



**DIRECT SUPPORT PERSON (DSP) 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.

Illinois Department of Human Services
 Division of Developmental Disabilities
 Bureau of Quality Management
 600 East Ash Street, Building 400, Mail Stop 2 North
 Springfield, IL 62703
 Fax: (217) 782-9444
 Email address: DHS.BQM@illinois.gov

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.

Executive Director: (Printed Name and Signature)	Date
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DHS Office Use Only

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



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Introduction to Developmental Disabilities Informational Competencies	Page number in Curriculum Materials	IDHS USE	
		Accepted	Information Requested
The DSP demonstrates knowledge of:			
1. the agency's values related to service provision.			
2. basic characteristics of developmental disabilities.			
3. some major causes of mental retardation/intellectual disability.			
4. difference between mental retardation/intellectual disability and mental illness.			
5. potential prevention methods of mental retardation/ intellectual disability.			
6. levels of functioning and context.			
7. importance of emphasizing abilities not disabilities.			
8. his/her role on the community support team/interdisciplinary team (IDT).			
9. ethical standards of practice for DSPs.			
10. Confidentiality Act components.			

Informational Competencies Human Rights	Page number in Curriculum Materials	IDHS USE	
		Accepted	Information Requested
The DSP demonstrates knowledge of:			
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. HRC's role in preventing abuse, neglect and financial exploitation.			
6. behavior plan flow, including relationship to the Behavior Management Committee.			
7. the challenge between balancing high quality supports, keeping people safe, teaching people to access their community, and ensuring protection of individual rights.			
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.			



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Prevention/Recognition/Intervention of Abuse/Neglect/Exploitation Informational Competencies The DSP demonstrates knowledge of:	Page number in Curriculum Materials	IDHS USE	
		Accepted	Information Requested
1, the role a trust producing, healthy, engaging environment plays in preventing abuse, neglect and financial exploitation.			
2. the forms of abuse.			
3. the forms of neglect.			
4. the forms of financial exploitation.			
5. Rule 50's relationship to abuse, neglect and financial exploitation.			
6. information and strategies to prevent abuse, neglect and financial exploitation.			
7. the role of a supporting work environment in preventing abuse, neglect and financial exploitation.			
8. the procedures related to preventing, identifying and reporting abuse, neglect and financial exploitation.			

Human Interaction and Communication Informational Competencies The DSP demonstrates knowledge of:	Page number in Curriculum Materials	IDHS USE	
		Accepted	Information Requested
1. the definition of communication.			
2. different modes of nonverbal and verbal communication/ 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.			
6. the individual's 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.			
14. methods of communication.			



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Service Plan Development and Implementation Informational Competencies The DSP demonstrates knowledge of:	Page number in Curriculum Materials	IDHS USE	
		Accepted	Information Requested
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 service plan implementation and documentation 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.			
6. support service limitations.			
7. the individual's goals and desired outcomes.			
8. implementation strategies - graduated assistance, etc.			
9. individual's family/guardian involvement.			
10. concepts of community habilitation/active treatment.			
11. specific services and equipment needed by the individual.			
12. availability, access and contacts within community resources.			
13. the principles of adult learning.			
14. the principles of teamwork and team building related to basic support planning and procedures.			
15. the resources available for vocational opportunities.			
16. the history and use of facility/agency records.			
17. the principles of record keeping.			
18. the documentation system (written and verbal) of the service plan assessment, evaluation and skills-based training.			
19. their role with regards to record keeping and documentation.			
20. release of information guidelines.			
21. psychosocial needs of individuals receiving supports, their family and others.			
22. his/her role in the life of a person receiving supports and services.			
23. service plans			



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		IDHS USE	
Basic Health and Safety Informational Competencies	Page number in Curriculum Materials	Accepted	Information Requested
The DSP demonstrates knowledge of:			
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 sexuality.			
20. activities of daily living (ADL).			
21. importance of personal care and hygiene.			
22. basics of human growth and development.			