Minnesota Dual-Training Pipeline
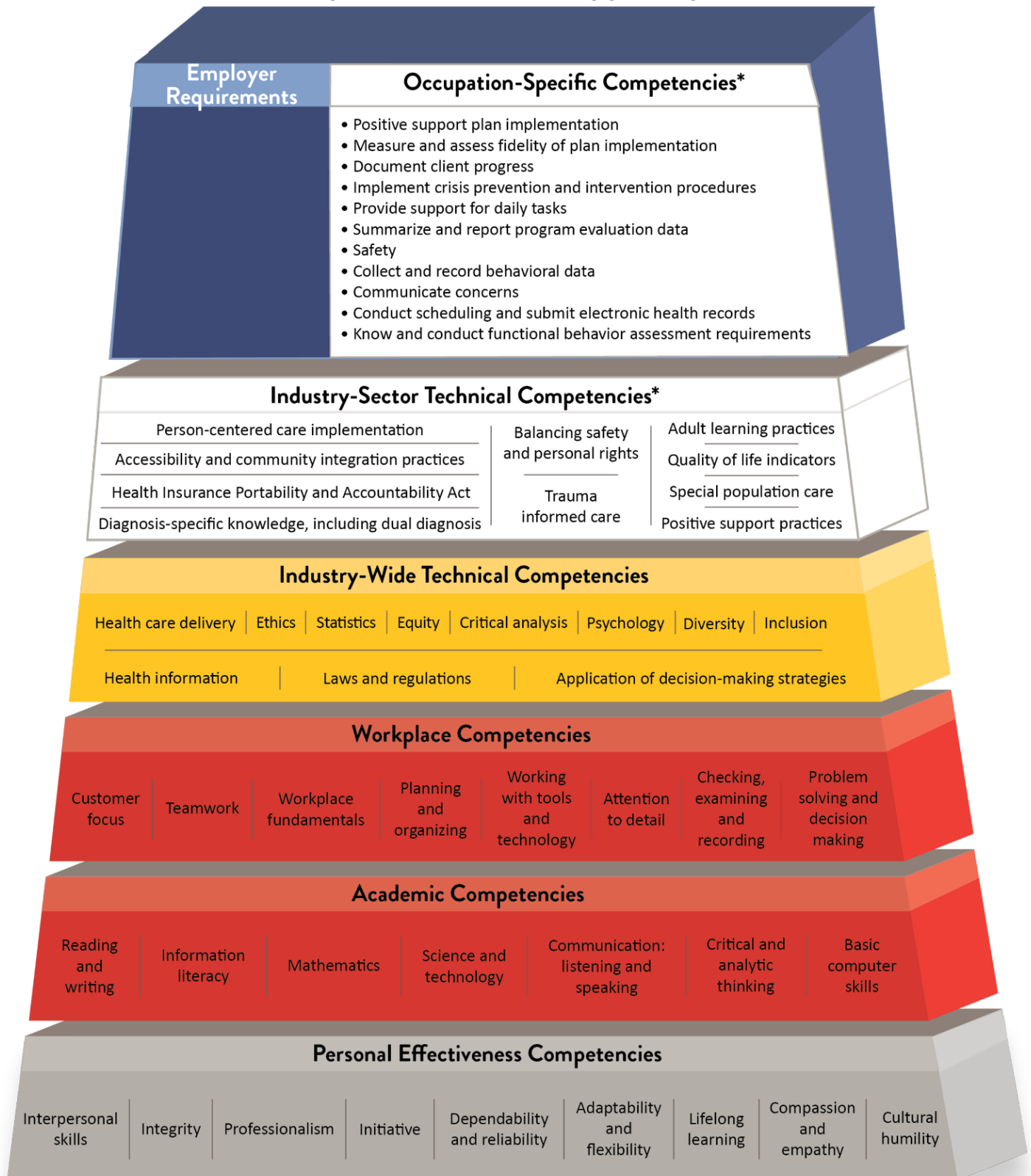# Competency Model for Health Care Services
Occupation: Positive Support Specialist

Employer Requirements

Occupation-Specific Competencies*

- Positive support plan implementation
- Measure and assess fidelity of plan implementation
- Document client progress
- Implement crisis prevention and intervention procedures
- Provide support for daily tasks
- Summarize and report program evaluation data
- Safety
- Collect and record behavioral data
- Communicate concerns
- Conduct scheduling and submit electronic health records
- Know and conduct functional behavior assessment requirements

Industry-Sector Technical Competencies*

Person-centered care implementation

Accessibility and community integration practices

Health Insurance Portability and Accountability Act

Diagnosis-specific knowledge, including dual diagnosis

Balancing safety and personal rights

Trauma informed care

Adult learning practices

Quality of life indicators

Special population care

Positive support practices

Industry-Wide Technical Competencies

Health care delivery | Ethics | Statistics | Equity | Critical analysis | Psychology | Diversity | Inclusion

Health information | Laws and regulations | Application of decision-making strategies

Workplace Competencies

| Customer focus | Teamwork | Workplace fundamentals | Planning and organizing | Working with tools and technology | Attention to detail | Checking, examining and recording | Problem solving and decision making |

Academic Competencies

| Reading and writing | Information literacy | Mathematics | Science and technology | Communication: listening and speaking | Critical and analytic thinking | Basic computer skills |

Personal Effectiveness Competencies

| Interpersonal skills | Integrity | Professionalism | Initiative | Dependability and reliability | Adaptability and flexibility | Lifelong learning | Compassion and empathy | Cultural humility |

Based on: Health: Allied Health Competency Model Employment and Training Administration, United States Department of Labor, December 2011.

* Pipeline recommends the Industry-Sector Technical Competencies as formal training opportunities (provided through related instruction) and the Occupation-Specific Competencies as on-the-job training opportunities.

Competency Model for Positive Support Specialist

Positive Support Specialist – A positive support specialist provides support services to individuals with intellectual disabilities while implementing the person-centered positive support plan. The individual in those role operates under guidelines per *Minn. Statute 245D.03* and *Minn. Rule 9544.0040 Functional Behavior Assessment.*

Industry-Sector Technical Competencies

Related Instruction for dual training means the organized and systematic form of education resulting in the enhancement of skills and competencies related to the dual trainee's current or intended occupation.

- **Trauma Informed Care** – Knowledge about how trauma impacts the physical, mental, behavioral, social, and spiritual aspects for the patient's life and how to align care with the unique circumstances of the patient.

- **Special population care** – Knowledge of care of abuse victims, pediatric and geriatric patients and individuals who exhibit challenging behaviors as well as co-occurring mental disorders or neuro-cognitive disorders.

- **Quality of life indicators** – Ability to measure the quality of an individual's daily life, an assessment of their well-being or lack thereof.

- **Positive support practices** – Knowledge of the process that combines evidence-based practices from applied behavior analysis and other disciplines to resolve behavioral challenges and improve the person's quality of life.

- **Person-centered care implementation** – Understand and be able to implement approaches to planning, delivery, and evaluation of care that are grounded in respectful principles that support people in living, learning, working, and enjoying life in the most integrated settings, and living lives that are meaningful, as defined by the person.

- **Accessibility and community integration practices** – Knowledge of the policies, programs, and practices that enable people with disabilities to have a meaningful life.

- **Balancing safety and personal rights** – Ability to find a balance between the need for safety and the person's legal rights while also ensuring regular opportunities for people to make their own choices.

- **Diagnosis-specific knowledge, including dual diagnosis** – Ability to learn about a person's condition and how multiple diagnoses might require a unique support need and coordination among multiple disciplines.

- **Adult learning practices** – Knowledge of the principles of adult learning.

- **Health Insurance Portability and Accountability Act (HIPAA)** – Understand the Health Insurance Portability and Accountability Act of 1996 (HIPAA) for standards for electronic health record transactions, privacy and security.

Occupation-Specific Competencies

On-the-Job Training (OJT) is hands-on instruction completed at work to learn the core competencies necessary to succeed in an occupation. Common types of OJT include job shadowing, mentorship, cohort-based training, assignment-based project evaluation and discussion-based training.

- **Positive support plan implementation** – Implement and understand the person-centered, positive support plan and how best to see that its objectives are met.

- **Measure and assess fidelity of plan implementation** – Know how to measure and assess if the plan is being consistently implemented by all members of the care team.

- **Document client progress** – Understand team support of client progress and intervention at the time of client visit or consultation.

- **Implement crisis prevention and intervention procedures** – Ability to be empathetic and make non-judgmental decisions while respecting a client's personal decisions. Ability to avoid overreacting, use non-threatening body language and focus on feelings. Ability to use individualized positive support practices to prevent crises, respond to crises and help a person return to baseline after a crisis.

- **Provide support for daily tasks** – Understand how to assist individuals in performing essential life skills such as meal preparation, personal hygiene, and navigating the community. Teach and reinforce skills to help people become more independent.

- **Summarize and report program evaluation data** – Understand the purpose of data and how its findings are used, who the users are, and the most appropriate type of reporting.

- **Safety** –Know how to prevent and respond to safety concerns in treatment and care.

- **Collect and record behavioral data** – Understand common techniques for data collection including interviews, focus groups, communication logs, participant observation, etc.

- **Communicate concerns** – Ability to convey questions and concerns to the positive support analyst and/or positive support professional working with client.

- **Conduct scheduling and submit electronic health records** – Know how to schedule appointments for the client as well as how to update and make changes to electronic health records.

- **Know and conduct functional behavior assessment requirements** – Understand techniques for evaluating why someone might engage in an interfering behavior. Follow the requirements of *Minn. Rule 9544.0040 Functional Behavior Assessment*.

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