



State of Illinois

Department of Human Services - Division of Developmental Disabilities

**Qualified Intellectual Disabilities Professional (QIDP) Orientation Training  
Core Competency Area Checklist**

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Agency Name

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Name of QIDP

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Name of Evaluator

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Training Begin Date

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Training End Date

**Note:**

**This entire checklist should be  
filed in the QIDP's personnel/training file  
or other location readily accessible for Department  
review.**



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Directions: Indicate demonstration of competencies by instructor and trainee initials. Indicate any skill gaps noted. Use the "Notes" column for your comments.

<b>Module 1 - Introduction to the World of the QIDP</b>			
<b>Skill Gap Identified</b>	<b>Competency Demonstrated</b>	<b>QIDP Competencies</b>	<b>Notes</b>
Date: _____ Instructor & Trainee Initials: _____/_____		<b>The QIDP is able to:</b>	
		1. Describe the necessary qualifications of a Qualified Intellectual Disabilities Professional.	
		2. Identify the annual continuing education requirements of a QIDP.	
		3. Exhibit a brief understanding of the history of the field of human services as it pertains to intellectual disability professionals.	
		4. Explain the four pivotal elements of the QIDP role.	
		5. Describe and explain the fundamental roles and responsibilities of a QIDP.	
		6. Determine how positive psychology plays a part in the role of a QIDP.	
		7. Recognize the importance of time management and effective time management strategies.	



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<b>Module 2 - Leadership and Communication</b>			
<b>Skill Gap Identified</b>	<b>Competency Demonstrated</b>	<b>QIDP Competencies</b>	<b>Notes</b>
Date: _____ Instructor & Trainee Initials: _____/_____		<b>The QIDP is able to:</b>	
		1. Demonstrate an understanding of the guiding principles of the QIDP Profession.	
		2. Apply principles of leadership to the responsibilities within their position.	
		3. Identify leadership styles and their effectiveness for the position of a QIDP.	
		4. Employ leadership behaviors based upon personal and professional values.	
		5. Recognize the importance of effective communication techniques and strategies, as they pertain to the position.	
		6. Utilize communication and body language to determine type of communication style.	
		7. Describe how to facilitate an effective meeting between diverse groups of participants.	
		8. Exhibit an understanding of leadership and communication techniques when given QIDP application scenarios.	



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Module 3 - Behavioral Supports			
Skill Gap Identified	Competency Demonstrated	QIDP Competencies	Notes
Date: _____ Instructor & Trainee Initials: _____/_____		<b>The QIDP is able to:</b>	
		1. Discuss four factors that affect behavior.	
		2. Describe behavior in observable terms.	
		3. Define adaptive vs. maladaptive behaviors.	
		4. Conduct staff interviews for the purpose of understanding behavior.	
		5. Differentiate between frequency, duration and latency.	
		6. Identify A-B-C contingencies.	
		7. Discuss four functions of behavior.	
		8. Define reinforcement.	
		9. Define extinction.	
		10. Define differential reinforcement.	
		11. Assist with the development of a behavior support plan.	
		12. Use agency data collection forms.	
		13. Identify agency behavioral support resources such as committees and Behavior Analysts.	



<b>Module 4 - Person Centered Planning</b>			
<b>Skill Gap Identified</b>	<b>Competency Demonstrated</b>	<b>QIDP Competencies</b>	<b>Notes</b>
Date: _____ Instructor & Trainee Initials: _____ / _____		<b>The QIDP is able to:</b>	
		1. Recognize that Person Centered Planning is an ongoing, dynamic process.	
		2. Describe the steps involved in the process of Person Centered Planning.	
		3. Demonstrate an understanding of the differences between traditional planning and Person Centered Planning, and the benefits of using person centered planning vs. traditional planning.	
		4. Apply the principles of Person Centered Planning to the Individual Service Plan (ISP) development process.	
		5. Generate strategies for involving the individual in their ISP Meeting.	
		6. Develop goals and objectives based upon the guidelines presented in this module.	
		7. Write goals and objectives that are person-first, positive, understandable and measurable.	
		8. Exhibit an understanding of ISP and Person Centered Planning techniques when presented with QIDP application scenarios.	



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<b>Module 5 - Record Keeping</b>			
<b>Skill Gap Identified</b>	<b>Competency Demonstrated</b>	<b>QIDP Competencies</b>	<b>Notes</b>
Date: _____ Instructor & Trainee Initials: _____ / _____		<b>The QIDP is able to:</b>	
		1. Apply principles of documentation to the responsibilities of a QIDP.	
		2. Identify the importance of record keeping and documentation in the human services field.	
		3. Recognize the importance of effective record keeping strategies and confidentiality agreements as they pertain to a QIDP and the staff he/she is responsible for.	
		4. Demonstrate an understanding of accurate documentation.	
		5. Describe and explain the significance of the documents that may be found in an individual's file.	
		6. Demonstrate an understanding of record retention principles, regulations, and requirements.	



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Module 6 - Advocacy, Rights, and Resources			
Skill Gap Identified	Competency Demonstrated	QIDP Competencies	Notes
Date: _____ Instructor & Trainee Initials: _____/_____		<b>The QIDP is able to:</b>	
		1. Explain the importance of advocacy in the field of human services.	
		2. Describe the different types of advocacy and the general roles and responsibilities of an advocate.	
		3. Exhibit a brief understanding of the significance of various litigation as it pertains to advocacy and rights.	
		4. Demonstrate an understanding of the importance of equality and rights for individuals with intellectual and/or physical disabilities.	
		5. Determine who to contact in the event of guardianship or rights issues.	
		6. Explain the selection process and qualifications for guardianship requests.	
		7. Determine the presence of rights restrictions in given situations.	
		8. Describe and explain various aspects of personal finances for individuals with intellectual and/or physical disabilities including the ABLE act, spend downs, trust funds, and SNAP/Link Cards.	
		9. Assist in managing personal finances for individuals with intellectual and/or physical disabilities.	



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**Module 7 - Environmental and Safety Supports**

Skill Gap Identified	Competency Demonstrated	QIDP Competencies	Notes
Date: _____ Instructor & Trainee Initials: _____ / _____		<b>The QIDP is able to:</b>	
		1. Describe the characteristics of a quality home or day program environment.	
		2. Identify adaptive equipment and devices used to enhance independence.	
		3. Explain the importance of regular household maintenance.	
		4. Identify improvements for making the environment safer for individuals, staff, and visitors.	
		5. Outline general weather safety information and tips.	
		6. Identify adaptive equipment and devices used to enhance independence.	
		7. Describe the process of repair and maintenance on organizational facilities.	
		8. Recall the dangers associated with various household products.	
		9. Suggest protective measures for general household safety.	
		10. Describe guidelines for fire and other disaster drills.	
		11. Identify common fire hazards.	
		12. Recognize the importance of food safety as it affects foodborne illnesses and overall health.	
		13. Collect individual information using the risk assessment tool utilized by the agency.	



Module 8 - Medical Supports			
Skill Gap Identified	Competency Demonstrated	QIDP Competencies	Notes
Date: _____ Instructor & Trainee Initials: _____/_____		<b>The QIDP is able to:</b>	
		1. Identify and explain the components of a basic physical assessment.	
		2. Recognize a potential emergency situation based upon an individual's characteristics and vital signs.	
		3. Outline dietary restrictions and related diet plans that are common.	
		4. Describe the dangers of PICA and suggest protocol for dealing with the disorder.	
		5. Explain risk factors for the major health issues, including aspiration, dehydration, constipation, and epileptic seizures, commonly known as the Fatal Four.	
		6. Demonstrate an understanding of the intervention strategies for the Fatal Four.	
		7. Recognize bowel and urinary issue risk factors and treatment options.	
		8. Classify the types and typical side effects of the medications usually prescribed to individuals with disabilities.	



<b>Module 9 - Rules and Regulations</b>			
<b>Skill Gap Identified</b>	<b>Competency Demonstrated</b>	<b>QIDP Competencies</b>	<b>Notes</b>
Date: _____ Instructor & Trainee Initials: _____ / _____		<b>The QIDP is able to:</b>	
		1. Recognize the role of rules and regulations in promoting quality services for the individuals we serve.	
		2. Identify the difference between Medicare and Medicaid.	
		3. Explain the importance of Medicaid waivers and identify the rule and/or waiver that applies to the program in which they work.	
		4. Distinguish between the regulatory bodies common to this industry.	
		5. Know how to locate online the rules and regulations that govern this field.	
		6. Outline agency-specific procedures for the implementation and control of governmental rules and regulations.	
		7. Discuss the role of the QIDP in IDHS or IDPH surveys.	