

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

The Autism 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 Virginia Autism Council's Skill Competencies for Professionals and Direct Support Staff in Virginia Supporting Adolescents and Adults with Autism (June 2014). 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 a diagnosis of autism and 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 supports related to autism (section for DMAS P201a).

This checklist serves as documentation that proficiency has been confirmed in the required competency area. 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 supports related to <u>autism</u> Training Received: <input type="checkbox"/> 1:1, <input type="checkbox"/> Group, <input type="checkbox"/> Formal education <p style="text-align: center;"><i>Section DMAS P201a</i></p>			Enter supervisor initials and date when proficiency determined or reconfirmed for all elements of Competency 1 →	
Skill 1.1 Understands the characteristics and diagnosis of autism as defined by the most recent version of the Diagnostic and Statistical Manual.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.1 Lists and explains the defining characteristics of autism (communication/social functioning, patterns of repetitive and restrictive patterns of behavior) and the impact on the individual.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.1.2 Lists and explains the associated cognitive characteristics and learning styles commonly present in autism (ex: difficulties in executing functioning, attending, planning, abstract thinking, problem solving) and the impact on the individual.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.2 Understands the impact of common medical issues (ex: seizure disorders, chronic otitis media, chronic constipation or diarrhea) and treatments (ex: psychotropic medications and possible side effects, use of special diets) for persons with autism.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.1 Differentiates between self-inflicted injuries and potential abuse/neglect related injuries.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.2.2 Assesses and communicates critical health related information to team members, especially collaborating with the		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing	<input type="checkbox"/> proficiency confirmed

Competencies, Skills & Abilities	DSP	Supervisor	Implemented Skills	Proficiency Determined
individual, parents and medical personnel.			<input type="checkbox"/> competent	
Skill 1.3 Understands the implications of ‘dual’ diagnoses (autism and any other diagnosis from the latest version of the Diagnostic and Statistical Manual of Mental Disorders) and co-morbidity.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.1 Lists behaviors that could indicate the presence of an additional mental health or disability diagnosis.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.2 Discusses concerns and shares observations regarding possible additional diagnoses with team, which includes the individual and parents, when dual diagnosis is suspected.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.3.3 Implements behavioral and mental health recommendations given to the team by specialists such as psychiatrists or psychologists.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.4 Understands the importance of the environment and provides a setting that is safe, structured, and promotes independence.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.1 Ensures safe environments that allow for the dignity of risk.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.4.2 Proactively prepares for sensory responses of the individual to the environment (ex: providing a distinct space for the individual to engage in quiet, calming, or sensory based activities).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

Competencies, Skills & Abilities	DSP	Supervisor	Implemented Skills	Proficiency Determined
Skill 1.5 Understands and implements a variety of visual supports and strategies to promote comprehension and independence.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.1 Ensures the implementation of a variety of visual supports and strategies to communicate information and expectations and increase independence (ex: break cards, rule cards, narratives, and scripts).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.2 Ensures the implementation of a daily schedule of activities that is individualized by length (ex: full day, part day) and type (ex: objects, photos, icons, words).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.3 Ensures the use of visual supports and strategies to help the individual prepare for and complete transitions.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.4 Ensures the use of evidence-based practices (ex: modeling, prompting, shaping, cueing, and assistive technology) to teach the individual how to use the visual supports.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.5.5 Teaches direct support staff, other professionals, and families to implement visual supports and strategies.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.6 Understands how to measure progress and evaluate the effectiveness of strategies.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.6.1 Observes behaviors using objective measures and criteria, and records data.	✓	✓	<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
1.6.2 In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote independence in various settings.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.7 Understands components of communication and its impact on the day-to-day experience of an individual with autism and how to assess skills for person centered planning.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.7.1 Determines the form of communication (ex: verbal, gestures, visuals) and considers augmentative communication options that are based on the individual's needs, preferences and strengths.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.7.2 Solicits information from the individual and all members of the individual's interdisciplinary team (anyone who supports, works with, or provides consultation) regarding communication.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.8 Understands a variety of strategies to increase an individual's communication abilities.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.8.1 Implements programs throughout all daily activities maximizing communication opportunities.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.8.2 Designs and implements a meaningful communication program that crosses all life settings and is based on individual assessment.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.8.3 Provides and is able to instruct others on the team how to provide adequate processing ("wait") time when communicating.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

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1.8.4 Supports development of receptive communication (ex: understanding) within a contextual framework (ex: daily routines and/or right time/right setting).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.8.5 Based on the function and frequency of communication, empowers individuals to communicate for a variety of reasons, to a variety of people, and in a variety of settings.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.8.6 Implements appropriate augmentative communication supports such as object or picture exchange systems, speech generating devices, gestures, signs, texts, among others to promote or enhance communication.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.9 Understands how to measure progress and evaluate the effectiveness of strategies.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.9.1 Observes communication behaviors using objective measures and criteria, and records data.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.9.2 In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote communication skills in various settings.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.10 Understands social skill development and the unique social skill deficits and challenges associated with autism and how to assess skills for person centered planning.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.10.1 Assesses social skill strengths and needs across environments on an ongoing basis.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.10.2 Assesses skills related to social interactions (ex: initiating social interaction, maintaining relationships)		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing	<input type="checkbox"/> proficiency confirmed

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and reciprocation (ex: joint attention, sharing, turn taking, waiting, accepting feedback, personal space).			<input type="checkbox"/> competent	
Skill 1.11 Understands appropriate strategies to increase an individual's social skills.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.11.1 Uses specialized social skills strategies (ex: anger and stress management techniques, social narratives, mentoring, shaping, natural environment teaching, video-modeling) to teach social skills, and to foster social interest and interaction.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.11.2 Models appropriate behavior for different social contexts and relationships across settings (ex: when interacting with strangers, associates, friends, intimate partners, and significant others).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.11.3 Provides individuals information related to sexuality and sexual behavior to promote increased knowledge and understanding, personal fulfillment, and ensure safety.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.11.4 With the individual consent, educates and trains peers to interact appropriately and effectively with individuals with autism.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.11.5 Provides instruction, support, and guidance to the individual in identifying and dealing with manipulative, coercive, and/or abusive relationships (ex: bullying).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.11.6 Teaches direct service staff, professionals and family to implement social skill strategies, social integration and characteristics of autism in a variety of settings.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

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1.11.7 Plans for generalization and maintenance of social skills in a variety of settings with a variety of people including other professionals, friends, and family members.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.12 Understands how to measure progress and evaluate the effectiveness of strategies.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.12.1 Observes social behaviors using objective measures and criteria, and records data.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.12.2 In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote positive social skills.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.13 Understands the sensory systems, sensory processing, and sensory motor development.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.13.1 Describes the seven senses (visual, auditory, oral, olfactory, tactile, proprioceptive, and vestibular) and the varying patterns of hypersensitivity and hyposensitivity to sensory input.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.13.2 Describes the relationship between sensory processing and behavior (ex: demonstrating stereotypical behaviors such as rocking or hand flapping, or triggering fight, flight, or freeze responses).		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.13.3 Describes the relationship between sensory processing and functional performance in activities of daily living (ex: work, academic, and leisure activities).		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.14 Understands how to measure progress and evaluate the effectiveness of strategies.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing	<input type="checkbox"/> proficiency confirmed

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Competencies, Skills & Abilities	DSP	Supervisor	Implemented Skills	Proficiency Determined
			<input type="checkbox"/> competent	
1.14.1 Observes behaviors and collects data using objective measures to evaluate the sensory supports.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.14.2 Communicates findings regarding the effectiveness of the sensory supports and collaborates with all team members.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.14.3 In consultation with the team, uses data and ongoing assessments to modify strategies as needed to address sensory needs.		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.15 Understands how to measure progress and evaluate the effectiveness of strategies.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.15.1 Understands the potential strength and value in cognitive differences common within the autism community (pattern recognition, orientation to detail, attention to process).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.15.2 Builds community engagement to assist the individual in creating activities which build upon their strengths and are rewarding to the individual and of value to the community in which they live.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.15.3 Considers and plans for the transition needs of the individual (ex: 2-year to 4-year college, college to competitive employment).		✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
Skill 1.16 Understands unique skill deficits and challenges associated with autism and strategies needed to increase an individual's short-term and long-term independence in competitive employment and career development.	✓	✓	<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
1.16.1 Selects, designs, and implements a person centered plan with the interdisciplinary team to facilitate a successful transition to competitive employment (ex: early Vocational Rehabilitation engagement and on-the-job training while in high school).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.16.2 Uses informal and formal assessment tools to assess and analyze the individual's vocational strengths, interests, needs, and the impact of autism related characteristics on competitive employment activities (ex: age appropriate transition assessment, vocational evaluation and situational assessments).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.16.3 Uses an array of career exploration strategies (ex: job shadow, mentoring, discovery, unpaid work experience, internship, and paid work experience) to increase individual's awareness of and exposure to a range of jobs and career opportunities.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.16.4 Selects, designs, and implements strategies and job coaching interventions that are evidence-based or promising practices to teach competitive employment related skills (ex: modeling, prompting, shaping, visual supports, and task analysis).	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.16.5 Identifies and advocates for modifications and/or accommodations of work task requirements in accordance to the individual's strengths and needs to promote independence and self-reliance while maintaining the integrity of the task.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed
1.16.6 With consent of the individual, educates work colleagues and supervisors about autism and the individual and teaches them to provide support as needed in a dignified manner.	✓	✓	<input type="checkbox"/> basic understanding <input type="checkbox"/> developing <input type="checkbox"/> competent	<input type="checkbox"/> proficiency confirmed

Competencies, Skills & Abilities	DSP	Supervisor	Implemented Skills	Proficiency Determined
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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.**

