



**National Alliance for Direct Support Professionals
National Credentialing Program**

TRAINING/EDUCATION PROGRAM & ACCREDITATION POLICIES & APPLICATION

Effective February, 2014

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Welcome!

Thank you for your interest in having your Direct Support training/education program accredited by NADSP.

NADSP accreditation assures that all learners who successfully complete your program are eligible for national credentialing, and ready to deliver the highest quality support.

Why become NADSP Accredited?

- Organizations employing NADSP-Certified DSPs can provide stronger assurances of quality to funders and consumers, and can proudly market their employment of nationally certified staff.
- People receiving supports from NADSP-Certified DSPs will have the advantage of partnering with highly trained professionals committed to supporting them using the ethical and effective interventions that they have mastered.
- Finally, evidence suggests that employees who participate in competency-based training programs stay on the job longer and provide a higher quality of support.

If your professional development program can effectively prepare DSPs for the NADSP certification, then you have the opportunity for your program to become accredited. NADSP accreditation demonstrates that your program effectively teaches the ethics, knowledge, and skills that constitute best practice in community direct support.

- **Ethics:** NADSP's Code of Ethics was developed by industry leaders and DSPs to serve as a straightforward and relevant guide for DSPs as they resolve everyday ethical dilemmas and as a tool to encourage them to achieve the highest ideals of the profession.
- **Knowledge:** NADSP's competency areas were developed through rigorous research methods, are nationally validated, and are approved by the NADSP Board of Directors which is comprised of a broad base of stakeholders- including DSPs and self-advocates.
- **Skills:** The application of NADSP accredited competency-based learning through the demonstration of skill offers powerful benefits to practitioners, their employers, and to the people they support through the demonstration of national best-practices and evidence-based practices in the workplace.

The accreditation process provides a structure to help you align your program content with contemporary practice guidelines to become a leader in community human services professional development.



Accreditation Policies and Procedures

The National Alliance for Direct Support Professionals (NADSP) has established policies and procedures related to the accreditation process. Policies and procedures related to the accreditation process are reviewed annually, more often if needed. The most recent manual is posted on the NADSP website at www.nadsp.org/accreditation.

The submission of an application constitutes the program's agreement to adhere to the NADSP policies and procedures in effect on the date that the application is submitted to NADSP and to any subsequent changes to the policies and procedures as they become effective during the accreditation process.



Accreditation Policies and Procedures

Continued

Glossary of Terms used in this Document

Accreditation: A program's demonstrated use of professionally approved standards and practices and the certificate is regarded as providing information and guidance for the public at large and for persons considering enrollment

Annual update report(AUR): The annual update report is required yearly after accreditation has been granted

Appeal: An application to NADSP for a non-accreditation decision to be reversed

Applicant: Refers to the organization or program seeking accreditation from NADSP.

Bona fide: Sincerely; without intention to deceive

In good faith: Honesty; a sincere intention to deal fairly

Initial accreditation application: Also referred to as application in this document. Initial accreditation application is made up of two parts, entitled section I and section II.

Program: A curriculum, delivered in person or online, for which an applicant is seeking accreditation.

Review: The process of reviewing an applicant's accreditation application for the purpose of either granting or denying accreditation.

Written: Set down in writing. Written requests may be transmitted to NADSP either via e-mail or via traditional post. It is the applicant's responsibility to ensure that NADSP has received any written communication the applicant submits.



Accreditation Policies and Procedures

Continued

Pre-accreditation Application Conditions

The following Accreditation Conditions must be satisfied in order for a program to achieve and/or maintain accreditation by NADSP:

For a minimum of six months prior to the submission of the application, the program seeking accreditation must demonstrate:

- a.** The alignment of instructional curricula with NADSP's Direct Support Competencies and Code of Ethics.
- b.** The direct provision of instruction to direct support professionals and/or front line supervisors.

This time frame is required to ensure that the NADSP process is not merely a paper review, but that the program seeking accreditation is actively providing instruction to direct support professionals or persons seeking a career in a direct support profession. In addition, this time frame allows for the collection of sufficient historical and evaluation data, information, and documentation to assess the program's update to NADSP's Accreditation Standards. This condition also applies to programs that have newly initiated instruction and to those that have ongoing instruction that is provided sporadically.



Accreditation Policies and Procedures

Continued

Steps to Initial Accreditation

STEP 1: Fill out and Submit Section I of the accreditation application

Overview	Applicants must complete the accreditation application. The accreditation application is also available from the NADSP website (www.nadsp.org/accreditation). When completing the accreditation application, applicants should be mindful that this application is designed to provide NADSP with a general overview of their program. Providing brief explanations of up to 3 paragraphs to the questions is sufficient. Applicants will have the opportunity later in the accreditation process to provide more detailed explanations of their program.
Application Sections	<ol style="list-style-type: none"> 1. Program Identification Information 2. Program Mission and Purpose 3. Program Organization & Administration
Applicable Policy	Submission of the completed accreditation application confirms the program's agreement to all terms and conditions contained herein. If any information in the accreditation application changes in the time accreditation application is submitted and response by NADSP, the applicant should notify NADSP in writing within 5 business days with an updated accreditation application and a cover letter detailing what has changed in the accreditation application.
Fee	\$2,000.00
Time To Complete	n/a



Steps to Initial Accreditation

STEP 2: NADSP Reviews Section I of the accreditation application/Determines if applicant may move on to Section II of the accreditation application

Overview	Applicants must fill out section II of the application and include all supplementary documentation requested.
Application Sections	<ol style="list-style-type: none"> 1. Program Identification Information 2. Program Mission and Purpose 3. Program Organization & Administration
Applicable Policy	<p>Accreditation Application Rejection</p> <p>If an accreditation application is rejected, the applicant will be given detailed reason(s) in writing for the denial within 30 business days of receipt of the original accreditation application. Applicants can make corrections and re-submit their application once at no additional cost. Subsequent accreditation applications are subject to an additional \$2,000 accreditation application fee and are considered new accreditation applications.</p>
Required Supporting Documentation	
Fee	n/a
Time To Complete	Applicants will be notified within 30 business days of their original accreditation application submission whether or not their program has been approved to move to Step 2 of the process.



Steps to Initial Accreditation

STEP 3: Fill out and submit section II of the Application/Self-Study/Technical Assistance

Overview	Once approved by NADSP to move on the phase 2 of the application process, the applicant will engage in a more rigorous evaluation of the program for which the applicant is seeking accreditation. During this time, NADSP is able to provide guidance and technical assistance regarding program(s) to be accredited, interpretation and application of standards, and the accreditation process.
Application Sections	<ol style="list-style-type: none"> 1. Program Outcomes & Instruction 2. Program Evaluation 3. Crosswalk of NADSP Competencies 4. Hours of Instruction 5. Stakeholder Request Section
Applicable Policy	Technical Assistance: A service provided by NADSP to the applicant to address questions and concerns related to the application process. Technical Assistance is specified to the needs of the applicant with the goal of producing a successful application and will vary based on applicant needs.
Required Supporting Documentation	<ol style="list-style-type: none"> 1. Hours of related instruction 2. Stakeholder interview request 3. Resumes & CVs for Instructors 4. Permission to Access relevant curriculum as needed 5. Relevant syllabi 6. NADSP Competencies Crosswalk
Fee	\$3,000.00
Time To Complete	Timeline is dependent upon the amount of technical assistance needed during this step.



Steps to Initial Accreditation

STEP 4: NADSP Reviews Section II of the accreditation application/Renders a decision on accreditation status

<p>Overview</p>	<p>NADSP considers the involvement of stakeholders vital to the review process. During the review, the program identifies stakeholders for interview by the review team; however, the reviewers may also select additional persons for interviews. All interviews are confidential.</p> <p>NADSP renders the Accreditation decision</p> <p>The review team reports its findings to NADSP via a written report. The NADSP Board of Directors makes all final accreditation decisions. After the accreditation decision has been made, the report is sent to the program. The length of time from the review to the program’s notification of the decision is approximately four weeks. The report contains the accreditation decision and feedback. When the program is re-accredited, it is held accountable for follow up on areas identified in the previous report and for conformance to all applicable standards in the current standards manual.</p>
<p>Application Sections</p>	<ol style="list-style-type: none"> 1. Program Outcomes & Instruction 2. Program Evaluation 3. Crosswalk of NADSP Competencies 4. Hours of Instruction 5. Stakeholder Request Section

Continued next page



Accreditation Policies and Procedures

Continued

<p>Applicable Policy</p>	<p>Accreditation Application Review Team</p> <ul style="list-style-type: none"> • The number and expertise of reviewers are based on information in the Application and will be determined at NADSP’s sole discretion. • At a minimum two reviewers will be assigned. • Conflicts of interest will be avoided. No reviewers will be assigned to the accreditation review if it is determined that he or she has a conflict of interest in the program seeking accreditation. Conflicts of interest include, but are not limited to: working for a competing program or having a financial interest in the program seeking accreditation. <p>Requesting a change in reviewers</p> <ul style="list-style-type: none"> • The program may request a change of any reviewer assigned to conduct the review in the event of a bona fide conflict of interest. • NADSP must receive the request for a reviewer change in writing within 14 calendar days of the date on which NADSP transmits notification of reviewer assignment. Stakeholder Interviews <p>Stakeholder Interviews</p> <ul style="list-style-type: none"> • NADSP considers the involvement of stakeholders vital to the review process. During the review, the program identifies stakeholders for interview by the review team. NADSP reserves the right to select and/or request additional stakeholders to interview. • If additional stakeholder reviews are requested, the applicant will be notified in writing via email or traditional mail • All interviews are confidential.
<p>Required Supporting Documentation</p>	
<p>Fee</p>	
<p>Time To Complete</p>	<p>The review team coordinator will maintain contact with the program throughout the review.</p> <ul style="list-style-type: none"> • 10 business days for NADSP to send reviewer information to applicant. • 30-40 business days to complete review



Accreditation Policies and Procedures

Continued

Requirements for Maintaining Accreditation

1. Annual Update Report

As part of the commitment to ongoing excellence all NADSP-accredited programs are expected to submit an Annual Update Report (AUR) in a format supplied by NADSP for each year of its accreditation. Through the AUR, the program certifies that it at all times conforms to the standards, satisfies the Accreditation Conditions, and complies with NADSP's policies and procedures as they existed at the date accreditation was granted. Submission of the completed AUR is required in order to maintain accreditation. Feedback will be provided by NADSP to the applicant if changes to remain in conformance need to be made.

2. Communication Expectations

During the term of accreditation, the program must provide NADSP with information on situations that may affect the continuation of accreditation status. The following types of administrative items must be communicated to NADSP as a part of the annual update report process:

- a. A change in the leadership
- b. Relocation of an accredited program
- c. A change in mail and/or email addresses
- d. Significant reprogram of the personnel associated with the program
- e. Expansion, reduction, or elimination of the program
- f. Severe financial distress that results in an inability to maintain accreditation standards
- g. Acquisition, merger, consolidation, or joint venture affecting the accredited program.



Re-Accreditation Application and Review

- To maintain accreditation beyond the expiration date of its current accreditation, a program must be re-accredited or be in the process of a re-accreditation by the expiration date. NADSP notifies a program of the need for a re-accredit approximately six months before expiration of its accreditation. The re-accredit process is the same as the initial accreditation process in that a completed application is required and all

applicable standards are applied. However, a program applying for re-accreditation may turn in sections I and sections II of the application at the same time. Also, special attention is given to implementation of changes made in response to the submitted Annual Update Reports (AUR).

- Complete re-accreditation instructions and materials are available in a separate re-accreditation packet.



Fees

Initial Accreditation

Section 1 Application	\$ 2,000
Section 2 Application	\$ 3,000
Total Cost for Initial Accreditation	\$ 5,000

Re-Accreditation

Re-Accreditation Application	\$ 5,000
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Appeal Process

\$2,000 if the non-accreditation decision is upheld.

Fees must be paid in full with the submission of each relevant application. NADSP will not accept an Application from any program that has an outstanding past due debt to NADSP until that debt has been paid. NADSP also reserves the right to withhold an accreditation decision or

issue a non-accreditation if an outstanding debt remains. NADSP may modify a program’s existing accreditation, up to and including termination of accreditation, in the event any fees are not paid in a timely manner.



Accreditation Decisions

To receive a 3 year accreditation by NADSP, a program must satisfy the NADSP Pre-accreditation Conditions and demonstrate that it meets the Initial Accreditation or Re-Accreditation standards established by NADSP. While a program may not be in full conformance to every applicable standard, the accreditation decision will be based on the balance of its strengths with those areas in which it needs improvement. Programs accredited by NADSP will receive a plaque signifying the program's achievement.

Applicants that do not receive accreditation will receive a letter from NADSP identifying in detail the necessary corrections and informing them of the opportunity to resubmit. Applicants may resubmit one time without additional expense. After that, a new submission is considered to be a new application and all relevant fees will apply. As the initial accreditation process has a two step application process, the applicant may resubmit one time for each section of the application process at no additional cost.



Appeals Process

The appeal process offers programs the opportunity to challenge a non-accreditation. This appeal shall only be based on questions of whether the review was conducted in a manner consistent with NADSP's initial accreditation policies and procedures.

NOTE: If the non-accreditation decision is based on failure to satisfy one or more of the NADSP Accreditation Conditions and/or unavailability of key program staff during the review process then the appeal of the decision is not available.

Appeal Process

1. Request for Review

A program that receives a non-accreditation decision may initiate an appeal by submitting a written request to NADSP. The written request should include:

- a. A detailed explanation for requesting the appeal that lists what policies and procedures were violated as a part of the accreditation process.

Timelines:

1. The written request must be received by NADSP no later than 30 calendar days following the date of NADSP's letter notifying the program of the non-accreditation decision.
2. Within seven calendar days of receipt of the written notification, NADSP will send the program written confirmation of its receipt.
3. NADSP will schedule the appeal review and notify the program of the reviewers within 15 calendar days.

2. Appeal Review

The number of reviewers needed to conduct the appeal review and the reviewers assigned will be determined at NADSP's sole discretion. They will be selected based on their expertise. The format of the review will be to conduct a completely new, full review. Within 30 calendar days after the appeal review has ended, NADSP will determine if the non-accreditation decision should be upheld or revised. NADSP may:

- a. Affirm the non-accreditation decision.

or

- b. Reject the non-accreditation decision. NADSP may also establish specific stipulations that the program must meet. This decision is final.



Appeals Process

Continued

Appeal Process continued

3. Other Provisions

1. If the result of the appeal is an affirmation of the non-accreditation decision, the program is responsible for the cost of the appeal. The amount due is the same as the fee charged when an applicant submits a section II application. All costs incurred by the program or by NADSP in connection with the appeal will be the responsibility of the party incurring the expenses. Fees and expenses incurred by the program are not refundable in whole or in part.
2. Time notification requirements may be waived or modified only if agreed to in writing by NADSP.
3. Failure by a program to adhere to any of the terms of any appeal procedures will constitute a waiver and relinquishment of its right to review the non-accreditation decision.
4. The program has no right to review NADSP's books or records.



Falsification of Documents

The information provided by a program seeking NADSP accreditation is a critical element in the accreditation process and in determining the program's conformance to the standards. Such information may be obtained by reviewers or may be provided through documents reviewed by the review team or submitted to NADSP. NADSP presumes that each program seeking accreditation is doing so in good faith and that all information is accurate, truthful, and complete. Failure to participate in good faith, including any information used to determine

conformance to NADSP's standards during or subsequent to the review has been falsified, may be grounds for non-accreditation or a decision to modify or withdraw the existing accreditation. In the event that a program loses accreditation or is not accredited because of NADSP's reasonable belief of falsification of documents or information, NADSP will not accept another Application from the program for a period of at twelve months.



Public Information

Identification of Accreditation by the Program

NADSP accreditation is awarded to a program for identified professional development/education/training. A program that has been awarded accreditation should identify this achievement publicly. Use of the NADSP logo by an accredited program for this purpose is encouraged. NADSP employees and reviewers may not be referred to or quoted in any public release involving accreditation without prior approval from NADSP. A program may, however, disseminate or quote from the report.

An accredited program must clearly identify somewhere on their website or other promotional literature specifically what program is accredited. An accredited program may not use the NADSP logo in association with any other non-accredited programs. Failure to comply with this policy may result in a revocation of accreditation for the accredited program.

Certificate of Accreditation

A program is provided, at no charge, one certificate of accreditation. Additional certificates are available for purchase. This free certificate, which is suitable for framing, identifies the program that submitted the Application and the month and year in which the accreditation expires. The certificate should never be used either explicitly or implicitly as a claim, promise, or guarantee of successful outcome. Accreditation indicates a program's demonstrated use of professionally approved standards and practices and the certificate is regarded as providing information and guidance for the public at large and

for persons considering enrollment. Each unexpired certificate must be returned upon dissolution of the program or loss of accreditation for any reason and the program must refrain from representing itself as accredited and must cease to use or display the certificate or the NADSP logo in any manner. Similarly, if accreditation is suspended, the program must not represent itself or its programs and services as accredited or use or display the certificate or the NADSP logo until and unless accreditation is restored.



Public Information

Continued

Release of Information by NADSP

NADSP may release information related to a program and its accreditation to the extent not confidential or protected by law, including, but not limited to:

1. Whether NADSP has received an application from a specific program.
2. Whether an accreditation review has been completed.
3. The date of expiration of accreditation of a program.
4. As required by law or contract.

For convenient access to information, NADSP includes on its web site a searchable list of accredited programs, including identifying information such as name, address, and telephone number. This posting allows the public to review the status of an accredited program at any time.



NADSP Accreditation Application SECTION I

Organization Overview

Training/Education Program

Organization Name

Address

City

State

Zip

Phone

E-mail

Website

Key Contact

Name

Title

Address

City

State

Zip

Phone

E-mail

Choose all that apply:

Single-site training

Multi-site training

On-line training

Collaborative training program

Other:



National Alliance for Direct Support Professionals
240 Washington Avenue Extension, Suite 501
Albany, NY 12203
www.nadsp.org

Please respond to each numbered requirement under each heading and provide supporting documentation as indicated with your application.

Program Mission & Purpose

The training/education program's mission & guidelines are consistent with the mission and goals of NADSP.

1. Please list your organization's mission statement:

Explain how your program mission and guidelines are consistent with the following NADSP goals:

2. Strengthening the DSP workforce:

3. Providing DSPs better access to education, training, and lifelong learning:

4. Strengthening the working relationships and partnerships between direct support professionals, self-advocates, and other consumer groups and families:

5. Supporting people with disabilities in achieving their life goals:



NADSP Accreditation Application: Section I

Continued

Program Organization & Administration

The program involves DSPs, people with disabilities, families, and other stakeholders in governance decisions, continual improvement efforts, and planning.

1. Describe how the program is organized, administered and governed:

The program can be easily accessed by learners and is affordable.

1. Describe the enrollment requirements for learners, the fee structure, and the average cost per learner:



NADSP Accreditation Application: Section I

Continued

The program maintains accurate and confidential records.

1. Describe how learner records are maintained:

2. Discuss if, and how, confidentiality is prioritized:



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NADSP Accreditation Application: Section I

Continued

Additional Organization Information

Provide a brief summary of Organization

Provide a brief history of program

Provide a description of how you utilize an advisory council to help guide the program for which you are seeking accreditation



NADSP Accreditation Application: Section I

Continued

SIGNATURE

By submitting the application, the program expressly waives and releases NADSP and its officials, employees, volunteers, board members, agents from any and all claims, demands, actions, lawsuits, and damages that may arise from or relate to, directly or indirectly, the review, accreditation decision, and continuation or termination of accreditation.

I, the undersigned, as a designated or authorized leader of

, hereby acknowledge and affirm that

has read the policies and procedures contained in the initial accreditation application packet and agree to abide by all policies and procedures. I also affirm that all information in this application is true and factual.

Signature

Printed Name

Job Title

Date



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STOP!
PRINT AND SUBMIT SECTION I APPLICATION
INCLUDING THE 1000.00 FEE.

NADSP Accreditation Application SECTION II

Program Outcomes & Instruction

The program uses competent instructors, high quality curriculum, and effective and updated adult learning methods and supports that enable most learners to master the outcomes and complete assessment requirements within the designated program interval.

1. Describe how your instructors are selected/prepared to teach in your program:

2. Submit a summary of your curriculum relevant to the NADSP competency areas. Describe how this curriculum supports NADSP's mission/goals (<https://www.nadsp.org/about/guiding-principles.html>):



NADSP Accreditation Application SECTION II

5. Provide an overview of the way content is delivered. Example(s): Online, Hybrid, Classroom:

6. Describe the supports that have been incorporated to support the learner in mastering the learning objectives of the curriculum:

7. Include/describe assessment tools for evaluating learner knowledge and skill/competency:



NADSP Accreditation Application SECTION II

The program has established learner outcomes that are aligned with the NADSP endorsed skill standards. (https://www.nadsp.org/images/NADSP_Competyency_Areas.pdf) and code of ethics (<https://www.nadsp.org/library/code-of-ethics/10-library/72-code-of-ethics-full-text.html>).

1. Identify measurable learner objectives and describe how they align with each NADSP Competency Area & Skill statements (Use Crosswalk of NADSP Competencies, [page 34](#) through 52, to complete):

2. Describe how your program incorporates the 9 areas of the NADSP Code of Ethics:



NADSP Accreditation Application SECTION II

The program prepares learners to obtain the NADSP credential.

1. How many hours of instruction does a learner receive? (Use Hours of Instruction form, [page 51](#), to complete)
2. How is learning recorded and reflected?
3. Describe if, and how, learners are supported in the development of a portfolio of competency:



NADSP Accreditation Application SECTION II

4. Describe how information on the NADSP credentialing process is shared with learners:

5. How many learners have, or are anticipated, to complete the training program per year?

6. How many learners are anticipated to begin and/or complete the NADSP credentialing process per year?



NADSP Accreditation Application SECTION II

The program recognizes the achievements of the learners.

1. Describe the ways in which learner success is acknowledged (certificate/diploma/ceremony, etc):

Please also submit the following supporting documentation:

- Resumes & CVs for Instructors and/or curriculum authors
- Permission to Access relevant curriculum as needed
- Relevant syllabi
- NADSP Competencies Crosswalk Form
- NADSP Hours of Instruction Form



Program Evaluation

The program seeks feedback about its effectiveness on a routine basis, uses the information obtained from this feedback and constructively modifies its process and outcomes accordingly.

1. Describe the methods used to evaluate the program and how evaluation outcomes are used to adjust the program:

2. Describe how key stakeholders (Instructors/ employers/learners/ skill mentors/people receiving supports, etc.) are involved in evaluating the program:



NADSP Accreditation Application SECTION II

Please provide at least three contacts for people/customers who can serve as references. Please include various stakeholders. Additional references may be requested.



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Crosswalk of NADSP Competencies

The following is a list of the competency areas that have been approved by the NADSP Executive Committee. Each competency area has corresponding skill statements. These skill statements describe the knowledge and skills DSPs must have to demonstrate competency in each area. A curriculum accredited by NADSP must distinguish itself in providing training/education in each of the competency areas to prepare the DSP to gain the ethics, knowledge and skills of best practice and readiness to apply for NADSP credentialing.

- Area 1: Participant Empowerment
- Area 2: Communication
- Area 3: Assessment
- Area 4: Community and Service Networking
- Area 5: Facilitation of Services
- Area 6: Community Living Skills & Supports
- Area 7: Education, Training & Self Development
- Area 8: Advocacy
- Area 9: Vocational, Educational & Career Support
- Area 10: Crisis Prevention and Intervention
- Area 11: Organizational Participation
- Area 12: Documentation
- Area 13: Building and Maintaining Friendships and Relationships
- Area 14: Provide Person Centered Supports
- Area 15: Supporting Health and Wellness



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 1: PARTICIPANT EMPOWERMENT

The Direct Support Professional enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.			
2. The competent DSP promotes participant partnership in the design of support services, consulting the person and involving him or her in the support process.			
3. The competent DSP provides opportunities for the participant to be a self-advocate by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.			
4. The competent DSP provides information about human, legal, civil rights and other resources, facilitates access to such information and assists the participant to use information for self-advocacy and decision making about living, work, and social relationships.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 2: COMMUNICATION

The Direct Support Professional should be knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.			
2. The competent DSP has knowledge of and uses modes of communication that are appropriate to communication needs of participants.			
3. The skilled DSP learns & uses terminology appropriately, explaining as necessary to ensure participant understanding.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 3: ASSESSMENT

The Direct Support Professional should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP initiates or assists in the initiation of an assessment process by gathering information (e.g., participant's self-assessment and history, prior records, test results, additional evaluation) and informing the participant about what to expect throughout the assessment process.			
2. The competent DSP conducts or arranges for assessments to determine the needs, preferences, and capabilities of the participants using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.			
3. The competent DSP discusses findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 4: COMMUNITY AND SERVICE NETWORKING

The Direct Support Professional should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections.			
2. The competent DSP researches, develops, and maintains information on community and other resources relevant to the needs of participants.			
3. The competent DSP ensures participant access to needed and available community resources, coordinating supports across agencies.			
4. The competent DSP participates in outreach to potential participants.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 5: FACILITATION OF SERVICES

The Direct Support Professional is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations.			
2. The competent DSP assists and/or facilitates the development of an individualized plan based on participant preferences, needs, and interests.			
3. The competent DSP assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participants' preferences, needs and interests.			
4. The competent DSP assists and/or facilitates the review of the achievement of individual participant outcomes.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 6: COMMUNITY LIVING SKILLS & SUPPORTS

The Direct Support Professional has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP assists the participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.			
2. The competent DSP assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs to maximize his or her skills, abilities and independence.			
3. The competent DSP assists with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational and communication).			
4. The competent DSP supports the participant in the development of friendships and other relationships.			
5. The competent community based support worker assists the participant to recruit and train service providers as needed.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 7: EDUCATION, TRAINING & SELF-DEVELOPMENT

The Direct Support Professional should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.			
2. The competent DSP educates participants, co-workers and community members about issues by providing information and support and facilitating training.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 8: ADVOCACY

The Direct Support Professional should be knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP and the participant identify advocacy issues by gathering information, reviewing and analyzing all aspects of the issue.			
2. The competent DSP has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.			
3. The competent DSP facilitates, assists, and/or represents the participant when there are barriers to his or her service needs and lobbies decision-makers when appropriate to overcome barriers to services.			
4. The competent DSP interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 9: VOCATIONAL, EDUCATIONAL & CAREER SUPPORT

The Direct Support Professional should be knowledgeable about the career and education related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP explores with the participant his/her vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.			
2. The competent DSP assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.			
3. The competent DSP collaborates with employers and school personnel to support the participant, adapting the environment, and providing job retention supports.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 10: CRISIS PREVENTION AND INTERVENTION

The Direct Support Professional should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP identifies the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports.			
2. The competent DSP continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 11: ORGANIZATIONAL PARTICIPATION

The Direct Support Professional is familiar with the mission and practices of the support organization and participates in the life of the organization.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP contributes to program evaluations, and helps to set organizational priorities to ensure quality.			
2. The competent DSP incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.			
3. The competent DSP provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening of potential employees.			
4. The competent DSP provides input into budget priorities, identifying ways to provide services in a more cost-effective manner.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 12: DOCUMENTATION

The Direct Support Professional is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP maintains accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely fashion.			
2. The competent DSP maintains standards of confidentiality and ethical practice.			
3. The competent DSP learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 13: BUILDING AND MAINTAINING FRIENDSHIPS AND RELATIONSHIPS

The Direct Support Professional supports the participant in the development of friendships and other relationships.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP assists the individual as needed in planning for community activities and events (e.g., making reservation, staff needs, money, materials, accessibility).			
2. The competent DSP assists the individual as needed in arranging transportation for community events.			
3. The competent DSP documents community activities and events.			
4. The competent DSP encourages and assists the individual as needed in facilitating friendships and peer interactions.			
5. The competent DSP encourages and assists the individual as needed in communication with parents/family (e.g., phone calls, visits, letters).			
6. The competent DSP implements individual supports regarding community activities.			
7. The competent DSP provides incentive or motivation for consumer involvement in community outings.			
8. The competent DSP assists the individual as needed in getting to know and interacting with his/her neighbors.			
9. The competent DSP encourages and assists the individual as needed in dating.			
10. The competent DSP encourages and assists the individual as needed in communicating with social workers and financial workers.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 14: PROVIDE PERSON CENTERED SUPPORTS

The Direct Support Professional understands and practices a person-centered approach to support.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. The competent DSP provides support to people using a person centered approach.			
2. The competent DSP modifies support programs and interventions to ensure they are person centered.			
3. The competent DSP challenges co-workers and supervisors to use person centered practices.			
4. The competent DSP is knowledgeable about person centered planning techniques.			
5. The competent DSP assists individuals in developing person centered plans.			



Crosswalk of NADSP Competencies

Continued

NADSP Competency AREA 15: SUPPORTING HEALTH AND WELLNESS

The Direct Support Professional promotes the health and wellness of the people supported.

NADSP Skill Standards	Related Courses/ Lessons/Modules	Measurable Objectives	Assessment Method
1. Administers medications accurately and in accordance with agency policy and procedures.			
2. Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents.			
3. Uses appropriate first aid/safety procedures when responding to emergencies.			
4. Assists individuals in scheduling, keeping, and following through on all health appointments.			
5. Assists individuals in completing personal care (e.g., hygiene and grooming) activities.			
6. Assists with identifying, securing and using needed adaptive equipment (i.e. adaptive equipment) and therapies (e.g., physical, occupational, speech, respiratory, psychological).			
7. Assists individuals in implementing health and medical treatments.			
8. Assists individuals to take an active role in their health care decisions.			



Crosswalk of NADSP Competencies

Continued

Hours of Related Instruction

It will be the requirement of any candidate seeking a credential from NADSP to complete 100 hours of instruction for NASDP Certification at the Initial Level (DSP-I), and an ADDITIONAL 100 hours of instruction to become NADSP Certified at the Advanced Level (DSP – II).

These hours must come from an NADSP accredited program, and can be direct instruction either through an online curriculum or classroom based learning. It may also be relevant for a candidate to achieve these hours indirectly through non-classroom based activity as long as those hours provided relate to the 15 Community Support Skill Standards and/or strategizing about the production of the NADSP portfolio.

NOTE: The actual time spent writing a work sample (documenting the application of learning and writing the reflection statement) will NOT be considered as hours of related instruction as this time may vary extensively from one candidate to another.

Hours of related instruction can be met in the following ways:

Direct Instruction:

- Online Classes (actual hours spent)
- Classroom Based Curriculum (actual hours spent)

Indirect Instruction:

- Time spent with a skill mentor or supervisor devising the candidates learning objectives (actual hours spent)
- Time spent with a cohort of learners discussing learning and/or thinking about ways to apply learning on the job (actual hours spent)
- Time/hours spent with a skill mentor/supervisor/cohort discussing the development of the candidates work samples or portfolios (actual hours spent)
- Time spent outside of the classroom or online class which relate to the candidates study of the skill standards (e.g., visiting a vocational site or community employment site as part of the skill standard “Vocational, Educational and Career Support”).
- Time spent in an internship/apprenticeship program that will relate to the skill standards (e.g., a candidate working/shadowing or observing in a residential or work site for a specific length of time).



Crosswalk of NADSP Competencies

Continued

SIGNATURE

By submitting the application, the program expressly waives and releases NADSP and its officials, employees, volunteers, board members, agents from any and all claims, demands, actions, lawsuits, and damages that may arise from or relate to, directly or indirectly, the review, accreditation decision, and continuation or termination of accreditation.

I, the undersigned, as a designated or authorized leader of

, hereby acknowledge and affirm that

has read the policies and procedures contained in the initial accreditation application packet and agree to abide by all policies and procedures. I also affirm that all information in this application is true and factual.

Signature

Printed Name

Job Title

Date



National Alliance for Direct Support Professionals
240 Washington Avenue Extension, Suite 501
Albany, NY 12203
www.nadsp.org

**END OF SECTION II. PRINT AND SUBMIT SECTION II
APPLICATION, INCLUDING THE \$3,000 FEE.**

Annual Update Report

To reinforce the value of accreditation throughout its term, each applicant with NADSP accredited programs will submit an Annual Update Report (AUR). This report is due on each anniversary date of the organization's current accreditation term and reaffirms that organization's conformance to the standards. Under Accreditation Condition #3, submission of the AUR is required to maintain accredited status.

Forward the completed AUR to:

National Alliance for Direct Support Professionals

240 Washington Ave. Extension
Suite 501
Albany, NY 12203



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Albany, NY 12203
www.nadsp.org

Annual Update Report Form

Organization

Accreditation Anniversary Date:

I attest that practices are being used in the operation of

{insert entity's name}

as part of our commitment to ongoing professional development for direct support professionals.

{insert entity's name}

continues to seek feedback about its effectiveness on a routine basis, uses the information obtained from this feedback and constructively modifies its program operation, instruction and outcomes accordingly.

{insert entity's name}

embraces and supports NADSP's priority to accredit organizations that are committed to effectively prepare DSPs for the NADSP credential. {insert entity's name} demonstrates this as indicated:

- The number of learners who received their NADSP credential in the previous year:

- The number of learners who are in the process of submitting portfolios for their NADSP credential in the previous year:



Please describe any substantial changes or updates that were made to the curriculum since the last accreditation review. List dates revised for each course and a summary of changes made. Please include relevant learner objectives, NADSP competencies covered and methods for incorporating the nine tenets of the code of ethics. Detail changes on a separate page or state not applicable below:

Please also describe any situation(s) that occurred in the previous year that may affect the continuation of the accreditation status including but not limited to a change in leadership and/or entity ownership, significant reorganization of personnel associated with the program, significant reduction or elimination of the accredited program, severe financial distress or loss of funding and merger or consolidation affecting an accredited program. Provide details below or list not applicable:



Annual Update Report *Continued*

SIGNATURE

By submitting the application, the program expressly waives and releases NADSP and its officials, employees, volunteers, board members, agents from any and all claims, demands, actions, lawsuits, and damages that may arise from or relate to, directly or indirectly, the review, accreditation decision, and continuation or termination of accreditation.

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Printed Name

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Date



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**PRINT AND SUBMIT ANNUAL
UPDATE REPORT.**