

# Person-Centered Competencies Toolkit

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**STRATEGIES FOR IMPLEMENTATION**



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The LifeCourse Nexus Training and Technical Assistance Center is housed at the University of Missouri-Kansas City, Institute for Human Development. The LifeCourse Nexus is a community of learning for a broad array of stakeholders from multiple disciplines to contribute to transformational change through knowledge exchange, capacity building, and collaborative engagement.

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NCAPPS



**LifeCourse Nexus**  
Training and Technical Assistance Center

## TABLE OF CONTENTS

About the Toolkit .....	3
Toolkit Introduction.....	4
Purpose and Structure .....	4
Using the NCAPPS Domains as an Organizing Framework.....	4
Part 1: Person-Centered Competencies for North Dakota Adult and Aging Services Program Staff.....	7
Part 2: Indicators of Competency .....	14
Part 3: Evaluating Competency .....	26
Part A: Practice Profiles.....	27
Part B: Question Bank .....	38
Part C: Mentor Observation and Discussion Outline .....	45

## ABOUT THE TOOLKIT

## TOOLKIT INTRODUCTION

The following toolkit has been created through collaboration of the [LifeCourse Nexus Training and Technical Assistance Center](#) (housed at the University of Missouri-Kansas City, Institute for Human Development, [Human Services Research Institute](#), and [North Dakota Health and Human Services: Adult and Aging Services](#) (ND AASD). A cross-departmental workgroup co-developed toolkit components and content as part of a technical assistance engagement in 2022 and 2023.

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## PURPOSE AND STRUCTURE

This toolkit is designed to support ND AASD in integrating person-centered competencies into their ongoing professional development and quality management practices. It can be used by supervisors, trainers, mentors, and quality assurance teams to observe, rate, and document demonstration of competency attainment and provide recommendations to staff for improvement and/or additional skill development.

The toolkit has three parts, which are hyperlinked below:

- [Part 1: Person-Centered Competencies](#) describes each of the person-centered competency areas and the knowledge, skills, and abilities required to fulfill each area.
  - [Part 2: Indicators of Competency](#) describes the practice indicators – what you would expect from staff performance to demonstrate competency at foundational, intermediate, and proficient levels.
  - [Part 3: Evaluating Competency](#) provides practice profiles that bring together the domain, competencies, and indicators - as well as a question bank that can be used to support staff development and evaluation in the areas of self-reflection, supervisor/observation, service experience, and quality audit/review. An additional resource is also provided for mentors or trainers to use while shadowing new staff.
- A. [Practice Profiles](#)
  - B. [Question Bank](#)
  - C. [Mentor Observation and Discussion Outline](#)

**These competencies apply to the following ND AASD Program Staff:**

- HCBS Case Managers
- Long Term Options Counselors
- Long Term Care Ombudsman
- Vulnerable and Protective Services Staff

## USING THE NCAPPS COMPETENCY DOMAINS AS AN ORGANIZING FRAMEWORK

The competencies have been organized using the [National Center on Advancing Person-Centered Practices and Systems \(NCAPPS\) Five Competency Domains for Person-Centered Planning](#) (Note: These competencies apply to staff in a range of roles, not just those who facilitate person-centered planning).

To realize the true potential of person-centered planning, it is incumbent on ALL team members to appreciate the competency domains and to contribute accordingly based on their role. Competency in person-centered planning facilitation is only one aspect of a larger system required to support person-centered thinking and planning. To be truly person-centered, human service systems must have policies, procedures, and infrastructure that bolster engagement, equity, access, and coordination. Where system characteristics align with person-centered values, facilitators may make most effective use of their skills.

Below are the titles and descriptions of the five NCAPPS competency domains along with their respective colors and icons. You will see the icons and color scheme that correspond to each domain used as an organizing framework throughout this guide.

Domain	Description
 <p>Strengths-Based, Culturally Informed, Whole Person-Focused</p>	<p>Person-centered planning recognizes that people grow, change, and can realize personally valued goals. Person-centered planning focuses on the universally valued goal of living a good life as defined by the person. All activities focus on the person as a whole (not just their diagnosis or disability) and are informed by the person’s unique culture and identity.</p>
 <p>Cultivating Connections Inside the System and Out</p>	<p>Planning facilitates linkages with both paid (professional) and unpaid (natural) supports. This requires understanding of the person’s relevant health or disability issues as well as knowledge of the array of systems, including formal and natural supports the person may access (e.g., spiritual groups, poetry clubs, hiking clubs, sweat lodges, etc.). All activities seek to maximize connections to natural community activities and relationships in inclusive settings wherever possible, consistent with the preferences of the person.</p>
 <p>Rights, Choice, and Control</p>	<p>Person-centered relationships and planning activities are based on respect and the presumption that people are competent to know what they like and have the right to control decisions that impact their lives. Practitioners support people in having control and discovering their voice in all aspects of plan co-creation, implementation, and review. Practitioners are aware of and able to educate people (when necessary and desired) about the range of legal protections that promote fundamental safety (e.g., the right to be free from abuse and neglect) and maximum community inclusion (e.g., the right to inclusive lifestyles, freedom from discrimination, and the right to exercise freedoms).</p>
	<p>Planning interactions and meetings are facilitated in a respectful, professional manner and in accordance with person-centered principles and the preferences of the person. Ensures primary focus remains on the priorities and perspective of the person. Supports the person in expanding</p>

<p>Partnership, Teamwork, Communication, and Facilitation</p>	<p>their team or circle as desired or changing the composition of the team when necessary. Encourages all members to make meaningful contributions and facilitates the process in a way that is transparent and accessible to all parties involved.</p>
<div data-bbox="245 289 391 428" data-label="Image"> </div> <p>Documentation, Implementation, and Monitoring</p>	<p>The person-centered plan is co-created and captured in writing in a manner that adheres to established expectations around person-centered plan documentation. The plan is valued as a “living document” that is revised as needed based on the person’s preferences and evolving situation. There is responsible follow-up and monitoring of the plan’s implementation.</p>

**PART 1: PERSON-CENTERED COMPETENCIES FOR NORTH DAKOTA ADULT AND AGING SERVICES PROGRAM STAFF**

## OVERVIEW

Through a series of facilitated meetings, ND AASD identified twelve specific areas of competency across the five domains. These areas of specific competency apply to staff who work directly with people who use services and/or in case management related roles. Each area has a set of associated knowledge, skills, and abilities. Below is a key for how the ND AASD specific competency areas align with the NCAPPS domains.



### Domain: Strengths-Based, Whole Person-Focused

ND AASD Competency Areas:

- Person-Centered Thinking and Values
- Strengths-Based Assessment
- Cultural Humility and Responsiveness



### Domain: Cultivating Connections Inside the System and Out

ND AASD Competency Areas:

- Understanding System from Person's Perspective
- Integrated and Natural Supports



### Domain: Rights, Choice, and Control

ND AASD Competency Areas:

- Supporting Engagement and Advocacy
- Informed Choice and Decision-Making
- Dignity of Risk



### Domain: Partnership, Teamwork, Communication, and Facilitation

ND AASD Competency Areas:

- Engaging and Facilitating
- Team Dynamics, Partnerships, and Collaboration
- Conflict Resolution



### Domain: Documentation, Implementation, and Monitoring

ND AASD Competency Areas:

- Exploring, Identifying, and Writing Goals
- Monitoring Progress



## DOMAIN: STRENGTHS-BASED, CULTURALLY INFORMED, WHOLE-PERSON FOCUSED

### Competency: Person-Centered Thinking and Values

*Staff establish rapport and trust with the person and family while supporting them to identify their vision for services and supports.*

#### •Skills and Abilities

- Demonstrates empathy, being non-judgmental and upholding a person's right to choice
- Gives different levels of support to a person as they lead all components of the person-centered planning process, ensuring the person has a voice in their support
- Uses a variety of strategies to support a person's decision-making process and respects those decisions
- Documents notes and assessment that reflect and acknowledge a person's goals and values
- Fosters connections with the person while maintaining professional boundaries
- Demonstrates creativity and problem-solving strategies that prioritize the person's goals

### Competency: Strengths-Based Assessment

*Staff employ a strengths-based approach to assess needs and identify and facilitate access to supports that promote the person's ability to thrive now and into the future.*

#### •Skills and Abilities

- Uses interviewing strategies and open-ended questions to gather information and bring out a person's strengths and characteristics
- Integrates formal and informal information gathering strategies (such as the Charting the Life Course tools and motivational interviewing skills) to guide a conversation, gather information about a person's strengths, and guide a person in creating their own goals in a person-centered plan
- Identifies a person's barriers and ways to help them improve their ability to overcome those barriers

### Competency: Cultural Humility and Responsiveness

*Staff engage with team members using an approach of respect and non-judgement of cultural differences, while practicing self-reflection.*

#### •Skills and Abilities

- Demonstrates respect in all interactions with the person
- Learns about a person's culture and religious beliefs, and documents these preferences so that supports and services can be tailored appropriately (without repeated conversations and inquiries)
- Tailors communication to the preferences of the person/family, including understanding various ways people may ask for help
- Reflects on and works to reduce personal and cultural bias that can negatively impact connection with the person



## DOMAIN: CULTIVATING CONNECTIONS INSIDE THE SYSTEM AND OUT

### Competency: Understanding System from Person's Perspective

*Staff are empathetic and sensitive to past experiences in their approach to supporting the person and family to access services and supports, while honoring the self-determination and direction of the person.*

#### •Skills and Abilities

- Understands and explains types of long-term services and supports, including eligibility specific funding mechanisms and resources (federal, states and local) and their limitations
- Promotes the rights and responsibilities of people who are receiving supports and services
- Advocates for systemic change with or on behalf of person's supported

### Competency: Integrated and Natural Supports

*Staff honor and respect the person's choices and preferences as they support them to identify and access integrated supports and services that support overall well-being and quality of life.*

#### •Skills and Abilities

- Uses assessment and care planning tools and strategies that explore and identify the person's needs/preferences and the array of supports (paid and unpaid/natural) that are:
  - Currently available to the person
  - Could be developed or accessed to support the person in achieving the goals/quality of life
- Maintains a working knowledge of resources (and support options) available, including relevant policies, procedures, the "right" contacts, etc
- Supports the person to identify, build and/or strengthen, and maintain connections with natural supports, including family members, community activities and relationships, etc



## DOMAIN: RIGHTS, CHOICE, AND CONTROL

### Competency: Supporting Engagement and Advocacy

*Staff ensure the person is the center of the team as an active partner and empower the person to drive the process through education about their rights and responsibilities.*

#### •Skills and Abilities

- Educates the person about their rights and responsibilities
- Educates the person on what to expect throughout the process, their options and supports for leading/facilitating the process, and how their right to informed choice and decision-making regarding all aspects of the process
- Supportively engages and empowers of the person
- Supports the person to lead their meetings, ensuring the person remains the center, even if they are not willing/able to discuss their needs and/or wants
- Supports the person to choose their team members and to describe their roles/responsibilities
- Connects the person to processes and/or agencies that could help if their rights are not being respected

### Competency: Informed Choice and Decision-Making

*Staff provide access to informed decision-making supports that balance health, welfare, and safety with the person's autonomy, self-direction, and their values and lifestyle preferences.*

#### •Skills and Abilities

- Upholds the person's rights and responsibilities
- Maintains a working knowledge of the options/services available
- Present information to the person in plain-language, and according to their preferred communication style
- Understands the spectrum of supported decision-making supports, including both informal resources for supporting decision making and all formal/legal options (POA, guardianship, etc.)
- Educates the team/supporters in their role in supporting the autonomy of the person, including honoring/respecting the person's choices and authorities and limitations of surrogate decision makers
- Equip/empower the person to make choices and decisions and advocate for themselves
- Balances a person's autonomy with the responsibility to inform and to ensure health, safety, and well-being

### Competency: Dignity of Risk

*Staff honor the person's right to experience their own success and failures while not unduly restricting choices due to potentially negative results.*

#### •Skills and Abilities

- Promotes the right to risk and dignity of risk
- Assesses risk across all life domains, within the context of the person's life and their desires
- Addresses concerns and plans for mitigating assessed risks, including involving appropriate supports or interventions when imminent harm to self or others is present
- Provides all options and discuss potential consequences/risks associated with all decisions
- Proactively discusses concerns related to risk, including what to do when competency is in question
- Documents identified risks and related safety plans



## DOMAIN: PARTNERSHIP, TEAMWORK, COORDINATION AND FACILITATION

### Competency: Engaging and Facilitating

*Staff facilitate inclusive team meetings that are a safe environment for the person to express their needs, wants, and concerns.*

#### •Skills and Abilities

- Manages team meetings (such as creating an agenda, establishing basic ground rules for person-centered planning, keeping meeting on track, identifying follow-up points, etc.)
- Engages the person and advocates for their voice, wants and needs and supports them to choose their team
- Promotes and practices clear and assertive communication to ensure appropriate understanding of a person's wants or needs and connect them with services and resources for the best possible outcome
- Confidently facilitates both group and one-on-one conversations

### Competency: Team Dynamics, Partnerships, and Collaboration

*Staff are cognizant of relationship dynamics as they develop and maintain collaborative, professional relationships with the person and other team members.*

#### •Skills and Abilities

- Effectively communicates to keep each team member engaged in the process, ensuring they know the person's goals, and collaboratively determines the best resources for the person
- Identifies team members who are wanted and needed (throughout all stages of the process, including service delivery) based on the person's wants, needs, and preferences
- Recognizes and promotes each member's contribution to the team
- Maintains professional boundaries while maintaining connection with the person
- Ensures the person is priority in all communication and collaboration
- Understands the roles, responsibilities, limitations, etc. of professionals/potential partners in other programs (and demonstrate empathy for each other)
- Develops working relationships with professionals/potential partners in other programs

### Competency: Conflict Resolution

*Staff identify and mediate potential conflicts in order to support the person's voice and lead to positive outcomes for the person.*

#### •Skills and Abilities

- Maintains courteous, positive, patient interactions in tense and/or emotional situations
- Creates and promotes a safe setting for healthy discussion that recognizes and respects the perspective of the involved parties including the person, family, supporters, provider/facility (including utilizing active listening skills, etc.)
- Facilitates solution-focused discussions that prioritize the wishes and needs of the person and support them to identify how they would like to proceed to constructively move toward the common goal
- Demonstrates problem-solving and creative, solution-finding skills
- Uses evidence-based conflict resolution strategies and tools, such as (but not limited to) those from motivational interviewing (decisional balance sheet, readiness ruler, etc.)
- Confidently sets personal boundaries and use assertive communication, while also respecting and valuing the person's experience and autonomy
- Identifies resources for the person for advocacy and mediation, and how to refer the person to these resources
- Keeps good records
- Reaches out for assistance in resolving conflict when needed/appropriate



## DOMAIN: DOCUMENTATION, IMPLEMENTATION, AND MONITORING

### Competency: Exploring, Identifying, and Writing Goals

*Staff develop flexible and responsive person-centered plans with goals that will support the person's defined measure of success and overall quality of life.*

#### •Skills and Abilities

- Gets to know a person and understands their vision, preferences and available supports
- Supports the person (and others they identify/request) to explore what is most important to them both now and in the future
- Develops goals and action steps that consider the needs, barriers, and holistic services/supports available to the person in pursuit of their best life/what is most important to them
- Documents the goals and action steps (that are broken down and individualized), as identified by the person and in plain language (as close to the person's own words as possible) that the person understands

### Competency: Monitoring Progress

*Staff monitor progress towards personal outcomes and service delivery preferences and take appropriate follow-up action to facilitate ongoing quality of life.*

#### •Skills and Abilities

- Ensures availability of services through completion of authorization processes
- Regularly observes, communicates with, or otherwise reviews a person's progress toward their identified goals and the quality of their services (based on their preferences)
- Identifies, communicates, documents, and responds appropriately to emerging issues or new circumstances

## PART 2: INDICATORS OF COMPETENCY

## OVERVIEW

This section provides the key performance indicators identified for ND ASD staff to demonstrate competency development. Like the competency domains, the indicators are organized by the five NCAPPS domains, and a rating scale is used to show competency progression in each area from foundational to proficient.

Foundational	Intermediate	Proficient
General understanding and ability to apply the competency in routine situations. Meets all basic requirements.	Thorough understanding and ability to apply the competency creatively in complex and challenging situations. Requires little guidance or support.	Broad and deep understanding with substantial expertise and experience. Role model and thought leader in this competency.

There are 11 dimensions of performance that are relevant to all competency areas:



### Domain: Strengths-Based, Culturally Informed, Whole Person-Focused:

Indicator Areas:

- Relationships and Rapport
- Holistic Perspective
- Cultural Humility



### Domain: Cultivating Connections Inside the System and Out:

Indicator Areas:

- Connection to Resources



### Domain: Rights, Choice, and Control:

Indicator Areas:

- Informed Choice and Dignity of Risk



### Domain: Partnership, Teamwork, Communication, and Facilitation:

Indicator Areas:

- Collaboration and Partnerships with Others
- Communication
- Professionalism
- Team Facilitation



### Domain: Documentation, Implementation, and Monitoring:

Indicator Areas:

- Documentation
- Implementation and Monitoring



**DOMAIN: STRENGTHS-BASED, CULTURALLY INFORMED, WHOLE PERSON-FOCUSED**

**INDICATOR AREA: RELATIONSHIPS AND RAPPORT**

<p><b>Foundational Competency</b></p>	<ul style="list-style-type: none"> <li>• Asks the person about their wants and needs and what they would like to see happen as the result of the process.</li> <li>• Uses observation and person input to better understand their wants and needs.</li> <li>• Develops trust, rapport, and working relationships the person and their supporters.</li> <li>• Understands and appreciates the different views, expertise, and experience of the person and their family.</li> </ul>
<p><b>Intermediate Competency</b></p>	<ul style="list-style-type: none"> <li>• Learns about the person and their multiple cultural identities</li> <li>• Establishes a relationship based on interactions rather than pre-conceived bias.</li> <li>• Supports the person in exploring what is most important to them now and in the future.</li> <li>• Understands body language and behavior as a form of communication.</li> <li>• Works with the person to identify who should be a part of their support team and what role they will play</li> </ul>
<p><b>Proficient Competency</b></p>	<ul style="list-style-type: none"> <li>• Adapts interactions and supports to the person’s individuality, cultural preferences, and needs, including language and tone, pacing and timing of interactions.</li> <li>• Recognizes and responds to the person’s willingness for and/or motivation to change.</li> <li>• Recognizes personal biases that may impact the relationship with the person and family, such as cultural identity, reactions to motivation to change, etc.</li> </ul>



### INDICATOR AREA: HOLISTIC PERSPECTIVE

<b>Foundational Competency</b>	<ul style="list-style-type: none"><li>• Engages the person as an active participant in discussion and dialogue during all interaction (teams, conference calls, physical meeting).</li><li>• Supports the person to voice what they want and do not want, and their concerns and fears.</li><li>• Identifies strengths, wants, needs, goals and available resources.</li></ul>
<b>Intermediate Competency</b>	<ul style="list-style-type: none"><li>• Goals evolve with the person and consider personal outcomes, progress, and preferences.</li><li>• Identifies and builds upon strengths and resources of the person, recognizing growth and focusing on success.</li><li>• Facilitates solution focused discussions that prioritize the wishes and needs of the person.</li><li>• Supports the person to identify, build and/or strengthen, and maintain connections with natural supports, family members, community relationships, etc.</li></ul>
<b>Proficient Competency</b>	<ul style="list-style-type: none"><li>• Maintains a holistic life story/social history that accounts for cultural considerations and trauma history (documents historical growth).</li><li>• Addresses life stage and life domains (current and future planning).</li><li>• Prioritizes goals that honor the values and beliefs of the person</li></ul>



**INDICATOR AREA: CULTURAL HUMILITY**

<p><b>Foundational Competency</b></p>	<ul style="list-style-type: none"> <li>• Practices self-reflection to understand one's own personal beliefs, values, and biases and how they may impact interactions with the person.</li> <li>• Has some cross-cultural knowledge of target populations, including bias, stereotypes, and disparities.</li> <li>• Respects the person as the primary authority in their life and identity.</li> <li>• Responds to person needs and preferences related to language, beliefs, and communication styles.</li> <li>• Uses plain language without jargon.</li> <li>• Understands different methods of verbal, nonverbal and written aspects of communication.</li> <li>• Seeks learning opportunities related to cultures or identities that are not familiar or differ from one's own.</li> </ul>
<p><b>Intermediate Competency</b></p>	<ul style="list-style-type: none"> <li>• Self-educates to broaden understanding of diverse cultural norms and historical traumas that may impact communities and families and their willingness to trust health care and community support providers.</li> <li>• Works to better understand stigmas related to disability, mental health and health care that may influence a persons' perspectives and priorities.</li> <li>• Invites feedback regarding support services and incorporates those suggestions into practices that fall in line with the person's beliefs and values.</li> <li>• Uses plain language to explain complex terms and concepts. Educates the person and their support team on the definition of terms in plain language.</li> <li>• Regularly checks in and invites feedback regarding interactions and communication of information to ensure the person understands the processes and the opportunities to incorporate cultural priorities.</li> <li>• Establishes periodic/on -going check-ins for clarification and improvement.</li> <li>• Invites innovation that improves quality outcomes that the person appreciates.</li> </ul>
<p><b>Proficient Competency</b></p>	<ul style="list-style-type: none"> <li>• Identifies disparities in service experience, quality, and outcomes for cultural groups.</li> <li>• Advocates for the dismantling of policies and practices that contribute to disparities</li> <li>• Supports system change efforts to eliminate disparities.</li> <li>• Encourages system change by supporting and encouraging feedback about policies and practices that contribute to disparities.</li> <li>• Promotes shared power with the person and their chosen family support system and seeks to elevate their voices in system change efforts.</li> <li>• Encourages and supports co-workers explore and practice cultural humility</li> </ul>



**DOMAIN: CULTIVATING CONNECTIONS INSIDE THE SYSTEM AND OUT**

**INDICATOR AREA: CONNECTION TO RESOURCES**

<p><b>Foundational Competency</b></p>	<ul style="list-style-type: none"> <li>• Develops and maintains a working knowledge about community resources, support options, and how to connect to them.</li> <li>• Lays out the eligibility and resource options available and the conditions required to access them, exploring the benefits and consequences of each option.</li> <li>• Assists the person to identify and meet their basic needs (as the person identifies them).</li> </ul>
<p><b>Intermediate Competency</b></p>	<ul style="list-style-type: none"> <li>• Identifies and facilitates access to an array of resources and supports to meet the person’s needs and outcomes.</li> <li>• Fosters relationships with community partners and agencies that could provide resources and support.</li> <li>• Introduces the person to opportunities for newsletters, social media event announcements, etc. that may connect them to their broader community</li> </ul>
<p><b>Proficient Competency</b></p>	<ul style="list-style-type: none"> <li>• Maintains deep knowledge of formal and informal resources and supports – broader than their agency services.</li> <li>• Develops new and/or additional resources for unmet needs, thinking creatively, outside the box.</li> <li>• Works with local leaders to create opportunities to participate in events and activities in the community.</li> <li>• Seeks out linkages to peer-to-peer support opportunities</li> <li>• Facilitates access to public events by investigating accessibility options in advance and advocating for accommodations as necessary.</li> </ul>



**DOMAIN: RIGHTS, CHOICE, AND CONTROL**

**INDICATOR AREA: INFORMED CHOICE AND DIGNITY OF RISK**

<p><b>Foundational Competency</b></p>	<ul style="list-style-type: none"> <li>• Describes the spectrum of formal and informal supported decision-making options.</li> <li>• Educates the person about their rights and responsibilities.</li> <li>• Refers the person to resources for advocacy and mediation when necessary.</li> </ul>
<p><b>Intermediate Competency</b></p>	<ul style="list-style-type: none"> <li>• Provides education on pros and cons of potential decisions/choices and invites feedback and perspective from the person on the pros and cons of potential decisions.</li> <li>• Empowers the person to hold others accountable for respecting their rights.</li> <li>• Uses plain language about how to advocate for accountability and respect</li> <li>• Practices cultural competency in educating about self-advocacy, including sensitivity to not wanting to “make waves”</li> <li>• Demonstrates how to support informed choice while ensuring health, welfare, and safety.</li> </ul>
<p><b>Proficient Competency</b></p>	<ul style="list-style-type: none"> <li>• Describes opportunities and avenues for advocating for systematic change with or on behalf of the person.</li> <li>• Demonstrates ability to identify resistance and barriers and engages the person to identify goals and lead their supports.</li> <li>• Ensures limits are not directly or indirectly placed on a person’s freedom or activities out of a desire to protect them or act in their best interest).</li> <li>• Promotes connection to peer support to participate in advocacy opportunities alongside others who share the person’s cultural identity</li> </ul>



## DOMAIN: PARTNERSHIP, TEAMWORK, COORDINATION, AND FACILITATION

### INDICATOR AREA: PROFESSIONALISM

<b>Foundational Competency</b>	<ul style="list-style-type: none"><li>• Completes tasks and provides proper follow-up.</li><li>• Is prompt and helpful in responding to people, families, team members, and colleagues.</li><li>• Maintains courteous, positive, and patient interactions in all situations and in all forms of communication.</li><li>• Plans, schedules, and coordinates necessary tasks for self and others.</li><li>• Understands and appreciates the different views, expertise, and experience of others.</li><li>• Develops trust, rapport, and working relationships with professionals and community partners.</li></ul>
<b>Intermediate Competency</b>	<ul style="list-style-type: none"><li>• Defines and keeps personal and professional boundaries while maintaining connections.</li><li>• Engages in self-care.</li><li>• Seeks feedback and help from others as needed.</li><li>• Takes responsibility for creative problem-solving and seeing solutions through to completion.</li><li>• Engages with others who are experts in areas beyond their strengths or knowledge.</li><li>• Demonstrates empathy.</li><li>• Uses personal strengths and decision-making skills to prioritize work tasks.</li></ul>
<b>Proficient Competency</b>	<ul style="list-style-type: none"><li>• Adapts professional styles to meet the needs of specific situations.</li><li>• Knows when to be assertive in addressing issues and concerns.</li><li>• Demonstrates proactive responses to conflict.</li><li>• Identifies and prioritizes emergent situations.</li><li>• Proactively provides support and expertise to colleagues.</li><li>• Demonstrates empathy even during conflict and disagreement.</li><li>• Engages in self-awareness related to implicit biases.</li></ul>



**INDICATOR AREA: COMMUNICATION**

<p><b>Foundational Competency</b></p>	<ul style="list-style-type: none"> <li>• Communicates in language that is accessible and understandable to the person and team (plain language).</li> <li>• Engages in ongoing communication with the person and team.</li> <li>• Gives verbal and nonverbal evidence of attentive listening.</li> <li>• Uses a variety of questioning techniques to elicit information.</li> <li>• Uses person-centered language that is positive and respectful.</li> <li>• Connects the person to language access supports (e.g., translation and interpretation) as needed</li> </ul>
<p><b>Intermediate Competency</b></p>	<ul style="list-style-type: none"> <li>• Learns about and tailors communication to the person’s culture, identity and preferences.</li> <li>• Clarifies information in plain language and collaborates with the person so that new concepts are introduced clearly.</li> </ul>
<p><b>Proficient Competency</b></p>	<ul style="list-style-type: none"> <li>• Facilitates meaningful conversation through awareness of a variety of tools, strategies and relevant language supports and linguistic accommodations.</li> <li>• Demonstrates ability to directly and respectfully engage in conversation that motivates the person to work towards their goals.</li> <li>• Develops a safe space by creating open communication and sharing of information.</li> <li>• Checks for understanding and continuously adapts language and approach.</li> <li>• Supports the person to advocate for their communication needs</li> </ul>



**INDICATOR AREA: TEAM FACILITATION**

<p><b>Foundational Competency</b></p>	<ul style="list-style-type: none"> <li>• Supports the person to choose whom they want involved on their team.</li> <li>• Facilitates person-centered and productive team meetings by setting up group agreements, clarifying roles, sharing agendas, outlining topics of discussion, holding pre-meetings, if needed, &amp; providing a summary of the discussion and decisions.</li> <li>• Models person-centered interactions for other team members.</li> <li>• Provides different options for attending meetings and/or providing feedback.</li> <li>• Understands confidentiality and professional boundaries of what should and can be shared.</li> </ul>
<p><b>Intermediate Competency</b></p>	<ul style="list-style-type: none"> <li>• Creates and promotes a safe setting for healthy discussion that recognizes and respects the perspective of all involved team members.</li> <li>• Supports and centers the autonomy of the person in all interactions with the team.</li> <li>• Facilitates team planning that moves the goal into action steps.</li> <li>• Leads and facilitates efforts related to the responsibilities accepted by various team members to move action steps forward.</li> </ul>
<p><b>Proficient Competency</b></p>	<ul style="list-style-type: none"> <li>• Fosters space for dialogue and growth and resolves disagreements in a way that results in the best outcome for the person.</li> <li>• Educates team members in their roles in supporting the autonomy of the person.</li> <li>• Supports the person in being their own advocate and seeks formal advocacy training for those who are learning self-advocacy for the first time or who would like more formal training.</li> <li>• Facilitates productive discussions that stay “on track” and in line with the purpose of the meeting.</li> <li>• Provides materials in plain language and both written and electronic. Accommodates this by offering materials in advance, with time to process and understand versions.</li> <li>• Reevaluates and communicates the goal and action steps while addressing risks, barriers and tasks associated with the planning process.</li> <li>• Adapts facilitation and follow up styles to the needs and preferences of the group</li> </ul>



**DOMAIN: DOCUMENTATION, IMPLEMENTATION, AND MONITORING**

**INDICATOR AREA: DOCUMENTATION**

<p><b>Foundational Competency</b></p>	<ul style="list-style-type: none"> <li>• Knows and understands departmental record retention policies.</li> <li>• Accurately and thoroughly completes and provides necessary and required documentation to facilitate accessing needed supports and services</li> <li>• Documentation is objective and includes factual and clear information reflective of what was discussed/decided</li> <li>• Documentation reflects respect for the person and their culture, needs, and preferences</li> <li>• Documentation includes important to/for language, likes/dislikes, goals, values, preferred name, direct quotes from the person, strengths-based language, roles/responsibilities, and timelines.</li> <li>• Documentation reflects the options and choices/decisions, declining of services/supports, options/alternatives offered</li> </ul> <p>Documentation is understandable and usable and avoids jargon and acronyms, and summarizes the discussion and/or decisions.</p>
<p><b>Intermediate Competency</b></p>	<ul style="list-style-type: none"> <li>• Documentation is consistently accurate, objective, and comprehensive (with minimal findings or need for changes during reviews or audits).</li> <li>• Language in documentation is personalized to the person and varies from plan to plan (e.g. avoids the use of “canned” language”)</li> </ul>
<p><b>Proficient Competency</b></p>	<ul style="list-style-type: none"> <li>• Documentation is of a quality that can be used in formal or legal situations, if/as necessary.</li> <li>• Documentation provides a clear, accurate, and comprehensive representation of the person, their team, and the services and supports to keep continuity of care and support.</li> <li>• Ensures policies of record retention are followed.</li> </ul>



**INDICATOR AREA: IMPLEMENTATION AND MONITORING**

<p><b>Foundational Competency</b></p>	<ul style="list-style-type: none"> <li>• Ensures availability of service provision through completion of authorization processes according to specified time frames.</li> <li>• Monitors progress toward personal outcomes and person’s quality of life in all domains, quality of service, and environments/settings through regular observation, conversation, documentation review, and formal monitoring.</li> <li>• Recognizes existing serious events (including the signs of abuse, neglect, and/or exploitation), reports incidents according to applicable regulations and procedures, and completes appropriate actions to ensure immediate health and safety.</li> <li>• Explains roles, expectations, rights/regulations, and responsibilities of the person and their supporters in implementing the plan</li> </ul>
<p><b>Intermediate Competency</b></p>	<ul style="list-style-type: none"> <li>• Identifies, communicates, documents, and responds appropriately to issues found during monitoring and/or reported by the person or team members.</li> <li>• After serious events (e.g. abuse, neglect, or exploitation), works with the person and their supporters to adjust the plan to safeguard against future events</li> <li>• Interprets information from formal and informal assessments to justify services and supports needed to reach identified outcomes.</li> <li>• Demonstrates objectivity and discernment that facilitates unbiased provider relationships to facilitate informed choice about services and supports received and from whom.</li> <li>• Recognizes potential serious events (including the signs of abuse, neglect, and/or exploitation) and reports incidents according to applicable regulations and procedures, and completes appropriate actions to ensure immediate health and safety.</li> </ul>
<p><b>Proficient Competency</b></p>	<ul style="list-style-type: none"> <li>• Ensures the person understands what to do if they are having a difficult time with the plan</li> <li>• Flexibly addresses life changes or shifting priorities rather than the timing of periodic reviews.</li> <li>• Continuously reinforces roles, expectations, rights/regulations, and responsibilities of the person and their supporters in implementing the plan</li> </ul>

## PART 3: EVALUATING COMPETENCY

## PART A: PRACTICE PROFILES

### OVERVIEW

A **practice profile** is a tool that breaks down large concepts such as “engagement” into discrete skills and activities that can be taught, learned, and observed, or seen. These resources are organizing frameworks, to coalesce and make connections between the competency, practice areas, and indicators. The practice profiles help bridge competency and evaluation by operationalizing the core elements of a competency and then breaking down those elements to what can be observed or needs to be taught/developed.

Completed profiles can be used to develop and/or support a range of implementation activities, including staff training and supervision activities, hiring and job descriptions or role refinement, and quality assurance, such as performance and record reviews and/or audits. For example:

- Informing the Practice of AASD staff: as staff build reflection into their daily practice, this tool can help identify areas of strength and needs, and also promote goal setting in a specific competency. •
- Professional Development: as supervisors and trainers work to build capacity of staff, this tool can serve as a basis for a comprehensive understanding of specific expectations for person-centered practice that can be incorporated into supervision practices and performance evaluation
- Training and Coaching of Staff: as AASD works with new hires, this framework can build an understanding of the knowledge, skills, and abilities expected for all positions. Furthermore, this tool can cast a wide net to align colleagues, such as contracted providers, to a person-centered approach.
- Program, Department of System Wide Audit: as programs and departments look to quantify the degree of person-centered practices, this tool can be used to inform quality standards and related audit tools, and to inform system change.

A practice profile has been created for each of the NCAPPS domains. The practice profiles were used to develop recommended questions related to the areas of self-assessment, supervisor review, and quality audit, which can be found in Part B.



**Domain: Strengths-Based, Culturally Informed, Whole-Person Focused**

Staff with competency in this area recognize that people grow, change, and can realize their personally valued goals. They focus on supporting people to live a good life as that person defines it and ensures a focus on the person as a whole (not just their diagnosis or disability). In all interactions, competent staff are informed by and responsive to the person’s unique culture and identity.

Competency Areas	Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
<p><b>Person-Centered Thinking and Values:</b> Staff establish rapport and trust with the person and family while supporting them to identify their vision for services and supports.</p>	<ul style="list-style-type: none"> <li>• Demonstrates empathy and is non-judgmental</li> <li>• Upholds a person’s right to choice</li> <li>• Ensures the person has a voice in their support and decisions</li> <li>• Prioritizes a person’s goals and values.</li> <li>• Fosters connections with the person while maintaining professional boundaries</li> <li>• Demonstrates creativity and problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Develops trust, rapport, and working relationships the person and their support circle.</li> <li>• Understands and appreciates the different beliefs, values, views, expertise, and experience of the person and their family.</li> <li>• Respects the person as the primary authority in their life and identity.</li> <li>• Engages the person as an active participant during all interaction, supporting them to voice what they want and do not want, and their concerns and fears.</li> </ul>	<ul style="list-style-type: none"> <li>• Learns about the person and their multiple cultural and sub-cultural identities to establish a relationship based on interactions rather than pre-conceived bias.</li> <li>• Supports the person in exploring what is most important to them now and in the future.</li> <li>• Understands body language and behavior as a form of communication.</li> <li>• Identifies and builds upon strengths and resources of the person, recognizing growth and focusing</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts interactions and supports to the person’s individuality, cultural preferences, and needs, including language and tone, pacing and timing of interactions.</li> <li>• Recognizes and responds to the person’s willingness for and/or motivation to change.</li> <li>• Recognizes personal biases that may impact the relationship with the person and family, such as cultural identity, reactions to motivation to change, etc.</li> <li>• Maintains a holistic life story/social history that accounts for cultural considerations and trauma history</li> <li>• Prioritizes goals that honors the values and beliefs of the person</li> </ul>
<p><b>Strengths-Based Assessment:</b> Staff employ a strengths-based approach to assess needs and identify and facilitate access to supports that promote the</p>	<ul style="list-style-type: none"> <li>• Identifies a person’s strengths and characteristics</li> <li>• Uses formal and informal information gathering strategies</li> </ul>			

Competency Areas	Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
<p>person's ability to thrive now and into the future.</p>	<ul style="list-style-type: none"> <li>Guides a person in creating their own goals in a person-centered plan</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the person's strengths, wants, needs, goals and available resources.</li> </ul>	<p>on success and adapting goals accordingly.</p>	<p>and establishes regular/on-going check-ins to address necessary changes to plans based on life changes or life priorities</p>
<p><b>Cultural Humility and Responsiveness:</b> Staff engage with team members using an approach of respect and non-judgement of cultural differences, while practicing self-reflection.</p>	<ul style="list-style-type: none"> <li>Demonstrate respect and avoid judgment</li> <li>Learns about and honors a person's culture and religious beliefs</li> <li>Communicates according to the preferences of the person and family</li> <li>Addresses personal and cultural bias</li> </ul>	<ul style="list-style-type: none"> <li>Practices self-reflection to understand personal beliefs, values, and biases and how those may impact interactions.</li> <li>Has some cross-cultural knowledge of target populations (including potential stereotypes and disparities) and seeks opportunities to learn more about additional cultures or identities that are not familiar or differ from their own.</li> <li>Responds to personal needs and preferences related to language, beliefs, and communication styles.</li> <li>Uses plain language without jargon.</li> <li>Understands different methods of verbal, nonverbal and written aspects of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates solution focused discussions that prioritizes the wishes and needs of the person.</li> <li>Supports the person to identify, build and/or strengthen, and maintain connections with natural supports, family members, community relationships, etc.</li> <li>Works with the person to identify chosen family and support team.</li> <li>Self-educates to broaden understanding of diverse cultural norms, and to better understand stigmas and/or historical trauma that may influence a persons' perspectives and priorities.</li> <li>Uses plain language to explain complex terms and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Addresses life stage and life domains to facilitate current supports and for future planning</li> <li>Encourages and promotes shared power with the person and their chosen family support system.</li> <li>Advocates for system change that may include the dismantling of policies that are barriers to quality access of services.</li> <li>Develops a transparent plan for addressing cultural disparities with diverse/collective community input to improve policies and processes to align with cultural values and beliefs.</li> <li>Encourages system change by supporting and encouraging feedback from people who use services.</li> </ul>



**DOMAIN: CULTIVATING CONNECTIONS INSIDE THE SYSTEM AND OUT**

Staff with competency in this area will facilitate linkages with both paid (professional) and unpaid (natural) supports. Ensuring an understanding of the person’s relevant health or disability issues, as well as having knowledge of the array of systems a person may access is a critical component of this work. Staff will seek to maximize connections to natural community activities and relationships whenever possible and when consistent with the preferences of the person.

Competency Areas	Key Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
<p><b>Understanding System from Person’s Perspective:</b> Staff are empathetic and sensitive to past experiences in their approach to supporting the person and family to access services and supports, while honoring the self-determination and direction of the person.</p>	<ul style="list-style-type: none"> <li>• Understands and explains long-term services and supports and their limitations</li> <li>• Promotes the rights and responsibilities of the person</li> <li>• Advocates for systemic change with or on behalf of persons supported</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the formal services and service structures at federal, state, and local levels, including both internal agency and external service delivery practices and standards</li> <li>• Develops and maintains a working knowledge about community resources, support options, and how to connect to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses the specific information needed, and provides education that is culturally and developmentally appropriate and sensitive to learning style</li> <li>• Leverages and facilitates access to an array of identified resources and supports to meet the person’s needs and outcomes.</li> <li>• Fosters relationships with community partners and agencies that could provide support to people.</li> <li>• Provides resources for the person to learn about opportunities for</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates deep knowledge of formal and informal resources and supports – broader than disability and aging.</li> <li>• Identifies social, political, economic, and cultural factors that affect the person, and assists the person to identify external barriers that may affect their ability to live a self-directed, self-determined life and/or access needed resources</li> <li>• Works with local leaders to create opportunities to participate in events and activities in the community.</li> </ul>
<p><b>Integrated and Natural Supports:</b> Staff honor and respect the person’s choices and preferences as they support them to identify and access integrated supports and services that support overall well-being and quality of life.</p>	<ul style="list-style-type: none"> <li>• Explores and identifies the person’s needs/preferences and the array of supports (paid and unpaid/natural) that are:               <ul style="list-style-type: none"> <li>○ Currently available to the person</li> <li>○ Could be developed or accessed to support the person in achieving the goals/quality of life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lays out the eligibility and resource options available and the conditions required to access them, exploring the benefits</li> </ul>		

Competency Areas	Key Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
	<ul style="list-style-type: none"> <li>Maintains a working knowledge of resources (and support options) available</li> <li>Supports the person to build, maintain and enhance connections with natural supports</li> </ul>	<p>and consequences of each option.</p> <ul style="list-style-type: none"> <li>Provides education about options and choices in a way the person understands and prefers.</li> <li>Assists the person to engage in identifying and meeting their basic needs (as the person identifies them)</li> <li>Defers to the person's preferences and choices regarding supports including priorities that respect cultural and linguistic accommodations.</li> </ul>	<p>community events or other opportunities to build relationships and connections.</p> <ul style="list-style-type: none"> <li>Regularly checks in and invites feedback regarding interactions and communication of information to ensure the person understands the processes and the opportunities to incorporate cultural priorities.</li> <li>Utilizes on-going check-ins to invite feedback regarding support services and incorporates those suggestions into practices that fall in line with the person's beliefs and values.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out linkages to peer-to-peer support opportunities.</li> <li>Ensures accommodations are investigated for transportation and venues prior to attending events and advocates for accommodations if necessary.</li> <li>Invites people and their supporters to respond to changes with open feedback</li> </ul>



## DOMAIN: RIGHTS, CHOICE AND CONTROL

Staff with competency in this area will ensure that all interactions are based on respect and the assumption that people are competent and have the right to control decisions that impact their lives. They will support people to empower themselves and discover their voice in all aspects of their services and supports. Staff should be aware of and educate people (when necessary and desired) about the range of legal protections that promote their fundamental safety (ie: the right to be free from abuse and neglect) and community inclusion (ie: the right to be free from discrimination and the right to exercise freedoms).

Competency Areas	Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
<p><b>Supporting Engagement and Advocacy:</b> Staff ensure the person is the center of the team as an active partner and empower the person to drive the process through education about their rights and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Educates the person about:               <ul style="list-style-type: none"> <li>○ their rights and responsibilities</li> <li>○ what to expect throughout the process</li> <li>○ their options and supports for leading/facilitating the process</li> <li>○ their right to informed choice and decision-making regarding all aspects of the process</li> </ul> </li> <li>• Supportively engages and empowers the person</li> <li>• Supports the person to choose their team members</li> <li>• Connects the person to processes and/or agencies that could help if their rights are not being respected</li> </ul>	<ul style="list-style-type: none"> <li>• Provides information (including a range of options and choices from which the person can select their preference) so they may make informed decisions about their lives and the supports and services they need.</li> <li>• Accepts that not all choices will be successful, and rather than blaming or punishing, supports people to learn from their mistakes.</li> <li>• Routinely reviews services and supports to ensure the person's preferences are respected, their needs are met, and any</li> </ul>	<ul style="list-style-type: none"> <li>• Supports people to have the opportunity to learn the skills needed to develop, direct, and contribute to support plans and direct their own services.</li> <li>• Demonstrates ability to clarify information in plain language and with respect so that new concepts are introduced clearly</li> <li>• Provides education on pros and cons of potential decisions/choices and invites feedback and perspective from the person.</li> <li>• Empowers the person to hold others accountable</li> </ul>	<ul style="list-style-type: none"> <li>• Supports the person in being their own advocate and seeks formal advocacy training for those who are interested</li> <li>• Promotes opportunities for peer-to-peer support to participate in advocacy opportunities.</li> <li>• Describes opportunities and avenues for advocating for systematic change with or on behalf</li> </ul>
<p><b>Informed Choice and Decision-Making:</b> Staff provide access to informed decision-</p>	<ul style="list-style-type: none"> <li>• Upholds the person's rights</li> <li>• Maintains a working knowledge of the options/services available</li> </ul>			

Competency Areas	Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
<p>making supports that balance health, welfare, and safety with the person's autonomy, self-direction, and their values and lifestyle preferences.</p>	<ul style="list-style-type: none"> <li>• Presents information to the person according to their preferred communication style</li> <li>• Understands the spectrum of supported decision-making supports</li> <li>• Educates the team/supporters about honoring/respecting the person's choices</li> <li>• Equips/empowers the person to make choices and decisions and advocate for themselves</li> </ul>	<p>modifications to rights are effective.</p> <ul style="list-style-type: none"> <li>• Describes the spectrum of supported decision-making supports.</li> <li>• Understands and clearly articulates the person's rights and takes action when rights are infringed upon</li> </ul>	<p>for respecting their rights through modeling or encouraging self-advocacy skills in ways that are understandable to the person.</p> <ul style="list-style-type: none"> <li>• Demonstrates how to support the person's informed choice while ensuring health, welfare, and safety in the plan.</li> </ul>	<p>of persons served.</p> <ul style="list-style-type: none"> <li>• Demonstrates ability to identify resistance and barriers and elicit motivation for persons to take action towards the goal.</li> </ul>
<p><b>Dignity of Risk:</b> Staff honor the person's right to experience their own success and failures while not unduly restricting choices due to potentially negative results.</p>	<ul style="list-style-type: none"> <li>• Balances a person's autonomy with the responsibility to inform and to ensure health, safety, and well-being – including: <ul style="list-style-type: none"> <li>○ providing information about all options</li> <li>○ discussing potential consequences/risks</li> <li>○ respectfully discussing concerns (such as when competency is in question)</li> </ul> </li> <li>• Identifies and completes risk assessments</li> <li>• Documents identified risks and develops safety plans</li> </ul>	<ul style="list-style-type: none"> <li>• Educates the person about their rights and responsibilities</li> <li>• Understands and clearly articulates resources a person has when rights are violated or a person is dissatisfied with the quality of services (complaints and appeals)</li> <li>• Refers the person to resources for advocacy and mediation when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates collaborative decision-making between the person, their family/team, and the chosen provider.</li> <li>• Reviews health and safety concerns (risks) in the context of the life of the person and their desires.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports the person such that limits are not directly or indirectly placed on a person's freedom or activities out of a desire to protect them or act in their best interest).</li> </ul>



## DOMAIN: PARTNERSHIP, TEAMWORK, FACILITATION, AND COORDINATION

Staff with competency in this area will facilitate meetings and interactions in a respectful, professional manner that aligns with person-centered principles and with the preferences of each person. Their primary focus will remain on the priorities and perspectives of the person. If the person desires to expand their circle, competent staff will support them in doing so – while also encouraging all members of the team to make meaningful contributions. Staff should be committed to being transparent and ensuring everyone can understand the supports – and the processes for accessing them – for the person.

Competency Areas	Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
<p><b>Engaging and Facilitating:</b> Staff facilitate inclusive team meetings that are a safe environment for the person to express their needs, wants, and concerns.</p>	<ul style="list-style-type: none"> <li>• Manages and facilitate both group and one-on-one conversations/meetings</li> <li>• Engages the person and advocates for their voice</li> <li>• Promotes and practices clear and assertive communication</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains courteous, positive, and patient interactions in all situations and in all forms of communication.</li> <li>• Understands and appreciates the different views, expertise, and experience of others.</li> <li>• Supports the person to choose whom they want involved on their team.</li> <li>• Develops trust, rapport, and working relationships with professionals and community partners</li> <li>• Engages in ongoing communication with the person and team, in language that is accessible and understandable.</li> <li>• Gives verbal and nonverbal evidence of attentive listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates empathy</li> <li>• Takes responsibility for creative problem-solving and seeing solutions through to completion.</li> <li>• Engages with others who are experts in areas beyond their strengths or knowledge</li> <li>• Learns about the person’s culture, identify and preferences to tailor communication to the person</li> <li>• Supports and centers the autonomy of the person in all</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates empathy to diverse perspectives.</li> <li>• Facilitates meaningful conversation through awareness of a variety of tools, strategies and relevant language supports and linguistic accommodations.</li> <li>• Demonstrates ability to directly and respectfully engage in conversation which moves the person closer to their goal.</li> <li>• Reevaluate and communicate the goal and action steps while addressing risks, barriers</li> <li>• Develops a consistently safe space and creates</li> </ul>
<p><b>Team Dynamics, Partnerships, and Collaboration:</b> Staff are cognizant of relationship dynamics as they develop and maintain collaborative, professional relationships with the person and other team members.</p>	<ul style="list-style-type: none"> <li>• Identifies team members based on the person’s wants, needs, and preferences</li> <li>• Effectively communicates to keep each team member engaged in the process,</li> <li>• Recognizes and promotes each member’s contribution to the team</li> <li>• Balances personal connections with professional boundaries</li> <li>• Ensures the person is priority in all communication and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Supports the person to choose whom they want involved on their team.</li> <li>• Develops trust, rapport, and working relationships with professionals and community partners</li> <li>• Engages in ongoing communication with the person and team, in language that is accessible and understandable.</li> <li>• Gives verbal and nonverbal evidence of attentive listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with others who are experts in areas beyond their strengths or knowledge</li> <li>• Learns about the person’s culture, identify and preferences to tailor communication to the person</li> <li>• Supports and centers the autonomy of the person in all</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to directly and respectfully engage in conversation which moves the person closer to their goal.</li> <li>• Reevaluate and communicate the goal and action steps while addressing risks, barriers</li> <li>• Develops a consistently safe space and creates</li> </ul>

Competency Areas	Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
	<ul style="list-style-type: none"> <li>Develops working relationships with professionals/potential partners in other programs by:               <ul style="list-style-type: none"> <li>understanding roles, responsibilities, and limitations</li> <li>demonstrating empathy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of questioning techniques to elicit information.</li> <li>Uses person-centered language that is positive, appropriate, and respectful.</li> <li>Models person-centered interactions for other team members.</li> </ul>	<ul style="list-style-type: none"> <li>interactions with the team.</li> <li>Creates and promotes a safe setting for healthy discussion that recognizes and respects the perspective of all involved team members.</li> </ul>	<ul style="list-style-type: none"> <li>opportunities for open communication and sharing of information.</li> <li>Fosters space for dialogue and growth and resolves disagreements in a way that results in the best outcome for the person</li> </ul>
<p><b>Conflict Resolution:</b> Staff identify and mediate potential conflicts in order to support the person’s voice and lead to positive outcomes for the person.</p>	<ul style="list-style-type: none"> <li>Maintains positive interactions in tense and/or emotional situations</li> <li>Creates and promotes a safe setting for healthy discussion that recognizes and respects the perspective of the involved parties</li> <li>Facilitates solution-focused discussions that prioritize the wishes and needs of the person</li> <li>Supports the person to identify how they would like to proceed to constructively move toward the common goal</li> <li>Demonstrates problem-solving and creative, solution-finding skills</li> <li>Uses evidence-based conflict resolution strategies and tools</li> <li>Confidently sets personal boundaries and use assertive communication</li> <li>Identify and refer the person to resources for advocacy and</li> <li>Keeps good records</li> <li>Reaches out for assistance in resolving conflict when needed</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates person-centered and productive team meetings by establishing group agreements, ground rules, clarifying roles, sharing agendas, outlining topics of discussion, holding pre-meetings, if needed, &amp; providing a summary of the discussion and decisions</li> <li>Provides different options for attending meetings and/or providing feedback.</li> <li>Understands confidentiality and professional boundaries of what should and can be shared</li> <li>Shows ability to plan, schedule, and coordinate their work</li> <li>Completes tasks and provides appropriate follow-up.</li> <li>Is timely and helpful in responding to persons served, families, team members, and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates team planning that moves the goal into action steps.</li> <li>Leads and facilitates efforts related to the responsibilities accepted by various team members to move action steps forward.</li> <li>Utilizes personal strengths and decision-making skills to prioritize work tasks.</li> <li>Defines and maintains personal and professional boundaries while maintaining connections.</li> <li>Engages in self-care activities.</li> </ul>	<ul style="list-style-type: none"> <li>Checks for understanding and continuously adapts language and approach to meet the needs of specific situations</li> <li>Educates team members in their roles in supporting the autonomy of the person.</li> <li>Appropriately addresses emergent and high priority situations</li> <li>Knows when to be assertive in addressing issues and concerns.</li> <li>Proactively provides support and expertise to colleagues.</li> </ul>



## DOMAIN: DOCUMENTATION, IMPLEMENTATION AND MONITORING

Staff with competency in this area will ensure documentation is reflective of person-centered values, while also working to meet federal, state, and organizational requirements. What is captured in writing adheres to established expectations around person-centered documentation, including ensuring the documentation is reflective of and responsive to a person’s growth or change over time and in evolving situations. Staff continually follow-up and monitor a person’s services and supports in the context of their envisioned good life.

Competency Areas	Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
<b>Exploring, Identifying, and Writing Goals:</b> Staff develop flexible and responsive person-centered plans with goals that will support the person’s defined measure of success and overall quality of life.	<ul style="list-style-type: none"> <li>Supports the person (and others they identify/request) to explore what is most important to them both now and in the future</li> <li>Understands and document the person’s vision, preferences, and available supports</li> <li>Develops goals and action steps reflective of the person’s vision and needs</li> </ul>	<ul style="list-style-type: none"> <li>All necessary and required documentation accurately and thoroughly completed to ensure access to services and supports</li> <li>Ensures policies of record retention are maintained and followed.</li> <li>Documentation is objective and includes factual and clear information, using language that reflects respect for the person.</li> <li>Documentation is reflective of the person and what was discussed/decided, and includes important to/for language, likes, dislikes, goals, values, preferred name, direct quotes from the person, strengths-based language, roles/responsibilities, and timelines.</li> <li>Documentation reflects the options and people’s choices/decisions, declining of services/supports, options/alternatives offered.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation is consistently accurate, objective, and comprehensive (with minimal findings or need for changes during reviews or audits)</li> <li>Knows and understands departmental record retention policies</li> <li>Interprets information from formal and informal assessments to justify services and supports needed to reach identified outcomes</li> <li>Demonstrates objectivity and discernment that</li> </ul>	<ul style="list-style-type: none"> <li>Documentation is of a quality that can be used in formal or legal situations, if/as necessary</li> <li>Documentation provides a clear, accurate, and comprehensive representation of the person, their team, and the services and supports to maintain continuity of care and support.</li> <li>Ensures policies and processes are considered and that cultural and linguistic consideration are listed as priorities for</li> </ul>
<b>Monitoring Progress:</b> Staff monitor progress towards personal outcomes and service delivery preferences, and take appropriate follow-up action to	<ul style="list-style-type: none"> <li>Ensures availability of services through completion of authorization processes</li> <li>Regularly observes, communicates with, or otherwise reviews a person’s progress toward their identified goals and the quality of their services (based on their preferences)</li> </ul>			

Competency Areas	Knowledge, Skills, and Abilities	Foundational	Intermediate	Proficient
facilitate ongoing quality of life.	<ul style="list-style-type: none"> <li>Identifies, communicates, documents, and responds appropriately to emerging issues or new circumstances</li> </ul>	<ul style="list-style-type: none"> <li>Documentation is understandable and usable by/for the person, avoids jargon and acronyms and summarizes the discussion and/or decisions.</li> <li>Monitors progress toward personal outcomes and person's quality of life in all domains, quality of service, and environments/settings through regular observation, conversation, documentation review, and formal monitoring</li> <li>Identifies, communicates, documents and responds appropriately to issues found during monitoring and/or reported by the person or team members.</li> <li>Recognizes existing serious events (including the signs of abuse, neglect, and/or exploitation), reports incidents according to applicable regulations and procedures, and completes appropriate actions to ensure immediate health and safety.</li> <li>Explains roles, expectations, rights/regulations, and responsibilities of long-term service and supports, including the relationship between the disability service providers and the persons receiving supports</li> </ul>	<p>facilitates unbiased provider relationships to support informed choice regarding services and supports received and from whom</p> <ul style="list-style-type: none"> <li>Recognizes potential serious events (including the signs of abuse, neglect, and/or exploitation), reports incidents according to applicable regulations and procedures, and completes appropriate actions to ensure immediate health and safety.</li> </ul>	<p>person-centered practices and services.</p> <ul style="list-style-type: none"> <li>Demonstrates ability to identify resistance and barriers and elicit motivation for person to act towards the goal and address potential adverse outcomes.</li> </ul>

## PART B: QUESTION BANK

### OVERVIEW

This section provides a “question bank” that can be used to integrate the previous competency-based indicators into existing processes and methods of quality measurement and assurance. The practice profiles were used to identify cross-cutting elements which informed the creation of questions banks that can support measurement of performance across competency areas.

Examples of questions are provided for four areas of evaluation:

- Self-assessment by staff
- Supervisor or mentor observation
- Documentation/record review
- Service Experience

The question bank is organized by the method of assessment and corresponding NCAPPS domains – demonstrating how one question can be used to evaluate competency across multiple domains. Some or all of these questions may be used, dependent upon the program and organization’s focus areas and the tools/resources they have already developed. Questions from this bank can be integrated into existing tools or can be used to develop new tools (if needed).

North Dakota’s continuous quality improvement process includes the use of the [National Core Indicators: Aging and Disability Survey](#). As part of the implementation support provided by the Nexus to ND AASD, an example was created to show how this survey aligns with and can be used to demonstrate various elements of competencies across the NCAPPS domains.

## SELF-ASSESSMENT

Statement					
1. I adapt verbal and non-verbal communication and documentation to the needs and preferences of the person, ensuring understanding and provide accommodations as necessary (linguistic, etc.)	X			X	X
2. I have a positive relationship with the persons I support (I know details about their life and who they are, I show empathy and respect towards them)	X		X	X	
3. I use a variety of questioning techniques (in plain language with linguistic accommodations) and offer plenty of time for a person to process, think about, and respond.	X			X	
4. I use situation specific tools and resources to facilitate exploration, planning, and problem-solving, including identity/culture wheels and create trusting interactions	X			X	
5. I create opportunities for people to share their wants, needs, goals, and preferences.	X		X	X	
6. I explain processes and procedures while demonstrating respect and empathy, recognizing rights and responsibilities of the person			X	X	
7. I give the person multiple appropriate options for resources, based on their wants, needs, goals, and preferences, including paid and non-paid or natural supports.		X			
8. I have a system for maintaining and expanding knowledge about resources and supports.		X			
9. I maintain professional boundaries, while demonstrating vulnerability and self-disclosure as appropriate.				X	
10. I follow appropriate guidance and escalation when rights are violated or infringed upon and provides a process for grievance procedures in plain language and/or with linguistic accommodations.	X		X	X	X
11. I encourage input from all team members, redirecting conversations that are not focused on the person and their wants, needs, goals, and preferences.	X		X	X	
12. I appropriately identify and escalate situations based on their complexity and urgency to the right people and places.				X	
13. I complete documentation in a way that is not disruptive to my relationship with the person.					X
14. I complete documentation accurately and appropriately, meeting deadlines and requirements.					X
15. I complete documentation about the person's history in a strengths-based way.	X				X
16. I make sure the person can access and understand their documentation.					X

## SUPERVISOR OBSERVATION

Statement					
1. Adapts verbal and non-verbal communication and documentation to the needs and preferences of the person, ensuring understanding and providing accommodations as necessary (linguistic, etc.)	X			X	X
2. Appears to have a positive relationship with the person; knows details about their life and defers to their preferences and choices.	X		X	X	
3. Uses a variety of questioning techniques (in plain language with linguistic accommodations) and offers plenty of time for a person to process, think about, and respond.	X			X	
4. Uses situation specific tools and resources to facilitate exploration, planning, and problem-solving (including identity/culture wheels) as well as create trusting interactions.	X			X	
5. Provides opportunities for the person to share their wants, needs, goals, and preferences.	X		X	X	
6. Explains processes and procedures while demonstrating respect and empathy, recognizing rights and responsibilities of the person.			X	X	
7. Provides multiple appropriate options for resources, based on the person's wants, needs, goals, and preferences, including paid and non-paid or natural supports.		X			
8. Has system for maintaining and expanding knowledge about resources and supports.		X			
9. Maintains boundaries, while demonstrating vulnerability and self-disclosure as appropriate.				X	
10. Follows appropriate guidance and escalation when rights are violated or infringed upon and provides a process for grievance procedures in plain language and/or with linguistic accommodations.	X		X	X	X
11. Encourages input from all team members, redirecting conversations that are not focused on the person and their wants, needs, goals, and preferences.	X		X	X	
12. Appropriately distinguishes and escalates situations based on their complexity and urgency.				X	
13. Completes documentation in a non-disruptive way to the relationship with the person.					X
14. Completes documentation accurately and appropriately; meeting deadlines and requirements.					X
15. Completes documentation about the person's history in a strengths-based way.	X				X
16. Ensures the person can access and understand their documentation.					X

## RECORD REVIEW

Statement					
1. Uses an identity wheel to discuss and document the person's cultural and subcultural identities and ways in which these identities impact a person's priorities, values and beliefs.	x		x		X
2. Documentation is reflective of the person and what was discussed/decided, and includes important to/for language, likes, existing supports, cultural needs, trauma, dislikes, goals, values, preferred name and communication styles, direct quotes from the person, strengths-based language, roles/responsibilities, and timelines	x	x	x	x	X
3. Evidence of regular follow- ups and timely, positive and respectful communication with necessary linguistic accommodations				x	x
4. Documentation provides a clear, accurate, and comprehensive representation of interactions with the person and their team and services and supports to maintain continuity of care and support, including distinction of team member perspectives and concerns (including safety and risk), options provided, and the choices/decisions of the person	x			X	x
5. Plain language resources are shared to reference acronyms, programs, etc.		X			x
6. Documentation of shared resources, events, and organizations that may be of interest/beneficial		X		X	x
7. Documentation addresses health and safety in the context of the life of the person and their desires	X		X		x
8. Evidence of appropriate follow up to emergent situations				X	x
9. Documentation is of a quality that can be used in formal or legal situations, if/as necessary				X	x
10. Meeting agendas and summaries are documented and shared with all team members prior				x	x
11. Evidence of outreach and communication with all identified team members (including various options for participation)				X	X
12. Evidence of pre-planning supports (meetings, packets, etc.) (or attempts at pre-planning)					X
13. Documentation and communication are consistent with confidentiality policies.					X

## SERVICE EXPERIENCE

Statement					
1. How often do you talk with/communicate with your ND AASD staff?	X			X	
2. How does your ND AASD staff make you feel like they know you as a person?	X			X	
3. How does your ND AASD staff prioritize your wants, needs, goals and preferences?	X		X	X	
4. How do you decide what goals are in your plan?	X		X	X	
5. How does your ND AASD staff support you to have relationships with family and community members?	X		X		
6. How does your ND AASD staff help you find out about resources you might need or want in your community?	X	X		X	
7. What resources have been most helpful to you in the last six months?		X		X	X
8. What help do you need to live your best life?		X		X	X
9. How does your ND AASD staff support you in making choices?			X	X	
10. Do you understand the documents that are sent to you?			x	X	
11. What should you do if your rights are infringed upon or violated?			X	X	X
12. Does your ND AASD staff communicate with you in the way that you want (i.e.: email, text, phone call, in person, etc.)?	X		x	X	
13. How does your ND AASD staff explain things when you don't understand?	X		X	X	
14. How you choose the members of your support team and the role they would play?	X		X	X	
15. Did your ND AASD staff help you to decide who you wanted on your team?			X	X	
16. How does your ND AASD staff help you prepare for upcoming meetings?	X		X	X	X
17. Do you feel like what is written about you is accurate and what you would like people to know about you?	X			X	X
18. Do you know how to request your paperwork (POC, Confidentiality, etc.)?			X	X	X

**ND AASD NCI-AD QUESTIONS CROSS-WALKED BY NCAPPS DOMAIN**

NCI Section	Statement					
<b>Service Planning</b>	• Do you remember your last service planning meeting?			X	X	
	• Did the (service/care planning) meeting take place at a time that was good for you?	X		X	X	
	• Did the (service/care planning) meeting take place at a location that was good for you?	X		X	X	
	• Did the (service/care planning) meeting include the people you wanted to be there?	X		X	X	
	• During the (service/care planning) meeting, how much would you say people listened to you and heard your needs and preferences?	X		X	X	
	• Do you have a service plan/plan of care?					X
	• How involved are you in deciding what is in your service plan/plan of care?	X		X	X	
	• After the (service/care planning) meeting, did you get a copy of your service plan/plan of care? This could be either a paper copy or an electronic copy					X
	• Does your current service plan/plan of care include what was talked about at the meeting					X
	• Are your choices and preferences reflected in your current service plan/plan of care?	X		X		X
<b>Service Experience</b>	• How did you find out about the services you can get?			X		
	• Are services and supports delivered in a way that is respectful of your culture? (This can be things like respecting your religion, your beliefs, the food you prefer, or the holidays you celebrate).	X				
	• Do you feel your case manager/care coordinator respects your culture?	X				
	• Do you get information about your services in the language you prefer?	X				
	• Can you reach your case manager/care coordinator when you need to?				X	
	• Do you get enough information to understand the services that you get?	X		X	X	
	• Do you feel you are able to freely voice your opinion about your services to anyone you choose? This could include family members, friends, providers, direct care workers, or someone else.			X	X	X
	• If you have a complaint about your services, do you know whom to contact to make that complaint?			X		
	• Can you choose (or change) your services?			X		X

NCI Section	Statement					
	<ul style="list-style-type: none"> <li>Can you choose (or change) when and how often you get your services?</li> </ul>			X		X
	<ul style="list-style-type: none"> <li>If you want to make changes to your services, do you know whom to contact?</li> </ul>			X		X
<b>Direct Care Workers/Daily Activities</b>	<ul style="list-style-type: none"> <li>Can you choose (or change) the people who are paid to help you if you wanted to?</li> </ul>			X		X
	<ul style="list-style-type: none"> <li>Do you feel the people who are paid to help you have the right training to meet your needs?</li> </ul>	X			X	X
<b>Safety, Security, and Privacy</b>	<ul style="list-style-type: none"> <li>Sometimes people can be mistreated, hurt, disrespected, or neglected by others. Do you know who to talk to if this ever happened to you or someone you know?</li> </ul>			X		X
<b>Community</b>	<ul style="list-style-type: none"> <li>Why don't you have medical transportation when you do not have it?</li> </ul>		X		X	
<b>Everyday Living</b>	<ul style="list-style-type: none"> <li>Has someone talked to you about job options?</li> </ul>	X		X		
<b>Healthcare</b>	<ul style="list-style-type: none"> <li>After leaving the hospital or rehab/nursing facility, did anyone follow-up with you to make sure you had the services and supports you needed? This could be a doctor, a case manager, a social worker, or someone else.</li> </ul>					X
<b>Additional Services</b> <i>Note – This may not speak to the competency of the case manager and/or their sphere of influence</i>	<ul style="list-style-type: none"> <li>Do the supports and services you receive help you live the life you want?</li> </ul>	X		X		X
	<ul style="list-style-type: none"> <li>Do the services and supports you are getting meet your current needs and goals?</li> </ul>	X				X
	<ul style="list-style-type: none"> <li>Has your case manager/care coordinator talked to you about services and other resources that might help meet your needs and goals?</li> </ul>	X	X			X
<b>Independence</b> <i>Note – see above</i>	<ul style="list-style-type: none"> <li>Do you feel in control of your life?</li> </ul>			X		
	<ul style="list-style-type: none"> <li>How involved are you in making decisions about the goals you want for your life?</li> </ul>	X		X		
<b>State Specific</b>	<ul style="list-style-type: none"> <li>Does your case manager/care coordinator explain things in a way that you can understand?</li> </ul>	X		X	X	

## PART C: MENTOR OBSERVATION AND DISCUSSION OUTLINE

For each of the following indicator areas related to effective and quality case management, here are a few examples of what you can look for as far as foundational competency as you observe your mentee in different situations. Discussion points for you and your mentee are also provided.

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### INDICATOR AREA: RELATIONSHIPS AND RAPPORT

#### Observation/Look Fors:

Here are a few examples for what to look for in this area as far as competency acquisition as you are shadowing your mentee:

- ✓ Adapts communication to the needs and preferences of the person.
- ✓ Demonstrates active listening skills.
- ✓ Uses probing questions.
- ✓ Appears to know the person (i.e.: small talk, asking about details of their life).
- ✓ Appears to have a positive relationship with the person (i.e.: person is happy to see them, is willing to have conversations with them).
- ✓ Demonstrates appropriate body language and facial expressions.

#### Discussion Points for Continued Reflection and Skill Development:

- What strategies do you use to build rapport?
- How do you get to know about person's needs and wants?
- How do you get to know about someone's culture and history – while being respectful of potential trauma or bad experiences?
- How would you respond to conflict?
- Describe previous experiences/examples of situations where personal bias was a factor in the quality of support provided or was experienced (either mentor or mentee/maybe both) and how it was addressed or managed successfully?

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## INDICATOR AREA: HOLISTIC PERSPECTIVE OF THE PERSON

### Observation/Look Fors:

Here are a few examples for what to look for in this area as far as competency acquisition as you are shadowing your mentee:

- ✓ Uses appropriate questioning strategies to learn about the person, including the following:
  - Preferences
  - Cultural needs
  - Trauma
- ✓ Provides opportunities for the person/person to share their wants, needs, goals, and preferences
- ✓ Redirects conversations as needed
- ✓ Documentation is objective and factual, clear, and respectful/person-first.

### Discussion Points for Continued Reflection and Skill Development:

- How do you ensure the person directs their plan?
- How do you encourage to select their team members and set goals?
- Are you able to recognize when needs outweigh services?
- Can you describe a successful “story” of someone you’ve supported in the past and how you used creativity to help them succeed? (Mentor/mentee both share),

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## INDICATOR AREA: INFORMED CHOICE AND DIGNITY OF RISK

### Observation/Look Fors:

Here are a few examples for what to look for in this area as far as competency acquisition as you are shadowing your mentee:

- ✓ Provides education in a way the person understands.
- ✓ Follows appropriate guidance when rights are violated or infringed upon.
- ✓ Defers to the person's preferences and choices regarding supports.
- ✓ Provides education about options and choices in a way the person understands.

### Discussion Points for Continued Reflection and Skill Development:

- How do you ensure informed choice?
- How do you support dignity of Risk?

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## INDICATOR AREA: RESOURCE CONNECTION

### Observation/Look Fors:

Here are a few examples for what to look for in this area as far as competency acquisition as you are shadowing your mentee:

- ✓ Evidence of continuing education to expand knowledge of community skills
- ✓ Provides appropriate resources options for the situation.
- ✓ Has system for maintaining knowledge about resources.
- ✓ Describes multiple options for resources, included both paid and non-paid or natural supports.

### Discussion Points for Continued Reflection and Skill Development:

- Do you have a good understanding of the referral process in your community?
- Describe a situation where you have been confronted with identified needs without resources and how you attempted to address the need.
- What strategies would you use to develop and maintain relationships with community partners?

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## INDICATOR AREA: PROFESSIONALISM

### Observation/Look Fors:

Here are a few examples for what to look for in this area as far as competency acquisition as you are shadowing your mentee:

- ✓ Seeks feedback and support as needed.
- ✓ Prioritizes self-care, such as taking breaks, maintaining agreed upon working hours, etc.
- ✓ Appropriately prioritizes work tasks.
- ✓ Completes tasks within expected (or reasonable) timelines.
- ✓ Communication and interactions are positive, courteous, and patient.
- ✓ Demonstrates empathy.
- ✓ Maintains appropriate boundaries.
- ✓ Can distinguish and appropriately escalate situations based on their complexity and urgency.
- ✓ Takes responsibility for mistakes and learns from them.

### Discussion Points for Continued Reflection and Skill Development:

- Are you aware of any personal biases that impact your work?
- Are you facilitating the needs of the participant and team members?
- What are you doing for self-care? (Vacation time)
- Do you need help with selfcare and boundaries?
- Describe a situation where you made a mistake and how you handled it.
- Describe a time (in the last year) when you encountered or needed to adjust to an person or family from another culture.
- How did you identify and address their needs?
- Do you feel or need support to address your own person biases?
- What do you want to learn more about?

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## INDICATOR AREA: COMMUNICATION

### Observation/Look Fors:

Here are a few examples for what to look for in this area as far as competency acquisition as you are shadowing your mentee:

- ✓ Uses a variety of questioning techniques.
- ✓ Uses person-first, positive, appropriate language.
- ✓ Clearly describes information.
- ✓ Persons with whom they communicate appear to understand and feel comfortable with the information they present (and how).
- ✓ Uses a variety of communication styles, specific to the person with whom they are communicating.

### Discussion Points for Continued Reflection and Skill Development:

- Are you using person-first and plain language when communicating?
- How do you determine the best communication style and strategy?
- How do you create opportunities for open communication?

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## INDICATOR AREA: TEAM FACILITATION

### Observation/Look Fors:

Here are a few examples for what to look for in this area as far as competency acquisition as you are shadowing your mentee:

- ✓ Models person-centered interactions.
- ✓ Prepares and sends materials prior to meetings.
- ✓ Establishes group agreements during meetings.
- ✓ Redirects discussions as needed to stay “on track” during meetings.
- ✓ Invites and respects the contribution of all team members – encourages input from all team members.
- ✓ Elevates the voice of the person supported.
- ✓ Supports the person to advocate for themselves.
- ✓ Provides clear documentation and communication of decisions and related follow-up.
- ✓ Uses creativity and problem-solving to respect/address team member concerns while maintaining the choice and control of the person.
- ✓ Provides information or other education about the role of all team members.
- ✓ Uses techniques (such as motivational interviewing, consensus building, conflict resolution, etc.) to move discussions toward action.
- ✓ Chooses and utilizes tools and resources to facilitate exploration, planning, problem-solving from an array of resources (appropriate to person/situation/team).
- ✓ Maintains confidentiality.

### Discussion Points for Continued Reflection and Skill Development:

- How do you support the person to choose their team members?
- How do you support the person to advocate for themselves with their team?
- How do you encourage input and contribution from all team members?
- How do you thoroughly support team members to prepare for meetings?
- Describe a time you had to mediate a contentious meeting and how you handled it.
- What are some of the tools you’ve utilized this last year for exploration, planning, problem solving?
- How do you support team members to understand their role on the team?

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## INDICATOR AREA: DOCUMENTATION

### Observation/Look Fors:

Here are a few examples for what to look for in this area as far as competency acquisition as you are shadowing your mentee:

- ✓ Documentation reflects any changes to needs/ environmental factors/team makeup/ change in status, etc.
- ✓ Documentation, implementation and monitoring are done in a way that is not disruptive to the relationship.
- ✓ Documentation is clear, concise, descriptive and non-biased.
- ✓ Documentation uses person-first, respectful language.
- ✓ Documentation is in language understandable and accessible to the person.
- ✓ Forms are completed accurately and appropriately.
- ✓ Appropriate consent is included in documentation.
- ✓ Documentation of history of person is present in a strengths-based way.

### Discussion Points for Continued Reflection and Skill Development:

- Are you writing comprehensive documentation?
- Do you use reflective questions and document responses?
- Does your documentation reflect person-first, respectful language?
- Are you collecting and updating demographics or changes in status?
- Does your documentation “tell the story” in such a way that someone else could “pick up where you left off”?
- Would you be comfortable with the person and/or team reading your documentation?
- Would you be comfortable with your documentation being used in a legal or other formal setting?
- What is your process for record retention?