

**Kentucky Direct Support**

**Professional Credential**

**Application Packet**

**For**

**Direct Support Professional**

**Specialty in Positive**

**Behavior Supports**

**(DSP-SPBS)**

## INSTRUCTIONS

Please review the Qualification requirements on page 4 of this packet and select which Option best meets your ability to achieve the DSP-SPBS credential.

If you choose Option B, please carefully review the Competency and Skill Standards that follow as you begin to develop your Professional Portfolio. Refer to the Kentucky DSP Credential Manual (February 2014) to guide and assist you with your portfolio development.

Once you are ready to submit your application to the Division of Developmental and Intellectual Disabilities, please download and complete pages 16-21 and incorporate into your DSP Portfolio as instructed in the Credential Manual. A checklist is included in this packet to assist you.

Please remember that only electronic .pdf applications and portfolios are accepted. You may submit your completed application and portfolio as an attachment to the following email address:

**[KYDSPCP@ky.gov](mailto:KYDSPCP@ky.gov)**

(Please refer to the Kentucky DSP Credential Manual for information on receiving assistance in completion of your Credential Application.)

# **KENTUCKY DSP CREDENTIAL QUALIFICATIONS, COMPETENCIES, & SKILL STANDARDS**

**Direct Support Professional –  
Specialty in Positive Behavior Supports  
(DSP-SPBS)**

**DIRECT SUPPORT PROFESSIONAL  
SPECIALTY IN POSITIVE BEHAVIOR SUPPORTS (DSP-SPBS)  
QUALIFICATIONS AND PORTFOLIO REQUIREMENTS**

OPTION	QUALIFICATIONS	PORTFOLIO REQUIREMENTS
A	<ul style="list-style-type: none"> <li>• Successful completion of an Associate Degree Program in a Human Service Program of Study from an accredited college or university</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of official transcript demonstrating completion of Associate Degree Program in a Human Service Program of Study from an accredited college or university</li> </ul>
B	<ul style="list-style-type: none"> <li>• Demonstrate 1 year of full-time experience in direct support services providing support to individuals with intellectual/developmental disabilities who display challenging behaviors</li> <li>• Submit portfolio work samples demonstrating proficiency in designated and self-selected KY DSP Competency Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Resume demonstrating 1 year of full-time experience in direct support services providing support to individuals with intellectual/developmental disabilities who display challenging behaviors</li> <li>• Submit portfolio work samples demonstrating proficiency in each of the following KY DSP-SPBS Competency Areas:               <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Communication</li> <li>○ Crisis Prevention and Intervention</li> <li>○ Documentation</li> <li>○ Participant Empowerment</li> <li>○ Person Centered Supports</li> <li>○ Positive Behavior Supports</li> <li>○ Professionalism</li> </ul> </li> <li>• Submit portfolio work samples demonstrating proficiency in 2 of the following self-selected KY DSP-SPBS Competency Areas:               <ul style="list-style-type: none"> <li>○ Advocacy</li> <li>○ Education/Training/Self-Development</li> <li>○ Organizational Participation</li> <li>○ Supporting Health/Safety/Wellness</li> </ul> </li> </ul>
C	<ul style="list-style-type: none"> <li>• Submit a copy of current credential as a NADSP Specialist in Positive Behavior Supports; or</li> <li>• Submit a copy of current credential as a NADD Direct Support Professional Certification in Dual Diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a copy of current credential as a NADSP Specialist in Positive Behavior Supports by the National Alliance of Direct Support Professionals; OR</li> <li>• Provide a copy of current credential as a NADD Direct Support Professional Certification in Dual Diagnosis</li> </ul>

## **DIRECT SUPPORT PROFESSIONAL SPECIALTY IN POSITIVE BEHAVIOR SUPPORTS (DSP-SPBS) COMPETENCY AREAS AND SKILL STANDARDS**

In addition to the KY DSP Performance Expectations, the candidate for a DSP-SPBS credential must demonstrate competency in the following competency areas and skill standards in their Credential Portfolio. Demonstration may include competency checklists, reflective summaries of their performance in the skill areas, and/or pictures or video clips of the DSP-Specialist candidate working with the participant and descriptions of what is being performed. The reflective summary must include how the work performed relates to the skill standard(s) being demonstrated.

### **Assessment**

*The Specialist is knowledgeable about formal and informal assessment practices and the potential benefits of therapeutic services to include Psychological Treatment, Counseling, Nutritional Counseling, Occupational/Physical Therapy, Speech Therapy, and Positive Behavior Supports. The Specialist shall demonstrate:*

1. Ability to assist in the assessment process by gathering information regarding the participant's history, preferences, and needs.
2. Ability to record, respond to, and relay information regarding signs of changes in health or behaviors, areas of vulnerability, and possible support needs to reduce negative impact on daily routines.
3. Ability to utilize knowledge of characteristics of specific disabilities, diseases, or conditions and how they affect the life of the participant to assist with the assessment process and to learn preferences, capabilities, and needs of the participant.
4. Ability to recognize and respond to signs of changes in the participant's health or behavioral status and shares critical information regarding informal daily assessments in an effective and timely manner.
5. Ability to describe behavior in observable, measurable terms using objective language and accurately use descriptions of frequency, intensity, and duration in recording behaviors
6. Ability to provide examples of how physical and medical conditions, acute and chronic, including seizure disorders, brain injury and medication side effects can trigger or contribute to challenging behavior.
7. Ability to provide examples of how support of or lack of choice and control may influence behavior and identifies the specific syndromes or disorders that influence behavior control of the participant
8. Ability to explain the assessment process to the participant in a way that is paced to and respectful of the participant's unique needs.
9. Ability to coordinate efforts with peers, professionals, and others to ensure a complete and accurate assessment.
10. Ability to participate in functional behavior assessment process and collect ongoing data consistently and accurately regarding behavior.

## **Communication**

*The Specialist is knowledgeable of and has the ability to use a range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant, the Person Centered Team, and other professionals providing services and supports. The Specialist shall demonstrate:*

1. Ability to document and communicate information in a professional and culturally sensitive manner.
2. Ability to reflect on personal work and communication style to improve effective collaboration within the agency or across provider agencies.
3. Ability to communicate and build positive and cooperative relationships with other health and behavioral health professionals.
4. Ability to convey complicated information sensitively to others who need to know about the participant's needs and supports, particularly during a behavioral or medical crisis.
5. Ability to use effective and welcoming communication; works in collaboration with family members and friends of the participant; and adjusts communication style to meet the needs of the participant, family members, and professionals.
6. Ability to effectively problem-solve and communicate in a Person Centered Team setting for the benefit of the participant.
7. Recognition of and ability to address barriers to services in a professional and ethical manner.
8. Ability to use basic principles of effective communication and teaching, including clearly and concisely communicating expectations, checking for understanding, and adjusting styles to meet the unique needs of the participant when teaching new behaviors and skills.
9. Ability to communicate observations regarding the participant's coping skills as identified in the person centered Plan of Care and Positive Behavior Support plans in accordance with agency policies/procedures and state guidelines.
10. Ability to communicate with the participant's Person Centered Team when behavioral health symptoms and/or challenging behaviors arise and in a clear, concise, and supportive manner, communicate with the participant, family, and other team members post-crisis to help them understand next steps to minimize trauma.
11. Ability to share recommendations between systems (e.g., consultative clinical and therapeutic professionals, residential settings, employment) for maximum coordination of service and benefit to the participant.

## **Crisis Prevention and Intervention**

*The Specialist is knowledgeable about crisis prevention, intervention, and resolution techniques and demonstrates ability to match such techniques to particular circumstances and individuals. The Specialist shall demonstrate:*

1. Knowledge and understanding of the vulnerability of the participant and the ability to identify and implement strategies to minimize a potential crisis (i.e., redirection, exercise, relaxation, sleep).
2. Ability to use effective problem-solving strategies when faced with a crisis or situation requiring resolution resulting in the participant's ability to maintain control and dignity.

3. Ability to review each crisis (formally or informally) after the fact to consider their personal behavior and/or environmental triggers, in order to improve future capacity to manage and prevent crisis.
4. Ability to assist and support co-workers and others in understanding crisis, behavior management, coping skills, and treatment planning.
5. Ability to maintain a positive environment that minimizes or eliminates triggers to crisis and prevent dangerous options per ethical and legal guidelines.
6. Ability to communicate with the participant and their family/guardian in a clear and supportive manner post-crisis to help them understand next steps and minimize the participant's trauma.
7. Knowledge and understanding that an abrupt or serious change in emotions and behavior are potential signs of a behavioral or physical health problem and informs appropriate professionals in accordance with the participant's person centered Plan of Care and/or agency policies/procedures.
8. Ability to de-escalate challenging behavior by acting quickly to modify conditions, including environmental, social, or presence of other conditions that may contribute to the behavior.
9. Ability to explain legal, ethical, and practical reasons why aversive procedures should not be used and report any unauthorized or aversive procedures to the participant's Case Manager.
10. Demonstrate knowledge and understanding of Trauma Informed Care (TIC) and utilizes practices to avoid further traumatization while assisting with implementation of the person centered Plan of Care.

## **Documentation**

*The Specialist is knowledgeable of regulatory and agency documentation requirements and is able to manage these requirements in a thorough and efficient manner. The Specialist shall demonstrate:*

1. Ability to distinguish between objective and subjective information and reports only all essential, objective information when completing documentation requirements.
2. Ability to document and communicate information in a professional and culturally sensitive manner.
3. Ability to complete applicable paperwork regarding crisis situations.
4. Ability to document observations accurately and objectively in clear, measurable terms and ability to accurately document symptoms, signs, and related behaviors.
5. Ability to observe and document the participant's behavior related to medication management clearly and consistently according to agency and state protocols and guidelines.
6. Ability to recognize and objectively document changes in behavior, including responses to specific interventions.
7. Ability to document and report events of crisis incidents accurately, in a timely manner, and in accordance with state regulations and agency policies/procedures.
8. Ability to gather objective information and the history of behavior interventions and other supports provided.
9. Ability to document and communicate observations regarding the coping skills identified in treatment and behavior support plans in accordance with agency policies/procedures.
10. Ability to consistently and accurately collect ongoing data regarding behavior.

## **Participant Empowerment**

*The Specialist is knowledgeable of the process of self-determination and enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, assertiveness, and independence. The Specialist shall demonstrate:*

1. Ability to use the participant's preferred method of communication to encourage the participant to share hopes and dreams and then identify and present options/alternatives of community services that offer the participant experiences in those areas.
2. Ability to coach the participant and other DSPs in discussing issues of sexuality and dating in relation to the participant's behavioral support needs.
3. Ability to vigorously protect the participant's rights by reviewing their rights with the participant and help them to self-advocate when their rights are being violated.
4. Ability to support the participant in self-identifying and self-monitoring critical information.
5. Ability to encourage the participant to take the lead role (whenever possible) in all communication, providing support as necessary for accuracy and completeness.
6. Ability to encourage and assist the participant to be engaged in their own health maintenance in ways adapted to their abilities and understanding.
7. Ability to serve as a liaison between the participant and health professionals to support the participant in having an active role in their health care treatments and recovery, preventive health and wellness activities, and identify barriers to motivation.
8. Ability to teach the participant health coping skills such as boundary setting, self-advocacy with health care providers on matters important for the participant in context of important to the participant, stress management, emotional regulation, and frustration tolerance.
9. Ability to support the participant in developing natural supports and participate in non-congregated activities and relationships they find enriching, relaxing, and pleasurable on a regular basis.
10. Respect of boundaries set by the participant and collaboratively works with the participant to overcome obstacles or differences.
11. Ability to support the participant in understanding conflicts between systems and sorting through information in order to decide how to approach the issues.

## **Person Centered Supports**

*The Specialist provides supports and services to the participant in ways that focus on the participant's dreams, hopes, strengths, challenges, and needs. The Specialist shall demonstrate:*

1. Ability to assist the participant and their Person Centered Team members in the development, implementation, and monitoring/review of the participant's person centered Plan of Care.
2. Ability to seek modifications in the implementation of support interventions to ensure they are person centered under the supervision of the appropriate professional.
3. Ability to record and report observations and/or assessments in a clear and organized manner as an active member of the Person Centered Support Team.
4. Ability to utilize alternate methods of recognizing a participant's preferences and choices in services and therapy when direct communication is not available.

5. Ability to assist the participant with understanding and evaluating support/service options and preferences so that it can be ensured the participant is making informed consent to services.
6. Ability to work collaboratively with guardians, families, or others upon whom the participant relies to help protect their rights.
7. Ability to work across systems of supports to build advances towards a more person-centered approach to service delivery.
8. Ability to recognize members of the participant's informal support network as integral partners in support and gathers input from them as appropriate.
9. Ability to use formal or informal functional behavior assessment and person-centered planning to guide choices and methods of skill development and reinforcement.
10. Recognition that providing less restrictive controlling supports is usually more likely to generate positive outcomes.

### **Positive Behavior Supports**

*The Specialist is knowledgeable about proactive, positive, instructive, and holistic practices that address behavioral expectations across the lifespan; ensures the individual is engaged in the least restrictive proactive environment according to the participant's Person-Centered Plan of Care; and has the ability to provide appropriate coping and replacement skills utilizing a "power with" methodology of engagement. The Specialist shall demonstrate:*

1. Ability to assist the participant to acquire or maintain replacement behaviors to increase or enhance the participant's adaptive or positive coping skills related to identified challenges which interfere with activities of daily living, social interaction, or work.
2. Ability to identify and document behavioral health symptoms to be monitored according to the participant's person centered Plan of Care.
3. Ability to provide examples of how barriers to communication, cognitive flexibility, planning, and impulse control can influence behavior.
4. Ability to recognize how support of or a lack of choice and control may influence behavior.
5. Ability to identify how physical and medical conditions (acute and chronic), medication side effects, specific syndromes or disabilities trigger, contribute to, or influence the behavior of the participant.
6. Knowledge, understanding, and ability to recognize the communicative intent of behavior and suggest or demonstrate alternative behavior that will help the participant meet needs in an appropriate way.
7. Ability to respond to challenging behavior in a manner that minimizes reinforcement of the unwanted behavior and reinforces the use of desirable behavior related to the participant's motivation, as identified by formal or informal functional behavior assessment data.
8. Ability to implement the participant's person centered Plan of Care and behavior support plans as written and gives appropriate feedback to the Person Centered Team and the Positive Behavior Support Specialist who developed the behavior support plan regarding effectiveness and what barriers or obstacles have been identified.
9. Knowledge and understanding that during a crisis is not a time for teaching or improving skill development.
10. Ability to recognize, understand, and identify cultural patterns and influences that may contribute to the participant's perception of appropriateness of behavior; and promote

instruction and intervention strategies to the participant's Person Centered Team and Positive Behavior Support Specialist which address the participant's differences, preferences, goals, learning styles, and culture as it relates to behavioral support plan's needs.

## **Professionalism**

*The Specialist pursues knowledge and information needed to perform job duties and interacts with the participant and coworkers in a professional manner at all times; and demonstrates ability to recognize signs and symptoms of becoming stressed or burned out. The Specialist shall demonstrate:*

1. Knowledge and understanding of the 9 tenets of emotional responsibility and demonstrates ability to recognize and implement the emotional responsibility code of conduct as outlined in the Kentucky DDID Crisis Prevention and Intervention Training.
2. Ability to validate the participant's feelings and experiences and supports the participant in recognizing and labeling feelings in a professional, objective manner.
3. Ability to maintain a healthy lifestyle that allows for energy, focus, emotional outlet (e.g., hobby), and stress management when providing direct support services and specifically person centered positive behavioral supports.
4. Ability to describe risks of being overtired, stressed out, or frustrated when providing direct and positive behavioral support services and ways in which a specialist can manage these risks and ask for support.
5. Understanding and ability to recognize the signs that he/she is becoming stressed or burned out and engages effective strategies for getting back on track.
6. Knowledge of when to seek professional help or assistance as needed to prevent or manage toxic stress and burnout.

**The candidate for a KY DSP-SPBS credential must demonstrate competency in two of the following areas. The candidate may select which two areas they prefer to demonstrate their proficiency in providing supports and services.**

## **Advocacy**

*The Specialist is knowledgeable about the diverse challenges facing the participant (e.g., human rights, legal, administrative, and financial) and is able to identify and use effective advocacy strategies to overcome such challenges in the role as an advocate. The Specialist shall demonstrate:*

1. Knowledge and understanding of the rights of individuals with disabilities, the consequences if those rights are violated, and strategies to effectively address identified violations.
2. Ability to honor the participant's dignity and privacy by helping others view the participant as a whole person, not just behaviors or mental health diagnoses.
3. Ability to provide the participant with opportunities and experiences offered to others in society and support the participant in realizing their choices by respecting, honoring, and advocating for their choices.

4. Ability to provide education and guidance to community members and organizations about supporting the needs of the participant and describe the civil, legal, and support rights the participant has in the Waiver program.
5. Ability to assist the participant to obtain needed support when they lack a guardian or others who can assist them with expressions of rights.

### **Education/Training/Self-Development**

*The Specialist identifies areas of self-improvement, pursues necessary educational and training resources, and shares knowledge with others. The Specialist shall demonstrate:*

1. Completion of all training requirements and on-going professional development, keeping abreast of relevant resources and information regarding challenging behaviors and behavioral health issues, and shares information with other DSPs and/or supervisors.
2. Ability to educate the participant, co-workers, and community members by providing information and support regarding relevant issues and through facilitation of training.
3. Ability to provide behavioral and physical health and wellness information and education to other DSPs and family members regarding the participant as needed.

### **Organizational Participation**

*The Specialist knows the organizational mission, policies, and procedures; understands their role and responsibilities within the organization; participates in the life of the organization; and represents the organization in a responsible and respectful manner. The Specialist shall demonstrate:*

1. Knowledge and understanding of the organization's mission, priorities, policies/procedures, and their relation to the job roles/responsibilities of a DSP Specialist in Positive Behavior Supports.
2. Ability to participate in reviews of service delivery by a variety of providers and follow appropriate procedures in expressing the participant's concerns or in addressing service delivery by individuals which are not provided in a person centered manner or in accordance with the person centered Plan of Care.

### **Supporting Health/Safety/Wellness**

*The Specialist promotes the health, safety, and wellness of the participant through health maintenance and prevention strategies, accurate medication administration, knowledge of general health and safety rules, and First Aid and emergency procedures. The Specialist shall demonstrate:*

1. Ability to assist the participant to take an active role in their health care decisions by providing information on medically and behaviorally related issues, and obtain critical information from professionals by asking questions, being receptive to professional advice, and incorporating recommendations into daily routines as needed or prescribed.
2. Ability to identify the participant's risks and strengths in the area of health and wellness and recovery.
3. Ability to provide culturally appropriate support, consistent with the participant's choices, perspectives, and expectations.

4. Ability to express concerns regarding the participant's health trends and provide updates regarding health and wellness treatment plans and outcomes to the participant's Person Centered Team.
5. Acknowledgement and exploration of the role of trauma in the development or manifestation of behavioral health and behavioral challenges.
6. Ability to recognize a sudden appearance or increase in frequency, intensity, or duration of the participant's challenging behavior is often a sign of underlying physical or behavioral health problems and takes adequate steps to obtain assessment and care.
7. Ability to identify the basic purpose, use, and critical issues concerning the use of psychotropic medication.
8. Recognition that the use of medications is one treatment option for the participant and is not a quick fix or substitute for a holistic person centered Plan of Care.

# KENTUCKY DSP PORTFOLIO CHECKLIST

## KENTUCKY DSP CREDENTIAL PORTFOLIO SUBMISSION CHECKLIST

This checklist is for your use as one organizational tool to ensure you have included all the materials in your portfolio prior to submission to the Division of Developmental and Intellectual Disabilities for review and award of the appropriate credential. **The checklist should not be submitted with your portfolio.**

Credential \_\_\_\_\_

Credential Option \_\_\_\_\_

Date of Submission: \_\_\_\_\_

Peer Mentor: \_\_\_\_\_

Required Portfolio Components Completed: *(Items 1-11 are required for every applicant regardless of which qualification option is selected; Item 12 may be used by individuals who have completed higher education programs as specified in the credential qualification options; Item 13 may be used by individuals who have attained a national credential and desires a Kentucky DSP Credential; and Items 14-16 are for individuals who must submit portfolio work samples to attain a KY DSP Credential)*

1. Application for Credential
2. Employer Letter of Verification
3. Letter of Professional Commitment
4. Letter of Support or Recommendation from a participant or a participant's family member or designated representative
5. Signed Commitment to adhere to the Kentucky DSP Code of Ethics
6. Copy of signed Kentucky College of Direct Supports (CDS) Phase I Competency Checklist (October 2013 or later version)
7. Copy of signed Kentucky College of Direct Supports (CDS) Phase II Competency Checklist (October 2013 or later version)
8. Letter of verification from current employer that documents a performance evaluation has been completed within the previous 12 months from the date of credential application and candidate is considered to be an employee in good standing; or candidate submits statement along with verification of performance evaluation from previous employer.
9. Copy of Kentucky CDS Transcript or certification of completion of a minimum of six (6) hours of DBHDID Crisis Prevention and Intervention (CPI) Training utilizing the March 1, 2012 curriculum

10. Copy of current First Aid and CPR certifications issued by the American Red Cross and/or the American Heart Association
11. Copy of current resume
12. Copy of official transcript demonstrating completion of applicable degree program(s) from an accredited college or university (if applicable)
13. Copy of current credential issued by the appropriate national accrediting agency/organization as specified in the Kentucky DSP Credential qualifications (if applicable)
14. Copy of signed Release of Information statements (if using participant images or other participant personally identifiable information)
15. Professional portfolio work samples and reflective summaries demonstrating proficiency in each of the eight (8) credential specified competency areas
16. Professional portfolio work samples and reflective summaries demonstrating proficiency in each of the two (2) self-selected credential specified competency areas

**KENTUCKY DIRECT SUPPORT PROFESSIONAL CREDENTIAL PROGRAM**  
**APPLICATION**

Date of Application:

Desired Credential:

Qualification Option:

First Name:

Middle Initial:

Last Name:

Address:

City:

State:

Zip:

Phone:

Email:

How long have you been employed as a DSP: \_\_\_\_\_ Years \_\_\_\_\_ Months

College of Direct Support User ID:

**Kentucky DSP Credential Program Application Form**  
**Page 2**

**Most Current Employment Information**

Name of Current Employer:

Address:

City:

State:

Zip:

Phone:

Fax:

Date of Hire:

Name of most current supervisor:

Phone:

Email:

## EMPLOYER LETTER OF VERIFICATION

To Whom It May Concern:

This letter is to verify the employment of \_\_\_\_\_, who has worked for \_\_\_\_\_ as a Direct Support Professional beginning \_\_\_\_\_ **and** is a Full time/ Part time employee who has completed all training and personnel requirements as stipulated in 907 KAR 12:010.

This letter certifies the Credential Candidate has the ability to:

- Communicate effectively with person and family members
- Read, understand, and implement written and oral instructions
- Participates as a member of participant's person-centered Team if requested by participant.

Please contact me at \_\_\_\_\_ if you have any questions.

Sincerely,

**(Name of Supervisor)**  
**(Position/Title)**

# **KENTUCKY DIRECT SUPPORT PROFESSIONALS**

## **CODE OF ETHICS**

Individuals serving in the field of developmental and intellectual disabilities as Direct Support Professionals (DSPs) are essential members of the participant's support team. Each day, DSPs are required to make independent decisions which involve practical and ethical judgments as they support participants in their communities. This requires individuals in the supporting role to analyze and apply values and beliefs, use creativity and out-of-the-box thinking to assist them in the fulfillment of their duties.

The primary role of a DSP is to assist one or more participants requiring supports to lead self-directed lives and actively participate in their communities and nation. The DSP must be able to recognize the societal prejudices and unintended consequences of service delivery systems that form barriers which prevent many individuals with developmental or intellectual disabilities from enjoying a high quality of life.

The DSP should embrace the concept of person-centered thinking which follows the path suggested by the unique preferences, gifts, and needs of the participant(s) they support. This implies the DSP works in partnership with the participant(s), and those who love them, toward a life of opportunity, well-being, freedom, and contribution. A DSP becomes involved in almost every aspect of an individual's life, including access to the community, personal finances, physical well-being, relationships at all levels, employment, and every-day choices. Thus, a participant's life can change dramatically with the coming and going of direct support professionals.

As a DSP fulfills the primary duties of his or her position, they are faced with ethical decisions daily. They also feel the conflict that often exists between the principles of their profession and the daily practices that result from numerous organizations, governmental, social, and societal policies and prejudices. The conflicts often result in the shifting focus from person-centered principles to a service-driven focus. Thus, it becomes imperative for a DSP to have a firm ethical foundation that assists him or her in the navigation of the influences that bombard them.

The Kentucky DSP Code of Ethics should serve and be used as a guide to assist the DSP in decision-making that is person-centered focused and contributes to the ongoing pursuit of securing freedom, justice, and equality for all.

As a Direct Support Professional, I hereby affirm the following:

### **1. Person-Centered Supports**

Each person has the right to direct his or her own life and support(s), and in my role as a DSP, I will maintain a high level of flexibility, creativity, and commitment that is focused on the participant(s) I support. Therefore, I commit to providing person-centered supports

which focus on the unique social network, circumstances, personality, preferences, and needs/gifts of the participant(s) and will advocate on behalf of the participant(s) I support when individual preferences, needs, or gifts are neglected or when system needs override those of the participant(s).

2. Promoting Physical and Emotional Well-Being

I will promote the physical and emotional well-being of the participant(s) I support by developing relationships that are respectful, based on mutual trust, and maintained within professional boundaries. Through these relationships I will assist the participant(s) in understanding available options and potential consequences as they relate to their physical health and emotional well-being; challenge others (including support team members) to recognize and support the rights of the participant(s) to make informed decisions involving personal risk; and be vigilant in identifying, discussing with others, and reporting any situation in which the participants I support are at risk of abuse, neglect, exploitation, or harm.

3. Integrity and Responsibility

I will be responsible and accountable for my decisions and actions which include being conscious of my personal values and how they influence my professional decisions. I will seek advice and guidance from others as needed when making decisions, and affirm to practice and model valued behaviors and responsible work habits by maintaining a high level of professional competency through learning and on-going communication with others.

4. Confidentiality

I will seek information directly from the participant(s) I support regarding their wishes in how, when, and with whom privileged information should be shared while acknowledging confidentiality agreements with participants are subject to state and agency regulations/policies. I also recognize confidentiality agreements should be broken if there is imminent harm to others or to the participant I support. Where the correct course of action is not clear, I will seek out a qualified individual who can help me to clarify the situation and determine the best course of action.

5. Justice

To assure the person's preferences and interests are honored, I will seek to understand the guardianship or other legal representation of the participant(s) I support and help the participant(s) to understand their rights and responsibilities in meaningful participation in decision-making. I will strive to ensure access to needed information, services, resources, and equality of opportunity for each individual I support.

6. Respect

I respect the inherent dignity and worth of the person and treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. I

model respect for the human dignity of the individuals I support in my interactions and provision of opportunities and supports in a manner that reflects the individual participant as an integral member of his or her community worth of respect from others.

7. Relationships

I will assist the participant(s) I support in the development and maintenance of meaningful relationships and will proactively facilitate relationships between the participant(s), their family, and friends. I agree to separate my personal beliefs and expectations regarding relationships from those desired by the participant(s) I support based on their personal preference and will assure the participant(s) have the opportunity to make informed choices in safely expressing their sexuality.

8. Self-determination

I respect and promote the right of participants to self-determination and will assist the participant(s) in their efforts to identify and clarify their goals that will direct the course of their lives by honoring the individual participant's right to assume risk in an informed manner, recognizing each participant has the potential for lifelong learning and growth, and by working in partnership with others to support the participant(s) living self-directed lives.

9. Advocacy

I will advocate for the participant(s) I support for justice, inclusion, and full community participation through avenues such as supporting participants to speak for themselves in all matters where my assistance is needed; promotion of human, legal, and civil rights of all individuals and assisting others to understand these rights; advocating for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups who have been disempowered; locating additional advocacy services when those that I provide are not sufficient; recognizing that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions; and consulting with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

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DSP Signature

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Date