



Recreational Therapist Core Competencies

A Collaborative Approach
for Improved Outcomes

Recreational Therapist Initial Evaluation

Developed by Assisted Independence, LLC.

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 Recreational Therapist 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 Recreational Therapist 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 Recreational Therapist could have recommendations for training or other methods for improving his/her skills. The self-assessment can also help the Recreational Therapist to see how his/her own self-view may differ from those around him/her, and in doing so, help the Recreational Therapist 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 Recreational Therapist does not need to demonstrate all tasks in order to meet the skill standard.

Meets the Skill Standard: This rating indicates that the Recreational Therapist 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 Recreational Therapist 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 Recreational Therapist 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 observer's opinion, little or no progress toward meeting the skill standard has been made to date.

Not Applicable: This rating indicates that the Recreational Therapist 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 cannot be awarded a rating of "N/A" as they are considered fundamental skills that all the Recreational Therapists 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.

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.

Recreational Therapists Initial Performance Evaluation - Core Competencies



Employee Name:		Employee Title: CTRS		
Agency Name: Assisted Independence		☒ FT	☐ PT	☐ Other
Work Location:		Date of Hire:		
Rating Period:		Date Appointed to Current Position:		
Name and Title of Person Completing Form: Nathan Red, President of Assisted Independence		Date Completed:		

Recreational Therapists Initial Performance Evaluation - Core Competencies

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 1: Putting People First	Competency Area A: Supporting a person's unique capacities, personality and potential	1. Demonstrates respect for all others <i>Communicates directly with others</i> <i>Uses person-first language</i> <i>Demonstrates appropriate body language and eye contact</i> <i>Monitors tone of voice and volume when giving directions</i> <i>Assists individuals to dress and groom in a respectful way</i>	*	*	*	
		2. Demonstrates support for individual choice-making in order to enhance confidence and assertiveness <i>Supports choices made by the individual while taking into account health and safety concerns</i> <i>Demonstrates use of positive feedback</i>	*	*	*	
		Competency Area A: Average Rating Comments (Optional):				
	Competency Area B: Getting to know the person through assessment/discovery	1. Evaluates the ways in which past and current events, and environmental factors affect the way the person acts/reacts to others <i>Reviews files and relevant information</i>	*	*	*	
		2. Using a holistic approach, participates in the individual's life planning activities and assists in their implementation <i>Implements goals as written to achieve desired outcomes</i>	*	*	*	*
		Competency Area B: Average Rating Comments (Optional):				
	Competency Area C: Promoting Advocacy with the Individual	1. Seeks information on the range of services available to individuals with developmental disabilities <i>Is able to describe, in general terms, the categories of supports available</i>	*	*	*	*
		2. Provides opportunities for the individual to be a self-advocate <i>Encourages and assists the individual to express on their own behalf</i>	*	*	*	*
		3. Describes and supports individuals' rights and responsibilities <i>Is able to discuss the rights and responsibilities to which an individual is entitled</i>	*	*	*	*
		Competency Area C: Average Rating Comments (Optional):				
	Competency Area D: Facilitating personal growth	1. Demonstrates the ability to effectively teach skills to people supported <i>Demonstrates the ability to follow a plan for successful teaching</i>	*	*	*	*
		Competency Area D: Average Rating Comments (Optional):				

Recreational Therapists Initial Performance Evaluation - Core Competencies

	Competency Area E: Facilitation of Supports and Services	1. Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs and interests <i>Is able to implement support plans, as written</i>	*	*	*	*
		2. Continuously shares observations, insights, and recommendations with the individual and his/her support team <i>Shares information in an organized, timely and sensitive manner</i> <i>Shares direct input from the individual and their support team members</i>	*	*	*	*
		Competency Area E: Average Rating Comments (Optional):				
	Goal 1: Average Rating					

Recreational Therapists Initial Performance Evaluation - Core Competencies

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 2: Building and Maintaining Positive Relationships	Competency Area F: Building and Maintaining Relationships	1. Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles <i>Encourages the use of social skills to develop and maintain positive relationships</i>	*	*	*	*
		2. Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement <i>Supports the person in exploring and practicing faith, religion, spiritual and cultural interests without personal bias</i>	*	*	*	*
		3. Demonstrates strategies to encourage and build the individual's self-Confidence <i>Assists the individual to recognize and take pride in their abilities and achievements</i>	*	*	*	
		Competency Area F: Average Rating Comments (Optional):				
	Competency Area G: Creating Meaningful Communication	1. Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person <i>Uses a polite tone of voice</i> <i>Encourages individual to express themselves</i> <i>Recognizes and respects individuals need for periods of quiet, non-communicative time</i> <i>Speaks, models, signs, shows pictures and objects or uses adaptive equipment in ways that the individual understands</i>	*	*	*	
		2. Recreational Therapist modifies own communication to ensure understanding and respect <i>Includes individual in conversation by speaking with, not about them</i> <i>Avoids making assumptions about an individual's cognitive abilities based on their communication abilities</i>	*	*	*	
		3. Develops trust by communicating empathetically <i>Demonstrates caring through body language, tone, and providing adequate time for responses</i> <i>Demonstrates active listening by repeating words or gestures, asking questions and validating feelings</i>	*	*	*	
		4. Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating <i>Uses communication techniques appropriate to the individual's ability to comprehend</i> <i>Speaks in a respectful manner</i>	*	*	*	
		Competency Area G: Average Rating Comments (Optional):				
	Goal 2: Average Rating					

Recreational Therapists Initial Performance Evaluation - Core Competencies

Employee Name:

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 3: Demonstrating Professionalism	Competency Area H: Developing Professional Relationships	1. Engages in a mutually respectful partnership/ relationship with the individual, family members, co-workers and others <i>Respects friends and family members through actions and words</i> <i>Actively listens and takes action to expressed concerns and passes information along to other team members</i> <i>Demonstrates tolerance and acceptance of others</i> <i>Demonstrates positive and productive relationships with coworkers, supervisor and other colleagues</i>	*	*	*	
		Competency Area H: Average Rating Comments (Optional):				
	Competency Area I: Exhibiting Professional Behavior	1. Demonstrates the following desirable professional qualities in the work site: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility and pleasantness <i>Demonstrates courtesy to others and contributes to a positive team atmosphere</i> <i>Complies with agency regulations and policies related to dress, confidentiality, professional appearance and use of electronic devices</i> <i>Arrives at work on time and limits use of unscheduled absences</i> <i>Continuously engages in productive activity while at work</i> <i>Is open to doing things a variety of ways</i> <i>Serves as appositive role model and team member</i> <i>Respects personal and professional boundaries</i>	*	*	*	
		Competency Area I: Average Rating Comments (Optional):				
	Competency Area J: Showing Respect for Diversity and Inclusion	1. Demonstrates respect in all matters relating to diversity and inclusion <i>Shows respect for others values without imposing their own</i> <i>Demonstrates a willingness to accept and respect all components of human diversity</i>	*	*	*	
		2. Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to support those we serve from any particular ethnic, racial, sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component of diversity groups <i>Discusses concepts of fairness and respect, and the impact that discrimination based on disability, race, gender, and/or religion has on people</i> <i>Serves as an ally to the individual by intervening to the inappropriate comments against individual if they are being discriminated against and reports it according to procedures</i>	*	*	*	

Recreational Therapists Initial Performance Evaluation - Core Competencies

	Competency Area J: Average Rating Comments (Optional):				
Competency Area K: Creating Meaningful Documentation Records	1. Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner to the appropriate sources - Notes are completed in the proper place and in the proper format - Notes are completed on time, according to agency policy - Maintains standard of confidentiality and ethical practice	*	*	*	
	Competency Area K: Average Rating Comments (Optional):				
Competency Area L: Education, Training and Self- Development Activities	1. Demonstrates enthusiasm for learning the knowledge and skills required to perform the job - Attends, actively participates in, and successfully completes all required training sessions - Asks mentors and supervisors to share best practices	*	*	*	
	2. Readily seeks and accepts feedback to improve performance Is open to and accepting of developmental feedback	*	*	*	
	3. Applies knowledge and skills gained to the job Discusses application of skills with supervisor prior to use	*	*	*	*
	Competency Area L: Average Rating Comments (Optional):				
Competency Area M: Organizational Participation	1. Adheres to and promotes the mission, culture and practices of the Organization Is able to articulate the agency mission and culture in your own words and describe how your job and everyday activities help support the agency mission	*	*	*	*
	2. Participates in the work of the organization in a positive way by using problem solving skills Participates in the identification of problems	*	*	*	*
	3. Adheres to corporate compliance policies and procedures - Successfully completes training on corporate compliance topics - Can access the organizations corporate compliance procedure documents - Follows the organizations corporate compliance procedures - Recognizes and reports fraudulent behaviors	*	*	*	*
	Competency Area M: Average Rating Comments (Optional):				
Competency Area N: Exhibiting Ethical Behavior on the Job	1. Knows, understands, and follows the RECREATIONAL THERAPIST Code of Ethics Can access and discuss the 10 aspects of American Therapeutic Recreation Association (ATRA) Code of Ethics and put into practice	*	*	*	*
	Competency Area N: Average Rating Comments (Optional):				
Goal 3: Average Rating					

Recreational Therapists Initial Performance Evaluation - Core Competencies

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

Recreational Therapists Initial Performance Evaluation - Core Competencies

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

Recreational Therapists Initial Performance Evaluation - Core Competencies

Employee Name:

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 5: Supporting Safety	Competency Area R: Supporting crisis prevention, intervention and resolution	1. Demonstrates skill in applying the principles and practices of PROMOTE competencies and individual-specific Behavior Support Plan, if applicable <i>Supports the individual's connections to others, self-confidence and opportunities for relaxation and recreation to decrease the possibility of a crisis occurring</i> <i>When the individual is unable to cope with stress, the RT is able to effectively use the following R-star techniques: Reassessment, Reassurance, Repeat-Ask-Validate, Rewind, and Restore</i> <i>Can discuss an individual's vulnerabilities, strengths and potential irritants and effective supports</i> <i>Intervenes effectively when a person is a danger to themselves and/or others</i> <i>Works to repair and restore the environment and people's emotions after a crisis situation</i>	*	*	*	*
		2. Demonstrates respect for the safety of all others <i>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</i>	*	*	*	*
		Competency Area R: Average Rating Comments (Optional):				
	Competency Area S: Supporting Safety	1. Supports the safety of all individuals in everyday situations <i>Is able to operate emergency equipment, as required</i> <i>Reports to appropriate personnel any detected problem with emergency equipment, or the need for emergency supplies</i> <i>Seeks out and reports potential hazards related to fire, ice, etc.</i>	*	*	*	*
		2. Follows proper safety procedures in transportation situations <i>Adheres to agency policies, requirements and regulations</i> <i>Can properly operate transportation equipment</i> <i>If operating a vehicle, maintains a current driver's license consistent with agency requirements</i> <i>Operates the vehicle in a safe and courteous manner consistent with driving laws</i>	*	*	*	*
		Competency Area S: Average Rating Comments (Optional):				
	Competency Area T: Ensuring safety of individuals during environmental emergencies	1. Understands and can carry out plans for responding to environmental Emergencies <i>Can describe and implement personal protection plan for individual</i> <i>Is aware of and can execute emergency plan for the location worked</i> <i>Actively participates in fire escape drills, if required</i>	*	*	*	*
		Competency Area T: Average Rating Comments (Optional):				
	Goal 5: Average Rating					

Recreational Therapists Initial Performance Evaluation - Core Competencies

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 6: Having a Home	Competency Area U: Supporting people to live in the home of their choice	1. Supports the individual by supporting a comfortable home environment <i>Demonstrates respect by acknowledging that the location is the individuals' home or the individual's family home, not the staff's works site</i> <i>Can describe the physical environment of the support setting</i> <i>Follows the rules and guidelines in the home</i>	*	*	*	*
		2. Supports daily activities and accesses additional skilled supports as needed <i>Can describe the individuals daily routine and assists with the routine based on the individuals' desires</i> <i>Assists the individual with routine household chores according to the individuals needs (i.e., changing lightbulbs, placing decorations outside, etc.)</i>	*	*	*	*
		Competency Area U: Average Rating Comments (Optional):				
	Goal 6: Average Rating					

Recreational Therapists Initial Performance Evaluation - Core Competencies

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

Recreational Therapists Initial Performance Evaluation - Core Competencies

Strengths:

Areas for Improvement:

Areas Not Yet Addressed:

Plan for Employee Development: