

Direct Care Workforce Shortage

Direct care and support for people with disabilities at home and in the community is in crisis. (Hewit, Macbeth, Merrill, & Kleist, 2018). Low pay, limited benefits, and lack of quality training opportunities have led to high turnover rates among direct care workers across the country. The impact of COVID-19 has only exasperated the workforce crisis. Since the beginning of the pandemic, there has been an 85% increase in provider agency closures, and the number of denials for new referrals has increased by 25% (ANCOR, 2022). This is largely attributed to the workforce shortage, with workers choosing higher-paying jobs with benefits in the retail and food service industries (ANCOR, 2022).

In recent years several states have taken steps to increase wages for direct care personnel. In 2018, Ohio passed legislation to incrementally increase their base pay over two years. In addition, Ohio instituted a program to support longevity in the field by wage increases accrued through advanced training. In Minnesota, a specific percentage of Medicaid service reimbursements must be used for direct support staff wages and benefits. This ensures that wages for direct care workers increase along with necessary reimbursement rate increases for agencies.

Idaho faces similar challenges to the rest of the country. Low wages are a significant barrier to keep and retain direct care workers, referred to in this document as direct support professionals (DSPs). According to key facts published in PHI, 2019, the median annual income for DSPs in Idaho was \$15,200.00 compared to \$20,200.00 nationally. Similarly, based on the results of a 2021 survey of DSPs in Idaho, 65% of all respondents indicated their entire household made less than \$40,000 per year, far below the median household income, and 51% of the respondents stated that they were the sole income provider for their families (Magelky-Seiler, Fodor, and Winters, 2021).

Besides low wages and limited benefits, there are several other reasons people leave the field. The role of the DSP is complex and requires multiple skills to be successful. However, direct support professionals are not often well trained, nor do they receive adequate supervision or recognition for their efforts. A study by Relias, LLC, (2019) found that lack of training, lack of recognition, and lack of supervisor support were among other reasons people leave their direct care positions. In Idaho, a recent survey found that lack of recognition was among the top four reasons DSPs leave their jobs (Magelky-Seiler, Fodor, & Winters, 2021). Other states have tackled these issues by adopting competency-based training programs that allow DSPs to have some form of advanced training on a career pathway. For example, in 2008, one-fifth of states implemented a state-sanctioned or approved career ladder or advancement program (Lewin Group, 2008) Further, (Bogenschutz, Nord, & Hewitt, 2015) showed that competency-based training can increase feelings of being valued and decrease turnover rates.

With the rapid decrease of workers in the direct care industry, it is estimated that by 2026, Idaho will need 38,900 more DSPs across all home and community-based services (PHI, 2019). To recruit, train, and retain direct support professionals will require a multifaceted approach.

Idaho Medicaid Waiver Services

In Idaho, there are two Home and Community Based Service Waivers (HCBS) – the Aged and Disabled Waiver (A&D) and the Developmental Disabilities (DD) Waiver. The need for system improvement exists in both waivers and the direct care personnel shortage reaches across types of disabilities and age groups. However, this report provides recommendations for a tiered training and incentives system for Idaho DSPs serving individuals on the DD Waiver only.

It is likely that many of the recommendations made herein will be valid for care providers across groups, but further study with input from people served on A&D waiver is warranted.

Idaho's DD Waiver. The Idaho DD Waiver provides eligible participants choice in living settings and supportive services that include the right to health and safety through established safeguards against abuse, neglect, and exploitation; and access to a person-centered planning process that enables people to direct their own lives. There are two DD Waiver options: (a) traditional services provided by Medicaid approved provider agencies, and (b) consumer-directed support in which individuals work with brokers to help them make informed choices and hire direct support staff. (Idaho Division of Medicaid, 2017)

Statement of Purpose

This report provides recommendations on a tiered training and pay incentive system to 1) improve the quality of supports people receive on the DD Waivers, 2) increase recruitment of people to work in the direct support field, and 3) improve retention rates of direct support professionals. The report provides details on each recommendation and describes the discovery and feedback process instituted by the Idaho Living Well project and Community NOW! partners.

The Discovery Process

Community NOW! (CNOW). CNOW is an advocate-led stakeholder group made up of adults with intellectual and developmental disabilities (I/DD), family members, service providers, Idaho Department of Health and Welfare (IDHW) staff, and other advocacy groups. In 2017, after six months of intensive of stakeholder input, CNOW made 17 recommendations to IDHW, Division of Medicaid, on ways to improve Home and Community-Based Services in Idaho.

Idaho Living Well (ILW). In 2018, Idaho was awarded one of eight Living Well grants from the Administration on Community Living (ACL) to develop and test a model that would improve the safety and quality of home and community services in the state. The ILW project, based on several CNOW recommendations, designated four workgroups to carry-out specific objectives and report back to CNOW for feedback and refinement. Over the last four years, CNOW stakeholders provided feedback through discussion on the recommendations presented by the ILW workgroups, one of which was named "*bFair2DirectCare*". The direct care workgroup addressed two of the 17 CNOW recommendations, as cited below.

RECOMMENDATION 10: "Put mechanisms in place that help adults to find, support, and keep competent, consistent, capable, and quality staff."

RECOMMENDATION 11: "Implement a tiered, linguistically and culturally appropriate, training process that is standardized and person-specific to ensure that all staff draw from best practice, experience, and knowledge."

Inherent in these CNOW recommendations is that training for DSPs should focus on the unique needs and desires of each person served, as well as universal topics related to health, safety, and ethics.

bFair2DirectCare Workgroup. The goal of the *bFair2DirectCare* workgroup was to develop a system to increase the skills and knowledge of DSPs and provide opportunities to increase wages, recognition, and retention through a tiered training system and wage enhancement process. Over four years 25 people participated in the workgroup that met 19 times (See Appendix A for a workgroup roster). Like CNOW meetings, to assure that people with disabilities and their families had the primary voice, input was first solicited from adults with disabilities and family members who receive services, followed by DSPs, then service provider

agencies representatives, and finally department staff and other advocacy representatives. Care was taken to choose self-advocates who did not receive services from provider agencies represented on the workgroup. Two family member advocates also represented individuals on the self-directed waiver. Service provider agencies were selected based on size and location and included a representative from the Idaho Providers Association. An effort was made to include DSPs with a wide range of work experience; four could participate. The workgroup also included staff from IDHW Licensing and Certification and the Medicaid Bureau of Developmental Disability Services. The workgroup was supported by staff members from the Center on Disabilities and Human Development (CDHD) and the Idaho Council on Developmental Disabilities (ICDD).

The discovery process that led to the final recommendations occurred over four years with multiple workgroup meetings and presentations to CNOW and other groups for feedback and refinement. A timeline of the process and outcomes is in **Table 1**. To further illustrate the discovery and feedback process, a brief description of each phase of the timeline follows.

Brainstorm DSP Quality Care and Support. Over two meetings, the *bfair2directcare* workgroup brainstormed system components necessary to support quality direct care. Small groups arranged by role (i.e., self-advocates and parents, DSPs, IDHW staff), drew pictures and discussed ideas which were coded to a matrix of the key elements deemed necessary in a service system to support both individuals with disabilities and their direct care staff. A similar discussion occurred at CNOW in October 2019. All input was collated and used to guide a review of other state and national systems. See **Appendix B** for a compilation of input through pictures and notes.



“Being a part of the bfair2Directcare Workgroup has been important. It has allowed me to advocate for people like myself, who live with physical disabilities and experience challenges in their life but want good support.”

- Robin Boudwin Wyatt, Member bfair2Directcare Workgroup



bFair 2DirectCare Timeline

Recommendations to Improve the Direct Care Workforce in Idaho

September & December 2019 Brainstorm	January 2020 50 State Systems Reviewed, 14 Selected to Present	March & April 2020 Six Key System Components Identified	September 2020 - May 2021 Training Systems Reviewed	August 2021- August 2022 Training Scope and Sequence
<ul style="list-style-type: none"> •DSP group met to discuss what quality supports and services should look like in Idaho <p>•Two face to face meetings</p>	<ul style="list-style-type: none"> •DSP group reviewed 14 state DSP training and incentive systems <p>•One face to face meeting</p>	<ul style="list-style-type: none"> •DSP group identified six key system components: tiered training, competencies, code of ethics, incentives, supervision, DSP career website •Recommendations went to the Advocate Advisory Committee, Culturally Responsive Advisory Group, and CNOW for input. •Modifications made based on feedback <p>•Two virtual meetings</p>	<ul style="list-style-type: none"> •DSP group reviewed three national training systems: <ul style="list-style-type: none"> •Open Futures •Relias •College of Direct Support •Culturally Responsive Advisory Group and CNOW members reviewed the systems and provided feedback •Relias was selected as the optimal systems <p>•Seven virtual meetings</p>	<ul style="list-style-type: none"> •DSP group developed 1st year training scope and sequence for each competency, finalized code of ethics, training rate, incentives, and pay increases for DSPs •Recommendations went to CNOW in September 2022. <p>•Seven virtual meetings</p>

Table 1. Discovery and Recommendation Timeline Process

Review 50 State DSP Training and Retention Systems. CDHD Staff reviewed all 50 states for DSP training, recruitment and retention components that could be used in Idaho. After being culled and rank ordered for relevance and quality, fourteen state systems were presented and discussed by the DSP workgroup.

Identify Key DSP Training and Retention Components. Based on the review of other state systems, key DSP training and retention components were identified and defined by the workgroup. These included 1) a three-level tiered training system, 2) level one training competencies, 3) code of ethics, 4) pay increases and incentives, 5) performance feedback and annual evaluations, and 6) DSP career website. See **Appendix C** for states reviewed along with specific components.

Core Competencies. DSP core competencies were drawn from the National Alliance for Direct Support Professionals, the Center for Medicaid Services (CMS), and feedback from workgroup members. These competencies were reviewed by the Advocate Advisory Committee (AAC) and the Culturally Responsive Advisory Group (CRAG) in April 2020. In June 2020, the revised competencies along with recommended key system components were shared with CNOW for review and feedback. In September 2020, the core competencies along with the key DSP components were presented to the Idaho Providers Association for discussion and input. See **Appendix D** for final recommended DSP Competencies.

National Training Systems Reviews. Following a broad review of other state and nationally recognized DSP training programs, three national systems: Relias, College of Direct Supports, and Open Futures Learning were reviewed by the *bfair2directcare* workgroup for alignment with the core competencies, usability, accessibility, and visual appeal. The training systems were also reviewed for their potential to minimize problems inherent in Idaho's current

training requirements, namely (a) the limited amount of training currently required in Idaho, (b) lack of consistent training across the state, and (c) lack of training on a person-centered approach to support and services.

Representatives from Relias and the College of Direct Support provided presentations to the DSP subcommittee followed by questions and answers. Subcommittee members were given access to each training system for an in-depth review. As requested, each company made additional content available in Spanish and included lessons on cultural competency and prevention of abuse and neglect for review. CNOW members and the CRAG were also given access to the content. In total, 13 individuals reviewed the training systems and provided feedback.

In August 2021, the workgroup met to review the pros and cons of each system. Relias was chosen based on its visual appeal, ease of use on multiple device types, Spanish language content, and an advanced learning management system that allows Idaho to add additional training content as needed.

Tier Level I Scope and Sequence. The *bfair2directcare* workgroup developed a scope and sequence for tiered training at level I designed as a broad introduction to person-centered support and the overall wellbeing of individuals receiving services. The chart below outlines topic areas for level I trainings. See **Appendix E** for competencies aligned with Relias courses and other Idaho specific training in development.

DSP Level One Training Topics				
Person-Centered Supports	Cultural Competency	Professionalism & Ethics	Rights & Advocacy	Communication
Community Inclusion & Networking	Health	Safety	Wellbeing	In-Home Support

DSP Training Tier Levels 2 and 3. Professional development and increased pay based on advanced training is key to supporting and retaining DSPs. The *bfair2directcare* workgroup met several times to outline content for level 2 and 3 training. Feedback was also solicited from CNOW, AAC, and CRAG. The workgroup recommended the START Direct Support Professionals series on IDD and Mental Health offered by the National Center for START Services at the Institute on Disability, at University of New Hampshire. This 6-week online program promotes a strength-based approach to support people with dual diagnosis. See **Appendix F** for additional information on advanced training levels.

Code of Ethics. A code of ethics helps to clearly communicate (a) the importance of the DSPs role in people lives, (b) the expectation to use a person-centered approach that is directed by the person being supported, and (c) the need to act in a professional manner when helping others live the lives they choose. In Spring 2022, The *bfair2directcare* workgroup reviewed multiple state's codes of ethics for DSPs and discussed ways to incorporate a code of ethics framework into the training and evaluation processes. The National Alliance for Direct Support Professionals Code of Ethics was recommended for Idaho because of its focus on person-centered support, advocacy, and cultural competency. See **Appendix G** for the NADSP (National Alliance for Direct Support Professionals) Code of Ethics.

Performance Reviews and Annual Evaluation. The *bfair2directcare* workgroup discussed how best to foster DSPs skill development and professionalism. Following a review of DSP evaluation materials developed by other states, the workgroup created a three-part evaluation plan that includes: 1) an initial six-month checklist review of specific skills and behaviors, 2) an annual performance evaluation, and 3) an advocate and family feedback survey. In addition, the workgroup recommended that the agency supervisors, self-advocates, and family

members as appropriate provide the DSPs with regular informal feedback on their skill development. Further, it was recommended that supervisors use direct observation, feedback from co-workers, self-advocates, and family members to inform performance evaluations. The workgroup strongly expressed the need for direct feedback from self-advocates and family members to assure an on-going person-centered approach to care support. The workgroup also expressed the need to protect confidentiality and prevent retaliation toward the family or person being supported if an evaluation reflected poor or inadequate performance. See **Appendix H** for examples of Checklists, Development Plan, and Feedback Survey.

Pay and Incentives for Training. DSP wages need to be livable, or the workforce shortage will not be addressed. The workgroup discussed that training incentives alone would not be enough to address the wage issue. The workgroup recommended a base wage of \$15/hour during the first year of training followed by a rate increase upon meeting further training level requirements. A \$1/hour increase was recommended for each training level achieved.





bFair2Directcare Workgroup Final Recommendations

The following recommendations reflect much discussion and countless stories from family members, self-advocates, and direct support professionals. The workgroup acknowledges that implementation of the recommendations is a multi-step process, and completion of the recommendations is step one. CNOW should be considered an essential partner as a sounding board for the critical decisions to come and should be used to guide the implementation of the recommendations that follow.

Recommendation #1: Institute a Standard Set of Direct Support Professional Competencies

To foster a clear understanding of direct support professionals' roles, responsibilities, and expectations, create a standard set of competencies aligned with training requirements and demonstrated skill expectations. The competencies aligned with specific training will: (1) help ensure that direct support professionals have the knowledge and skills to provide quality services that are person-centered and driven by the needs and voice of the people they support; and (2) assist service provider agencies to assess the skills of direct support professionals and identify areas in need of improvement and refined training. **Appendix E** contains a list of recommended competencies and key skills for direct support professionals in Idaho.

Recommendation #2: Adopt a Standard Code of Ethics for Direct Support Professionals

To build a culture of quality support, the state of Idaho must adopt a Code of Ethics for direct support professionals. The Code of Ethics will identify the qualities and actions that define quality support and help guide direct support professionals in the difficult day-to-day challenges they may face. The workgroup recommends the *National Alliance for Direct Support Professionals' (NADSP) code of ethics*. The complete form provides details on each area of the

code of ethics important for DSPs, provider agencies, and advocates to know. Service provider agencies will use the Code of Ethics to guide job performance expectations and encourage problem-solving.

To build a system that leads to the professionalization of the direct support workforce in Idaho, the code of ethics will be incorporated into Health and Welfare rules and the Idaho Administrative Code. The code of ethics is introduced to DSPs as a part of onboarding and evaluation in the first six months of training and reviewed annually as part of their performance development plan.

Recommendation #3: Implement a Three-Tiered Training System for Direct Support Professionals

A comprehensive tiered training system will be developed to increase direct support professionals' ability to provide high-quality services and support over time. The training system will consist of three tiers, with the flexibility to expand in the future. Annual training will be required to refresh and grow skills across all levels. All direct support professionals will complete the first training tier within the first year of employment. It will incorporate in-person training, hands-on skill development, supervision and feedback on ethics, and a broad array of general and person-specific health and safety knowledge. Tier one training will focus on the unique needs and wants of the people served, including preferred communication styles, support needs, and other personal preferences.

Assessment of direct support professionals' knowledge will be through periodic unit tests that are built into the training system. A year-end comprehensive exam will be required to achieve direct support provider status as issued through certificates of completion by the Idaho Department of Health and Welfare or a Training contractor. A similar testing method is used in several other states, which helps to build the knowledge and skills needed for the position. A

core set of training and competencies ensures that every direct support professional can provide a similar level of care and support. Those who complete the first year of training will receive an hourly wage increase to help close the gap between current direct support professional wages and a livable wage, which is key to reducing staff turnover and increase retention. This wage will be transferable to other support positions, provided that ongoing training is maintained, and a person did not experience a break in employment of over one year between support positions.

A second training tier will allow direct support professionals to continue their careers in the field, increase their pay, and specialize their knowledge. A pay incentive will be provided to those who complete specialized training courses. An advanced direct support worker tier will be available for those with at least three years in the field and two or more specialized training content areas.

Additional Considerations:

- The workgroup selected Relias as the preferred training system. However, if that is not possible, the workgroup felt that The College of Direct Supports was comprehensive enough and would work as a suitable replacement.
- IDHW should consider developing additional certifications for advanced DSP training. This would help promote DSP's interest in professional development. Relias is certified by the NADSP, and the courses can also be used for NADSP national certifications.
- A process for grandfathering in DSPs who have worked five or more years in the field needs to be developed. Many other states offer a test-out option, allowing DSPs to take a comprehensive exam to show knowledge in place of taking the tier 1 required training.
- Additional work will need to be done to make all training available in Spanish; both Relias and College of Direct Supports indicated they would work with Idaho to provide additional training content in Spanish but at an additional cost. Open Futures Learning was the only training system reviewed with all content already in English and Spanish.

- People on self-direction must have access to the training program for the Community Support Workers (CSW) they hire. Pay incentives should be incorporated into Self-Direction for training and longevity.
- IDHW should consider contracting with an outside organization to help manage and support the DSP training system. Many states have partnered with their University Centers for Excellence in Developmental Disabilities to provide this technical assistance.

Recommendation #4: Institute a Training Rate to Support Ongoing Professional Development for DSPs.

DSPs need to be paid for their training time. The investment in a comprehensive training system must be supported by service provider agencies and direct support professionals, a key component for that buy-in is compensation for training time. Computer-based training is only one component of skill building; it must be paired with on-the-job support and feedback to be effective. All training time must be paid time for DSPs and supervisors.

Recommendation #5: Support a Livable Wage Increase for DSPs

An increase in the base wage for direct support professionals is essential for recruitment and retention. A base wage of \$15-18 per hour should be implemented for all DSPs across service billing codes. To be competitive in the current labor market and help DSPs earn a livable income, the upper wage is preferable. To retain DSPs, hourly wages should increase by \$1/hour after the first year of training and then for each additional training level completed. These incentive increases should not take the place of increases for merit, longevity, or cost of living.

Additional Considerations:

- IDHW should ensure wage increases go directly to DSPs rather than for other provider agency expenses.
- IDHW should incentivize longevity for DSPs who have been in the field and do not wish to move to other positions. In making the recommendations, the workgroup was aware of the need to keep and retain good DSPs in their support roles.

Recommendation #6: Implement a System of Performance Review and Feedback between Service Provider Agencies, Direct Support Workers, and Individuals and Families who Receive Care.

Annual performance reviews of direct support professionals should align with the stated competencies and code of ethics. Performance reviews will include: (1) direct feedback from self-advocates and family members-- which should be heavily weighted; (2) supervisor feedback, and (3) demonstrated competencies through knowledge test and observation.

Along with an annual performance review, regular and on-going feedback should be provided. A feedback system will include acknowledgment of those who do their job well and suggestions for areas in need of improvement. Regular feedback should be based on the perceptions of the person being served, family member feedback, and supervisory observations. Regular feedback helps to create a positive culture and retain quality workers. Individuals and family members must be protected from retaliation in case of poor performance reviews.

Recommendation #7: Build and Maintain a Website for the Direct Support Workforce

The Idaho Department of Health and Welfare will provide a website specifically for the direct support workforce to include: 1) Recruitment materials, 2) Information on training requirements, and 3) Links to job boards to find DSP positions statewide. The website should provide videos about the realities of the job, benefits, challenges, and daily expectations as voiced by other direct support professionals. Video stories of self-advocates and family members will be developed, explaining how home and community-based services enable them to live a full life. The website should feature both the traditional waiver and self-direction services and how a DSP's role might differ in each. The department should establish a job board to post position openings specifically for those on the self-direction and family direct waivers,

Recommendation #8: Incorporate on-going reviews and feedback from individuals and family members through Community NOW!

In alignment with Goal 1, Objective 1.1 of IDHW's strategic plan, “Develop and implement four cross-divisional initiatives to help reduce healthcare workforce shortages by Dec. 31, 2024.” the workgroup will have on-going involvement in the design and implementation of the recommendations through CNOW. The input of individuals who use the system must be sought out continuously to ensure support and services are provided in a person-centered manner.

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Appendix A

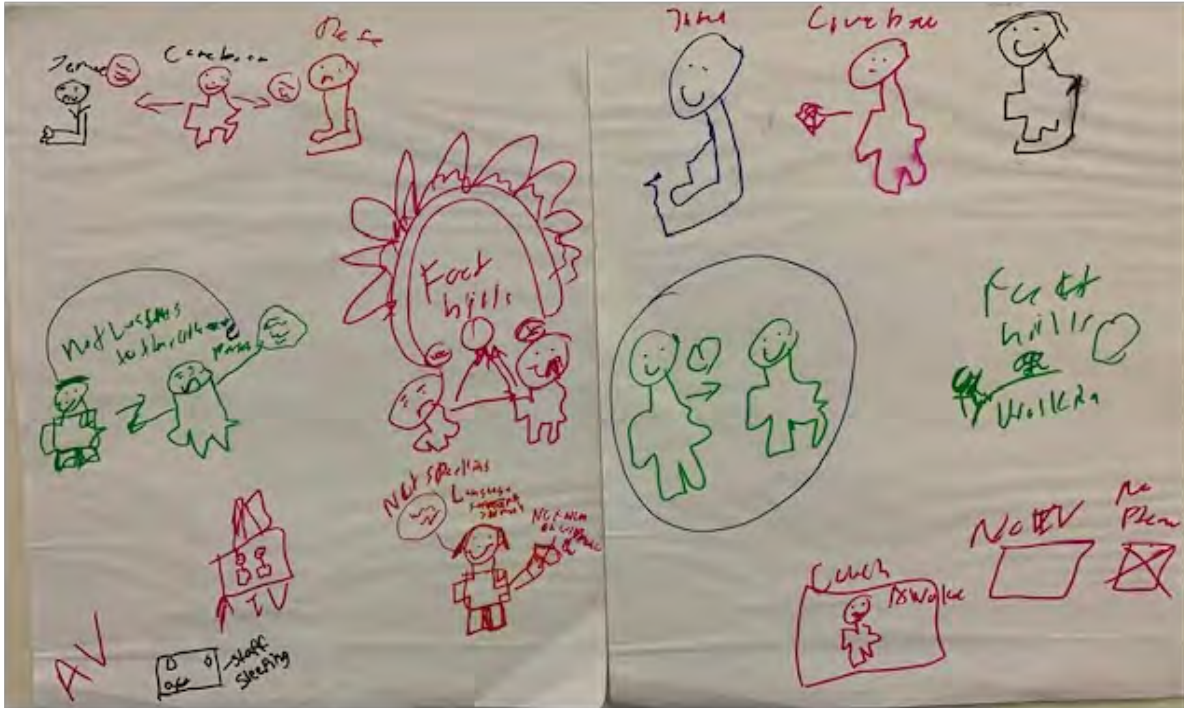
Idaho bfair 2Directcare Workgroup Roster

Name	Affiliation
Monica Ables	Service Provider Agency Administrator
Natalie Barnes	Self-Advocate
Rebecca Barrow	Program Coordinator
Bill Benkula	Service Provider Agency Administrator
Sandy Billingslea	Service Coordinator
Marsha Bracke/David Nichols	Facilitator
Toni Brinegar	Family Advocate
Eric Brown	Department of Health and Welfare- Licensing & Certification
Kara Burnet	Self-Advocate
Julie Fodor	Center on Disabilities and Human Development
Lori Gentillon	Service Provider Agency Administrator
Johnetta Hess	Direct Support Professional
Jean Johnson	Direct Support Professional
Jennifer Magelky-Seiler	Center on Disabilities and Human Development
Angie Martinez	Service Provider Agency Administrator
Jaymee Peterson	Self-Advocate
Ryan Ransom	Self-Advocate
Melanie Ross	Program Manager
Tara Stimpson	Direct Support Professional
Lauri Thompson	Family Advocate
Richelle Tierney	Idaho Council on Developmental Disabilities
Karen Westbrook	Department of Health and Welfare - Medicaid
Chris Widdison	Direct Support Professional
Nick Wyatt	Self-Advocate
Robin Boudwin Wyatt	Self-Advocate

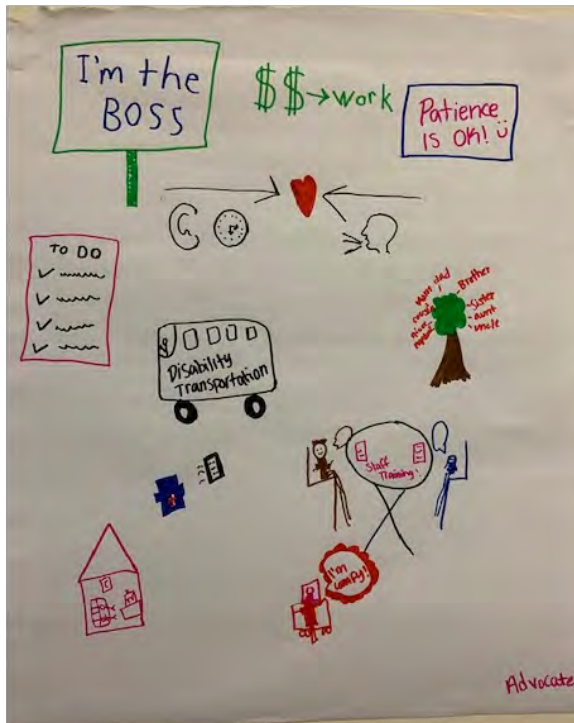
Appendix B What is Quality? Direct Support Provider Work Group

What does Quality Look Like? Breakout Group Drawings

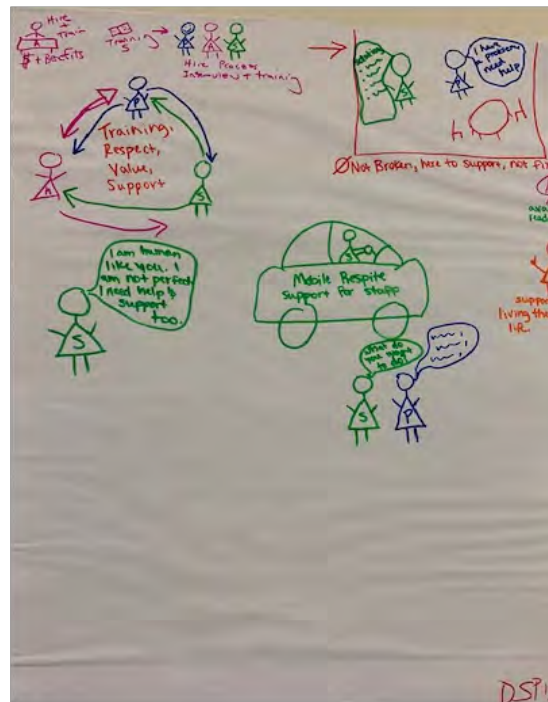
Advocate: Group 1



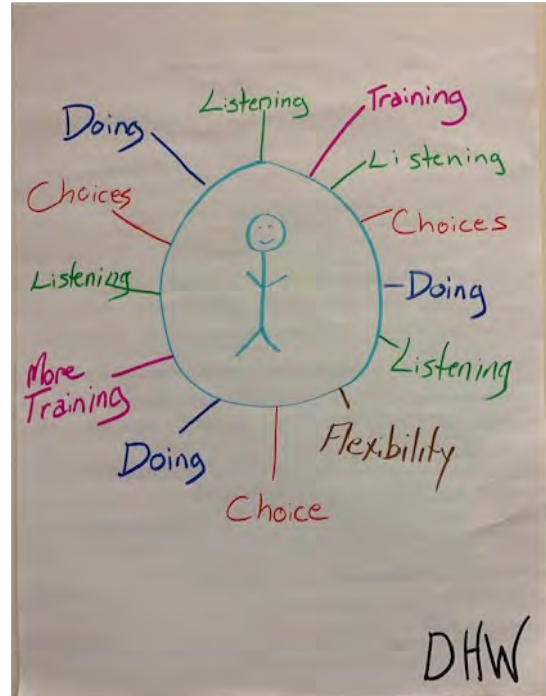
Advocate: Group 2



DSPs



Appendix B



What does Quality Look Like?

Common Themes (as recorded on Flip Chart notes)

1. Better training equals better care
2. Listening – to participants, staff, guardians
3. Attentiveness
4. Effective Communication
5. Living wage
6. Relationship between all providers is respectful
7. Participant trains/leads
8. Listen – continuously
9. Talk to advocates
10. Program flexibility – adapt to change
11. Training – training – training
12. Participants and staff achieve their goals
13. A system where everyone is successful – breeds success
14. Training to reinforce respective client requests
15. Efficient transportation, accessible (gas)
16. Caring
17. Career path
18. Staff have support from administration
19. Training in home, community, job – where participant goes. Real life.
20. Each individual training is unique
21. Honest about reality

Appendix B

ATTACHMENT F: Direct Support Providers – What Does Quality Look Like?

October 10, 2019

Flip Chart Photos and Transcript

Advocates

PRESUME COMPETENCE!
☺ **IS THE CLIENT HAPPY?**
ACCEPTED · CONNECTED · SAFE ♥
✓ **ARE GOALS MET?** SMILES
NEW GOALS?

☺ **FLEXIBLE - WITH TIME, GOALS, EVERYTHING!**

👁️ **OBSERVANT - RECOGNIZE**

🧠 **MENTAL HEALTH NEEDS, TRIGGERS, PHYSICAL NEEDS,**

👓 **CULTURAL NEEDS**

🖥️ **TRAINING - NEW SKILLS FOR NEW SITUATIONS**

📖 **KNOWING RIGHTS & RESPONSIBILITIES**

👉 **SHARED UNDERSTANDING / EXPECTATIONS**

AUTHENTIC - STRONG ADVOCATE FOR CLIENT

COMPATIBLE

☔ **SPACE TO HEAL FROM TRAUMA**

☀️ **BREAKS TO EXPERIENCE THE SUNSHINE IN LIFE**

♥️ **DEEP LISTENING**
→ ALL BEHAVIOR / COMMUNICATION

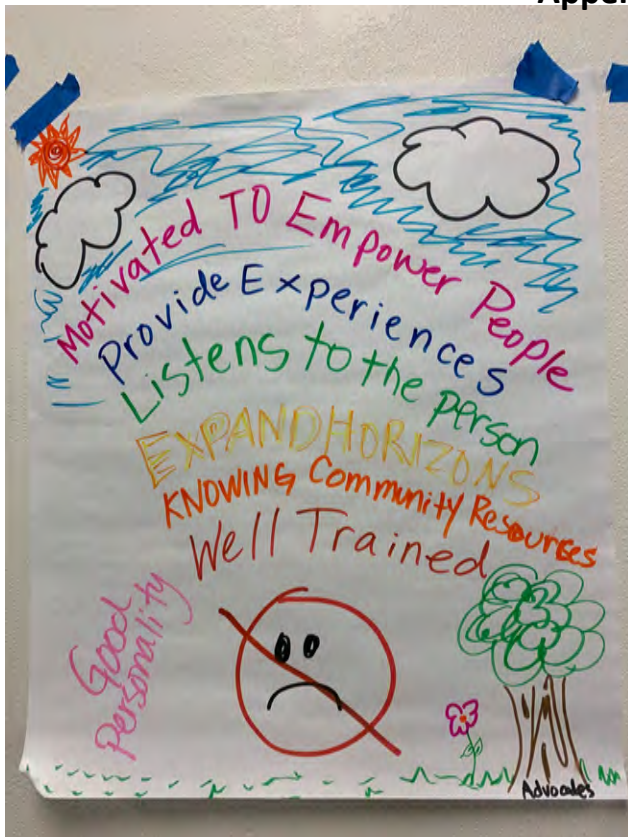
👥 **A POINT PERSON - TRUSTED GO-BETWEEN -** could be documented through media like audio/video

CLIENT CONFIDENCE SUPPORT

📍 **CLIENT SPENDS TIME WHERE their strengths/joy are**

ADVOCATES

Appendix B



1. Stable and longterm
 2. Adequately trained for individual needs.
 3. Flexible
 4. Draw a good wage
 5. Desire to know you as a person
 6. Valid drivers license
Current insurance
 7. Current background check
 8. Benefits package
 9. 3 to 6 month evaluation
 10. Teamplayer, punctual, dependable,
 11. Mutual respect
 12. Foster harmony in the home
 13. Initiative to go above and beyond
 14. Staff feel valued
- Advocates
- of open flame.

Appendix B

Providers

CAREER Path = Retention





- Skill development → ↑ Healthy relationships
- Competitive wages & Benefits → ↓ adult turnover
- understand why & their importance → ↓ employee turnover
↓ vacancies
Balanced workload

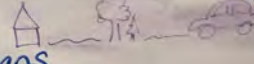
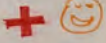


Positive Culture

Align IDAPA to accomodate dreams

Providers

Stakeholders

- ▶ Listen to the person. 
- ▶ The individual sees the plan as their own. 
- ▶ What is on the plan is carried out in daily support.
- ▶ Success of service is defined by individual, not provider.
- ▶ Services/Supports can adapt to change.
- ▶ Someone who cares. 
- ▶ Know how to navigate through a crisis 

- ▶ Cross-training 
 - ensure no gaps
 - across different settings
 - between multiple staff
- ▶ DSP's are supported 
 - pay \$
 - appreciated/valued 
 - training
 - Networking w/peers 
- ▶ Expectations are the same for all staff/support involved
- ▶ Quantity isn't Quality (concept supported by management + system)
- ▶ DSP have access to/knowledge of additional resources person needs
 - * Soft hand off → connection made

Appendix B

- A point person – trusted go-between – could be documented through media like audio/video
- Client confidence support
- Client spends time where their strengths/joy are

Advocates – group 2:

- Motivated to empower people
- Provide experiences
- Listens to the person
- Expand horizons
- Knowing community resources
- Well trained
- Good personality

Advocates – group 3:

- Stable and long-term
- Adequately trained for individual needs
- Flexible
- Draw a good wage
- Desire to know you as a person
- Have drivers license/current insurance
- Current background check
- Benefits package
- 36-month evaluation
- Team player, punctual, dependable
- Mutual respect
- Foster harmony in the home
- Initiative to go above and beyond
- Staff feel valued

Providers

Career path

- Skill development
- Competitive wages and benefits

=

Retention

- Increase healthy relationships
- Decrease adult turnover
- Decrease employee turnover
 - Decrease vacancies
 - Balanced workload

Appendix B

- Understand why and their importance

Positive culture

Align IDAPA to accommodate dreams

Stakeholders – group 1:

- Listen to the person
- The individual sees the plan as their own
- What is on the plan is carried out in daily support
- Success of service is defined by individual, not provider
- Services/supports can adapt to change
- Someone who cares
- Know how to navigate through a crisis
- Cross-training
 - Ensure no gaps
 - Across difference settings
 - Between multipole staff
- DSPs are supported
 - Pay
 - Appreciated/valued
 - Training
 - Networking with peers
- Expectations are the same for all staff/support involved
- Quantity isn't quality (concept supported by management and system)
- DSP have access to/knowledge of additional resources person meets
 - Soft hand off – connection made

Stakeholder – group 2:

- Money/provider perspective balanced with real living valued/flexible staffing
- Quality of life/user perspective

Appendix B

- I choose my staff
- My staff understand me!
- My life, not quality assurance
- I define what quality means to me
- Flexible staffing
- Plan implementation – aka My Life
- Implementation isn't a goal to be tabled
- No more waiting!
- Quality, valued staff stay
- Traits
 - Respect language for the person
 - For the needs
 - For listening to the person
- Values dignity - not control
 - Of choice, of needs
- Provider agency provides
 - Improved support
 - Improved recruitment
 - Increase demand/certification for DSP
 - Incentivize
 - Expect
 - How?
 - Benefits
 - Pay
 - Pay for transportation
 - Build a better mouse rap – support the DSPs
- Improve policies
- Improve development of quality improvement
 - Who?
 - How?
 - QA?
 - HR?
 - Business model?
 - Shift?
- Plan Development and Plan Implementation
- Real training
 - What is a DSP role with QA measures?
 - Timely and prevention training
- Consistent

Appendix B

- Meaningful staffing
- Respectful relationship
- Quality, valued staff STAY

Appendix C

State Training and Incentive Systems Reviewed

DSP Career Website	Training System	Core Competencies	Wage and Incentives
Massachusetts	California	Alaska	Oregon
Oregon	Arizona	Kentucky	Ohio
North Dakota	Tennessee	CMS	Minnesota
	Illinois	NADSP	
Code of Ethics	Career Pathway	Supervision	
New York	Maine	Alaska	
California	Oregon	New York	
NADSP	New York	Tennessee	

Appendix D
Idaho Direct Support Professional Core Competencies

Competency Area	Competency Description	Examples of skill in action
Person-Centered Supports	The direct support professional provides support and services to individuals that focus on the Individual's personal goals, strengths, and needs.	<ul style="list-style-type: none"> a. Has knowledge of the person-centered planning process and person-centered practices, including their role in putting plans into action. b. Attends the Individual's person-centered planning meeting when asked. c. Takes actions to assist individuals in implementing their person-centered plan. d. Takes the time to get to know the person they support and know the Individual's preferences related to their support needs. e. Acts with the Individual they are supporting in mind.

Appendix D
Idaho Direct Support Professional Core Competencies

Competency Area	Competency Description	Examples of skill in action
Ethics and Professionalism	The direct support professional supports individuals with the highest level of integrity, professionalism, and ethical behavior.	<ul style="list-style-type: none"> a. Understands and applies the Direct Support Professional Code of Ethics to the daily support and services they provide. b. Identifies potential conflicts of interest and take steps to avoid them or to address them c. Interacts with individuals, co-workers, supervisors, and others professionally. This includes speaking professionally regardless of setting and maintaining professional boundaries. d. Completes assigned work in an organized, time-efficient manner and accepts additional responsibilities as they arise. e. Responds to stressful situations calmly. f. Respects an individual’s right to privacy and confidentiality. g. Follows all laws, regulations, and rules related to their work and supporting the Individual. h. Completes all required paperwork within the required timelines. i. Documentation is completed in an objective manner that is respectful to the Individual. j. Documentation includes when there is a difference of opinion.

Appendix D
Idaho Direct Support Professional Core Competencies

Competency Area	Competency Description	Examples of skill in action
Communication	The direct support professional creates a positive environment by respectfully communicating with co-workers, the individuals they support, and community members.	<ul style="list-style-type: none"> a. Communicates directly with the individuals they support b. Uses the Individual’s preferred identity language when communicating about the Individual (people-first language, identity-first language, etc.) c. When communicating, they use body language and eye contact to show their attention to others. d. Monitors own tone of voice and volume, to convey respect when providing services and support to individuals. e. Actively listens to the Individual when they are communicating instead of making assumptions about what is being communicated. f. Uses the Individual’s preferred communication methods when communicating with them. g. Communicates to others the Individual’s preferred communication methods, as needed. h. Communicates verbally and in writing appropriate information to co-workers and supervisors to ensure proper support of the Individual.

Appendix D
Idaho Direct Support Professional Core Competencies

Competency Area	Competency Description	Examples of skill in action
Advocacy & Rights	The direct support professional understands the importance of protecting the rights of the individuals they support. And they know how to advocate for individuals, as well as support individual’s self-advocacy and choices.	<ul style="list-style-type: none"> a. Demonstrates knowledge of the rights of the individuals they support. b. Actively looks for ways to support and foster Self-Advocacy, Self-Determination, and Supported Decision Making in the individuals they support. c. Assists individuals in exercising and understanding their rights and available choices. d. Can describe the physical, societal, and systems barriers faced by individuals with disabilities in exercising their rights. e. Understands what dignity of risk is and how to support the Individual to make informed choices without limiting an individual’s right to make choices. f. Actively takes steps to protect the rights of individuals when they see their rights being violated by others.

Appendix D
Idaho Direct Support Professional Core Competencies

Competency Area	Competency Description	Examples of skill in action
Community Inclusion and Networking	<p>The direct support professional takes actions to help create an inclusive community around the individuals they support, including:</p> <p>a) Paid and unpaid support, b) Includes people with and without disabilities, c) Incorporates the interests of the Individual, d) supports building authentic relationships with others.</p>	<p>a. Collaborates with the Individual’s paid and unpaid support to help them participate in the community as needed and wanted.</p> <p>b. Knows community resources available to the Individual so they can participate in their community fully.</p> <p>c. Knows the support needs of individuals in the community and takes steps to ensure they have that needed support.</p> <p>d. Educates community members on the strengths, gifts, and preferences of the Individual to help foster community involvement.</p> <p>e. Actively supports the Individual to have authentic, age-appropriate/peer relationships of all types, as needed and wanted by the Individual.</p> <p>f. Knows supports available for paid community employment and community service opportunities available if desired by the Individual.</p>

Appendix D
Idaho Direct Support Professional Core Competencies

Competency Area	Competency Description	Examples of skill in action
Cultural Competency	The direct support professional understands cultural competency and its role in supporting and providing services to individuals and their families.	<ul style="list-style-type: none"> a. They provide support and services that fit with the Individual’s culture or preferences. b. Seeks to learn about different cultures, as needed, to provide better support and services. c. Recognizes their own culture, biases, and privilege and recognizes how those may impact their interactions with others. d. Respects the cultural needs and preferences of each Individual. e. Assists the Individual to participate in activities valued in their culture.

Appendix D
Idaho Direct Support Professional Core Competencies

Competency Area	Competency Description	Examples of skill in action
Health	The direct support professional has knowledge and skills that help meet the health needs of the individuals they support.	<ul style="list-style-type: none"> a. Has a basic understanding of the person’s disability and knows the health concerns related to the person they are supporting. b. c. Has knowledge of the care and support needs specific to the individuals they support (i.e., mobility, safe transfers, de-escalation techniques, nonverbal signals etc.) d. Follows all required rules, regulations, and laws around health and safety and supporting the Individual. e. Actively supports the Individual to ensure they are meeting their needs around personal health and safety choices. f. Knows the common barriers or issues related to the Individual’s health and takes steps to minimize those. g. Has the knowledge that sexuality is a part of living with a disability and knows how to support healthy relationships of all kinds. h. Understands that sexual orientation and gender identity are an important part of an individual’s sense of self and should be respected.

Appendix D
Idaho Direct Support Professional Core Competencies

Competency Area	Competency Description	Examples of skill in action
Safety	The direct support professional helps to ensure the safety of the Individual they are supporting by being proactive and keeping their knowledge and skills up-to-date.	<ul style="list-style-type: none"> a. Ensures their full focus and attention is on the Individual they are supporting. b. Knows safety-related issues to the Individual they are supporting. c. Has passed all required first aid, CPR, and medication administration training. d. Know what to do in case of an emergency while supporting the Individual. e. Knows their role as a mandatory reporter, can identify what abuse and neglect are, and knows where to report it.

Competency Area	Competency Description	Examples of skill in action
Wellbeing	The direct support professional supports the individual's spiritual, emotional, and social wellbeing.	<ul style="list-style-type: none"> a. They help the individual find support and activities which enhance their overall wellbeing. b. Knows basic healthy cooking practices and how to support the Individual in healthy food choices, if needed. c. Has knowledge of Trauma Informed Care and how to use it with the individuals they support d. Knows how to support the Individual in building relationships.

Appendix E

Direct Support Professional Competencies and Aligned Relias or Other Courses

Person-Centered Supports	
Competencies	Courses
<ul style="list-style-type: none">• Has knowledge of person-centered planning and person-centered practices, including their role in putting plans into action.• Attends the Individual's person-centered planning meeting when asked.• Takes actions to assist individuals in implementing their person-centered plan.• Takes the time to get to know the person they support and knows the Individual's preferences related to their support needs.• Acts with the Individual they are supporting in mind.	<ul style="list-style-type: none">• Person-Centered Planning for Individuals with Developmental Disabilities (3.5 hours)• An Overview of Different Types of Disabilities (1.0 hours)• Idaho Developmental Disability Service System (0.50 hours)

Appendix E
Direct Support Professional Competencies and Aligned Relias or Other Courses

Professionalism & Ethics	
Competencies	Courses
<ul style="list-style-type: none"> • Understands and applies the Direct Support Professional Code of Ethics to the daily support and services they provide. • Identifies potential conflicts of interest and take steps to avoid them or to address them. • Interacts with individuals, co-workers, supervisors, and others professionally. This includes speaking professionally regardless of setting and maintaining professional boundaries. • Completes assigned work in an organized, time-efficient manner and accepts additional responsibilities as they arise. • Responds to stressful situations calmly. • Respects an individual's right to privacy and confidentiality. • Follows all laws, regulations, and rules related to their work and supporting the Individual. • Completes all required paperwork within the required timelines. • Documentation is completed in an objective manner that is respectful to the Individual. • Documentation includes when there is a difference of opinion. 	<ul style="list-style-type: none"> • Principles and Practices of Effective Direct Supports (1 hour). • Ethical Decision Making: The Basics: (0.50 Hours)

Appendix E
Direct Support Professional Competencies and Aligned Relias or Other Courses

Rights & Advocacy	
Competencies	Courses
<ul style="list-style-type: none"> • Demonstrates knowledge of the rights of the individuals they support. • Actively looks for ways to support and foster Self-Advocacy, Self-Determination, and Supported Decision Making in the individuals they support. • Assists individuals in exercising and understanding their rights and available choices. • Can describe the physical, societal, and systems barriers faced by individuals with disabilities in exercising their rights. • Understands what dignity of risk is and how to support the Individual to make informed choices, without limiting an individual's right to make choices. • Actively takes steps to protect the rights of individuals when they see their rights being violated by others. 	<ul style="list-style-type: none"> • Rights of Individuals with IDD: The Basics: (0.75 Hours) • Choice Making for Individuals with IDD (1 hour) • Supporting Self-Advocacy Skills (0.5 hours) • Supported Decision-Making Module (CDHD) (1.5 hours) • Self-Advocacy and Self- Determination Module (CDHD) (under development)

Appendix E
Direct Support Professional Competencies and Aligned Relias or Other Courses

Cultural Competency	
Competencies	Courses
<ul style="list-style-type: none"> • They provide supports and services that fit with the Individual's culture or preferences. • Seeks to learn about different cultures, <i>as needed</i>, to provide better support and services. • Recognizes their own culture, biases, and privilege, and recognizes how those may impact their interactions with others. • Respects the cultural needs and preferences of each Individual. • Assists the Individual to participate in activities valued in their culture. 	<ul style="list-style-type: none"> • Respecting Cultural Diversity in Persons with IDD (3.5 hours)

Communication	
Competencies	Courses
<ul style="list-style-type: none"> • Communicates directly with the individuals they support • Uses Individual's preferred identity language when communicating about the Individual (people-first language, identity-first language, etc.) • Uses body language and eye contact to show their attention to others when they are communicating. • Monitors own tone of voice and volume, to convey respect when providing services and support to individuals. • Actively listens to the Individual when they are communicating instead of making assumptions about what is being communicated. • Uses the Individual's preferred communication methods when communicating with them. • Communicates to others the Individual's preferred communication methods, as needed. • Communicates verbally and in writing appropriate information to co-workers and supervisors to ensure proper support of the Individual. 	<ul style="list-style-type: none"> • Basics Communication and Conflict Management Skills (1.75 hours)

Appendix E

Direct Support Professional Competencies and Aligned Relias or Other Courses

Community Inclusion & Networking	
Competencies	Courses
<ul style="list-style-type: none">• Collaborates with the Individual's paid and unpaid supports to help them participate in the community as needed and wanted.• Knows community resources available to the Individual so that they can participate in their community fully.• Knows the support needs of individuals in the community and takes steps to ensure they have that needed support.• Educates community members on the strengths, gifts, and preferences of the Individual to help foster community involvement.• Actively supports the Individual to have authentic, age-appropriate/peer relationships of all types, as needed and wanted by the Individual.• Knows supports available for paid community employment and community service opportunities available if desired, by the Individual.	<ul style="list-style-type: none">• People with Disabilities: Building Relationships and Community Membership (1.0 hours)

Appendix E
Direct Support Professional Competencies and Aligned Relias or Other Courses

Health	
Competencies	Courses
<ul style="list-style-type: none"> • Has a basic understanding of the person's disability and knows the health concerns related to the person they are supporting. • Has knowledge of the care and support needs specific to the individuals they support (i.e., mobility, safe transfers, de-escalation techniques, nonverbal signals etc.) • Follows all required rules, regulations and laws around health and safety and supporting the Individual. • Actively supports the Individual to ensure they are meeting their needs around personal health and safety choices. • Knows the common barriers or issues related to the Individual's health and takes steps to minimize those. • Has the knowledge that sexuality is a part of living with a disability and knows how to support healthy relationships of all kinds. • Understands that sexual orientation and gender identity are an important part of an individual's sense of self and should be respected. 	<ul style="list-style-type: none"> • Healthcare Needs for People with IDD: Assessing Healthcare Needs (0.75 hours) • Healthcare Needs for People with IDD: Common Health Problems and Interventions (0.75 hours) • Supporting Healthy Personal Relationships for People with IDD (1.0 hours) • Additional courses on Activities of Daily Living are assigned depending on participants' needs (.25 hours - .75 hours)

Safety	
Competencies	Courses
<ul style="list-style-type: none"> • Ensures that their full focus and attention is on the Individual they are supporting. • Knows safety-related issues to the Individual they are supporting. • Has passed all required first aid, CPR, and medication administration training. • Know what to do in case of an emergency while supporting the Individual. • Knows their role as a mandatory reporter and can identify what is abuse and neglect and knows where to report it. 	<ul style="list-style-type: none"> • Abuse and Neglect of Individuals with I/DD (2.5 hours) • Bloodborne Pathogens and Standard Precautions (1.0 hours) • CPR and First Aid Certification • Medication Administration Certification, as required, depending on services provided.

Appendix E

Direct Support Professional Competencies and Aligned Relias or Other Courses

Wellbeing	
Competencies	Courses
<ul style="list-style-type: none"> • They help the individual find support and activities which enhance their overall wellbeing. • Knows basic healthy cooking practices and how to support the Individual in healthy food choices, if needed. • Has knowledge of Trauma Informed Care and how to use it with the individuals they support. • Knows how to support the Individual in building relationships. 	<ul style="list-style-type: none"> • Mental Health Needs of Persons with Intellectual and Developmental Disabilities (1.0 hours) • Supporting Healthy Eating and Exercise (0.75 hours) • An Overview of Trauma Disorders in Adults for Paraprofessionals (1.0 hours)
In-Home Support	
Competencies	Courses
<ul style="list-style-type: none"> • Has knowledge of basic house cleaning, laundry, and meal preparation methods 	<ul style="list-style-type: none"> • Basic Cleaning in the Home (0.50 hours) • Meal Preparation (0.50 hours) • Preventing Slips, Trips, and Falls (0.50 hours) • Clothing Care and Laundry (0.50 hours)

Appendix F
DSP Advanced Training Levels

	Mental Health	Advanced Personal Care	Advanced DSP Professionalism	PBS	Advanced Communication	Rights, Supported Decision Making and Effective Communication Support	START Training
Level 3: Three additional topics and be in the position at least 3 years	Promoting Relaxation for Individuals w/ IDD (1.5 hours)	Healthcare Needs for People with IDD: Seizures (.75 hours)	Maintaining Professional Boundaries (0.50 hour)	Principles of Challenging Behavior Support for DSPs Part 1: Overview (0.75 hours)	Communication with Families (.50 hours)	Supporting Everyday lives for People with Disabilities (2.5 hours)	(10.5 hours) over 6 weeks. 1.75 hours per session
	Providing Support for Challenging Behavior (.50 hour)	Safe Use of Mechanical Lifts (1.0 hour)	HIPAA Do's and Don'ts: Electronic Communication and social media (0.50 hours)	Principles of Challenging Behavior Support for DSPs Part 2: Teaching Functional Skills (0.50 hours)	Augmentative and Alternative Communication for IDD (1.0 hour)		
Level 2: Choose two additional training topics	Crisis Intervention for Individuals w/ Developmental Disabilities (0.75 hour)	Safe Transfers (0.25 hours)	Anger Management (.50 hours)	Principles of Positive Behavior Support for DSPs Part 3: How To Teach People with Disabilities (0.50 hours)	Effective Workplace Writing (0.25 hours)		
		Performing Diabetic Care (0.50 hour)	Supporting Individuals with Disabilities During Emergencies (1.25 hours)	Principles of Positive Behavior Support for DSPs Part 4: Importance of BSPs (0.75 hours)	Communication: Courtesy (0.25 hours)		
		Any of the ADL courses under "Health" can be added to Add up to 3.0 hours			Communication: Patronizing Language (0.25 hours)		

The Nine Tenets of the Code of Ethics

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.

Furthermore, as a DSP, I will:

- Commit to person-centered supports as best practice.
- Focus first on the person and understand that my role in direct supports will require flexibility, creativity and commitment.
- Recognize that each person is capable of directing their own life.
- Honor those who cannot speak by seeking other ways of understanding them.
- Recognize that the unique culture, social network, circumstances, personality, preferences, needs and gifts of each person I support must be the primary guides for the selection, structure, and use of supports for that person.
- Advocate with the person I support and others when the demands of the system override the needs of those I support, or when individual preferences, needs or gifts are neglected for any reason.

Promoting Physical and Emotional Well-Being:

As a DSP, I will commit to promote the emotional, physical, and personal well-being of the people I support. I will encourage growth and recognize the autonomy of those receiving support while being attentive and energetic in reducing the risk of harm.

Furthermore, as a DSP, I will:

- Develop a respectful relationship with the people I support that is based on mutual trust and maintains professional boundaries.
- Understand and respect the values of the people I support and facilitate their expression of choices related to those values.
- Assist the people I support to prevent illness, avoid unnecessary risk, and understand their options and possible consequences that relate to their physical health, safety, and emotional well-being.
- Partner with each person and their support network to identify areas of risk and create safeguards specific to these concerns.
- Challenge other support team members, such as doctors, nurses, therapists, coworkers, and family members, to recognize and support the rights of people to make informed decisions even when these decisions involve personal risk.
- Be vigilant in identifying and reporting any situation in which the people I support are at risk of abuse, neglect, exploitation or harm.
- Address challenging behaviors proactively and respectfully. If aversive or deprivation intervention techniques are included in an approved support plan, I will work diligently to find alternatives and pursue the elimination of these techniques from the person's plan.



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.

Furthermore, as a DSP, I will:

- Be aware of my own values and how they influence my professional decisions.
- Maintain competency in my profession through learning and ongoing collaboration with others.
- Assume responsibility and accountability for my decisions and actions.
- Advance my knowledge and skills through ongoing professional development and lifelong learning.
- Seek advice and guidance on ethical issues from others as needed to inform decision-making.
- Recognize the importance of modeling valued behaviors to co-workers, people I support, and the community at-large.
- Practice responsible work habits.

Confidentiality:

As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

Furthermore, as a DSP, I will:

- Seek information directly from those I support regarding their wishes in how, when and with whom privileged information should be shared.
- Recognize that confidentiality agreements are subject to federal and state laws and regulations, as well as agency policies.
- Recognize that it may be necessary to disclose confidential information in order to prevent serious or imminent harm to the person I support or others.
- Seek out qualified guidance to help clarify situations where the correct course of action is unclear to me.

Justice, Fairness and Equity:

As a DSP, I will affirm the human rights as well as the civil rights and responsibilities of the people I support. I will promote and practice justice, fairness, and equity for the people I support and the community as a whole.

Furthermore, as a DSP, I will:

- Assist the people I support to access opportunities and resources in the community that are available to everyone.
- Facilitate the expression and understanding of rights and responsibilities with the people I support.
- Understand the guardianship or other legal representation of the people I support, and work in partnership with legal representatives to assure that the person's preferences and interests are honored.



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 promote their value within communities.

Furthermore, as a DSP, I will:

- Seek to understand the people I support today in the context of their personal history, their social and family networks, and their hopes and dreams for the future.
- Recognize and respect the cultural context (such as gender, disability, religion, sexual orientation, ethnicity, socio-economic class) of the person supported and his/her social network.
- Honor the choices, preferences, abilities and opinions of the people I support.
- Protect the privacy of the people I support.
- Interact with the people I support in a manner that is respectful to them.
- Provide opportunities for the people I support to be viewed and treated with respect and embraced as integral, contributing members of their communities.
- Promote the use of language that is respectful, sensitive and contemporary.
- Practice positive intention and transparency in my interactions.

Relationships:

As a DSP, I will assist the people I support to develop and maintain relationships.

Furthermore, as a DSP, I will:

- Advocate with the people I support when they do not have opportunities to build and maintain relationships.
- Recognize the importance of maintaining reciprocal relationships and proactively facilitate relationships between the people I support, their family and friends.
- Assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- Separate my personal beliefs and expectations regarding relationships (including sexual relationships) from those of the people I support. If I am unable to separate my own beliefs and preferences in a given situation, I will remove myself from the situation and seek the assistance of a qualified coworker.
- Refrain from expressing negative views, harsh judgments, and stereotyping of people.



Making a world of difference
in people's lives

Self-Determination:

As a DSP, I will assist the people I support to direct the course of their own lives.

Furthermore, as a DSP, I will:

- Support the rights of individuals to lead self-directed lives, working in partnership with other members of the person's support network.
- Promote self-determination in physical, intellectual, emotional, social and spiritual pursuits.
- Honor a person's right to assume risk in an informed manner.
- Recognize that each individual has potential for lifelong learning and growth.
- Celebrate, accept and learn from life's rich experiences with people through triumphs and failures.

Advocacy:

As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

Furthermore, as a DSP, I will:

- Support people to speak for themselves in all matters, and offer my assistance when needed.
- Represent the best interests of people who cannot speak for themselves by partnering with the individual and their support team to gather information and find alternative means of expression.
- Advocate for laws, regulations, policies, and procedures that promote justice and inclusion for all people with disabilities.
- Promote human, legal, and civil rights for all people and help those I encounter to understand these rights.
- Seek additional advocacy services when those that I provide are not sufficient.
- Seek out qualified guidance when I am unsure of the appropriate course of action in my advocacy efforts.
- Recognize that those who victimize people with disabilities must be held accountable.

Formally adopted by the NADSP Board of Directors
April 12, 2016



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in people's lives

Appendix H

Six Month Evaluation Checklist

The competencies evaluated should align with DSP training completed to date. If training for a competency area has not been completed, note in the comments, then competency areas should be given additional attention in 1 year evaluation.

DSP Name: _____ Supervisor: _____

Competency Area: Rights and Advocacy		
	Meets expectations	Needs to grow skill
1. Demonstrates knowledge of the rights of the individuals they support	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
2. Assists individuals in exercising and understanding their rights and available choices.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Understands what dignity of risk is and how to support the individual to make informed choices, without limiting an individual's right to make choices.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Actively takes steps to protect the rights of individuals when they see their rights being violated by others.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
5. Actively looks for ways to support and foster Self-Advocacy, Self-Determination, and Supported Decision Making in the individuals they support.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
6. Can describe the physical, societal and systems barriers faced by individuals with disabilities in exercising their rights	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Appendix H

Competency Area: Person-Centered Supports		
	Meets expectations	Needs to grow skill
1. Has knowledge of person-centered planning and person-centered practices, including their role in putting plans into action.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
2. Attends the Individual's person-centered planning meeting when asked.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
3 Takes actions to assist individuals in implementing their person-centered plan.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Takes the time to get to know the person they support and knows the Individual's preferences related to their support needs.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
5. Acts with the Individual they are supporting in mind	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Competency Area: Professionalism & Ethics		
	Meets expectations	Needs to grow skill
1. Understands and applies the Direct Support Professional Code of Ethics to the daily support and services they provide	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
2. Identifies potential conflicts of interest and take steps to avoid them or to address them.	<input type="checkbox"/>	<input type="checkbox"/>
Comments		

Appendix H

Competency Area: Professionalism & Ethics - continued.		
	Meets expectations	Needs to grow skill
3. Interacts with individuals, co-workers, supervisors, and others professionally. This includes speaking professionally regardless of setting and maintaining professional boundaries.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Completes assigned work in an organized, time-efficient manner and accepts additional responsibilities as they arise.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
5. Responds to stressful situations calmly.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
6. Respects an individual's right to privacy and confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
7. Follows all laws, regulations, and rules related to their work and supporting the Individual	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
8. Completes all required paperwork within the required timelines.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

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Competency Area: Cultural Competency		
	Meets expectations	Needs to grow skill
1. They provide supports and services that fit with the Individual's culture or preferences.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
2. Seeks to learn about different cultures, as needed, to provide better support and services.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Recognizes their own culture, biases, and privilege, and recognizes how those may impact their interactions with others.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Respects the cultural needs and preferences of each Individual.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
5. Assists the Individual to participate in activities valued in their culture.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Competency Area: Communication		
	Meets expectations	Needs to grow skill
1. Communicates directly with the individuals they support.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
2. Uses Individual's preferred identity language when communicating about the Individual (people-first language, identity-first language, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Appendix H

Competency Area: Communication – continued		
	Meets expectations	Needs to grow skill
3. Uses body language and eye contact to show their attention to others when they are communicating.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Monitors own tone of voice and volume, to convey respect when providing services and support to individuals.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
5. Actively listens to the Individual when they are communicating instead of making assumptions about what is being communicated.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
6. Uses the Individual's preferred communication methods when communicating with them.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
7. Communicates to others the Individual's preferred communication methods, as needed.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
8. Communicates verbally and in writing appropriate information to co-workers and supervisors to ensure proper support of the Individual.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Appendix H

Competency Area: Community Inclusion & Networking		
	Meets expectations	Needs to grow skill
1. Collaborates with the Individual's paid and unpaid supports to help them participate in the community as needed and wanted.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
2. Knows community resources available to the Individual so that they can participate in their community fully.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Knows the support needs of individuals in the community and takes steps to ensure they have that needed support.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Educates community members on the strengths, gifts, and preferences of the Individual to help foster community involvement.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
5. Actively supports the Individual to have authentic, age-appropriate/peer relationships of all types, as needed and wanted by the Individual.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
6. Knows supports available for paid community employment and community service opportunities available if desired, by the Individual.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Competency Area: Health		
	Meets expectations	Needs to grow skill
1. Has a basic understanding of the person's disability and knows the health concerns related to the person they are supporting.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Appendix H

Competency Area: Health - continued		
	Meets expectations	Needs to grow skill
2. Has knowledge of the care and support needs specific to the individuals they support (i.e., mobility, safe transfers, de-escalation techniques, nonverbal signals etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Follows all required rules, regulations and laws around health and safety and supporting the Individual.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Actively supports the Individual to ensure they are meeting their needs around personal health and safety choices.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
5. Knows the common barriers or issues related to the Individual's health and takes steps to minimize those.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
6. Has the knowledge that sexuality is a part of living with a disability and knows how to support healthy relationships of all kinds.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
7. Understands that sexual orientation and gender identity are an important part of an individual's sense of self and should be respected.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Appendix H

Competency Area: Safety		
	Meets expectations	Needs to grow skill
1. Ensures that their full focus and attention is on the Individual they are supporting.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
2. Knows safety-related issues to the Individual they are supporting.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Has passed all required first aid, CPR, and medication administration training.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Know what to do in case of an emergency while supporting the Individual.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
5. Knows their role as a mandatory reporter and can identify what is abuse and neglect and knows where to report it.	<input type="checkbox"/>	<input type="checkbox"/>
Comments		

Competency Area: Wellbeing		
	Meets expectations	Needs to grow skill
1. They help the individual find support and activities which enhance their overall wellbeing	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Appendix H

Competency Area: Wellbeing - continued		
	Meets expectations	Needs to grow skill
2. Knows basic healthy cooking practices and how to support the Individual in healthy food choices, if needed.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Has knowledge of Trauma Informed Care and how to use it with the individuals they support.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Knows how to support the Individual in building relationships.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Competency Area: In-Home Support		
	Meets expectations	Needs to grow skill
1. Has knowledge of basic house cleaning, laundry, and meal preparation methods.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Sources for Evaluation:

- Observation:
Date: ____
- Meeting with DSP:
Date: ____
- Feedback from Individuals, Families, or Co-Workers:
Date: ____

Feedback given and next steps for DSP:

Supervisor: _____

Date: ____

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Direct Support Professional Annual Evaluation

Date:

Employee Name:

Supervisor Name:

Competency/Skill Area: Advocacy and Rights: *The direct support worker understands the importance of protecting the rights of the individuals they support. And they know how to advocate for individuals, as well as support individual's self-advocacy and choices.*

In what ways has the DSP met or grown in the competency in this area?

In what ways does the DSP need to improve in this area?

What will be done in the coming year to grow this skill area? (Detail DSP actions and supervisor actions)

Competency/Skill Area: Community Inclusion and Networking - *The direct support worker takes actions to help create an inclusive community around the individuals they support that includes a) Paid and unpaid supports, b) Includes people with and without disabilities, c) Incorporates the interests of the individual, d) supports building authentic relationships with others.*

In what ways has the DSP met grown or shown competency in this area?

In what ways does the DSP need to improve in this area?

What will be done in the coming year to grow this skill area? (Detail DSP actions and supervisor actions)

Competency/Skill Area: Cultural Competency - *The direct support worker understands cultural competency and its role in supporting and providing services to individuals and their families.*

In what ways has the DSP met grown or shown competency in this area?

In what ways does the DSP need to improve in this area?

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What will be done in the coming year to grow this skill area? (Detail DSP actions and supervisor actions)

Competency/Skill Area: Health - *The direct support worker has knowledge and skills that help meet the health needs of the individuals they support.*

In what ways has the DSP met gown or shown competency in this area?

In what ways does the DSP need to improve in this area?

What will be done in the coming year to grow this skill area? (Detail DSP actions and supervisor actions)

Competency/Skill Area: Safety - *The direct support worker helps to ensure the safety of the individual they are supporting by being proactive and keeping their knowledge and skills up-to-date.*

In what ways has the DSP met gown or shown competency in this area?

In what ways does the DSP need to improve in this area?

What will be done in the coming year to grow this skill area? (Detail DSP actions and supervisor actions)

Competency/Skill Area: Wellbeing - *The direct support worker supports the spiritual, emotional, and social wellbeing of the individual.*

In what ways has the DSP met gown or shown competency in this area?

In what ways does the DSP need to improve in this area?

What will be done in the coming year to grow this skill area? (Detail DSP actions and supervisor actions)

Supervisor Comments:

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DSP Comments:	
DSP signature:	Date:
Supervisor Signature:	Date:

NADSP Code of Ethics

I have reviewed the National Alliance for Direct Support Professional Code of Ethics and will use and follow its guidelines in my daily work.	
DSP signature:	Date:
Supervisor Signature:	Date:

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Competency Area: Community Inclusion and Networking

The Direct Support Professional takes actions to help create an inclusive community around the individuals they support that includes a) Paid and unpaid support, b) Includes people with and without disabilities, c) Incorporates the interests of the individual, and d) supports building authentic relationships with others.

Questions to think about:

1. How does your DSP support you in learning about your community so you can choose what you want to do?

2. How does the DSP support you to get a job, volunteer position, have friends, or join clubs or other organizations?

3. Do you have the support you need to do what you want in the community?

Rating:

Exceeds

Meets

Making Progress

Does not meet

Does not apply

Comments:

Competency Area: Person-Centered Supports

The Direct Support Professional provides support and services to individuals that focus on the individual's personal goals, strengths, and needs.

Questions to think about:

1. Does your DSP support you in the way you like to be supported?

2. Does your DSP focus on you while they are working?

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3. Do you receive the support you need to spend your day the way you want?

Rating:

Exceeds	Meets	Making Progress	Does not meet	Does not apply
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Comments:

Competency Area: Ethics and Professionalism

The Direct Support Professional supports individuals with the highest level of integrity, professionalism, and ethical behavior.

Questions to think about:

1. Does your DSP behave professionally with you and other people in your life?

2. Does your DSP respect your privacy?

3. Do you see your DSP following the DSP code of ethics when they support you?

Rating:

Exceeds	Meets	Making Progress	Does not meet	Does not apply
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Comments:

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Competency Area: Communication

The Direct Support Professional creates a positive environment by respectfully communicating with co-workers, the individuals they support, and community members.

Questions to think about:

1. Does your DSP communicate directly with you?

2. Does your DSP help you communicate well with others?

3. Does your DSP communicate respectfully with you and others?

Rating:

Exceeds

Meets

Making Progress

Does not meet

Does not apply

Comments:

Competency Area: Advocacy and Rights

The Direct Support Professional understands the importance of protecting the rights of the individuals they support. And they know how to advocate for individuals, as well as support individuals' self-advocacy and choices.

Questions to think about:

1. Does your DSP support you in advocating for what you need and want in your life?

2. Does your DSP support you in making informed decisions?

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3. Does your DSP protect your rights and support you in exercising those rights?

Rating:

Exceeds

Meets

Making Progress

Does not meet

Does not apply

Comments:

Competency Area: Cultural Competency

The Direct Support Professional understands cultural competency and its role in supporting and providing services to individuals and their families

Questions to think about:

1. Does your DSP support you in a way that fits your culture and preferences?

2. Do you feel your DSP respects your cultural preferences?

3. Does your DSP support you to participate in activities valued by your family and culture?

Rating:

Exceeds

Meets

Making Progress

Does not meet

Does not apply

Comments:

Appendix H

Competency Area: Health

The Direct Support Professional has knowledge and skills that help meet the health needs of the individuals they support.

Questions to think about:

1. Do you feel your DSP helps support your overall health?

2. Do you feel your DSP knows your specific health needs?

Rating:

Exceeds

Meets

Making Progress

Does not meet

Does not apply

Comments:

Competency Area: Safety

The Direct Support Professional helps to ensure the safety of the individual they are supporting by being proactive and keeping their knowledge and skills up-to-date.

Questions to think about:

1. Does your DSP provide support in a safe way?

Rating:

Exceeds

Meets

Making Progress

Does not meet

Does not apply

Comments:

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Competency Area: Well-being

The Direct Support Professional supports the individual's spiritual, emotional, and social well-being.

Questions to think about:

1. Does your DSP provide the support that helps your overall well-being?

2. Does your DSP know what to do if you need additional emotional support?

Rating:

Exceeds

Meets

Making Progress

Does not meet

Does not apply

Comments: