



New York State Talent Development Consortium

Direct Support Professional Core Competencies

A Collaborative Approach for Improved Outcomes

Revised: 11-6-12



Code of Ethics for Direct Support Professionals

The Code of Ethics developed through the National Alliance for Direct Support Professionals (NADSP) guides DSPs through the ethical dilemmas they face daily and encourages the highest professional ideals. Direct support staff, agency leaders, policymakers, and people receiving services are urged to read the code and to consider ways that these ethical statements can be incorporated into daily practice. This code is not the handbook of the profession, but rather a roadmap to assist in staying the course of securing freedom, justice, and equality for all.

1. Person-Centered Supports. As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.
2. Promoting Physical and Emotional Well-Being. As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.
3. Integrity and Responsibility. As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.
4. Confidentiality. As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.
5. Justice, Fairness and Equity. As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights and responsibilities of the people I support.
6. Respect. As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and help others understand their value.
7. Relationships. As a DSP, I will assist the people I support to develop and maintain relationships.
8. Self-Determination. As a DSP, I will assist the people I support to direct the course of their own lives.
9. Advocacy. As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.



Goal 1: Putting People First

Competency Area A: Supporting a person's unique capacities, personality and potential

Skill 1: Demonstrates respect for all others

Timeframe: 0-3 Months

Tasks:

- a. Communicates directly with individuals
- b. Begins to use person-first language when communicating about the individual
- c. Uses body language and eye contact to show attention to others comments
- d. Monitors own tone of voice and volume when providing instruction and direction to individuals
- e. Assists individuals to dress and groom in a way that demonstrates his/her self-respect and dignity to others in the community

Timeframe: 3-12 Months

Tasks:

- a. Consistently uses person-first language when communicating about the individual
- b. Develops a respectful and genuine relationship with the individual that is demonstrated through tone of voice, interpersonal interactions, and content of conversations

Skill 2: Demonstrates support for individual choice-making in order to enhance confidence and assertiveness

Timeframe: 0-3 Months

Tasks:

- a. Supports choices made by the individual while taking into account health and safety concerns
- b. Demonstrates the use of positive feedback

Timeframe: 3-12 Months

Tasks:

- a. Recognizes and supports choices made by the individual while taking into account health and safety concerns
- b. Provides positive feedback and encouragement to the person supported as the person assumes his/her leadership role in
- c. Assists individuals in sorting through choices choice-making



Competency Area B: Getting to know the person through assessment/discovery

Skill 1: Evaluates the ways in which past, and current events, and environmental factors, affect the way the person acts/reacts to others

Timeframe: 0-3 Months

Tasks:

- a. Reviews files and relevant information

Timeframe: 3-12 Months

Tasks:

- a. Meets with the individual and their circle of support to learn more about the person
- b. Recognizes that challenging behavior can be a form of communication and responds to it appropriately

Skill 2: Using a holistic approach participates in the individual's life planning activities and assists in their implementation

Timeframe: 0-3 Months

Task:

- a. Implements goals as written to achieve desired outcomes

Timeframe: 3-12 Months

Tasks:

- a. Has access to and can interpret and question the plans
- b. Is able to respectfully contribute, within the team setting, to the identification of desired plans for an individual

Skill 3: Encourages and supports problem-solving and coping skills

Timeframe: 3-12 Months

Tasks:

- a. Talks about problems/concerns with the individual to gain understanding of his/her point of view
- b. Helps the person better cope with their problem by providing emotional support

Skill 4: Is informed about formal and informal assessment, and can conduct informal assessments in a variety of settings, to gain information about the individual and his/her response to the environment

Timeframe: 3-12 Months

Tasks:

- a. Can demonstrate the use of informal assessment techniques used on a daily basis in each setting in which he/she works with individuals (home, work, travel, neighborhood, etc.), such as observation, active listening, etc.



Skill 5: Supports the self-direction of services

Timeframe: 3-12 Months

Tasks:

- a. Can describe the concept of self-determination and how it applies to the person receiving support

Competency Area C: Promoting Advocacy with the Individual

Skill 1: Seeks information on the range of services available to individuals with developmental disabilities

Timeframe: 0-3 Months

Tasks:

- a. Is able to describe, in general terms, categories of services available

Timeframe: 3-12 Months

Tasks:

- a. Can describe the basic structure of the services available for people with developmental disabilities, to meet the individual's needs and desires, and is able to advocate for additional services, as needs arise

- b. Clearly communicates suggestions to team members for types of services and supports that an individual needs and/or wants

- c. Can state who to contact to find out about various services from which the person can benefit

Skill 2: Provides opportunities for the individual to be a self-advocate

Timeframe: 0-3 Months

Tasks:

- a. Encourages and assists the individual to express on his/her own behalf

Skill 3: Performs advocate responsibilities while demonstrating respect for the processes and people involved

Timeframe: 3-12 Months

Tasks:

- a. Is able to describe the individual's rights to due process through the agency's human rights committee

- b. Can identify who to contact when advocacy questions arise

- c. Follows the appropriate communication and supervisory channels when initiating change or change recommendations



Skill 4: Describes and supports individuals' rights and responsibilities

Timeframe: 0-3 Months

Tasks:

- a. Is able to discuss the rights and responsibilities to which any individual is entitled

Skill 5: Identifies when an individual's rights may have been breached and takes action to prevent, stop and report the possible breach

Timeframe: 3-12 Months

Tasks:

- a. Can discuss the challenges faced by individuals with developmental disabilities in regards to their rights

Competency Area D: Facilitating personal growth and development

Skill 1: Demonstrates the ability to effectively teach skills to people supported

Timeframe: 0-3 Months

Tasks:

- a. Demonstrates the ability to follow a plan for successful teaching

Timeframe: 3-12 Months

Tasks:

- a. Takes advantage of informal opportunities to teach
- b. Is able to teach in a group setting
- c. Is able to identify the effectiveness of the teaching plans

Skill 2: Recognizes the individual's need for teaching, and preferred style for learning, and can perform individualized teaching based on this information

Timeframe: 3-12 Months

Tasks:

- a. Can describe the way in which the individual prefers to learn

Skill 3: Assesses the effectiveness of formal and informal teaching provided and makes adaptations where needed

Timeframe: 3-12 Months

Tasks:

- a. Listens to and observes the individual, while he/she performs skills related to teaching provided, to determine if the individual has learned the desired skill



Competency Area E: Facilitation of Supports and Services

Skill 1: Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs and interests

Timeframe: 0-3 Months

Tasks:

- a. Is able to implement service plans, as written

Timeframe: 3-12 Months

Tasks:

- a. Continuously evaluates the service plans and makes recommendations, as needed
- b. Engages the individual in service planning discussions and activities

Skill 2: Continuously shares observations, insights, and recommendations with the individual and his/her support team

Timeframe: 0-3 Months

Tasks:

- a. Shares information in an organized, timely and sensitive manner
- b. Shares direct input from the individual and his/her support team members



Goal 2: Building and Maintaining Positive Relationships

Competency Area F: Building and Maintaining Relationships

Skill 1: Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles

Timeframe: 0-3 Months

Tasks:

- a. Encourages the use of social skills to develop and maintain positive relationships
- b. Follows the sexual consent status and values of the individual being supported

Timeframe: 3-12 Months

Tasks:

- a. Assists in teaching social skills to develop and maintain positive relationships

Skill 2: Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement

Timeframe: 0-3 Months

Tasks:

- a. Supports the person in exploring and practicing faith, religion, spiritual and cultural interests without personal bias

Timeframe: 3-12 Months

Tasks:

- a. Identifies likes and dislikes, and matches interests and people with available events and activities in the neighborhood and community
- b. If the person desires, supports the person to choose a method to observe his/her faith/religion/spirituality/culture/ethnicity, and make connections with other community members without staff imposing their own values
- c. Based upon the individual's desires, supports the person to become a valued member and active participant; in groups in his/her faith/spiritual community by looking for opportunities for the person to be included in spiritual activities with their ethnic/cultural group

Skill 3: Demonstrates strategies to encourage and build the individual's self-confidence

Timeframe: 0-3 Months

Tasks:

- a. Assists the individual to recognize and take pride in his/her abilities and achievements



Competency Area G: Creating Meaningful Communication

Skill 1: Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person

Timeframe: 0-3 Months

Tasks:

- a. Uses a polite tone of voice
- b. Encourages the person to express him/herself
- c. Recognizes and respects individual's need for periods of quiet, non-communication time
- d. Speaks, models, signs, shows pictures and objects or uses adaptive equipment in ways that the person understands, according to their plan

Timeframe: 3-12 Months

Tasks:

- a. Identifies likes and dislikes, wants and needs, by the person's verbal and non-verbal communication as well as in context with personal history and input from friends, relatives and professionals

Skill 2: DSP modifies own communication to ensure understanding and respect

Timeframe: 0-3 Months

Tasks:

- a. Includes the individual in the conversation, by speaking with the individual, not about the individual
- b. Avoids making assumptions about an individual's cognitive abilities based on his/her communication abilities

Timeframe: 3-12 Months

Tasks:

- a. Uses a variety of communication techniques to meet the individual's needs

Skill 3: Develops trust by communicating empathetically

TimeFrame: 0-3 Months

Tasks:

- a. Demonstrates caring through body language, tone, and providing adequate time for communication
- b. Demonstrates active listening by repeating words or gestures, asking questions, and validating feelings



Timeframe: 3-12 Months

Tasks:

- a. Talks about problems/concerns with the individual to gain an understanding of his/her point of view

Skill 4: Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating

Timeframe: 0-3 Months

Tasks:

- a. Uses communication techniques appropriate to the individual's ability to comprehend
- b. Speaks in a manner that shows respect



Goal 3: Demonstrating Professionalism

Competency Area H: Developing Professional Relationships

Skill 1: Engages in mutually respectful partnership/relationship with the individual, family members, co-workers and others

Timeframe: 0-3 Months

Tasks:

- a. Respects friends and family members through his/her actions and words
- b. Actively listens to and take actions related to expressed concerns and passes information along to appropriate personnel members
- c. Demonstrates tolerance and acceptance with others
- d. Develops positive and productive relationships with his/her coworkers, supervisor, and other colleagues

Timeframe: 3-12 Months

Tasks:

- a. Is able to empathize and effectively communicate with family and friends of the individual

Competency Area I: Exhibiting Professional Behavior

Skill 1: Demonstrates the following desirable professional qualities in the worksite: Professional Demeanor, Attention to punctuality and attendance policies, Reliability, Flexibility, and Pleasantness

Timeframe: 0-3 Months

Tasks:

- a. Demonstrates courtesy to others and contributes to a positive team atmosphere
- b. Complies with agency regulations and policies related to dress, confidentiality, professional appearance and use of electronic devices
- c. Arrives at work on time, limits use of unscheduled absences, accurately signs in and out
- d. Continuously engages in productive activity while at work
- e. Is open to doing things in a variety of ways
- f. Serves as a positive role model and team member
- g. Respects personal and professional boundaries



Timeframe: 3-12 Months

Tasks:

- a. Follows through on all projects and responsibilities
- b. Readily adapts to changes in work assignments
- c. Approaches problems in a solution oriented manner
- d. Diverts communication related to problems and dissatisfaction from peers to appropriate channels to effect improvement or resolution

Competency Area J: Showing Respect for Diversity and Inclusion

Skill 1: Demonstrates respect for all people

Timeframe: 0-3 Months

Tasks:

- a. Shows respect for others' values without imposing their own
- b. Demonstrates a willingness to accept and respect all components of human diversity

Timeframe: 3-12 Months

Tasks:

- a. Treats individuals served, families and co-workers equitably
- b. Can articulate personal biases and does not let their personal biases affect their work and seeks support when needed
- c. Can describe cultural biases and personal differences that might have an effect on interpersonal relationships when working with individuals, families and co-workers/team members
- d. Demonstrates the cultural competence required to provide effective support to those we serve

Skill 2: Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to provide effective support to those we serve from any particular ethnic, racial, sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component diversity groups

Timeframe: 0-3 Months

Tasks:

- a. Can discuss the concepts of fairness and respect, and the impact that discrimination based on disability, race, gender, religion, etc., has on people
- b. When the DSP recognizes that an individual is being discriminated against, he/she is able to serve as an ally to the individual by intervening to stop the inappropriate comments/actions against the individual



- c. When a DSP recognizes that an individual is being discriminated against, he/she reports it according to agency procedures

Timeframe: 3-12 Months

Tasks:

- a. Can effectively communicate with those we support regarding their abilities and challenges they may face
- b. Demonstrates sensitivity to the lasting effects that discrimination can have on individuals supported
- c. Supports culture and gender specific preferences for health and personal care in accordance with agency policy
- d. Identifies and reports the possible disparities in health care delivery that often negatively impact the individuals supported

Competency Area K: Creating Meaningful Documentation Records

Skill 1: Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner to the appropriate sources

Timeframe: 0-3 Months

Tasks:

- a. Notes are recorded in the proper place and in the proper format
- b. Notes are signed and dated, according to agency policy
- c. Documentation is thorough, including data where required, baseline information, etc.
- d. Documentation is done on time, according to agency policy
- e. Maintains standards of confidentiality and ethical practice

Timeframe: 3-12 Months

Tasks:

- a. Recorded communication should reflect progress and choices made in a manner that would be clearly understood by a reader unfamiliar with the person or program
- b. Clearly and effectively communicates information through his/her documentation practices



Competency Area L: Education, Training and Self-Development Activities

Skill 1: Demonstrates enthusiasm for learning the knowledge and skills required to perform the job

Timeframe: 0-3 Months

Tasks:

- a. Attends, actively participates in, and successfully completes all required training sessions
- b. Asks mentors and supervisors to share best practices

Skill 2: Readily seeks and accepts feedback to improve performance

Timeframe: 0-3 Months

Tasks:

- a. Is open to and accepting of developmental feedback

Timeframe: 3-12 Months

Tasks:

- a. Seeks to learn from mistakes; avoids defending mistakes

Skill 3: Applies knowledge and skills gained to the job

Timeframe: 0-3 Months

Tasks:

- a. Discusses application of skills with supervisor/mentor prior to use

Timeframe: 3-12 Months

Tasks:

- a. Demonstrates the ability to learn and apply new and innovative techniques
- b. Demonstrates the skill to his/her designated experienced staff or supervisor
- c. Receives feedback and applies it to improve skill proficiency on the job

Competency Area M: Organizational Participation

Skill 1: Adheres to and promotes the mission, culture and practices of the organization

Timeframe: 0-3 Months

Tasks:

- a. Is able to articulate the agency mission and culture in his/her own words and describe how his/her job and everyday activities help support the agency mission



Timeframe: 3-12 Months

Tasks:

- a. Is able to apply, demonstrate, and incorporate the agency mission and culture into everyday practice

Skill 2: Participates in the work of the organization in a positive way by using problem solving skills

Timeframe: 0-3 Months

Tasks:

- a. Participates in the identification of problems

Timeframe: 3-12 Months

Tasks:

- a. Participates in the identification of the causes of problems
- b. Actively participates in the identification of solutions
- c. Examines options and is open to input

Skill 3: Adheres to corporate compliance policies and procedures

Timeframe: 0-3 Months

Tasks:

- a. Successfully completes training on corporate compliance topics
- b. Can access the organizations corporate compliance procedures documents
- c. Follows the organizations corporate compliance procedures
- d. Recognizes and reports fraudulent behaviors

Competency Area N: Exhibiting Ethical Behavior on the Job

Skill 1: Knows, understands, and follows the NADSP Code of Ethics

Timeframe: 0-3 Months

Tasks:

- a. Can access and discuss the 9 aspects NADSP Code of Ethics:
 - Primary allegiance is to the person receiving support
 - Supports the physical, emotional and personal well-being of the person receiving services
 - Shows integrity and responsibility by assisting people to live self-directed lives while, fostering a sense of partnership with the person supported



- Respects and safeguards the confidentiality and privacy of the people served
- Promotes and practices justice, fairness and equity for people served while affirming human and civil rights and responsibilities
- Shows respect for the uniqueness of each person served and value for the persons unique qualities
- Assists people served to develop and maintain meaningful relationships with other people
- Support the persons served to direct the course of their own lives
- Advocates for the people supported for justice, inclusion and full community participation

Timeframe: 3-12 Months

Tasks:

- a. Routinely puts the NADSP Code of Ethics into practice



Goal 4: Supporting Good Health

Competency Area O: Promoting positive behavior and supports

Skill 1: Demonstrates team work with the individual, co-workers and family in implementing positive behavioral support strategies consistent with available behavior support plans

Timeframe: 0-3 Months

Tasks:

- a. Accepts and uses feedback to implement positive behavior supports.

Timeframe: 3-12 Months

Tasks:

- a. Provides feedback on the effects of the approaches taken

Skill 2: Demonstrates effective methods to teach positive behaviors and support existing positive

Timeframe: 0-3 Months

Tasks:

- a. Encourages and recognizes positive behaviors by using praise and various reinforcers effectively
- b. Is a role model for positive behavior

Timeframe: 3-12 Months

Tasks:

- a. Uses the preferred mode of communication to offer cues to promote positive behaviors

Skill 3: Assess strategies to evaluate how environmental factors affect behavior

Timeframe: 0-3 Months

Tasks:

- a. Can articulate ways in which environmental factors can have an impact on behavior

Timeframe: 3-12 Months

Tasks:

- a. Proactively reduces previously identified stressful environmental factors such as noise, light, and heat



Competency Area P: Supporting Health and Wellness

(Note: The responsibility of the DSP will vary depending on the type of service arrangement, such as certified vs. uncertified settings; agency vs. self-directed services, etc.)

Skill 1: Demonstrates and assists in nutritious meal planning and food preparation, storage and handling procedures

Timeframe: 0-3 Months

Tasks:

- a. Teaches dining skills according to the individual's needs
- b. Assists individuals to use clean, healthy practices when preparing meals
- c. Adheres to allergy alerts, texture, portion size, and other alerts related to the special requirements of the individual

Skill 2: Demonstrates knowledge and understanding of an individual's medical, physical, psychological, and dental health care needs

Timeframe: 0-3 Months

Tasks:

- a. Can discuss the health care information needed to support that person
- b. Reviews the person's health care plan to gain a better understanding of the individual's health care needs
- c. Can describe general changes in behavior that could be a sign of a possible health-related concern.
- d. Assists the individual, as needed, to attend all appointments
- e. Can safely use adaptive equipment
- f. Assists the individual to use and maintain adaptive equipment

Timeframe: 3-12 Months

Tasks:

- a. Follows and can articulate the reasons for procedures that support special populations; such as aging individuals, individuals with diabetes, Prader-Willi syndrome, Autism Spectrum disorders, and those with dual diagnoses.
- b. Develops a strong enough interpersonal relationship with the individual to be able to recognize when something is wrong



Skill 3: Demonstrates knowledge of, and uses, accepted methods to prevent illness and disease, and teaches prevention methods to the individual (Note: This section may not apply in uncertified settings)

Timeframe: 0-3 Months

Tasks:

- a. Communicates observed health care needs to the necessary support network
- b. Can list the medications and treatments prescribed for the individual
- c. Monitors and reports any adverse side effects of medication or treatments provided
- d. Assists, as needed, in oral hygiene and personal care
- e. Successfully achieves Medication Administration Certification, if required by the individual, support setting or agency policy
- f. If Medication Administration Certified, the DSP assures that medications are accurately administered and recorded in keeping with agency policy and professional performance standards
- g. Can discuss ways in which healthy personal care and hygiene practices prevent illness (e.g. daily dental care can prevent gingivitis and lessen the risk of heart complications in those with cardiac disease; clean and moisturized skin can lessen the risk of developing staph infections, etc.)

Skill 4: Recognizes and responds in a timely manner to signs and symptoms of illness/injury and medical emergencies

Timeframe: 0-3 Months

Tasks:

- a. Is able to identify when an individual is experiencing an illness or injury and responds according to established protocols
- b. Keeps emergency phone numbers on hand
- c. Achieves and maintains CPR, first aid and other certifications according to agency policy

Timeframe: 3-12 Months

Tasks:

- a. Assists in securing needed medical appointments in a timely manner (scheduling, arranging transportation, supporting questions and explanations, following agency protocols on consult sheets, documentation, etc.)



Skill 5: Provides a safe and clean environment for the individual based on skill level and risks

Timeframe: 0-3 Months

Tasks:

- a. Correctly uses standard precautions, especially hand washing, and can explain the underlying concepts of personal and environmental contamination
- b. Uses personal protection devices such as gloves, gowns and masks, when appropriate

Timeframe: 3-12 Months

Tasks:

- a. Frequently cleans and requests replacement of toothbrushes, vaporizers/humidifiers and other ordinary and specialty equipment according to the individual's health plan and standard medical practice

Skill 6: Accurately documents and adequately protects all health management information

Timeframe: 0-3 Months

Tasks:

- a. Communicates all health management needs and concerns to the appropriate clinical staff, as required
- b. Documents the individual's health status, medications, medical needs and appointments, as required
- c. Maintains and protects all healthcare information as directed by the HIPAA legislation

Skill 7: Understands and can implement daily health practices to support good health

Timeframe: 0-3 Months

Tasks:

- a. Uses appropriate positioning techniques to safeguard skin and bone integrity
- b. Performs lifting and transfer techniques identified for the individual's needs, effectively and safely
- c. Employs appropriate techniques to assure proper nutrition, and avoid swallowing difficulties and choking



Competency Area Q: Preventing, Recognizing, and Reporting Abuse

Skill 1: Recognizes concepts related to the prevention of abuse.

Timeframe: 0-3 Months

Tasks:

- a. Can identify abuse as described in the regulations
- b. Can discuss the possible impact of abuse on the person
- c. Can prevent, stop, safeguard against, and report abuse according to the OPWDD policy

Timeframe: 3-12 Months

Tasks:

- a. Develops a deeper understanding of an individual and can describe how changes in his/her mood, interpersonal interactions, and behavior could be an indicator of abuse
- b. Can provide examples of the range and nuances of abuse, and respond according to agency and OPWDD policy.

Skill 2: Is able to prevent abuse

Timeframe: 0-3 Months

Tasks:

- a. Can effectively intervene so that abuse does not occur
- b. Can identify triggers and warning signs that indicate abuse might be likely to occur

Timeframe: 3-12 Months

Tasks:

- a. Assists the team and individual to put in place a plan to prevent further incidences

Skill 3: Correctly follows procedures for mandated reporting and responding.

Timeframe: 3-12 Months

Tasks:

- a. Fulfills their obligation to report possible abuse regardless of who allegedly committed the abuse
- b. Reports possible abuse to the appropriate person in a timely manner
- c. Cooperates with investigative process



Goal 5: Supporting Safety

Competency Area R: Supporting crisis prevention, intervention and resolution

Skill 1: Demonstrates skill in applying the principles and practices of the OPWDD PROMOTE (Positive Relationships Offer More Opportunities To Everyone) competencies and individual-specific Behavior Support Plan, if applicable. (Note: The responsibility of the DSP will vary depending on the needs of the individuals served and the policies of each agency)

Timeframe: 0-3 Months

Tasks:

- a. Supports the individual's connections to others, self-confidence and opportunities for relaxation and recreation (Green Zone) to decrease the possibility of a crisis occurring
- b. When the individual is unable to cope with stress (Yellow Zone), the DSP is able to effectively use the following R-Star techniques: Reassessment, Reassurance, Repeat-Ask-Validate, Remind, and Restore.
- c. Can discuss an individual's vulnerabilities, strengths and potential irritants and effective supports
- d. Intervenes effectively when a person is a danger to him/herself and/or others (Red Zone)
- e. Works to repair and restore the environment and people's emotions after a crisis situation (Red Zone)

Skill 2: Demonstrates respect for the safety of all others

Timeframe: 0-3 Months

Tasks:

- a. Intervenes in a crisis situation by managing the physical and social environment in an attempt to de-escalate the situation and promote the safety of the individual, co-workers and others

Timeframe: 3-12 Months

Tasks:

- a. Participates in the review of crisis situations with the individual, families and team members to determine the need for ongoing supports and make plans to avoid future crises



Competency Area S: Supporting Safety

Skill 1: Supports the safety of all individuals in everyday situations

Timeframe: 0-3 Months

Tasks:

- a. Is able to operate emergency equipment, as required
- b. Reports to appropriate personnel any detected problem with emergency equipment, or the need for emergency supplies
- c. Seeks out and reports potential hazards related to fire, ice, etc.

Skill 2: Follows proper safety procedures in transportation situations

Timeframe: 0-3 Months

Tasks:

- a. Adheres to agency policies, requirements and regulations
- b. Can properly operate transportation equipment, such as the lift, and secure wheelchairs, oxygen, and other equipment
- c. If operating a vehicle, maintains a current NYS driver's license consistent with agency requirements
- d. Operates the vehicle in a safe and courteous manner consistent with New York State driving laws

Competency Area T: Ensuring safety of individuals during environmental emergencies

Skill 1: Understands and can carry out plans for responding to environmental emergencies

Timeframe: 0-3 Months

Tasks:

- a. Can describe and implement the personal protection plan based on the needs of the individual being supported
- b. Is aware of and can execute specific emergency preparedness plans for the location in which he/she works
- c. Actively participates in and documents the fire escape drills conducted in the location, according to agency policy



Goal 6: Having a Home

Competency Area U: Supporting people to live in the home of their choice

(Note: The responsibility of the DSP will vary depending on the needs of the individuals served and the policies of each agency)

Skill 1: Supports the individual by supporting a comfortable home environment

Timeframe: 0-3 Months

Tasks:

- a. Demonstrates respect by acknowledging that the location is the individual's home or the individual's family home, not the staff's work site
- b. Can describe the physical environment of the support setting
- c. Follows the rules and guidelines in the home

Skill 2: Supports daily activities and accesses additional skilled supports as needed

Timeframe: 0-3 Months

Tasks:

- a. Can describe the individual's daily routine and assists with the routine based on the individual's needs and desires
- b. Assists the individual with routine household chores according to the individual's needs (i.e. changing light bulbs, placing decorations outside, etc.)

Timeframe: 3-12 Months

Tasks:

- a. Assists the individual to develop his/her skills and activities based on the abilities and needs of the individual
- b. Assists the individual to become as self-sufficient as possible with transportation needs, and refers for travel training when necessary
- c. Assists the individual to develop his/her household management skills, based on the individual's needs



Goal 7: Being Active and Productive in Society

Competency Area V: Supporting Active Participation in the Community

Skill 1: Supports community participation and contribution

Timeframe: 0-3 Months

Tasks:

- a. Implements plans, as directed, to promote community connections

Timeframe: 3-12 Months

Tasks:

- a. Supports community connections and activities through personal interest, contribution and productivity
- b. In an unbiased fashion, facilitates the opportunity for civic engagement, such as voting

Competency Area W: Supporting Employment, Educational and Career Goal Attainment

Skill 1: Supports the individual by being knowledgeable about the career and employment goals of the individual

Timeframe: 0-3 Months

Tasks:

- a. Implements plans, as directed, to support career and employment interests and goals of the individual

Skill 2: Supports the individual by being knowledgeable about the educational goals of the individual

Timeframe: 0-3 Months

Tasks:

- a. Implements plans, as directed, to support educational interests and goals of the individual

Timeframe: 3-12 Months

Tasks:

- a. Can describe the educational interests of the individual
- b. Can describe and discuss the educational supports needed by the individual



Skill 3: Develops and supports the individual's skills to help the individual meet the productivity expectations of the workplace

Timeframe: 0-3 Months

Tasks:

- a. Follows the ISP for job skill development
- b. Can describe to the individual the workplace expectations for productivity and conduct