

# Welcome to the Webinar Series on the Workforce Toolkit.

We will begin at 2:00 pm central

# Preparing the Best-Competency Based Training



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In today's webinar you will:

- Learn about current competency sets.
- Learn why competency based training programs are important.
- Learn about the steps for implementing a competency based training model in your organization.

# High Expectation Discrepancy

**Specialized  
knowledge**

**Work  
well with others**

**Comply with  
rules and  
regulations**

**Teach**

**End shift  
neat & tidy**

**Document**

**Support  
choice**

**Maintain  
health  
& safety**

**Medical  
support**

**Culturally  
competent**

**Respect  
rights**

**Problem-  
solve**

**Person-  
centered**





A person stands alone in a vast, cracked, dry landscape under a cloudy sky. The ground is parched and fissured, reflecting the harsh light. The horizon is flat, with distant mountains visible on the left. The sky is filled with large, white clouds, creating a sense of isolation and solitude.

Isolated and alone

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What are the top competency areas you think a direct support professional should have?

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Share your top two in the chat box.

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# Importance of Competency in Direct Service

Competency standards are foundational in key processes of workforce development:

- Recruitment, hiring, and selection
- Curriculum development
- Training program implementation, staff development
- Performance evaluation

Career pathways, ladders and lattices:

- Apprenticeship programs
  - Credentialing and certification systems

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# Introduction to Core Competencies

## Competency Area

- A broad category within a competency set containing related information that describes knowledge, skills, or abilities for effective work performance.

## Competency Description

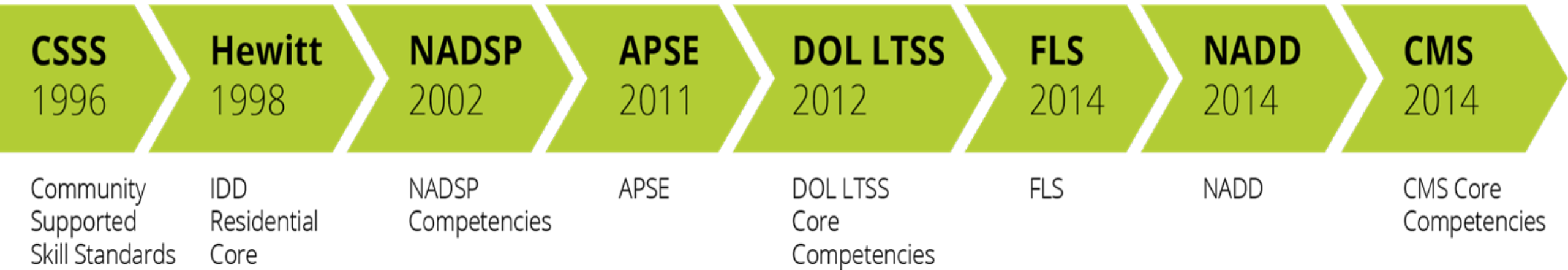
- A statement describing themes of knowledge, skills, or abilities for effective work performance within a discrete competency area.

## Skill Statement

- A description of a competency standard that incorporates a highly specific, observable action (related to a competency area) that may be demonstrated by the worker.



# DSP competency sets 1996 - 2014



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# Competency Sets for the Direct Support Workforce

- The 15 National Alliance of Direct Support Professionals (NADSP) Competency Areas
- NADD Direct Support Professionals
- The NADSP Code of Ethics
- National Frontline Supervisor Competency Set
- CMS Core Competencies

# Overview of the CMS Core Competencies

Core Competency Areas (Version 3.0)	Number of Skill Statements
1. Communication	4
2. Facilitation of Individualized Services	9
3. Evaluation and Observation	4
4. Participant Crisis Prevention and Intervention	6
5. Safety	5
6. Professionalism and Ethics	8
7. Participant Empowerment	4
8. Advocacy	4
9. Supporting Health and Wellness	9
10. Community Living Skills and Supports	5
11. Interpersonal and Family Relationships	6
12. Community and Service Networking	4
13. Cultural Competency	5
14. Education, Training, and Self-Development	4
<b>TOTAL:</b>	<b>77</b>

# Overview of the CMS Core Competencies

## 1. Communication

*Competency Description: The DSW recognizes communication as a core function of support, and uses person first language and effective communication skills to establish a supportive and collaborative relationship with the participant and his or her family.*

### **Skill Statements:**

- A. The DSW uses effective, respectful communication skills. This includes active listening, paraphrasing, and using open-ended questions to create open communication with participant.

## 10. Community Living Skills and Supports

*Competency Description: The DSW collaborates with the participant to identify specific supports and interventions to meet his or her unique strengths, needs, and preferences, and promote chosen and valued social roles.*

### **Skill Statements:**

- A. The DSW assists the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, sexuality), building on participant strengths and capabilities, and providing skills training when needed.

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# Assessing DSP Competency Tools

- Direct Support Professional and CMS-DSW Core Competency Job Analysis
- Direct Support Professional Self-Development Plan



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# The Importance of Frontline Supervisor Competency

DSP turnover is lower when

- DSPs feel valued
- DSPs feel they are treated fairly

Reasons DSPs leave

- issues with co-workers
- issues with supervisors

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# National Frontline Supervisor Competencies

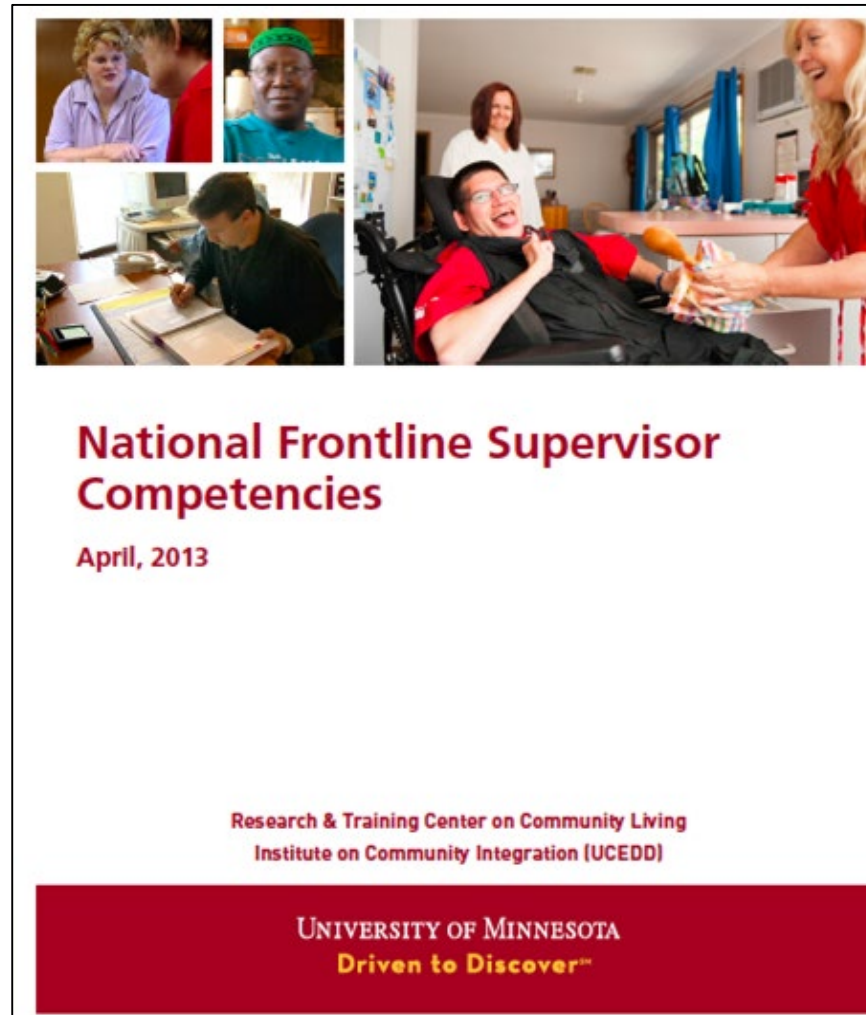
- Direct Support
- Health, Wellness, & Safety
- Individual Support Plan Development, Monitoring, and Assessment
- Facilitating Community Inclusion Across the Lifespan
- Promoting Professional Relations and Teamwork
- Staff Recruitment, Selection, and Hiring
- Staff Supervision, Training and Development
- Quality Assurance
- Advocacy & Public Relations
- Leadership, Professionalism, & Self-Development
- Cultural Responsiveness & Awareness

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# Supporting frontline supervisors

- Use evidence based Frontline Supervisor Competencies that reflect best practice in current service system.
- Use on-line workforce development tools utilizing these competencies, including:
  - candidate assessment tool
  - peer assessment
  - selection tool
  - training and development tool
  - performance evaluation

# National Frontline Supervisor Competencies



# National Frontline Supervisor Tools



## National Frontline Supervisor Competencies Frontline Supervisor Assessment

April, 2013

Research & Training Center on Community Living  
Institute on Community Integration (UCEDD)

UNIVERSITY OF MINNESOTA  
Driven to Discover™



## National Frontline Supervisor Competencies Frontline Supervisor Structured Behavioral Interview Questions

April, 2013

Research & Training Center on Community Living  
Institute on Community Integration (UCEDD)

UNIVERSITY OF MINNESOTA  
Driven to Discover™



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What competencies are currently  
used in your organization?  
How do these affect training  
requirements?

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# Scales are tipped severely in the wrong direction

**240+** hours  
minimally needed to meet basics

**40+** hours provided



Balance is achieved when  
Training → competence

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# Why create a culture of learning with competency based training?

- Improve skills of workers
- Improve quality and safety of supports
- Overcome workforce challenges
- Improve pay and benefits
- Enhance the status of DSPs & FLSs
- Create professional career paths
- Improve access to competency based education and training

**Increased DSW  
Competence**

**Higher  
Job Satisfaction**

**Competency-Based  
DSW Training**

**Higher  
Retention Rates**

**Quality Service Delivery**

**Quality  
Consumer  
Outcomes**

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# What is Competency Based Training?

- Training that is focused on developing worker:
  - *Knowledge* (what a person knows)
  - *Skills* (what a person is able to do)
  - *Attitudes* (the way in which a DSP thinks about people with IDD, job and how they approach decision-making)
- Based on real work actions
- Goal of achieving required/desired outcomes



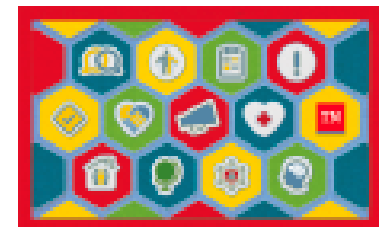
# Competency Based Training Framework

ID Training Outcomes	Evaluate Skills, Performance, & Competency	ID Needed Skills & Competencies	ID & Develop Training Strategies & Content to Fill the Gaps	Deliver Training- Teach & Demo Job Skills	ID Skill Gaps
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# 7 Key Tenets of TN QuILTSS

- Competency-Based
- Require Demonstration
- Micro-Credentialing System
- Portability through Registry
- Faculty, Coach and Mentor Supported
- Clear Career and College Pathways
- Credit-Bearing Framework

Source:  
Charla Long,  
2017



# TN QuILTSS Badges



# DirectCourse

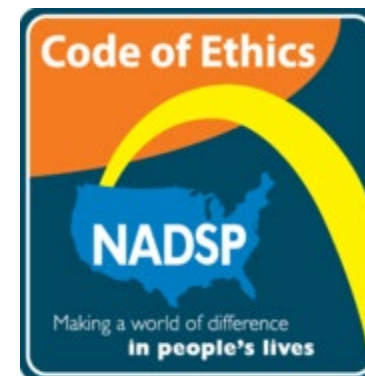
## Online Curricula for Life in Community

- College of Direct Support & College of Frontline Supervision & Management  
University of MN, Research & Training Center on Community Living
- College of Employment Services  
University of MA/Boston, Institute for Community Inclusion
- College of Personal Assistance & Caregiving  
University of California San Francisco, Center Community Living Policy
- College of Recovery & Community Inclusion  
University of MN, Research & Training Center on Community Living & Temple  
University Collaborative on Community Inclusion of Individuals with Psychiatric  
Disabilities
- Person Centered Counseling Training
- University of MN, Research & Training Center on Community Living & The  
Learning Community for Person Centered Practices
- <http://directcourseonline.com/>





# NADSP E-Badge Academy





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# 8 Steps for Implementing Competency Based Training

Step 1: Identify and assess the problem

Step 2: Select an intervention strategy

Step 3: Identify components of the strategy

Step 4: Identify barriers to implementation

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# 8 Steps for Implementing Competency Based Training

Step 5: Identify support for the strategy

Step 6: Set goals, measure progress & establish a time frame

Step 7: Implement the strategy

Step 8: Evaluate success

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How could implementing  
competency based training  
improve the direct support  
workforce in your organization?

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# Resources

15 NADSP Core Competencies

<https://www.nadsp.org/dsp-credentialing/15-competency-areas/10-library.html>

NADD-DSP Core Competencies

<http://acp.thenadd.org/manuals/dsp.pdf>

NADSP Code of Ethics

<https://www.nadsp.org/library/code-of-ethics.html>

Frontline Supervisor Core Competencies

<https://ici.umn.edu/products/view/553>

CMS Core Competencies

<https://www.medicaid.gov/sites/default/files/2019-12/dsw-core-competencies-final-set-2014.pdf>

QuiLTSS Institute Orientation

<https://quiltss.org/orientation/>

# Questions?

To receive the slides from today's webinar or to further discuss this strategy:

- Contact your UMN consultant
- Or email us at: [dsp-tn@umn.edu](mailto:dsp-tn@umn.edu)

# Next Workforce Toolkit Webinars

## Public Service Announcement

- March 2nd, 2-3 pm central time

## The Critical Role: Frontline Supervisors

- March 26th, 2-3 pm central time

## Orientation and On-boarding

- April 8th, 2-3 central time

## Professionalizing DSPs and the their Career Path

- April 23, 2-3 central time