

**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 than 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 important area given a 14. 154

<b>Competency Areas for Frontline Supervisors (FLS)</b>	
<b>Competency Areas</b>	<b>Priority</b>
<b>1. Staff Relations:</b> 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.	
<b>2. Direct Support:</b> 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 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.	
<b>3. Facilitating and Supporting Consumer Support Networks:</b> 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.	
<b>4. Program Planning and Monitoring:</b> 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.	
<b>5. Personnel Management:</b> 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.	
<b>6. Leading Training and Staff Development Activities:</b> 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.	
<b>7. Promoting Public Relations:</b> 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.	
<b>8. Maintenance:</b> FLS coordinate and participate in home, vehicle and personal property maintenance.	
<b>9. Health and Safety Issues:</b> 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.	
<b>10. Financial Activities:</b> 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.	
<b>11. Scheduling and Payroll:</b> FLS ensure staff are scheduled, paid, and receive time off when requested.	
<b>12. Coordinating Vocational Supports:</b> 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.	
<b>13. Coordinating Policies, Procedures and Rule Compliance:</b> FLS understand and implement current state licensing rules and regulations, agency policies and practices, and protection of individual consumer rights.	
<b>14. Office Work:</b> 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.	

**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. 155

**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 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 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.**

<b>Competency Area 1: Staff Relations</b>			
Frontline supervisors 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.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
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.		
B	FLS facilitate and encourage staff to be creative and try new ideas.		
C	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.		
E	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.		
H	FLS encourage staff to maintain appropriate boundaries regarding personal versus professional issues.		
I			
J			

**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 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 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.

	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS communicate effectively with supported individuals using their primary method of communication (e.g., gestures, verbal, sign language, communication boards).		
B	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.		
C	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.		
E	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.		
H	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.		
O			
P			

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<b>Competency Area 3: Facilitating and Supporting Consumer Support Networks</b>			
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.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
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.		
B	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.		
C	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.		
E	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).		
H	FLS promote positive relationships between supported individuals, staff and neighbors and actively participate in neighborhood associations.		
I	FLS support those served by coordinating, facilitating and participating in support network meetings and consumer council meetings.		
J			
K			

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<b>Competency Area 4: Program Planning and Monitoring</b>			
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.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
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).		
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			

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<b>Competency Area 5: Personnel Management</b>			
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.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
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.		
B	FLS schedule and complete interviews with potential new staff in collaboration with direct support staff, individuals served and their family members.		
C	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.		
E	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.		
H	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.		
O	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.		
T	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		

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**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.

	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
	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			

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<b>Competency Area 6: Leading Training and Staff Development Activities</b>			
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.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS attend in-service training, participate in continuing education, and work with their managers to develop and implement a supervisory development plan.		
B	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.		
C	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.		
E	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.		
H	FLS identify potential trainers and provide resources, coaching and training opportunities for direct support staff.		
I			
J			

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<b><u>Competency Area 7: Promoting Public Relations</u></b>			
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.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS provide education to community members regarding people with developmental disabilities (e.g., rights, responsibilities, dispelling myths).		
B	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.		
E	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			
H			

<b><u>Competency Area 8: Maintenance</u></b>			
Frontline supervisors coordinate and participate in home/site, vehicle and personal property maintenance.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS schedule, monitor, and occasionally complete routine and/ or emergency household repair and maintenance tasks.		
B	FLS get bids and estimates for house/site maintenance from outside contractors and consult with organization maintenance personnel as needed.		
C	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).		
E	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			
H			

**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.

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<b>Competency Area 9: Health and Safety Issues</b>			
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.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS identify and monitor safety issues within the physical environment.		
B	FLS ensure that infection control procedures are used as needed and in accordance with policy and procedure.		
C	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.		
E	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.		
H	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.		
O	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			

**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.

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**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.

	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS assist direct support staff to assist consumers in preparing bank transactions (e.g., deposits, transfers, withdrawals).		
B	FLS prepare and review periodic budget reports (e.g., monthly, quarterly, annually).		
C	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.		
H	FLS ensure that Medical Assistance, SSI and other related government benefits are current for individuals served.		
I	FLS complete agency asset and depreciation inventories.		
J			
K			

**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 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

<b>Competency Area 11: Scheduling and Payroll</b>			
Frontline supervisors ensure staff are scheduled, paid, and receive time off when requested.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS develop staff schedules within budgetary limitations, under union or agency policies and rules, and in response to consumer needs.		
B	FLS solicit and approve staff time cards.		
C	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.		
E			
F			

<b>Competency Area 12: Coordinating Vocational Supports</b>			
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.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
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.		
B	FLS oversee the training of individuals on how to complete job tasks.		
C	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.		
E	FLS ensure that Department of Labor standards are met in all work settings where individuals receive supports.		
F			
G			

**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 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

<b>Competency Area 13: Coordinating Policies, Procedures and Rule Compliance</b>			
Frontline supervisors understand and implement current state licensing rules and regulations, agency policies and practices, and protection of individual consumer rights.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS complete vulnerable adult investigations and follow through on reporting procedures as required by agency policy and state law.		
B	FLS have current information and knowledge on all state rules and regulations, and agency policies and procedures.		
C	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.		
E	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			
H			

<b>Competency Area 14: Office Work</b>			
Frontline supervisors communicate effectively in writing and via the telephone, complete various office tasks and utilize the computer effectively for word processing, developing spreadsheets, and managing databases.			
	<b>Competency Statement</b>	<b>Priority</b>	<b>Timing</b>
A	FLS answer the telephone and return phone calls promptly.		
B	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.		
E	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			
H			

**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 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

**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 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

<b>Chart C: Code of Ethics for Direct Support Professionals (DSP)</b>		
<b>Competency Areas</b>	<b>Priority</b>	<b>Timing</b>
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. <i>Promoting Physical and Emotional Well-Being:</i> 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. <i>Relationships:</i> 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. <i>Self-Determination:</i> 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.		

**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 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

**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)*

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Staff Relations                                       | <input type="checkbox"/> 8. Maintenance   |
| <input type="checkbox"/> 2. Direct Support  | <input type="checkbox"/> 9. Health and Safety Issues                                |
| <input type="checkbox"/> 3. Facilitating and Supporting Consumer Support Networks | <input type="checkbox"/> 10. Financial Activities                                   |
| <input type="checkbox"/> 4. Program Planning and Monitoring                       | <input type="checkbox"/> 11. Scheduling and Payroll                                 |
| <input type="checkbox"/> 5. Personnel Management                                  | <input type="checkbox"/> 12. Coordinating Vocational Supports                       |
| <input type="checkbox"/> 6. Leading Training and Staff Development Activities     | <input type="checkbox"/> 13. Coordinating Policies, Procedures, and Rule Compliance |
| <input type="checkbox"/> 7. Promoting Public Relations                            | <input type="checkbox"/> 14. Office Work  |

**In each Competency Area, please check your top three training needs:**

**Competency Area 1**

**Staff Relations (mark up to three priorities)**

- A. Communicate effectively and provide support and feedback to staff
- B. Encourage staff to try new and creative ideas
- C. Seek staff input and empower staff to make decisions
- D. Facilitate staff teamwork
- E. Counsel and support staff during conflicts
- F. Written communication with staff and facilitation of meetings
- G. High interest in roles and responsibilities of staff
- H. Encourage staff to maintain appropriate boundaries between personal and professional issues

**Competency Area 2**

**Direct Support (mark up to three priorities)**

- A. Use of appropriate mode of communication (i.e., sign language, gestures) with supported individuals
- B. Interact with supported individuals
- C. Assist supported individuals with daily living skills
- D. Assist supported individuals with planning daily activities
- E. Assist supported individuals with planning and participating in community events
- F. Support individuals in making and maintaining friends
- G. Ensure that living environments for individuals meet their style and needs
- H. Help individuals purchase household and personal supplies
- I. Help individuals obtain transportation
- J. Implement behavior support plans and defuse crisis situations
- K. Assist individuals in maintaining family relationships
- L. Teach and coach direct support personnel in achieving direct support competencies
- M. Identify and advocate for resources for staff and individuals
- N. Evaluate quality of supports to the individual

**Competency Area 3**

**Facilitating and Supporting Consumer Support Networks (mark up to three priorities)**

- A. Communicate with county case managers and other support agencies and team members
- B. Maintain contact with supported individual and their families, and support team members
- C. Network with other service agencies to exchange information
- D. Coordinate or assist in development of support services and new programs
- E. Facilitate supports for inclusion in community agencies such as the YMCA

- \_\_\_ F. Help supported individual connect with community agencies
- \_\_\_ G. Help supported individual participate in community educational opportunities
- \_\_\_ H. Promote positive neighborhood relations
- \_\_\_ I. Facilitate and participate in consumer support meetings

#### **Competency Area 4**

##### **Program Planning and Monitoring (mark up to three 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 goals
- \_\_\_ I. 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
- \_\_\_ 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

#### **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
- \_\_\_ 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
- R. Review menus with dieticians

### **Competency Area 10**

#### **Financial Activities (mark up to three priorities)**

- 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 are current for consumers
- I. Complete agency asset and depreciation inventories

### **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 workload
- 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 three priorities)**

- A. Complete vulnerable adult investigations and follow through
- B. Are knowledgeable about state regulations, agency policies and procedures
- C. Write, review, and update agency policies in response to licensing reviews, and changes in rules and regulations
- D. Ensure compliance with state rules and regulations
- E. Identify and respond to identified issues in licensing reviews and audits
- F. Solicit input from consumers and their supports in developing agency policies, and for federal and state rules and laws

### **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 processing

**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?  

City	State
2. Birth Date: 

Month	Year
3. What is your gender? (Mark One)  
 0. Female  
 1. Male
4. Is English your first language? (Mark One)  
 0. No  
 1. Yes
5. Which of the following best describes your role? (Mark one)
  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).
  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 training to other agency staff).
  6. Degreed professional (e.g., psychologist, behavior analyst, social worker, or nurse).  
Specify type: \_\_\_\_\_
  7. Other (specify): \_\_\_\_\_
6. What services are offered at your work site(s)? (Mark all that apply)
  - a. 24 hour residential supports (e.g., group home)
  - b. Less than 24 hour residential supports (e.g., semi-independent living services)
  - c. In-home supports (family or consumer home)
  - d. Other (specify) \_\_\_\_\_
7. How many sites do you work at or are you responsible for? (Provide a number)  
 \_\_\_\_\_ Number of sites
8. How many individuals with mental retardation or developmental disabilities are served at the site(s) you work at or supervise? (Include all persons living, working, or receiving support from staff at those sites) (Provide a number)
  - a. Number of individuals with MR/DD
  - b. Number of persons who do not have MR/DD
9. What is the primary diagnosis of the majority of individuals you support? (Mark one)
  1. Mental retardation or developmental disabilities
  2. Mental health challenges/mental illness
  3. Physical disabilities
  4. Other (Specify) \_\_\_\_\_
10. How many direct support professionals (including full and part-time and weekends but not including on-call) work at your primary work site?  
 \_\_\_\_\_ Number of direct support professionals
11. If you have a supervisory position, how many people do you supervise? (Note a number for each category)
  - a. Direct Support Professionals
  - b. Frontline Supervisors
  - c. Others
12. How many years of paid employment experience do you having working with people with MR or DD?  

Years	Months

13. How many years of paid employment experience do you have supervising direct support workers who support people with MR or DD?  
 \_\_\_\_\_  
 Years                  Months
14. How long have you been working for your current employer?  
 \_\_\_\_\_  
 Years                  Months
15. How many years of formal education have you had? (Circle one)
- 10 11 12 (High School/GED)  
 13 14 (AA or 2 year Degree)  
 15 16 (Four year Degree)  
 17 18 (Master's Degree)  
 19 20 21 (Doctoral Degree)
16. Are you currently enrolled in college or vocational or technical school? (Mark One)
- \_\_\_\_0. No (skip to item 18)  
 \_\_\_\_1. Yes
17. Do you plan to work for your current employer when you have completed your coursework? (Mark One)
- \_\_\_\_0. No  
 \_\_\_\_1. Yes
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)
- \_\_\_\_0. No  
 \_\_\_\_1. Yes
19. How many hours are you scheduled to work per week in your current position? (Mark One)
- \_\_\_\_ Hours per week
20. Are you considered by your employer to be full-time? (Mark One)
- \_\_\_\_0. No  
 \_\_\_\_1. Yes
21. Are you eligible for paid time off (sick, vacation, holidays) from your primary employer? (Mark One)
- \_\_\_\_0. No  
 \_\_\_\_1. Yes
22. Are you eligible for this agency's benefits package (health, dental, retirement)? (Mark One)
- \_\_\_\_0. No  
 \_\_\_\_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.