APPENDIX E: DSP SURVEY MASTER

U of MN use only: Date Received_____ Date Complete_____
Date Keypunched_____

MASTER
Direct Support Professionals' Competency Standards Validation Survey - DSP Version

To be completed by the Direct Support Professional of the residential facility at the address listed below.

Date: _____

Respondent Name (Optional): _____

Position with Agency:_____

Phone: _____

Fax: _____

Email: _____

Agency ID: _____

Agency:
_____

Street Address: _____

City/State/Zip Code: _____

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 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 Community Support Skill Standards. 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. Your answers to these questions will be kept confidential and will not affect your status as an employee at your agency. 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)	

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.

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 supplies, clothing).		
B	Direct support professionals assist individuals as needed in planning meals and developing menus based on individual preferences and health issues		
C	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.		
E	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).		
H	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
A	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).		
B	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.		
H	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.		
Please note below any additional competency statements in the area of Facilitation of Services			

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 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.**			
	Competency Statement	**Priority**	**Timing**
A	Direct support professionals administer and chart medications accurately and in accordance with agency policy and procedures.		
B	Direct support professionals monitor medication errors, follow reporting procedures according to agency policy, supervising the health and safety of the individual.		
C	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.		
H	Direct support professionals read and complete health care notes as necessary and in accordance with agency policies and procedures.		
I	Direct support professionals feed individuals according to individual plans and/or serve nutritious meals incorporating individual choices.		
J	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

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.**			
	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).		
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.		
Please 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.		
D	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.		
F	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 **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**
A	Direct support professionals read and complete daily logging, program charting and health care notes as needed, using approved abbreviations and objective language.		
B	Direct support professionals complete accident/incident reports as needed and submit to appropriate parties within a specified timeframe.		
C	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).		
Please note below any additional competency statements in the area of Documentation.			

Chart B Competency Area 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.**			
	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.		
B	Direct support professionals provide individuals with information necessary to understand and consider options and encourage individuals to make informed choices.		
C	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.		
E	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.		
H	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.		
Please note below any additional competency statements in the area of Consumer Empowerment.			

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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Chart B Competency Area 7: Assessment **Direct support professionals are knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the individuals.**			
	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.		
B	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.		
E	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.		
Please note below any additional competency statements in the area of Assessment.			

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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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).		
B	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.		
E	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.		
F	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.			

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 9: Community and Service Networking **Direct support professionals are knowledgeable about the formal and informal resources and supports available in the community and are skilled in assisting the individual to gain access to such supports.**			
	Competency Statement	**Priority**	**Timing**
A	Direct support professionals assist individuals in identifying, planning, and participating in community events and activities.		
B	Direct support professionals support individuals during community activities (e.g., movies, eating, shopping, dances, and civic events).		
C	Direct support professionals understand behavior, health concerns and emergency plan/supervision needs of consumers' community activities.		
D	Direct support professionals identify and secure religious supports and services, plan for vacations and other activities preferred by the individual.		
E	Direct support professionals research, develop and maintain information on community and other resources relevant to the needs of participants.		
F	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.		
Please note below any additional competency statements in the area of Community and Service Networking.			

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).		
B	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.		
C	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.		
E	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.		
Please note below any additional competency statements in the area of Building and Maintaining Friendships and Relationships.			

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 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 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.		
B	Direct support professionals uses alternative and/or augmentative communication devices to interact with individuals.		
C	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.		
E	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.		
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 techniques 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.		
B	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.		
C	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.		
E	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.		
Please note below any additional competency statements in the area of Crisis Intervention.			

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 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**
A	Direct support professionals interact with individuals, coworkers, supervisors in a professional manner, respecting professional boundaries when in the workplace.		
B	Direct support professionals complete assigned work in an organized and time- efficient manner, accepting additional responsibilities as they arise.		
C	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).		
E	Direct support professionals know where to access additional information regarding disability-related issues (e.g. autism, alternative supports).		
F	Direct support professionals are aware of professional organizations and industry resources available to access further information.		
G	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.			

Chart B Competency Area 14: Vocational, Educational 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.**			
	Competency Statement	**Priority**	**Timing**
A	Direct support professionals observe and identify consumer vocational preferences, needs, and choices, and assist the individual in pursuing vocational options as desired.		
B	Direct support professionals identify and explore vocational service options for individuals within their community.		
C	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.		
Please note below any additional competency statements in the area of Vocational, Educational and Career Support.			

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

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. *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.		

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

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
____ 2. Facilitation of Services
____ 3. Health and Wellness
____ 4. Organizational Participation
____ 5. Documentation
____ 6. Consumer Empowerment
____ 7. Assessment
____ 8. Advocacy
____ 9. Community and Service Networking
____ 10. Building and Maintaining Friendships and Relationships
____ 11. Communication
____ 12. Crisis Intervention
____ 13. Professionalism
____ 14. Vocational, Educational, and Career Support

Please select the top three areas in <u>each</u> Competency Area in which you feel the need for training:

Competency Area 1
Household Management (Mark up to three priorities)

____ A. Plan and coordinate shopping for consumer's personal needs
____ B. Meal planning
____ C. Purchasing groceries and supplies
____ D. Meal preparation, food storage, and safe use of kitchen equipment
____ E. Individual financial planning, banking, budgeting
____ F. Completing audits of individual consumer's funds
____ G. Household budgeting, planning, and maintaining accurate accounts
____ H. Assist consumers in household routines
____ I. Help create and maintain individual's living space
____ J. Household maintenance
____ K. Schedule maintenance tasks performed by others
____ L. Help to arrange consumer transportation by others
____ M. Provide transportation

Competency Area 2
Facilitation of Services (Mark up to three priorities)

____ A. Understand individual plan process
____ 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 plan
____ H. Address challenging behaviors appropriately
____ I. Record and summarize consumer program data
____ 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
____ Q. 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
____ 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

Competency Area 7
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
____ 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 priorities)

____ 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?

   _____ _____
   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, 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.