



Assisted Independence, LLC.  
Home and community based services

**Direct Support Professional (DSP)**

## **Core Competencies**

A Collaborative Approach  
for Improved Outcomes

## **Direct Support Professional (DSP) Initial and Annual Evaluation**

## **How to Use This Evaluation Tool:**

This performance evaluation tool is intended to be used to provide instructional feedback to direct support employees on their performance during their first 3 months related to the core competencies for direct support professionals or within the provider organization's probationary period. Individuals completing this tool should spend a reasonable portion of their time directly observing the Direct Support Professional (DSP) and the competencies being rated. Ratings should not be based on a single episode of an activity nor a single observation of an activity. This means that a direct supervisor or mentor would be the most likely person to complete the evaluation in a fair and accurate way. In addition, this tool can also be used by direct support employees to assess their own performance related to the core competencies for direct support professionals during their initial months of employment. Self assessment is considered a professional development activity in that it allows the Direct Support Professional (DSP) time to consider and reflect on his/her own strengths and weaknesses. Through honest consideration of one's own strengths and weaknesses, it is intended that the Direct Support Professional (DSP) could have recommendations for training or other methods for improving his/her skills. The self-assessment can also help the Direct Support Professional (DSP) to see how his/her own self-view may differ from those around him/her, and in doing so, help the Direct Support Professional (DSP) to become more aware of his/her impact on the work environment.

**Ratings:** The skills listed in this document should be demonstrated by the employee, at the level of "Meets the Skill Standard", by the end of the first year for a full time employee. A longer, pro-rated time period may be used for a part time or floating employee. It is important to place an "x" in the rating box. Please do not use a check mark or other symbol. There are 4 categories of ratings: "Meets the Skill Standard", "Making Progress", "Does Not Meet the Skill Standard", and "Not Applicable". The tasks included under each Skill are provided as examples and the Direct Support Professional (DSP) does not need to demonstrate all tasks in order to meet the skill standard.

**Meets the Skill Standard:** This rating indicates that the Direct Support Professional (DSP) demonstrates a good to very good level of competence in the skills of the Core Competencies. It also indicates the skill observed has been routinely and effectively performed in various presenting circumstances. Meeting the standard is a respectable achievement, not a bare minimum attainment.

**Making Progress:** This rating indicates that the Direct Support Professional (DSP) has not yet achieved the level of competence required by the standard in the Core Competencies or s/he is inconsistently demonstrating the skill level required. The observer believes the Direct Support Professional (DSP) will meet the standard given more practice and/or instruction on the skill.

**Does Not Meet the Skill Standard:** This rating indicates that the level of competence in the standard is not being met routinely, and in the observers opinion, little or no progress toward meeting the skill standard has been made to date.

**Not Applicable:** This rating indicates that the Direct Support Professional (DSP) has not had an opportunity to be shown, to practice or to demonstrate competence in the particular skill. The reasons for this may be that there is no person being supported who needs the skill in question, or the agency does not require the particular skill. If an "N/A" is awarded, the reason for it must be documented in the comments section for that competency area. **Note:** Areas with grayed out cells can not be awarded a rating of "N/A" as they are considered fundamental skills that all the Direct Support Professional (DSP)s must master.

**Date of Hire:** Agencies can determine whether to include employee's date of hire by the agency or the date that the employee was appointed to their current position.

**Comments:** This section is optional. Supervisors can choose to include additional comments if they think that additional information should be provided beyond the rating. However, supervisors must include comments if a blacked out "Not Applicable" box has been checked. To edit the comments section please double click in the comments section. If more space is needed for comments, then supervisors can manually expand the row height.

**Example Tasks:** Example Tasks have been provided for each skill area. They are designated as "a", "b", "c", etc. The tasks for Goals 1, 2, and 3 cannot be edited or changed. However, supervisors or HR staff can edit or change the example tasks included in Goals 4, 5, 6, and 7 to better describe the specific responsibilities of the DIRECT SUPPORT PROFESSIONAL (DSP) in a certain work setting. To edit tasks for Goals 4-7, click on the task to edit and change it. Additional rows can be added for new tasks and rows can be deleted for tasks that need to be removed.

**Supervisor Summary Sheet:** A numerical value will automatically appear in each appropriately marked box on the "Supervisor Summary" tab, that corresponds to the rating made in the evaluation standards sections. A number value will appear in the "Supervisor Summary" tab for each skill. In addition, averages will be calculated for each Goal and Competency Area. A total average score will be calculated at the end of the "Supervisor Summary" sheet. "Meets the Skill Standard" will receive a score of 1. "Making Progress" will receive a score

of 0.5. "Does Not Meet the Skill Standard" will receive a score of 0. "Not Applicable" will not be included in the calculation of the average score. This summary sheet is intended for the supervisor. Supervisors can determine whether or not to share the summary sheet with staff. The employee will receive a rating category on the "Narrative Summary", but the supervisor can decide whether or not to share the specific numerical ratings with their staff.

**Delivering the Performance Evaluation:** It is common practice to complete the rating form over a period of time prior to the face to face meeting with the employee. Allow discussion and questions during the review. The employee should be given a copy of the evaluation. The employee's signature on the final page of this document is in no way an indication of the employee's agreement with the assessment but rather it indicates that he/she has reviewed the document with his/her supervisor.



Employee Name:		Employee Title: Direct Support Professional (DSP)	
Work Location:		<input type="checkbox"/> FT	<input type="checkbox"/> PT
		<input type="checkbox"/> Other	
Individuals Supported:		Date of Hire:	
Name and Title of Person Completing Form:		Date Appointed to Current Position:	
		Date Completed:	

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 1: Putting People First</b>				
<b>Competency Area A:</b>				
Supporting a person's unique capacities, personality and potential				
<b>Skill 1: Demonstrates respect for all individuals being supported</b>				
<ul style="list-style-type: none"> <li>a. Communicates directly with individuals</li> <li>b. Begins to use person-first language when communicating about the individual</li> <li>c. Uses body language and eye contact to show attention to others comments</li> <li>d. Monitors own tone of voice and volume when providing instruction and direction to individuals</li> <li>e. Assists individuals to dress and groom in a way that demonstrates his/her self-respect and dignity to others in the community</li> </ul>				
<b>Skill 2: Demonstrates support for individual choice-making in order to enhance confidence and assertiveness</b>				
<ul style="list-style-type: none"> <li>a. Supports choices made by the individual while taking into account health and safety concerns</li> <li>b. Demonstrates the use of positive feedback</li> </ul>				
<b>Comments (Optional):</b>				
<b>Competency Area B:</b>				
Getting to know the person through assessment/discovery				
<b>Skill 1: Evaluates the ways in which past and current events, and environmental factors affect the way the person acts/reacts to others</b>				
a. Reviews files and relevant information				
<b>Skill 2: Using a holistic approach, participates in the individual's life planning activities and assists in their implementation</b>				
a. Implements goals as written to achieve desired outcomes				
<b>Comments (Optional):</b>				
<b>Competency Area C:</b>				
Promoting Advocacy with the Individual				
<b>Skill 1: Seeks information on the range of services available to individuals with developmental disabilities</b>				
a. Is able to describe, in general terms, categories of services available				
<b>Skill 2: Provides opportunities for the individual to be a self-advocate</b>				
a. Encourages and assists the individual to express on his/her own behalf				
<b>Skill 3: Describes and supports individuals' rights and responsibilities</b>				
a. Is able to discuss the rights and responsibilities to which any individual is entitled				
<b>Comments (Optional):</b>				
<b>Competency Area D:</b>				
Facilitating personal growth and development				

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 1: Putting People First</b>				
<b>Skill 1: Demonstrates the ability to effectively teach skills to people supported</b>				
a. Demonstrates the ability to follow a plan for successful teaching				
<b>Comments (Optional):</b> With Katie, Jenna demonstrates, and sometimes uses hand over hand. With Taylor, Jenna can communicate instructions verbally.				
<b>Competency Area E:</b> Facilitation of Supports and Services				
<b>Skill 1: Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs and interests</b>				
a. Is able to implement service plans, as written				
<b>Skill 2: Continuously shares observations, insights, and recommendations with the individual and his/her support team</b>				
a. Shares information in an organized, timely and sensitive manner				
b. Shares direct input from the individual and his/her support team members				
<b>Comments (Optional):</b> Is aware of risk plans but should contribute to the development of risk plans. Can attend quarterly meetings as available. When goals need to updated,				

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 2: Building and Maintaining Positive Relationships</b>				
<b>Competency Area F:</b> Building and Maintaining Relationships				
<b>Skill 1: Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles</b>				
<ul style="list-style-type: none"> <li>a. Encourages the use of social skills to develop and maintain positive relationships</li> <li>b. Follows the sexual consent status and values of the individual being supported</li> </ul>				
<b>Skill 2: Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement</b>				
<ul style="list-style-type: none"> <li>a. Supports the person in exploring and practicing faith, religion, spiritual and cultural interests without personal bias</li> </ul>				
<b>Skill 3: Demonstrates strategies to encourage and build the individual's self-confidence</b>				
<ul style="list-style-type: none"> <li>a. Assists the individual to recognize and take pride in his/her abilities and achievements</li> </ul>				
<b>Comments (Optional):</b>				
<b>Competency Area G:</b> Creating Meaningful Communication				
<b>Skill 1: Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person</b>				
<ul style="list-style-type: none"> <li>a. Uses a polite tone of voice</li> <li>b. Encourages the person to express him/herself</li> <li>c. Recognizes and respects individual's need for periods of quiet, non-communication time</li> <li>d. Speaks, models, signs, shows pictures and objects or uses adaptive equipment in ways that the person understands, according to their plan</li> </ul>				
<b>Skill 2: Direct Support Professional (DSP) modifies own communication to ensure understanding and respect</b>				
<ul style="list-style-type: none"> <li>a. Includes the individual in the conversation, by speaking with the individual, not about the individual</li> <li>b. Avoids making assumptions about an individual's cognitive abilities based on his/her communication abilities</li> </ul>				
<b>Skill 3: Develops trust by communicating empathetically</b>				
<ul style="list-style-type: none"> <li>a. Demonstrates caring through body language, tone, and providing adequate time for communication</li> <li>b. Demonstrates active listening by repeating words or gestures, asking questions, and validating feelings</li> </ul>				
<b>Skill 4: Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating</b>				
<ul style="list-style-type: none"> <li>a. Uses communication techniques appropriate to the individual's ability to comprehend</li> <li>b. Speaks in a manner that shows respect</li> </ul>				
<b>Comments (Optional):</b>				

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 3: Demonstrating Professionalism</b>				
<b>Competency Area H:</b> Developing Professional Relationships				
<b>Skill 1: Demonstrates respect in all professional relationships</b>				
<ul style="list-style-type: none"> <li>a. Respects friends and family members through his/her actions and words</li> <li>b. Actively listens to and take actions related to expressed concerns and passes information along to appropriate personnel members</li> <li>c. Demonstrates tolerance and acceptance with others</li> <li>d. Develops positive and productive relationships with his/her coworkers, supervisor, and other colleagues</li> </ul>				
<b>Comments (Optional):</b>				
<b>Competency Area I:</b> Exhibiting Professional Behavior				
<b>Skill 1: Demonstrates the following desirable professional qualities in the work site: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility and pleasantness</b>				
<ul style="list-style-type: none"> <li>a. Demonstrates courtesy to others and contributes to a positive team atmosphere</li> <li>b. Complies with agency regulations and policies related to dress, confidentiality, professional appearance and use of electronic devices</li> <li>c. Arrives at work on time, limits use of unscheduled absences, accurately signs in and out, etc</li> <li>d. Continuously engages in productive activity while at work</li> <li>e. Is open to doing things in a variety of ways</li> <li>f. Serves as a positive role model and team member</li> <li>g. Respects personal and professional boundaries</li> </ul>				
<b>Comments (Optional):</b>				
<b>Competency Area J:</b> Showing Respect for Diversity and Inclusion				
<b>Skill 1: Demonstrates respect in all matters relating to diversity and inclusion</b>				
<ul style="list-style-type: none"> <li>a. Shows respect for others' values without imposing their own</li> <li>b. Demonstrates a willingness to accept and respect all components of human diversity</li> </ul>				
<b>Skill 2: Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to provide effective support to those we serve from any particular ethnic, racial, sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component diversity groups</b>				
<ul style="list-style-type: none"> <li>a. Can discuss the concepts of fairness and respect, and the impact that discrimination based on disability, race, gender, religion, etc., has on people</li> <li>b. When the Direct Support Professional (DSP) recognizes that an individual is being discriminated against, he/she is able to serve as an ally to the individual by intervening to stop the inappropriate comments/actions against the individual</li> <li>c. When a Direct Support Professional (DSP) recognizes that an individual is being discriminated against, he/she reports it according to agency procedures</li> </ul>				

Comments (Optional):



Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 3: Demonstrating Professionalism</b>				
<b>Competency Area K:</b>				
Creating Meaningful Documentation Records				
<b>Skill 1: Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner to the appropriate sources</b>				
<ul style="list-style-type: none"> <li>a. Notes are recorded in the proper place and in the proper format</li> <li>b. Notes are signed and dated, according to agency policy</li> <li>c. Documentation is thorough, including data where required, baseline information, etc.</li> <li>d. Documentation is done on time, according to agency policy</li> <li>e. Maintains standards of confidentiality and ethical practice</li> </ul>				
<b>Comments (Optional):</b>				
<b>Competency Area L:</b>				
Education, Training and Self-Development Activities				
<b>Skill 1: Demonstrates enthusiasm for learning the knowledge and skills required to perform the job</b>				
<ul style="list-style-type: none"> <li>a. Attends, actively participates in, and successfully completes all required training sessions</li> <li>b. Asks mentors and supervisors to share best practices</li> </ul>				
<b>Skill 2: Readily seeks and accepts feedback to improve performance</b>				
a. Is open to and accepting of developmental feedback				
<b>Skill 3: Applies knowledge and skills gained to the job</b>				
a. Discusses application of skills with supervisor/mentor prior to use				
<b>Comments (Optional):</b>				
<b>Competency Area M:</b>				
Organizational Participation				
<b>Skill 1: Adheres to and promotes the mission, culture and practices of the organization</b>				
a. Is able to articulate the agency mission and culture in his/her own words and describe how his/her job and everyday activities help support the agency mission				
<b>Skill 2: Participates in the work of the organization in a positive way by using problem solving skills</b>				
a. Participates in the identification of problems				
<b>Skill 3: Adheres to corporate compliance policies and procedures</b>				
<ul style="list-style-type: none"> <li>a. Successfully completes training on corporate compliance topics</li> <li>b. Can access the organization's corporate compliance procedures documents</li> <li>c. Follows the organization's corporate compliance procedures</li> <li>d. Recognizes and reports fraudulent behaviors</li> </ul>				
<b>Comments (Optional):</b>				

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 3: Demonstrating Professionalism</b>				
<b>Competency Area N:</b> Exhibiting Ethical Behavior on the Job				
<b>Skill 1: Knows, understands, and follows the Direct Support Professional (DSP) Code of Ethics</b>				
<p>a. Can access and discuss the aspects of the Direct Support Professional (DSP) Code of Ethics:</p> <ul style="list-style-type: none"> <li>• Person-Centered Supports</li> <li>• As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.</li> <li>• Promoting Physical and Emotional Well-Being</li> <li>• As a DSP, I will commit to promote the emotional, physical, and personal well-being of the people I support. I will encourage growth and recognize the autonomy of those receiving support while being attentive and energetic in reducing the risk of harm.</li> <li>• Integrity and Responsibility</li> <li>• As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.</li> <li>• Confidentiality</li> <li>• As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.</li> <li>• Justice, Fairness and Equity</li> <li>• As a DSP, I will affirm the human rights as well as the civil rights and responsibilities of the people I support. I will promote and practice justice, fairness, and equity for the people I support and the community as a whole.</li> <li>• Respect</li> <li>• As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person who I support as valuable and promote their value to our communities.</li> <li>• Relationships</li> <li>• As a DSP, I will assist the people I support to develop and maintain relationships.</li> <li>• Self-Determination</li> <li>• As a DSP, I will assist the people I support to direct the course of their own lives.</li> <li>• Advocacy</li> <li>• As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.</li> </ul> <p>b. Seeks out clarification when not sure about issues around ethics</p> <p>c. Begins to put the Direct Support Professional (DSP) Code of Ethics into practice</p>				
<b>Comments (Optional):</b>				

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 4: Supporting Good Health</b>				
<b>Competency Area O:</b> Promoting positive behavior and supports				
<b>Skill 1: Demonstrates team work with the individual, co-workers and family in implementing positive behavioral support strategies consistent with available behavior support plans</b>				
a. Accepts and uses feedback to implement positive behavior supports				
<b>Skill 2: Demonstrates effective methods to teach positive behaviors and support existing positive behaviors</b>				
a. Encourages and recognizes positive behaviors by using praise and various reinforcers effectively				
b. Is a role model for positive behavior				
<b>Skill 3: Assess strategies to evaluate how environmental factors affect behavior</b>				
a. Can articulate ways in which environmental factors can have an impact on behavior				
<b>Comments (Optional):</b>				
<b>Competency Area P:</b> Supporting Health and Wellness <i>(Note: The responsibility of the Direct Support Professional (DSP) will vary depending on the type of service arrangement, such as certified vs. uncertified settings; agency vs. self-directed services, etc.) (The Director of Direct Support Professional (DSP) is responsible for training, supervising, and evaluating Direct Support Professional (DSP)s on delegated tasks and the provision of health care. Supervisors should be communicating regularly regarding Direct Support Professional (DSP)s performance on these tasks)</i>				
<b>Skill 1: Demonstrates and assists in nutritious meal planning and food preparation, storage and handling procedures</b>				
a. Teaches dining skills according to the individual's needs				
b. Assists individuals to use clean, healthy practices when preparing meals				
c. Adheres to allergy alerts, texture, portion size, and other alerts related to the special requirements of the individual				
<b>Skill 2: Demonstrates knowledge and understanding of an individual's medical, physical, psychological and dental health care needs</b>				
a. Can discuss the health care information needed to support that person				
b. Reviews the person's plan of nursing services to gain a better understanding of the individual's health care needs				
c. Can describe general changes in behavior that could be a sign of a possible health-related concern				
d. Assists and advocates for the individual, as needed and appropriate, to facilitate and optimize informed health care services				
e. Assists individual in the safe use and maintenance of adaptive equipment				
<b>Skill 3: Demonstrates knowledge of and uses accepted methods to prevent illness and disease, and teaches prevention methods to the individual (Note: This section may not apply in uncertified settings)</b>				
a. Communicates observed health care concerns to the necessary support network				
c. Monitors and reports any adverse side effects of medication or treatments provided				
d. Assists, as needed, in health care activities of daily living (ADLs), such as oral hygiene and personal care				

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 4: Supporting Good Health</b>				
g. Can discuss ways in which healthy personal care and hygiene practices prevent illness				
<b>Skill 4: Recognizes and responds in a timely manner to signs and symptoms of illness/injury and medical emergencies</b>				
a. Is able to identify when an individual is experiencing an illness or injury and responds according to established protocols b. Able to access emergency phone numbers, such as 911 or EMS c. Achieves and maintains CPR, first aid and other certifications according to agency policy				
<b>Skill 5: Provides a safe and clean environment for the individual based on skill level and risks</b>				
a. Correctly uses standard precautions, especially hand washing, and can explain the underlying concepts of personal and environmental contamination b. Uses personal protective equipment (PPE), such as gloves, gowns and masks, when appropriate				
<b>Skill 6: Accurately documents and adequately protects all health information</b>				
a. Documents the individual's health status, medications, medical needs and appointments, as required b. Maintains and protects all protected health information (PHI) as directed by the HIPAA legislation				
<b>Skill 7: Understands and can implement daily health practices to support good health</b>				
a. Uses appropriate and safe turning, positioning and transfer techniques to support skin and bone integrity and effectively meet individuals' unique needs b. Demonstrates holistic approaches that recognize importance of practices as it relates to appropriate and adequate diet and nutrition, rest and exercise, stress reduction, and smoking cessation c. Correctly completes routine and/or urgent health care practices such as tube feeding, insulin administration, colostomy and/or catheter care, and Epi-pen administration				
<b>Comments (Optional):</b>				
<b>Competency Area Q:</b> Preventing, Recognizing, and Reporting Abuse				
<b>Skill 1: Recognizes concepts related to the prevention of abuse</b>				
a. Can identify abuse as described in the regulations b. Can discuss the possible impact of abuse on the person c. Can prevent, stop, safeguard against, and report abuse according to the Division of Disability and Rehabilitative Services (DDRS) policy				
<b>Skill 2: Is able to prevent abuse</b>				
a. Can effectively intervene so that abuse does not occur b. Can identify triggers and warning signs that indicate abuse might be likely to occur				
<b>Skill 3: Correctly follows procedures for mandated reporting and responding</b>				
a. Fulfills their obligation to report possible abuse regardless of who allegedly committed the abuse b. Reports possible abuse to the appropriate person in a timely manner c. Cooperates with the investigative process				
<b>Comments (Optional):</b>				

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 5: Supporting Safety</b>				
<b>Competency Area R:</b> Supporting crisis prevention, intervention and resolution				
<b>Skill 1: Demonstrates skill in applying the principles and practices of PROMOTE (Positive Relationships Offer More Opportunities To Everyone) competencies and individual-specific Behavior Support Plan (BSP), if applicable. (Note: The responsibility of the Direct Support Professional (DSP) will vary depending on the needs of the individuals supported and the policies of each agency)</b>				
<p>a. Supports the individual's connections to others, self-confidence and opportunities for relaxation and recreation (Green Zone) to decrease the possibility of a crisis occurring</p> <p>b. When the individual is unable to cope with stress (Yellow Zone), the Direct Support Professional (DSP) is able to effectively use the following R-Star techniques: Reassessment, Reassurance, Repeat-Ask- Validate, Remind, and Restore</p> <p>c. Can discuss an individual's vulnerabilities, strengths and potential irritants and effective supports</p> <p>d. Intervenes effectively when a person is a danger to him/herself and/or others (Red Zone)</p> <p>e. Works to repair and restore the environment and peoples' emotions after a crisis situation (Red Zone)</p>				
<b>Skill 2: Demonstrates respect for the safety of all others</b>				
a. Intervenes in a crisis situation by managing the physical and social environment in an attempt to de-escalate the situation and promote the safety of the individual, co-workers and others				
<b>Comments (Optional):</b>				
<b>Competency Area S:</b> Supporting Safety				
<b>Skill 1: Supports the safety of all individuals in everyday situations</b>				
<p>a. Is able to operate emergency equipment, as required</p> <p>b. Reports to appropriate personnel any detected problem with emergency equipment, or the need for emergency supplies</p> <p>c. Seeks out and reports potential hazards related to fire, ice, etc.</p>				
<b>Skill 2: Follows proper safety procedures in transportation situations</b>				
<p>a. Adheres to agency policies, requirements and regulations</p> <p>b. Can properly operate transportation equipment, such as the lift, and secure wheelchairs, oxygen, and other equipment</p> <p>c. If operating a vehicle, maintains a current driver's license consistent with agency requirements</p> <p>d. Operates the vehicle in a safe and courteous manner consistent with driving laws</p>				
<b>Comments (Optional):</b>				
<b>Competency Area T:</b> Ensuring safety of individuals during environmental emergencies				
<b>Skill 1: Understands and can carry out plans for responding to environmental emergencies</b>				
<p>a. Can describe and implement the personal protection plan based on the needs of the individuals' being supported</p> <p>b. Is aware of and can execute specific emergency preparedness plans for the location in which he/she works</p> <p>c. Actively participates in and documents the fire escape drills conducted in the location, according to agency policy</p>				

**Skill**

Meets  
Standard

Making  
Progress

Does Not  
Meet

Not  
Applicable

**Goal 5: Supporting Safety**

Comments (Optional):

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 6: Having a Home</b>				
<b>Competency Area U:</b> Supporting people to live in the home of their choice (Note: The responsibility of the Direct Support Professional (DSP) will vary depending on the needs of the individuals supported and the policies of each agency)				
<b>Skill 1: Supports the individual by supporting a comfortable home environment</b>				
a. Demonstrates respect by acknowledging that the location is the individual's home or the individual's family home, not the staff's work site b. Can describe the physical environment of the support setting c. Follows the rules and guidelines in the home				
<b>Skill 2: Supports daily activities and accesses additional skilled supports as needed</b>				
a. Can describe the individual's daily routine and assists with the routine based on the individual's needs and desires b. Assists the individual with routine household chores according to the individual's needs (i.e. changing light bulbs, placing decorations outside, etc.)				
<b>Comments (Optional):</b>				

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
<b>Goal 7: Being Active and Productive in Society</b>				
<b>Competency Area V:</b> Supporting Active Participation in the Community				
<b>Skill 1: Supports community participation and contribution</b>				
a. Implements plans, as directed, to promote community connections				
<b>Comments (Optional):</b>				
<b>Competency Area W:</b> Supporting Employment, Educational and Career Goal Attainment				
<b>Skill 1: Supports the individual by being knowledgeable about the career and employment goals of the individual</b>				
a. Implements plans, as directed, to support career and employment interests and goals of the individual				
<b>Skill 2: Supports the individual by being knowledgeable about the educational goals of the individual</b>				
a. Implements plans, as directed, to support educational interests and goals of the individual				
<b>Skill 3: Develops and supports the individual's skills to help the individual meet the productivity expectations of the workplace</b>				
a. Follows the Person Centered Individualized Support Plan (PCISP) for job skill development				
b. Can describe to the individual the workplace expectations for productivity and conduct				
<b>Comments (Optional):</b>				



Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Strengths:				
Areas for Improvement:				
Areas Not Yet Addressed:				
Plan for Employee Development:				

Employee Comments (Optional):	
Employee Signature:	Date:
Supervisor Signature:	Date:
Reviewer Signature:	Date: