



**TITLE:** Direct Support Professional/Employment/Support Broker (Out Reach)

**REPORTS TO:** Program Manager

1. **PURPOSE OF POSITION:** To be a partner in the community, provide leadership, residential, vocational, community supports and case management to individuals with intellectual and related disabilities and their families through programs that enhance independence, dignity, choice and individual wellbeing. Community Membership, to provide 1:1 service based on Individual choice.

#### Skill Sets Competency Areas

**Area 1: Individual Empowerment** the Direct Support Professional/Employment enhances the ability of the Individual to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

##### *Skill Statements*

The competent DSP/E assists and supports the Individual to develop strategies, make informed choices, follow through on responsibilities, and take risks.

The competent DSP/E promotes Individual partnership in the design of support services, consulting the person and involving him or her in the support process.

The competent DSP/E provides opportunities for the Individual to be a self-advocate by increasing awareness of self-advocacy methods and techniques, encouraging, and assisting the Individual to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.

The competent DSP/E provides information about human, legal, civil rights and other resources, facilitates access to such information and assists the Individual to use information for self-advocacy and decision making about living, work, and social relationships.

**Area 2: Communication** the Direct Support Professional/Employment should be knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the Individual.

##### *Skill Statements*

The competent DSP/E uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of Individual communication styles.

The competent DSP/E has knowledge of and uses modes of communication that are appropriate to the communication needs of Individuals, i.e., sign language, symbols, mannerisms, gestures, reactions, etc.

The skilled DSP/E learns and uses terminology appropriately, explaining as necessary to ensure Individual understanding.

**Area 3: Assessment** the Direct Support Professional/Employment should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the Individuals.

##### *Skill Statements*

The competent DSP/E initiates or assists in the initiation of an assessment process by gathering information (e.g., Individual's self-assessment and history, prior records, test results, additional evaluation) and informing the Individual about what to expect throughout the assessment process.

The competent DSP/E conducts or arranges for assessments to determine the needs, preferences, and capabilities of the Individuals using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.

The competent DSP/E discusses findings and recommendations with the Individual in a clear and understandable manner, following up on results and reevaluating the findings as necessary.

**Area 4: Community and Service Networking** the Direct Support Professional/Employment should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the Individual to identify and gain access to such supports.

#### *Skill Statements*

The competent DSP/E helps to identify the needs of the Individual for community supports, working with the Individual's informal support system, and assisting with, or initiating identified community connections.

The competent DSP/E research, develops, and maintains information on community and other resources relevant to the needs of Individuals.

The competent DSP/E ensures Individual access to needed and available community resources coordinating supports across agencies.

The competent DSP/E participates in outreach to potential Individuals.

The competent DSP/E will transport Individuals using company vehicles but may be required at times to use their own vehicle. \*See Transportation Manual

**Area 5: Facilitation of Services** the Direct Support Professional/Employment is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

#### *Skill Statements*

The competent DSP/E maintains collaborative professional relationships with the Individual and all support team members (including family/friends, coworkers), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations.

The competent DSP/E assists and/or facilitates the development of an individualized plan based on Individual preferences, needs, Choice, and interests.

The competent DSP/E assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from Individuals' preferences, needs, choice, and interests.

The competent DSP/E assists and/or facilitates the review of the achievement of outcomes.

**Area 6: Community Living Skills & Supports** the Direct Support Professional/Employment can match specific supports and interventions to the unique needs of individual and recognizes the importance of friends, family and community relationships.

#### *Skill Statements*

The competent DSP/E assists the Individuals to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human developments, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.

The competent DSP/E assists the Individual with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs to maximize his or her skills, abilities, and independence.

The competent DSP/E assists with identifying, securing, and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational and communication).

The competent DSP/E supports the Individual in development of friendships and other relationships.

The competent community-based support worker assists the Individual to recruit and train service providers as needed.

**Area 7: Education, Training & Self-Development** The Direct Support Professional/Employment should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

### *Skill Statements*

The competent DSP/E completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information. Mandatory certificates: CPI, CPR/FA/AED, DSP/E. CRMA if applicable to your position.

The competent DSP/E educates Individuals, co-workers, and community members about issues by providing information and support and facilitating training.

**Area 8: Advocacy** the Direct Support Professional/Employment should be knowledgeable about the diverse challenges facing Individuals (e.g., human rights, legal, administrative, and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

### *Skill Statements*

The competent DSP/E and the Individual identify advocacy issues by gathering information, reviewing, and analyzing all aspects of the issue.

The competent DSP/E has current knowledge of laws, services, and community resources to assist and educate Individuals to secure needed supports.

The competent DSP/E facilitates, assists, and/or represents the Individual when there are barriers to his or her service needs and lobbies decision-makers when appropriate to overcome barriers to services.

The competent DSP/E interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to Individual's needs or services.

**Area 9: Vocational, Educational & Career Support** the Direct Support Professional/Employment should be knowledgeable about the career and education related concerns of the Individual and should be able to mobilize the resources and support necessary to assist the Individual to reach his or her goals.

### *Skill Statements*

The competent DSP/E explores with the Individual his/her vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.

The competent DSP/E assists the Individual in identifying job/training opportunities and marketing his/her capabilities and services.

The competent DSP/E collaborates with employers and school personnel to support the Individual, adapting the environment, and providing job retention supports.

The competent DSP/E will utilize Tell, Show, Do concepts in a positive manner.

The competent DSP/E will help to always teach appropriate social behavior to Individuals by modeling appropriate social behavior.

**Area 10: Crisis Prevention and Intervention** the Direct Support Professional/Employment should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to circumstances and individuals.

### *Skill Statements*

The competent DSP/E identifies the crisis, defuses the situation, evaluates, and determines an intervention strategy and contacts necessary supports.

The competent DSP/E continues to monitor crisis situations, discussing the incident with authorized staff and Individual(s), adjusting supports and the environment, and complying with regulations for reporting.

The competent DSP/E is aware, as a mandated reporter, of the definition of abuse, neglect, mistreatment and exploitation and the proper procedure to report and assure the safety and protection of Individuals.

The competent DSP/E always remains calm.

**Area 11: Organizational Participation** the Direct Support Professional/Employment is familiar with the mission and practices of Hope Association and participates in the life of the agency.

### *Skill Statements*

The competent DSP/E contributes to program evaluations and helps to set organizational priorities to ensure quality.

The competent DSP/E incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.

The competent DSP/E provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening and training of potential employees.

The competent DSP/E provides input into budget priorities, identifying ways to provide services in a more cost-effective manner.

The competent DSP/E looks for cost saving while providing quality services.

**Area 12: Documentation** the Direct Support Professional/Employment is aware of the requirements for documentation in Therap and is able to manage these requirements efficiently following policy and procedure guidelines.

#### *Skill Statements*

The competent DSP/E maintains accurate records, collecting, compiling, and evaluating data, and submitting records to appropriate sources in a timely fashion.

The competent DSP/E maintains standards of confidentiality and ethical practice.

The competent DSP/E learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.

**Area 13: Building and Maintaining Friendships and Relationships** Support the Individual in the development of friendships and other relationships.

#### *Skill Statements*

The competent DSP/E assists the Individual as needed in planning for community activities and events (e.g., making reservation, staff needs, money, materials, and accessibility).

The competent DSP/E assists the Individual as needed in arranging transportation for community events.

The competent DSP/E documents community activities and events.

The competent DSP/E encourages and assists the Individual as needed in facilitating friendships and peer interactions.

The competent DSP/E encourages and assists the Individual as needed in communication with parents/family (e.g., phone calls, visits, letters, emails, Skype, Texting etc.).

The competent DSP/E implements Individual supports regarding community activities.

The competent DSP/E provides incentive or motivation for the Individual involvement in community outings.

The competent DSP/E assists the Individual as needed in getting to know and interacting with his/her neighbors.

The competent DSP/E encourages and assists the Individual as needed in dating.

The competent DSP/E encourages and assists the Individual as needed in communicating with social workers and financial workers.

**Area 14: Provide Person Centered Supports**

#### *Skill Statements*

The competent DSP/E provides support to people using a person-centered approach.

The competent DSP/E modifies support programs and interventions to ensure they are person centered.

The competent DSP/E challenges co-workers and supervisors to use person centered practices.

The competent DSP/E is knowledgeable about person centered planning techniques.

The competent DSP/E assists individuals in developing person-centered plans .

**Area 15: Supporting Health and Wellness** Promotes the health and wellness of all Individuals supported.

#### *Skill Statements*

Administers medications accurately and in accordance with agency policy, procedures, and regulations.

Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents.

Uses appropriate first aid/safety procedures when responding to emergencies.

Assists individuals in scheduling, keeping, and following through on all health appointments.

Assists individuals in completing personal care (e.g., hygiene and grooming) activities.

Assists with identifying, securing, and using needed adaptive equipment (i.e., adaptive equipment) and therapies (e.g., physical, occupational, speech, respiratory, psychological).

Assists individuals in implementing health and medical treatments.

Assists individuals to take an active role in their health care decisions.

## Standards:

1. NADSP/E Code of Ethics
2. Provide positive interactions within the agency and within the community that reflects the agency's philosophy and mission.
3. Participate as a team player and maintain a positive attitude. Be courteous and professional to Individuals, co-workers, board members, family members and other community providers and agencies.
4. Provide consistent communication between residential and day staff.
5. Participate in the continued evaluation of the organization's effectiveness. Quality assurance is very important. Regularly seek feedback and input from individuals and deal with Individual complaints in a consistent, timely and professional manner.
6. Utilize proper chain of command. Seek assistance from your manager with work related problems. Ask for additional training when needed. See \*Grievance Resolution Policy.
7. Practice effective time management and work ethics. Maintain a positive attendance record including punctuality and following leave request procedures. Comply with Bangor Time and Attendance time and attendance procedures. See \*Absenteeism Policy, Overtime Policy, Tardiness Policy, Bangor Time and Attendance Procedure.
8. Maintain a clean, neat, professional appearance when accompanying Individuals in various activities, ie., work site, shopping, concerts, general outings. See \*Dress Code Policy
9. Be familiar with and abide by procedures outlined in all Hope Association's policies and procedure manuals as well as guidelines developed by the State of Maine and DHHS State Regulations.
10. Work safely and maintaining a safe work environment is a top priority at Hope Association. The variety of tasks associated with the DSP/E role requires employees to remain focused on safety as they perform the tasks outlined above. Respond to emergencies according to the agency's policies and procedures. Complete documentation as specified. Fill out vehicle and building maintenance forms and report any problems immediately to your supervisor. Use proper lifting and always transferring protocols. Keep each facility clean, neat, and in good repair. See \*Workers Comp Policy, Emergency Response Manual, Patient Handling Policy.
11. Respond positively to the changing needs of the program.
12. Assume all job responsibilities presented to you by your program manager/supervisor. Readily accept and perform other job duties as assigned.

**Essential Functions/Qualifications:**

Lifting – up to 40lbs  
Driving within and outside the community  
High moral character  
Positive Approaches  
High School Diploma or Equivalent  
Telephone Accessibility

Valid Maine Drivers License  
Vehicle Insurance/**Declarations page/ME minimum**  
**Reliable Transportation/Inspection/Registration**  
Criminal Record Check- **(non-disqualifying)**  
Functional reading and writing skills  
**Vaccinations per State/Federal regulations**

**Physical Requirements:**

|                            |                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Sitting                    | 1-4 hours                                                                                                                            |
| Walking/Standing           | 3-8 hours                                                                                                                            |
| Lifting/Carrying/Transfers | up to 40lbs 2-10 times per day<br>(Mechanical lifting devices and other approved aids<br>should be used except during an emergency.) |
| Twisting                   | through out the day                                                                                                                  |
| Bending                    | through out the day                                                                                                                  |
| Squatting/kneeling         | through out the day                                                                                                                  |
| Push/Pull                  | up to 50lbs 2-20 times per day, 8ft – 1 mile                                                                                         |
| Stairs                     | Every day                                                                                                                            |
| Hearing                    | 100 percent (correctable)                                                                                                            |
| Vision                     | 20/20 (correctable)                                                                                                                  |
| Speaking                   | Entire shift - Positive, clear, low tone                                                                                             |
| Crisis situations          | Verbal and physical                                                                                                                  |

**Environmental and Safety Factors:**

|                          |                                             |
|--------------------------|---------------------------------------------|
| Physical Behaviors       | Occasional 1-10 per week                    |
| Verbal Behaviors         | Moderate 1-10 per day                       |
| Slippery surfaces        | Daily and seasonal                          |
| Noise                    | Minimal to Moderate                         |
| Body Fluids              | Daily                                       |
| Dust                     | Moderate                                    |
| Pace of work             | Slow – fast, dealing with 1 – 6 Individuals |
| Degree of supervision    | Mild to moderate                            |
| Temperature Fluctuations | 0 – 85 degrees, outside and within facility |

I have reviewed this job description and will perform all the functions required of this job to the best of my ability. I meet the qualification for the job. I understand that Hope Association is an ‘at will’ employer and that my employment may be terminated, without cause, at any time.

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Employee Signature

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Date

\*Received copy of Skill Sets @ Orientation:

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Employee Signature

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Date

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Program Manager

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Date

Updated 04-30-2014

**Share/Human Resources/Job Descriptions Update 2014**, 1/19/21, 11/19/21 PP 07/24/2023 Add Out Reach VM

Also a hard copy in Program Orientation Guide