing household routines (cleaning, laundry, pet care) and are respectful of individual's rights and "ownership" of home.
- DSP provide safe transportation using company vehicle, recognizing consumer needs while riding in vehicles and following organizational policies regarding maintenance and safety of vehicle.
- DSP maintain collaborative professional relationships with the individual and all support team members (including family/friends), and recognize their own personal limitations in the service delivery process.
- DSP encourage individuals to use personal safety according to their vulnerability (e.g., using appropriate adaptive equipment, staying away from stove if needed).
- DSP complete accident/incident reports as needed and submit to appropriate parties within a specified timeframe.
- DSP maintain standards of confidentiality and ethical practice in documentation and communications (e.g., ABC, free of bias/judgment).
- DSP show respect for individuals by soliciting and honoring choices, and encouraging personal responsibility and independence in all day-to-day events or activities.
- DSP accurately identify whether a described or observed situation should be reported as a suspected case of abuse or neglect and know appropriate steps to take to protect and support the individual in such a situation.
- DSP interact with and support individuals using active listening skills, acknowledging
 individual's ideas and concerns, and responding in an appropriate and respectful manner.
- DSP interact with individuals, coworkers, supervisors in a professional manner, respecting professional boundaries when in the workplace.

- DSP present themselves as leaders and respond to stressful situations in a calm and professional manner.
- DSP present themselves as positive role models for consumers (e.g., table manners, communications, and interactions).
- DSP support and protect the emotional, physical, and personal well-being of the individuals they
 support, recognizing the autonomy and values of each person, and insuring the individual's right
 to make an informed decision.
- DSP promote and practice justice, fairness, and equity for those they serve and the community as a whole, and affirm the human and civil rights and responsibilities of the people they support.

Among the skills DSPs needed upon hire, 10 of the top 16 related to the provision of supports including: respecting preferences, respecting privacy, supporting justice and fairness, assisting in household routines, providing safe transportation, acting as a role model, encouraging personal safety, promoting health and wellness, identifying and reporting abuse or neglect, and encouraging independence. Three skills related to professional communication and documentation including: understanding ethical documentation procedures, utilizing active listening and respectful communication, and completing incident and accident reports. Three skills also related to DSP professionalism, which included following ethical standards, interacting professionally with colleagues, and acting as a leader.

An additional 13 skills were identified as important for DSPs to do well at time hire by 50 to 59% of the respondents. Those items include:

- DSP assist consumers in the preparation of meals, implement general safety precautions while assisting consumers to use kitchen equipment; and maintain proper, safe storage of foods.
- DSP provide opportunity for individuals to create and maintain their living space while ensuring safety and accessibility needs are being met.

- DSP implement appropriate first aid/safety procedures (CPR, seizure protocols) when responding
 to emergencies, adhering to universal precautions by using protective equipment and proper
 disposal techniques and in accordance with agency policies and procedures.
- DSP provide a safe environment based on skill level and vulnerability of consumers as indicated in their individual plan (e.g. weather-appropriate dress, maintains prevention devices).
- DSP assist individuals in completing personal care activities (e.g., hygiene and grooming) as identified in their individual plan, while ensuring an individual's privacy.
- DSP read and write relevant information in the staff log and/or shift communication book and day program communication books.
- DSP identify the rights of individuals served and can address the situation if the staff or the individual feels they are being violated in any way by any person.
- DSP identify the rights of individuals with disabilities, the consequences if those rights are violated, and strategies to effectively address these violations.
- DSP respect the individual's preferences and choices regarding relationships, promote
 responsible and safe behavior, and check in with the individual regularly to monitor risk.
- DSP communicate in a manner that is culturally sensitive and appropriate.
- DSP complete assigned work in an organized and time- efficient manner, accepting additional responsibilities as they arise.
- DSP commit to person-centered supports, having as their first allegiance a commitment to the
 people they support, with all activities and functions performed on behalf of the individuals
 flowing from this allegiance.
- DSP assume accountability for their actions, are conscious of their own values and how those
 values influence their professional decisions, actively seek advice on ethical issues, and maintain
 competency in the profession through continuing education and ongoing communication with
 professionals, clients, and community members.

Of these items, three were from the health and wellness competency area, two are from the advocacy and household management areas, two are from the Code of Ethics statements and one each are from the documentation, communication, professionalism, and building and maintaining friendships and relationships competency areas.

Competencies DSPs Must Do Well within 90 Days

A total of 79 skills were identified as being important for DSPs to perform well within the first 90 days of hire (see Table 31). This includes all 29 skills from Table 30 and an additional 50 items. Nine items were identified as needed within 90 days by 100% of the respondents. Of those, five were needed to do well at hire. The additional four included:

- DSP administer and chart medications accurately and in accordance with agency policy and procedures.
- DSP observe and document signs and symptoms of illness, locate relevant health care information and medical histories of all individuals supported.
- DSP know the vulnerabilities of all individuals within the home (e.g., individual abuse prevention plan), identify potential for crisis, and implement strategies to minimize a potential crisis.
- DSP know policies and procedures for various types of crisis situations (elopement, injury, etc.). Forty-one skills were important to do well in the first 90 days by 90 to 99% of the respondents, 21 of which were identified as important for new hires. The remaining 20 included:
 - DSP assist consumers in planning and coordinating personal shopping activities, such as
 prioritizing their personal needs, developing budgets and purchasing personal need items based
 on individuals preference (e.g., health and beauty supplies, clothing).
 - DSP assist individuals as needed in planning meals and developing menus based on individual preferences and health issues.

- DSP purchase groceries and household supplies based on planned menu and in accordance with individual's preferences, involving individuals in process, and adhering to household spending limits and agency financial procedures.
- DSP monitor medication errors, follow reporting procedures according to agency policy, and supervise the health and safety of the individual.
- DSP read and complete health care notes as necessary and in accordance with agency policies and procedures.
- DSP feed individuals according to individual plans and/or serve nutritious meals incorporating individual choices.
- DSP monitor individuals for side effects caused by medications or treatments.
- DSP conduct fire and severe weather drills in accordance with agency policies and procedures.
- DSP assist individuals in implementing health and medical treatments (e.g. glucose blood testing, range of motion exercises, respiratory treatments) in a manner respectful and sensitive to individuals needs.
- DSP read and complete daily logging, program charting and health care notes as needed, using approved abbreviations and objective language.
- DSP provide individuals with information necessary to understand and consider options and encourage individuals to make informed choices.
- DSP know the history, needs, and preferences of the individuals served, including characteristics
 of disability, behavior, cultural background, and medical issues.
- DSP support individuals in realizing their choices by respecting, honoring and advocating for their choices.
- DSP understand behavior, health concerns and emergency plan/supervision needs of consumers' community activities.

- DSP encourage and assist the individual as needed in communication with parents/family (e.g., phone calls, visits, letters).
- DSP use modes of communication that are appropriate to the needs of the individual (i.e., short, concrete phrases).
- DSP provide appropriate supervision and respond to signs of impending crisis (using deescalation techniques as appropriate) based on the unique characteristics of each individual and their individual plan.
- DSP know vulnerable adult reporting procedures in accordance to agency and state policies and procedures.
- DSP monitor crisis situations, discuss incidents with authorized staff and individuals, comply with reporting regulations, and adjust supports within the environment as needed.
- DSP complete applicable paperwork regarding crisis situations (e.g., incident/accident, emergency use of aversive/deprivational procedures).

An additional twenty-five skills were identified by 80 to 89% of the respondents as important for DSPs to have in the first 90 days. Of those, three are needed at time of hire. Finally, 75 to 79 % of the respondents identified four skills as important for DSPs to have in the first 90 days.

A remarkably large number of skills were identified as being needed by DSPs at hire or within 90 days. In total, respondents felt DSPs should perform 79 specific skills well within the first three months of employment including 29 which must be performed well at the time of hire. This means that DSPs should have 65% of the skills identified by the Minnesota study and Code of Ethics in the first 90 days of employment and 24% at the time of organizational entry. Considering that 50% of all DSPs who are hired are starting their very first job providing direct supports (Larson, Lakin & Bruininks, 1997), this presents significant selection, orientation and training challenges for organizations.

	Table 31: DSP Need	to Do V	Vell in the	e first 90 d	lays			
Ntl.			Overa	all Percent			% Need Skill	
Rank	Competency Statement	At Hire	90 days 1	lst year Af	ter 1 yr N/A Total FLS DSF	F Sig.	w/in 90 days	Area Iten
	100% Say Need to Do Skill Well Within 90 Days							
1	Identify and Report Abuse or Neglect	61.3	38.7	0.0	0.0 0.0 1.4 1.3 1.4	0.34 NS	100.0	8 6
2	Complete accident/incident reports	60.0	40.0	0.0	0.0 0.0 1.4 1.4 1.4	$0.02\mathrm{NS}$	100.0	5 2
3	Assist in Meal Prep	58.1	41.9	0.0	0.0 0.0 1.4 1.5 1.4	0.25 NS	100.0	1 4
1	Implement First Aid procedures in emergencies and use universal precautions	50.0	50.0	0.0	0.0 0.0 1.5 1.6 1.4	1.31 NS	100.0	3 13
2	Provide a Safe Environment	50.0	50.0	0.0	0.0 0.0 1.5 1.7 1.4	4.01 NS	100.0	3 14
1	Know Procedures for different crises	40.0	60.0	0.0	0.0 0.0 1.6 1.6 1.6	0.02 NS	100.0	12 5
4	Minimize crises by knowing individual vulnerabilities	36.7	63.3	0.0	0.0 0.0 1.6 1.8 1.5	1.81 NS	100.0	12 2
6	Observe and document signs and symptoms of illness	34.5	65.5	0.0	0.0 0.0 1.7 1.8 1.6	0.78 NS	100.0	3 7
12	Administer and chart medications	20.7	79.3	0.0	0.0 0.0 1.8 1.8 1.8	0.19 NS	100.0	3 1
	90-99% Say Need to Do Skill Well Within 90 days							
1	Confidentiality (COE)	87.0		2.2	0.0 0.0 1.2 1.1 1.2		97.8	CE 4
2	Respect (COE)	80.4	18.5	1.1	0.0 0.0 1.2 1.1 1.3	1.95 NS	98.9	CE 6
1	Follow Ethical Standards of Practice	78.1	18.8	3.1	0.0 0.0 1.3 1.1 1.5	5.96*	96.9	2 4
1	Interact Professionally with coworkers and supervisors	74.2	19.4	6.5	0.0 0.0 1.3 1.3 1.3	0.01 NS	93.5	13 1
1	Maintain Confidentiality and ethical practice regarding documentation	73.3	20.0	3.3	0.0 3.3 1.4 1.5 1.4		93.3	5 4
3	Justice, Fairness & Equity (COE)	72.8	23.9	3.3	0.0 0.0 1.3 1.3 1.3	0.18 NS	96.7	CE 5
1	Use active listening and respectful communication	69.7	21.2	9.1	0.0 0.0 1.4 1.3 1.5		90.9	11 4
2	Assist Individuals in household Routines	67.7	25.8	6.5	0.0 0.0 1.4 1.4 1.4		93.5	1 8
1	Provide Safe Agency Transportation	64.5	32.3	3.2	0.0 0.0 1.4 1.4 1.4		96.8	1 13
2	Act as Positive Role Model	64.5	32.3	3.2	0.0 0.0 1.4 1.3 1.4		96.8	13 4
3 4	Encourage Personal Safety Promotes Health & Emotional Well Being (COE)	64.3 62.0	28.6 32.6	3.6 5.4	0.0 3.6 1.5 1.5 1.5 0.0 0.0 1.4 1.5 1.4		92.9 94.6	3 16 CE 2
3	Lead and calmly respond to stressful situations	61.3	32.3	6.5	0.0 0.0 1.4 1.3 1.4 0.0 0.0 0.0 1.5 1.4 1.5		93.5	13 3
1	Respectfully honor choices and encourage personal independence	60.6	36.4	3.0	0.0 0.0 1.3 1.4 1.5 0.0 0.0 1.4 1.2 1.6		97.0	6 1
	Identify rights and when they are being violated	58.1	38.7	3.2	0.0 0.0 1.4 1.2 1.6		96.8	8 5
2								
1	Respect individual choices and promotes safe behavior	58.1	32.3	9.7	0.0 0.0 1.5 1.5 1.6		90.3	10 5
3	Develop Strategies to Address Rights Violations	54.8	38.7	6.5	0.0 0.0 1.5 1.3 1.7		93.5	8 7
4	Complete work on time	54.8	35.5	9.7	0.0 0.0 1.5 1.6 1.5		90.3	13 2
3	Read & Write relevant information in staff logs or communication books	53.3	40.0	6.7	0.0 0.0 1.5 1.5 1.5		93.3	5 3
4	Help Individuals Maintain Personal Space	51.6	38.7	9.7	0.0 0.0 1.6 1.6 1.6	0.02 NS	90.3	1 9

	Table 31: DSP Need to Do Well in the first 90 days												
Ntl.				ll Percent			% Need Skill						
	Competency Statement	At Hire	90 days 1	st year Af	fter 1 yr N/A Total FLS D	SP F Sig.	w/in 90 days	Area Item					
4	Assist individuals to complete personal care activities	50.0	46.4	3.6	0.0 0.0 1.5 1.5	.5 0.00 NS	96.4	3 19					
2	Support communication with family members	48.4	48.4	3.2	0.0 0.0 1.5 1.6	.5 0.23 NS	96.8	10 3					
4	Respect and advocate for individual choices	45.2	48.4	6.5	0.0 0.0 1.6 1.7	.5 1.12 NS	93.5	8 4					
5	Feeds individuals by plan and serves nutritious meals	44.8	51.7	3.4	0.0 0.0 1.6 1.7	.5 0.40 NS	96.6	3 9					
2	Know Vulnerable Adult reporting Procedures	44.8	48.3	6.9	0.0 0.0 1.6 1.6	.6 0.07 NS	93.1	12 3					
4	Read and Complete Daily Logs, program charts and health notes	43.3	53.3	3.3	0.0 0.0 1.6 1.6		96.7	5 1					
7	Conduct Fire and Severe Weather Drills	40.7	51.9	7.4	0.0 0.0 1.7 1.9		92.6	3 17					
3	Complete Paperwork regarding crisis situations	40.0	56.7	3.3	0.0 0.0 1.6 1.5		96.7	12 6					
9	Assist in implementing health and medical treatments	39.3	53.6	3.6	0.0 3.6 1.8 1.6		92.9	3 21					
1	Understand behavior, health and supervision needs in community activities	37.9	58.6	3.4	0.0 0.0 1.7 1.6		96.6	9 3					
8	Read and Complete Health Care Notes	37.9	55.2	6.9		.6 0.20 NS	93.1	3 8					
5	Monitor and report incidents according to regulations	36.7	60.0	3.3	0.0 0.0 1.6 1.7	.6 0.05 NS	96.7	12 4					
5	Assist in Meal Planning	35.5	61.3	3.2	0.0 0.0 1.7 1.7	.6 0.30 NS	96.8	1 2					
6	Provide individualized supervision and respond to signs of crisis	33.3	60.0	3.3	3.3 0.0 1.6 1.8	.8 0.00 NS	93.3	12 1					
3	Use communication modes appropriate to individual	33.3	57.6	6.1	0.0 3.0 1.8 1.5	.1 5.04*	90.9	11 3					
6	Purchase Groceries and Household Supplies	32.3	61.3	3.2	3.2 0.0 1.8 1.8	.8 0.04 NS	93.5	1 3					
1	Know the History, Needs and preferences of Individuals Served	29.0	67.7	3.2	0.0 0.0 1.7 1.6	.9 2.31 NS	96.8	7 2					
7	Assist in Planning and Coordinating Personal Shopping	29.0	61.3	9.7	0.0 0.0 1.8 1.8	.8 0.00 NS	90.3	1 1					
10	Monitor individual medication and treatment side effects	27.6	69.0	3.4	0.0 0.0 1.8 1.8	.7 0.43 NS	96.6	3 10					
2	Support individuals to understand and make informed choices	24.2	66.7	9.1	0.0 0.0 1.8 1.8	.9 0.76 NS	90.9	6 2					
13	Monitor and report medication errors	24.1	72.4	0.0	3.4 0.0 1.8 2.1	.6 4.11 NS	96.6	3 2					
	80-89% say Need to Do Skill Well Within 90 Days												
2	Use culturally sensitive communication	54.5	33.3	6.1	3.0 3.0 1.7 1.4 2	.0 4.13 NS	87.9	11 5					
5	Person Centered Supports (COE)	54.3	34.8	9.8	0.0 1.1 1.6 1.5	.6 0.38 NS	89.1	CE 1					
6	Integrity & Responsibility (COE)	52.2	32.6	12.0	2.2 1.1 1.7 1.5		84.8	CE 3					
1	Represent Agency in positive manner to others	48.5	36.4	12.1	0.0 3.0 1.7 1.6		84.8	4 5					
7	Advocacy (COE)	43.5	38.0	13.0	3.3 2.2 1.8 1.7		81.5	CE 9					
3	Know State and Federal Laws governing service delivery	39.4	45.5	6.1	6.1 3.0 1.9 2.1	.7 1.16 NS	84.8	4 3					
5	Assist Individuals to Overcome Barriers	38.7	48.4	12.9	0.0 0.0 1.7 1.7	.8 0.00 NS	87.1	8 1					
2	Provide Support to individuals during Community Activities	36.7	46.7	16.7	0.0 0.0 1.8 1.7	.9 0.51 NS	83.3	9 2					
2	Communicates according to policy while maintaining confidentiality	36.4	51.5	6.1	3.0 3.0 1.8 1.6 2		87.9	2 5					
2	Know how Agency Mission and priorities relate to job roles	36.4	48.5	15.2	0.0 0.0 1.8 1.7		84.8	4 1					
7	Provide Access to Opportunities and Experiences	35.5	45.2	12.9	3.2 3.2 1.9 2.0	.9 0.13 NS	80.6	8 3					
5	Use terms people understand and explain acronyms	33.3	48.5	12.1	3.0 3.0 1.9 1.6 2	.3 3.73 NS	81.8	11 6					
5	Use ethical standards to guide actions	32.3	51.6	9.7	6.5 0.0 1.9 1.9	.9 0.04 NS	83.9	13 7					

Table 31: DSP Need to Do Well in the first 90 days										
Ntl.			Overa	ll Percent	Me	ean		% Need Skill		
	Competency Statement	At Hire	90 days 1	st year After	1 yr N/A Total ^F	LS DSP	F Sig.	w/in 90 days	Area Item	
2	Assess and describe information on Individual Preferences	32.3	48.4	19.4	0.0 0.0 1.9	1.9 1.8	0.21 NS	80.6	7 4	
3	Support communication with service professionals	32.3	48.4	16.1	0.0 3.2 1.9 2	2.1 1.8	0.62 NS	80.6	10 4	
11	Communicate medical information to support network	32.1	57.1	10.7	0.0 0.0 1.8 2	2.0 1.6	2.19 NS	89.3	3 12	
4	Build rapport and adapt to individual communication styles	30.3	54.5	12.1	3.0 0.0 1.9	1.8 1.9	0.19 NS	84.8	11 1	
6	Communicate Individual Needs and Choices to Others	29.0	58.1	9.7	0.0 3.2 1.9	1.9 1.9	0.04 NS	87.1	8 2	
5	Implement plans to address challenging behavior	29.0	51.6	6.5	3.2 9.7 2.1 2	2.0 2.3	0.39 NS	80.6	2 8	
3	Maintain collaborative relationships with Individual and Team	25.0	56.3	18.8	0.0 0.0 1.9	1.8 2.1	1.05 NS	81.3	2 3	
4	Use effective problem solving strategies in crisis with dignity	24.2	57.6	9.1	6.1 3.0 2.1 2	2.0 2.1	0.14 NS	81.8	6 6	
15	Promote Health Maintenance	21.4	64.3	10.7	0.0 3.6 2.0 2	2.4 1.8	3.99 NS	85.7	3 15	
4	Facilitate friendships and intimate relationships	19.4	67.7	12.9	0.0 0.0 1.9	1.9 1.9	$0.00\mathrm{NS}$	87.1	10 2	
5	Promote opportunities to develop relationships	19.4	64.5	16.1	0.0 0.0 2.0 2	2.0 1.9	$0.08\mathrm{NS}$	83.9	10 1	
14	Know Medications Prescribed and their Interactions	13.8	72.4	13.8	0.0 0.0 2.0 2	2.1 1.9	0.49 NS	86.2	3 3	
	75 to 79% say Need to Do Skill Well Within 90 days									
8	Self Determination (COE)	38.0	40.2	18.5	2.2 1.1 1.9	1.9 1.9	0.04 NS	78.3	CE 8	
3	Provide opportunities for self-advocacy and speaking for oneself	36.4	42.4	9.1	6.1 6.1 2.0	1.7 2.4	3.07 NS	78.8	6 8	
9	Relationships (COE)	35.9	41.3	18.5	3.3 1.1 1.9	1.9 2.0	0.42 NS	77.2	CE 7	
4	Know and Adhere to organizational policies and procedures	30.3	45.5	24.2	0.0 0.0 1.9 1	1.9 2.0	0.20 NS	75.8	4 2	
16	Assist in Obtaining and using Adaptive Equipment and therapies	28.6	50.0	17.9	0.0 3.6 2.0 2	2.0 2.0	0.00 NS	78.6	3 20	
7	Use time out and Aversive Procedures according to Policy	27.6	48.3	10.3	0.013.8 1.6 2	2.4 2.1	0.29 NS	75.9	12 7	
4	Implement individual plans using appropriate techniques	27.3	51.5	15.2	0.0 6.1 2.1	1.9 2.3	1.12 NS	78.8	2 7	
8	Assist in Arranging Transportation	22.6	58.1	19.4	0.0 0.0 2.0	1.9 2.1	0.68 NS	80.6	1 12	
6	Use alternative or augmentative communication devices	21.2	54.5	18.2	3.0 3.0 2.1 2	2.0 2.3	0.64 NS	75.8	11 2	
9	Assist in Financial Planning and Management	12.9	64.5	19.4	0.0 3.2 2.2 2	2.1 2.3	0.42 NS	77.4	1 5	

^{*} p<.05, ** p<.01, NS = Not significant

Training Needs for DSPs

FLS and DSPs were asked to identify the three most important training priorities from among the 14 broad competency areas (see Table 32). This question addresses training needs throughout the DSP's career. Supervisors were rating the training needs for the DSPs they supervised while DSPs were rating their personal training needs.

Together the groups identified communication (selected by 31.9% of the respondents), documentation (30.9%), consumer empowerment (29.8%), and health and wellness (28.7%) as the areas most in need for training for DSPs. Two others skills ranked relatively high included community and service networking (26.6%) and advocacy (21.3%).

	Table 32: Direct Support Staff Competency Area Training Need Priorities (Percent)											
Ntl	Competency Area	FLS	DSP	Total	F	Sig.	Area					
Rank	Communication	24.4	38.8	31.9	2.23		11					
2	Documentation	33.3	28.6	30.9	0.26		5					
3	Consumer empowerment	44.4	16.3	29.8	9.91	**	6					
4	Health & wellness	24.4	32.7	28.7	0.76		3					
5	Community & service networking	31.1	22.4	26.6	0.93		9					
6	Advocacy	20.0	22.4	21.3	0.08		8					
7	Build & maintain friendships & relationships	28.9	8.2	18.1	7.33	**	10					
8	Crisis intervention	15.6	20.4	18.1	0.36		12					
9	Facilitation of services	15.6	18.4	17.0	0.12		2					
10	Professionalism	17.8	16.3	17.0	0.04		13					
11	Vocational, educational & career support	13.3	16.3	14.9	0.16		14					
12	Household management	15.6	12.2	13.8	0.22		1					
13	Assessment	11.1	8.2	9.6	0.24		7					
14	Organizational participation	6.7	6.1	6.4	0.01		4					

^{*} p<.05, ** p<.01

Supervisors were statistically significantly more likely to identify consumer empowerment and building and maintaining friendships and relationships as training needs than were incumbent excellent DSPS.

The top three training needs for current excellent DSPs were communication, health and wellness, and documentation. The top three training needs identified by FLS for all of the DSPs they worked with were consumer empowerment, documentation, and community and service networking, with building and maintaining friendships also identified as a priority by more than ½ of the respondents. These differences

may reflect that the supervisors and DSPs do not view their skill gaps in the same way. Or it may reflect differences in training needs for excellent performers versus typical DSPs.

In the next section, FLS and DSPs identified the top three training needs in 1/3 of the competency areas. Since each competency area had a different number of competencies, and since different people rated each area, Table 33 lists the three competency statements within each area that were selected by the largest proportion of respondents. The competency areas are listed according to their rank from Table 32. The training needs in the top six areas will be discussed. Further ranking details can be found in Appendix B.

Supervisors and DSPs identified communication as having the highest training priority. Within this area, the top three training needs were:

- DSP use effective, sensitive communication skills to build rapport and open channels of communication by recognizing and adapting to individual communication styles.
- DSP interact with and support individuals using active listening skills, acknowledging individual's ideas and concerns, and responding in an appropriate and respectful manner.
- DSP use modes of communication that are appropriate to the needs of the individual (i.e., short, concrete phrases).

Documentation was rated as the second highest training priority nationally. The competencies statements identified as reflecting the three most important training needs in that area were:

- DSP read and complete daily logging, program charting and health care notes as needed, using approved abbreviations and objective language.
- DSP complete accident/incident reports as needed and submit to appropriate parties within a specified timeframe.
- DSP read and write relevant information in the staff log and/or shift communication book and day program communication books.

The third area in the national list of training priorities was consumer empowerment. The competencies statements identified as reflecting the three most important training needs in that area were:

- DSP identify community services that offer "new experiences" (e.g., People First, self-advocacy groups) and presents individuals with options and alternatives from which to try new experiences.
- DSP provide individuals with information necessary to understand and consider options and encourage individuals to make informed choices.
- DSP show respect for individuals by soliciting and honoring choices, and encouraging personal responsibility and independence in all day-to-day events or activities.

The fourth area listed as an important training priority was the area of health and wellness. The competencies statements identified as reflecting the three most important training needs in that area were:

- DSP know common medications prescribed for the individuals supported, can identify their interactions and assist the consumer to take necessary precautions to avoid interactions (e.g., food, environment).
- DSP administer and chart medications accurately and in accordance with agency policy and procedures.
- DSP observe and document signs and symptoms of illness, locate relevant health care information and medical histories of all individuals supported.

Community and service networking was rated as the fifth highest area that DSPs needed training in. The competencies statements identified as reflecting the three most important training needs in that area were:

- DSP understand behavior, health concerns and emergency plan/supervision needs of consumers' community activities.
- DSP assist individuals in identifying, planning, and participating in community events and activities.
- DSP research, develop and maintain information on community and other resources relevant to the needs of participants.

Finally, the sixth highest training priority was the area of advocacy. The competencies statements identified as reflecting the three most important training needs in that area were:

- DSP support individuals in realizing their choices by respecting, honoring and advocating for their choices.
- DSP identify the rights of individuals served and can address the situation if the staff or the individual feels they are being violated in any way by any person.
- DSP assist and/or represent the individual when there are barriers to his or her service needs (e.g., understanding/advocating consumer needs).

Table 33: Top Three Training Needs for DSPs in Each Competency Area

Area	Item	Competency Statements	FLS	DSP	Total	F	Sig.	Area	Item
Rank	Rank								
1		Communication						11	
	1	Build rapport and adapt to individual communication styles	86%	53%	69%	3.76		11	1
	2	Use active listening and respectful communication	71%	47%	59%	1.82		11	4
2	3	Use communication modes appropriate to individual Documentation	50%	40%	45%	0.28		11 5	3
	1	Read and Complete Daily Logs, program charts and health notes	64%	67%	65%	0.02		5	1
	2	Complete accident/incident reports	64%	67%	65%	0.02		5	2
3	3	Read & Write relevant information in staff logs or communication books Consumer empowerment	64%	67%	65%	0.02		5 6	3
3	1	Finds and introduces new experiences and opportunities to individuals	64%	40%	52%	1.69		6	4
	2	Support individuals to understand and make informed choices	71%	27%	48%	6.77	*	6	2
	3	Respectfully honor choices and encourage personal independence	50%	40%	45%	0.28		6	1
4		Health & wellness						3	
	1	Know Medications Prescribed and their Interactions	36%	44%	41%	0.14		3	3
	2	Administer and chart medications	45%	25%	33%	1.19		3	1
5	3	Observe and document signs and symptoms of illness <u>Community & service networking</u>	45%	6%	22%	6.83	*	3 9	7
	1	Understand behavior, health and supervision needs in community activities	64%	63%	63%	0.00		9	3
	2	Assist in Planning and participating in Community Activities	64%	38%	48%	1.77		9	1
	3	Find and maintain information on available resources	27%	56%	44%	2.24		9	5
6		Advocacy						8	
	1	Respect and advocate for individual choices	50%	69%	60%	1.06		8	4
	2	Identify rights and when they are being violated	57%	44%	50%	0.51		8	5
7	3	Assist Individuals to Overcome Barriers Build & maintain friendships & relationships	29%	63%	47%	3.64		8 10	1
,	1	Respect individual choices and promotes safe behavior	64%	73%	69%	0.26		10	5
	2	Promote opportunities to develop relationships	79%	53%	66%	2.04		10	1
	3	Support communication with family members	50%	73%	62%	1.65		10	3
8	3	Crisis intervention	3070	7570	0270	1.03		12	3
	1	Provide individualized supervision and respond to signs of crisis	64%	85%	75%	1.36		12	1
	2	Know Procedures for different crises	45%	46%	46%	0.00		12	5
9	3	Use time out and Aversive Procedures according to Policy Facilitation of services	27%	36%	32%	0.19		12 2	7

Table 33: Top Three Training Needs for DSPs in Each Competency Area

Area	Item	Competency Statements	FLS	DSP	Total	F	Sig.	Area	Item
Rank	Rank								
	1	Contribute to Plan Development	71%	20%	47%	10.32	**	2	2
	2	Understand the Individual Service Plan	59%	27%	44%	3.51		2	1
	3	Implement plans to address challenging behavior	47%	40%	44%	0.15		2	8
10		<u>Professionalism</u>						13	
	1	Lead and calmly respond to stressful situations	85%	69%	76%	0.95		13	3
	2	Act as Positive Role Model	77%	56%	66%	1.33		13	4
	3	Interact Professionally with coworkers and supervisors	62%	44%	52%	0.87		13	1
11		Vocational, educational & career support						14	
	1	Support individual to develop skills to find and keep a job	65%	47%	59%	1.35		14	4
	2	Assist in pursing vocational preferences and choices	42%	53%	46%	0.45		14	1
	3	Help Individuals with Life Transitions	42%	40%	41%	0.02		14	5
12		Household management						1	
	1	Assist Individuals in household Routines	50%	31%	40%	1.06		1	8
	2	Perform household Financial Planning	36%	38%	37%	0.01		1	7
	3	Assist in Financial Planning and Management	50%	25%	37%	2.01		1	5
13		Assessment						7	
	1	Know the History, Needs and preferences of Individuals Served	93%	69%	80%	2.78		7	2
	2	Assess and describe information on Individual Preferences	64%	75%	70%	0.39		7	4
	3	Know the characteristics and effects of Specific Disabilities	64%	69%	67%	0.06		7	3
14		Organizational participation						4	
	1	Participate in organization activities and promote culturally sensitive practices	53%	50%	52%	0.02		4	6
	2	Know how Agency Mission and priorities relate to job roles	71%	43%	58%	2.46		4	1
	3	Participate in performance reviews, follow grievance procedures and know promotion process	41%	43%	42%	0.01		4	4

^{*} p<.05, ** p<.01

Finally, differences in FLS and DSP prioritization of specific competency statements were analyzed (see Table 34). Overall, 12 of the 122 possible competency statements were rated significantly differently by these two groups. Of those, 6 were rated as a higher priority training need for DSPs by supervisors. They included:

- DSP contribute to the plan development based on knowledge of consumer needs and preferences.
- DSP observe and document signs and symptoms of illness, locate relevant health care information and medical histories of all individuals supported.
- DSP know and adhere to all organizational policies and procedures (e.g., training requirements, timecards).
- DSP provide individuals with information necessary to understand and consider options and encourage individuals to make informed choices.
- DSP accurately identify whether a described or observed situation should be reported as a suspected case of abuse or neglect and know appropriate steps to take to protect and support the individual in such a situation.
- DSP encourage and assist the individual as needed in facilitating friendships, intimate relationships and other peer interactions, providing support and guidance as necessary.

Table 34: Differences Between FLS and DSPs in their Prioritization of Training Needs by Area

Item	Competency	FLS	DSP	Total	F	Sig.	Area	Item
Rank	• •							
	Know and adhere to organizational policies and							
4	procedures	64.7%	28.6%	48.4%	4.31	*	4	2
	Support individuals to understand and make							
2	informed choices	71.4%	26.7%	48.3%	6.77	*	6	2
4	Facilitate friendships and intimate relationships	71.4%	26.7%	48.3%	6.77	*	10	2
1	Contribute to plan development	70.6%	20.0%	46.9%	10.32	**	2	2
4	Identify and report abuse or neglect	71.4%	6.3%	36.7%	23.41	***	8	6
3	Observe and document signs and symptoms of illness	45.5%	6.3%	22.2%	6.83	*	3	7
5	Support communication with service professionals	14.3%	66.7%	41.4%	10.63	**	10	4
4	Use ethical standards to guide actions	15.4%	56.3%	37.9%	5.74	*	13	7
5	Provide access to opportunities and experiences	7.1%	56.3%	33.3%	10.36	**	8	3
6	Justice, Fairness, & Equity (COE)	12.5%	34.9%	25.3%	5.06	*	CE	5
7	Advocacy (COE)	12.5%	34.9%	25.3%	5.06	*	CE	9
	Access professional organizations and industry							
6	resources	0.0%	31.3%	17.2%	5.50	*	13	6

Conversely, DSPs were more likely to identify the following training needs as priority, two of which were from the Code of Ethics:

- DSP provide individuals with opportunities and experiences offered to others in society.
- DSP encourage and assist the individual as needed in communicating with health care professionals, social workers and financial workers.
- DSP are aware of professional organizations and industry resources available to access further information.
- DSP are familiar with industry and/or agency ethics and use these standards to guide their actions
 in supporting persons with disabilities.
- DSP promote and practice justice, fairness, and equity for those they serve and the community as a whole, and affirm the human and civil rights and responsibilities of the people they support.
- DSP advocate with the people they support for justice, inclusion, and full community participation.

Again these differences may be due to true differences in opinion about what DSP training needs are, but they could also be related to the fact that supervisors were identifying training needs for all DSPs while the experienced high performing DSPs were identifying their own personal training needs.

Code of Ethics Training Priorities for FLS and DSPs

In addition to the broad competency areas, all participants for both the DSP surveys and the FLS surveys were asked to select the three ethical standards on which DSPs and FLS most needed training (see Table 35). On average, 42% of the respondents felt the Code of Ethics area of person supported supports was the highest training priority. This was followed the areas of promoting physical and emotional well being (35%), respect (33%), and integrity and responsibility (31%). The rank order of these areas was the same for each of the subgroups except that DSPs reported that training on confidentiality was one of their top three needs while the other groups rated respect as the third most important training need.

Table 35: Code	Table 35: Code of Ethics – Training Priorities											
		FLS			DSP		Overall					
Code of Ethics Area	Admin	FLS	Total	FLS	DSP	Total	Average					
Sample Size	67	60	127	45	49	94	221					
Person Centered Supports	52%	40%	46%	36%	35%	35%	42%					
Promoting Physical and Emotional Well Being	34%	38%	36%	31%	35%	33%	35%					
Respect	37%	37%	37%	27%	31%	29%	33%					
Integrity & Responsibility	31%	35%	33%	27%	29%	28%	31%					
Confidentiality	27%	35%	31%	20%	33%	16%	29%					
Self-Determination	28%	28%	28%	16%	14%	15%	23%					
Advocacy	24%	22%	23%	8%	31%	20%	22%					
Justice, Fairness, & Equity	22%	17%	20%	8%	31%	20%	20%					
Relationships	30%	15%	23%	11%	6%	9%	17%					

CHAPTER 5: DISCUSSION AND CONCLUSIONS

Identifying and understanding the competencies needed by DSPs and FLS in community residential settings supporting persons with intellectual and developmental disabilities is an ongoing important task. Previous work by the Human Services Research Institute (1996), Hewitt (1998) and the Minnesota Frontline Supervisor Competencies and Performance Indicators (1998) provided the foundation for the present study. The Community Support Skill Standards had previously been validated for DSPs across a wide range of human service occupations (Taylor et al., 1996). The Community Residential Core Competencies, which were built on the foundation of the CSSS but were customized for DSPs supporting persons with intellectual and developmental disabilities in residential settings had been validated in one residential services organization in Minnesota (Hewitt, 1998). The Minnesota Frontline Supervisor Competencies and Performance Indicators (1998) had been developed and validated in many Minnesota organizations providing residential and vocational supports to persons with intellectual and developmental disabilities. This study specifically examined the Community Residential Core Competencies (edited) and the Minnesota Frontline Supervisor Competencies and Performance Indicators to examine their applicability in small community based residential settings (places with six or fewer people living together) in five states.

Characteristics of Residential Support Organizations

This study produced findings in four areas: characteristics of residential organizations in participating states, characteristics of excellent DSPs, supervisors and managers, competencies of FLS, and competencies of DSPs. On average, participating organizations began providing supports to persons with developmental disabilities in 1980. The majority are private non-profit (65%) or private for-profit (18%) companies, however, other type of agencies account for approximately 17% of the organizations. The participating organizations represented an average of 23% of all persons receiving residential supports in their states but the proportion varied from 91% in Nebraska, and 56% in Rhode Island, to only 14% in Ohio and 6% in Florida. A small percentage of organizations provide supports in multiple states (14%) or in home settings (16%).

As expected, DSPs make up 78% of employees in the participating organizations. Consistent with past research (Larson, Hewitt & Anderson, 1999), there are more DSPs in community residential organizations than there are people being supported in those organizations (1.14 DSPs per person supported on average). For every FLS there w approximately seven people receiving services and nine DSPs.

The majority (93%) of community residential agencies required DSPs to have at least a high school education. Yet, agencies faced difficulties keeping and retaining staff. The DSP turnover rate in the five participating states was about 40% and vacancy rate was about 7%. Other studies reported average turnover rates for residential DSPs of 53% and average vacancy rates ranging from 6% to 12% (Larson, Hewitt & Knobloch, 2005). In this study, annual FLS turnover rates were about 24% and vacancy rate were about 6%. This compares with 21% turnover rates and 5% vacancy rates in other studies of FLS (Larson, Hewitt & Knobloch, 2005). The most common concerns for managers were finding qualified DSPs (reported by 76%) and turnover in the first six months of hire (51%). The most common training difficulties reported include arranging training times (63%), providing training that changes performance (61%), and finding staff to cover for those attending training (60%).

The average DSP in participating organizations earned \$8.88 per hour in 2002 just above the poverty level (\$8.70) for a family of 4 in that year (U.S. Department of Health and Human Services, 2004). Two thirds of DSPs (69%) are considered by their organizations to be full-time whereas nearly a quarter of them are part-time employees. To be considered full-time in these organizations DSPs must work an average of 35 hours per week. With respect to benefits, DSPs must work approximately 22 hours to be eligible for paid time off and about 29 hours to be eligible for health or dental insurance. This suggests that full-time workers in the average organization were eligible for both paid time off and health or dental insurance, but part-time employees may or may not be eligible. Since 25% of DSPs are part-time employees, this suggests a potentially large number without benefits. Past research showed wide variation in the percentage of organizations offering health (30% in CA to 98% in MN) or dental (26% in CA to 82% in MN) insurance to at least some DSPs (Larson, Hewitt & Knobloch, 2005). Notably, almost

all of the managers, FLS and DSP participants in this research were in full-time positions and were eligible for paid time off and agency benefits. This is expected as we requested that excellent performers be selected to complete the surveys.

The average supervisor in participating organizations earned \$11.98 per hour in 2002. There were marked differences in average supervisor wages in the five participating states (Florida paid \$9.67 per hour on average while Rhode Island paid \$13.89 per hour).

Characteristics of DSPs, Supervisors and Managers

There were many differences in the demographic characteristics of the excellent administrative, FLS and DSP participants in this study. Specifically, women are more greatly represented in each job area than men; however, significantly fewer women are employed in administrative positions than supervisory and direct service. In addition, excellent managers are significantly older than excellent FLS, whereas the age of excellent FLS and DSPs are statistically the same. Managers also have more experience in the field of IDD, supervising DSPs, and academically than FLS, whereas FLS have greater field and supervision experience than DSPs. For those enrolled in higher education while working, managers reported being more likely to continue working for their employer after completing their education. Years of work and academic experiences differ for excellent managers, FLS, and DSPs. Additional education for managers was more likely to result in them planning to remain with their current employer than for FLS or DSPs. Perhaps managers were more confident that their current employer would recognize their academic achievements with appropriate salary increments or career advancement opportunities than were FLS or DSPs.

Job characteristics of excellent community residential employees also differ across positions. Managers are responsible for a greater number service sites, have more DSPs at their primary site, and supervise or manage more employees than FLS and DSPs. FLS have more DSPs at their primary work site and they supervise more DSPs than do DSPs. Managers and FLS are responsible for supports provided to significantly more people with IDD than DSPs. Past work found that supervising too many DSPs may be overwhelming for FLS (Hewitt, Larson, Lakin, Sauer, O'Nell, & Sedlezky, 2004).

Frontline Supervisor Competencies

Participant's ranking of the top seven competencies areas for FLS encompassed six of top seven areas previously identified in Minnesota. This consistency between the Minnesota and the national studies demonstrates a level of validity of the Minnesota results to a national sample. However, differences in the specific rank orders show the limitations of applying the Minnesota competency area rankings on a national level. In particular, the national sample ranked FLS competency in health and safety much higher than the Minnesota group (2 versus 9) and rated the importance of facilitating and supporting consumer support networks much lower than the Minnesota group (7 versus 3). Competency in promoting public relations was ranked as far less critical for FLS in the national sample than in Minnesota (12 versus 7) as was competence in assuring that household maintenance functions are completed (14 versus 8). Conversely, competence in coordinating policies, procedures and rule compliance was ranked as more critical by the national sample than by the Minnesota group (9 versus 13). Furthermore, in the national sample, managers and FLS disagree on the relative importance of three broad competency areas for FLS in providing supports that help people live as valued, contributing and self-determined members of their communities (facilitating and supporting consumer support networks, coordinating vocational supports, and promoting public relations).

Participants identified 32 of the 142 specific competency statements that were critical for FLS to perform, 11 of which FLS must perform competently at the time of hire. Overall, 75% or more of the respondents reported that FLS needed to be competent in 66 skills within 90 days of starting a new position including 27 in which FLS needed to be competent at the time of hire. For a first time FLS, this expectation can be daunting. Organizations who hire FLS who have just the 27 competencies required at hire will need to provide extensive training, mentoring, and support during the first 90 days to develop those new supervisors so they can perform all 66 competencies well by the time they have been on the job for three months. Both FLS and managers report that FLS are "thrown in" to their jobs, often because they had been successful in the DSP role (Hewitt, et. al, 1998). The sheer volume of competency statement in which FLS must do well by 90 days is a strong statement about the inadequacy of such an

approach. Indeed many of the intervention strategies designed to address staff recruitment, retention and training challenges include, as a major emphasis, training for FLS (Larson and Hewitt, 2005).

FLS ranked several specific competency statements as more important than managers when differences existed. The inconsistency suggests that communication between managers and FLS regarding certain performance expectations could be improved.

Five specific competency statements were identified by the national sample to be irrelevant or not important to the work of FLS. Those items will be dropped from future editions of the FLS competencies.

FLS are pulled in three distinct directions. Not only must they deliver services but they must also manage DSPs and organizational administrative functions (Hewitt et al., 2004). Though both FLS and managers feel competence in and training addressing the DSP management and administrative functions are of high priority, managers seem to hold significantly stronger views about the importance of training in the areas of personnel management and scheduling and payroll duties. This indicates that the abilities of FLS, at least in they eye of managers, should be more developed in the areas management and administrative skills. The results also indicate that FLS have sufficient knowledge in the competency areas that more service delivery focused. One possible way to explain this is that FLS were promoted through the direct service ranks, thereby equipping them with service delivery skills but keeping them from developing needed management and administrative skills.

These respondents did not identify any specific competencies that were missing, either on the FLS surveys or on the DSP surveys though there were spaces for those to be added in each competency area. This result may indicate two things. First, that the competency sets that were studied were adequately comprehensive. Second, that mail surveys (at least ones of the length and complexity used for this study) may not be the best method to use when trying to generate ideas about emerging or missing competencies. We conclude this study feeling fairly confident that the competency areas and statements tested represent the skills needed by FLS and DSPs in the states involved.

Direct Support Professional Competencies

Among DSPs and FLS there was general agreement on the priority of the 14 competency areas for DSPs. However, the national priorities are not the same as the ones identified for Minnesota. In analyzing the competency skills, all were considered critical or important by at least 50% of the respondents, which points to a high level of content validity of the Minnesota results to a national sample. In all, 34 of 113 competency statements were identified as critical for DSPs, as were six of nine code ethics areas. At their time of hire DSPs needed 29 skills, including 13 competency statements and six Code of Ethics statements that were reported to be critical. Within the first 90 days, DSPs were found to need a total of 79 skills (number includes those skills needed at hire). This means that DSPs need to be capable of performing 62% of all of the competency skills and 100% of the Code of Ethics skills within three months of hire. This is a large number of competencies considering that about 50% of all new DSPs have little to no experience providing supports to individuals with intellectual or developmental disabilities when they are hired (Larson, Lakin & Bruininks, 1998). Many skills such as completing accident reports, developing strategies to address violations of rights, or implementing first aid procedures are difficult to acquire without DSP experience or specialized training, yet these were identified as important skills for DSPs to do well at time they are hired. Hiring DSPs with no experience would require organizations to provide extensive training in order to prepare them to perform the identified skills well in the first 90 days of employment.

Organizations consistently report difficulties in providing effective training (Test, Flowers, Hewitt, & Solow, 2004). This research suggests that both FLS and excellent DSPs may have unrealistically high expectations regarding competence for new hires. On the other hand, this research also supports the assertion that the role of a DSP is not an "entry level" job in the same way that working in fast food restaurants, retail or hospitality industry may be. There are many specific competencies that DSPs must do well, even when they first begin their work, that require specific training to acquire. This supports the need for robust pre-service training and in-service training programs. It also supports the importance of a national credential for DSPs that is associated with commensurate wages and benefits

such as the one offered by the National Alliance for Direct Support Professionals (www.nadsp.com).

DSP and FLS positions in human service settings are low paying positions with inadequate training and development opportunities. At the same time these positions have high expectations of skill needed and expect many core skills to be in place upon hire or within a very short time after taking a position (90-days). This disconnection between expectations and reality may be a factor that contributes to the persistently high turnover and vacancy in the industry.

Supervisors and DSPs did not agree on the importance of every competency. DSPs were more likely to feel monitoring and reporting medication errors and communicating according to policy while maintaining confidentiality were important. Conversely, one administratively focused skill and three support focused skills were more important for DSPs to have, according FLS.

FLS and DSPs reported that communication and documentation were the training areas of highest priority for DSPs. Two areas, consumer empowerment and building and maintaining friendships, did differ as FLS felt they were of much higher training priorities than DSPs. Consumer empowerment was identified in past research as a low training priority by DSPs (Test et al., 2004). Interestingly, consumer empowerment competency is second most important DSP competency area. Two consumer empowerment competency statements were identified in this study as being critical at time of hire and two more are needed in the first three months. Test et al. (2004) found DSPs to be more motivated to learn about skills that they find important to their work. This could be a challenge when DSPs feel their skills are adequate but FLS disagree. Participants rated building and maintaining of friendships as of lower importance overall, but FLS identified it as a training priority for DSPs.

There are also several specific skills that DSPs and FLS disagree on as to the priority of training needed. Supervisors were more likely to report the following training needs for DSPs: know and adhere to organizational policies and procedures; support individuals to understand and make informed choices; facilitate friendships and relationships; contribute to plan development; identify and report abuse and neglect; and observe and document signs and symptoms of illness. Training priorities for DSPs addressed the following skills: support communication with service professionals; use ethical standards to guide

actions; provide access to opportunities and experiences; promoting justice, fairness, and equity, advocacy, and accessing professional organizations and industry resources.

Limitations and Need for Additional Research

This study is limited in several ways. This study evaluated FLS and DSP competencies and skill in five states. Though these states represent all of the Census Regions in the United States, there may be some state specific differences that were not captured. Furthermore, the sample in some states was more robust than in other states, which the generalizability of the findings to the studied states may vary.

Another limitation was that this study focused specifically on competencies needed for FLS and DSPs in residential settings supporting persons with intellectual and developmental disabilities. While this represents a large group of FLS and DSPs, many work in other types of community settings or with different populations. Further work is needed to examine to extent to which these competencies apply to DSPs supporting individuals in their own or family homes, in work settings, and in other service settings. In addition, work examining the extent to which these competencies, developed for DSPs and FLS supporting persons with ID/DD apply to similar individuals supporting persons with other types of disabilities or other human service populations.

Study participants were identified by organizations as excellent managers, FLS, and DSPs. This may be a threat to the validity of the self-reported training needs being applied to the work of the average FLS, or DSP. On the other hand, asking exemplary staff to describe the importance and timing in which various competencies are needed is preferable to asking those who have less experience or skill.

Future research on the FLS and DSP competencies, skills, and training needs is needed to provide confirmatory evidence of validity of these results to states not included in this study. Not only would this continue to strengthen the validity of the tools but it would also provide users in states not included in this study with a greater level of confidence in applying the competencies and skills to their work. Future research should also provide a greater understanding of how geographical differences influence the knowledge and needs of those supporting people with IDD.

Conclusions and Implications

The competencies DSPs and FLS need to perform their work are immense. This creates stresses on support organizations to provide the development and training opportunities for its employees.

Inadequate responses to this problem put organizations in peril. Compounding this issue is the continual need to provide support services in an efficient manner, while maintaining quality and effectiveness. This study provides organizations with a tool to begin addressing the needs and challenges their FLS and DSPs face. In using these competencies, skills, and training needs, organizations should consider not only their unique mission, vision, and values, but also the unique attributes and duties of their employees.

This study confirms that the core competencies in each of these competency sets hold up in general. However, to be most effective each organization will need to customize them both to the organization, and possibly to each service site, person served and even each employee. The competency sets serve as a good overall indicator of skills needed in these positions, however they will be best used flexibly and with the person served as the guide for DSP skills, and the format and expectations of the position and persons served for the FLS skills. Especially critical will be looking at the priority of skills, as most variability appeared in the ranking of importance of the skills, rather than whether the skills themselves were important.

Given the high expectations of workers "at hire" and at "90-days" adjustments to selection and training methods may be needed. DSP and FLS selection strategies could be enhanced specifically to clarify employee candidate attitudes in regards to respect, empowerment, and advocacy and skills related to reading, writing, and following policy and procedure. By selecting employees who have these base attitudes and skills, the employer ensures many of the "at hire" expectations already exist or will be more easily acquired. In addition organizations need to strongly support, mentor, and train employees in the first 90-days to 12 months to ensure necessary competence is achieved, developed, and maintained. This is in strong contrast to many current training, coaching, and orientation practices that often stop after the first few weeks of employment.

The disconnect between the characteristics of many new FLS (good at direct support but not trained in the 13 other FLS competency areas) and identified training needs (must perform several

management and administrative tasks well within 90 days of starting) indicates that a more aggressive internal promotion system that emphasized coaching and skill-building of potential FLS before offering a promotion would be helpful. By coaching likely candidates prior to offering a position, organizations can help employees to self-select out if the fit to supervisory work is not good. They can also ensure that "at hire" skills are established before the employee is promoted. As with DSPs, ongoing training and close coaching of new FLS could be important as a method of supporting FLS competence in the first 90-days. These strategies are likely to have an impact on FLS confidence, satisfaction, and performance and if used would be likely to favorably impact both FLS and DSP turnover.

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APPENDIX A: FLS COMPETENCY STATEMENTS – DETAILED ANALYSIS

Competency Area 1: Staff Relations - Importance for Supervisors

Ntl.			Overall Per	rcent			Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A To	tal	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Effectively communicate with staff	100.0			;	3.0	3.0	3.0			0.0	1	1	40
2	Facilitate teamwork & positive staff interactions	92.5	7.5		:	2.9	2.9	3.0	0.25		0.0	1	4	40
3	Take direct interest in staff roles & responsibilities	65.0	35.0		:	2.7	2.7	2.6	0.05		0.0	1	7	40
4	Encourage staff boundaries on personal & work issues	67.5	25.0	7.5		2.6	2.5	2.7	0.64		7.5	1	8	40
5	Facilitate & encourage creative & new ideas	53.8	43.2		:	2.5	2.5	2.6	0.42		0.0	1	2	39
6	Seek staff opinions & empower to make decisions	60.0	32.5	7.5		2.5	2.4	2.6	1.00		7.5	1	3	40
7	Provide formal staff communication eg memos, mtgs	55.0	42.5	2.5		2.5	2.5	2.5	0.00		2.5	1	6	40
8	Provide counseling & staff support over conflicts	62.5	35.0	2.5		2.6	2.5	2.7	1.07		2.5	1	5	40

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 1: Staff Relations - When need to do skill well														
Ntl.	-		Overall Percent Mean									% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Facilitate teamwork & positive staff interactions	59.0	25.6	12.8	2.6		1.6	1.8	1.3	3.50		84.6	1	4	39
2	Encourage staff boundaries on personal & work issues	51.3	30.8	17.9			1.7	1.8	1.5	1.58		82.1	1	8	39
3	Effectively communicate with staff	46.2	38.5	15.4			1.7	1.7	1.7	0.05		84.7	1	1	39
4	Take direct interest in staff roles & responsibilities	38.5	46.2	15.4			1.8	1.8	1.8	0.00		84.7	1	7	39
5	Provide formal staff communication eg memos, mtgs	33.3	43.6	23.1			1.9	2.0	1.7	1.85		76.9	1	6	39
6	Provide counseling & staff support over conflicts	33.3	35.9	25.6	2.6	2.6	2.1	2.2	1.9	0.93		69.2	1	5	39
7	Seek staff opinions & empower to make decisions	23.1	48.7	25.6	2.6		2.1	2.2	1.9	2.03		71.8	1	3	39
8	Facilitate & encourage creative & new ideas	15.8	50.0	28.9	5.3		2.2	2.3	2.2	0.27		65.8	1	2	38

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 1: Staff Relat	ions - Top	Three Tra	ining Needs	3		
Ntl. Rank	Competency	Admin	FLS	Total	F	Sig. Area	Item
1	Effectively communicate with staff	71.4%	55.6%	64.1%	1.03	1	1
2	Facilitate teamwork & positive staff interactions	52.4%	44.4%	48.7%	0.23	1	4
3	Seek staff opinions & empower to make decisions	42.9%	27.8%	35.9%	0.93	1	3
4	Encourage staff boundaries on personal & work issues	19.0%	50.0%	33.3%	4.44	* 1	8
5	Facilitate & encourage creative & new ideas	23.8%	44.4%	33.3%	1.85	1	2
6	Provide counseling & staff support over conflicts	33.3%	27.8%	30.8%	0.13	1	5
7	Take direct interest in staff roles & responsibilities	33.3%	5.6%	20.5%	4.93	* 1	7
8	Provide formal staff communication eg memos, mtgs	14.3%	11.1%	12.8%	0.08	1	6

^{*} p<.05, ** p<.01

	Competency	Area 2: Direc	t Support	- Importa	nce f	or Sup	ervisor	s					
Ntl.				Mean			% Not or Minimally						
Rank	Competency Statement	85. 85. t 72. 5 70. 65. 65. 55.	Important	Useful	N/A	Total	Admin	FLS	F S	ig. Relevant	Area	Item	n N
1	Communicates effectively with supported individuals	92.5	5.0	2.5		2.9	3.0	2.8	0.84	2.5	2	1	40
2	Interacts with individuals by listening, sharing, etc	85.0	15.0			2.9	2.9	2.8	1.01	0.0	2	2	40
3	Implements beh. support plans & defuses crises	85.0	10.0	2.5	2.5	2.8	2.7	2.8	0.42	5.0	2	10	40
4	Critically evaluates quality & strives for improvement	72.5	27.5			2.7	2.7	2.7	0.02	0.0	2	14	40
5	Teaches DSP's methods to achieving competencies	70.0	27.5	2.5		2.7	2.6	2.7	0.11	2.5	2	12	40
6	Advocates with managers for necessary resources	65.0	32.5	2.5		2.6	2.7	2.6	0.26	2.5	2	13	40
7	Ensures physical environment meets indiv. needs	65.0	32.5	2.5		2.6	2.5	2.7	0.64	2.5	2	7	40
8	Assists individuals in developing daily activities	55.0	45.0			2.6	2.5	2.6	0.12	0.0	2	4	40
9	Assists with ADL's	52.5	40.0	7.5		2.5	2.4	2.5	0.05	7.5	2	3	40
10	Assists indiv. in maintaining family relationships	40.0	57.5	2.5		2.4	2.3	2.4	0.47	2.5	2	11	40
11	Helps individuals in planing community activities	37.5	57.5	5.0		2.3	2.3	2.4	0.20	5.0	2	5	40
11	Helps indiv. in making & maintaining friendships	47.5	37.5	15.0		2.3	2.4	2.2	0.89	15.0	2	6	40
13	Assist indiv. in shopping	35.0	47.5	15.5	2.5	2.2	2.1	2.2	0.22	18.0	2	8	40
14	Assists in arranging preferred transportation	32.5	52,5	10.0	5.0	2.1	2.1	2.2	0.06	15.0	2	9	40

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 2: Direct Support - When need to do skill well														
Ntl.	-	Overall Percent				Mean					% Need Skill				
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Interacts with individuals by listening, sharing, etc	57.9	34.2	7.9			1.5	1.5	1.5	0.06		92.1	2	2	38
2	Communicates effectively with supported individuals	43.6	51.3	7.9 5.1			1.6	1.9	1.3	14.96 *	***	94.9	2	1	39
3	Assists with ADL's	55.3	31.6	10.5		2.6	-	1.8	1.4	1.96		86.9	2	3	38
4	Implements beh. support plans & defuses crises	47.4	39.5	13.2			1.7	1.8	1.5	2.22		86.9	2	10	38
5	Teaches DSP's methods to achieving competencies	34.2	50.0	15.8			1.8	1.9	1.8	0.16		84.2	2	12	38
6	Ensures physical environment meets indiv. needs	35.1	48.6	13.5	2.7		1.8	1.8	1.9	0.47		83.7	2	7	37
7	Critically evaluates quality & strives for improvement	36.8	28.9	31.6	2.6		2.0	2.0	2.0	0.00		65.7	2	14	38
8	Advocates with managers for necessary resources	31.6	39.5	23.7	5.3		2.0	2.0	2.1	0.04		71.1	2	13	38
9	Assists indiv. in maintaining family relationships	34.2	39.5	18.4	5.3	2.6	2.0	2.1	1.9	0.63		73.7	2	11	38
10	Assists individuals in developing daily activities	23.7	50.0	23.7		2.6	2.1	2.2	1.9	0.80		73.7	2	4	38
11	Assists in arranging preferred transportation	24.3	51.4	18.9	2.7	2.7	2.1	2.2	1.9	0.72		75.7	2	9	37
12	Assist indiv. in shopping	21.6	54.1	21.6		2.7	2.1	2.2	1.9	1.78		75.7	2	8	37
13	Helps indiv. in making & maintaining friendships	21.6	48.6	27.0	2.7		2.1	2.1	2.1	0.10		70.2	2	6	37
14	Helps individuals in planing community activities	18.9	56.8	21.6		2.7	2.1	2.3	1.9	2.43		75.7	2	5	37

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency	Admin	FLS	Total	F	Sig. Area	Item
Ntl. Rank							
Kanr							
1	Implements beh. support plans & defuses crises	42.9%	38.9%	41.0%	0.06	2	10
2	Communicates effectively with supported individuals	38.1%	38.9%	38.5%	0.00	2	1
3	Teaches DSP's methods to achieving competencies	47.6%	22.2%	35.9%	2.77	2	12
4	Helps indiv. in making & maintaining friendships	28.6%	38.9%	33.3%	0.45	2	6
5	Helps individuals in planing community activities	33.3%	27.8%	30.8%	0.13	2	5
6	Critically evaluates quality & strives for improvement	38.1%	22.2%	30.8%	1.12	2	14
7	Interacts with individuals by listening, sharing, etc	19.0%	27.8%	23.1%	0.40	2	2
8	Ensures physical environment meets indiv. needs	19.0%	11.1%	15.4%	0.45	2	7
9	Advocates with managers for necessary resources	4.8%	22.2%	12.8%	2.69	2	13
10	Assists individuals in developing daily activities	9.5%	11.1%	10.3%	0.03	2	4
11	Assists with ADL's	9.5%	5.6%	7.7%	0.21	2	3
12	Assists indiv. in maintaining family relationships	0.0%	5.6%	2.6%	1.17	2	11
13	Assist indiv. in shopping	4.8%	0.0%	2.6%	0.85	2	8
14	Assists in arranging preferred transportation	4.8%	0.0%	2.6%	0.85	2	9

^{*} p<.05, ** p<.01

Ntl.			Overall Pe	rcent			Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Consults with case managers & team re indiv. rights	86.4	13.6			2.9	2.8	3.0	2.73		0.0	3	1	44
2	Reg. contact to address complaints & satisfaction	84.1	13.6	2.3		2.8	2.7	2.9	1.53		2.3	3	2	44
3	Assists in development of new programs & services	52.3	40.9	6.8		2.5	2.3	2.7	5.03	*	6.8	3	4	44
4	Supports indiv. in connecting & maintaining activities	45.5	47.7	6.8		2.4	2.3	2.5	0.85		6.8	3	6	44
5	Promotes pos. rel. between indiv & neighborhood	43.2	47.7	9.1		2.3	2.3	2.4	0.15		9.1	3	8	44
6	Supports indiv. in participating in educ. activities	29.5	52.3	18.2		2.1	2.0	2.3	2.60		18.2	3	7	44
7	Works with community agencies to provide activities	27.3	50.0	22.7		2.1	2.0	2.1	0.00		22.7	3	5	44
8	Participates in network & consumer council mtgs.	36.4	34.1	25.0	4.5	2.0	2.1	1.9	0.68		29.5	3	9	44
9	Networks with other agencies to learn new ideas	18.2	59.1	22.7		2.0	1.9	2.0	0.20		22.7	3	3	44

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 3: Facilita	ting & Su	pporting	Consume	r Support	Netw	orks -	When n	eed to	do sk	ill we	ell			
Ntl.			Ove	rall Perce	nt			Mean				% Need Skill			
Ranl	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	n N
1	Reg. contact to address complaints & satisfaction	45.5	43.2	11.4			1.7	2.0	1.3	16.47	***	88.7	3	2	44
2	Consults with case managers & team re indiv. rights	38.6	45.5	13.6	2.3		1.8	2.0	1.6	3.66		84.1	3	1	44
3	Promotes pos. rel. between indiv & neighborhood	29.5	27.3	36.4	4.5	2.3	2.2	2.3	2.1	0.68		56.8	3	8	44
4	Supports indiv. in connecting & maintaining activities	15.9	45.5	27.3	11.4		2.3	2.4	2.2	0.53		61.4	3	6	44
5	Assists in development of new programs & services	20.5	31.8	31.8	15.9		2.4	2.7	2.2	2.43		52.3	3	4	44
6	Works with community agencies to provide activities	4.5	40.9	40.9	13.6		2.6	2.8	2.4	2.98		45.4	3	5	44
7	Participates in network & consumer council mtgs.	11.4	36.4	34.1	9.1	9.1	2.7	2.8	2.5	0.83		47.8	3	9	44
8	Supports indiv. in participating in educ. activities	4.5	20.5	61.4	13.6		2.8	3.0	2.7	1.27		25.0	3	7	44
9	Networks with other agencies to learn new ideas	2.3	27.3	47.7	20.5	2.3	2.9	3.1	2.7	2.97		29.6	3	3	44

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

(Competency Area 3: Facilitating & Supporting Cons	umer Sup	port Netw	orks - Top	Three T	rainin	g Nee	ds
Ntl.	Competency	Admin	FLS	Total	F	Sig.	Area	Item
Rank								
1	Assists in development of new programs & services	69.6%	42.9%	56.8%	3.28		3	4
2	Supports indiv. in connecting & maintaining activities	39.1%	33.3%	36.4%	0.15		3	6
3	Networks with other agencies to learn new ideas	39.1%	33.3%	36.4%	0.15		3	3
4	Reg. contact to address complaints & satisfaction	26.1%	38.1%	31.8%	0.71		3	2
5	Participates in network & consumer council mtgs.	21.7%	28.6%	25.0%	0.26		3	9
6	Consults with case managers & team re indiv. rights	26.1%	19.0%	22.7%	0.30		3	1
7	Works with community agencies to provide activities	21.7%	23.8%	22.7%	0.03		3	5
8	Promotes pos. rel. between indiv & neighborhood	26.1%	19.0%	22.7%	0.30		3	8
9	Supports indiv. in participating in educ. activities	8.7%	28.6%	18.2%	2.98		3	7

^{*} p<.05, ** p<.01

	Competency Area 4: P	rogram Plann	ing & Moni	toring - I	mport	ance f	or Supe	rvisor	s					
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	ı N
1	Encourages individual independence as appropriate	88.1	9.5	2.4		2.9	2.8	2.9	0.28		2.4	4	15	42
2	Reviews & follows-up on incident reports	78.6	16.7	4.8		2.7	2.8	2.6	1.34		4.8	4	12	42
3	Dev., implements, monitors & assists with CS plans	76.7	18.6	2.3	2.3	2.7	2.6	2.8	0.96		4.6	4	1	43
4	Comm & maintains rel with other support agencies	66.7	33.3			2.7	2.6	2.7	0.75		0.0	4	16	42
5	Provides feedback to staff on implementation of plans	66.7	31.0	2.4		2.6	2.7	2.6	0.02		2.4	4	9	42
6	Monitors & documents progress toward goals	64.3	33.3	2.4		2.6	2.5	2.8	3.70		2.4	4	6	42
7	Designs & monitors beh support plans & meds	71.4	19.0	7.1	2.4	2.6	2.5	2.7	0.50		9.5	4	10	42
8	Solicits info. from indiv. on desired goals & outcomes	57.1	42.9			2.6	2.6	2.5	0.28		0.0	4	7	42
8	Completes required charting & documentation	69.0	21.4	7.1	2.4	2.6	2.4	2.8	3.20		9.5	4	8	42
9	Completes & uses relevant assessments	59.5	35.7	4.8		2.6	2.4	2.7	1.88		4.8	4	5	42
10	Coordinates services for people new to the program	57.1	35.7	7.1		2.5	2.5	2.5	0.06		7.1	4	3	42
11	Facilitates person-centered planning mtgs.	59.5	31.0	4.8	4.8	2.5	2.3	2.6	1.76		9.6	4	2	42
12	Operates annual & quarterly consumer planning mtgs	50.0	40.5	4.8	4.8	2.4	2.3	2.5	0.75		9.6	4	4	42
13	Maintains records for appropriate release of info	48.8	36.6	9.8	4.9	2.3	2.1	2.5	1.66		14.7	4	13	41
14	Develops risk management plans	46.3	34.1	12.2	7.3	2.2	2.1	2.3	0.71		19.5	4	11	41
15	Id's & advocates for needed program changes	45.2	31.0	19.0	4.8	2.2	2.0	2.3	0.93		23.8	4	17	42
16	Completes necessary discharge paperwork	42.9	28.6	19.0	9.5	2.1	1.9	2.2	0.90		28.5	4	14	42

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area	4: Progr				vnen	need t		ıı well						
Ntl.				rall Perce				Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Encourages individual independence as appropriate	71.4	10.0	9.5			1.4	1.5	1.3	1.11		81.4	4	15	42
2	Reviews & follows-up on incident reports	42.9	54.8	2.4			1.6	1.7	1.5	1.77		97.7	4	12	42
3	Comm & maintains rel with other support agencies	50.0	38.1	11.9			1.6	1.7	1.5	0.61		88.1	4	16	42
4	Completes required charting & documentation	40.5	50.0	7.1		2.4	1.7	1.9	1.6	1.39		90.5	4	8	42
5	Monitors & documents progress toward goals	33.3	50.0	16.7			1.8	1.9	1.7	0.66		83.3	4	6	42
6	Provides feedback to staff on implementation of plans	31.0	50.0	19.0			1.9	1.9	1.8	0.10		81.0	4	9	42
7	Completes & uses relevant assessments	33.3	45.2	21.4			1.9	2.0	1.8	0.53		78.5	4	5	42
8	Dev., implements, monitors & assists with CS plans	40.5	33.3	21.4	2.4	2.4	1.9	2.1	1.7	1.36		73.8	4	1	42
9	Solicits info. from indiv. on desired goals & outcomes	23.8	59.5	16.7			1.9	2.0	1.8	1.67		83.3	4	7	42
10	Maintains records for appropriate release of info	36.6	39.0	17.1		7.3	2.0	2.3	1.7	2.48		75.6	4	13	41
11	Coordinates services for people new to the program	23.8	40.5	28.6	7.1		2.2	2.3	2.0	1.61		64.3	4	3	42
12	Facilitates person-centered planning mtgs.	22.0	41.5	31.7		4.9	2.2	2.4	2.1	0.72		63.5	4	2	41
13	Operates annual & quarterly consumer planning mtgs	19.5	43.9	31.7		4.9	2.3	2.4	2.1	0.88		63.4	4	4	41
14	Designs & monitors beh support plans & meds	24.4	39.0	22.0	12.2	2.4	2.3	2.3	2.2	0.14		63.4	4	10	41
15	Completes necessary discharge paperwork	19.5	39.0	24.4	4.9	12.2	2.5	2.7	2.3	0.68		58.5	4	14	41
16	Develops risk management plans	17.1	29.3	29.3	17.1	7.3	2.7	2.7	2.7	0.04		46.4	4	11	41
17	Id's & advocates for needed program changes	17.1	22.0	29.3	29.3	2.4	2.8	2.8	2.7	0.08		39.1	4	17	41

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency	Admin	FLS	Total	F Si	g. Area	Item
Ntl.	• •						
Rank	(
1	Dev., implements, monitors & assists with CS plans	43.5%	35.0%	39.5%	0.31	4	1
2	Monitors & documents progress toward goals	30.4%	35.0%	32.6%	0.10	4	6
3	Encourages individual independence as appropriate	26.1%	35.0%	30.2%	0.39	4	15
4	Id's & advocates for needed program changes	39.1%	10.0%	25.6%	5.11 *	4	17
5	Designs & monitors beh support plans & meds	17.4%	35.0%	25.6%	1.73	4	10
6	Facilitates person-centered planning mtgs.	34.8%	15.0%	25.6%	2.21	4	2
7	Completes & uses relevant assessments	21.7%	30.0%	25.6%	0.37	4	5
8	Solicits info. from indiv. on desired goals & outcomes	13.0%	15.0%	14.0%	0.03	4	7
9	Develops risk management plans	13.0%	15.0%	14.0%	0.03	4	11
10	Coordinates services for people new to the program	13.0%	15.0%	14.0%	0.03	4	3
11	Provides feedback to staff on implementation of plans	13.0%	10.0%	11.6%	0.09	4	9
12	Completes required charting & documentation	8.7%	15.0%	11.6%	0.40	4	8
13	Reviews & follows-up on incident reports	4.3%	15.0%	9.3%	1.42	4	12
14	Maintains records for appropriate release of info	8.7%	5.0%	7.0%	0.22	4	13
15	Comm & maintains rel with other support agencies	0.0%	10.0%	4.7%	2.44	4	16
16	Completes necessary discharge paperwork	4.3%	0.0%	2.3%	0.87	4	14
17	Operates annual & quarterly consumer planning mtgs	0.0%	0.0%	0.0%	0.00	4	4

^{*} p<.05, ** p<.01

	Competency Area 5: F	ersonnel N	lanagemer	t - Impor	tance	for Su	pervisor	'S						
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally			
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Responds to staff questions & on-call crises	97.7	2.3			3.0	3.0	3.0	1.10		0.0	5	17	44
1	Safeguards & respects indiv. confidentiality & privacy	97.7	2.3			3.0	3.0	3.0	1.10		0.0	5	25	44
3	Prioritizes tasks & responsibilities	90.9	9.1			2.9	2.9	2.9	0.01		0.0	5	23	44
4	Manages their own stress	88.6	11.4			2.9	2.9	2.9	0.33		0.0	5	24	44
5	Discusses consumer & program issues with mgmt	84.1	15.9			2.8	2.8	2.9	1.20		0.0	5	21	44
6	Provides coaching & feedback to staff	81.8	18.2			2.8	2.9	2.8	0.83		0.0	5	10	44
6	Conducts debriefing sessions following crises	84.1	13.6	2.3		2.8	2.8	2.9	0.30		2.3	5	18	44
8	Provides needed disciplinary action & training	79.5	20.5			2.8	2.8	2.8	0.27		0.0	5	11	44
9	Coordinates & facilitates staff meetings	75.0	22.7	2.3		2.7	2.6	2.9	2.76		2.3	5	12	44
10	Completes staff performance reviews	61.4	38.6			2.6	2.7	2.6	0.29		0.0	5	8	44
11	Delegates tasks for special events & activities	56.8	34.1	6.8	2.3	2.5	2.4	2.6	1.03		9.1	5	22	44
12	Schedules interivews with potential new staff	65.9	18.2	9.1	6.8	2.4	2.4	2.5	0.09		15.9	5	2	44
13	Plans celebrations for staff	58.1	27.9	11.6	2.3	2.4	2.3	2.6	1.54		13.9	5	13	43
14	Communicates with supervisors across shifts	59.1	29.5	4.5	6.8	2.4	2.5	2.3	0.30		11.3	5	15	44
15	Participates in agency mgmt & cross group mtgs	44.2	51.2	4.7		2.4	2.5	2.3	0.46		4.7	5	20	43
16	Works with support staff on procedures & tasks	50.0	40.9	6.8	2.3	2.4	2.3	2.5	0.62		9.1	5	16	44
17	Completes salary reviews & makes recommendations	47.7	36.4	9.1	6.8	2.3	2.4	2.1	0.57		15.9	5	9	44
18	Monitors turnover & staff satisfaction to imp practices	43.2	40.9	11.4	4.5	2.2	2.3	2.2	0.08		15.9	5	26	44
19	Completes paperwork for changes in staff status	51.2	27.9	9.3	11.6	2.2	2.2	2.2	0.00		20.9	5	6	43
20	Follows up on staff injury reports	59.1	18.2	4.5	18.2	2.2	2.1	2.3	0.31		22.7	5	7	44
21	Recruits new DSPs	40.9	34.1	15.9	9.1	2.1	2.0	2.1	0.03		25.0	5	1	44
22	Seeks input from other staff on hiring decisions	29.5	40.9	18.2	11.4	1.9	2.0	1.8	0.25		29.6	5	3	44
23	Arranges new staff physicals & limitation assessments	45.5	22.7	6.8	25.0	1.9	1.7	2.1	1.74		31.8	5	5	44
24	Develops & modifies job descriptions	29.5	40.9	15.9	13.6	1.9	1.8	2.0	0.31		29.5	5	14	44
25	Performs criminal background & driver license checks	44.2	11.6	9.3	34.9	1.7	1.5	1.8	0.55		44.2	5	4	43
26	Monitors labor contracts & grievances	16.3	30.2	14.0	39.5	1.2	1.1	1.4	0.79		53.5	5	19	43

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency A	rea 5: Pe	ersonnel N	/lanagem	ent - When	need	to do s	skill wel	l						
Ntl.			Ove	erall Perce	ent			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Safeguards & respects indiv. confidentiality & privacy	90.9	6.8			2.3	1.2	1.3	1.0	1.21		97.7	5	25	44
2	Responds to staff questions & on-call crises	65.9	27.3	4.5		2.3	1.5	1.6	1.3	0.94		93.2	5	17	44
3	Conducts debriefing sessions following crises	56.8	31.8	6.8	2.3	2.3	1.6	1.7	1.5	0.95		88.6	5	18	44
4	Prioitizes tasks & responsibilities	56.8	27.3	13.6	2.3		1.6	1.7	1.5	1.15		84.1	5	23	44
5	Provides coaching & feedback to staff	45.5	47.7	4.5		2.3	1.7	1.8	1.5	2.30		93.2	5	10	44
6	Discusses consumer & program issues w/ mgmt & family	44.2	41.9	14.0			1.7	1.8	1.6	1.31		86.1	5	21	43
7	Manages their own stress	54.5	27.3	11.4	4.5	2.3	1.7	1.9	1.6	0.98		81.8	5	24	44
8	Coordinates & facilitates staff meetings	43.2	38.6	15.9		2.3	1.8	2.0	1.5	4.12	*	81.8	5	12	44
9	Provides needed disciplinary action & training	38.6	45.5	13.6		2.3	1.8	2.0	1.6	2.31		84.1	5	11	44
10	Works with support staff on procedures & tasks	40.9	31.8	22.7		4.5	2.0	2.2	1.7	3.28		72.7	5	16	44
11	Delegates tasks for special events & activities	25.0	50.0	20.5	2.3	2.3	2.1	2.3	1.9	2.42		75.0	5	22	44
12	Completes staff performance reviews	22.7	50.0	25.0		2.3	2.1	2.3	1.9	3.36		72.7	5	8	44
13	Communicates with supervisors across shifts	36.4	31.8	20.5	2.3	9.1	2.2	2.2	2.1	0.11		68.2	5	15	44
14	Schedules interivews with potential new staff	34.9	32.6	18.6	9.3	4.7	2.2	2.2	2.1	0.14		67.5	5	2	43
15	Participates in agency mgmt & cross group mtgs	32.6	23.3	37.2	4.7	2.3	2.2	2.2	2.2	0.01		55.9	5	20	43
16	Monitors turnover & staff satisfaction to imp practices	25.0	43.2	13.6	11.4	6.8	2.3	2.5	2.1	0.89		68.2	5	26	44
17	Plans celebrations for staff	20.5	38.6	29.5	4.5	6.8	2.4	2.7	2.0	4.23	*	59.1	5	13	44
18	Completes paperwork for changes in staff status	25.6	41.9	14.0	2.3	16.3	2.4	2.6	2.2	0.73		67.5	5	6	43
19	Follows up on staff injury reports	31.8	31.8	15.9		20.5	2.5	2.7	2.2	1.31		63.6	5	7	44
20	Seeks input from other staff on hiring decisions	21.4	38.1	21.4	7.1	11.9	2.5	2.5	2.5	0.00		59.5	5	3	42
21	Arranges new staff physicals & limitation assessments	31.7	29.3	17.1		22.0	2.5	2.8	2.2	1.45		61.0	5	5	41
22	Recruits new DSPs	26.2	28.6	21.4	14.3	9.5	2.5	2.5	2.5	0.01		54.8	5	1	42
23	Completes salary reviews & makes recommendations	15.9	31.8	31.8	9.1	11.4	2.7	2.7	2.7	0.01		47.7	5	9	44
24	Performs criminal background & driver license checks	39.0	19.5	4.9		36.6	2.8	2.7	2.8	0.04		58.5	5	4	41
25	Develops & modifies job descriptions	11.6	18.6	37.2	9.3	23.3	3.1	3.2	3.0	0.20		30.2	5	14	43
26	Monitors labor contracts & grievances	7.3	9.8	22.0	17.1	43.9	3.8	4.0	3.6	0.96		17.1	5	19	41

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 5: Personnel Manag	gement - T	op Three	Training N	leeds			
Ntl. Rank	Competency	Admin	FLS	Total	F	Sig.	Area	Item
1	Arranges new staff physicals & limitation assessments	43.5%	23.8%	34.1%	1.89		5	5
2	Provides needed disciplinary action & training	47.8%	14.3%	31.8%	6.24 *		5	11
3	Completes staff performance reviews	34.8%	23.8%	29.5%	0.61		5	8
4	Provides coaching & feedback to staff	26.1%	19.0%	22.7%	0.30		5	10
5	Monitors turnover & staff satisfaction to imp practices	30.4%	9.5%	20.5%	3.02		5	26
6	Prioitizes tasks & responsibilities	13.0%	23.8%	18.2%	0.83		5	23
7	Recruits new DSPs	13.0%	19.0%	15.9%	0.28		5	1
8	Schedules interivews with potential new staff	8.7%	23.8%	15.9%	1.87		5	2
9	Conducts debriefing sessions following crises	13.0%	14.3%	13.6%	0.01		5	18
10	Coordinates & facilitates staff meetings	13.0%	14.3%	13.6%	0.01		5	12
11	Delegates tasks for special events & activities	8.7%	14.3%	11.4%	0.33		5	22
12	Seeks input from other staff on hiring decisions	4.3%	19.0%	11.4%	2.38		5	3
13	Performs criminal background & driver license checks	4.3%	14.3%	9.1%	1.29		5	4
14	Manages their own stress	4.3%	14.3%	9.1%	1.29		5	24
15	Plans celebrations for staff	0.0%	14.3%	6.8%	3.66		5	13
16	Monitors labor contracts & grievances	8.7%	0.0%	4.5%	1.91		5	19
17	Follows up on staff injury reports	8.7%	0.0%	4.5%	1.91		5	7
18	Responds to staff questions & on-call crises	4.3%	4.8%	4.5%	0.00		5	17
19	Safeguards & respects indiv. confidentiality & privacy	0.0%	9.5%	4.5%	2.31		5	25
20	Communicates with supervisors across shifts	4.3%	0.0%	2.3%	0.91		5	15
21	Works with support staff on procedures & tasks	4.3%	0.0%	2.3%	0.91		5	16
22	Participates in agency mgmt & cross group mtgs	0.0%	4.8%	2.3%	1.10		5	20
23	Discusses consumer & program issues w/ mgmt & family	4.3%	0.0%	2.3%	0.91		5	21
24	Completes paperwork for changes in staff status	0.0%	0.0%	0.0%			5	6
25	Completes salary reviews & makes recommendations	0.0%	0.0%	0.0%			5	9
26	Develops & modifies job descriptions	0.0%	0.0%	0.0%			5	14

^{*} p<.05, ** p<.01

Ntl.			Overall Po	ercent			Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Provides training in indiv needs & rules & regs	79.1	18.6	2.3		2.8	2.7	2.8	0.17		2.3	6	6	43
2	Conducts formal & informal training with new staff	69.8	20.9	9.3		2.6	2.6	2.6	0.00		9.3	6	5	43
3	Solicits feedback on training needs	53.5	44.2		2.3	2.5	2.4	2.7	2.54		2.3	6	3	43
3	Shares resources & info on new issues & interventions	53.5	41.9	4.7		2.5	2.4	2.6	0.40		4.7	6	4	43
5	Schedules & doc staff participation in training & dev	51.2	39.5	9.3		2.4	2.4	2.4	0.03		9.3	6	2	43
6	Attend & participate in continuing ed & development	48.8	41.9	9.3		2.4	2.4	2.4	0.00		9.3	6	1	43
7	Ids potential trainers & resources for DSPs	27.9	53.5	11.6	7.0	2.0	1.8	2.3	2.91		18.6	6	8	43
8	Supports staff in learning computer use for work	9.3	34.9	34.9	20.9	1.3	1.5	1.2	1.38		55.8	6	7	43

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 6: Lea	ding Trair	ning & Sta	aff Develo	pment Act	ivities	- Whe	n need	to do s	skill w	ell				
Ntl.			Ove	erall Perce	ent			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	ı N
1	Provides training in indiv needs & rules & regs	46.5	37.2	11.6	4.7		1.7	1.8	1.7	0.10		83.7	6	6	43
2	Conducts formal & informal training with new staff	34.9	44.2	14.0	7.0		1.9	2.0	1.9	0.30		79.1	6	5	43
3	Shares resources & info on new issues & interventions	27.9	48.4	14.0	9.3		2.0	2.2	1.9	0.99		76.3	6	4	43
4	Schedules & doc staff participation in training & dev	22.0	58.5	14.6	2.4	2.4	2.0	2.1	2.0	0.12		80.5	6	2	41
5	Attend & participate in continuing ed & development	20.9	39.5	32.6	7.0		2.3	2.2	2.4	0.43		60.4	6	1	43
6	Solicits feedback on training needs	19.0	38.1	33.3	7.1	2.4	2.4	2.6	2.1	2.48		57.1	6	3	42
7	IDs potential trainers & resources for DSPs	7.5	30.0	47.5	15.0		2.7	2.7	2.7	0.07		37.5	6	8	40
8	Supports staff in learning computer use for work	4.8	14.3	31.0	14.3	35.7	3.6	3.5	3.8	0.80		19.1	6	7	42

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

Ntl.	Competency	Admin	FLS	Total	F	Sig.	Area	Item
Rank								
1	Provides training in indiv needs & rules & regs	52.2%	65.0%	58.1%	0.70		6	6
2	Solicits feedback on training needs	43.5%	55.0%	48.8%	0.55		6	3
3	Schedules & doc staff participation in training & dev	52.2%	45.0%	48.8%	0.21		6	2
4	Conducts formal & informal training with new staff	39.1%	35.0%	37.2%	0.07		6	5
5	IDs potential trainers & resources for DSPs	30.4%	20.0%	25.6%	0.59		6	8
6	Supports staff in learning computer use for work	30.4%	10.0%	20.9%	2.75		6	7
7	Attend & participate in continuing ed & development	17.4%	25.0%	20.9%	0.36		6	1
8	Shares resources & info on new issues & interventions	13.0%	30.0%	20.9%	1.85		6	4

,	Competency Area 7:	Promoting P	ublic Relati	ons - Imp	ortan	ce for	Supervi	isors						
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Maintain relationships with community vendors, etc	56.8	29.5	9.1	4.5	2.4	2.3	2.5	1.07		13.6	7	5	44
2	Collaborate & network with other community agencies	29.5	59.1	9.1	2.3	2.2	2.1	2.2	0.08		11.4	7	4	44
3	Educate community on developmental disabilities	34.1	40.9	25.0		2.1	2.0	2.2	1.48		25.0	7	1	44
4	Invite community members to learn more on DD	20.5	43.2	27.3	9.1	1.8	1.8	1.7	0.35		36.4	7	2	44
5	Recruit & mentor community volunteers	13.6	50.0	18.2	18.2	1.6	1.7	1.5	0.20		36.4	7	3	44
6	Assist in development of promotional materials	7.0	41.9	27.9	23.3	1.3	1.2	1.4	0.51		51.2	7	6	43

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Ar	ea 7: Pro	moting P	ublic Rela	ations - Wh	nen ne	ed to d	do skill '	well						
Ntl.			Ove	erall Perce	ent			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Maintain relationships with community vendors, etc	27.3	38.6	18.2	9.1	6.8	2.3	2.3	2.2	0.09		65.9	7	5	44
2	Collaborate & network with other community agencies	9.1	29.5	31.8	25.0	4.5	2.9	2.9	2.9	0.00		38.6	7	4	44
3	Educate community on developmental disabilities	13.6	18.2	38.6	25.0	4.5	2.9	3.1	2.6	2.54		31.8	7	1	44
4	Invite community members to learn more on DD	2.3	14.0	41.9	32.6	9.3	3.3	3.3	3.4	0.15		16.3	7	2	43
5	Recruit & mentor community volunteers	2.3	16.3	39.5	23.3	18.6	3.4	3.5	3.3	0.44		18.6	7	3	43
6	Assist in development of promotional materials	4.9	12.2	26.8	36.6	19.5	3.5	3.4	3.7	1.13		17.1	7	6	41

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 7: Promoting Public	Relations	- Top Th	ree Trainir	ng Needs			
Ntl.	Competency	Admin	FLS	Total	F	Sig.	Area	Item
Rank	1 2							
1	Educate community on developmental disabilities	59.1%	66.7%	62.8%	0.25		7	1
2	Recruit & mentor community volunteers	63.6%	42.9%	53.5%	1.86		7	3
3	Collaborate & network with other community agencies	54.5%	42.9%	48.8%	0.57		7	4
4	Invite community members to learn more on DD	40.9%	33.3%	37.2%	0.25		7	2
5	Maintain relationships with community vendors, etc	22.7%	42.9%	32.6%	1.98		7	5
6	Assist in development of promotional materials	22.7%	19.0%	20.9%	0.08		7	6

^{*} p<.05, ** p<.01

	Competency	Area 8: Main	tenance -	mportano	e for	Super	visors							
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Maintains safe environment by arranging HH services	76.7	11.6	9.3	2.3	2.6	2.7	2.6	0.39		11.6	8	4	43
2	Delegates staff to perform HH routine maintenance	52.4	42.9	4.8		2.5	2.5	2.5	0.07		4.8	8	6	42
3	Ensures basic HH tasks are completed	23.3	67.4	9.3		2.1	2.1	2.2	0.01		9.3	8	5	43
4	Monitors & schedules HH repair & maintenance	34.9	37.2	20.9	7.0	2.0	2.0	2.1	0.11		27.9	8	1	43
5	Arranges payments for maintenance	18.6	58.1	9.3	14.0	1.8	1.7	2.0	0.84		23.3	8	3	43
6	Gets bids for maintenance & consults as needed	16.3	46.5	20.9	16.3	1.6	1.6	1.7	0.21		37.2	8	2	43

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Compe	tency Are	a 8: Main	tenance -	When nee	ed to c	lo skill	well							
Ntl.			Ove	rall Perce	ent			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	Ν
1	Maintains safe environment by arranging services	63.4	26.8	7.3	2.4		1.5	1.5	1.5	0.09		90.2	8	4	41
2	Delegates staff to perform HH routine maintenance	51.2	39.0	9.8			1.6	1.6	1.6	0.11		90.2	8	6	41
3	Ensures basic HH tasks are completed	42.9	47.6	7.1	2.4		1.7	1.7	1.7	0.12		90.5	8	5	42
5	Monitors & schedules HH repair & maintenance	34.1	43.9	9.8	7.3	4.9	2.0	2.2	1.9	0.68		78.0	8	1	41
4	Arranges payments for maintenance	17.1	51.2	14.6	2.4	14.6	2.5	2.8	2.1	4.14	*	68.3	8	3	41
6	Gets bids for maintenance & consults as needed	12.2	48.4	19.5	7.3	12.2	2.6	3.0	2.1	5.78	*	60.6	8	2	41

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 8: Maintena	ince - Top	Three Tra	ining Need	ds			
Ntl.	Competency	Admin	FLS	Total	F	Sig.	Area	Item
Rank	1 ,							
1	Ensures basic HH tasks are completed	66.7%	78.9%	72.5%	0.73		8	5
2	Monitors & schedules HH repair & maintenance	61.9%	68.4%	65.0%	0.18		8	1
3	Delegates staff to perform HH routine maintenance	47.6%	52.6%	50.0%	0.10		8	6
4	Maintains safe environment by arranging services	42.9%	52.6%	47.5%	0.37		8	4
5	Gets bids for maintenance & consults as needed	9.5%	15.8%	12.5%	0.34		8	2
6	Arranges payments for maintenance	4.8%	5.3%	5.0%	0.01		8	3

^{*} p<.05, ** p<.01

	Competency A	rea 9: Health	& Safety -	Important	ce for	Super	visors							
Ntl.			Overall Pe	ercent		-	Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Ensures DSPs admin meds as prescribed	87.5	12.5			2.9	2.8	3.0	5.64	*	0.0	9	14	37
2	Monitors for med errors	85.0	12.5	2.5		2.8	2.7	3.0	2.85		2.5	9	9	38
3	Monitors & addresses individ health related concerns	85.0	12.5		2.5	2.8	2.8	2.8	0.01		2.5	9	3	38
4	Monitors safety issues in physical environment	76.9	23.1			2.8	2.8	2.7	0.21		0.0	9	1	38
5	Ensures infection control procedures are followed	72.5	25.0		2.5	2.7	2.6	2.7	0.36		2.5	9	2	38
6	Provides first aid & emergency care as needed	70.0	25.0	5.0		2.7	2.5	2.8	4.31	*	5.0	9	10	38
7	Schedules fire & emergency drills	67.5	30.0	2.5		2.7	2.6	2.7	0.96		2.5	9	12	38
8	Ensures that indiv & family understand med treatments	70.0	25.0	2.5	2.5	2.6	2.4	2.9	6.79	*	5.0	9	17	38
9	Ensures routine dental & medical appts are kept	75.0	12.5	7.5	5.0	2.6	2.4	2.7	1.34		12.5	9	4	38
10	Dcouments new meds	70.0	20.0	7.5	2.5	2.6	2.5	2.6	0.20		10.0	9	8	38
11	Educates & offers consumers health care choices	67.5	25.0	5.0	2.5	2.6	2.4	2.8	3.49		7.5	9	16	38
12	Documents doctors orders & follows up with staff	72.5	15.0	7.5	5.0	2.6	2.5	2.6	0.33		12.5	9	7	38
13	Monitors ill persons & reports on status	62.5	30.0	5.0	2.5	2.5	2.4	2.7	1.83		7.5	9	13	38
14	Completes forms for psychotrophic meds	60.0	30.0	7.5	2.5	2.5	2.3	2.6	1.60		10.0	9	5	38
15	Obtains consent from guardian for med treatments	65.0	20.0	5.0	10.0	2.4	2.1	2.7	4.66	*	15.0	9	15	38
16	Discuss & review menus with dieticians	40.0		5.0	2.5	2.3	2.1	2.5	4.26	*	7.5	9	18	38
17	Orders med supplies & arranges for med deliveries	45.0	37.5	10.0	7.5	2.2	1.9	2.6	7.26	**	17.5	9	11	38
18	Locates med services that take Medical Assistance	40.0	35.0	10.0	15.0	2.0	1.7	2.3	3.40		25.0	9	6	38

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

-	Compete	ncy Area	9: Health	& Safety	- When nee	ed to	do skil	l well							
Ntl.			Ove	erall Perce	nt			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Ensures DSPs admin meds as prescribed	68.4	23.7	7.9			1.4	1.5	1.2	1.97		92.1	9	14	38
2	Monitors safety issues in physical environment	59.5	32.4	8.1			1.5	1.5	1.5	0.02		91.9	9	1	37
3	Monitors for med errors	60.5	28.9	10.5			1.5	1.6	1.4	0.50		89.4	9	9	38
4	Monitors ill persons & reports on status	57.9	34.2	7.9			1.5	1.6	1.4	1.61		92.1	9	13	38
5	Monitors & addresses individ health related concerns	55.3	34.2	10.5			1.6	1.7	1.4	2.73		89.5	9	3	38
6	Provides first aid & emergency care as needed	55.3	34.2	10.5			1.6	1.7	1.4	2.73		89.5	9	10	38
7	Dcouments new meds	56.8	32.4	8.1		2.7	1.6	1.7	1.5	0.33		89.2	9	8	37
8	Ensures infection control procedures are followed	50.0	39.5	10.5			1.6	1.6	1.6	0.02		89.5	9	2	38
9	Documents doctors orders & follows up with staff	57.9	28.9	7.9		5.3	1.7	1.8	1.5	0.48		86.8	9	7	38
10	Schedules fire & emergency drills	42.1	42.1	15.8			1.7	1.7	1.8	0.04		84.2	9	12	38
11	Ensures that indiv & family understand med treatments	44.7	39.5	13.2		2.6	1.8	2.0	1.5	3.61		84.2	9	17	38
12	Ensures routine dental & medical appts are kept	47.4	36.8	10.5		5.3	1.8	2.0	1.5	2.07		84.2	9	4	38
13	Educates & offers consumers health care choices	39.5	42.1	13.2	2.6	2.6	1.9	2.1	1.6	2.90		81.6	9	16	38
14	Obtains consent from guardian for med treatments	52.6	26.3	10.5	2.6	7.9	1.9	2.3	1.4	6.37	*	78.9	9	15	38
15	Completes forms for psychotrophic meds	42.1	34.2	15.8		7.9	2.0	2.1	1.8	0.52		76.3	9	5	38
16	Discuss & review menus with dieticians	28.9	50.0	13.2	5.3	2.6	2.0	2.1	1.9	0.71		78.9	9	18	38
17	Orders med supplies & arranges for med deliveries	28.9	52.6	10.5	2.6	5.3	2.0	2.4	1.5	9.31	***	81.5	9	11	38
18	Locates med services that take medical asst	23.7	34.2	21.1	2.6	18.4	2.6	3.0	2.1	3.64		57.9	9	6	38

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 9: Health & Sa	fety - Top	Three Tra	ining Need	s			
Ntl. Rank	Competency	Admin	FLS	Total	F	Sig.	Area	Item
1	Educates & offers consumers health care choices	38.1%	38.9%	38.5%	0.00		9	16
2	Monitors safety issues in physical environment	33.3%	38.9%	35.9%	0.00		9	10
3	Monitors & addresses individ health related concerns	47.6%	11.1%	30.8%	6.81	k .	9	3
4	Ensures that indiv & family understand med treatments	23.8%	27.8%	25.6%	0.01		9	17
5	Ensures routine dental & medical appts are kept	9.5%	38.9%	23.1%	5.08	+	9	4
6	Monitors ill persons & reports on status	23.8%	22.2%	23.1%	0.01		9	13
7	Ensures DSPs admin meds as prescribed	23.8%	16.7%	20.5%	0.29		9	14
8	Monitors for med errors	19.0%	11.1%	15.4%	0.45		9	9
9	Ensures infection control procedures are followed	23.8%	5.6%	15.4%	2.51		9	2
10	Schedules fire & emergency drills	9.5%	16.7%	12.8%	0.42		9	12
11	Discuss & review menus with dieticians	9.5%	16.7%	12.8%	0.42		9	18
12	Provides first aid & emergency care as needed	9.5%	11.1%	10.3%	0.03		9	10
13	Documents doctors orders & follows up with staff	4.8%	0.0%	2.6%	0.85		9	7
14	Dcouments new meds	4.8%	0.0%	2.6%	0.85		9	8
15	Locates med services that take medical asst	0.0%	5.6%	2.6%	1.17		9	6
16	Completes forms for psychotrophic meds	4.8%	0.0%	2.6%	0.85		9	5
17	Orders med supplies & arranges for med deliveries	0.0%	0.0%	0.0%			9	11
18	Obtains consent from guardian for med treatments	0.0%	0.0%	0.0%			9	15

^{*} p<.05, ** p<.01

	Competency Are	a 10: Financ	ial Activitie	s - Impoi	rtance	for Su	perviso	rs						
Ntl.			Overall Po	ercent			Mean				% Not or Minimally			
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Assists DSPs with consumer bank transactions	77.3	20.5		2.3	2.7	2.7	2.8	0.14		2.3	10	1	44
2	Ensure consumer bills are paid promptly	79.5	11.4	2.3	6.8	2.6	2.4	2.9	2.91		9.1	10	4	44
3	Manages & budgets petty cash	70.5	20.5	2.3	6.8	2.6	2.3	2.9	6.07	*	9.1	10	5	44
4	Ensures consumer entitlements are current	65.1	4.7	7.0	23.3	2.1	2.1	2.2	0.13		30.3	10	8	43
5	Monitor & pay HH bills	56.8	15.9	6.8	20.5	2.1	1.9	2.3	1.62		27.3	10	3	44
6	Completes & approves staff expense requests	46.5	32.6	2.3	18.6	2.1	1.9	2.3	1.54		20.9	10	6	43
7	Prepare & review budget reports	32.6	39.5	4.7	23.3	1.8	1.9	1.8	0.08		28.0	10	2	43
8	Completes agency asset & depreciation inventories	25.6	18.6	16.3	39.5	1.3	1.3	1.3	0.01		55.8	10	9	43
9	Assists in establishing new per diem rates	23.3	18.6	9.3	48.8	1.2	0.8	1.6	4.61	*	58.1	10	7	43

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Compete	ncy Area	10: Fina	ncial Acti	vities - Tim	ning to	do sk	ill well							
Ntl.			Ove	erall Perce	ent			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Assists DSPs with consumer bank transactions	36.4	54.5	2.3	4.5	2.3	1.8	1.8	1.8	0.00		90.9	10	1	44
2	Manages & budgets petty cash	39.5	46.5	7.0	2.3	4.7	1.9	2.1	1.6	3.73		86.0	10	5	43
3	Ensure consumer bills are paid promptly	34.1	50.0	4.5	4.5	6.8	2.0	2.3	1.7	2.83		84.1	10	4	44
4	Monitor & pay HH bills	26.8	46.3	4.9	7.3	14.6	2.4	2.5	2.2	0.38		73.1	10	3	42
5	Completes & approves staff expense requests	25.6	46.5	7.0	2.3	18.6	2.4	2.7	2.1	1.61		72.1	10	6	43
6	Ensures consumer entitlements are current	30.2	30.2	11.6	2.3	25.6	2.6	2.9	2.4	1.01		60.4	10	8	43
7	Prepare & review budget reports	7.0	39.5	20.9	9.3	23.2	3.0	3.0	3.1	0.12		46.5	10	2	43
8	Completes agency asset & depreciation inventories	11.6	16.3	14.0	18.6	39.5	3.6	3.5	3.6	0.03		27.9	10	9	43
9	Assists in establishing new per diem rates	12.5	15.0	12.5	15.0	45.0	3.7	3.9	3.4	1.45		27.5	10	7	40

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 10: Financial A	ctivities -	Top Three	Training I	Needs			
Ntl.	Competency	Admin	FLS	Total	F S	Sig. Ar	ea	Item
Rank	<u> </u>							
		00.40/	50.00/	40.00/	0.77			•
1	Ensures consumer entitlements are current	36.4%	50.0%	42.9%	0.77		10	8
2	Assists DSPs with consumer bank transactions	45.5%	30.0%	38.1%	1.04		10	1
3	Manages & budgets petty cash	50.0%	20.0%	35.7%	4.33 *		10	5
4	Prepare & review budget reports	36.4%	30.0%	33.3%	0.18		10	2
5	Completes agency asset & depreciation inventories	31.8%	20.0%	26.2%	0.73		10	9
6	Ensure consumer bills are paid promptly	22.7%	30.0%	26.2%	0.27		10	4
7	Assists in establishing new per diem rates	13.6%	25.0%	19.0%	0.85		10	7
8	Monitor & pay HH bills	9.1%	30.0%	19.0%	3.04		10	3
9	Completes & approves staff expense requests	4.5%	5.0%	4.8%	0.00		10	6

^{*} p<.05, ** p<.01

	Competency Area 1	1: Sched	uling and F	Payroll -	Impor	tance	for Sup	erviso	rs					
Ntl.			% Not or Minimally											
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Secures staff to fill-in when vacancies occur	85.0	12.5	2.5		2.8	2.7	3.0	2.85		2.5	11	4	40
2	Develops staff schedules	77.5	20.0		2.5	2.7	2.7	2.8	0.41		2.5	11	1	40
3	Approves staff leave	52.5	42.5	5.0		2.5	2.4	2.6	1.09		5.0	11	3	40
4	Solicits and approves staff time cards	55.0	40.0	2.5	2.5	2.5	2.5	2.5	0.00		5.0	11	2	40

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Compete	ency Area	11: Sch	eduling a	nd Payroll	- Tim	ning to	do skil	well						
Ntl.			Ove	rall Perce	nt			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Approves staff leave	53.8	35.9	7.7	2.6		1.6	1.8	1.4	2.48		89.7	11	3	39
2	Develops staff schedules	44.7	44.7	7.9	2.6		1.7	1.8	1.5	1.36		89.4	11	1	39
3	Solicits and approves staff time cards	38.5	53.8	5.1	2.6		1.7	1.9	1.5	3.60		92.3	11	2	38
4	Secures staff to fill-in when vacancies occur	43.6	41.0	10.3	2.6	2.6	1.8	2.0	1.5	3.65		84.6	11	4	39

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 11: Scheduling	and Payr	oll - Top	Three Trai	ining Need	ds	
Ntl.	Competency	Admin	FLS	Total	F	Sig. Area	Item
Rank							
1	Approves staff leave	90.5%	84.6%	88.2%	0.25	11	4
2	Secures staff to fill-in when vacancies occur	71.4%	92.3%	79.4%	2.15	11	1
3	Develops staff schedules	42.9%	15.4%	32.4%	2.84	11	2
4	Solicits and approves staff time cards	33.3%	30.8%	32.4%	0.02	11	3

^{*} p<.05, ** p<.01

	Competency Area 12: Co	ordinating Vo	cational S	upports -	Impo	rtance	for Sup	erviso	rs					
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Oversee indiv in creating workload & schedule	45.0	35.0	10.0	10.0	2.2	2.1	2.2	0.14		20.0	12	3	40
2	Ensures Dept of Labor standards are met for indiv	55.0	17.5	12.5	15.0	2.1	2.2	2.0	0.43		27.5	12	5	40
3	Oversee training of individuals on how to complete jobs	45.0	32.5	10.0	12.5	2.1	2.1	2.1	0.07		22.5	12	2	40
4	Provide quality assurance checks for completed work	45.0	27.5	12.5	15.0	2.0	2.0	2.1	0.19		27.5	12	4	40
5	Develops new jobs & procures work for individuals	37.5	30.0	15.0	17.5	1.9	1.9	1.9	0.01		32.5	12	1	40

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area	12: Coo	rdinating	Vocation	al Support	s - Tir	ning to	do ski	l well						
Ntl.			Ove	erall Perce	ent			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Ensures Dept of Labor standards are met for indiv	34.2	34.2	13.2	5.3	13.2	2.3	2.2	2.4	0.18		68.4	12	5	38
2	Oversee training of individuals on how to complete jobs	21.6	48.6	16.2	2.7	10.8	2.3	2.3	2.4	0.17		70.2	12	2	37
3	Oversee indiv in creating workload & schedule	23.7	44.7	18.4		13.2	2.3	2.5	2.2	0.32		68.4	12	3	38
4	Provide quality assurance checks for completed work	21.1	52.6	10.5	2.6	13.2	2.3	2.5	2.2	0.68		73.7	12	4	38
5	Develops new jobs & procures work for individuals	16.2	43.2	18.9	8.1	13.5	2.6	2.7	2.5	0.08		59.4	12	1	37

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 12: Coordinating Vocation	nal Supp	orts - Top	Three Tra	ining Ne	eds		
Ntl.	Competency	Admin	FLS	Total	F	Sig.	Area	Item
Rank	. ,							
1	Develops new jobs & procures work for individuals	78.6%	71.4%	75.0%	0.18		12	1
2	Ensures Dept of Labor standards are met for indiv	57.1%	50.0%	53.6%	0.13		12	5
3	Oversee training of individuals on how to complete jobs	42.9%	42.9%	42.9%	0.00		12	2
4	Oversee indiv in creating workload & schedule	57.1%	21.4%	39.3%	4.01		12	3
5	Provide quality assurance checks for completed work	35.7%	35.7%	35.7%	0.00		12	4

^{*} p<.05, ** p<.01

	Competency Area 13: Coordinating Po	olicies, Proc	edures & R	ule Comp	liance	e - Imp	ortance	e for S	upervi	sors				
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Ensures compliance with state & agency rules & regs	81.4	16.3	2.3		2.8	2.7	2.9	2.11		2.3	13	4	43
2	Has current info & knowledge on rules & regs	76.7	23.3			2.8	2.6	3.0	7.95	**	0.0	13	2	43
3	Completes vulnerable adult investigations	86.0	7.0		7.0	2.7	2.6	2.9	0.98		7.0	13	1	43
4	Participates in licensing & quality reviews & audits	74.4	23.3		2.3	2.7	2.7	2.7	0.00		2.3	13	5	43
5	Solicits input of indiv in developing agency policies	46.5	32.6	11.6	9.3	2.2	2.0	2.3	0.74		20.9	13	6	43
6	Writes, reviews & updates agencies policies & procedures	44.2	25.6	14.0	16.3	2.0	1.7	2.4	4.47	*	30.3	13	3	43

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 13: Coord	inating Po	licies, Pro	cedures	& Rule Co	mplia	nce - T	iming to	do sl	kill well				
Ntl.			Ove	rall Perce	nt			Mean			% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F Si	g. w/in 90 days	Area	Item	N
1	Ensures compliance with state & agency rules & regs	30.2	48.8	20.9			1.9	2.1	1.7	3.28	79.0	13	4	43
2	Has current info & knowledge on rules & regs	28.6	47.6	23.8			2.0	2.1	1.8	3.08	76.2	13	2	42
3	Participates in licensing & quality reviews & audits	26.2	42.9	26.2	4.8		2.1	2.1	2.1	0.09	69.1	13	5	42
4	Completes vulnerable adult investigations	36.6	31.7	22.0	2.4	7.3	2.1	2.5	1.7	4.17 *	68.3	13	1	41
5	Solicits input of indiv in developing agency policies	19.0	26.2	28.6	16.7	9.5	2.7	3.0	2.4	2.00	45.2	13	6	42
6	Writes, reviews & updates agencies policies & proc	7.3	29.3	26.8	22.0	14.6	3.1	3.5	2.6	7.01 *	36.6	13	3	41

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 13: Coordinating Policies, Proced	ures & Rule	Complian	ce - Top 1	hree Tra	ining	Needs	
Ntl.	Competency	Admin	FLS	Total	F	Sig.	Area	Item
Rank	1 7							
1	Ensures compliance with state & agency rules & regs	68.2%	65.0%	66.7%	0.05		13	4
2	Has current info & knowledge on rules & regs	45.5%	75.0%	59.5%	3.97		13	2
3	Participates in licensing & quality reviews & audits	63.6%	40.0%	52.4%	2.37		13	5
4	Completes vulnerable adult investigations	27.3%	40.0%	33.3%	0.74		13	1
5	Solicits input of indiv in developing agency policies	36.4%	20.0%	28.6%	1.35		13	6
6	Writes, reviews & updates agencies policies & proc	13.6%	40.0%	26.2%	3.94		13	3

^{*} p<.05, ** p<.01

Ntl.	Competency A	rea 14: Office	Work - Im Overall Pe	•	for Su	ıpervis	sors Mean	_			% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	N
1	Monitor & respond to messages on answering machine	66.7	26.2	4.8	2.4	2.6	2.6	2.5	0.39		7.2	14	2	42
2	Answers phone & promptly returns calls	58.1	32.6	4.7	4.7	2.4	2.6	2.3	1.19		9.4	14	1	43
3	Write concise memos & reports	46.5	44.2	7.0	2.3	2.4	2.3	2.4	0.19		9.3	14	4	43
4	Read & promptly respond to email & mail	48.8	39.5	7.0	4.7	2.3	2.6	2.1	4.73	*	11.7	14	3	43
5	Effectively completes office tasks	25.6	46.5	23.3	4.7	1.9	1.8	2.1	0.78		28.0	14	6	43
6	Use computer for word processing & data mgmt	27.9	39.5	20.9	11.6	1.8	1.8	1.9	0.01		32.5	14	5	43

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Compe	tency Are	a 14: Offi	ce Work	· Timing to	do s	kill wel	l						
Ntl.			Ove	rall Perce	nt			Mean			% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F Sig	. w/in 90 days	Area	Item	N
1	Monitor & respond to messages on answering machine	81.0	11.9	7.1			1.3	1.3	1.2	0.26	92.9	14	2	42
2	Read & promptly respond to email & mail	65.9	26.8	7.3			1.4	1.4	1.4	0.07	92.7	14	3	41
3	Write concise memos & reports	61.9	31.0	7.1			1.5	1.7	1.2	5.65 *	92.9	14	4	42
4	Answers phone & promptly returns calls	4.8	73.8	14.3	7.1		1.5	1.6	1.4	0.40	78.6	14	1	42
5	Effectively completes office tasks	50.0	38.1	9.5		2.4	1.7	1.9	1.4	3.07	88.1	14	6	42
6	Use computer for word processing & data mgmt	34.1	26.8	24.4	2.4	12.2	2.3	2.7	1.8	4.77 *	60.9	14	5	41

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 14: Office Wo	rk - Top Th	ree Train	ing Needs				
Ntl.	Competency	Admin	FLS	Total	F	Sig.	Area	Item
Rank	• •							
1	Monitor & respond to messages on answering machine	47.6%	57.9%	52.5%	0.41		14	2
2	Answers phone & promptly returns calls	38.1%	63.2%	50.0%	2.54		14	1
3	Use computer for word processing & data mgmt	47.6%	42.1%	45.0%	0.12		14	5
4	Write concise memos & reports	47.6%	31.6%	40.0%	1.04		14	4
5	Read & promptly respond to email & mail	23.8%	31.6%	27.5%	0.29		14	3
6	Effectively completes office tasks	4.8%	31.6%	17.5%	5.39	*	14	6

^{*} p<.05, ** p<.01

	Code of Ethics - Importa	ance for Direct	Support P	rofession	als fr	om the	FLS s	ırveys						
Ntl.			Overall Pe	rcent			Mean				% Not or Minimally			
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	Admin	FLS	F	Sig.	Relevant	Area	Item	Ν
1	Respect	96.8	2.4	0.8		3.0	2.9	3.0	1.15	5	0.8	CE	6	125
2	Confidentiality	95.2	4.0	0.8		2.9	2.9	3.0	5.31	*	0.8	CE	4	126
3	Promoting Physical and Emotional Well Being	95.2	4.0	0.8		2.9	2.9	3.0	0.05	5	0.8	CE	2	126
4	Integrity & Responsibility	94.4	4.8	0.8		2.9	3.0	2.9	0.63	3	0.8	CE	3	125
5	Person Centered Supports	91.3	7.9	0.8		2.9	2.9	2.9	0.51		0.8	CE	1	126
6	Justice, Fairness, & Equity	88.0	10.4	0.8	0.8	2.9	2.9	2.8	0.31		1.6	CE	5	125
7	Relationships	82.5	15.1	2.4		2.8	2.8	2.8	0.00)	2.4	CE	7	126
8	Self-Determination	81.0	18.3	0.8		2.8	2.8	2.9	1.53	3	0.8	CE	8	126
9	Advocacy	77.0	20.6	2.4		2.7	2.7	2.8	3.73	3	2.4	CE	9	126

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Co	ompetency Area	14: Code	of Ethics	- Timing t	o do	skill w	ell							
Ntl.			Ove	rall Percer	nt			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	Admin	Sup	F	Sig.	w/in 90 days	Area	Item	N
1	Confidentiality	82.4	15.2	2.4			1.2	1.3	1.1	5.33		97.6	CE	4	125
2	Respect	78.9	18.7	2.4			1.2	1.3	1.2	0.51		97.6	CE	6	123
3	Justice, Fairness, & Equity	71.8	21.0	6.5		0.8	1.4	1.4	1.4	0.05		92.7	CE	5	124
4	Promoting Physical and Emotional Well Being	59.7	35.5	4.8			1.5	1.5	1.4	0.25		95.2	CE	2	124
5	Integrity & Responsibility	61.5	28.7	9.8			1.5	1.5	1.5	0.28		90.2	CE	3	122
6	Person Centered Supports	50.0	40.3	9.7			1.6	1.7	1.5	2.02		90.3	CE	1	124
7	Self-Determination	42.7	43.5	12.1	1.6		1.7	1.8	1.6	1.39		86.3	CE	8	124
8	Advocacy	45.2	38.7	13.7	2.4		1.7	1.8	1.7	0.09		83.9	CE	9	124
9	Relationships	40.0	44.0	14.4	1.6		1.8	1.8	1.8	0.03		84.0	CE	7	125

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Code of Ethics - To	op Three Traini	ng Needs				
Ntl.	Competency	Admin	FLS	Total	F	Sig. Area	Item
Rank	1 2					8	
1	Person Centered Supports	53.0%	41.4%	47.6%	1.68	CE	1
2	Respect	37.9%	37.9%	37.9%	0.00	CE	6
3	Promoting Physical and Emotional Well Being	34.8%	39.7%	37.1%	0.30	CE	2
4	Integrity & Responsibility	31.8%	36.2%	33.9%	0.26	CE	3
5	Confidentiality	27.3%	36.2%	31.5%	1.13	CE	4
6	Self-Determination	28.8%	29.3%	29.0%	0.00	CE	8
7	Advocacy	24.2%	22.4%	23.4%	0.06	CE	9
8	Relationships	30.3%	15.5%	23.4%	3.82	CE	7
9	Justice, Fairness, & Equity	22.7%	17.2%	20.2%	0.57	CE	5

^{*} p<.05, ** p<.01

APPENDIX B: DSP COMPETENCY STATEMENTS – DETAILED ANALYSIS

Competency Area 1: Household Management - Importance for DSPs

			Overall Pe	ercent			Mean				% Not or Minimally		
Ntl. Ranl	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Assist Individuals in household Routines	80.6	19.4	0.0	0.0	2.81	2.87	2.75	0.65		0.00	1	8
2	Provide Safe Agency Transportation	83.9	9.7	6.5	0.0	2.77	2.87	2.69	0.76		6.45	1	13
3	Help Individuals Maintain Personal Space	71.0	29.0	0.0	0.0	2.71	2.80	2.63	1.12		0.00	1	9
4	Assist in Meal Prep	71.0	25.8	3.2	0.0	2.68	2.73	2.63	0.30		3.23	1	4
5	Purchase Groceries and Household Supplies	58.1	38.7	3.2	0.0	2.55	2.60	2.50	0.23		3.23	1	3
6	Assist in Planning and Coordinating Personal Shopping	51.6	45.2	3.2	0.0	2.48	2.53	2.44	0.21		3.23	1	1
7	Assist in Meal Planning	51.6	45.2	3.2	0.0	2.48	2.47	2.50	0.03		3.23	1	2
8	Assist in Arranging Transportation	48.4	41.9	9.7	0.0	2.39	2.53	2.25	1.42		9.68	1	12
9	Perform household Financial Planning	61.3	22.6	6.5	9.7	2.35	2.60	2.13	1.85		16.13	1	7
10	Complete Audits of Consumer Funds	58.1	22.6	9.7	9.7	2.29	2.60	2.00	2.93		19.35	1	6
11	Assist in Financial Planning and Management	45.2	38.7	12.9	3.2	2.26	2.53	2.00	3.60		16.13	1	5
12	Schedule Maintenance as Needed	32.3	38.7	25.8	3.2	2.00	1.93	2.06	0.17		29.03	1	11
13	Complete household Maintenance as Needed	29.0	45.2	12.9	12.9	1.90	1.93	1.88	0.03		25.81	1	10

* p<.05, ** p<.01, NS = Not significant 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 1:	Household Mana	gement - '	When nee	d to do ski	ll well							
			Ov	erall Perce	ent			Mean			% Need Skill		
Ntl. Ran	k Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F Sig	. w/in 90 days	Area	Item
1	Provide Safe Agency Transportation	64.5	32.3	3.2	0.0	0.0	1.39	1.40	1.38	0.015	96.8	1	13
2	Assist Individuals in household Routines	67.7	25.8	6.5	0.0	0.0	1.39	1.40	1.38	0.01	93.5	1	8
3	Assist in Meal Prep	58.1	41.9	0.0	0.0	0.0	1.42	1.47	1.38	0.25	100.0	1	4
4	Help Individuals Maintain Personal Space	51.6	38.7	9.7	0.0	0.0	1.58	1.60	1.56	0.02	90.3	1	9
5	Assist in Meal Planning	35.5	61.3	3.2	0.0	0.0	1.68	1.73	1.63	0.30	96.8	1	2
6	Purchase Groceries and Household Supplies	32.3	61.3	3.2	3.2	0.0	1.77	1.80	1.75	0.04	93.5	1	3
7	Assist in Planning and Coordinating Personal Shopping	29.0	61.3	9.7	0.0	0.0	1.81	1.80	1.81	0.00	90.3	1	1
8	Assist in Arranging Transportation	22.6	58.1	19.4	0.0	0.0	1.97	1.87	2.06	0.68	80.6	1	12
9	Assist in Financial Planning and Management	12.9	64.5	19.4	0.0	3.2	2.16	2.07	2.25	0.42	77.4	1	5
10	Schedule Maintenance as Needed	22.6	48.4	22.6	0.0	6.5	2.19	2.07	2.31	0.45	71.0	1	11
11	Perform household Financial Planning	19.4	45.2	25.8	0.0	9.7	2.35	2.00	2.69	3.17	64.5	1	7
12	Complete household Maintenance as Needed	25.8	41.9	16.1	0.0	16.1	2.39	2.47	2.31	0.10	67.7	1	10
13	Complete Audits of Consumer Funds	12.9	54.8	19.4	6.5	6.5	2.39	2.07	2.69	3.05	67.7	1	6

* p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 1: Household Manag	ement - Top Three Tr	aining Ne	eds				
Ntl. Ranl	Competency	FLS	DSP	Total	F	Sig.	Area	Item
								_
1	Assist Individuals in household Routines	50.0%	31.3%	40.0%	1.06		1	8
2	Perform household Financial Planning	35.7%	37.5%	36.7%	0.01		1	7
3	Assist in Financial Planning and Management	50.0%	25.0%	36.7%	2.01		1	5
4	Assist in Meal Prep	35.7%	25.0%	30.0%	0.39		1	4
5	Complete Audits of Consumer Funds	21.4%	25.0%	23.3%	0.05		1	6
6	Help Individuals Maintain Personal Space	14.3%	31.3%	23.3%	1.17		1	9
7	Assist in Planning and Coordinating Personal Shopping	14.3%	25.0%	20.0%	0.51		1	1
8	Complete household Maintenance as Needed	14.3%	18.8%	16.7%	0.10		1	10
9	Purchase Groceries and Household Supplies	7.1%	18.8%	13.3%	0.84		1	3
10	Provide Safe Agency Transportation	14.3%	12.5%	13.3%	0.02		1	13
11	Assist in Meal Planning	0.0%	18.8%	10.0%	3.02		1	2
12	Assist in Arranging Transportation	7.1%	6.3%	6.7%	0.01		1	12
13	Schedule Maintenance as Needed	0.0%	12.5%	6.7%	1.87		1	11

* p<.05, ** p<.01

	Competency Area 2: Fa	acilitation of Serv	ices- Impo	ortance fo	r DSPs								
Ntl.			Overall P	ercent			Mean				% Not or Minimally		
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Follow Ethical Standards of Practice	93.8	6.3	0.0	0.0	2.9	3.0	2.9	2.45	5	0.0	2	4
2	Understand the Individual Service Plan	72.7	24.2	0.0	3.0	2.7	2.7	2.6	0.13	3	3.0	2	1
3	Maintain collaborative relationships with Individual and Team	72.7	21.2	6.1	0.0	2.7	2.6	2.8	0.60)	6.1	2	3
4	Communicates according to policy while maintaining confidentiality	63.6	36.4	0.0	0.0	2.6	2.5	2.8	4.48	3 *	0.0	2	5
5	Implement individual plans using appropriate techniquus	66.7	27.3	3.0	3.0	2.6	2.7	2.4	1.19	9	6.1	2	7
6	Implement plans to address challenging behavior	66.7	27.3	0.0	6.1	2.5	2.5	2.6	0.01	1	6.1	2	8
7	Contribute to Plan Development	57.6	36.4	0.0	6.1	2.5	2.4	2.6	0.57	7	6.1	2	2
8	Record and summarize program data	54.5	33.3	9.1	3.0	2.4	2.6	2.2	2.21	1	12.1	2	9
9	Write Goals and Objectives for the Individual Plan	42.4	42.4	9.1	6.1	2.2	2.0	2.4	2.23	3	15.2	2	6
10	Discuss outcomes with individuals and shares with team members	45.5	36.4	12.1	6.1	2.2	2.1	2.3	0.38	3	18.2	2	10

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 2:	Facilitation o	f Services	s - When	need to do	skill we	ell							
Ntl.			Ov	erall Perc	ent			Mean				% Need Skill		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item
1	Follow Ethical Standards of Practice	78.1	18.8	3.1	0.0	0.0	1.3	1.1	1.5	5.96	*	96.9	2	4
2	Communicates according to policy while maintaining confidentiality	36.4	51.5	6.1	3.0	3.0	1.8	1.6		1.78		87.9	2	5
3	Maintain collaborative relationships with Individual and Team	25.0	56.3	18.8	0.0	0.0	1.9	1.8	2.1	1.05		81.3	2	3
4	Implement individual plans using appropriate techniquus	27.3	51.5	15.2	0.0	6.1	2.1	1.9	2.3	1.12		78.8	2	7
5	Implement plans to address challenging behavior	29.0	51.6	6.5	3.2	9.7	2.1	2.0	2.3	0.39		80.6	2	8
6	Understand the Individual Service Plan	18.2	51.5	18.2	3.0	9.1	2.3	2.2	2.5	0.70		69.7	2	1
7	Record and summarize program data	15.2	48.5	21.2	12.1	3.0	2.4	2.2	2.6	0.88		63.6	2	9
8	Contribute to Plan Development	9.1	48.5	27.3	9.1	6.1	2.5	2.4	2.7	0.62		57.6	2	2
9	Discuss outcomes with individuals and shares with team members	9.4	40.6	31.3	6.3	12.5	2.7	2.8	2.7	0.02		50.0	2	10
10	Write Goals and Objectives for the Individual Plan	12.5	25.0	34.4	18.8	9.4	2.9	3.1	2.7	0.84		37.5	2	6

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 2: Facilitation of Service	es - Top Three 1	Training N	leeds				
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item
Rank	<u> </u>							
1	Contribute to Plan Development	70.6%	20.0%	46.9%	10.32 *	*	2	2
2	Understand the Individual Service Plan	58.8%	26.7%	43.8%	3.51		2	1
3	Implement plans to address challenging behavior	47.1%	40.0%	43.8%	0.15		2	8
4	Implement individual plans using appropriate techniquus	47.1%	26.7%	37.5%	1.39		2	7
5	Write Goals and Objectives for the Individual Plan	23.5%	26.7%	25.0%	0.04		2	6
6	Discuss outcomes with individuals and shares with team members	23.5%	26.7%	25.0%	0.04		2	10
7	Communicates according to policy while maintaining confidentiality	17.6%	33.3%	25.0%	1.01		2	5
8	Follow Ethical Standards of Practice	23.5%	13.3%	18.8%	0.52		2	4
9	Maintain collaborative relationships with Individual and Team	11.8%	20.0%	15.6%	0.39		2	3
10	Record and summarize program data	11.8%	20.0%	15.6%	0.39		2	9

^{*} p<.05, ** p<.01

	Competency Area 3: Health and W	ellness - I	mportance	for DSPs								
Ntl.		-	Overall Pe	rcent			Mean			% Not or Minimally		
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F Sig.	•	Area	Item
1	Administer and chart medications	96.6	0.0	3.4	0.0	2.9	2.8	3.0	1.439	3.4	3	1
2	Implement First Aid procedures in emergencies and use univeral precautions	96.6		3.4	0.0		2.8		1.439	3.4	3	13
3	Monitor and report medication errors	89.7	6.9	3.4	0.0	2.9	2.7		4.522 *	3.4	3	2
4	Observe and document signs and symptoms of illness	89.7	6.9	3.4	0.0	2.9	2.8		1.337	3.4	3	7
5	Conduct Fire and Severe Weather Drills	71.4		0.0	0.0		2.7		0.218	0.0	3	17
6	Communicate medical information to support network	69.0	31.0	0.0	0.0	2.7	2.5	2.8	3.634	0.0	3	12
7	Encourage Personal Safety	79.3	13.8	3.4	3.4	2.7	2.8	2.6	0.142	6.9	3	16
8	Assist individuals to complete personal care activities	69.0	31.0	0.0	0.0	2.7	2.6	2.8	1.046	0.0	3	19
9	Monitor individual medication and treatment side effects	75.9	17.2	6.9	0.0	2.7	2.7	2.7	0.029	6.9	3	10
10	Provide a Safe Environment	72.4	24.1	3.4	0.0	2.7	2.6	2.8	0.783	3.4	3	14
11	Read and Complete Health Care Notes	69.0	27.6	3.4	0.0	2.7	2.5	2.8	1.651	3.4	3	8
12	Know Medications Prescribed and their Interactions	65.5	31.0	3.4	0.0	2.6	2.7	2.6	0.133	3.4	3	3
13	Feeds individuals by plan and serves nutritious meals	65.5	31.0	3.4	0.0	2.6	2.5	2.7	0.944	3.4	3	9
14	Assist in implementing health and medical treatments	69.0	20.7	6.9	3.4	2.6	2.7	2.5	0.432	10.3	3	21
15	Package medications for community outings	72.4	13.8	6.9	6.9	2.5	2.2	2.8	3.278	13.8	3	6
16	Assist in Obtaining and using Adaptive Equipment and therapies	62.1	27.6	6.9	3.4	2.5	2.5	2.5	0.01	10.3	3	20
17	Order medication and medical supplies	58.6	20.7	13.8	6.9	2.3	2.3	2.3	0.011	20.7	3	5
18	Assist in Scheduling and attending Health Appointments	51.7	34.5	6.9	6.9	2.3	2.3	2.4	0.091	13.8	3	18
19	Promote Health Maintenance	34.5	62.1	0.0	3.4	2.3	2.1	2.4	1.857	3.4	3	15
20	Complete Psychotropic Medication Reviews and Forms	44.8	41.4	3.4	10.3	2.2	2.0	2.4	0.991	13.8	3	11
21	Discuss psychotropic medication side effects with individuals	31.0	58.6	10.3	0.0	2.2	2.2	2.2	0.083	10.3	3	4

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 3: Healt	n and Welln	ess - Whe	n need to	do skill we	11								
Ntl.	• •		Ove	erall Perce	nt			Mean				% Need Skill		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item
1	Implement First Aid procedures in emergencies and use univeral precautions	50.0	50.0	0.0	0.0	0.0	1.5	1.6	1.4	1.315		100.0	3	13
2	Provide a Safe Environment	50.0	50.0	0.0	0.0	0.0	1.5	1.7				100.0	3	14
3	Encourage Personal Safety	64.3	28.6	3.6	0.0	3.6	1.5	1.5		0.046		92.9	3	16
4	Assist individuals to complete personal care activities	50.0	46.4	3.6	0.0	0.0	1.5	1.5		0.005		96.4	3	19
5	Feeds individuals by plan and serves nutritious meals	44.8	51.7	3.4	0.0	0.0	1.6	1.7		0.402		96.6	3	9
6	Observe and document signs and symptoms of illness	34.5	65.5	0.0	0.0	0.0	1.7	1.8				100.0	3	7
7	Conduct Fire and Severe Weather Drills	40.7	51.9	7.4	0.0	0.0	1.7	1.9				92.6	3	17
8	Read and Complete Health Care Notes	37.9	55.2	6.9	0.0	0.0	1.7	1.8	1.6	0.199		93.1	3	8
9	Assist in implementing health and medical treatments	39.3	53.6	3.6	0.0	3.6	1.8	1.6	1.8	0.32		92.9	3	21
10	Monitor individual medication and treatment side effects	27.6	69.0	3.4	0.0	0.0	1.8	1.8	1.7	0.429		96.6	3	10
11	Communicate medical information to support network	32.1	57.1	10.7	0.0	0.0	1.8	2.0	1.6	2.189		89.3	3	12
12	Administer and chart medications	20.7	79.3	0.0	0.0	0.0	1.8	1.8	1.8	0.189		100.0	3	1
13	Monitor and report medication errors	24.1	72.4	0.0	3.4	0.0	1.8	2.1	1.6	4.108		96.6	3	2
14	Know Medications Prescribed and their Interactions	13.8	72.4	13.8	0.0	0.0	2.0	2.1	1.9	0.488		86.2	3	3
15	Promote Health Maintenance	21.4	64.3	10.7	0.0	3.6	2.0	2.4	1.8	3.992		85.7	3	15
16	Assist in Obtaining and using Adaptive Equipment and therapies	28.6	50.0	17.9	0.0	3.6	2.0	2.0	2.0	2E-30		78.6	3	20
17	Package medications for community outings	17.2	55.2	13.8	6.9	6.9	2.3	2.4	2.2	0.195		72.4	3	6
18	Discuss psychotropic medication side effects with individuals	10.3	48.3	31.0	6.9	3.4	2.4	2.7	2.3	1.188		58.6	3	4
19	Assist in Scheduling and attending Health Appointments	14.3	50.0	17.9	10.7	7.1	2.5	2.4	2.5	0.146		64.3	3	18
20	Complete Psychotropic Medication Reviews and Forms	10.7	53.6	17.9	7.1	10.7	2.5	2.9	2.3	2.024		64.3	3	11
21	Order medication and medical supplies	10.3	48.3	24.1	10.3	6.9	2.6	2.7	2.5	0.236		58.6	3	5

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

Ntl. Rank	Competency	FLS	DSP	Total	F	Sig.	Area	Iten
1	Know Medications Prescribed and their Interactions	36.4%	43.8%	40.7%	0.14		3	3
2	Administer and chart medications	45.5%	25.0%	33.3%	1.19		3	1
3	Observe and document signs and symptoms of illness	45.5%	6.3%	22.2%	6.83	*	3	7
4	Monitor individual medication and treatment side effects	18.2%	25.0%	22.2%	0.16		3	10
5	Provide a Safe Environment	27.3%	12.5%	18.5%	0.90		3	14
6	Communicate medical information to support network	18.2%	12.5%	14.8%	0.16		3	12
7	Implement First Aid procedures in emergencies and use univeral precautions	9.1%	18.8%	14.8%	0.45		3	13
8	Promote Health Maintenance	0.0%	25.0%	14.8%	3.40		3	15
9	Read and Complete Health Care Notes	18.2%	12.5%	14.8%	0.16		3	8
10	Discuss psychotropic medication side effects with individuals	18.2%	6.3%	11.1%	0.90		3	4
11	Monitor and report medication errors	9.1%	12.5%	11.1%	0.07		3	2
12	Assist individuals to complete personal care activities	0.0%	18.8%	11.1%	2.35		3	19
13	Assist in Obtaining and using Adaptive Equipment and therapies	0.0%	18.8%	11.1%	2.35		3	20
14	Order medication and medical supplies	18.2%	0.0%	7.4%	3.29		3	5
15	Complete Psychotropic Medication Reviews and Forms	18.2%	0.0%	7.4%	3.29		3	11
16	Assist in implementing health and medical treatments	0.0%	12.5%	7.4%	1.46		3	2
17	Feeds individuals by plan and serves nutritious meals	18.2%	0.0%	7.4%	3.29		3	9
18	Encourage Personal Safety	0.0%	6.3%	3.7%	0.68		3	16
19	Conduct Fire and Severe Weather Drills	0.0%	6.3%	3.7%	0.68		3	17
20	Package medications for community outings	0.0%	0.0%	0.0%			3	6
21	Assist in Scheduling and attending Health Appointments	0.0%	0.0%	0.0%			3	18

	Competency Area 4: Organizational Participation - Importance for DSPs														
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally				
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item		
1	Know State and Federal Laws governing service delivery	81.8	18.2	0.0	0.0	2.8	2.9	2.8	0.939		0.0	4	3		
2	Know how Agency Mission and priorities relate to job roles	69.7	27.3	3.0	0.0	2.7	2.7	2.6	0.18		3.0	4	1		
3	Know and Adhere to organizational policies and procedures	66.7	33.3	0.0	0.0	2.7	2.7	2.6	0.23		0.0	4	2		
4	Represent Agency in positive manner to others	69.7	21.2	9.1	0.0	2.6	2.6	2.6	0.132		9.1	4	5		
5	Participate in organization activities and promote culturally sensitive practices	39.4	42.4	18.2	0.0	2.2	2.4	2.1	1.281		18.2	4	6		
6	Participate in performance reviews, follow grievance procedures and know promotion process	21.2	63.6	12.1	3.0	2.0	2.1	1.9	0.564		15.2	4	4		

* p<.05, ** p<.01

3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 4: Organizational Participation - When need to do skill well													
Ntl.			Ove	erall Perce	ent			Mean			% Ne	ed Skill		
Ranl	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F S	Sig. w/in 9	0 days	Area	Item
1	Represent Agency in positive manner to others	48.5	36.4	12.1	0.0	3.0	1.7	1.6	1.8	0.27	84	4.8	4	5
2	Know how Agency Mission and priorities relate to job roles	36.4	48.5	15.2	0.0	0.0	1.8	1.7	1.9	0.48	84	4.8	4	1
3	Know State and Federal Laws governing service delivery	39.4	45.5	6.1	6.1	3.0	1.9	2.1	1.7	1.16	84	4.8	4	3
4	Know and Adhere to organizational policies and procedures	30.3	45.5	24.2	0.0	0.0	1.9	1.9	2.0	0.20	7	5.8	4	2
5	Participate in organization activities and promote culturally sensitive practices	36.4	33.3	15.2	6.1	9.1	2.2	1.9	2.4	1.29	69	9.7	4	6
6	Participate in performance reviews, follow grievance procedures and know promotion process	3.0	36.4	36.4	21.2	3.0	2.8	2.8	2.9	0.29	39	9.4	4	4

* p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 4: Organizational Participation - Top Three Training Needs														
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item							
Rank															
1	Participate in organization activities and promote culturally sensitive practices	52.9%	50.0%	51.6%	0.02		4	6							
2	Know how Agency Mission and priorities relate to job roles	70.6%	42.9%	58.1%	2.46		4	1							
3	Participate in performance reviews, follow grievance procedures and know promotion process	41.2%	42.9%	41.9%	0.01		4	4							
4	Know and Adhere to organizational policies and procedures	64.7%	28.6%	48.4%	4.31	*	4	2							
5	Represent Agency in positive manner to others	29.4%	21.4%	25.8%	0.24		4	5							
6	Know State and Federal Laws governing service delivery	47.1%	21.4%	35.5%	2.22		4	3							

* p<.05, ** p<.01

	Competency Area 5: Documentation - Importance for DSPs													
Ntl.		Overall Percent				Mean				% Not or Minimally				
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item	
1	Complete accident/incident reports	90.0	10.0	0.0	0.0	2.9	2.8	2.9	0.71		0.0	5	2	
2	Maintain Confidentiality and ethical practice regarding documentation	93.3	3.3	3.3	0.0	2.9	2.8	2.9	0.40		3.3	5	4	
3	Read and Complete Daily Logs, program charts and health notes	76.7	23.3	0.0	0.0	2.8	2.7	2.8	0.68		0.0	5	1	
4	Read & Write relevant information in staff logs or communication books	76.7	20.0	3.3	0.0	2.7	2.5	2.9	3.49		3.3	5	3	

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 5: Documentation - When need to do skill well													
Ntl.			Ove	erall Perce	ent			Mean				% Need Skill		
Ranl	k Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item
1	Maintain Confidentiality and ethical practice regarding documentation	73.3	20.0	3.3	0.0	3.3	1.4	1.5	1.4	0.12		93.3	5.0	4
2	Complete accident/incident reports	60.0	40.0	0.0	0.0	0.0	1.4	1.4		· · · -		100.0	5.0	2
3	Read & Write relevant information in staff logs or communication books	53.3	40.0	6.7	0.0	0.0	1.5	1.5	1.5	0.00		93.3	5.0	3
4	Read and Complete Daily Logs, program charts and health notes	43.3	53.3	3.3	0.0	0.0	1.6	1.6	1.6	0.02		96.7	5.0	1

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

Competency Area 5: Documentation - Top Three Training Needs											
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item			
Rank	. ,										
1	Read and Complete Daily Logs, program charts and health notes	63.6%	66.7%	65.2%	0.02		5	1			
2	Complete accident/incident reports	63.6%	66.7%	65.2%	0.02		5	2			
3	Read & Write relevant information in staff logs or communication books	63.6%	66.7%	65.2%	0.02		5	3			
4	Maintain Confidentiality and ethical practice regarding documentation	63.6%	58.3%	60.9%	0.06		5	4			

^{*} p<.05, ** p<.01

Ntl.		Overall F	Percent			Mean				% Not or Minimally		
Rank Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Iten
Respectfully honor choices and encourage personal independence	93.9	6.1	0.0	0.0	2.9	2.9	2.9	0.00		0.0	6	1
Use effective problem solving strategies in crisis with dignity	78.8	15.2	6.1	0.0	2.7	2.8	2.7	0.15		6.1	6	6
3 Support individuals to understand and make informed choices	66.7	30.3	3.0	0.0	2.6	2.7	2.6	0.55		3.0	6	2
4 Provide opportunities for self-advocacy and speaking for oneself	66.7	27.3	3.0	3.0	2.6	2.8	2.3	4.80	*	6.1	6	8
5 Assist individuals to reaching Long and Short Term Goals	56.3	40.6	3.1	0.0	2.5	2.7	2.4	2.55		3.1	6	3
6 Promote individual participation in supports	54.5	42.4	3.0	0.0	2.5	2.6	2.4	0.58		3.0	6	5
7 Finds and introduces new experiences and opportunities to individuals	45.5	42.4	12.1	0.0	2.3	2.3	2.4	0.11		12.1	6	4
8 Provide information on Legal & Rights Issues to suppot decision making	39.4	48.5	6.1	6.1	2.2	2.1	2.3	0.46		12.1	6	9
9 Provide support and counseling regarding sexuality and dating	37.5	40.6	18.8	3.1	2.1	2.2	2.1	0.18		21.9	6	7

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 6: Con	sumer Em	powermen	t - When ı	need to do s	kill well							
Ntl.			0\	erall Perc	ent			Mean			% Need Skill		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F Sig.	w/in 90 days	Area	Item
		00.0	20.4	0.0		0.0		4.0	4.0	4 44 *	07.0		
1	Respectfully honor choices and encourage personal independence	60.6	36.4	3.0	0.0	0.0	1.4	1.2	1.6	4.41 *	97.0	6	1
2	Support individuals to understand and make informed choices	24.2	66.7	9.1	0.0	0.0	1.8	1.8	1.9	0.76	90.9	6	2
3	Provide opportunities for self-advocacy and speaking for oneself	36.4	42.4	9.1	6.1	6.1	2.0	1.7	2.4	3.07	78.8	6	8
4	Use effective problem solving strategies in crisis with dignity	24.2	57.6	9.1	6.1	3.0	2.1	2.0	2.1	0.14	81.8	6	6
5	Finds and introduces new experiences and opportunities to individuals	24.2	39.4	30.3	6.1	0.0	2.2	2.2	2.2	0.00	63.6	6	4
6	Promote individual participation in supports	21.9	46.9	18.8	9.4	3.1	2.3	2.1	2.4	0.48	68.8	6	5
7	Provide information on Legal & Rights Issues to suppot decision making	27.3	30.3	27.3	9.1	6.1	2.4	2.4	2.3	0.06	57.6	6	9
8	Assist individuals to reaching Long and Short Term Goals	15.2	48.5	21.2	12.1	3.0	2.4	2.2	2.6	0.88	63.6	6	3
9	Provide support and counseling regarding sexuality and dating	25.0	25.0	25.0	15.6	9.4	2.6	2.4	2.8	0.92	50.0	6	7

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

-	Competency Area 6: Consumer Empowerme	nt - Top Three	Training	Needs				
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item
Rank								
1	Finds and introduces new experiences and opportunities to individuals	64.3%	40.0%	51.7%	1.69		6	4
1	·						-	4
2	Support individuals to understand and make informed choices	71.4%	26.7%	48.3%	6.77 *		6	2
3	Respectfully honor choices and encourage personal independence	50.0%	40.0%	44.8%	0.28		6	1
4	Use effective problem solving strategies in crisis with dignity	28.6%	40.0%	34.5%	0.40		6	6
5	Promote individual participation in supports	28.6%	20.0%	24.1%	0.27		6	5
6	Provide opportunities for self-advocacy and speaking for oneself	35.7%	6.7%	20.7%	3.98		6	8
7	Provide support and counseling regarding sexuality and dating	7.1%	26.7%	17.2%	1.93		6	7
8	Provide information on Legal & Rights Issues to suppot decision making	7.1%	26.7%	17.2%	1.93		6	9
9	Assist individuals to reaching Long and Short Term Goals	7.1%	20.0%	13.8%	0.97		6	3

^{*} p<.05, ** p<.01

	Competency Area 7: Assessment - Importance for DSPs													
Ntl.		Overall Percent					Mean				% Not or Minimally			
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item	
1	Assess and describe information on Individual Preferences	83.9	12.9	3.2	0.0	2.8	2.9	2.7	2.13		3.2	7	4	
2	Know the History, Needs and preferences of Individuals Served	80.6	12.9	6.5	0.0	2.7	2.9	2.6	3.48		6.5	7	2	
3	Know the characteristics and effects of Specific Disabilities	64.5	25.8	9.7	0.0	2.5	2.7	2.4	2.27		9.7	7	3	
4	Share Assessment Results with Individuals Served	51.6	38.7	9.7	0.0	2.4	2.5	2.3	0.83		9.7	7	5	
5	Use Assessment Tools to discover needs and preferences	19.4	71.0	6.5	3.2	2.1	2.2	1.9	1.36		9.7	7	1	

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 7: Assessment - When need to do skill well														
Ntl.			Ove	erall Percer	nt			Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item	
1	Know the History, Needs and preferences of Individuals Served	29.0	67.7	3.2	0.0	0.0	1.7	1.6	1.9	2.31		96.8	7	2	
2	Assess and describe information on Individual Preferences	32.3	48.4	19.4	0.0	0.0	1.9	1.9	1.8	0.21		80.6	7	4	
3	Share Assessment Results with Individuals Served	19.4	51.6	25.8	3.2	0.0	2.1	2.3	2.0	0.94		71.0	7	5	
4	Know the characteristics and effects of Specific Disabilities	16.1	58.1	19.4	6.5	0.0	2.2	2.2	2.1	0.07		74.2	7	3	
5	Use Assessment Tools to discover needs and preferences	0.0	41.9	45.2	9.7	3.2	2.7	2.8	2.7	0.16		41.9	7	1	

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 7: Assessment - Top Three Training Needs														
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item							
Rank	• •														
1	Know the History, Needs and preferences of Individuals Served	92.9%	68.8%	80.0%	2.782822		7	2							
2	Assess and describe information on Individual Preferences	64.3%	75.0%	70.0%	0.386207		7	4							
3	Know the characteristics and effects of Specific Disabilities	64.3%	68.8%	66.7%	0.06264		7	3							
4	Use Assessment Tools to discover needs and preferences	35.7%	62.5%	50.0%	2.153846		7	1							
5	Share Assessment Results with Individuals Served	21.4%	12.5%	16.7%	0.405797		7	5							

^{*} p<.05, ** p<.01

	Competency Area 8: Advo	cacy - Imp	ortance fo	r DSPs								
Ntl.			Overall Pe	ercent			Mean			% Not or Minimally		
Ranl	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F S	ig. Relevant	Area	Item
1	Identify rights and when they are being violated	96.8	0.0	3.2	0.0	2.9	3.0	2.9	0.94	3.2	8	5
2	Respect and advocate for individual choices	90.3	9.7	0.0	0.0	2.9	2.9	2.9	0.28	0.0	8	4
3	Identify and Report Abuse or Neglect	93.5	3.2	3.2	0.0	2.9	3.0	2.8	1.78	3.2	8	6
4	Develop Strategies to Address Rights Violations	93.5	3.2	3.2	0.0	2.9	3.0	2.8	1.78	3.2	8	7
5	Communicate Individual Needs and Choices to Others	87.1	6.5	6.5	0.0	2.8	3.0	2.6	4.07	6.5	8	2
6	Assist Individuals to Overcome Barriers	83.9	6.5	9.7	0.0	2.7	3.0	2.5	5.61 *	9.7	8	1
7	Provide Access to Opportunities and Experiences	71.0	25.8	3.2	0.0	2.7	2.8	2.6	1.52	3.2	8	3
8	Educate community members about individual support needs	45.2	41.9	12.9	0.0	2.3	2.5	2.1	2.78	12.9	8	8

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 8: Advocacy - When need to do skill well														
Ntl.			Ove	rall Perce	nt			Mean			% Need Skill				
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F Siç	j. w/in 90 days	Area	Item		
1	Identify and Report Abuse or Neglect	61.3	38.7	0.0	0.0	0.0	1.4	1.3	1.4	0.34	100.0	8	6		
2	Identify rights and when they are being violated	58.1	38.7	3.2	0.0	0.0	1.5	1.3	1.6	1.27	96.8	8	5		
3	Develop Strategies to Address Rights Violations	54.8	38.7	6.5	0.0	0.0	1.5	1.3	1.7	2.61	93.5	8	7		
4	Respect and advocate for individual choices	45.2	48.4	6.5	0.0	0.0	1.6	1.7	1.5	1.12	93.5	8	4		
5	Assist Individuals to Overcome Barriers	38.7	48.4	12.9	0.0	0.0	1.7	1.7	1.8	0.00	87.1	8	1		
6	Communicate Individual Needs and Choices to Others	29.0	58.1	9.7	0.0	3.2	1.9	1.9	1.9	0.04	87.1	8	2		
7	Provide Access to Opportunities and Experiences	35.5	45.2	12.9	3.2	3.2	1.9	2.0	1.9	0.13	80.6	8	3		
8	Educate community members about individual support needs	16.1	45.2	19.4	16.1	3.2	2.5	2.3	2.6	0.88	61.3	8	8		

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

Competency Area 8: Advocacy - Top Three Training Needs													
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item					
Rank	<u> </u>												
4	Provide the Levels for the P. Martin Later.	50.00 /	00.00/	00.00/	4.050.450		•						
1	Respect and advocate for individual choices	50.0%	68.8%	60.0%			8	4					
2	Identify rights and when they are being violated	57.1%	43.8%	50.0%	0.509091		8	5					
3	Assist Individuals to Overcome Barriers	28.6%	62.5%	46.7%	3.642523		8	1					
4	Identify and Report Abuse or Neglect	71.4%	6.3%	36.7%	23.4058	***	8	6					
5	Provide Access to Opportunities and Experiences	7.1%	56.3%	33.3%	10.36086	**	8	3					
6	Develop Strategies to Address Rights Violations	21.4%	31.3%	26.7%	0.348023		8	7					
7	Communicate Individual Needs and Choices to Others	21.4%	12.5%	16.7%	0.405797		8	2					
8	Educate community members about individual support needs	21.4%	12.5%	16.7%	0.405797		8	8					

^{*} p<.05, ** p<.01

	Competency Area 9: Community	and Service Netw	orking - In	nportance	e for D	SPs							
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally		
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Understand behavior, health and supervision needs in community activities	86.2	13.8	0.0	0.0	2.9	2.9	2.8	0.70		0.0	9	3
2	Provide Support to individuals during Community Activities	40.0	60.0	0.0	0.0	2.4	2.5	2.4	0.34		0.0	9	2
3	Assist in Planning and participating in Community Activities	23.3	76.7	0.0	0.0	2.2	2.4	2.1	3.04		0.0	9	1
4	Work collaboratively with other service organizations	36.7	53.3	6.7	3.3	2.2	2.2	2.2	0.00		10.0	9	6
5	Find religious supports, vacations and other preferred activities	30.0	60.0	10.0	0.0	2.2	2.2	2.2	0.06		10.0	9	4
6	Find and maintain information on available resources	10.0	66.7	20.0	3.3	1.8	1.7	1.9	1.09		23.3	9	5

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

Competency Area 9: Community and Service Networking - When need to do skill well														
Ntl.			Ove	rall Perce	nt			Mean				% Need Skill		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item
1	Understand behavior, health and supervision needs in community activities	37.9	58.6	3.4	0.0	0.0	1.7	1.6	1.7	0.12		96.6	9	3
2	Provide Support to individuals during Community Activities	36.7	46.7	16.7	0.0	0.0	1.8	1.7	1.9	0.51		83.3	9	2
3	Assist in Planning and participating in Community Activities	23.3	50.0	26.7	0.0	0.0	2.0	1.8	2.2	3.35		73.3	9	1
4	Find religious supports, vacations and other preferred activities	23.3	43.3	30.0	0.0	3.3	2.2	2.3	2.1	0.54		66.7	9	4
5	Work collaboratively with other service organizations	26.7	30.0	40.0	0.0	3.3	2.2	2.2	2.2	0.00		56.7	9	6
6	Find and maintain information on available resources	13.3	46.7	36.7	3.3	0.0	2.3	2.3	2.3	0.00		60.0	9	5

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 9: Community and Service Networking - Top Three Training Needs													
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item						
Rank														
1	Understand behavior, health and supervision needs in community activities	63.6%	62.5%	63.0%	0.00		9	3						
2	Assist in Planning and participating in Community Activities	63.6%	37.5%	48.1%	1.77		9	1						
3	Find and maintain information on available resources	27.3%	56.3%	44.4%	2.24		9	5						
4	Work collaboratively with other service organizations	27.3%	56.3%	44.4%	2.24		9	6						
5	Provide Support to individuals during Community Activities	45.5%	31.3%	37.0%	0.53		9	2						
6	Find religious supports, vacations and other preferred activities	18.2%	6.3%	11.1%	0.90		9	4						

^{*} p<.05, ** p<.01

	Competency Area 10: Building a	nd Maintain	ing Relatio	nships -	Impo	rtance	for DSF	Ps .					
Ntl.			Overall Pe	rcent			Mean				% Not or Minimally		
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Respect individual choices and promotes safe behavior	87.1	9.7	3.2	0.0	2.8	2.9	2.8	0.11		3.2	10	5
2	Support communication with family members	80.6	16.1	3.2	0.0	2.8	2.8	2.8	0.08		3.2	10	3
3	Promote opportunities to develop relationships	64.5	35.5	0.0	0.0	2.6	2.6	2.7	0.24		0.0	10	1
4	Facilitate friendships and intimate relationships	67.7	29.0	3.2	0.0	2.6	2.7	2.6	0.74		3.2	10	2
5	Support communication with service professionals	58.1	35.5	3.2	3.2	2.5	2.5	2.5	0.02		6.5	10	4

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 10: Building and Maintaining Relationships - Timing to do skill well													
Ntl.			Ove	rall Perce	nt			Mean				% Need Skill		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item
1	Respect individual choices and promotes safe behavior	58.1	32.3	9.7	0.0	0.0	1.5	1.5	1.6	0.15		90.3	10	5
2	Support communication with family members	48.4	48.4	3.2	0.0	0.0	1.5	1.6	1.5	0.23		96.8	10	3
3	Support communication with service professionals	32.3	48.4	16.1	0.0	3.2	1.9	2.1	1.8	0.62		80.6	10	4
4	Facilitate friendships and intimate relationships	19.4	67.7	12.9	0.0	0.0	1.9	1.9	1.9	0.00		87.1	10	2
5	Promote opportunities to develop relationships	19.4	64.5	16.1	0.0	0.0	2.0	2.0	1.9	0.08		83.9	10	1

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 10: Building and Maintaining	Relationshi	ps - Top T	hree Train	ning Needs	S		
Ntl.	Competency	FLS	DSP	Total	F	Sig. A	rea	Item
Rank	• •							
1	Respect individual choices and promotes safe behavior	64.3%	73.3%	69.0%	0.26		10	5
2	Promote opportunities to develop relationships	78.6%	53.3%	65.5%	2.04		10	1
3	Support communication with family members	50.0%	73.3%	62.1%	1.65		10	3
4	Facilitate friendships and intimate relationships	71.4%	26.7%	48.3%	6.77 *		10	2
5	Support communication with service professionals	14.3%	66.7%	41.4%	10.63 *	* .	10	4

^{*} p<.05, ** p<.01

	Competency Area 11: Co	ommunica	tion - Impo	ortance fo	r DS	Ps							
Ntl.		Overall Percent					Mean				% Not or Minimally		
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Use active listening and respectful communication	87.9	12.1	0.0	0.0	2.9	2.9	2.9	0.00		0.0	11	4
2	Build rapport and adapt to individual communication styles	84.8	12.1	3.0	0.0	2.8	2.8	2.8	0.00		3.0	11	1
3	Use communication modes appropriate to individual	84.8	9.1	3.0	3.0	2.8	2.8	2.7	0.34		6.1	11	3
4	Use culturally sensitive communication	72.7	27.3	0.0	0.0	2.7	2.7	2.8	0.08		0.0	11	5
5	Use terms people understand and explain acronyms	66.7	30.3	3.0	0.0	2.6	2.7	2.6	0.55		3.0	11	6
6	Use alternative or augmentative communication devices	63.6	27.3	6.1	3.0	2.5	2.6	2.4	1.07		9.1	11	2

^{*} p<.05, ** p<.01 3 = Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 11: Communication - Timing to do skill well													
Ntl.			Overall Percent Mean									% Need Skill		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F S	ig.	w/in 90 days	Area	Item
1	Use active listening and respectful communication	69.7	21.2	9.1	0.0	0.0	1.4	1.3	1.5	0.80		90.9	11	4
2	Use culturally sensitive communication	54.5	33.3	6.1	3.0	3.0	1.7	1.4	2.0	4.13		87.9	11	5
3	Use communication modes appropriate to individual	33.3	57.6	6.1	0.0	3.0	1.8	1.5	2.1	5.04 *		90.9	11	3
4	Build rapport and adapt to individual communication styles	30.3	54.5	12.1	3.0	0.0	1.9	1.8	1.9	0.19		84.8	11	1
5	Use terms people understand and explain acronyms	33.3	48.5	12.1	3.0	3.0	1.9	1.6	2.3	3.73		81.8	11	6
6	Use alternative or augmentative communication devices	21.2	54.5	18.2	3.0	3.0	2.1	2.0	2.3	0.64		75.8	11	2

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 11: Communication	on - Top Three	e Training	Needs				
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item
Rank	• •							
1	Build rapport and adapt to individual communication styles	85.7%	53.3%	69.0%	3.76		11	1
2	Use active listening and respectful communication	71.4%	46.7%	58.6%	1.82		11	4
3	Use communication modes appropriate to individual	50.0%	40.0%	44.8%	0.28		11	3
4	Use alternative or augmentative communication devices	42.9%	40.0%	41.4%	0.02		11	2
5	Use terms people understand and explain acronyms	28.6%	33.3%	31.0%	0.07		11	6
6	Use culturally sensitive communication	0.0%	13.3%	6.9%	2.01		11	5

^{*} p<.05, ** p<.01

	Competency Area 12: Crisis Intervention - Importance for DSPs												
Ntl.		Overall Percent				Mean			-		% Not or Minimally		
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Provide individualized supervision and respond to signs of crisis	96.7	3.3	0.0	0.0	3.0	3.0	2.9	0.758		0.0	12	1
2	Minimize crises by knowing individual vulnerabilities	90.0	10.0	0.0	0.0	2.9	2.9	2.9	0.127		0.0	12	2
3	Know Procedures for different crises	80.0	20.0	0.0	0.0	2.8	2.8	2.8	0.288		0.0	12	5
4	Complete Paperwork regarding crisis situations	80.0	20.0	0.0	0.0	2.8	2.8	2.8	0.127		0.0	12	6
5	Monitor and report incidents according to regulations	73.3	26.7	0.0	0.0	2.7	2.7	2.8	0.186		0.0	12	4
6	Know Vulnerable Adult reporting Procedures	65.5	34.5	0.0	0.0	2.7	2.7	2.6	0.011		0.0	12	3
7	Use time out and Aversive Procedures according to Policy	58.6	27.6	0.0	13.8	2.3	2.3	2.3	0.00		13.8	12	7

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

Competency Area 12: Crisis Intervention - Timing to do skill well														
Ntl.		Overall Percent					Mean				% Need Skill			
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item
1	Know Procedures for different crises	40.0	60.0	0.0	0.0	0.0	1.6	1.6	1.6	0.02		100.0	12	5
2	Know Vulnerable Adult reporting Procedures	44.8	48.3	6.9	0.0	0.0	1.6	1.6	1.6	0.07		93.1	12	3
3	Complete Paperwork regarding crisis situations	40.0	56.7	3.3	0.0	0.0	1.6	1.5	1.7	0.66		96.7	12	6
4	Minimize crises by knowing individual vulnerabilities	36.7	63.3	0.0	0.0	0.0	1.6	1.8	1.5	1.81		100.0	12	2
5	Monitor and report incidents according to regulations	36.7	60.0	3.3	0.0	0.0	1.6	1.7	1.6	0.05		96.7	12	4
6	Provide individualized supervision and respond to signs of crisis	33.3	60.0	3.3	3.3	0.0	1.6	1.8	1.8	0.00		93.3	12	1
7	Use time out and Aversive Procedures according to Policy	27.6	48.3	10.3	0.0	13.8	1.6	2.4	2.1	0.29		75.9	12	7

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

Competency Area 12: Crisis Intervention - Top Three Training Needs										
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item		
Rank										
1	Provide individualized supervision and respond to signs of crisis	63.6%	84.6%	75.0%	1.36		12	1		
2	Know Procedures for different crises	45.5%	46.2%	45.8%	0.00		12	5		
3	Use time out and Aversive Procedures according to Policy	27.3%	35.7%	32.0%	0.19		12	7		
4	Minimize crises by knowing individual vulnerabilities	36.4%	23.1%	29.2%	0.48		12	2		
5	Know Vulnerable Adult reporting Procedures	27.3%	30.8%	29.2%	0.03		12	3		
6	Monitor and report incidents according to regulations	36.4%	15.4%	25.0%	1.36		12	4		
7	Complete Paperwork regarding crisis situations	27.3%	23.1%	25.0%	0.05		12	6		

^{*} p<.05, ** p<.01

	Competency Area 13:	Professiona	ılism - Imp	ortance fo	or DSP	s							
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally		
Rank	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Interact Professionally with coworkers and supervisors	87.1	9.7	3.2	0.0	2.8	2.9	2.8	1.27		3.2	13	1
2	Act as Positive Role Model	80.6	16.1	3.2	0.0	2.8	2.8	2.8	0.08		3.2	13	4
3	Lead and calmly respond to stressful situations	77.4	19.4	3.2	0.0	2.7	2.9	2.6	4.49	*	3.2	13	3
4	Complete work on time	71.0	29.0	0.0	0.0	2.7	2.7	2.8	0.25		0.0	13	2
5	Use ethical standards to guide actions	51.6	45.2	3.2	0.0	2.5	2.5	2.4	0.21		3.2	13	7
6	Know Where to Obtain Information about disability	22.6	64.5	12.9	0.0	2.1	2.2	2.0	0.86		12.9	13	5
7	Access professional organizations and industry resources	9.7	67.7	22.6	0.0	1.9	2.0	1.8	1.56		22.6	13	6

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 13: Professionalism - Timing to do skill well														
Ntl.		Overall Percent Mean									% Need Skill				
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item	
· ·															
1	Interact Professionally with coworkers and supervisors	74.2	19.4	6.5	0.0	0.0	1.3	1.3	1.3	0.01		93.5	13	1	
2	Act as Positive Role Model	64.5	32.3	3.2	0.0	0.0	1.4	1.3	1.4	0.26		96.8	13	4	
3	Lead and calmly respond to stressful situations	61.3	32.3	6.5	0.0	0.0	1.5	1.4	1.5	0.19		93.5	13	3	
4	Complete work on time	54.8	35.5	9.7	0.0	0.0	1.5	1.6	1.5	0.17		90.3	13	2	
5	Use ethical standards to guide actions	32.3	51.6	9.7	6.5	0.0	1.9	1.9	1.9	0.04		83.9	13	7	
6	Know Where to Obtain Information about disability	6.5	45.2	32.3	16.1	0.0	2.6	2.6	2.6	0.01		51.6	13	5	
7	Access professional organizations and industry resources	3.2	38.7	41.9	16.1	0.0	2.7	2.7	2.7	0.03		41.9	13	6	

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 13: Professionalis	m - Top Thre	e Training	Needs				
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item
Rank	* *							
1	Lead and calmly respond to stressful situations	84.6%	68.8%	75.9%	0.95		13	3
2	Act as Positive Role Model	76.9%	56.3%	65.5%	1.33		13	4
3	Interact Professionally with coworkers and supervisors	61.5%	43.8%	51.7%	0.87		13	1
4	Use ethical standards to guide actions	15.4%	56.3%	37.9%	5.74 *		13	7
5	Complete work on time	38.5%	31.3%	34.5%	0.15		13	2
6	Access professional organizations and industry resources	0.0%	31.3%	17.2%	5.50 *		13	6
7	Know Where to Obtain Information about disability	0.0%	0.0%	0.0%			13	5

^{*} p<.05, ** p<.01

	Competency Area 14: Vocationa	al, educational a	and career	supports	- Im	portan	ce for D	SPs					
Ntl.			Overall Pe	ercent			Mean				% Not or Minimally		
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Advocate for individual's vocational choices and desires	57.6	42.4	0.0	0.0	2.6	2.5	2.7	1.57		0.0	14	3
2	Help Individuals with Life Transitions	54.5	45.5	0.0	0.0	2.5	2.5	2.6	0.03		0.0	14	5
3	Assist in pursing vocational preferences and choices	56.3	40.6	3.1	0.0	2.5	2.4	2.6	0.87		3.1	14	1
4	Support individual to develop skills to find and keep a job	43.8	50.0	3.1	3.1	2.3	2.1	2.6	4.16		6.3	14	4
5	Identify and explor vocational service options	39.4	45.5	12.1	3.0	2.2	2.1	2.4	1.37		15.2	14	2
6	Understand and work with the educational system	21.2	60.6	12.1	6.1	2.0	1.8	2.1	1.27		18.2	14	6

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Competency Area 14: Voca	ational, edu	cational a	nd career	r supports	- Tim	ing to	do skill	well					
Ntl.			Ove	rall Perce	ent			Mean				% Need Skill		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item
1	Support individual to develop skills to find and keep a job	12.9	61.3	12.9	12.9	0.0	2.3	2.3	2.3	0.00		74.2	14	4
2	Help Individuals with Life Transitions	12.1	45.5	33.3	9.1	0.0	2.4	2.4	2.4	0.08		57.6	14	5
3	Advocate for individual's vocational choices and desires	15.2	42.4	30.3	12.1	0.0	2.4	2.5	2.3	0.25		57.6	14	3
4	Assist in pursing vocational preferences and choices	12.5	43.8	28.1	12.5	3.1	2.5	2.7	2.3	1.17		56.3	14	1
5	Understand and work with the educational system	6.3	46.9	28.1	15.6	3.1	2.6	2.6	2.6	0.00		53.1	14	6
6	Identify and explor vocational service options	9.4	43.8	21.9	21.9	3.1	2.7	3.0	2.3	3.85		53.1	14	2

^{*} p<.05, ** p<.01

^{1 =} At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Competency Area 14: Top	Three Traini	ng Needs					
Ntl.	Competency	FLS	DSP	Total	F	Sig.	Area	Item
Rank	• •							
1	Support individual to develop skills to find and keep a job	65.4%	46.7%	58.5%	1.35		14	4
2	Assist in pursing vocational preferences and choices	42.3%	53.3%	46.3%	0.45		14	1
3	Help Individuals with Life Transitions	42.3%	40.0%	41.5%	0.02		14	5
4	Identify and explor vocational service options	30.8%	53.3%	39.0%	2.04		14	2
5	Advocate for individual's vocational choices and desires	34.6%	40.0%	36.6%	0.11		14	3
6	Understand and work with the educational system	38.5%	20.0%	31.7%	1.48		14	6

^{*} p<.05, ** p<.01, NS = Not significant

Ntl.			Overall Pe	rcent			Mean				% Not or Minimally		
	Competency Statement	Critical	Important	Useful	N/A	Total	FLS	DSP	F	Sig.	Relevant	Area	Item
1	Confidentiality	95.7	2.2	2.2	0.0	2.9	3.0	2.9	0.27		2.2	CE	4
2	Respect	90.2	7.6	2.2	0.0	2.9	2.9	2.8	1.34		2.2	CE	6
3	Promotes Health & Emotional Well Being	88.0	10.9	1.1	0.0	2.9	2.9	2.8	0.83		1.1	CE	2
4	Justice, Fairness & Equity	83.7	14.1	2.2	0.0	2.8	2.8	2.8	0.20		2.2	CE	5
5	Person Centered Supports	82.6	14.1	3.3	0.0	2.8	2.9	2.7	2.90		3.3	CE	1
6	Integrity & Responsibility	77.2	19.6	3.3	0.0	2.7	2.7	2.7	0.01		3.3	CE	3
7	Self Determination	72.5	26.4	1.1	0.0	2.7	2.9	2.6	7.46	**	1.1	CE	8
8	Relationships	71.7	25.0	2.2	1.1	2.7	2.7	2.6	1.20		3.3	CE	7
9	Advocacy	69.6	27.2	2.2	1.1	2.7	2.8	2.6	3.24		3.3	CE	9

^{*} p<.05, ** p<.01

^{3 =} Critical, 2 = Important, 1 = Useful, 0=Not Applicable

	Compe	etency Area 1	4: Code of	f Ethics - 1	Timing to d	lo ski	ll well							
Ntl.			Ove	erall Percer	nt			Mean				% Need Skill		
Rank	Competency Statement	At Hire	90 days	1st year	After 1 yr	N/A	Total	FLS	DSP	F	Sig.	w/in 90 days	Area	Item
1	Confidentiality	87.0	10.9	2.2	0.0	0.0	1.2	1.1	1.2	3.22		97.8	CE	4
2	Respect	80.4	18.5	1.1	0.0	0.0	1.2	1.1	1.3	1.95		98.9	CE	6
3	Justice, Fairness & Equity	72.8	23.9	3.3	0.0	0.0	1.3	1.3	1.3	0.18		96.7	CE	5
4	Promotes Health & Emotional Well Being	62.0	32.6	5.4	0.0	0.0	1.4	1.5	1.4	0.64		94.6	CE	2
5	Person Centered Supports	54.3	34.8	9.8	0.0	1.1	1.6	1.5	1.6	0.38		89.1	CE	1
6	Integrity & Responsibility	52.2	32.6	12.0	2.2	1.1	1.7	1.5	1.8	2.17		84.8	CE	3
7	Advocacy	43.5	38.0	13.0	3.3	2.2	1.8	1.7	1.9	1.54		81.5	CE	9
8	Self Determination	38.0	40.2	18.5	2.2	1.1	1.9	1.9	1.9	0.04		78.3	CE	8
9	Relationships	35.9	41.3	18.5	3.3	1.1	1.9	1.9	2.0	0.42		77.2	CE	7

^{*} p<.05, ** p<.01 1 = At hire, 2 = First 90 days, 3 = 1st year, 4 = After first year, 5 = N/A Never

	Code of Ethics - To	p Three Train	ing Needs	5			
Ntl.	Competency	FLS	DSP	Total	F	Sig. Area	Item
Rank	• •						
1	Person Centered Supports	50.0%	39.5%	44.0%	0.80	CE	1
2	Promoting Physical and Emotional Well Being	43.8%	39.5%	41.3%	0.13	CE	2
3	Respect	37.5%	34.9%	36.0%	0.05	CE	6
4	Integrity & Responsibility	37.5%	32.6%	34.7%	0.19	CE	3
5	Confidentiality	28.1%	37.2%	33.3%	0.67	CE	4
6	Justice, Fairness, & Equity	12.5%	34.9%	25.3%	5.06 *	· CE	5
7	Advocacy	12.5%	34.9%	25.3%	5.06 *	CE	9
8	Self-Determination	21.9%	16.3%	18.7%	0.37	CE	8
9	Relationships	15.6%	7.0%	10.7%	1.43	CE	7

^{*} p<.05, ** p<.01

APPENDIX C: AGENCY SURVEY

AGENCY SURVEY

Date:	
Respondent Name:	Agency:
Position with Agency:	Address:
Phone:	
Fax:	City/State/Zip:
Agency ID:	Email:
your agency provides services in more than or work. Please answer each question as accura your knowledge and note the question or com	se indicated, please report information for your entire agency. If ne state, include information only for the state in which you tely as possible. If a question is unclear, answer to the best of ament in the margin. If you have questions, please contact to (612) 625-0171, or Bob Doljanac at (612) 625-1842.
Direct Support Professionals (DSP): Employ training, supervision, and personal assistance to are spent in direct support tasks. DSP may perform the professionals (DSP) and perform the professionals (DSP) are training to the professionals (DSP) and perform the professionals (DSP) are training to the professionals (DSP).	rees whose primary responsibilities include providing support, people supported by your agency. At least 50% of a DSP's hours form some supervisory tasks, but the focus of their job is direct include workers whose position is only "on-call".
	nose primary responsibility is the supervision of DSP. While these ss than 50% of their time is spent in direct support roles.
 A. Agency Characteristics 1. How many people does this agency serve intotal # of people 	n this state?
2. How many different program sites does youa. # of different sitesb. # of in-home sites	ar agency operate in this state?
3. Which of the following best describes your a. State-operatedb. County-operatedc. Private for-profitd. Private non-profite. Family (private pay)f. Other (specify):	agency: (check one)
4. What year did your agency begin providing	services to people with developmental disabilities?
5. Does your agency provide community servi	ices in a state other than the one in which you work?
6. How many staff members does your agency a. # of Direct Support Professionals b. # of Frontline Supervisors c. # of other staff and administrator	S

7.	How may full and part-time direct support staff are employed by you agency? (Provide a # for each category) a. # of full-time direct support employees b. # of part-time direct support employees
	c. # of on-call direct support employees
8.	How many hours per week must a direct support staff member work to be considered full-time? hours per week
9.	For all of the Direct Support staff employed at your agency, please provide the following demographic information (provide a # for each): (a) Gender: a. Femalesb. Males
	(b.) Agea. less than 18 years of ageb. 18-24 yearsc. 25-34 yearsd. 35-54 yearse. 55 years and above
10.	Which of the following describe the level of education <i>required</i> for employment at your agency as a direct support staff member? (Mark one)0. None1. GED or high school diploma2. Post-secondary education
11.	Please list the average hourly wage of all direct support staff members at your agency: \$per hour
12.	Please list the average hourly wage of all frontline supervisors at your agency: \$per hour
13.	Counting all shifts and sites, how many direct support staff members left your agency for any reason in the last 12 months?# of DSP who left in the last 12 months
14.	Counting all shifts and sites, how many frontline supervisors left your agency for any reason in the last 12 months? # of FLS who left in the last 12 months
<u>B.</u>	Paid Leave and Benefits
15.	How many hours per week must a direct support staff member work to be eligible for paid leave time (e.g., sick days, holidays, or personal leave) from your agency? a. # of hours per week direct support staff must work to be eligible (write 1 if all are eligible) b. N/A, we do not offer these benefits to anyone c. N/A, we do not offer these benefits to direct support staff
16.	How many hours per week must a direct support staff member work to be eligible for benefits such as health and/or dental insurance from your agency? a. # of hours per week a direct support staff must work (write 1 if all are eligible) b. N/A, we do not offer these benefits to anyone c. N/A, we do not offer to direct support staff

<u>C.</u>	Recruitment and Retention Issues
17.	Which of the following are the biggest concerns for your agency? (Mark up to three choices)
18.	What percentage of your annual budget is allocated to training, employee assistance, and staff development?
19.	How many people would you have to hire today to be fully staffed based on your current funding and commitments at all sites? # of Direct Support Professionals# of Frontline Supervisors
20.	What proportion of new hires apply based on information from each of the following sources? (Note a % for each)a. we don't track this informationb. newspaper/ circular ads

c. referrals from current employees
d. Website

____e. employment or temp agency, school placement offices ____f. other (please describe)

APPENDIX D: FLS SURVEY MASTER

Frontline Supervisor Competency Standards Validation Survey – FLS Version

To be completed by the Frontline Supervisor of the home at the address listed below.

Date:	Agency ID:
Respondent Name (Optional):	Agency:
Position with Agency:	Facility:
Phone:	Street Address:
Fax:	City/State/Zip Code:
Email:	Respondent I.D.

Consent Form

Job Analysis and Validation of Direct Support Professional and Frontline Supervisor Competencies and Training Needs

You are invited to participate in a national study to describe the skills and competencies needed by direct support professionals and frontline supervisors who support individuals with developmental disabilities. You were selected as a possible participant because you currently support individuals who receive these supports. We ask that you read this form and ask any questions you have about it before agreeing to participate in the study. Your consent for participation will be assumed upon our receipt of a completed survey. This study is being conducted by the University of Minnesota, Institute on Community Integration in collaboration with state agencies and provider associations in study states.

Background information:

The purpose of this study is to obtain information regarding job tasks and competencies of direct support professionals and frontline supervisors who support individuals with developmental disabilities in 4–6 states. It will also obtain information from agencies regarding turnover and vacancy rates for frontline supervisors and direct support staff members. We will gather information from between 160 and 200 direct support professionals, 320-400 front-line supervisors and 160-200 managers/managers in community settings supporting individuals with mental retardation or developmental disabilities. After we gather the information we will use it to prepare a nationally validated version of the *Frontline Supervisor Competencies and Performance Indicators* and a similar set of competencies and performance indicators for direct support professionals who work in community settings.

Your role:

If you agree to participate, we would ask you to complete the attached survey.

Risks and Benefits:

We don't know of any risks in participating in this evaluation. The only direct benefit for you will be an opportunity for you to review the current *Frontline Supervisor Competencies and Performance Indicators*. That review may help you as you decide what training you need to further your career. There are no other direct benefits to you. Participating in the study will help us to develop a nationally valid frontline supervisor and direct support professional competencies.

Compensation:

You will not receive any payment or other compensation for your participation.

Confidentiality:

The records of this study will be kept private. Only researchers will have access to the files. The people who gather information agree not to talk about the information you give with anyone not involved in the study. In any reports we might publish, we will not include any information that would make it possible to identify you or any other participant. Research records will be kept in a locked office.

Voluntary Nature of the Study:

Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or your employer. If you decide to participate you are free to withdraw at any time without affecting those relationships.

Contacts and Questions:

The researchers conducting this study are Sherri Larson and Amy Hewitt. You may ask any questions you have now. If you have questions later, you may contact the researchers at ICI @ U of MN, 214 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Phone: Sherri (612) 624-6024 or Amy (612) 625-1098.

If you have any questions or concerns regarding the study and would like to talk to someone other then the researchers, contact the patient relations department: Mayo Mail Code – 310; B310 Mayo Memorial Building, 420 Memorial Building, 420 Delaware Street SE, Minneapolis, MN 55455, phone 612.273.5050

Completing and returning this survey indicates you have consented to participate in this study.

Instructions

The *Frontline Supervisor Competencies and Performance Indicators* identify the competencies required of frontline supervisors providing community support services to people with developmental disabilities to foster excellence in service provision. The *Frontline Supervisor Competencies and Performance Indicators* are organized around 14 broad competency areas describing the roles and responsibilities of frontline supervisors (people who supervise and direct the work of direct support professionals). Within each broad competency area several competency statements are described. These areas and competencies were developed based on a series of job analysis focus groups and validation workshops in Minnesota with direct support professionals, lead workers, frontline supervisors and managers. The purpose of this survey is to assess the extent to which these competency areas and indicators are valid throughout the United States.

Please answer each question as it pertains to you as a frontline supervisor. Your answers to these questions will be kept confidential and will not affect your status as an employee at your agency. If you have questions about this survey or about this project, please contact Sheryl Larson, ICI @ U of MN, 214B Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-6024.

SECTION A. The 14 Broad Competency Areas for Frontline Supervisors

Instructions: Please answer both questions for each item on the chart.

Read the competency area descriptions. Rank the areas in terms how important the skill is to the role of the frontline supervisor (FLS) in providing supports that help people live as valued, contributing and self-determined members of their community. Under the column called priority write a 1 in for area that is most important, 2 for the second most important, and so on with the least important area given a 14.

If you think there are competency areas for Frontline Supervisors that are not covered in these areas please note them in the blank space on this chart.

We know that ranking the skill areas below can be a difficult task. However, it is very important for us to learn which skills are the most critical skills for a Frontline Supervisor working in residential settings in your state. Your thoughtful input is very important. Thank you!

Priority: Write a 1 in for area that is most important, 2 for the second most important, and so on with the least 154 important area given a 14.

Competency Areas for Frontline Supervisors (FLS)	
Competency Areas	Priority
1. Staff Relations: FLS enhance staff relations by using effective communication skills, encouraging	
growth and self-development, facilitating teamwork, employing conflict resolution skills, and providing	
adequate supports to staff.	
2. Direct Support: FLS provide direct supports to individuals with disabilities and role model such	
supports to Direct Support Professionals (DSP) by assisting with living skills, communicating and	
nteracting with consumers, facilitating community inclusion, maintaining an appropriate physical	
environment, providing transportation, maintaining finances, developing behavioral supports and	
demonstrating the importance of consumers becoming active citizens in their neighborhoods and local	
communities.	
3. Facilitating and Supporting Consumer Support Networks: FLS facilitate and support the	
development and maintenance of consumer support networks through outreach to family members,	
community members, and professionals and through coordination of personal planning sessions in	
collaboration with the individual receiving service.	
4. Program Planning and Monitoring : FLS oversee program planning and monitoring by planning	
and developing individual goals and outcomes with consumers, coordinating and participating in	
support network meetings, monitoring, documenting, and reporting progress toward meeting outcomes,	
and communicating with other service agencies.	
5. Personnel Management: FLS coordinate personnel management by hiring new staff, conducting	
performance reviews, facilitating team work and staff meetings, creating job descriptions, delegating	
asks and responsibilities, encouraging effective communication, defusing crises/conflicts between staff,	
and implementing grievance and formal contract procedures.	
6. Leading Training and Staff Development Activities: FLS coordinate and participate in DSP	
training and in-service by orienting new staff, arranging for staff to attend training and in-service	
sessions, maintaining training records, and supporting on-going staff development.	
7. Promoting Public Relations: FLS promote public relations by educating community members	
about persons with disabilities, advocating for the rights and responsibilities of individuals with	
developmental disabilities, developing media presentations, and recruiting volunteers and soliciting	
contributions.	
8. Maintenance: FLS coordinate and participate in home, vehicle and personal property maintenance.	
9. Health and Safety Issues: FLS ensure that supported individuals are safe and living healthy lives	
by monitoring safety issues, coordinating, monitoring and documenting medical supports, practicing	
appropriate emergency procedures, responding to emergencies, and promoting consumer rights	
regarding health and safety issues.	
10. Financial Activities: FLS ensure fiscal responsibility and management by supporting individuals	
with banking and other financial maintenance agreements, developing, managing, and implementing	
household budgets, developing contracts for services with outside vendors, and completing audits of	
household and consumer finances.	
11. Scheduling and Payroll: FLS ensure staff are scheduled, paid, and receive time off when	
requested.	
12. Coordinating Vocational Supports: FLS coordinate vocational training and opportunities for	
consumers through advocacy, supporting people in completing daily job tasks, assisting individuals in	
meeting quality standards, finding and developing community jobs for people, and communicating as	
needed with other support agencies regarding vocational related issues.	
13. Coordinating Policies, Procedures and Rule Compliance: FLS understand and implement	
current state licensing rules and regulations, agency policies and practices, and protection of individual	
consumer rights.	
14. Office Work: FLS communicate effectively in writing and via the telephone, complete various	
office tasks and utilize the computer effectively for word processing, developing spread sheets, and	
managing data bases.	

SECTION B: Competency Statements for each Competency Area

Instructions: Please answer all three questions for each item on the chart.

- 1. Read all of the competency statements. Rate the statements within each category in terms of how important the skill is to the role of the FLS in providing supports that help people live as valued, contributing and self-determined members of their community.
 - 3 = High: Competency is this area is critical. (Regardless of frequency of activity)
 - 2 = Medium: Competency is this area is important but is not critical.
 - 1 = Low: Competency in this area is not important, though at times it could be useful.
 - 0 = NA: Competency in this area is irrelevant to the role of frontline supervisors.
- 2. At what point in time do new frontline supervisors need to be able to do this skill well.
 - 4 =Not until after at least one year in the position
 - 3 = Within the first year in the position
 - 2 = Within the first 90 days after hire
 - 1 = At hire (into this position)
 - 0 = N/A
- 3. If there are specific skills missing from this competency area that you think should be listed, please write them at the bottom of the chart and answer questions 1 and 2 for those skills.

Please note: This survey includes only a subset of the competency areas.

	Competency Area 1: Staff Relations		
	Frontline supervisors enhance staff relations by using effective communication skills, encouraging growth and self-		
dev	development, facilitating teamwork, employing conflict resolution skills, and providing adequate supports to staff.		
	Competency Statement	Priority	Timing
A	FLS effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, thanking them for their contributions, and providing positive feedback regarding their performance.		
В	FLS facilitate and encourage staff to be creative and try new ideas.		
С	FLS seek staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empower staff to make decisions.		
D	FLS facilitate teamwork and positive interactions and attitudes among staff.		
Е	FLS provide counseling and support to staff when conflicts arise.		
F	FLS provide formal communication to staff through communication log books or memos, and by facilitating effective meetings and purposeful interactions.		
G	FLS take a direct interest in the roles and responsibilities of staff.		
Н	FLS encourage staff to maintain appropriate boundaries regarding personal versus professional issues.		
I			
J			

Competency Area 2: Direct Support

Frontline supervisors provide direct supports to individuals with disabilities and role model such supports to Direct Support Professionals (DSP) by assisting with living skills, communicating and interacting with consumers, facilitating community inclusion, maintaining an appropriate physical environment, providing transportation, maintaining finances, developing behavioral supports and demonstrating the importance of consumers becoming active citizens in their neighborhoods and local communities.

	Competency Statement	Priority	Timing
A	FLS communicate effectively with supported individuals using their primary method of communication (e.g., gestures, verbal, sign language, communication boards).		
В	FLS interact with individuals served by listening to their issues, responding to their requests and concerns, sharing ideas and humor, and participating in meals and other activities.		
С	FLS assist individuals with daily living skills, meal preparation, self-care, health care, and maintenance tasks as needed.		
D	FLS assist individuals in developing daily activities that are of interest to the people receiving supports.		
Е	FLS help individuals in identifying, planning, and participating in community events and activities.		
F	FLS support individuals in making and maintaining friendships with community members.		
G	FLS ensure that the physical environment where individuals live meets their style and needs.		
Н	FLS assist individuals in purchasing household supplies, personal items, and groceries.		
I	FLS support individuals in identifying, securing, and utilizing transportation based on individual preferences and needs.		
J	FLS implement behavior support plans, intervene with individuals in response to challenging behavior, and defuse crisis situations as they arise.		
K	FLS assist individuals in developing and maintaining friendships and family relationships through various means including correspondence, phone contact, and in planning and coordinating social activities.		
L	FLS teach and coach direct support personnel in the most effective approaches to achieve these direct support competencies.		
M	FLS identify necessary resources for individuals served and direct support staff and advocate for these resources with their managers.		
N	FLS critically evaluate the quality of supports provided to the individuals who receive services and continuously strive for improvement.		
О			
P			

Competency Area 3: Facilitating and Supporting Consumer Support Networks

FLS facilitate and support the development and maintenance of consumer support networks through outreach to family members, community members, and professionals and through coordination of personal planning sessions in collaboration with the individuals receiving service.

	Competency Statement	Priority	Timing
A	In their efforts to identify and advocate for the desires, preferences, issues and concerns of the individuals receiving service, FLS communicate and consult with county case managers, other support agencies, and support team members while respecting the rights of the individuals served.		
В	FLS maintain regular contact with consumers, family members and support team members regarding complaints and issues, and design, implement and evaluate strategies to address issues identified in consumer satisfaction surveys.		
С	FLS network with other service agencies to learn new ideas and strategies for supporting individuals.		
D	FLS coordinate or assist in the development of new programs and support services.		
Е	FLS facilitate coordination with generic community agencies (e.g., YMCA, Lions) to provide inclusive opportunities for the individual.		
F	FLS support individuals in connecting and maintaining involvement with community agencies, organizations, events and activities.		
G	FLS support individuals in learning about and participating in community educational opportunities (e.g., adult education courses, continuing education).		
Н	FLS promote positive relationships between supported individuals, staff and neighbors and actively participate in neighborhood associations.		
Ι	FLS support those served by coordinating, facilitating and participating in support network meetings and consumer council meetings.		
J			
K			

Competency Area 4: Program Planning and Monitoring

FLS oversee program planning and monitoring by planning and developing individual goals and outcomes with consumers, coordinating and participating in support network meetings, monitoring, documenting, and reporting progress toward meeting outcomes, and communicating with other service agencies.

A FLS develop, implement and monitor consumer support plans or assist direct support personnel in this process. B FLS facilitate person-centered planning meetings for individuals or assist direct support personnel in this planning process. C FLS coordinate the development of new services for people who are new to the program. D FLS coordinate and facilitate annual, quarterly and as-needed consumer planning meetings or assist direct support personnel in this process. E FLS complete and use formal and informal assessments regarding behaviors, adaptive skills, health, physical development, etc., or assist direct support personnel in this process. F FLS develop and monitor the implementation and documentation of progress toward the supported individual's personal goals. G FLS solicit information regarding individual goals and desired outcomes from individuals served and their support network members. H FLS complete required charting and documentation regarding progress toward meeting individual goals and outcomes (e.g., daily charts, monthly reports, quarterly reports).	
support personnel in this planning process. C FLS coordinate the development of new services for people who are new to the program. D FLS coordinate and facilitate annual, quarterly and as-needed consumer planning meetings or assist direct support personnel in this process. E FLS complete and use formal and informal assessments regarding behaviors, adaptive skills, health, physical development, etc., or assist direct support personnel in this process. F FLS develop and monitor the implementation and documentation of progress toward the supported individual's personal goals. G FLS solicit information regarding individual goals and desired outcomes from individuals served and their support network members. H FLS complete required charting and documentation regarding progress toward meeting	
program. D FLS coordinate and facilitate annual, quarterly and as-needed consumer planning meetings or assist direct support personnel in this process. E FLS complete and use formal and informal assessments regarding behaviors, adaptive skills, health, physical development, etc., or assist direct support personnel in this process. F FLS develop and monitor the implementation and documentation of progress toward the supported individual's personal goals. G FLS solicit information regarding individual goals and desired outcomes from individuals served and their support network members. H FLS complete required charting and documentation regarding progress toward meeting	
meetings or assist direct support personnel in this process. E FLS complete and use formal and informal assessments regarding behaviors, adaptive skills, health, physical development, etc., or assist direct support personnel in this process. F FLS develop and monitor the implementation and documentation of progress toward the supported individual's personal goals. G FLS solicit information regarding individual goals and desired outcomes from individuals served and their support network members. H FLS complete required charting and documentation regarding progress toward meeting	
skills, health, physical development, etc., or assist direct support personnel in this process. F LS develop and monitor the implementation and documentation of progress toward the supported individual's personal goals. G FLS solicit information regarding individual goals and desired outcomes from individuals served and their support network members. H FLS complete required charting and documentation regarding progress toward meeting	
the supported individual's personal goals. G FLS solicit information regarding individual goals and desired outcomes from individuals served and their support network members. H FLS complete required charting and documentation regarding progress toward meeting	
individuals served and their support network members. H FLS complete required charting and documentation regarding progress toward meeting	
I FLS observe, monitor and provide feedback to staff regarding the implementation of individual support plans.	
J FLS design, implement and monitor behavior support plans, the use of aversive and deprivation procedures (e.g., Rule 40 in Minnesota) and psychotropic medications.	
K FLS develop risk management plans.	
L FLS review, discuss and provide follow-up with staff regarding incident or accident reports.	
M FLS complete, file, and maintain consumer records for appropriate releases of information.	
N FLS complete necessary paperwork when an individual is discharged from the program.	
O FLS demonstrate and encourage individuals who receive services to be as independent as possible (e.g., answer their own telephone, assist in meal preparation, and assist with chores).	
P FLS communicate necessary information and maintain positive working relationships with staff from other agencies that provide supports to individuals served.	
Q FLS identify needed changes in program planning and monitoring systems within the agency and at the local, state and federal levels and advocate for these changes with their managers and government officials.	
R	
S	

Competency Area 5: Personnel Management

FLS coordinate personnel management by hiring new staff, conducting performance reviews, facilitating team work and staff meetings, creating job descriptions, delegating tasks and responsibilities, encouraging effective communication, defusing crises/conflicts between staff, and implementing grievance and formal contract procedures.

proc	edures.	1	i
	Competency Statement	Priority	Timing
A	FLS recruit new direct support professionals by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, welfare-to-work programs and other sources of potential hires.		
В	FLS schedule and complete interviews with potential new staff in collaboration with direct support staff, individuals served and their family members.		
С	FLS seek input from other staff and from consumers and family members in making hiring decisions.		
D	FLS arrange for criminal background checks and driver's license reviews for newly hired personnel.		
Е	FLS assess staff functional ability and capacity, ensure health physicals are completed, and address identified ADA accommodations.		
F	FLS complete needed paperwork for changes in staff status (e.g., move from part-time to full-time, change locations, resignations, and terminations).		
G	FLS follow up on reports of staff injury at work and with all workers' compensation related issues.		
Н	FLS complete staff performance reviews by gathering input from peers, consumers, family members, and agency personnel as required by policy and procedures.		
I	FLS complete salary reviews and make recommendations for salary increases. In addition, FLS ascertain other means of compensation, opportunities for promotion, and staff celebrations and relay this information to managers.		
J	FLS provide coaching and feedback to staff regarding performance issues.		
K	FLS provide needed disciplinary action including demonstrating correct performance for staff as indicated.		
L	FLS coordinate and facilitate staff meetings.		
M	FLS recognize the need and plan for celebrations with staff.		
N	FLS develop and modify staff job descriptions as needed.		
О	FLS facilitate communication with other supervisors regarding staff who are shared across programs.		
P	FLS discuss procedures and work tasks with support personnel (e.g., secretarial, accounting, personnel and payroll).		
Q	FLS respond to staff questions and crises when they are on-call (e.g., via pager or cell phone).		
R	FLS initiate "debriefing sessions" or discussions with staff following a crisis situation, incident or accident.		
S	FLS monitor, review and implement labor contracts, attend labor management meetings, and respond to formal grievances when applicable.		
Т	FLS attend and participate in agency management, planning and cross-functional work group meetings.		
U	FLS report and discuss consumer, family, or program related issues as needed with management.		
V	FLS delegate tasks or duties to staff as needed (above and beyond job descriptions) for		

Priority: 3 = High: Competency in this area is critical, regardless of frequency of activity, 2 = Medium: Competency in this area is important but is not critical, 1 = Low: Competency is this area is not important, though at times it could be useful, 0 = N/A: Competency in this area is irrelevant to the role of DSPs. **Timing:** 4 = Not until at least one year in the position, 3 = Within the first year in the position, 2 = Within 90 days after hire, 1 = at hire (as a DSP), 0 = N/A

Competency Area 5: Personnel Management

FLS coordinate personnel management by hiring new staff, conducting performance reviews, facilitating team work and staff meetings, creating job descriptions, delegating tasks and responsibilities, encouraging effective communication, defusing crises/conflicts between staff, and implementing grievance and formal contract procedures.

	Competency Statement	Priority	Timing
	special events and activities.		
W	FLS prioritize their tasks and responsibilities in order of importance to ensure that deadlines are met.		
X	FLS manage their own stress by balancing personal and professional lives, taking vacations and breaks, and using stress management practices.		
Y	FLS safeguard and respect the confidentiality and privacy of the individuals served and of the staff who work in the program.		
Z	FLS monitor turnover, recruitment success, and employee job satisfaction and use the results to improve personnel practices.		
AA			
BB			

Competency Area 6: Leading Training and Staff Development Activities

Frontline supervisors coordinate and participate in Direct Support Professionals' training and in-service by orienting new staff, arranging for staff to attend training and in-service sessions, maintaining training records, and supporting on-going staff development.

	Competency Statement	Priority	Timing
A	FLS attend in-service training, participate in continuing education, and work with their managers to develop and implement a supervisory development plan.		
В	FLS coordinate, schedule and document staff participation and performance in orientation and in-service training and completion of other alternative self-directed learning and development.		
С	FLS observe and solicit feedback from staff, consumers and their families regarding direct support staff training needs and desired opportunities.		
D	FLS share resources and information with staff related to supports, technology, interventions and "hot issues" for supporting individuals.		
Е	FLS provide orientation and answer questions from new staff through a variety of formal and informal instructional and learning activities.		
F	FLS provide required training to staff on the needs of individuals served and in response to rules and regulations (e.g., use of glucometer, vulnerable adults, rights, emergency procedures, medication changes).		
G	FLS support staff in learning how to use a computer to do their work.		
Н	FLS identify potential trainers and provide resources, coaching and training opportunities for direct support staff.		
Ι		_	_
J			

Competency Area 7: Promoting Public Relations

Frontline supervisors promote public relations by educating community members about persons with disabilities, advocating for the rights and responsibilities of individuals with developmental disabilities, developing media presentations, recruiting volunteers and soliciting contributions.

	Competency Statement	Priority	Timing
A	FLS provide education to community members regarding people with		
	developmental disabilities (e.g., rights, responsibilities, dispelling myths).		
В	FLS invite community members to learn more about the organization and the people		
	who receive services.		
C	FLS recruit and mentor community volunteers, interns and students.		
D	FLS collaborate and network with other service agencies in the community.		
Е	FLS communicate and maintain relationships with community vendors, landlords		
	and related entities.		
F	FLS assist in the development of promotional materials such as newsletters,		
	newspaper articles, brochures, videos and contacts with media.		
G			
Н			

	Competency Area 8: Maintenance			
Fre	Frontline supervisors coordinate and participate in home/site, vehicle and personal property maintenance.			
	Competency Statement	Priority	Timing	
A	FLS schedule, monitor, and occasionally complete routine and/ or emergency household repair and maintenance tasks.			
В	FLS get bids and estimates for house/site maintenance from outside contractors and consult with organization maintenance personnel as needed.			
С	FLS arrange payment for needed maintenance (e.g., obtain purchase orders, submit invoices, process check request, get supervisor approval).			
D	FLS maintain a safe home environment by coordinating services or performing duties as needed to ensure safety (e.g., snow removal, adequate lighting).			
Е	FLS ensure basic routine household tasks are completed (e.g., lawn care, changing light bulbs, watering plants).			
F	FLS identify, delegate and instruct staff as needed on routine household maintenance and ensure that resources necessary to complete the tasks are provided.			
G				
Н				

Competency Area 9: Health and Safety Issues

Frontline supervisors ensure that supported individuals are safe and living healthy lives by monitoring safety issues, coordinating, monitoring and documenting medical supports, practicing appropriate emergency procedures, responding to emergencies, and promoting consumer rights regarding health and safety issues.

	Competency Statement	Priority	Timing
A	FLS identify and monitor safety issues within the physical environment.		
В	FLS ensure that infection control procedures are used as needed and in accordance with policy and procedure.		
С	FLS monitor individuals for health-related concerns and respond by reporting issues to health professionals and documenting needs.		
D	FLS ensure that individuals receive routine medical, therapeutic and dental care; and coordinate transportation or take individuals on related appointments.		
Е	FLS complete forms for psychotropic medication monitoring review as indicated.		
F	FLS locate health, dental and therapeutic services in local communities that will accept Medical Assistance as the sole payment option.		
G	FLS obtain and document doctor's orders as needed and follow up with direct support staff regarding orders.		
Н	FLS document new medications to be administered each month.		
I	FLS monitor medication errors and review as needed with staff.		
J	FLS provide first aid and arrange for emergency medical appointments as needed.		
K	FLS order medical supplies (e.g., medications, assistive devices, adult briefs), interact with pharmacies and arrange for medications to be picked up as needed.		
L	FLS ensure that fire and emergency drills are scheduled, completed and documented as required by agency policies and procedures.		
M	For individuals served who become ill, FLS monitor symptoms, provide reassurance and nurturing, and implement treatment plans as prescribed.		
N	FLS ensure that direct support staff members administer medications and treatment plans as prescribed and in accordance with agency policies and procedures.		
О	FLS obtain consent from the legal guardian for medical interventions, procedures and medication administration.		
P	FLS involve consumers in their health care plans by educating and offering choices regarding treatment options.		
Q	FLS ensure that individuals and their family members understand suggested medical interventions, procedures and medications.		
R	FLS discuss and review menus with dieticians, ensuring that adequate substitutions are available to support the desires and needs of all people who receive services.		
S			
T			

Competency Area 10: Financial Activities

Frontline supervisors ensure fiscal responsibility and management by supporting individuals with banking and other financial arrangements, developing, managing, and implementing household budgets, developing contracts for services with outside vendors, and completing audits of household and consumer finances.

	Competency Statement	Priority	Timing
Α	FLS assist direct support staff to assist consumers in preparing bank transactions		
	(e.g., deposits, transfers, withdrawals).		
В	FLS prepare and review periodic budget reports (e.g., monthly, quarterly,		
	annually).		
С	FLS monitor, approve and arrange for payment of household bills.		
D	FLS ensure that consumer bills are paid in a timely manner.		
E	FLS budget, manage, monitor and replenish petty cash accounts.		
F	FLS complete and approve expense reimbursement requests made by staff.		
G	FLS assist in establishing new per diem rates for individuals served.		
Н	FLS ensure that Medical Assistance, SSI and other related government benefits		
	are current for individuals served.		
Ι	FLS complete agency asset and depreciation inventories.		
J		·	
K			

	Competency Area 11: Scheduling and Payroll		
Fre	ontline supervisors ensure staff are scheduled, paid, and receive time off when requested.		
	Competency Statement	Priority	Timing
A	FLS develop staff schedules within budgetary limitations, under union or agency policies and rules, and in response to consumer needs.		
В	FLS solicit and approve staff time cards.		
С	FLS approve staff leave (e.g., vacation, sick, personal).		
D	FLS secure staff to fill-in when vacancies occur due to staff illness, resignation, vacation or other reasons.		
Е			
F			

Competency Area 12: Coordinating Vocational Supports

Frontline supervisors coordinate vocational training and opportunities for consumers through advocacy, supporting people in completing daily job tasks, assisting individuals in meeting quality standards, finding and developing community jobs for people, and communicating as needed with other support agencies regarding vocational-related issues.

	Competency Statement	Priority	Timing
A	FLS develop new jobs and procure new work for individuals who work in community businesses or who receive supports in day training and habilitation programs.		
В	FLS oversee the training of individuals on how to complete job tasks.		
С	FLS oversee the support of individuals in creating an effective workload and schedule based on their individual preferences and needs.		
D	FLS provide quality assurance checks for work completed by consumers.		
Е	FLS ensure that Department of Labor standards are met in all work settings where individuals receive supports.		
F			
G			

Competency Area 13: Coordinating Policies, Procedures and Rule Compliance

Frontline supervisors understand and implement current state licensing rules and regulations, agency policies and practices, and protection of individual consumer rights.

	Competency Statement	Priority	Timing
A	FLS complete vulnerable adult investigations and follow through on reporting procedures as required by agency policy and state law.		
В	FLS have current information and knowledge on all state rules and regulations, and agency policies and procedures.		
С	FLS write, review and update agency policies and procedures in response to licensing reviews, changes in rules and regulations, and consumer needs.		
D	FLS ensure compliance with state rules, regulations and laws as well as agency policies and procedures.		
Е	FLS participate in and respond to identified issues in licensing reviews, audits, and quality assurance monitoring activities.		
F	FLS solicit the input of consumers and their support network members in developing agency policies and procedures, and for federal and state rules and laws.		
G			
Н			

Competency Area 14: Office Work

Frontline supervisors communicate effectively in writing and via the telephone, complete various office tasks and

utili	e the computer effectively for word processing, developing spreadsheets, and managing databases.				
	Competency Statement	Priority	Timing		
A	FLS answer the telephone and return phone calls promptly.				
В	FLS monitor and respond promptly to messages on answering machines, pagers and voice mail.				
C	FLS read and respond promptly to mail and e-mail.				
D	FLS write memos and reports concisely using appropriate grammar, spelling and formats.				
Е	FLS use the computer for word processing, data base management and creation of spreadsheets.				
F	FLS effectively complete various office tasks (e.g., copying, filing, or typing).				
G					
Н					

SECTION C: Validation of DSP Code of Ethics

Instructions: Please answer each question for each item on the chart.

- 1. Read the competency statements under each Broad Competency Area. In the <u>priority</u> column, rate how important each skill is to the role of the DSP in fostering excellence in providing supports that help people live as valued, contributing and self-determined members of their community.
 - 3 = High: Competency in this area is critical. (Regardless of frequency of activity)
 - 2 = Medium: Competency in this area is important but is not critical.
 - 1 = Low: Competency in this area is not important, though at times is could be useful.
 - 0 = NA: Competency in this area is irrelevant to the role of DSPs.
- 2. For each competency statement, please use the following scale to indicate in the **timing** column when new direct support professionals need to be able to do this skill well.
 - 4 =Not until after at least one year in the position
 - 3 =Within the first year in the position
 - 2 = Within the first 90 days after hire
 - 1 = At hire (as a DSP)
 - 0 = N/A

Chart C: Code of Ethics for Direct Support Professionals (DSP)			
Competency Areas	Priority	Timing	
1. Person-Centered Supports: DSP commit to person-centered supports, having as their first			
allegiance a commitment to the people they support, with all activities and functions			
performed on behalf of the individuals flowing from this allegiance.			
2. Promoting Physical and Emotional Well-Being: DSP support and protect the emotional,			
physical, and personal well-being of the individuals they support, recognizing the autonomy			
and values of each person, and insuring the individual's right to make an informed decision.			
3. Integrity and Responsibility: DSP assume accountability for their actions, are conscious of			
their own values and how those values influence their professional decisions, actively seek			
advice on ethical issues, and maintain competency in the profession through continuing			
education and ongoing communication with professionals, clients, and community members.			
4. Confidentiality: DSP safeguard and respect the confidentiality and privacy of the people			
they support.			
5. Justice, Fairness, and Equity: DSP promote and practice justice, fairness, and equity for			
those they serve and the community as a whole, and affirm the human and civil rights and			
responsibilities of the people they support.			
6. Respect: DSP respect the human dignity and uniqueness of the people they support,			
recognizing each person's value, and help others to understand the individual's value.			
7. Relationships: DSP assist the people they support in developing and maintaining			
relationships by advocating for opportunities that facilitate building and maintaining			
relationships, assuring that individuals makes informed choices in safely expressing their			
sexuality, and by separating the DSP's personal beliefs and values regarding relationships of			
the people they serve.			
8. Self-Determination: DSP assist the people they serve in directing the course of each			
individual's life by partnering with others to obtain support, honoring the individual's right to			
assume risk in an informed manner, and recognizing that each person has potential for			
lifelong learning and growth.			
9. Advocacy: DSP advocate with the people they support for justice, inclusion, and full			
community participation.			

TRAINING: Section D Frontline Supervisor Survey—Supervisor Version

In your role as a Frontline Supervisor, please check the three areas in which you feel the greatest need for training. (Mark up to three)

	1.	Staff Relations		8.	Maintenance
		Direct Support		9.	3
	3.	Facilitating and Supporting Consumer			Financial Activities
	4	Support Networks			Scheduling and Payroll
		Program Planning and Monitoring Personnel Management		12.	Coordinating Vocational Supports
		Leading Training and Staff Development		13	Coordinating Policies,
	0.	Activities		13.	Procedures, and Rule Compliance
	7.	Promoting Public Relations		14.	Office Work
In each	Coı	mpetency Area, please check your top three	training ne	eeds:	
		y Area 1			
Staff R	elati	ons (mark up to three priorities)			
A	. Coı	mmunicate effectively and provide support and	feedback t	o staf	f
B.	Enc	courage staff to try new and creative ideas			
C.	See	k staff input and empower staff to make decision	ons		
D	. Fac	rilitate staff teamwork			
		unsel and support staff during conflicts			
		tten communication with staff and facilitation	or meetings	\$	
		th interest in roles and responsibilities of staff courage staff to maintain appropriate boundaries	s hetween 1	nerso:	nal and professional issues
11	LIIC	courage starr to maintain appropriate boundarie	s octween p	CISO	nai and professional issues
Compe	tenc	y Area 2			
		port (mark up to three priorities)			
		e of appropriate mode of communication (i.e., s	sign languaş	ge, ge	estures) with supported individuals
		eract with supported individuals			
C	Ass	sist supported individuals with daily living skill	S		
D	ASS.	sist supported individuals with planning daily a ist supported individuals with planning and par	cuviues rticipating i	n con	nmunity avante
		port individuals in making and maintaining frie		n con	initiality events
		sure that living environments for individuals me		le an	d needs
		lp individuals purchase household and personal			
		individuals obtain transportation	11		
J.	Imp	lement behavior support plans and defuse crisis	s situations		
K	. Ass	sist individuals in maintaining family relationsh	nips		
		ch and coach direct support personnel in achie		suppo	ort competencies
		entify and advocate for resources for staff and i	ndividuals		
N	. Eva	aluate quality of supports to the individual			
Compe	tenc	y Area 3			
		and Supporting Consumer Support Network	rks (mark ı	up to	three priorities)
A	Car	mmunicate with county accommon accommon and ad-	on cummont -	gan c	ios and taam mambars
		mmunicate with county case managers and othe intain contact with supported individual and th			
		work with other service agencies to exchange i			support team members
		ordinate or assist in development of support ser			rograms
		ilitate supports for inclusion in community age			•

F. Help supported individual connect with community agencies G. Help supported individual participate in community educational opportunitie H. Promote positive neighborhood relations I. Facilitate and participate in consumer support meetings	es
Competency Area 4 Program Planning and Monitoring (mark up to three priorities)	
Frogram Framming and Womtoring (mark up to timee priorities)	
A. Develop, implement, and monitor consumer support plans	
B. Facilitate person-centered planning meetings for individuals	
C. Coordinate services for individuals new to the program	
D. Facilitate consumer planning meetings	
E. Complete behavioral, adaptive skill, etc., assessments for individuals	
F. Develop, implement, and monitor progress toward individual's goals	
G. Solicit input from individual and their support team for individual's goals	
H. Chart and document progress toward individual's goalsI. Provide feedback to staff on individual support plans	
1. Provide feedback to staff on individual support plans	
J. Design, implement, and monitor behavior support plans	
K. Develop risk management plans	
L. Review and discuss with staff incident reports M. Maintain consumer records	
M. Maintain consumer records N. Complete discharge paperwork	
O. Encourage individuals to be independent	
P. Communicate with staff from other agencies that support the individual	
Q. Identify and advocate for change at the agency, local, and state levels	
Q. Identity and advocate for change at the agency, rocal, and state tevels	
Competency Area 5 Personnel Management (mark up to three priorities)	
A. Recruit new direct support professionals	
B. Interview potential staff	
C. Seek input from other staff and family members in hiring decisions	
D. Arrange criminal background checks and driver's license reviews	
E. Assess staff ability and capacity	
F. Complete paperwork for change in staff status	
G. Follow up on staff injury reports	
H. Complete staff performance reviews	
I. Complete salary reviews and make recommendations for salary increases	
J. Provide feedback to staff on performance	
K. Provide needed disciplinary action L. Coordinate and facilitate staff meetings	
L. Coordinate and facilitate staff meetings M. Plan celebrations with staff	
N. Develop and modify job descriptions	
O. Communicate with other supervisors regarding shared staff	
P. Communicate tasks with support personnel (i.e., secretarial, accounting)	
Q. When on-call, respond to staff questions and crises	
R. Initiate discussions with staff following a crisis	
S. Monitor and review labor contracts and respond to formal grievances	
T. Participate in agency management, planning and cross-functional meetings	
U. Discuss and report to management consumer, family, or program issues	
V. Delegate tasks to staff for special events and activities	
W. Prioritize tasks	
X. Manage personal stress by taking needed vacations and breaks	
Y. Respect the confidentiality and privacy of individuals	
Z. Monitor staff turnover, recruitment, and employee job satisfaction	

Competency Area 6 Leading Training and Staff Development Activities (mark up to three priorities) A. Attend in-service training and work with managers to develop a supervisory development plan B. Coordinate staff orientation and in-service training C. Solicit feedback from staff, consumers and their families on direct support training needs ____ D. Share resources with staff ____ E. Provide orientation to new staff ____ F. Provide training to staff on specific needs for individuals ____ G. Support staff in their efforts to use the computer to perform their jobs _____ H. Identify potential trainers and training opportunities for direct support staff Competency Area 7 **Promoting Public Relations (mark up to three priorities)** A. Educate communities about people with developmental disabilities B. Invite community members to learn more about the organization ____ C. Recruit and mentor community volunteers, interns, and students ____ D. Network with other service agencies E. Maintain relationships with community vendors, landlords, and related entities F. Assist with development of newsletters, newspaper articles, videos, and contact with the media **Competency Area 8** Maintenance (mark up to three priorities) __ A. Schedule household repair and maintenance tasks B. Obtain bids and estimates for household maintenance ____ C. Arrange payment for maintenance _____ D. Coordinate routine safety maintenance such as snow removal, adequate lighting ____ E. Ensure that routine household tasks are completed _____ F. Delegate routine household maintenance tasks **Competency Area 9** Health and Safety Issues (mark up to three priorities) A. Identify environmental safety issues _____ B. Insure that infection control procedures are used C. Monitor individuals for health-related concerns _____ D. Ensure that individuals receive routine medical, dental, and therapeutic care ____ E. Complete forms for psychotropic medication ____ F. Locate health professionals in the community that will accept Medical Assistance ____ G. Obtain and document doctor's orders ____ H. Document new medications ____ I. Monitor medication errors ____ J. Provide first aid and emergency medical appointments ____ K. Order medical supplies ____ L. Schedule fire and emergency drills ____ M. Implement and monitor symptoms and treatment plans for individuals who become ill ____ N. Ensure that staff implement treatment plans O. Obtain consent from the legal guardian for medical interventions P. Educate consumers on health care choices

____ Q. Ensure that individuals and their families understand medical interventions and treatment

Competency Area 10

Financial Activities (mark up to three priorities)

__ R. Review menus with dieticians

 A. Assist staff and individuals with bank transactions B. Prepare budget reports C. Approve and arrange for payment of household bills D. Ensure that consumer bills are paid E. Manage petty cash accounts F. Complete and approve expense reimbursement for staff G. Assist in establishing new per diem rates for individuals H. Ensure that Medical Assistance, SSI and other government benefits I. Complete agency asset and depreciation inventories 	s are current for consumers
Competency Area 11 Scheduling and Payroll (mark up to three priorities)	
A. Develop staff schedules B. Approve staff timecards C. Approve staff leave D. Secure staff to fill in vacancies due to illness, vacations, etc.	
Competency Area 12 Coordinating Vocational Supports (mark up to three priorities)	
 A. Develop and procure work for individuals B. Oversee training for individuals on how to complete job tasks C. Oversee the support of individuals in creating an appropriate workl D. Provide quality assurance checks on work completed by consumers E. Ensure that Department of Labor standards are met for individuals 	
Competency Area 13 Coordinating Policies, Procedures and Rule Compliance (mark up to the	nree priorities)
 A. Complete vulnerable adult investigations and follow through B. Are knowledgeable about state regulations, agency policies and proceed of the complete com	reviews, and changes in rules and
Competency Area 14 Office Work (mark up to three priorities)	
 A. Respond promptly to telephone calls B. Respond promptly to telephone messages, pages, and voice mails C. Respond promptly to mail and e-mail D. Write concise and grammatically correct memos E. Use the computer for work-related tasks F. Complete various office tasks such as photocopying filing word promptly 	rocessing

Code of Ethics (Mark up to three priorities)

A. Person-Centered Supports
B. Promoting Physical and Emotional Well-Being
C. Integrity and Responsibility
D. Confidentiality
E. Justice, Fairness, and Equity
F. Respect
G. Relationships
H. Self-Determination
I. Advocacy

SECTION E: Rater Characteristics

Please tell us about yourself and the place you work (If you work for more than one company, please refer to the company listed on this survey). These questions help put your responses in context so we can identify differences among various groups. Please answer the questions with reference to the site(s) you work at or supervise.

1.	What city and state do you work in?		sites do you work at or are you for? (Provide a number)
	City State	Numb	per of sites
2.	Birth Date: Month Year	developme	individuals with mental retardation or ntal disabilities are served at the work at or supervise? (Include all
3.	What is your gender? (Mark One) 0. Female 1. Male	from staff a	ing, working, or receiving support at those sites) (Provide a number)
4.	Is English your first language? (Mark One) 0. No 1. Yes	b. Nu	mber of individuals with MR/DD mber of persons who do not have A/DD
5.	Which of the following best describes your role? (Mark one)		primary diagnosis of the majority of you support? (Mark one)
		dis2. M3. Ph4. On 10. How many (including to not including site? Nu 11. If you have people do y each categorya. Dib. Fr	ental retardation or developmental sabilities ental health challenges/mental illness sysical disabilities ther (Specify) direct support professionals full and part-time and weekends but ag on-call) work at your primary work number of direct support professionals a supervisory position, how many you supervise? (Note a number for bry) arect Support Professionals ontline Supervisors thers
6.	What services are offered at your work site(s)? (Mark all that apply)	12. How many do you hav	years of paid employment experience ing working with people with MR or
	a. 24 hour residential supports (e.g., group home)b. Less than 24 hour residential supports	DD?	
	(e.g., semi-independent living services)	Years M	onths
	d. Other (specify)		

13.	. How many years of paid employment experience do you have supervising direct support workers who support people with MR or DD?			Did you take any courses on mental retardation or on working with people who have disabilitie in school (e.g., in college or technical school)? (Mark One)	
	Years	Months		0. No	
14.	How long ha	eve you been working for your oyer?	19.	1. Yes How many hours are you scheduled to work per week in your current position? (Mark One)	
	Years	Months		Hours per week	
15.	How many y had? (Circle	rears of formal education have you e one)		Are you considered by your employer to be full-time? (Mark One)	
	13 14 15 16 17 18	(High School/GED) (AA or 2 year Degree) (Four year Degree) (Master's Degree) (Doctoral Degree)	21.	0. No1. Yes Are you eligible for paid time off (sick, vacation, holidays) from your primary employer? (Mark One)	
16.	vocational or	rently enrolled in college or r technical school? (Mark One) (skip to item 18)		0. No 1. Yes	
17.	1. Yes		22.	Are you eligible for this agency's benefits package (health, dental, retirement)? (Mark One)0. No	
	(Mark One)0. No1. Yes			1. Yes	

Thank you for your participation in this national validation effort. Please return this survey in the envelope provided to Pat Salmi, ICI @ U of MN, 204 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Call Pat Salmi with questions at 612-625-0171 or Bob Doljanac at 612-625-1842.

APPENDIX E: DSP SURVEY MASTER

U of MN use only: Date Keypunched	Date Received	Date Complete
Direct Support Professi	MASTER onals' Competency Standards Validat	tion Survey - DSP Version
To be completed by the Direct	Support Professional of the residential fa	acility at the address listed below.
Date:	Agency ID:	
Respondent Name (Optional):	Agency:	
Position with Agency: Phone: Fax:	Street Address City/State/Zip	::
I u.v	Respondent I.I	D

Consent Form

Job Analysis and Validation of Direct Support Professional and Frontline Supervisor Competencies and Training Needs

You are invited to participate in a national study to describe the skills and competencies needed by direct support professionals and frontline supervisors who support individuals with developmental disabilities. You were selected as a possible participant because you currently support individuals who receive these services. We ask that you read this form and ask any questions you have about it before agreeing to participate in the study. Your consent for participation will be assumed upon receipt of a completed survey. This study is being conducted by the University of Minnesota, Institute on Community Integration in collaboration with state agencies and provider associations.

Background information:

The purpose of this study is to obtain information regarding job tasks and competencies of direct support professionals (DSP) and frontline supervisors (FLS) who support individuals with developmental disabilities and to validate previously identified competencies for both FLS and DSP. We will also obtain information from agencies regarding turnover and vacancy rates for FLS and DSP. We will gather information in 4-6 states from between 160 and 200 direct support professionals, 320-400 front-line supervisors and 160-200 managers/managers in community settings supporting individuals with mental retardation or developmental disabilities. We will use the information to nationally validate a set of competencies and performance indicators for direct support professionals who work in community settings.

Your role:

If you agree to participate, we would ask you to complete the attached survey and return it in the envelope provided. If you choose not to participate, please return the packet to the person who gave it to you (or if you prefer, return it to the researchers in the envelope provided).

Risks and Benefits:

We don't know of any risks in participating in this evaluation. The only direct benefit for you will be an opportunity to review the current Residential Supports version of the <u>Community Support Skill Standards</u>. That review may help you as you decide what training you need to further your career. There are no other direct benefits to you. Participating in the study will help develop nationally valid frontline supervisor and direct support professional competencies.

Compensation:

You will not receive any payment or other compensation for your participation. Copies of the final competencies will be available to study participants upon request.

Confidentiality:

The records of this study will be kept private. Only researchers will have access to the files. The people who gather information agree not to talk about the information you give with anyone not involved in the study. In any reports we might publish, we will not include any information that would make it possible to identify you or any other participant. Research records will be kept in a locked office.

Voluntary Nature of the Study:

Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or your employer. If you decide to participate you are free to withdraw at any time without affecting those relationships.

Contacts and Questions:

The researchers conducting this study are Sherri Larson and Amy Hewitt. You may ask any questions you have now. If you have questions later, you may contact the researchers at ICI @ U of MN, 214 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Phone: Sherri (612) 624-6024 or Amy (612) 625-1098.

If you have any questions or concerns regarding the study and would like to talk to someone other then the researchers, contact the patient relations department: Mayo Mail Code – 310; B310 Mayo Memorial Building, 420 Memorial Building, 420 Delaware Street SE, Minneapolis, MN 55455, phone 612,273.5050

Completing and Returning this survey indicates you have consented to participate in this study.

INSTRUCTIONS

The Direct Support Professional (DSP) competencies are organized around 14 broad competency areas describing the roles and responsibilities of DSP. Each broad area includes several specific competency statements. The purpose of this survey is to identify the extent to which the DSP competency areas and statements developed in Minnesota are valid throughout the United States.

Please answer each question as accurately as possible. <u>Your answers to these questions will be kept confidential and will not affect your status as an employee at your agency</u>. Please return the survey to Sheryl Larson, ICI @ U of MN, 214B Pattee Hall, 150 Pillsbury Drive SE., Minneapolis, MN 55455, (612) 624-6024.

SECTION A. Ranking 14 Broad Competency Areas: Please fill in both boxes for each item on the chart.

- 1. Read the competency area descriptions. Rank the areas in terms how important the skill is to the role of the DSP in providing supports that help people live as valued, contributing and self-determined members of their community. Under the column called **priority** write a 1 in for area that is most important, 2 for the second most important, and so on with the least important area given a 14.
- 2. If you think there are competency areas for DSP that are not covered in these areas please note them in the blank space on Chart A.

We know that ranking the skill areas below can be a difficult task. However, it is very important for us to learn which skills are the most critical skills for a Direct Support Professional working in residential settings in your state. Your thoughtful input is very important. Thank you!

Chart A. The 14 Broad Competency Areas for Direct Support Professionals			
Competency Areas	Priority		
1. Household Management: Direct support professionals assist the individual served with household			
management (e.g., shopping, meal preparation, laundry, cleaning and decorating) and transportation to			
maximize the individual's skills, abilities and independence.			
2. Facilitation of Services: Direct support professionals have sufficient knowledge to fulfill his or her			
role as it pertains to individual service plan development, implementation and review.			
3. Health and Wellness: Direct support professionals promote the health and wellness of all consumers			
through health maintenance and prevention strategies, accurate medication administration, knowledge of			
general health and safety rules, and first aid and emergency procedures.			
4. Organizational Participation: Direct support professionals know organizational mission, policies			
and procedures, understand their role and responsibilities within the organization, and represent the			
organization in a responsible and respectful manner.			
5. Documentation: Direct support professionals are aware of the requirement for documentation within			
the organization and manage these requirements in a thorough and efficient manner.			
6. Consumer Empowerment: Direct support professionals enhance the ability of the individual to lead			
a self-determining life by providing the support and information necessary to build self-esteem,			
assertiveness and independence.			
7. Assessment: Direct support professionals are knowledgeable about formal and informal assessment			
practices in order to respond to the needs, desires and interest of the individuals.			
8. Advocacy: Direct support professionals are knowledgeable about the diverse challenges facing			
individuals (i.e., human rights) and understand their role as an advocate.			
9. Community and Service Networking: Direct support professionals are knowledgeable about the			
formal and informal resources and supports available in their community and are skilled in assisting the			
individual to gain access to such supports.			
10. Building and Maintaining Friendships and Relationships: Direct support professionals assist the			
individual in building/strengthening skills necessary to develop and maintain friendships and other			
personal relationships.			
11. Communication: Direct support professionals are knowledgeable about and utilize the range of			
effective communication strategies and skills necessary to establish a collaborative relationship with			
supported individuals.			
12. Crisis Intervention: Direct support professionals are knowledgeable about crisis prevention,			
intervention and resolution techniques and are able to match such techniques to particular circumstances			
and individuals.			
13. Professionalism: Direct support professionals pursue knowledge and information necessary to			
perform job duties and interact with supported individuals and coworkers in a professional manner at all			
times.			
14. Vocational, Education and Career Support: Direct support professionals are knowledgeable			
about the career and education- related concerns of individuals and support individuals in all aspects			
related to obtaining and maintaining vocational opportunities.			
Additional DSP Competency Area(s) (please describe)			
	<u> </u>		

SECTION B: Validation of Competency Statements in each Competency Area

Instructions: Please answer all three questions for each item on the each chart.

- 1. Read the competency statements under each Broad Competency Area. In the **priority** column, rate how important each skill is to the role of the DSP in fostering excellence in providing supports that help people live as valued, contributing and self-determined members of their community.
 - 3 = High: Competency in this area is critical. (Regardless of frequency of activity)
 - 2 = Medium: Competency in this area is important but is not critical.
 - 1 = Low: Competency in this area is not important, though at times it could be useful.
 - 0 = NA: Competency in this area is irrelevant to the role of DSPs.
- 2. For each competency statement, please use the following scale to indicate in the **timing** column when new direct support professionals need to be able to do this skill well.
 - 4 = Not until after at least one year in the position
 - 3 =Within the first year in the position
 - 2 = Within the first 90 days after hire
 - 1 = At hire (as a DSP)
 - 0 = N/A
- 3. If there are specific skills that you think should be listed under this competency area that are missing please write them it at the bottom of the chart and answer questions 2 and 3 for those skills.

Please note: This survey includes only a subset of the competency areas.

Chart B Competency Area 1: Household Management

Direct support professionals assist the individual being served with household management (e.g., shopping, meal preparation, laundry, cleaning and decorating) and transportation to maximize the individual's skills, abilities and independence.

	Competency Statement	Priority	Timing
A	Direct support professionals assist consumers in planning and coordinating personal shopping activities, such as prioritizing their personal needs, developing budgets and purchasing personal need items based on individuals preference (e.g., health and beauty		5
	supplies, clothing).		
В	Direct support professionals assist individuals as needed in planning meals and developing menus based on individual preferences and health issues		
С	Direct support professionals purchase groceries and household supplies based on planned menu and in accordance with individual's preferences, involving individuals in process, and adhering to household spending limits and agency financial procedures.		
D	Direct support professionals assist consumers in the preparation of meals, implement general safety precautions while assisting consumers to use kitchen equipment; and maintain proper, safe storage of foods.		
Е	Direct support professionals support individuals in financial planning and management as needed, assisting in banking and making appropriate expenditures based on availability of funds.		
F	Direct support professionals complete accurate audits of individual consumer funds and follow all agency procedures regarding the handling of individual funds.		
G	Direct support professionals perform necessary household financial planning and budgeting, maintaining accurate accounts of household expenditures, completing all necessary paperwork as indicated by agency policy and procedures (e.g., petty cash ledgers, medical assistance documentation).		
Н	Direct support professionals assist individuals in completing household routines (cleaning, laundry, pet care) and are respectful of individual's rights and "ownership" of home.		
I	Direct Support Professionals provide opportunity for individuals to create and maintain their living space while ensuring safety and accessibility needs are being met.		
J	Direct support professionals provide household maintenance as appropriate, completing simple home repairs while maintaining a safe environment.		
K	Direct support professionals schedule maintenance as needed, following organizational maintenance procedures.		
L	Direct support professionals assist consumers in arranging transportation and utilizing public transportation as available for work-related and recreational activities within the community.		
M	Direct support professionals provide safe transportation using company vehicle, recognizing consumer needs while riding in vehicles and following organizational policies regarding maintenance and safety of vehicle.		

Please note below any additional competency statements in the area of Household Management.

Chart B Competency Area 2: Facilitation of Services

Direct support professionals have knowledge sufficient to fulfill their role related to individual service plan development, implementation and review.

Priority: 3 = High: competency in this area is critical, regardless of frequency of activity, 2 = Medium: Competency in this area is important but is not critical. 1 = Low: Competency in this area is not important, though at times it could be useful. 0 = N/A: Competency in this area is irrelevant to the role of DSPs. **Timing:** 4 = Not until after at least one year in the position 3 = Within the first year in the position, 2 = Within the first 90 days after hire, 1 = at hire (as a DSP), 0 = N/A

	Competency Statement	Priority	Timing
Α	Direct support professionals understand the individual service planning process, including		
	role of team members, process of developing the plan, and information needed to develop		
	plan (e.g., ISP, consumer choice, medical conditions).		
В	Direct support professionals contribute to the plan development based on knowledge of		
	consumer needs and preferences.		
C	Direct support professionals maintain collaborative professional relationships with the		
	individual and all support team members (including family/friends), and recognize their		
	own personal limitations in the service delivery process.		
D	Direct support professionals follow ethical standards of practice (e.g., confidentiality,		
	informed consent) when providing and facilitating services to individuals.		
E	Direct support professionals follow appropriate channels of written and oral		
	communication as identified in agency policy and according to team, identifying and		
	reporting information to appropriate persons as needed (e.g., coworkers, supervisors,		
	team members, parents/guardians) while respecting the individual's privacy and		
	maintaining confidentiality of information.		
F	Direct support professionals write goals and objectives for an individualized plan based		
	on the individual's preferences, needs and interests, and promoting individual		
	participation in designing the individual's own goals.		
G	Direct support professionals implement individualized plan, utilizing behavior		
	modification techniques and various instructional strategies as appropriate for the		
	individual, while respecting the individual's right to refuse participation.		
Η	Direct support professionals implement individualized plans that address the challenging		
	behaviors of the individuals supported, identifying when it is appropriate and/or		
	inappropriate to use aversive or deprivational procedures to respond to challenging		
	behavior in accordance with agency policies and state laws.		
I	Direct support professionals assist in the development and/or facilitation of the review of		
	the achievement of the individual outcomes by recording program data, and summarizing		
	monthly data as requested.		
J	Direct support professionals discuss outcomes with individuals being served and		
	disseminate information to consumer and team members as defined in plan.		
Ple	ase note below any additional competency statements in the area of Facilitation of Services		

Chart B Competency Area 3: Health and Wellness

Direct support professionals promote the health and wellness of all consumers through health maintenance and prevention strategies, accurate medication administration, knowledge of general health and safety rules, and first aid and emergency procedures.

and	first aid and emergency procedures.		
	Competency Statement	Priority	Timing
A	Direct support professionals administer and chart medications accurately and in		
	accordance with agency policy and procedures.		
В	Direct support professionals monitor medication errors, follow reporting procedures		
	according to agency policy, supervising the health and safety of the individual.		
С	Direct support professionals know common medications prescribed for the individuals		
	supported, and can identify their interactions and assist the consumer to take		
	necessary precautions to avoid interactions (e.g., food, environment).		
D	Direct support professionals identify and discuss with the individual the indications		
	and side effects of various psychotropic medications.		
E	Direct support professionals order medications and medical/treatment supplies, and		
	record receipt of these medications in accordance with agency policy and procedure.		
F	Direct support professionals package consumer medications for community outings		
	and destroy medications in accordance with agency policy and procedures.		
G	Direct support professionals observe and document signs and symptoms of illness,		
	locate relevant health care information and medical histories of all individuals		
	supported.		
Η	Direct support professionals read and complete health care notes as necessary and in		
	accordance with agency policies and procedures.		
	Direct support professionals feed individuals according to individual plans and/or		
	serve nutritious meals incorporating individual choices.		
ſ	Direct support professionals monitor individuals for side effects caused by		
	medications or treatments.		
K	Direct support professionals complete psychotropic medication reviews and		
	monitoring forms as requested.		
L	Direct support professionals communicate necessary medical information to all		
	support network members, agency staff, health care professionals and others in a		
	professional manner and as identified in the individual plan.		
M	Direct support professionals implement appropriate first aid/safety procedures (CPR,		
	seizure protocols) when responding to emergencies, adhering to universal precautions		
	by using protective equipment and proper disposal techniques and in accordance with		
	agency policies and procedures.		
N	Direct support professionals provide a safe environment based on skill level and		
	vulnerability of consumers as indicated in their individual plan (e.g. weather-		
	appropriate dress, maintains prevention devices).		
O	Direct support professionals provide education on medically-related issues and assist		
	the individual to develop strategies that promotes health maintenance (e.g. special		
	diets).		
P	Direct support professionals encourage individuals to use personal safety according to		
	their vulnerability (e.g., using appropriate adaptive equipment, staying away from		
	stove if needed)		
Q	Direct support professionals conduct fire and severe weather drills in accordance with		
	agency policies and procedures.		
R	Direct support professionals assist individuals in scheduling and following through on		
	all health appointments, complete medical/dental referral forms and document all		
	necessary information.		
S	Direct support professionals assist individuals in completing personal care activities		
	(e.g., hygiene and grooming) as identified in their individual plan, while ensuring an		
	individual's privacy.		

Priority: 3 = High: competency in this area is critical, regardless of frequency of activity, 2 = Medium: Competency in this area is important but is not critical. 1 = Low: Competency in this area is not important, though at times it could be useful. 0 = N/A: Competency in this area is irrelevant to the role of DSPs. **Timing:** 4 = Not until after at least one year in the position 3 = Within the first year in the position, 2 = Within the first 90 days after hire, 1 = at hire (as a DSP), 0 = N/A

and	<u>Chart B Competency Area 3: Health and Wellness</u> Direct support professionals promote the health and wellness of all consumers through health maintenance and prevention strategies, accurate medication administration, knowledge of general health and safety rules,				
anc	l first aid and emergency procedures. Competency Statement	Priority	Timing		
T	Direct support professionals assist with identifying, securing and using needed adaptive equipment (i.e. adaptive equipment) and therapies (e.g., physical, occupational, speech, respiratory, psychological).		8		
U	Direct support professionals assist individuals in implementing health and medical treatments (e.g. glucose blood testing, range of motion exercises, respiratory treatments) in a manner respectful and sensitive to individuals needs.				
Ple	ase note below any additional competency statements in the area of Health and Wellness.				

Chart B Competency Area 4: Organizational Participation Direct support professionals know organizational mission, policies and procedures, understand their role and responsibilities within the organization, and represent the organization in a responsible and respectful manner. **Competency Statement** Priority Timing A Direct support professionals know the organization's mission and priorities and how it relates to their job roles/responsibilities. B Direct support professionals know and adhere to all organizational policies and procedures (e.g., training requirements, timecards). C Direct support professionals know state and/or federal laws that govern service delivery procedures and protection of individuals served such as Vulnerable Adult Abuse (VAA) and their role as mandated reporter. Direct support professionals participate in performance reviews, follow appropriate grievance procedures and are able to identify job promotion/job change opportunities within the organization. E Direct support professionals represent the agency in a positive manner to families, team and community members; addressing organization concerns through appropriate channels. Direct support professionals participate in organizational activities and promote practices that are sensitive to culture, religion, disability and gender. Please note below any additional competency statements in the area of Organizational Participation.

Chart B Competency Area 5: Documentation			
Direct support professionals are aware of the requirement for documentation within the organization and			
manage these requirements in a thorough and efficient manner.			
Competency Statement	Priority	Timing	

Priority: 3 = High: competency in this area is critical, regardless of frequency of activity, 2 = Medium: Competency in this area is important but is not critical. 1 = Low: Competency in this area is not important, though at times it could be useful. 0 = N/A: Competency in this area is irrelevant to the role of DSPs. **Timing:** 4 = Not until after at least one year in the position 3 = Within the first year in the position, 2 = Within the first 90 days after hire, 1 = at hire (as a DSP), 0 = N/A

	Chart B Competency Area 5: Documentation				
Di	rect support professionals are aware of the requirement for documentation within the	organizatio	n and		
ma	mage these requirements in a thorough and efficient manner.				
	Competency Statement	Priority	Timing		
A	Direct support professionals read and complete daily logging, program charting and				
	health care notes as needed, using approved abbreviations and objective language.				
В	Direct support professionals complete accident/incident reports as needed and submit to				
	appropriate parties within a specified timeframe.				
С	Direct support professionals read and write relevant information in the staff log and/or				
	shift communication book and day program communication books.				
D	Direct support professionals maintain standards of confidentiality and ethical practice in				
	documentation and communications (e.g., ABC, free of bias/judgment).				
Ple	ase note below any additional competency statements in the area of Documentation.				

	Competency Statement	Priority	Timing
A	Direct support professionals show respect for individuals by soliciting and honoring choices, and encouraging personal responsibility and independence in all day-to-day events or activities.		
В	Direct support professionals provide individuals with information necessary to understand and consider options and encourage individuals to make informed choices.		
С	Direct support professionals assist and encourage individuals to realize both long and short term hopes and dreams (e.g., realistic planning, seeking information).		
D	Direct support professionals identify community services that offer "new experiences" (e.g., People First, ACT) and presents individuals with options and alternatives from which to try new experiences.		
Е	Direct support professionals promote individual participation in support services, explaining the process and consulting with the person throughout the process using a communication style appropriate to the individual.		
F	Direct support professionals use effective problem solving strategies when faced with a crisis or situation that needs resolution, (e.g., identifies problem, de-escalates, mediates, provides reassurance) allowing the individual to maintain control and dignity.		
G	Direct support professionals provide information and offer support and counseling as needed to individuals regarding issues of sexuality and dating.		
Н	Direct support professionals provide opportunities for the participant to be a self-advocate, encouraging and assisting the individual to speak on their own behalf.		
I	Direct support professionals provide information about human, legal, civil rights and other resources, facilitate access to such information and assist the participant to use information for self-advocacy and decision making about living, working and social relationships.		

	Chart B Competency Area 7: Assessment				
	Direct support professionals are knowledgeable about formal and informal assessment practices in order to				
res	pond to the needs, desires and interests of the individuals.	Duiouita	Timin a		
	Competency Statement	Priority	Timing		
A	Direct support professionals know about various types of assessment and processes used				
	to discover the needs, preferences and capabilities of the participants and how they are				
_	used in development and review of the service plan.	-			
В	Direct support professionals know the history, needs, and preferences of the individuals				
	served, including characteristics of disability, behavior, cultural background, and medical				
	issues.				
C	Direct support professionals know the characteristics of specific disabilities, diseases or				
	conditions and how they affect the lives of individuals with disabilities, including but not				
	limited to: hearing impairments, traumatic brain injuries, mental illness, Downs				
	syndrome, Huntington's disease, autism, aging and dementia, Prader-Willi syndrome,				
	diabetes, blindness, and attention deficit disorder.				
D	Direct support professionals assess, describe and accurately relay specific information				
	about the preferences of the individuals served, including characteristics, behavior,				
	primary areas of vulnerability, level of supervision required for daily living skills and				
	medical issues.				
Е	Direct support professionals discuss both formal and informal findings and				
	recommendations with the individual using appropriate communication style, and seek				
	feedback from the consumer regarding assessment results, program development and				
	progress.				
Ple	ase note below any additional competency statements in the area of Assessment.				

Chart B Competency Area 8: Advocacy Direct support professionals are knowledgeable about the diverse challenges facing individuals (i.e., human rights) and understand their role as an advocate. **Competency Statement** Priority Timing A Direct support professionals assist and/or represent the individual when there are barriers to his or her service needs (e.g., understanding/advocating consumer needs). Direct support professionals understand and communicate individual needs, wants and choices to his/her family, coworkers, the organization and the service system. C Direct support professionals provide individuals with opportunities and experiences offered to others in society. D Direct support professionals support individuals in realizing their choices by respecting, honoring and advocating for their choices. Direct support professionals identify the rights of individuals served and can address the situation if the staff or the individual feels they are being violated in any way by any person. Direct support professionals accurately identify whether a described or observed situation should be reported as a suspected case of abuse or neglect and know appropriate steps to take to protect and support the individual in such a situation. G Direct support professionals identify the rights of individuals with disabilities, the consequences if those rights are violated, and strategies to effectively address these violations. H | Direct support professionals provide education and guidance to community members and organizations about supporting the needs of the individual. Please note below any additional competency statements in the area of Advocacy.

Chart D. Compatance A was D. Community and Convice Naturalina				
Chart B Competency Area 9: Community and Service Networking				
rect support professionals are knowledgeable about the formal and informal resources	and suppor	rts		
Competency Statement	Priority	Timing		
Direct support professionals assist individuals in identifying, planning, and participating in community events and activities.				
Direct support professionals support individuals during community activities (e.g., movies, eating, shopping, dances, and civic events).				
Direct support professionals understand behavior, health concerns and emergency plan/supervision needs of consumers' community activities.				
Direct support professionals identify and secure religious supports and services, plan for vacations and other activities preferred by the individual.				
Direct support professionals research, develop and maintain information on community and other resources relevant to the needs of participants.				
Direct support professionals maintain positive working relationships with staff from other service organizations and work collaboratively to address obstacles or barriers to effective service delivery.				
ase note below any additional competency statements in the area of Community and Service	Networkin	g.		
	competency Statement Direct support professionals assist individuals in identifying, planning, and participating in community events and activities. Direct support professionals support individuals during community activities (e.g., movies, eating, shopping, dances, and civic events). Direct support professionals understand behavior, health concerns and emergency plan/supervision needs of consumers' community activities. Direct support professionals identify and secure religious supports and services, plan for vacations and other activities preferred by the individual. Direct support professionals research, develop and maintain information on community and other resources relevant to the needs of participants. Direct support professionals maintain positive working relationships with staff from other service organizations and work collaboratively to address obstacles or barriers to effective service delivery.	competency Statement Direct support professionals assist individuals in identifying, planning, and participating in community events and activities. Direct support professionals support individuals during community activities (e.g., movies, eating, shopping, dances, and civic events). Direct support professionals understand behavior, health concerns and emergency plan/supervision needs of consumers' community activities. Direct support professionals identify and secure religious supports and services, plan for vacations and other activities preferred by the individual. Direct support professionals research, develop and maintain information on community and other resources relevant to the needs of participants. Direct support professionals maintain positive working relationships with staff from other service organizations and work collaboratively to address obstacles or barriers to effective		

	Chart B Competency Area 10: Building and Maintaining Friendships and Relationships				
	Direct support professionals assist the participant in building and strengthening skills necessary to develop and maintain friendships and other personal relationships.				
	Competency Statement	Priority	Timing		
A	Direct support professionals promote community integration and identify opportunities for the individual to develop and maintain relationships (e.g., involvement in community group, inviting neighbors to birthday party).				
В	Direct support professionals encourage and assist the individual as needed in facilitating friendships, intimate relationships and other peer interactions, providing support and guidance as necessary.				
С	Direct support professionals encourage and assist the individual as needed in communication with parents/family (e.g., phone calls, visits, letters).				
D	Direct support professionals encourage and assist the individual as needed in communicating with health care professionals, social workers and financial workers.				
Е	Direct support professionals respect the individual's preferences and choices regarding relationships, promote responsible and safe behavior, and check in with the individual regularly to monitor risk.				
	ase note below any additional competency statements in the area of Building and Maintainir ationships.	ng Friendshi	ps and		

	Direct support professionals are knowledgeable about and utilize the range of effective communication strategies and skills necessary to establish a collaborative relationship with individuals supported.					
	Competency Statement	Priority	Timing			
A	Direct support professionals use effective, sensitive communication skills to build rapport and open channels of communication by recognizing and adapting to individual communication styles.					
В	Direct support professionals uses alternative and/or augmentative communication devices to interact with individuals.					
С	Direct support professionals use modes of communication that are appropriate to the needs of the individual (i.e., short, concrete phrases).					
D	Direct support professionals interact with and support individuals using active listening skills, acknowledging individual's ideas and concerns, and responding in an appropriate and respectful manner.					
Е	Direct support professionals communicate in a manner that is culturally sensitive and appropriate.					
F	Direct support professions use terminology that individuals understand and explain any industry-related acronyms or terminology to facilitate involvement and understanding.					
Ple	Please note below any additional competency statements in the area of Communication.					

	Chart B Competency Area 12: Crisis Intervention Direct support professionals are knowledgeable about crisis prevention, intervention and resolution				
tec	hniques and should match such techniques to particular circumstances and individuals Competency Statement	Priority	Timing		
A	Direct support professionals provide appropriate supervision and respond to signs of impending crisis (using de-escalation techniques as appropriate) based on the unique characteristics of each individual and their individual plan.		1g		
В	Direct support professionals know the vulnerabilities of all individuals within the home (e.g., individual abuse prevention plan), identify potential for crisis, and implement strategies to minimize a potential crisis.				
С	Direct support professionals know vulnerable adult reporting procedures in accordance to agency and state policies and procedures.				
D	Direct support professionals monitor crisis situations, discuss incidents with authorized staff and individuals, comply with reporting regulations, and adjust supports within the environment as needed.				
Е	Direct support professionals know policies and procedures for various types of crisis situations (elopement, injury, etc.).				
F	Direct support professionals complete applicable paperwork regarding crisis situations (e.g., incident/accident, emergency use of aversive/deprivational procedures).				
G	Direct support professionals use time-out and other aversive or deprivational procedures in accordance with individual plans, agency policies and procedures and state laws.				
Ple	ase note below any additional competency statements in the area of Crisis Intervention.				

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Chart B Competency Area 13: Professionalism Direct support professionals pursue knowledge and information needed to perform job duties and interact with supported individuals and coworkers in a professional manner at all times. **Competency Statement Priority** Timing Direct support professionals interact with individuals, coworkers, supervisors in a professional manner, respecting professional boundaries when in the workplace. Direct support professionals complete assigned work in an organized and time- efficient manner, accepting additional responsibilities as they arise. Direct support professionals present themselves as leaders and respond to stressful situations in a calm and professional manner. D Direct support professionals present themselves as positive role models for consumers (e.g., table manners, communications, and interactions). Direct support professionals know where to access additional information regarding disability-related issues (e.g. autism, alternative supports). Direct support professionals are aware of professional organizations and industry resources available to access further information. Direct support professionals are familiar with industry and/or agency ethics and use these standards to guide their actions in supporting persons with disabilities. Please note below any additional competency statements in the area of Professionalism.

	Competency Statement	Priority	Timin
A	Direct support professionals observe and identify consumer vocational preferences, needs, and choices, and assist the individual in pursuing vocational options as desired.		
В	Direct support professionals identify and explore vocational service options for individuals within their community.		
С	Direct support professionals advocate with service provider and case manager for individual consumer to realize vocational choices and desires.		
D	Direct support professionals assist the individual in developing skills necessary for identifying job opportunities, applying for jobs and maintaining their job.		
E	Direct support professionals recognize and understand issues related to the life stage of individual being supported and assist the individual in planning for transition as appropriate (school, employment, retirement).		
F	Direct support professionals have an overall understanding of educational system as it relates to the individual supported, and work collaboratively with education personnel to encourage success.		

SECTION C: Validation of DSP Code of Ethics

Instructions: Please answer each question for each item on the chart.

- 1. Read the competency statements under each Broad Competency Area. In the **priority** column, rate how important each skill is to the role of the DSP in fostering excellence in providing supports that help people live as valued, contributing and self-determined members of their community.
 - 3 = High: Competency in this area is critical. (Regardless of frequency of activity)
 - 2 = Medium: Competency in this area is important but is not critical.
 - 1 = Low: Competency in this area is not important, though at times is could be useful.
 - 0 = NA: Competency in this area is irrelevant to the role of DSPs.
- 2. For each competency statement, please use the following scale to indicate in the **timing** column when new direct support professionals need to be able to do this skill well.
 - 4 =Not until after at least one year in the position
 - 3 =Within the first year in the position
 - 2 = Within the first 90 days after hire
 - 1 = At hire (as a DSP)
 - 0 = N/A

Chart C: Code of Ethics for Direct Support Professionals (DSP)				
Competency Areas	1. Priority	2. Timing		
1. <i>Person-Centered Supports:</i> DSP commit to person-centered supports, having as their first allegiance a commitment to the people they support, with all activities and functions performed on behalf of the individuals flowing from this allegiance.				
2. Promoting Physical and Emotional Well-Being: DSP support and protect the emotional, physical, and personal well-being of the individuals they support, recognizing the autonomy and values of each person, and insuring the individual's right to make an informed decision.				
3. <i>Integrity and Responsibility:</i> DSP assume accountability for their actions, are conscious of their own values and how those values influence their professional decisions, actively seek advice on ethical issues, and maintain competency in the profession through continuing education and ongoing communication with professionals, clients, and community members.				
4. <i>Confidentiality:</i> DSP safeguard and respect the confidentiality and privacy of the people they support.				
5. <i>Justice, Fairness, and Equity:</i> DSP promote and practice justice, fairness, and equity for those they serve and the community as a whole, and affirm the human and civil rights and responsibilities of the people they support.				
6. <i>Respect:</i> DSP respect the human dignity and uniqueness of the people they support, recognizing each person's value, and help others to understand the individual's value.				
7. Relationships: DSP assist the people they support in developing and maintaining relationships by advocating for opportunities that facilitate building and maintaining relationships, assuring that individuals makes informed choices in safely expressing their sexuality, and by separating the DSP's personal beliefs and values regarding relationships of the people they serve.				
8. Self-Determination: DSP assist the people they serve in directing the course of each individual's life by partnering with others to obtain support, honoring the individual's right to assume risk in an informed manner, and recognizing that each person has potential for lifelong learning and growth.				
9. <i>Advocacy:</i> DSP advocate with the people they support for justice, inclusion, and full community participation.				

TRAINING: Section D DSP Survey – DSP Version

Please check up to three areas in which	you feel the greatest need for training				
1. Household Management	8. Advocacy				
2. Facilitation of Services	9. Community and Service Networking				
3. Health and Wellness	10. Building and Maintaining Friendships and Relationships				
4. Organizational Participation	11. Communication				
5. Documentation	12. Crisis Intervention				
6. Consumer Empowerment	13. Professionalism				
7. Assessment	14. Vocational, Educational, and Career Support				
Please select the top three areas in each	Competency Area in which you feel the need for training:				
Competency Area 1					
Household Management (Mark up to t	hree priorities)				
A. Plan and coordinate shopping fo	r consumer's personal needs				
B. Meal planning					
C. Purchasing groceries and supplied	es				
D. Meal preparation, food storage,	and safe use of kitchen equipment				
E. Individual financial planning, ba	nking, budgeting				
F. Completing audits of individual					
G. Household budgeting, planning,	and maintaining accurate accounts				
H. Assist consumers in household r	outines				
I. Help create and maintain individe	ial's living space				
J. Household maintenance	6 11 4				
K. Schedule maintenance tasks per					
L. Help to arrange consumer transp	ortation by others				
M. Provide transportation					
Competency Area 2					
Facilitation of Services (Mark up to th	ree priorities)				
A. Understand individual plan proc					
B. Contribute to individual plan by knowing consumer needs					
C. Professional relationships with team members					
D. Follow ethical standards					
E. Written and spoken communication					
F. Write goals and objectives for individual plan with individual's input					
G. Implementing the individual pla	n				
H. Address challenging behaviors a	ppropriately				
I. Record and summarize consumer	program data				
J. Discuss plan outcomes with indiv	J. Discuss plan outcomes with individuals and team members				

Competency Area 3 Health and Wellness (Mark up to three priorities)

A. Administer and chart medications
B. Monitor and report medication errors
C. Understand medications and their interactions
D. Discuss side effects of psychotropic medications with individual
E. Order medications and medical supplies and record their receipt
F. Package medications for activities and destroy outdated medications
G. Monitor and document illnesses
H. Read and complete health care notes
I. Serve nutritious meals, feeding individuals as indicated
J. Monitor for medication side effects
K. Complete psychotropic medication reviews and reports
L. Communicate medical information to the support network
M. Implement first aid and safety procedures
N. Provide a safe environment
O. Educate individual on medical issues P. Encourage use of personal safety practices
P. Encourage use of personal safety practices
O. Conduct fire, disaster, and severe weather drills
R. Schedule and follow-through on health appointments
S. Assist individuals with personal hygiene care
T. Secure and assist in using adaptive equipment and therapies
U. Implement health and medical treatments
Competency Area 4
Organizational Participation (Mark up to three priorities)
A. Apply organizational mission and priorities to job
B. Follow organizational policies and procedures
C. Know laws that govern service delivery
D. Participate in performance reviews and career development
E. Represent the agency in a positive manner
F. Promote sensitivity to other cultures, gender, religion, and disability
Competency Area 5
Documentation (Mark up to three priorities)
A. Complete daily logging and charting
B. Complete incident reports in a timely fashion
C. Read and write relevant information in the staff log book
D. Maintain confidentiality in documentation and communication
Competency Area 6
Consumer Empowerment (Mark up to three priorities)
A. Honor consumer choices
B. Encourage informed choices
C. Assist individual in long and short term planning
C. Assist individual in long and short term planning D. Introduce new community experiences
E. Promote individual's participation in support services
F. Use effective problem-solving strategies
G. Provide information and support on sexuality and dating
H. Encourage self-advocacy
I. Provide information on civil and legal rights

Assessment (Mark up to three priorities)	
 A. Know assessment processes used to discover consumer needs B. Understand the history and characteristics of the individual C. Understand the characteristics of various disabilities, diseases, and conditions D. Assess and convey consumer preferences, vulnerability, and supervision needs 	c
E. Discuss assessment findings and recommendations with individual	
Competency Area 8	
Advocacy (Mark up to three priorities)	
A. Assist and advocate for consumer when barriers are present	
B. Express desires of individual to family, co-workers	
C. Assist consumer in accessing the community	
D. Advocate for individual choices/preferences	
E. Identify and address violation of individual rights	
F. Reports suspected abuse and neglect	
G. Identifies individual rights and consequences of violation H. Educate the community on supporting the individual	
Competency Area 9	
Community and Service Networking (Mark up to three priorities)	
A. Assist in planning and participating in community activities	
B. Support individuals during community activities	
C. Understand behavioral, health, and supervision needs of consumer	
D. Secure religious supports and plan vacations	
E. Maintain information on community resources	
F. Maintain positive working relationships with other service organizations	
Competency Area 10 Building and Maintaining Friendships and Relationships (Mark up to three prioritie	es)
A. Promote community integration	
B. Facilitate friendships	
C. Assist in communication with family members	
D. Assist in communication with health care professionals	
E. Respect choice in and monitor safety in individual relationships	
Competency Area 11 Communication (Mark up to three priorities)	
A. Communicate effectively adapting to individual style	
B. Use alternative and/or augmentative communication devices	
C. Use appropriate modes of communication with individual	
D. Use active respectful listening skills	
E. Communicate in a culturally sensitive manner	
F. Use understandable language	
Competency Area 12	
Crisis Intervention (Mark up to three priorities)	
A. Respond appropriately to crises situations	
B. Understand the vulnerabilities of the individuals	
C. Know appropriate vulnerable adult reporting procedures	

D. Monitor and report crises situations and incidents
E. Follow policies and procedures for various crises situations
F. Complete appropriate paperwork for crisis situations
G. Follow individual plans for use of aversive or deprivational procedures
Competency Area 13 Professionalism (Mark up to three priorities)
A. Interact in a professional manner
B. Complete assigned work in a timely manner
C. Respond to stressful situations in professional manner
D. Present a positive role model for consumers
E. Find additional information on disability-related issues
F. Know of professional organizations and industry resources
G. Be familiar with professional ethics
Competency Area 14 Vocational, Educational, and Career Support (Mark up to three priorities)
A. Identify consumer vocational preferences
B. Identify vocational service options
C. Advocate with service provider for consumer
D. Assist consumer in identifying, applying, and maintaining job
E. Assist individual in planning for transition in life stages
F. Understand and work with the educational system on individual's behalf
Code of Ethics (Mark up to three priorities)
A. Person-Centered Supports
B. Promoting Physical and Emotional Well-Being
C. Integrity and Responsibility
D. Confidentiality
E. Justice, Fairness, and Equity
F. Respect
G. Relationships
H. Self-Determination
I. Advocacy

SECTION E: Rater Characteristics

Please tell us about yourself and the place you work (If you work for more than one company, please refer to the company listed on this survey). These questions help put your responses in context so we can identify differences among various groups. Please answer the questions with reference to the site(s) you work at or supervise.

1.	What city and state do you work in?		
		7. How many sites do you work at or are you responsible for? (Provide a number)	
	City State	•	
_	n' d n	Number of sites	
2.	Birth Date:	How many individuals with mental retardati developmental disabilities are served at the	ion o
3.	What is your gender? (Mark One) 0. Female 1. Male	site(s) you work at or supervise? (Include al persons living, working, or receiving support from staff at those sites) (Provide a number)	rt
4.	Is English your first language? (Mark One) 0. No 1. Yes	a. Number of individuals with MR/DD b. Number of persons who do not have MR/DD)
5.	Which of the following best describes your role? (Mark one)	9. What is the primary diagnosis of the majorit individuals you support? (Mark one)	ty of
	 1. Direct support professional (At least 50% of your time is spent in direct care) 2. Frontline supervisor (may do direct care but your primary role is to supervise direct support professionals). 	 1. Mental retardation or development disabilities 2. Mental health challenges/mental ill 3. Physical disabilities 4. Other (Specify) 	
	 3. Other supervisor/manager (e.g., supervise frontline supervisors or other staff) 4. Administrator (provide overall direction and oversight for all workers). 5. Trainer (primary role is to provide 	10. How many direct support professionals (including full and part-time and weekends not including on-call) work at your primary site?	
	training to other agency staff). 6. Degreed professional (e.g., psychologist, behavior analyst, social worker, nurse). Specify type:7. Other (specify):	Number of direct support profession. 11. If you have a supervisory position, how man people do you supervise? (Note a number for each category)	ny
6.	What services are offered at your work site(s)? (Mark all that apply)	a. Direct Support Professionalsb. Frontline Supervisorsc. Others	
	a. 24 hour residential supports (e.g., group home)b. Less than 24 hour residential supports (e.g., semi-independent living services)	12. How many years of paid employment exper do you having working with people with MI DD?	
	c. In-home supports (family or consumer home)d. Other (specify)	Years Months	

13.	. How many years of paid employment experience do you have supervising direct support workers who support people with MR or DD?		18.	Did you take any courses on mental retardation or on working with people who have disabilities in school (e.g., in college or technical school)? (Mark One)	
	Years	Months		0. No 1. Yes	
14.	How long have you been working for your				
	current employer?		19.	How many hours are you scheduled to work per week in your current position? (Mark One)	
	Years	Months		Hours per week	
15.	How many years of formal education have you had? (Circle one)		20.	Are you considered by your employer to be full-time? (Mark One)	
	10 11 12	(High School/GED)		0. No	
		(AA or 2 year Degree)		1. Yes	
		(Four year Degree)		1. 105	
	17 18	(Master's Degree)	21.	Are you eligible for paid time off (sick, vacation	
		(Doctoral Degree)		holidays) from your primary employer? (Mark One)	
16.	Are you currently enrolled in college or			,	
	vocational or technical school? (Mark One)			0. No	
		·		1. Yes	
	0. No	o (skip to item 18)			
	1. Ye		22.	Are you eligible for this agency's benefits	
				package (health, dental, retirement)? (Mark One)	
17.	Do you pla	n to work for your current employer			
	when you have completed your coursework?			0. No	
	(Mark One			1. Yes	
	0. No				
	1. Ye	es			

Thank you for your participation in this national validation effort. Please return this survey in the envelope provided to Pat Salmi, ICI @ U of MN, 204 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Call Pat Salmi with questions at 612-625-0171 or Bob Doljanac at 612-625-1842.