



Division of Developmental Disabilities  
 Bureau of Human Resources Development

## DSP Training Program Competency Area Checklist

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**Agency Name**

\_\_\_\_\_

**Name of DSP**

\_\_\_\_\_

**Name of Training Coordinator**

\_\_\_\_\_

**Training Completion Date**

\_\_\_\_\_

**Total Hours of Classroom  
 Instruction**

\_\_\_\_\_

**Total Hours of On-the-Job  
 Training (OJT)**

- Trainees must meet all of the competencies listed in this document before being added to the Nurse Aide Registry as a DSP/DD Aide.
- Minimum time frames are noted on the following pages for each module. Classroom time must total forty hours at a minimum. The on-the-job (OJT) portion must be a minimum of eighty hours.
- Check off the competencies the Trainee has demonstrated or skill gaps that have been identified through your observations. Use the "Notes" column as needed throughout the observation and evaluation period.

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**This entire checklist should be  
 filed in the personnel/training file  
 of each DSP trained and placed  
 on the Nurse Aide Registry.**  
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<b>Introduction to Developmental Disabilities</b> Minimum Hours— 4 hours classroom & 5 hours OJT Section 395.310— a) Orientation, b) Introduction to Residents	<b>Competency Demonstrated</b>	<b>Skill Gap Identified</b>	<b>Notes</b>
<b>Informational Competencies</b> <b>The DSP demonstrated knowledge of—</b> <ol style="list-style-type: none"> <li>1. the agency's values related to service provision.</li> <li>2. psychosocial needs of individuals receiving supports, their families and others.</li> <li>3. the basics of human growth and development.</li> <li>4. basic characteristics of developmental disabilities.</li> <li>5. some causes of mental retardation.</li> <li>6. the differences between mental retardation and mental illness.</li> <li>7. potential prevention methods of mental retardation.</li> <li>8. level of functioning and context.</li> <li>9. the importance of emphasis on abilities not disabilities.</li> <li>10. methods of communication.</li> <li>11. his/her role on the community support team/interdisciplinary team (IDT).</li> <li>12. Service Plans.</li> <li>13. his/her role in the life of a person receiving supports and services.</li> </ol>			
<b>Interventional Competencies</b> <b>The DSP—</b> <ol style="list-style-type: none"> <li>1. creates opportunities for the individual to speak on his/her own behalf in a variety of situations.</li> <li>2. gathers and documents information in an accurate, objective and unobtrusive manner.</li> <li>3. provides information needed to complete assessments that are relevant to the individual's goals, interests and preferences and that are consistent with relevant professional practice.</li> <li>4. names and defines life skill areas and demonstrates observable skills and tasks.</li> <li>5. defines developmental disabilities and lists associated characteristics.</li> <li>6. documents and communicates identified strengths, abilities, desires, concerns and needs of the individual.</li> <li>7. follows established directions and procedures.</li> </ol>			

<b>Human Rights</b> Minimum Hours– 4 hours classroom & 5 hours OJT Section 395.310– j) Resident Rights	<b>Competency Demonstrated</b>	<b>Skill Gap Identified</b>	<b>Notes</b>
<b>Informational Competencies</b> <b>The DSP demonstrated knowledge of–</b>			
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 <i>flow</i> , 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. agency policies.			
<b>Interventional Competencies</b> <b>The DSP–</b>			
1. contributes to the normalized living environment.			
2. utilizes person centered language and concepts.			
3. communicates effectively in verbal and written form.			
4. demonstrates cultural competency in the planning process.			
5. utilizes age appropriate strategies.			
6. intervenes or identifies advocacy issues.			
7. obtains information from the individual.			
8. demonstrates an ability to build rapport.			
9. offer opportunities for choice.			
10. recognizes human rights violations.			
11. identifies available community resources.			
12. educates individuals in choice making and their potential outcomes.			
13. follows established directions and procedures.			
14. assists in individual self-advocacy efforts.			
15. protects rights and confidentiality.			
16. respects personal property.			

<b>Abuse and Neglect Prevention, Recognition and Intervention</b> Minimum Hours— 3 hours classroom & 5 hours OJT Section 395.310— f) Safety, g) Facility Environment, j) Resident Rights	<b>Competency Demonstrated</b>	<b>Skill Gap Identified</b>	<b>Notes</b>
<b>Informational Competencies</b> <b>The DSP demonstrated knowledge of—</b> <ol style="list-style-type: none"> <li>1. the role a trust producing, healthy, engaging environment plays in preventing abuse and neglect.</li> <li>2. the forms of abuse.</li> <li>3. the forms of neglect.</li> <li>4. Rule 50's relationship to abuse and neglect.</li> <li>5. information and strategies to prevent forms of abuse and neglect.</li> <li>6. the role of a supportive work environment in preventing abuse and neglect.</li> <li>7. the procedures related to preventing, identifying and reporting abuse and neglect.</li> </ol> <b>Interventional Competency</b> <b>The DSP—</b> <ol style="list-style-type: none"> <li>1. participates in producing a healthy, engaging environment .</li> <li>2. recognizes the forms of abuse.</li> <li>3. recognizes the forms of neglect.</li> <li>4. follows rules and procedures related to preventing, identifying and reporting abuse and neglect.</li> <li>5. develops strategies for preventing abuse and neglect.</li> <li>6. contributes to creating a supportive environment.</li> </ol>			

<b>Human Interaction and Communication</b> Minimum Hours– 4 hours classroom & 5 hours OJT Section 395.310– b) Introduction to the Residents	<b>Competency Demonstrated</b>	<b>Skill Gap Identified</b>	<b>Notes</b>
<b>Informational Competencies</b> <b>The DSP demonstrated knowledge of–</b> <ol style="list-style-type: none"> <li>1. the definition of communication.</li> <li>2. different modes of nonverbal and verbal communication/interpersonal relationships with individuals receiving supports, family members and others.</li> <li>3. different types of speech deficiencies.</li> <li>4. different types of assistive technology.</li> <li>5. the principles of active listening.</li> <li>6. the individuals’ preferred modes of communication.</li> <li>7. communication program implementation techniques.</li> <li>8. methods of communication assessment and documentation.</li> <li>9. the importance of establishing rapport.</li> <li>10. types of relationships.</li> <li>11. the principles of control vs. support.</li> <li>12. how information is transferred among staff members.</li> <li>13. importance of consistency and continuity.</li> </ol>			
<b>Interventional Competency</b> <b>The DSP–</b> <ol style="list-style-type: none"> <li>1. is respectful.</li> <li>2. actively engages in a non-directive manner with individuals.</li> <li>3. recognizes speech deficiencies.</li> <li>4. demonstrates various communication modes and styles.</li> <li>5. demonstrates effective use of assistive technology.</li> <li>6. demonstrates active listening skills.</li> <li>7. recognizes and demonstrates appropriate modes of communication with the individual.</li> <li>8. implements communication programs.</li> <li>9. documents results of communication programs.</li> <li>10. initiates the process for revising the communication program as needed.</li> <li>11. establishes rapport.</li> <li>12. supports choices.</li> <li>13. demonstrates appropriate transfer of information from staff to staff.</li> <li>14. recognizes and provides support during times of grief.</li> </ol>			

<b>Service Plan Development and Implementation</b> Minimum Hours— 4 hours classroom & 5 hours OJT Section 395.310— c) Fundamentals of Hab Planning, d) Techniques of Habilitation Planning & Implementation, e) Principles of Record Keeping	<b>Competency Demonstrated</b>	<b>Skill Gap Identified</b>	<b>Notes</b>
<b>Informational Competencies</b> <b>The DSP demonstrated knowledge of—</b> <ol style="list-style-type: none"> <li>1. the philosophy of independent living.</li> <li>2. the process of person-centered planning and implementation with regards to his/her role.</li> <li>3. the components of the service plan implementation document and his/her role.</li> <li>4. the strengths, abilities, desires, concerns, needs, likes, dislikes of individuals.</li> <li>5. the principles of the IDT/community support team approach.</li> <li>6. the ethical standards of practice for DSPs.</li> <li>7. support service limitations.</li> <li>8. the individuals' goals and desired outcomes.</li> <li>9. implementation strategies- graduated assistance, etc.</li> <li>10. individuals' family/guardians' involvement.</li> <li>11. concepts of community habilitation/active treatment.</li> <li>12. specific services and equipment needed by the individual.</li> <li>13. availability, access and contacts within community resources.</li> <li>14. the principles of adult learning.</li> <li>15. the principles of teamwork and team building related to basic support planning and procedures.</li> <li>16. the resources available for vocational opportunities.</li> <li>17. the history and use of facility/agency records.</li> <li>18. the principles of record keeping.</li> <li>19. the documentation system (written and verbal) of the service plan assessment, evaluation and skill-based training.</li> <li>20. their role with regards to record keeping and documentation.</li> <li>21. confidentiality act components.</li> <li>22. release of information guidelines.</li> </ol>			
<b>Interventional Competencies</b> <b>The DSP—</b> <ol style="list-style-type: none"> <li>1. actively participates in the development of an individual's service plan.</li> <li>2. involves the individual in identifying and choosing activities and supports and addresses potential barriers/problems.</li> <li>3. schedules events and needed supports as requested.</li> <li>4. monitors successes in achieving outcomes.</li> <li>5. operates transportation/mobility adaptive equipment in a safe and appropriate manner.</li> </ol>			

<b>Service Plan Development and Implementation-Continued</b> Minimum Hours– 4 hours classroom & 5 hours OJT Section 395.310– c) Fundamentals of Hab Planning, d) Techniques of Habilitation Planning & Implementation, e) Principles of Record Keeping	<b>Competency Demonstrated</b>	<b>Skill Gap Identified</b>	<b>Notes</b>
<b>Interventional Competencies Continued</b> <b>The DSP–</b> 6. serves as a professional and active member of the IDT/community support team. 7. listens to the individual. 8. respects the appropriate boundaries of the relationship. 9. communicates effectively with the individual and the IDT/community support team. 10. reviews and completes assessments. 11. facilitates choice in the person's life by assisting in identifying positives and negatives. 12. encourages and develops individual's leisure interests. 13. assists the individual in obtaining employment– completes job applications and prepares the person for job interviews, as requested. 14. completes documentation as required and uses correction procedure for addressing errors. 15. demonstrates the ability to teach. 16. demonstrates the ability to communicate effectively with individuals and staff– orally and in writing. 17. demonstrates understanding of informational releases. 18. demonstrates organizational and environmental management skills. 19. uses people first language. 20. assists with the admission, transfer and discharge of individuals as directed. 21. implements the habilitation plan. 22. participates as directed in social habilitation (e.g., activities of daily living, therapeutic and leisure time activities, education, community living adjustment, behavior development, management and self-control.)			

<b>First Aid and CPR</b> Minimum Hours– 6 hours classroom & no hours OJT Section 395.310– i) Emergency Medical Procedures	<b>Competency Demonstrated</b>	<b>Skill Gap Identified</b>	<b>Notes</b>
<b>Informational Competencies</b> <b>The DSP demonstrated knowledae of–</b> CPR procedures. first aid procedures. Heimlich maneuver. vital sign assessment. the steps to take when an individuals appears to be unconscious. the signs of a breathing emergency and the steps to take. the signals of heart attack and the steps to take. the do’s and dont’s of burn care. the signals of head and spine injuries when to call for emergency medical assistance. the signs of heat and cold related illness. <b>Interventional Competency</b> <b>The DSP–</b> recognizes emergencies (e.g., drug reactions, traumas). takes appropriate emergency steps when faced with an emergency. demonstrates CPR procedures. demonstrates first aid procedures. demonstrated Heimlich maneuver. can take vital signs.			

<p><b>Basic Health and Safety</b>                      Minimum Hours– 15 hours classroom &amp; 20 hours OJT                      Section 395.310C d) Techniques of Habilitation Planning and Implementation, e) principles of record keeping, f) Safety, g) Facility Environment, h) Principles of Disease Control, i) Emergency Medical Procedures, k) Bodily Functions</p>	<p><b>Competency Demonstrated</b></p>	<p><b>Skill Gap Identified</b></p>	<p><b>Notes</b></p>
<p><b>Informational Competencies</b>  <b>The DSP demonstrated knowledge of–</b></p> <ol style="list-style-type: none"> <li>1. injury prevention procedures.</li> <li>2. red flags of general medical conditions.</li> <li>3. vital sign procedures.</li> <li>4. whom to notify about emergency health and safety concerns/observations.</li> <li>5. basic health observation skills.</li> <li>6. basic medical symptoms.</li> <li>7. universal precautions.</li> <li>8. seizure protocols.</li> <li>9. principles of documentation related to health issues.</li> <li>10. principles of infection control.</li> <li>11. principles of good body mechanics.</li> <li>12. basic environmental safety principles.</li> <li>13. food safety and sanitation regulations.</li> <li>14. nutritional information and diets.</li> <li>15. fire suppression and evacuation procedures.</li> <li>16. disaster procedures.</li> <li>17. their role in ensuring the individual's and his/her safety.</li> <li>18. role of bodily functions.</li> <li>19. dimensions of human sexual behavior.</li> <li>20. activities of daily living (ADL).</li> <li>21. the importance of personal care and hygiene.</li> </ol>			
<p><b>Interventional Competencies</b>  <b>The DSP–</b></p> <ol style="list-style-type: none"> <li>1. implements seizure protocols.</li> <li>2. recognizes red flags that would be indicators of medical conditions.</li> <li>3. notifies appropriate person(s) about emergency health and safety concerns.</li> <li>4. accurately determines and records the individual's vital signs.</li> <li>5. follows universal precautions and infection control procedures.</li> <li>6. demonstrates basic health observation skills.</li> </ol>			

<b>Basic Health and Safety- Continued</b> Minimum Hours– 15 hours classroom & 20 hours OJT Section 395.310C d) Techniques of Habilitation Planning and Implementation, e) principles of record keeping, f) Safety, g) Facility Environment, h) Principles of Disease Control, i) Emergency Medical Procedures, k) Bodily Functions	<b>Competency Demonstrated</b>	<b>Skill Gap Identified</b>	<b>Notes</b>
<b>Interventional Competencies Continued</b> <b>The DSP–</b> 7. demonstrates proper transfer techniques. 8. demonstrates environmental safety skills. 9. assists with personal hygiene. 10. demonstrates personal care and hygiene skills and techniques. 11. helps individuals understand their bodily functions. 12. utilizes proper body mechanics and proper positioning techniques. 13. implements disaster procedures and assists individuals as needed. 14. utilizes basic food safety and sanitation techniques. 15. demonstrates basic nutrition skills. 16. identifies and responds appropriately to identified safety hazards. 17. demonstrates techniques required to support ADL.			