



**DIRECT SUPPORT PERSON TRAINING PROGRAM
INFORMATIONAL COMPETENCIES EVALUATION FORM**

For Agencies Seeking Approval of Classroom Curriculum

Directions:

1. The following table includes the listing of informational competencies required for Direct Support Person Training.
2. Find the page or pages where each competency is addressed in your curriculum materials.
3. List that page(s) in the column to the right of the competency.
4. Return this completed form and all curriculum materials to the Division of Developmental Disabilities.

Department of Human Services
Division of Developmental Disabilities
319 E. Madison, Suite 4J
Springfield, IL 62701
Fax: (217) 782-9444

Please Complete Agency Contact Information

| | |
|------------------|------------------|
| Agency Name | Form Prepared By |
| Telephone Number | Fax Number |
| | E-mail |

I certify that this agency will comply fully with the classroom curriculum it proposes.

| | |
|---------------------------------|------|
| Signature of Executive Director | Date |
|---------------------------------|------|

DHS Office Use Only

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|----------------------------|---------------------------|---------------|
| DHS Evaluator | Telephone Number | Fax Number |
| Date of Initial Evaluation | Date of Second Evaluation | Date Approved |



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| Introduction to Developmental Disabilities The DSP demonstrates knowledge of: | Page # in Curriculum Materials | DHS Use | |
|--|--------------------------------|----------|-----------------------|
| | | Accepted | Information Requested |
| 1. the agency's values related to service provision. | | | |
| 2. psychosocial needs of individuals receiving supports, their families and others. | | | |
| 3. the basics of human growth and development. | | | |
| 4. basic characteristics of developmental disabilities. | | | |
| 5. some causes of mental retardation. | | | |
| 6. the differences between mental retardation and mental illness. | | | |
| 7. potential prevention methods of mental retardation. | | | |
| 8. level of functioning and context. | | | |
| 9. the importances of emphasis on abilities not disabilities. | | | |
| 10. methods of communication. | | | |
| 11. his/her role on the community support team/interdisciplinary team (IDT). | | | |
| 12. Service Plans. | | | |
| 13. his/her role in the life of a person receiving supports and services. | | | |



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| Human Rights The DSP demonstrates knowledge of: | Page # in Curriculum Materials | DHS Use | |
|---|--------------------------------------|----------|--------------------------|
| | | Accepted | Information Requested |
| 1. the historical context of the rights issues. | | | |
| 2. basic civil, legal, human and property rights and rights protection. | | | |
| 3. what a human rights committee (HRC) is and does. | | | |
| 4. the role of the HRC within the agency. | | | |
| 5. the HRC's role in preventing abuse and neglect. | | | |
| 6. the behavior plan flow, including relationships to the behavior management committee. | | | |
| 7. the challenge between balancing high quality supports, keeping people safe, teaching people to access their community and ensuring individual rights protection. | | | |
| 8. principles of advocacy. | | | |
| 9. Confidentiality Act, DMHDD Code, DHS regulations, DPH regulations and relevant state laws. | | | |
| 10. his/her role in supporting primary decisions. | | | |
| 11. role of guardians and the nature of guardianship. | | | |
| 12. agencies policies. | | | |



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| Abuse and Neglect, Prevention, Recognition and Intervention The DSP demonstrates knowledge of: | Page # in Curriculum Materials | DHS Use | |
|---|--------------------------------|----------|-----------------------|
| | | Accepted | Information Requested |
| 1. the role a trust producing, healthy, engaging environment plays in preventing abuse and neglect. | | | |
| 2. the forms of abuse. | | | |
| 3. the forms of neglect. | | | |
| 4. Rule 50's relationship to abuse and neglect. | | | |
| 5. information and strategies to prevent forms of abuse and neglect. | | | |
| 6. the role of a supportive work environment in preventing abuse and neglect. | | | |
| 7. the procedures related to preventing, identifying and reporting abuse and neglect. | | | |

| Human Interaction and Communication The DSP demonstrates knowledge of: | Page # in Curriculum Materials | DHS Use | |
|--|--------------------------------|----------|-----------------------|
| | | Accepted | Information Requested |
| 1. the definition of communication. | | | |
| 2. different modes of nonverbal and verbal communications/ interpersonal relationships with individuals receiving supports, family members and others. | | | |
| 3. different types of speech deficiencies. | | | |
| 4. different types of assistive technology. | | | |
| 5. the principles of active listening. | | | |



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| Human Interaction and Communication | Page # in Curriculum Materials | DHS Use | |
|---|--------------------------------|----------|-----------------------|
| | | Accepted | Information Requested |
| The DSP demonstrates knowledge of: | | | |
| 6. the individuals' preferred modes of communication. | | | |
| 7. communication program implementation techniques. | | | |
| 8. methods of communication assessment and documentation. | | | |
| 9. the importance of establishing rapport. | | | |
| 10. types of relationships. | | | |
| 11. the principles of control vs. support. | | | |
| 12. how information is transferred among staff members. | | | |
| 13. importance of consistency and continuity. | | | |

| Service Plan Development and Implementation | Page # in Curriculum Materials | DHS Use | |
|---|--------------------------------|----------|-----------------------|
| | | Accepted | Information Requested |
| The DSP demonstrates knowledge of: | | | |
| 1. the philosophy of independent living. | | | |
| 2. the process of person-centered planning and implementation with regards to his/her role. | | | |
| 3. the components of the service plan implementation document and his/her role. | | | |
| 4. the strengths, abilities, desires, concerns. needs, likes, dislikes of individuals. | | | |
| 5. the principles of the IDT/community support team approach. | | | |



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| Service Plan Development and Implementation The DSP demonstrates knowledge of: | Page # in Curriculum Materials | DHS Use | |
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| 6. the ethical standards of practice for DSPs. | | | |
| 7. support service limitations. | | | |
| 8. the individuals' goals and desired outcomes. | | | |
| 9. implementation strategies - graduated assistance, etc. | | | |
| 10. individuals' family/guardians' involvement. | | | |
| 11. concepts of community habilitation/active treatment. | | | |
| 12. specific services and equipment needed by the individual. | | | |
| 13. availability, access and contacts within community resources. | | | |
| 14. the principles of adult learning. | | | |
| 15. the principles of teamwork and team building related to basic support planning and procedures. | | | |
| 16. the resources available for vocational opportunities. | | | |
| 17. the history and use of facility/agency records. | | | |
| 18. the principles of record keeping. | | | |
| 19. the documentation system (written and verbal) of the service plan assessment, evaluation and skill-based training. | | | |
| 20. their role with regards to record keeping and documentation. | | | |
| 21. confidentiality act components. | | | |
| 22. release of information guidelines. | | | |



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| Basic Health and Safety The DSP demonstrates knowledge of: | Page # in Curriculum Materials | DHS Use | |
|--|--------------------------------|----------|-----------------------|
| | | Accepted | Information Requested |
| 1. injury prevention procedures. | | | |
| 2. red flags of general medical conditions. | | | |
| 3. vital sign procedures. | | | |
| 4. whom to notify about emergency health and safety concerns/observations. | | | |
| 5. basic health observation skills. | | | |
| 6. basic medical symptoms. | | | |
| 7. universal precautions. | | | |
| 8. seizure protocols. | | | |
| 9. principles of documentation related to health issues. | | | |
| 10. principles of infection control. | | | |
| 11. principles of good body mechanics. | | | |
| 12. basic environmental safety principles. | | | |
| 13. food safety and sanitation regulations. | | | |
| 14. nutritional information and diets. | | | |
| 15. fire suppression and evacuation procedures. | | | |
| 16. disaster procedures. | | | |
| 17. their role in ensuring the individual's and his/her safety. | | | |
| 18. role of bodily functions. | | | |
| 19. dimensions of human sexual behavior. | | | |
| 20. activities of daily living (ADL). | | | |
| 21. the importance of personal care and hygiene. | | | |