

Virginia's Behavioral Competencies for Direct Support Professionals and Supervisors who support individuals with Developmental Disabilities

The Behavioral Competencies Checklist is designed to ensure a more consistent level of expertise among DSPs and Supervisors who provide supports in Virginia's DD services system. This competencies checklist has been derived from the DBHDS Behavioral Support Competencies for Direct Support Providers and Professionals in Virginia (August 2015). These competencies were developed by professionals with knowledge in best practices and in accordance with established orientation requirements for Virginia's DD waivers per 12VAC30-120-515. This checklist builds upon basic competencies and contains additional competencies that must be demonstrated by DSPs and their supervisors when supporting individuals with needs related to behavioral concerns identified as most at risk through a Supports Intensity Scale level of 5, 6, or 7. The competency area included in this checklist is: 1. Demonstrates proficiency in providing behavioral supports (section for DMAS P241a).

This checklist serves as documentation that proficiency has been confirmed in the required competency areas. The focus is on DSP and supervisor ability to meet the requirements of the DD waivers and to support individuals to have a life that includes what's important TO each person based on his or her own desires and what's important FOR each person in terms of health, safety and value in the community. **Direct Support Professional** refers to staff members identified by the provider as having the primary role of assisting an individual on a day-to-day basis with routine personal care needs, social support, and physical assistance in a wide range of daily living activities so that the individual can lead a self-directed life in his own community. The initial and ongoing completion of this checklist is the responsibility of direct supervisors who oversee the work of DSPs providing support under any of Virginia's DD waivers. A supervisor's ability to meet the required competencies is determined by the provider's director (or designee), as well as through site visits conducted during program reviews.

The columns in the checklist serve as a location to document the type of training received, ability, and proficiency with each competency, skill, and action. The Training Received checkboxes are for recording the type of formal and informal training efforts related to the competency. Training can be obtained in a 1:1 setting, through group training, or through formal education such as a professional degree, online learning courses, or college courses that relate to the item. Evidence of training and/or education must be maintained for each individual. The **Implemented Skills** column provides space to indicate staff ability based on the supervisor's direct observations during the 180 day period while identifying strengths and needs. DSPs and/or supervisors may demonstrate one of four levels of ability, which progresses from a basic understanding to proficiency:

Basic understanding: individual is able to communicate a basic understanding of the skill or action; high level of supervision needed

Developing: individual is in the process of developing the ability or are showing some, but not all aspects of the skill or action in practice; moderate level of supervision needed

Competent: individual demonstrates the skill or actions, as appropriate without routine integration; low level of supervision needed

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The last column **Proficiency Determined** is a location to confirm that proficiency is achieved. Staff must consistently demonstrate each related skill and action to establish that proficiency is present. All skills and actions must be confirmed as “proficient” to establish an understanding and demonstration of the competencies necessary to support individuals with developmental disabilities under the DD Waivers. By the end of the 180 day evaluation period, individuals must demonstrate all skills and actions under each competency, which is confirmed by checkmarks in the last column. The competency is then considered met and can be dated and initialed by the approving supervisor, director, or director’s designee.

Proficiency confirmed: individual demonstrates all aspects of the skill or action with routine integration; minimal supervision needed

DSPs and Supervisors are deemed proficient with each competency once all related skills and behaviors have been confirmed and indicated upon the checklist, including noting as not applicable (NA) if an action related to any skill does not apply in the current role. Each competency must be dated and initialed by the supervisor for DSPs or the agency director (or designee) for supervisors.

This checklist must be reconfirmed (and as updated as appropriate) at least annually and as needed to ensure that DSPs and their supervisors are proficient in the competencies as described. Competencies may be documented on this tool or adapted into an electronic format as long as the competencies and areas of reporting remain consistent with this document. The initial completion of the checklist and annual updates must be maintained in personnel documents and available for review by the Department of Behavioral Health and Developmental Services, the Department of Medical Assistance Services and other reviewers as needed.

Competencies, Skills & Abilities	DSP	Supervisor	Implemented Skills	Proficiency Determined
Competency 1 Demonstrates proficiency in providing <u>behavioral supports</u> Training Received: <input type="checkbox"/> 1:1, <input type="checkbox"/> Group, <input type="checkbox"/> Formal education <p style="text-align: center;">Section DMAS P241a</p>			Enter supervisor initials and date when proficiency determined or reconfirmed for all elements of Competency 1 →	
Skill 1.1 Performs ethically	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.1 Ensures a positive climate that promotes respect and dignity for the person being supported (consistent with person centered practices).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.2 Supports the person’s independence, choice and control, by providing only as much support as the person needs to engage in behavior of his/her choice and is always teaching the specific skills that will help the person to be more independent.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.3 Assists in discussion with team members including family and the person being supported in prioritizing areas of concern (e.g. related to social significance) with behavior(s) that are having the most impact on the individual’s life.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.4 Complies with applicable legal regulatory and workplace requirements for mandatory abuse and neglect reporting and data collection storage/records. Communicates with supervisor and other team members/ stakeholders as appropriate.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.5 Documents any incidents of challenging behavior in accordance with existing plans and policies. Follows	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing	<input type="checkbox"/> proficiency confirmed

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documentation protocol for special incident reporting and contacts appropriate team member(s) or supervisor(s).			<input type="checkbox"/> competent	
1.1.6 Follows behavior support plans as written and gives appropriate and timely feedback to plan writers regarding barriers and effectiveness.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.7 Assures confidentiality of assessment and observation information and is aware of agency's confidentiality policies about sharing information per HIPPA Regulations.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.8 Reports any use of aversive procedures to supervisor or local Human Rights Committee and can describe what constitutes an aversive procedure.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.2 Describes the function or purpose of behavior	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.1 Can describe the common functions of behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.2 Understands how characteristics of mental health disorders and DD may contribute to challenging behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.3 Recognizes that abrupt or serious changes in responding are potential signs of mental or physical health problems and informs appropriate professionals in a timely way.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.4 Can provide examples of how biological and medical factors (acute and chronic), such as sleep problems, illness, vision or hearing deficits, thyroid function, onset of puberty, seizure	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

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disorders, brain injury and medication side effects may contribute to challenging behavior.				
1.2.5 Can describe how past trauma may impact behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.6 Can provide examples of how the characteristics of autism spectrum disorders and/or sensory issues can affect the person's response to the environment and contribute to challenging behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.7 Gives examples of how barriers to communication, cognitive flexibility, planning, and impulse control can influence behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.8 Gives examples of how supporting choice making can contribute to behavior and skill acquisition.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.9 Gives examples of how lack of choice and control may influence behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.10 Can explain how behavioral expectations are influenced by culture and can determine what is deemed socially appropriate for the individual's culture. (e.g., eye contact, voice tone, personal space, etc.)	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.3 Observes and documents accurately	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

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Competencies, Skills & Abilities	DSP	Supervisor	Implemented Skills	Proficiency Determined
1.3.1 Describes behavior in observable and measureable terms using objective language.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.2 Assists with collection of information for the assessment – including accurate, objective information about patterns of behavior through direct observation and objective data collection. May include: times, places, surrounding events, what happened before the behavior and what happened after the behavior (ABC), known motivating operations and /or setting events.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.3 Shares information regarding daily observations in effective and timely ways.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.4 Completes tasks accurately and as requested to assist with an assessment.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.5 Collects data as prescribed by the behavior interventionist via continuous measurement procedures, discontinuous measurement procedures, permanent product recording, etc.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.6 Generates objective notes by describing what occurred during data collection time periods.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.7 Explains the assessment process to the person being supported in a way that is understood and respectful of their unique needs and preferences.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.4 Demonstrates prevention measures	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing	<input type="checkbox"/> proficiency confirmed

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1.4.1 Uses effective and respectful communication strategies in order to reduce stressful situations.	✓	✓	<input type="checkbox"/> competent <input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.2 Ensures communication with the person being supported includes clearly communicating situational expectations and checking with the person to ensure he/she understands those expectations.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.3 Recognizes early signs of frustration or confusion and helps the person being supported identify strategies to self-manage frustration and communicate needs effectively.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.4 Recognizes and responds to signs of potential crisis and is familiar with crisis plan if available.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.5 Recognizes environmental conditions associated with challenging behavior for each person and plans accordingly to avoid those conditions, or supports the person in those situations while teaching more effective responses to the environmental conditions.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.6 Prepares and supports the person in difficult environments with previously taught individualized coping skills.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.7 Recognizes when a situation has become unsafe or the person needs more assistance. Takes steps to respond in a way that protects the person and those around them.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.8 Implements Non-Contingent Reinforcement in a manner that supports the person's behavior change/support objectives.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

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Skill 1.5 Actively supports skill acquisition	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.1 Teaches new skills in the natural environment.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.2 Uses techniques identified in a behavior support plan to develop new skills.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.3 Implements the plan to ensure maintenance and generalization to support newly-learned behaviors.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.4 Assists person in identifying new skills as a functional alternative to exhibiting challenging behaviors.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.5 Provides supports needed for the person to develop skills that allow for the increased capacity to tolerate non-preferred activities and self-manage behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.6 Tailors instruction and intervention strategies to address individual differences, preferences, goals/outcomes, learning styles, and culture.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.7 Identifies, demonstrates, and instructs appropriate replacement behaviors for challenging behaviors. (Using evidence based practices such as modeling, video modeling, prompting, etc.)	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

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1.5.8 Describes behavior in observable and measurable terms and describes the environment in which the behavior occurs.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.9 Generates objective notes by describing what occurred during data collection time periods.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.10 Collects data as specified in the behavior support plan so that the interventionist may evaluate the behavior plans effectiveness.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.6 Follows support plans	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.6.1 Demonstrates proper delivery of the different components of the behavior/support plan.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.6.2 Responds to challenging behavior in such a way that minimizes reinforcement of the unwanted behavior and reinforces the use of preferred behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.6.3 Implements all procedures in the behavioral plan as outlined in the plan.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.6.4 Arranges the environment to ensure success of the behavior plan.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.6.5 As defined in emergency procedures, takes steps to protect people from severe consequences of behavior that may harm	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing	<input type="checkbox"/> proficiency confirmed

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the person or others even if these are “natural consequences.”			<input type="checkbox"/> competent	
1.6.6 Avoids physical management of people in behavioral crisis whenever possible. Uses behavior management program techniques as required by individual agency policy.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.6.7 Stays calm, focused, and supportive of the person and the person’s needs when engaging around challenging behavior.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.6.8 Uses effective methods to ensure that expectations are clear to the person and presented in ways that make sense in the moment.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

Employee’s Printed Name

Employee’s Signature

Date

Supervisor’s Printed Name

Title

Supervisor’s Signature

Initials _____
Date

These competencies must be updated annually by the supervisor (for DSPs) or the agency’s director (or designee) for supervisors. Providing a signature and date of review below confirms that the DSP or supervisor continues to meet these competencies. If competencies do not continue to be demonstrated, provide 180 days for repeating the test and reconfirming that the competencies are met. The following update form may be utilized for three consecutive years before a new checklist is needed for updates. **A new competency checklist form must be completed in the 5th year.**

Behavioral Competencies Updates		
Second year	Third Year	Fourth year
<p>Complete the appropriate section below:</p> <p>I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors in the required area:</p> <p>1. Demonstrates proficiency in providing <u>behavioral supports</u> _____ Initials</p> <p>_____ Printed name Initials</p> <p>_____ Signature</p> <p>_____ Date</p> <p>If the employee does not demonstrate competency in the area or if the supervisor cannot confirm that the staff member is demonstrating the skills and behaviors in the required area, the employee will review the training information, retesting will be completed, and the employee will have 180 days to demonstrate these competencies. Once the test is passed with a score of 80% or above and competencies are confirmed, sign and date below.</p> <p>_____ Printed name</p> <p>_____ Signature</p> <p>_____ Date</p>	<p>Complete the appropriate section below:</p> <p>I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors in the required area:</p> <p>1. Demonstrates proficiency in providing <u>behavioral supports</u> _____ Initials</p> <p>_____ Printed name Initials</p> <p>_____ Signature</p> <p>_____ Date</p> <p>If the employee does not demonstrate competency in the area or if the supervisor cannot confirm that the staff member is demonstrating the skills and behaviors in the required area, the employee will review the training information, retesting will be completed, and the employee will have 180 days to demonstrate these competencies. Once the test is passed with a score of 80% or above and competencies are confirmed, sign and date below.</p> <p>_____ Printed name</p> <p>_____ Signature</p> <p>_____ Date</p>	<p>Complete the appropriate section below:</p> <p>I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors in the required area:</p> <p>1. Demonstrates proficiency in providing <u>behavioral supports</u> _____ Initials</p> <p>_____ Printed name Initials</p> <p>_____ Signature</p> <p>_____ Date</p> <p>If the employee does not demonstrate competency in the area or if the supervisor cannot confirm that the staff member is demonstrating the skills and behaviors in the required area, the employee will review the training information, retesting will be completed, and the employee will have 180 days to demonstrate these competencies. Once the test is passed with a score of 80% or above and competencies are confirmed, sign and date below.</p> <p>_____ Printed name</p> <p>_____ Signature</p> <p>_____ Date</p>