

**Kentucky Direct Support  
Professional Credential  
Application Packet**

**For**

**Direct Support Professional  
Specialty in Community  
Guide  
(DSP-SCG)**

## INSTRUCTIONS

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

If you choose Option C, 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 15-20 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 Community Guide  
(DSP-SCG)**

**DIRECT SUPPORT PROFESSIONAL  
SPECIALTY IN COMMUNITY GUIDE (DSP-SCG)  
QUALIFICATIONS AND PORTFOLIO REQUIREMENTS**

OPTION	QUALIFICATIONS	PORTFOLIO REQUIREMENTS
A	<ul style="list-style-type: none"> <li>• Completion of a Bachelor’s Degree in a Human Services Program of Study from an accredited college or university</li> <li>• Completion of the KY College of Direct Support Community Guide Module</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of official transcript demonstrating completion of a Bachelor’s Degree in a Human Services Program of Study from an accredited college or university</li> <li>• Copy of CDS transcript demonstrating successful completion of KY Community Guide Module</li> </ul>
B	<ul style="list-style-type: none"> <li>• Completion of a Bachelor’s Degree in any other field from an accredited college or university</li> <li>• Completion of 1 year of continuous full-time experience providing direct support services in the area of intellectual/developmental disabilities</li> <li>• Completion of the KY College of Direct Support Community Guide Module</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of official transcript demonstrating completion of a Bachelor’s Degree in any other field from an accredited college or university</li> <li>• Resume demonstrating 1 year of continuous full-time experience providing direct support services in the area of intellectual/developmental disabilities</li> <li>• Copy of CDS transcript demonstrating successful completion of KY Community Guide Module</li> </ul>
C	<ul style="list-style-type: none"> <li>• Demonstrate 1 year of full-time experience providing direct support services which focus on inclusion opportunities (community access, supported employment, community living services) for individuals with I/DD in their communities</li> <li>• Completion of the KY College of Direct Support Community Guide Module</li> <li>• Submit work samples demonstrating proficiency in designated and self-selected competency areas</li> </ul>	<ul style="list-style-type: none"> <li>• Resume demonstrating 1 year of full-time experience providing direct support services which focus on inclusion opportunities (community access, supported employment, community living services) for individuals with I/DD in their communities</li> <li>• Copy of CDS transcript demonstrating successful completion of the KY College of Direct Support Community Guide Module</li> <li>• Submit portfolio work samples demonstrating proficiency in the following KY DSP-SCG Competency Areas: <ul style="list-style-type: none"> <li>○ Advocacy</li> <li>○ Communication</li> <li>○ Facilitation of Services</li> <li>○ Leading Training and Staff Development Activities</li> <li>○ Person Centered Supports</li> <li>○ Personnel Management</li> <li>○ Professionalism</li> <li>○ Vocational / Educational / Career Supports</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Submit work samples demonstrating proficiency in 2 of the following KY DSP-SCG Competency Areas: <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Community Access</li> <li>○ Crisis Prevention and Intervention</li> <li>○ Documentation</li> <li>○ Education / Training / Self-Improvement</li> <li>○ Participant Empowerment</li> <li>○ Support Health / Safety / Wellness</li> </ul> </li> </ul>
D	<ul style="list-style-type: none"> <li>• Copy of current NADSP Specialist in Inclusion credential</li> <li>• Completion of the KY College of Direct Support Community Guide Module</li> </ul>	<ul style="list-style-type: none"> <li>• Submit a copy of current NADSP Specialist in Inclusion credential issued by the National Alliance of Direct Support Professionals</li> <li>• Submit CDS transcript demonstrating successful completion of the KY CDS Community Guide Module</li> </ul>

## **DIRECT SUPPORT PROFESSIONAL SPECIALTY IN COMMUNITY GUIDE (DSP-SCG) COMPETENCY AREAS AND SKILL STANDARDS**

In addition to the KY DSP Performance Expectations, the candidate for a DSP-SCG credential must demonstrate proficiency in the following competency areas and skill standards in their Credential Portfolio. Demonstration may include competency checklists, reflective summaries on their performance in the skill areas, and/or pictures or video clips of the DSP 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.

### **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 participant's communication of choices, wants, and needs when advocating during Person Centered Team meetings and coordinating implementation of the person centered Plan of Care.
2. Ability to identify rights of the participant and appropriately addresses a situation if the Specialist and/or participant believe those rights are being violated in any way by any person.
3. Knowledge and understanding of the rights of individuals with disabilities, the consequences if those rights are violated, and strategies to effectively address these violations.
4. 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.
5. Ability to provide education and guidance to community members, organizations, other service providers, and members of the participant's Person Centered Team about supporting the preferences and needs of the participant.

### **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 share recommendations between systems (e.g., consultative clinical and therapeutic professionals, employment, day training) for maximum coordination of service and benefit to the participant.
2. Ability to reflect on personal work and communication style to improve effective collaboration across provider agencies and community settings.
3. 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.
4. 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.

5. Ability to effectively problem-solve and communicate in a Person Centered Team setting for the benefit of the participant.
6. Knowledge, understanding, and ability to enhance staff relations through the effective use of communication skills, teamwork facilitation, encouragement of professional growth and self-development, use of conflict resolution skills, and the provision of adequate supports to the participant-directed staff.
7. Ability to communicate with the participant, the Person Centered Team, and other service providers in an open, forthright, and clear manner.
8. Ability to communicate necessary information and maintain a positive working relationship with staff from other organizations that provide supports to the participant.
9. Ability to provide formal communication to staff through communication logs, memos and/or through the facilitation of effective meetings and purposeful interactions.
10. Knowledge, understanding, and ability to use effective, sensitive communication styles to build rapport and channels of communication by recognizing and adapting to the range of the participant's communication styles.
11. Ability to use appropriate modes of communication that meet the communication needs of the participant and the individuals providing support services.
12. Ability to effectively communicate with staff by listening to their concerns; supporting and encouraging their ideas and work; thanking them for their contributions; and providing positive feedback regarding their performance.
13. Knowledge and ability to seek staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empower staff to make decisions.
14. Ability to facilitate teamwork and positive interactions and attitudes among participant-directed staff.

### **Facilitation of Services**

*The Specialist is knowledgeable about a range of participatory planning techniques and is skilled in developing, implementing, and reviewing person centered plans of care in a collaborative and expeditious manner. The Specialist shall demonstrate:*

1. Ability to communicate and consult with the participant's Person Centered Team members to identify and advocate for the desires, preferences, issues, and concerns of the participant while respecting the rights of the participant; and actively participates in the Plan of Care development with the participant's Person Centered Team by providing information regarding the participant's preferences, needs, and interests.
2. Ability to promote the participant's active participation in the development of person centered goals and desired outcomes.
3. Ability to discuss outcomes with the participant and other direct support team members as defined in the Plan of Care and determine what, if any, changes might need to be made by the Person Centered Team.
4. Ability to recognize when cultural, linguistic or other diversity issues are not being met by service providers and takes steps to improve the situation.
5. Knowledge and understanding of the importance to maintain regular contact with the participant, family members/guardians, and other support team members regarding complaints and issues; and the ability to design, implement, and evaluate strategies to address issues identified in the participant satisfaction tool.

## **Leading Training and Staff Development Activities**

*In collaboration with the participant, the Specialist coordinates and participates in direct support professional training and in-service by orienting new staff, arranging for staff to attend training and in-service sessions, maintaining training records, and supporting on-going staff development. The Specialist shall demonstrate:*

1. Ability to attend in-service training, participate in continuing education, and work with the participant to develop and implement a participant-directed training plan for direct support professionals.
2. Ability to observe and solicit feedback from the participant, the participant's family, and the direct support professional regarding the direct support professional's training needs and desired opportunities.
3. Ability to provide orientation and assist the participant to answer questions from new staff through a variety of formal and informal instructional and learning activities.

## **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 challenge all service providers to use person centered practices.
2. Ability to recognize and accept that the participant has the right to direct their own life and supports; and that the unique social network, circumstances, personality, preferences, needs, and gifts of the participant is the primary guide for the selection, structure, and use of supports for the participant.
3. Ability to assist the participant and their Person Centered Team members in the development, implementation, and monitoring/review of the Person Centered Plan of Care.
4. Ability to participate in the 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 participant's person centered Plan of Care.

## **Personnel Management**

*The Specialist, in collaboration with the participant, coordinates personnel management by assisting with employment of new staff, conducting performance reviews, facilitating staff meetings, creating job descriptions, delegating tasks and responsibilities, encouraging effective communication, defusing crisis/conflicts between staff and/or staff and the participant, and implements grievance and formal contract procedures. The Specialist shall demonstrate:*

1. Ability to assist the participant to complete performance reviews of direct support professionals by gathering input from the participant, the participant's family members, and agency personnel as appropriate.
2. Ability to assist the participant to provide coaching and feedback to direct support professionals regarding performance.
3. Ability to collaborate with the participant to recruit direct support professionals from local personnel resources such as temporary employment agencies, technical schools, community colleges, home health agencies, and other sources of potential hires, to provide services in accordance with the person centered Plan of Care.
4. Ability to articulate the difference between recruitment and selection of direct support professionals and the importance of both.
5. Ability to provide potential recruits information to assist the individual in understanding performance expectations and person centered principles in an effort to avoid a mismatch between the recruit and the participant and to ensure both the potential recruit and participant make an informed decision regarding employment.

6. Knowledge and understanding of recruitment methods to assist the participant in recruitment of direct support professionals who meet required programmatic and participant desired qualifications.
7. Ability to collaborate with the participant to provide needed personnel disciplinary action including the demonstration of correct performance of job tasks for the staff as indicated.
8. Ability to facilitate communication with other supervisors regarding staff performance who are shared across programs.
9. Knowledge and understanding of when to report and discuss participant, family, or program related issues as necessary with the participant's case manager, a provider agency, and/or the financial management agency.

### **Professionalism**

*The Specialist pursues knowledge and information needed to perform job duties; 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. Awareness of personal cultural bias and differences that affect one's ability to work with others.
2. Knowledge and understanding of the 9 tenets of emotional responsibility and demonstrates the ability to recognize and implement the emotional responsibility code of conduct as presented in the Kentucky DDID Crisis Prevention and Intervention Training.
3. Ability to recognize and address barriers to services in a professional and effective manner.
4. Ability to separate personal beliefs and expectations regarding relationships from those desired by the participant and provide supports based upon the participant's preferences, needs, and interests.
5. Recognition and respect of the cultural context (e.g., religion, sexual orientation, ethnicity, socioeconomic class) of the participant and their social network.

### **Vocational/Educational/Career Supports**

*The Specialist is knowledgeable about the career and education related concerns of the participant, is able to mobilize the resources and support necessary to assist the participant to reach his/her goals, and is able to support the participant in all aspects related to obtaining and maintaining vocational and educational opportunities. The Specialist shall demonstrate:*

1. Ability to support and identify the participant's vocational preferences, needs, and choices.
2. Ability to support the participant in pursuing vocational and educational options as desired.
3. Ability to collaborate with the Supported Employment Specialist to provide support to the participant in the development of skills necessary for identifying, applying for, and maintaining job opportunities.

**The candidate for a KY DSP-SCG 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.**

### **Assessment**

*The Specialist is knowledgeable about formal and informal assessment practices in order to respond to the needs, desires, and interests of the participant. The Specialist shall demonstrate:*

1. Ability to use the participant's preferred method of communication, prepare the participant for the assessment process, including what to expect, discussion of the findings and recommendations, assisting with follow-up and re-evaluation as necessary, and seeking the participant's feedback during the process.

2. Ability to accurately relay information regarding the participant in areas such as characteristics, behavior, areas of vulnerability, medical issues, and levels of supervision required for daily living.

### **Community Access**

*The Specialist is knowledgeable about the formal and informal supports and resources available in the community and is skilled in assisting the participant to identify and gain access to such support. The Specialist shall demonstrate:*

1. Ability to ensure the participant access to needed community resources and coordinates supports across agencies.
2. Ability to participate in outreach activities with potential community members and organizations
3. Ability to support the participant in the development of friendships and other relationships.
4. Ability to work collaboratively with the participant's services providers to address obstacles or barriers to effective service delivery.
5. Knowledge, understanding, and ability to assist the participant to recruit, train, and schedule direct support professionals and other service providers as needed.

### **Crisis Prevention and Intervention**

*The Specialist is knowledgeable about crisis prevention, intervention, and resolution techniques and demonstrates the 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., medical, behavioral, emotional, mental)..
2. Ability to recognize signs of increased agitation, risks of suicide, or indications of potential criminal or crisis behavior on the part of the participant and takes steps to de-escalate the situation effectively.
3. Ability to support the participant in learning alternative coping skills and how to avoid or reduce triggers to crisis.
4. Ability to seek additional information and skills related to the causes of crisis and crisis prevention on a regular basis and as needed.
5. Ability to maintain a positive environment that minimizes or eliminates triggers to crisis and prevents dangerous options per ethical and legal guidelines.
6. Ability to use treatment and crisis plans to guide responses when the participant experiences loss, crisis, and/or challenging behavior.
7. Ability to recognize and document changes in behavior, including responses to specific interventions.
8. Ability to discuss a crisis situation with the participant and/or family members/guardians in a clear and supportive manner so they are informed as much as possible about next steps to minimize the participant's trauma.
9. Knowledge and understanding that all behavior is a means of communication and seeks to understand the participant, and when needed, assist the participant to communicate in a more adaptive manner.
10. Knowledge and understanding that an abrupt or serious change in emotions and/or 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..

### **Documentation**

*The Specialist is knowledgeable of regulatory, agency, and financial management 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 set priorities and develop and impellent a method of managing and maintaining documentation requirements.
4. Ability to maintain standards of confidentiality and ethical practice in documentation and communications (e.g., ABC, free of bias/judgment).
5. Ability to maintain accurate records; collect, compile, and submit records to appropriate sources within specified timelines; and willingness or ability to learn and remain current with appropriate documentation systems.

### **Education/Training/Self-Improvement**

*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 related to duties as a Community Guide and keeps abreast of relevant resources and information related to the provision of supports to the participant.
2. Ability to educate the participant, direct support professionals, and community members by providing information and support regarding relevant issues related to the support and inclusion of the participant.

### **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 assist and support the participant to make informed choices.
2. Ability to encourage the participant to accept and demonstrate personal responsibility and independence in daily events/activities.
3. Ability to assist the participant to use information for self-advocacy and decision-making about daily living activities/events; to speak on their own behalf; and take risks.
4. Ability to use problem-solving strategies when faced with a crisis or situation requiring resolution, resulting in the participant's ability to maintain control and dignity.

### **Support 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 in scheduling, keeping, and following through on all healthcare appointments.
2. Ability to assist the participant to develop strategies that promotes health maintenance (e.g., special diets, exercises).
3. Ability to locate relevant health care information and medical history of the participant and to monitor the health and safety of the participant.
4. Recognition of a health crisis and demonstrates ability to obtain assistance in a professional and timely manner.

# 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