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## **Appendix A**

**(Sponsor(s) with multiple occupations must complete an Appendix A for each occupation)**

**WORK PROCESS SCHEDULE**

**AND**

**RELATED INSTRUCTION OUTLINE**

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## Appendix A

### WORK PROCESS SCHEDULE Direct Support Professional

**O\*NET-SOC CODE : 21-1093.00    RAPIDS CODE: 1040**

This schedule is attached to and a part of these Standards for the above identified occupation.

#### 1. APPRENTICESHIP APPROACH

Time-based                     
  Competency-based                     
  Hybrid

#### 2. TERM OF APPRENTICESHIP

\_\_\_\_\_  
 The term of the apprenticeship is competency based with a minimum of 12 months. \_\_  
 Accordingly, it is acceptable for apprentices to take up to 2 years to complete all  
 competencies and supplemented by the required 180 up to 360 hours of related technical \_\_  
 instruction as decided by the employer.

#### 3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice(s) to 1 Journeyworker(s).

#### 4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: \$16.16.

Term: hrs.	0-45	46-90	91-135	136-180	181-225	226-270	271-315	316-360
Wage: \$/ %	\$10.00	\$10.50	\$11.00	\$11.50	\$12.00	\$13.00	\$14.00	\$15.00



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## **5. PROBATIONARY PERIOD**

Every applicant selected for apprenticeship will serve a probationary period of 3 months.

## **6. SELECTION PROCEDURES**

Note: Sponsor/participating employer will show their selection procedures on the Employer Participation Agreement (Appendix D)



**WORK PROCESS SCHEDULE**  
Direct Support Professional

**O\*NET-SOC CODE: 21-1093.00 RAPIDS CODE1040**

**7. Work Process Schedule**

Direct Support Professional	
<b>Job Description:</b> Assist other social and human service providers in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care.	
<b>RAPIDS Code:</b> 1040CB	<b>O*NET Code:</b> 21-1093.00
<b>Estimated Program Length:</b> 1 - 2 Years	
<b>Apprenticeship Type:</b> <input checked="" type="checkbox"/> Competency-Based <input type="checkbox"/> Time-Based <input type="checkbox"/> Hybrid	

## On-the-Job Learning Outline

Introduction to the Direct Support Role and Orientation to the Work Environment		
Competencies	Date Completed	Initial
<p>A. Candidate adequately comprehends the functions of the Direct Support Professional role within the employer's organization, which can include:</p> <ol style="list-style-type: none"> <li>1. Job description and requirements;</li> <li>2. Expectations and needs of individual(s) receiving support;</li> <li>3. Overview &amp; fulfillment of employer's philosophy of support service;</li> <li>4. Employer history;</li> <li>5. Employer Policy and Procedures;</li> <li>6. Co-worker, mentor and supervisory relationships / working with employer's networks (for DSPs directly employed by service participant);</li> <li>7. Access to mentors, supervisors, employee assistance programs and other support structures; and</li> <li>8. Overview of upcoming regular and specialized social and other employer events.</li> </ol>		
Overview of specialized and technical knowledge unique to the work environment		
Competencies	Date Completed	Initial
<p>B. Candidate adequately demonstrates technical knowledge unique to the work environment, which can include:</p> <ol style="list-style-type: none"> <li>1. Characteristics of the individual(s) served consideration of diagnostic issues, e.g., overview of developmental disabilities, behavioral health, child development /welfare, fragile elders, substance abuse, traumatic brain injury, at-risk youth, rehabilitative health);</li> <li>2. Terminology necessary for the work environment;</li> <li>3. Operation and maintenance of any specialized equipment (adaptive technology, communication devices, breathing or nutritional support equipment, etc.);</li> <li>4. Health and medical concerns unique to the work environment including the support of medication administration, awareness and management of health concerns of people receiving support; and Introduction to roles of specialists/ consultants supporting service participant(s) in the work environment.</li> </ol>		

Ethical and professional practice		
Competencies	Date Completed	Initial
<p>C. Candidate adequately demonstrates an understanding of required ethical practice within the workplace, which can include:</p> <ol style="list-style-type: none"> <li>1. Putting DSP ethics into practice;</li> <li>2. Career and educational paths associated with the work environment;</li> <li>3. Becoming a culturally competent practitioner;</li> <li>4. Identifying and mastering team work and collaboration skills;</li> <li>5. Self assessment, performance appraisal and use of supervision;</li> <li>6. Communicating effectively with others;</li> <li>7. Confidentiality and HIPAA;</li> <li>8. Creative problem solving; and</li> <li>9. Understanding and fulfilling the employer's mission.</li> </ol>		

Employee and service participant safety in the support environment		
Competencies	Date Completed	Initial
<p>D. Candidate adequately demonstrates understanding of on-the-job safety, which can include:</p> <ol style="list-style-type: none"> <li>1. Blood borne pathogens/ universal precautions/ infection control;</li> <li>2. Safety in lifting, transferring and positioning customized to service participant(s);</li> <li>3. Crisis prevention and intervention customized to service participant(s);</li> <li>4. Recognizing and correcting hazards in the workplace;</li> <li>5. Individualized risk assessment of service participant(s);</li> <li>6. Emergency preparedness and continuity of operations plans;</li> <li>7. Responding to emergencies; and</li> <li>8. Reasonable risk and common sense</li> </ol>		

21 <sup>st</sup> Century Skills		
Competencies	Date Completed	Initial
<p>E. Candidate adequately demonstrates professional communication and problem-solving skills, which can include:</p> <ol style="list-style-type: none"> <li>1. Oral Communication, be able to listen actively; demonstrates clarity and precision; adopts appropriate tone and word choice;</li> <li>2. Empathy, demonstrate the ability to identify the needs of others; effectively validates others' feelings;</li> <li>3. Creative Problem Solving, identifies patterns, exercises convergent/divergent thinking, manages ambiguity; and applies an iterative process;</li> <li>4. Initiative, demonstrates self-awareness; learns from experience; and</li> <li>5. Critical Thinking, gathers relevant information; effectively identifies relevant partners/stakeholders; and questions assumptions.</li> </ol>		

Contemporary Best Practices in Community Support		
Competencies	Date Completed	Initial
<p>F. Candidate adequately demonstrates knowledge and skills in providing quality direct care support to persons with disabilities, which can include:</p> <ol style="list-style-type: none"> <li>1. Individualized planning strategies;</li> <li>2. Community centered supports;</li> <li>3. Focus on participant-defined life outcomes;</li> <li>4. Integrating formal and informal supports;</li> <li>5. Eliciting, respecting and actively supporting participant choices and preferences;</li> <li>6. Welcoming individuals chosen by the participant into the circle of support;</li> <li>7. Facilitating inclusion and engagement in community and neighborhood life;</li> <li>8. Promoting appropriate social roles sought by the service participant such as student, church member, friend, home owner, career professional, income enhancement, quality health care, etc.; and</li> </ol>		

<p>9. Promoting typical life patterns and conditions that enhance quality of life including income enhancement, a comfortable home, quality health care, relaxation and recreation, career and educational advancement and connection to social and family (where appropriate) networks.</p>		
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Advocacy, Supporting Empowerment and Recognition, Prevention and Reporting of Abuse, Neglect and Exploitation		
Competencies	Date Completed	Initial
<p>G. Candidate adequately demonstrates knowledge and skills in assisting individuals to advocate for themselves as well as knowledge and skills in abuse, neglect and exploitation of vulnerable adults, which can include:</p> <ol style="list-style-type: none"> <li>1. Promotion of empowerment and self-confidence of service participants to speak out for themselves and others;</li> <li>2. Defining common forms of abuse, neglect and exploitation;</li> <li>3. Mastery of abuse prevention strategies; and</li> <li>4. Review of state and employer requirements and protocols regarding mandated or other reporting of abuse, neglect and exploitation;</li> <li>5. Recognizing signs of abuse, neglect and exploitation;</li> <li>6. Common challenges facing victims of abuse, neglect or exploitation;</li> <li>7. Common challenges to human, civil and legal rights for this (special population);</li> <li>8. Education of service participants regarding abuse, neglect and exploitation and strategies for prevention; and</li> <li>9. Theory and application of direct support ethical code to every day experience.</li> </ol>		



Wellness Issues (Customized to Work Setting or Special Population)		
Competencies	Date Completed	Initial
<p>H. Candidate demonstrates adequate knowledge and skills in assisting persons with disabilities with their health and safety needs, which can include:</p> <ol style="list-style-type: none"> <li>1. CPR;</li> <li>2. First Aid;</li> <li>3. Medication Administration and supporting self-administration where appropriate;</li> <li>4. Nutrition, food handling and meal preparation;</li> <li>5. Preventive health and dentistry;</li> <li>6. Characteristics of a healthy lifestyle;</li> <li>7. Responding to common health concerns;</li> <li>8. Responding to individual health needs (issues pertinent to special population, people receiving support etc.);</li> <li>9. Childhood disease, etc);</li> <li>10. Monitoring for medication side-effects specific to medications people in the support environment are using ;</li> <li>11. Lifting, transferring, and body positioning (or other specialized support based on workplace or special population);</li> <li>12. Use of adaptive equipment;</li> <li>13. Safety (environmental, personal, and driving);</li> <li>14. Identifying health resources, judging quality and coordinating/communicating with health care practitioners; and</li> <li>15. Supporting service participants in understanding and participating in routine and special health care screening and treatment.</li> </ol>		

Communication		
Competencies	Date Completed	Initial
<p>I. Candidate demonstrates adequate professional communication skills, which can include:</p> <ol style="list-style-type: none"> <li>1. Effective and appropriate communication skills;</li> <li>2. Basic counseling skills;</li> <li>3. Basic team communication skills and facilitation structures;</li> <li>4. Effective, efficient and timely documentation;</li> <li>5. Using alternative communication devices; and</li> <li>6. Obtaining interpreters when needed.</li> </ol>		

Teaching and Supporting Others		
Competencies	Date Completed	Initial
<p>A. Candidate demonstrates adequate knowledge and skills in teaching and supporting persons with disabilities, which can include:</p> <ol style="list-style-type: none"> <li>1. Methods of learning preferences, choices, and goals of people receiving support;</li> <li>2. Teaching strategies, principles of reinforcement, relationships, task analysis and prompting, positive feedback and natural times to teach;</li> <li>3. Teaching skills customized to the individuals in the support environment (e.g., teaching daily living skills, self care, teaching work skills, working with children and youth, leisure and recreation skills, etc.); and</li> <li>4. Recognition of the unacceptability of the use of punishment procedures in teaching.</li> </ol>		

Crisis Management		
Competencies	Date Completed	Initial
<p>A. Candidate demonstrates adequate knowledge and skills regarding handling crisis situations, which can include:</p> <ol style="list-style-type: none"> <li>1. Awareness of the individual needs of service participants;</li> <li>2. Familiarity with crises typical or common to the support environment and the service participants and prevention and intervention strategies specific to individuals and circumstances;</li> <li>3. Familiarity with procedures for prevention and intervention in atypical crises including securing the safety of all involved, and the means of obtaining emergency assistance;</li> <li>4. Standard operating procedures following a crisis including communication with parties involved to better understand the situation; documentation in accordance with standard operating procedures and review and refinement of prevention procedures where necessary;</li> <li>5. Familiarity with statutes and regulations regarding the use of potentially aversive management practices including physical restraints and time out;</li> <li>6. Fulfillment of all statutory or regulatory skill certifications in crisis prevention and management. (e.g., Mandt, CPI or other program that may be agency or state specific;</li> <li>7. Familiarity with principles of positive behavior support; and</li> <li>8. Conflict Resolution.</li> </ol>		

*\*The employer and skill mentor (where appropriate) shall review all of the above work processes and adapt the appropriate competencies, which are appropriate for the Agency's specific needs/requirements and to ensure the Apprentice is properly trained in all aspects of the occupation. Many of the above work processes have been developed through the use of the Community Support Skill Standards and the IMS Global EdTech1 Wellspring Project. The Community Support Skill Standards or CDDO/InterHab Direct Support Professional Competency Framework retained in the IMS Global Learning Consortium's Competencies and Academic Standards Exchange (CASE): <https://casenetwork.imsglobal.org/cftree/item/1269002> should be used as one method to measure Apprentice Competency.*



**RELATED INSTRUCTION OUTLINE**

Direct Support Professional

**O\*NET-SOC CODE:** 21-1093.00 **RAPIDS CODE:** 1040

**Related Instruction Descriptions:**

**Approximate Hours:**

The following related training outline identifies subject matter which must be mastered by the apprentice in order to successfully complete the program: 144 hours of Related Technical Instruction is required for every 2,000 hours of the program.

**\*Participating Employer will identify 1 of the 3 options for RTI below.**

<b>*OPTION 1 – OASD PATHS</b>		<b>HOURS</b>
<b>Certificate of Initial Proficiency</b>		<b>60</b>
<b>101</b>	Overview of I/DD	
<b>102</b>	History of Services to People with Disabilities	
<b>103</b>	Ethics on the Frontline	
<b>104</b>	Supporting Health and Safety	
<b>105</b>	Understanding and Utilizing Assessments	
<b>106</b>	The DSP as a Teacher	
<b>107</b>	Utilizing Augmented Alternative Communication Systems	
<b>108</b>	Interpersonal Communication	
<b>109</b>	Individual Service Planning and Self Determination	
<b>110</b>	Self Determination Supporting Individuals in Achieving their Dreams and Goals	
<b>111</b>	Community Living Skills and Supports	
<b>112</b>	Facilitating and Supporting Community Inclusion	
<b>113</b>	Providing Positive Behavioral Supports and Principles of Positive Intervention Culture	
<b>114</b>	Unusual Incidents, Major Unusual Incidents, and Incident Report Writing	
<b>115</b>	Fundamentals of Effective Documentation	
<b>116</b>	Providing Personal Care with Dignity	
<b>117</b>	Team Dynamics and Communication	
<b>118</b>	The Profession of Direct Supports in Disability Services	
<b>119</b>	Supporting a Person to Identify and Achieve Vocational Goals	
	Workbook	<b>30</b>
<b>Certificate of Advanced Proficiency</b>		<b>60</b>
<b>201</b>	Participant Empowerment, Part 1	
<b>202</b>	Participant Empowerment, Part 2	
<b>203</b>	Advocacy and Promoting Self Advocacy and Self Determination	



204	Promoting Community Service and Networking	
205	Education, Training and Self-Development	
206	Vocational, Educational and Career Support	
207	Crisis Intervention	
208	Facilitation of Services- Individualizing the Planning Process	
209	Organizational Participation	
210	Advanced Teaching Strategies, Part 1	
211	Advanced Teaching Strategies, Part 2	
212	A Closer Look at Autism	
213	Trauma Response	
214	Supporting Successful Community Living- Adaptive Equipment, Environmental Modifications and Supportive Therapies	
215	Supporting Successful Community Living- Assisting People to Direct Their Own Supportive Services	
216	Conflict Resolution and Problem Solving	
217	Overview of Entitlement Benefits	
218	Direct Support Professional as Leader	
219	Direct Support Professional as Mentor	
	Workbook	<b>30</b>

**TOTAL MINIMUM  
HOURS 180**

<b>*OPTION 2 – WSU Badge Certifications</b>		<b>Hours</b>
<b>DSP Basic Certification: DSP Basic Part I</b> The Basic Certificate is designed to give the Apprentice basic knowledge of the skills required to be a Direct Support Professional		<b>45</b>
1.	Be able to provide an overview of Intellectual & Developmental Disabilities	
2.	Describe the history of services to people with disabilities	
3.	Practice using ethics on the frontline	
4.	Support health and safety	
5.	Explain the importance of direct support professionals as a teacher	
<b>DSP Basic Certification: DSP Basic Part II</b> The Basic Certificate is designed to give the Apprentice basic knowledge of the skills required to be a Direct Support Professional		<b>45</b>
1.	Be able to develop individual service planning and self-determination	
2.	Be able to provide positive behavioral supports and principles of positive intervention culture	
3.	Describe unusual incidents, major unusual incidents and incidents report writing	
4.	Practice fundamentals of effective documentation	
5.	Be able to provide personal care with dignity	
<b>DSP Certificate of Initial Proficiency (CIP): Part I</b> The Certificate of Initial Proficiency (CIP) focuses on developing the knowledge, skills and confidence of the Direct Support Professional		<b>45</b>
1.	Understanding the importance of understanding and utilizing assessments	
2.	Understand the importance of utilizing augmented alternative communication systems	
3.	Understand the importance of interpersonal communication	
4.	Understand the importance of self-determination	
<b>DSP Certificate of Initial Proficiency (CIP): Part II</b> The Certificate of Initial Proficiency (CIP) focuses on developing the knowledge, skills and confidence of the Direct Support Professional		<b>45</b>
1.	Be able to provide an overview of community living skills and support	
2.	Be able to Facilitate and support community inclusion	
3.	Demonstrate team dynamics and communication	
4.	Be able to support individuals to identify and achieve vocational goals	
<b>DSP Certificate of Advanced Proficiency (CAP): Part I</b> The Certificate of Advanced Proficiency (CAP) is designed for preparing the Direct Support Professional to demonstrate a higher level of skill development and competency mastery in a variety of areas		<b>45</b>
1.	Understand the importance of person served empowerment	
2.	Understand the importance of advocacy and promoting self-advocacy and self-determination with persons served.	
3.	Promote self-determination and networking	
<b>DSP Certificate of Advanced Proficiency (CAP): Part II</b> Discusses how to provide vocational, educational and career support for individuals with disabilities. In addition, Apprentices review crisis intervention strategies and organizational and planning processes for direct support providers		<b>45</b>
1.	Provide education, training and self-development	



2. Provide vocational, educational and career support	
3. Provide crisis intervention	
4. Be able to facilitate services – individualizing the planning process	
5. Understand organizational participation	
<b>DSP Certificate of Advanced Proficiency (CAP): Part III</b> Emphasizes the importance of knowing the preferred learning styles, communication and sensory preferences of the individual before designing teaching and learning experiences. The course teaches Apprentices how to complete a procedural task analysis, develop flow charts and trauma response strategies for individuals with disabilities. Apprentices in this class discuss the common characteristics of types of autism and learn to identify and discuss strategies to assist individuals receiving support to participate in the recruitment, training and management of support staff	<b>45</b>
1. Be able to utilize advanced teaching strategies	
2. Take a closer look at autism	
3. Understand trauma response	
Support successful community living- utilizing adaptive equipment, environmental modifications and supportive therapies	
<b>DSP Certificate of Advanced Proficiency (CAP): Part IV</b> Reviews strategies to assist people receiving support to participate in the recruitment, training and management of support staff. The course teaches Apprentices conflict resolution and problem-solving strategies and reviews the role of being a mentor and leader for other direct support professionals	<b>45</b>
1. Support successful community living- assisting people to direct their own supportive services	
2. Provide conflict resolution and problem-solving	
3. Provide an overview of entitlement benefits	
4. Understand the importance of Direct Support Professional as leader	
5. Understand the importance of Direct Support Professional as mentor	

**TOTAL MINIMUM  
HOURS 360**

<b>*OPTION 3 – Relias Curriculum</b>	<b>Hours</b>
<b>Basic Certificate</b>	<b>60.5</b>
Essentials of Communication: Communication Effectiveness	
Ethical Decision Making: The Basics	
Abuse and Neglect of Individuals with I/DD	
Assisting with Ambulation	
Crisis Intervention for Individuals with Developmental Disabilities	
Meal Preparation	
Retirement in IDD	
Principles of Positive Behavior Support Pt.2: Choice, Skills, and Environment	
Guidelines for Documentation in IDD	
Writing Effective Incident Reports	
Bloodborne Pathogens and Standard Precautions	
A Day in the Life: An IDD Perspective	
Bloodborne Pathogens for IDD Service Settings	
Supporting Individuals with Disabilities During Emergencies	
Health and Safety Management	
Promoting Relaxation for Individuals with IDD	
Maintaining Professional Boundaries	
Clothing Care and Laundry	
Creating a Culture of Respect	
Developing Therapeutic Relationships	
Advance Directives	
Back Injury Prevention	
Employee Wellness - Emotional Intelligence: Awareness	
Employee Wellness - Stress Management	
Basics of Hand Hygiene	
Supporting Adults in the Grieving Process	
Assisting with Oral Hygiene	
Writing and Monitoring Goals for Person-Centered Plans	
Essentials of Communication: Navigating Conversations	
Healthcare Needs for People with IDD: Assessing Healthcare Needs	
Medication Management Part 3: Labels and Documentation	
Principles of Positive Behavior Support Pt.3: Teaching New Skills	
Principles of Positive Behavior Support Pt.4: Importance of BSPs	



Basics of Defensive Driving	
Supporting Client Rights for Paraprofessionals in Behavioral Health	
Prevention, Identification, and Reporting of Dependent Adult Abuse	
Diversity and Disability	
Dental and Oral Health for Individuals with IDD	
An Overview of Safe Eating and Drinking	
Using Service Plans	
COVID-19 Vaccines: What You Need to Know!	
Employee Wellness - Side Effects of Care Giving	
Employee Wellness - Work-Life Balance	
Building a Multicultural Care Environment	
Employee Wellness - Emotional Intelligence: Feeling & Thinking	
Building Healthy Therapeutic Relationships	
Criminal Justice System and People with Intellectual and Developmental Disabilities	
Intellectual Disability Overview	
Illinois Personal Hygiene for Individuals with I/DD	
Person Centered Planning for Individuals with Developmental Disabilities	
Medication Management Part 2: Understanding Medications	
Principles of Positive Behavior Support Pt. 1: Overview	
Essentials of Communication: Effective Listening	
Effective Workplace Writing	
Employee Wellness - Time Management	
Medication Management Part 4: Administering Medications	
Healthcare Needs for People with IDD: Common Health Problems and Interventions	
Medication Management Part 1: Overview	
An Overview of Different Types of Disabilities	
Rights of Individuals with IDD	
Substance Use and People with Intellectual and Developmental Disabilities	
Person-First Language	
Supporting People with Dementia and IDD	
Six Rights of Medication Administration	
Supporting People with IDD and Mental Health Conditions	
Supporting People with Autism Spectrum Disorder	
Guidelines for Effective Documentation	
Systematic Instruction Strategies	
Psychotropic Medications	
Assisting with Self-Administration of Medications: The Basics	
<b>Initial Proficiency Certificate</b>	<b>61</b>
Choice Making for People with Intellectual and Developmental Disabilities	
Assessments in IDD	
Individual and Organizational Approaches to Multicultural Care	
Communication with Families	
Person-First Language	
Healthcare Needs for People with IDD: Vital Signs	

Anger Management	
Working with Difficult People	

Healthcare Needs for People with IDD: Constipation	
Health Promotion and Age-Related Changes in IDD	
Positive Behavior Support Planning: Part 1	
Introduction to Occupational Therapy for IDD	
Certificate of Initial Proficiency-Applied Experience 3	
Certificate of Initial Proficiency-Applied Experience 4	
Employment Support	
Supporting Everyday Lives for People with Disabilities	
People with Disabilities: Building Relationships and Community Membership	
Supporting Self-Advocacy Skills	
IDD and Trauma: Road to Recovery	
Essentials of Communication: Communication Effectiveness	
Conflict Management for Direct Supports Staff in IDD	
Introduction to Physical Therapy for IDD	
Intellectual Disability Part 2: Assessing Intellectual Functioning and Adaptive Behavior	
Self-Determination Basics for Self-Directed Employers	
Essentials of Communication: Navigating Conversations	
Working in a Team	
Person Centered Planning for Individuals with Developmental Disabilities	
Certificate of Initial Proficiency-Applied Experience 1	
Effective Communication	
Problem Solving in the Workplace	
Co-Occurring Disorders for Early Practitioners	
Person-Centered Planning in Behavioral Health	
Overview of the Personal Outcome Measures®	
Healthcare Needs for People with IDD: Seizures	
Positive Behavior Support Planning: Part 2	
Intellectual Disability Part 3: Diagnosing Intellectual Disability and Planning for Supports	
Introduction to SLP for IDD	
End-of-Life Care for People with IDD	
Intellectual Disability Part 1: Understanding the Construct and Its Assessment	
Supporting Quality of Life for Individuals with IDD	
Certificate of Initial Proficiency-Applied Experience 2	
Documentation for Treatment Planning	
Supporting People with Autism Spectrum Disorder	
Conflict Resolution	
Augmentative and Alternative Communication for IDD	
Basic Communication and Conflict Management Skills	
Self-Directed Services	
Principles and Practices of Effective Direct Supports	



<b>Advanced Proficiency Certificate</b>	<b>60.7</b>
Certificate of Advanced Proficiency-Applied Experience 1	
Certificate of Advanced Proficiency-Applied Experience 2	
Using Personal Outcome Measures® in Evaluation and Planning for Organizations	

Customized Community Careers Part 3: Employment Opportunities Through Customized Job Development	
Certificate of Advanced Proficiency-Applied Experience 3	
Certificate of Advanced Proficiency-Applied Experience 5	
Certificate of Advanced Proficiency-Applied Experience 6	
Certificate of Advanced Proficiency-Applied Experience 7	
Application of the Personal Outcome Measures for Behavioral Health	
Using Personal Outcome Measures® in Planning for People	
Supporting Healthy Personal Relationships for People with IDD	
Employment Support	
Social Integration Strategies for People with Autism Spectrum Disorder	
Customized Community Careers Part 2: Understanding the Discovering Personal Genius Process	
Maintaining a Cohesive Multigenerational Workforce	
Self-improvement for Lifelong Success	
Crisis Management Across Health and Human Services	
Application of the Personal Outcome Measures® for Families, Children, and Youth	
Quality Assurance and Performance Improvement for Direct Care Professionals	
Providing Support for Challenging Behavior	
Certificate of Advanced Proficiency-Applied Experience 4	
Principles of Positive Behavior Support Pt.3: Teaching New Skills	
Customized Community Careers Part 4: Customized Employment Using Interest-Based Negotiation	
Customized Community Careers Part 5: Systematic Instruction and Job Training	
Customized Self-Employment Part 10: Benefits Management for SSI Recipients	
Intellectual Disability Part 3: Diagnosing Intellectual Disability and Planning for Supports	
Customized Self-Employment Part 9: Benefits Management for SSDI Recipients	
Working in a Team	
Fostering Mentoring Relationships	
Planning and Organizing Meetings	
Certificate of Advanced Proficiency-Applied Experience 8	
Effective Communication: What Supervisors Need to Know	
Customized Community Careers Part 1: Overview of Customized Employment	
Customized Self-Employment Part 8: Overview of Benefits Management	

**TOTAL MINIMUM  
HOURS 182.20**