

## CORE COMPETENCIES – Revision Oct, 2000

**Before working unassisted (without experienced co-worker) employee will:**

<b>SAFETY</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>S-1</b>	Obtain first aid and CPR certification.	Present current certification card from qualified first aid and CPR training.
<b>S-2</b>	Locate emergency notification information including who is to be informed of an emergency, how, and in proper order.	When presented with hypothetical emergency situation, staff present appropriate phone lists and information on individuals.
<b>S-3</b>	Follow posted emergency evacuation procedures.	<ul style="list-style-type: none"> <li>• Identifies what is an emergency.</li> <li>• Locate &amp; follow posted evacuation plan.</li> <li>• Locate emergency exits and safe areas.</li> <li>• Notify appropriate agency and emergency personnel.</li> </ul>
<b>S-4</b>	Demonstrate appropriate methods of support and non-physical intervention for individuals.	<ul style="list-style-type: none"> <li>• Correctly identify situation as potentially harmful.</li> <li>• Seek assistance from others, if needed</li> <li>• Use appropriate body language, tone of voice, listening skills, redirection, etc.</li> <li>• Follow prescribed procedures &amp; protocols for individuals</li> </ul>
<b>S-5</b>	Lift or transfer an individual or material using recognized safe body mechanics.	Follow general or individualized protocols such as: <ul style="list-style-type: none"> <li>• use proper body mechanics</li> <li>• keep back straight</li> <li>• bend at the knees</li> <li>• lift using legs</li> <li>• use assistive lifting devices (such as back belts, slings, etc.)</li> </ul>
<b>S-6</b>	Complete documentation required for incident and accident reporting process.	<ul style="list-style-type: none"> <li>• Correctly identify situation as an incident.</li> <li>• Notify appropriate personnel, as per approved procedures.</li> <li>• Complete and submit form through appropriate channels.</li> </ul>
<b>S-7</b>	Use safe handling and storage techniques for chemicals and cleaners	<ul style="list-style-type: none"> <li>• State safe handling &amp; storage procedures.</li> <li>• Locate and present MSDS (Material Safety Data Sheets) as available.</li> </ul>
<b>S-8</b>	Locate safety equipment.	Present first aid kit, fire extinguisher, and other emergency equipment if any.
<b>S-9</b>	Safely operate any equipment or machinery used within the work environment.	Demonstrate proper operation of equipment such as phones, vehicles, tie-downs, lifts, stoves, production machinery, gas shut-off, fire alarm shut-off, etc.

**Before working unassisted (without experienced co-worker) employee will:**

<b>HEALTH</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>H-1</b>	Locate medical information for specific individuals.	Present appropriate information on individuals.
<b>H-2</b>	Respond to specific medical and health concerns of individuals. (i.e., diet, exercise, seizures, diabetes, g-tube, allergies.)	<ul style="list-style-type: none"> <li>• Describe special dietary, seizure, physical concerns of individuals.</li> <li>• Describe staff responsibility in dealing with those concerns.</li> <li>• Follow established procedures &amp; protocols.</li> <li>• Follow menu as developed.</li> <li>• Document in medical progress notes.</li> <li>• Communicate health concerns at work with appropriate residential support person..</li> </ul>
<b>H-3</b>	Provide personal care supports appropriate to needs of individuals (including use of adaptive equipment).	Follow procedures for feeding, dietary needs, personal hygiene, oral hygiene, care for incontinence, etc. Assure personal care supports are present in work environment.
<b>H-4</b>	Use appropriate procedures for dealing with blood and other body fluids.	Demonstrate universal precautions for blood borne pathogens including use and disposal of gloves, disposal of contaminated clothing, cleaning & disinfecting, etc.
<b>H-5</b>	Use appropriate infection control techniques.	<ul style="list-style-type: none"> <li>• Demonstrate proper handwashing procedures.</li> <li>• Use approved isolation techniques.</li> <li>• Demonstrate proper use of antibacterial agent for surface cleaning.</li> </ul>
<b>H-6</b>	Demonstrate appropriate medication administration and documentation.	<ul style="list-style-type: none"> <li>• Verify physician's order.</li> <li>• Follow organization's approved medication administration procedures.</li> <li>• Administer meds according to individual's Physician's Order Sheet.</li> <li>• Complete required documentation.</li> </ul>
<b>H-7</b>	Identify situations that require immediate medical intervention.	<ul style="list-style-type: none"> <li>• Identify methods individuals may use to indicate pain.</li> <li>• Identify symptoms of acute illness such as dehydration or constipation.</li> <li>• Seek medical assistance as needed.</li> <li>• Notify appropriate personnel.</li> </ul>

**Before working unassisted (without experienced co-worker) employee will:**

<b>RIGHTS</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>R-1</b>	Identify basic civil and human rights are held by all individuals regardless of ability.	Indicate that consumers and staff have the same rights unless restricted through court action (such as guardianship).
<b>R-2</b>	Identify additional rights of people with developmental disabilities who receive service from ODDS.	<p>List (orally or in writing) at least 5 rights of individual receiving services as defined in OAR 309-49-150 such as:</p> <ul style="list-style-type: none"> <li>• adequate food, housing, clothing, medical care, training</li> <li>• visits to and from family, friends, advocates</li> <li>• confidential communication</li> <li>• control and freedom re: personal property</li> <li>• privacy</li> <li>• protection from abuse and neglect</li> <li>• expression of sexuality</li> <li>• access to community resources</li> <li>• transfer within program</li> <li>• choice and ownership of personal affairs</li> <li>• appropriate services</li> <li>• consent to or refuse treatment</li> <li>• choice to participate in community activities</li> </ul>
<b>R-3</b>	Identify examples of abuse, neglect; and state the mandated reporting requirements and process.	<p>State mandated reporting procedures.</p> <p>List orally (or in writing) 5 items from definition of abuse as defined in OAR 309-49-035 such as:</p> <ul style="list-style-type: none"> <li>• physical assault such as hitting, kicking</li> <li>• neglect of care including medication, medical care, clothing, personal grooming</li> <li>• denying meals, clothing or aids to physical functions</li> <li>• use of derogatory names, ridicule, coercion, threats, cursing, intimidation</li> <li>• sexual exploitation</li> <li>• restrictions on individual freedom by seclusion</li> <li>• use of restraints without physician's order</li> <li>• financial exploitation</li> <li>• punishment of one individual by another</li> <li>• implied or direct threat of termination of residential services</li> </ul>
<b>R-4</b>	Identify right of consumer confidentiality and state examples of violation of confidentiality.	<p>List orally or in writing at least two examples of confidentiality such as:</p> <ul style="list-style-type: none"> <li>• all individuals' records are confidential except as otherwise indicated by applicable rule or law</li> <li>• individuals have access to own records</li> <li>• individual can authorize release of records</li> </ul>
<b>R-5</b>	Locate organization's grievance procedure for individuals supported and for the organization's employees.	Present applicable grievance protocols.

Before working unassisted (without experienced co-worker) employee will:

<b>VALUES &amp; PERSONAL REGARD</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>V-1</b>	Locate personal information about individuals.	Present files or documentation that contain pertinent information such as ISP, summary sheets, likes, dislikes, and Essential Lifestyle Plan.

<b>ORGANIZATION MISSION &amp; POLICIES</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>M-1</b>	Locate the mission and values statement of the organization.	Present mission and values statement.
<b>M-2</b>	Locate organization policy and procedure documents for behavior support management, incident reports, confidentiality, consumer rights, and med administration.	Present documents.

# CORE COMPETENCIES

Within 30 days of hire employee will:

<b>VALUES &amp; PERSONAL REGARD</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>V-2</b>	Demonstrate behavior that indicates respect and courteousness to individuals being supported.	<ul style="list-style-type: none"> <li>• Use eye contact (as appropriate).</li> <li>• Address people by name.</li> <li>• Talk <u>to</u> people rather than <u>about</u> them.</li> <li>• Don't patronize or talk down to people.</li> <li>• Listen and respond with empathy.</li> <li>• Identify how staff's own moods, attitudes, and actions impact individuals being supported.</li> </ul>
<b>V-3</b>	Use people first language in interactions with staff and individuals	<ul style="list-style-type: none"> <li>• Speak of person first then the disability (if necessary).</li> <li>• Emphasize abilities, not limitations.</li> <li>• Do not label people as part of a disability group.</li> <li>• Encourage person to speak for him/herself.</li> </ul>
<b>V-4</b>	Describe the importance of providing choices to individuals with disabilities.	State orally (or in writing) concepts such as: <ul style="list-style-type: none"> <li>• choice as basic need and protected right</li> <li>• importance of having options</li> <li>• importance of choice in achieving independence and integration</li> <li>• importance of choice in selecting goals &amp; objectives</li> <li>• importance of providing opportunities for choices in daily activities (i.e., foods, work, leisure activities)</li> </ul>
<b>V-5</b>	Describe the importance of supporting independence for individuals.	State orally (or in writing) concepts such as: <ul style="list-style-type: none"> <li>• individuals must have control over their own lives.</li> <li>• independence does not necessarily mean doing things alone or without the support of others.</li> <li>• a person's level of dependence on the support of others is not an indication of individual worth or value.</li> </ul>
<b>V-6</b>	Describe the importance of supporting productivity for individuals.	State orally (or in writing) concepts such as: <ul style="list-style-type: none"> <li>• right to engage in income-producing work</li> <li>• value of income level, employment status, and job advancement</li> <li>• value of sharing talent that contributes to a household or community</li> <li>• productive time spent in alternatives to employment</li> </ul>
<b>V-7</b>	Describe the importance of supporting individuals in community activities.	State orally (or in writing) concepts such as: <ul style="list-style-type: none"> <li>• use by all people of common community resources</li> <li>• participation common community activities</li> <li>• adequate transportation and accessibility to community resources</li> <li>• community based employment or alternatives to employment</li> <li>• regular contact with other citizens in their communities</li> </ul>
<b>V-8</b>	Use listening and confirmation skills that increase communication.	Demonstrate: <ul style="list-style-type: none"> <li>• use of paraphrasing and other effective listening skills</li> <li>• use of appropriate eye contact and individual's name</li> <li>• allow adequate time for a person to respond</li> <li>• use of communication techniques identified to be effective with individual</li> <li>• sensitivity to non-verbal communication</li> </ul>

## CORE COMPETENCIES

Within 3 months of hire employee will:

<b>SAFETY</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>S-10</b>	Recommend and make suggested modifications to environment as required for individual's safety.	<ul style="list-style-type: none"> <li>• Identify areas and situations which may jeopardize safety.</li> <li>• Notify person responsible for residential or business site.</li> <li>• Properly place equipment and objects.</li> </ul>
<b>S-11</b>	Respond to emergency by acting to protect individuals and self from harm.	<p>When presented with a hypothetical situation involving a person-to-person or person-to-property emergency, staff will:</p> <ul style="list-style-type: none"> <li>• correctly identify situation as potentially harmful</li> <li>• seek assistance from others, if needed</li> <li>• use approved non-physical interventions</li> <li>• use appropriate least restrictive techniques of physical interventions if non-physical interventions are ineffective</li> <li>• complete required documentation</li> <li>• debrief with appropriate personnel</li> </ul>
<b>S-12</b>	Properly respond to emergency situation (fire, explosion, accident, or other emergency, including evacuation of individuals) or drill to ensure safety of individuals and staff.	<p>When presented with a hypothetical emergency situation, staff will:</p> <ul style="list-style-type: none"> <li>• follow approved emergency procedures (as determined for location or individuals)</li> <li>• provide necessary assistance to individuals.</li> <li>• call for assistance as necessary</li> <li>• report situation to appropriate personnel</li> </ul>
<b>S-13</b>	Identify and report potential safety hazards.	<ul style="list-style-type: none"> <li>• Conduct safety check.</li> <li>• Report safety hazards to supervisor or other appropriate personnel.</li> <li>• Suggest modifications to environment.</li> </ul>
<b>S-14</b>	Use safe handling procedures when handling, preparing, and storing food.	<ul style="list-style-type: none"> <li>• Use appropriate handling procedures (i.e., clean area, clean utensils).</li> <li>• Prepare foods safely (hot foods hot, cold foods cold, etc.)</li> <li>• Use appropriate storage techniques (i.e., clean containers, label and date contents.)</li> </ul>

<b>HEALTH</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>H-8</b>	Describe the desired therapeutic effects and locate information about possible side effects of medications being used by individuals.	<ul style="list-style-type: none"> <li>• Identify and locate written information about medications used by individuals being supported.</li> <li>• Indicate the effects and side effects of medications which staff need to monitor.</li> </ul>
<b>H-9</b>	Identify symptoms of illness or injury for individuals being supported (i.e., dehydration, constipation, chronic or intermittent condition, seasonal allergies, etc.)	<ul style="list-style-type: none"> <li>• Observe and record changes in activity level, skin color, communication, etc.</li> <li>• Report changes to appropriate personnel.</li> <li>• Implement appropriate action to respond to situation.</li> <li>• Observe and respond appropriately specific changes as identified for individuals.</li> <li>• Communicate warning signs to others (employers, friends) as appropriate to ensure health and safety.</li> </ul>

**Within 3 months of hire:**

<b>RIGHTS</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>R-6</b>	Identify actions defined as sexual harassment.	List orally (or in writing) examples such as: <ul style="list-style-type: none"> <li>• offer enticements in exchange for sexual favors</li> <li>• unwelcome sexual advancements</li> <li>• verbal, graphic or physical conduct of a sexual nature which creates an offensive work environment</li> </ul>
<b>R-7</b>	Protect the rights of the individuals supported.	Demonstrate behavior that supports individuals in activities relating to: <ul style="list-style-type: none"> <li>• involvement in decision making and community involvement</li> <li>• control over finances, including earning and managing money</li> <li>• Choice of religion, work, clothes, friendships, etc.</li> <li>• the purchase and maintenance of personal possessions</li> <li>• having privacy</li> <li>• receiving information about rights, treatment, risks, records,</li> <li>• being free from abuse &amp; neglect.</li> <li>• voting</li> </ul> (Specific measures to be determined by organization.)
<b>R-8</b>	Respect confidentiality in a variety of areas.	Demonstrate behavior that supports individuals in areas such as: <ul style="list-style-type: none"> <li>• keep medical, financial, and personal information private</li> <li>• Privacy when communicating by phone or mail</li> <li>• Appropriate disclosure of individual information (i.e., consent)</li> <li>• refrains from “gossiping”</li> </ul> (Specific measures to be determined by organization.)
<b>R-9</b>	Act to prevent abuse, neglect, and exploitation of individuals.	Demonstrate methods to prevent abuse such as: <ul style="list-style-type: none"> <li>• identify events and circumstances that could bring about (i.e., responding to an aggressive situation) staff to be abusive. (self-awareness)</li> <li>• assess individuals’ susceptibility to abuse, including self-abuse.</li> <li>• teach skills to decrease personal vulnerability.</li> <li>• follow any prevention plan in place through ISP or agency policy/protocol.</li> </ul>
<b>R-10</b>	Describe the role of the legal guardian.	List orally (or in writing) at least two responsibilities of a legal guardian such as: <ul style="list-style-type: none"> <li>• provide consent on behalf of the ward (individual determined by the court to need a guardian)</li> <li>• assure the ward receives appropriate medical care and services</li> <li>• assure ward resides in least restrictive setting</li> <li>• provide for care, treatment, support, etc. as designated.</li> </ul>

**Within 3 months of hire:**

<b>VALUES &amp; PERSONAL REGARD</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>V-9</b>	Demonstrate behaviors that increase opportunities and individual's ability for to make choices.	Measures to be determined based on preferences and needs of individuals being supported, i.e.: <ul style="list-style-type: none"> <li>• involve individuals in decision making</li> <li>• presents opportunities for choice in daily activities (such as meal preparation, budget, clothing, break-time activities)</li> <li>• facilitates and respects communication of individuals</li> </ul>
<b>V-10</b>	Demonstrate behaviors that increase independence and functional skill levels of individuals.	Measures to be determined based on preferences and needs of individuals being supported. <ul style="list-style-type: none"> <li>• presents choices in everyday activities</li> <li>• encourages use of demonstrated skills in all activities</li> </ul>
<b>V-11</b>	Demonstrate behaviors that increase productivity of individuals.	<ul style="list-style-type: none"> <li>• Promote involvement of individual in <u>work</u>, household and environmental duties.</li> <li>• Support individuals in activities that seen as a contribution to their community and society in general.</li> </ul>
<b>V-12</b>	Participate in activities and processes that support community integration for individuals	Measures to be determined by organization...i.e.: <ul style="list-style-type: none"> <li>• supports individuals in community activities as directed in ISP</li> <li>• <u>supports individuals in community based jobs</u></li> <li>• supports individuals in a variety of desired community settings</li> </ul>
<b>V-13</b>	Describe the purpose and basic components of the ISP and staff role in its implementation.	Identify key factors such as: <ul style="list-style-type: none"> <li>• assess interests and support needs of individual</li> <li>• determine goals &amp; objectives required to meet needs</li> <li>• identify strategies for achieving goals</li> <li>• collect pertinent information about achieving those goals</li> <li>• evaluate effectiveness of service plans and support strategies</li> <li>• modify plans as needed</li> <li>• work with other partners in plan implementation i.e. members, families, VR, other providers, and the community</li> </ul>
<b>V-14</b>	Follow the objectives and strategies set forth in the ISP.	<ul style="list-style-type: none"> <li>• Carry out the program plan as written</li> <li>• Document participation in ISP related activities</li> <li>• Demonstrate appropriate instructional procedures in formal and informal settings.</li> </ul>
<b>V-15</b>	Identify elements individualized planning	List orally or in writing the following: <ul style="list-style-type: none"> <li>• services are organized around the unique needs of the individual</li> <li>• individual is directly involved in planning process to the fullest extent possible</li> <li>• services are flexible and responsive to identified individual needs</li> </ul>
<b>V-16</b>	Encourage the participation of individuals in preferred activities	Staff will: <ul style="list-style-type: none"> <li>• determine individual's preferences</li> <li>• support the scheduling of preferred activities <u>and jobs</u></li> <li>• structure jobs and activities to allow for as much participation as possible</li> <li>• assure that proper materials and equipment are available for activities and jobs</li> <li>• assist the individual to connect with his or her community through clubs, organizations, recreation, business groups, etc.</li> </ul>



<b>V-17</b>	Demonstrate effective communication skills & strategies with individuals being supported.	Measures to be based on communication strengths and needs of individuals being supported. Suggestions include: <ul style="list-style-type: none"> <li>• make recommendation on how to improve effective communication</li> <li>• structure activities to promote interaction</li> <li>• recognize and respond to various forms of communication, spoken and unspoken</li> <li>• respond to individual's level of communication</li> </ul>
<b>V-18</b>	Describe key information and events for individuals being supported.	List in orally (or in writing) the following information: <ul style="list-style-type: none"> <li>• background, dreams, hopes, likes/dislikes, wants, behavior profile, approved procedures and support techniques, personal characteristics</li> </ul>

**Within 3 months of hire employee will:**

<b>ORGANIZATION MISSION &amp; POLICIES</b>		
	<b>COMPETENCY</b>	<b>SAMPLE DEMONSTRATIONS (May be modified)</b>
<b>M-3</b>	Describe the mission and value statement of the organization.	Paraphrase orally or in writing.
<b>M-4</b>	Complete documentation according to agency policies and procedures.	Correctly complete all required documentation (i.e., correct content, within timelines, sent to correct individuals, etc.)
<b>M-5</b>	Locate site copy of applicable Oregon Administrative Rules (OARs).	Present appropriate OARs upon request.