

Name: _____

Pre Post
Training Group: _____

DSP Competency Self Assessment: Effective Communication

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|---|------------------|-----------------|------------------|-----------------|
| I can determine the desired/most effective mode of communication for the individual that I support. (e.g., vocal, sign, gestures, symbol) | | | | |
| I support people to use their desired/most effective mode of communication (e.g., communication board, interpreter). | | | | |
| I use person first language. | | | | |
| I protect the privacy of the individual(s) I support. | | | | |
| I treat the people I support with respect (e.g., ask questions directly to the person, do not interrupt or interject my personal opinions/bias, etc.) | | | | |
| I speak to people in a conversational manner. | | | | |
| I make sure I understand the person I support by summarizing my understanding of what he/she is telling me and asking the person to confirm the correctness of my interpretation. | | | | |
| I treat everyone as my equal. (e.g., I don't "talk down" to the person I support) | | | | |
| I communicate clearly with the person I support. | | | | |
| I communicate clearly with the family/friends of the person I support. | | | | |
| I communicate clearly with my supervisor. | | | | |

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DSP Competency Self Assessment: Assessment

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|---|------------------|-----------------|------------------|-----------------|
| I present options to the person I support based upon interviews with them, family members/significant others, support team members, review of relevant documents, and informed opinions (i.e., based on knowledge of the person). | | | | |
| I present options to the person I support that are age-, gender- and culturally-appropriate. | | | | |
| I determine how the person I support communicates his preferences/choices. (i.e., unique of choosing or rejecting options) | | | | |
| I determine preferences in a systematic fashion. | | | | |
| I make a plan for including access to preferences in the person's everyday life. | | | | |
| I plan for ongoing assessment of preferences for the person I support. | | | | |

DSP Competency Self Assessment: Documentation

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|---|------------------|-----------------|------------------|-----------------|
| I document incidents that affect the health and safety of the person I support. | | | | |
| I document what works and does not work for the person. | | | | |
| I attend to the health and emotional well-being of the person I support and document any changes. | | | | |
| I attend doctor appointments, ask relevant questions, and document relevant information in a person centered respectful manner. | | | | |
| I explain and document medical information for the person I support and to other members of the team in an understandable manner. | | | | |
| I complete progress notes in a person centered manner while respecting the privacy and confidentiality of the individual I support. | | | | |

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DSP Competency Self Assessment: Self-determination, Choice & Advocacy

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|---|-----------|----------|-----------|----------|
| I assist the person I support to <u>identify potential advocacy issues</u> . | | | | |
| I assist the person I support to <u>prioritize advocacy issues</u> . | | | | |
| I <u>identify action steps</u> based upon individual abilities and needs. | | | | |
| I assist the person I support to <u>access community resources</u> . | | | | |
| I assist the person I support to <u>develop plans or strategies to resolve issues</u> when he/she encounters barriers to services or resources. | | | | |
| I use <u>individualized supports</u> based on the unique strengths, needs and interests of the person I support. | | | | |

DSP Competency Self Assessment: Person-centered Community-based Life Styles

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|--|-----------|----------|-----------|----------|
| I <u>make recommendations to the Team</u> for the development of person-centered goals and objectives based on observation, interview, record review, and personal knowledge of the preferences and desired lifestyle of the person I support. | | | | |
| I <u>provide support based upon the person's cultural, ethnic, or religious experiences and/or traditions</u> . | | | | |
| I <u>review progress notes and daily logs</u> to identify preferences, support needs, and opportunities to enhance the quality of life of the person I support. | | | | |
| I support people to <u>participate in new activities or experiences</u> that will lead to achieving the lifestyle of his/her choice and preference. | | | | |
| I support people to achieve goals and objectives that reflect consideration of <u>age, gender and preferences</u> . | | | | |
| I <u>promote self-determination</u> for the person I support. | | | | |
| I encourage the person I support to <u>develop a future vision</u> . | | | | |
| I can <u>name the strengths, gifts and capabilities</u> of the person I support. | | | | |

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DSP Competency Self Assessment: Skill Enhancement and Development

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|--|-----------|----------|-----------|----------|
| I am able to <i>identify skills</i> that the person I support needs to practice, improve, and/or learn in order to live the lifestyle of his/her choice. | | | | |
| I use <i>teaching strategies</i> that match the person's learning style (e.g., least prompts, graduated guidance, shaping...). | | | | |
| I make <i>changes in settings, activities and/or materials</i> (i.e., modifications and/or adaptations) that allow the person I support to live the lifestyle of his/her choice. | | | | |
| I use <i>behavioral assessment strategies</i> (e.g., direct observation, discrepancy analysis, task analysis) to identify skills that I need to teach, adapt or support to allow the person I support to live the lifestyle of their choice. | | | | |

DSP Competency Self Assessment: Building Community Connections

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|---|-----------|----------|-----------|----------|
| I support people to participate in activities within the community by arranging for, or enlisting, interaction with non-paid persons in those community settings (i.e., <i>provide natural support</i>). | | | | |
| I support people to participate in activities in the community by <i>facilitating relationships</i> between the person I support and others present in those settings. | | | | |
| I support people to make <i>connections based on their preferences and interests</i> . | | | | |

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DSP Competency Self Assessment: Positive Behavior Supports

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|--|-----------|----------|-----------|----------|
| I <u>identify behaviors of the person I support that prevent or interfere with participation</u> in a variety of settings and/or activities. | | | | |
| I <u>determine the function</u> (i.e., purpose) of the person's challenging behavior (i.e., behavior that is dangerous, disruptive or draws negative attention to the person). | | | | |
| I <u>identify alternative or replacement behaviors</u> that the person I support can use to reduce or replace challenging behaviors. | | | | |
| I <u>identify antecedents</u> (things that "trigger") the person's challenging behavior. | | | | |
| I <u>modify/adapt the environment and/or activity</u> to minimize the person's challenging behavior. | | | | |

DSP Competency Self Assessment: Professionalism

| Rate yourself using this scale for each of the following competencies: | Unskilled | Beginner | Competent | Advanced |
|--|-----------|----------|-----------|----------|
| I actively <u>pursue training opportunities</u> that would improve my skills as a DSP. | | | | |
| I <u>participate in a variety of training or continuing education</u> opportunities to improve my ability to support people to live the lifestyle of choice. | | | | |
| I make decisions <u>using ethical guidelines</u> . | | | | |