



Instructions for Submitting Comment and Feedback On DRAFT Front Line Supervisor Competencies

The Training and Professional Development Workgroup was formed in May 2023 with the responsibility to identify and implement competency-based training standards for Frontline Supervisors (FLS), among other duties. The workgroup is comprised of representatives from state agencies, service providers, higher education, advocacy, and customers.

After months of review and discussion; the Workgroup is preparing to endorse the National Frontline Supervisor (FLS) Competencies with some minor revisions. The eleven FLS competency areas were developed as a part of a study at the Institute on Community Integration in 2013 and informed by national partners including ANCOR, NASDDDS, NADSP, and the National Leadership Consortium.

Before taking any further action; the Workgroup is making the draft Competencies Document available to the community for review, feedback, and input.

Stakeholders, interested parties, and members of the provider community interested in providing comment regarding the document are encouraged to email:

dlt.gwbinfo@dlt.ri.gov

We ask that you please indicate that you are submitting Public Comment in the subject line [Example: PUBLIC COMMENT – FLS COMPETENCIES]. Your comments will be shared with members of the Training and Professional Development Workgroup. **(NOTE: Other than confirmation of receipt we are unable to respond directly to submissions)**

Please note that you may also provide comment via US Mail:

*Public Comment - Governor's Workforce Board RI Rhode
Island Department of Labor and Training
1511 Pontiac Avenue, Building 72-3
Cranston, Rhode Island 02920*

PUBLIC COMMENT PERIOD CLOSSES Dec. 27, 2024

Rhode Island Frontline Supervisor Competency Set

INTRODUCTION

The Rhode Island Training and Professional Development Workgroup is preparing to endorse the National Frontline Supervisor (FLS) Competencies¹ with some minor revisions. The eleven FLS competency areas were developed as a part of a study at the Institute on Community Integration in 2013 and informed by national partners including ANCOR, NASDDDS, NADSP, and the National Leadership Consortium. For more information about the original development process, [click here](#).

These competencies are not mandatory nor required by any individual state agency. Rather, they are offered as guidance to help inform and advance the FLS occupation. Parties are invited and encouraged to use these competencies as a resource to support and enhance the work of supervisors of direct support professionals (DSPs).

Each Competency area has corresponding skill statements which describe the knowledge and skills FLSs must have to demonstrate competence in each area. This document provides a framework by which FLSs can effectively meet industry and community demand for quality by setting expectations for job performance and a basis for objective performance evaluation.

If you are a current or aspiring frontline supervisor, these competencies can assist you in planning and tracking your own professional development activities as you build your portfolio of training and experience. The document can guide you in deciding what knowledge and skills you want to focus on for your next training or area of study.

If you oversee or supervise FLSs, you can use the competencies as a resource to assist in staff evaluation, recognition and support for ongoing learning and continuous program improvement.

If you are involved in the training and preparation of FLSs, whether adult occupational training, 2-year or 4-year institution of higher education, or in-service training employer, this document identifies the broad range of competencies that should be integrated into curriculum, coursework, and experiential learning. You can use the Frontline Supervisor Core Competencies to assist you in highlighting the knowledge and skills to be addressed in training or preparatory programs.

The Training and Professional Development Workgroup extends our deepest gratitude to the contributors and representatives who participated in the development of these competencies and looks forward to our continued efforts together to build a most just, inclusive, and prosperous Rhode Island.

¹ Sedlezky, L., Reinke, J., Larson, S., & Hewitt, A. (2013). *National frontline supervisor competencies*. Minneapolis, MN: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration.

Background

Rhode Island Training and Professional Development Workgroup

The Training and Professional Development Workgroup was formed in Spring 2023 with the responsibility to identify and implement competency-based training standards for Frontline Supervisors, among other duties. The workgroup was comprised of representatives from state agencies, service providers, higher education, advocacy, and customers.

Why were the National Frontline Supervisor Competencies Endorsed?

The Workgroup determined there were a number of strengths to the National Frontline Supervisor Competencies:

- The National Frontline Supervisor Competencies are a recognized national standard.
- The National Frontline Supervisor Competencies were developed as a part of a study at the Institute on Community Integration, including partners in the field (such as ANCOR, NASDDDS, NADSP, and the National Leadership Consortium)
- The National Frontline Supervisor Core Competencies are already being used by:
 - NADSP E-badging and certification for frontline supervisors
 - The Supervisor Training program being implemented by CPNRI/UMN ICI
 - This set of competencies is widely used by states across the country looking to train FLS
- The Selection and Retention workgroup (an associate workgroup to the Training and Professional Development Workgroup) is developing tools to retain and select DSPs and FLS that are based on the RI core competencies. The current tools (in lieu of no RI-recognized set) are based on the National Frontline Supervisor Competencies.

Note: Because this competency set is meant to be inclusive of duties of any frontline supervisor, not all Competency Areas and Skills Statements may be applicable to all frontline supervisors. Frontline Supervisors may already have competence in many of these skill statements and are actively using them as part of their assigned duties.

RHODE ISLAND FRONTLINE SUPERVISOR COMPETENCIES

Based off of the National Frontline Supervisor competencies (Sedlezky, L., Reinke, J., Larson, S., & Hewitt, A. (2013). National frontline supervisor competencies. Minneapolis, MN: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration.)

AREA 1: DIRECT SUPPORT

Frontline Supervisors demonstrate excellence in providing culturally appropriate direct support to the participant using person-centered approaches and strategies that support the participant to be fully engaged and included in each aspect of their daily life, have maximum choice and control, and gain independence.

Skill Statements

- a. The competent FLS completes all direct support tasks competently and thoroughly when scheduled, demonstrates best practice in person-centered support, and be an exemplary direct support role model for the DSPs they supervise.
- b. The competent FLS provides support that demonstrates respect and value for diversity in cultural practices and all aspects of the participant's life.
- c. The competent FLS communicates effectively with the participant using active listening skills, responding to requests and concerns, and interacting using most culturally competent and effective methods of communication.
- d. The competent FLS actively observes for signs of abuse, neglect, mistreatment, exploitation, and violation of rights, and take immediate action to remedy situation and support advocacy in this process, reporting internally and to outside agencies as required by law and in the best interest of the participant.
- e. The competent FLS assists the participant to create a physical environment that is accessible, comfortable, and meets their unique style and needs.
- f. The competent FLS uses interactions and observations as opportunities to critically evaluate and analyze the quality of supports provided to the participant, and strive for ongoing quality improvement.
- g. The competent FLS encourages the participant to be as engaged as possible in all aspects of their daily life, teaching as necessary.
- h. The competent FLS supports the participant in making and maintaining relationships by identifying, planning for, and supporting participation, contribution, and engagement in events and activities that support these.

AREA 2: HEALTH, WELLNESS, AND SAFETY

Frontline Supervisors work with the participant and their teams to develop a support plan to promote the health, safety, and wellbeing of the participant based on individual preferences and goals. Frontline Supervisors actively monitor, review, discuss with the participant, and modify support plans to ensure most effective strategies are in place.

[Note: Matters concerning participant healthcare must be coordinated with the appropriate provider(s).]

Skill Statements

- a. The competent FLS develops and monitors a unique risk management plan for the participant that addresses all areas of health and safety, and provide guidance to DSPs in reducing and managing those risks in conjunction with the person supported.
- b. The competent FLS promotes healthy living by ensuring DSPs have the information and training necessary to support the participant in making healthy choices while respecting the participant's preferences.
- c. The competent FLS recognizes the various elements of participant wellness including, but not limited to, social, environmental, physical, emotional, spiritual, occupational, and financial, and develops a support plan directed by the participant that reflects this recognition
- d. The competent FLS accesses health and wellness activities offered in the community whenever possible to help the participant engage in healthy behavior and connect to naturally existing social support and peers.
- e. The competent FLS develops, plans, and oversees DSP administration of medications and treatments for the participant, including active ongoing assessment of the participant's wellbeing in response to the medication.
- f. The competent FLS monitors the participant for signs of illness or health-related concerns, and responds by implementing treatments, reporting issues to health care professionals and the participant's family as appropriate, documenting as needed, and ensuring coordination between care providers.
- g. The competent FLS ensures that infection control procedures are used as necessary and in accordance with best practice and OSHA/CDC recommendations.
- h. The competent FLS supports the participant and their support network in making informed decisions about health care plans by promoting understanding of available medical interventions, procedures, medications, and treatment options.
- i. The competent FLS ensures DSPs provide sufficient support and oversight to help the participant follow health care provider's orders in accordance with organization policies and procedures and as defined by the participant's needs or specific wishes.
- j. The competent FLS ensures the participant receives both routine and emergency medical care related to physical and mental health, therapeutic services, and dental care, and coordinate transportation or take the participant to related appointments.

- k. The competent FLS facilitates services with health care providers by obtaining informed consent and release of information from the participant or the participant's legal decision maker, sharing necessary information with health care provider, and advocating when necessary to ensure proper and competent care.
- l. The competent FLS identifies local emergency plans and hazards that affect local area, develops and maintains an emergency communications plan and disaster supplies kit, and ensures fire/ emergency drills are completed and documented as required by best practice and OSHA/CDC recommendations.
- m. The competent FLS actively seeks health and wellness practitioners who provide high quality services in the community and can work within the participant's budget, needs, and current health plan.
- n. The competent FLS orders medical supplies, interacts with pharmacies, and arranges for supplies and medications to be picked up or delivered as needed or as requested by participant or family.
- o. The competent FLS ensures records are maintained that are easy to use and provide the most critical information regarding health and wellness needs of the participant.
- p. The competent FLS supports the participant to identify their choices related to end of life care, and assists the participant in expressing these wishes to their family members and/or legal guardian.

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AREA 3: PARTICIPANT SUPPORT PLAN DEVELOPMENT, MONITORING AND ASSESSMENT

Frontline Supervisors help participants realize their individual goals and identified outcomes through a coordinated support plan. Frontline Supervisors coordinate and facilitate support network meetings, maintain communication with other service providers, family, and support team members, and monitor, document, and report progress toward goals.

Skill Statements

- a. The competent FLS identifies the participant's individual preferences and needs, and ensures service planning and implementation are designed to meet their preferences and needs.
- b. The competent FLS coordinates and/or conducts assessments of participant preferences, capabilities, and needs by using appropriate assessment strategies, involving legal decision makers, explaining the process to the participant throughout, and discussing findings and recommendations with the participant.
- c. The competent FLS coordinates, facilitates, or engages a facilitator in person-centered and participant-directed planning meetings for the participant, or assists DSPs in this planning process
- d. The competent FLS develops individual support plans in partnership with the participant and their support networks and supports them in monitoring the implementation of the participant's support plan.
- e. The competent FLS coordinates the development of services for new participants in partnership with the person being supported and their family and/or support network.
- f. The competent FLS identifies additional resources for the participant and DSPs, or for changes to service delivery, both within and outside of supporting organization, and advocates for these resources with managers.
- g. The competent FLS - using positive behavior support strategies - develops, implements and monitors support plans designed to teach self-management and promote wellness, recovery, and crisis prevention when a person being supported engages in challenging or risky behavior.
- h. The competent FLS coordinates and enhances supports by communicating necessary information and maintaining positive working relationships with staff from other agencies, family, and support team members that provide supports to the participant as appropriate.
- i. The competent FLS maintains consumer records (hard copy and/or electronic) by completing necessary documentation according to best practices in data privacy, confidentiality, HIPAA compliance, and data management.

AREA 4: FACILITATING COMMUNITY INCLUSION ACROSS THE LIFESPAN

Frontline Supervisors facilitate and support the development and maintenance of participant support networks in partnership with person supported. Frontline Supervisors support the participant to explore educational, employment, volunteer, and retirement opportunities, and/or collaborate with other staff and providers to coordinate supports that will assist the participant in reaching goals and actively participating in activities of their choice across the lifespan.

Skill Statements

- a. The competent FLS ensures that services are not engaged in ways that create barriers to maintaining positive relationships with family, friends, coworkers, or other community members.
- b. The competent FLS consults and engages members of the participant's support network (as appropriate and desired by the participant) in efforts to identify and support the preferences for relationships and activities, as well as problem-solve any issues or challenges regarding these activities.
- c. The competent FLS promotes positive relationships between the participant, staff, and other individuals in the participant's network and the community at large.
- d. The competent FLS supports participants facing age-related issues such as grief, loss, and declining health, by demonstrating healthy boundaries, care, empathy, and engaging participants in natural community supports.
- e. The competent FLS supports the participant in community educational, recreation, leisure, retirement, and employment opportunities, and facilitate coordination with other community agencies to provide inclusive opportunities for the participant.
- f. The competent FLS uses information about the participant's hobbies, skills, and interests to assist the participant in identifying desired educational, employment, or volunteer opportunities (in partnership with members of the participant's support team when appropriate).
- g. The competent FLS identifies various stakeholders to ensure education, employment, volunteer, and retirement supports are appropriate and effective.
- h. The competent FLS assists the participant in accurately and thoroughly completing education, membership or employment-related applications.
- i. The competent FLS ensures the participant understands their right to not answer application questions about their disability by discussing the Americans with Disabilities Act and disability disclosure, and supports the participant in dealing with these situations in interviews.
- j. The competent FLS works with community guides and hires staff with linguistic and cultural competence to meet the unique needs of each individual.

- k. The competent FLS develops new jobs and procures new work in partnership with the participant who works in community businesses or who receives support in employment support services.
- l. The competent FLS oversees the participant's work, workload, and schedule based on their individual preferences and needs, and ensures that Federal and local agency standards are met.
- m. The competent FLS oversees services to the participant preparing for entry into educational, employment, or volunteer positions, and reviews opportunities for continued training and professional development.
- n. The competent FLS helps the participant and support team identify resources such as transportation, funds, and contacts within the community to ensure the participant remains engaged in preferred community activities.
- o. The competent FLS supports the participant in coordinating, participating in, and/or facilitating meetings of the participant support network, as needed.
- p. The competent FLS assists the participant in the use of assistive, mobile, and other technology to support independence and meaningful engagement in the community, including virtual communities.

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AREA 5: PROMOTING PROFESSIONAL RELATIONS AND TEAMWORK

Frontline Supervisors enhance professional relations among team members and their capacity to work effectively with others toward common goals by using effective communication skills, facilitating teamwork, and supporting and encouraging growth and professional development.

Skill Statements

- a. The competent FLS facilitates teamwork and positive interactions among teams and between DSPs by managing conflict and providing coaching and support to DSPs as needed in all work sites, particularly for DSPs who work in remote settings.
- b. The competent FLS ensures DSPs at remote sites are not left without proper supervision and supplements in-person supervision with proactive strategies such regular as virtual meetings, feedback from others, and other methods of regular communication to keep DSPs engaged and effective.
- c. The competent FLS uses technology such as phone, email, text messaging, and video chats effectively in supervisory tasks and recognize in which situation each type of communication is best.
- d. The competent FLS responds to DSPs questions and crises when on-call and/or providing remote supervision, facilitating debriefing sessions and providing support to DSPs as needed.
- e. The competent FLS maintains appropriate boundaries regarding personal vs. professional issues, and educates and supports DSPs in maintaining healthy professional boundaries.
- f. The competent FLS involves and empowers DSPs by encouraging DSPs to try new ideas, seeking DSPs' opinions and input regarding various issues, and empowering DSPs to make decisions.
- g. The competent FLS teaches, models, and coaches DSPs in the most effective approaches to achieve the Rhode Island direct support professional competencies.
- h. The competent FLS promotes increased understanding among team members of individual differences and perspectives as it relates to teamwork and individual support services.
- i. The competent FLS maintains appropriate confidentiality in communication related to the participant, and informs appropriate people when confidentiality cannot be kept due to safety and/or security issues.
- j. The competent FLS reports and discusses participant-, family-, staff-, and individual support service-related issues and procedures with management, support staff, and other supervisors as needed.
- k. The competent FLS coordinates and facilitates staff meetings, ensuring a sense of trust and openness, and encouraging group participation and collaboration.

AREA 6: STAFF RECRUITMENT, SELECTION, AND HIRING

Frontline Supervisors use best practices to actively recruit and lead a selection process that actively includes the participant and their support network. Frontline Supervisors provide sufficient information about the position through a realistic job preview and conducts effective interviews to promote successful hires of direct support professionals.

Skill Statements

- a. Consistent with their employer's practices, the competent FLS uses best practices in recruitment activities to maximize the chances of finding DSPs who are likely to be a good match to the position and the participant.
- b. The competent FLS effectively screens applicants before an interview, and conducts an interview using structured behavioral questions and other assessments based on identified competencies.
- c. The competent FLS develops and uses Realistic Job Previews using the appropriate delivery method for the setting and the participant.
- d. The competent FLS schedules and completes interviews with potential new staff, and makes hiring decisions in partnership with peers, the participant, their family members, and organization staff.
- e. The competent FLS assesses staff functional ability and capacity, ensures health physicals are completed (as required or needed), addresses identified ADA issues, and arranges for criminal background checks and driver's license reviews (as required or needed) for newly hired staff.
- f. The competent FLS supports and advocates for recruitment, admissions and hiring, and retention efforts that ensure a diverse employee pool.
- g. The competent FLS collects, measures, and evaluates turnover, tenure, vacancy rates, and employee job satisfaction (as is appropriate to the work setting), and designs and implements effective interventions to promote retention including improving organizational personnel practices.
- h. The competent FLS recruits and mentors community volunteers and intern students in partnership with the participant.
- i. The competent FLS uses culturally competent practices in recruitment, selection, and hiring.

AREA 7: STAFF SUPERVISION, TRAINING, AND DEVELOPMENT

Frontline Supervisors coordinate and lead competency-based direct support staff training and professional development activities, including coaching and mentoring. Frontline Supervisors conduct performance reviews and are responsible for all aspects of staff supervision, including scheduling and maintaining training records.

Skill Statements

- a. Consistent with the employer's practices, and in partnership with appropriate staff, the competent FLS provides on-boarding to new staff using a variety of orientation strategies, including the use of mentors and peer-to-peer feedback, and coordinates and documents staff participation in orientation, training, and self-directed learning and professional development activities. Note: The Training and Professional Development Workgroup has issued a DSP Training and Onboarding template that may assist in this regard
- b. The competent FLS promote the ongoing competency-based training and development of DSPs by effectively supporting DSPs in creating and updating professional development plans, and sharing resources related to best practices, emerging trends, and evidence-based practices.
- c. The competent FLS provides required training to DSPs on the needs of participant, attending to all relevant rules, regulations, the NADSP Code of Ethics, and other professional codes using a variety of competency-based training methods to address different learning styles.
- d. The competent FLS builds ongoing development of cultural awareness within staff body to promote effective communication and professional relationships.
- e. The competent FLS observes and solicits feedback from DSPs, the participant, and their family regarding DSP training needs, and identifies potential resources and other opportunities for training.
- f. The competent FLS a variety of methods and styles to provide coaching and feedback to DSPs regarding performance issues, including demonstrating correct performance and implementing necessary disciplinary action.
- g. The competent FLS completes staff performance reviews, and/or assists the participant and their family to complete performance reviews, by gathering input from peers, the participant, their family members, and organization as required by policy and procedures.
- h. Consistent with the employer's practices, the competent FLS may complete salary reviews and make recommendations regarding increases and other means of recognition, including opportunities for promotion and staff celebrations.
- i. Consistent with the employer's practices, the competent FLS may develop staff schedules, and/or assist the participant and their family to develop staff schedules,

within budgetary limitations, under union (if applicable) and organizational policies and rules, and in response to the participant needs.

- j. Consistent with the employer's practices, the competent FLS may solicit and approve staff timecards, approve staff leave, and secure staff to fill-in when vacancies occur.
- k. The competent FLS operates and manages multiple sites and remote locations, fostering a common vision of service delivery, and ensuring that DSPs complete core job tasks as required and expected.
- l. The competent FLS completes necessary paperwork for changes in staff status, developing and modifying staff job descriptions as needed, and/or assists the participant and their family to do so.
- m. (if applicable) The competent FLS monitors, reviews, and implements labor contracts, attends labor management meetings, and responds to formal grievances when applicable, including following up on reports of staff injury at work and all workers' compensation related issues.

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AREA 8: SERVICE MANAGEMENT AND QUALITY ASSURANCE

Frontline Supervisors effectively manage and oversee participant services and supports in group service settings, individual, and remote service settings, including compliance with all federal, state, and local rules and regulations, and apply ethical principles related to best practices in services and supports. Frontline Supervisors oversee the management of financial activities within scope of work assignments to ensure continued quality service delivery.

Skill Statements

- a. The competent FLS designs, implements, and evaluates strategies to identify desires, preferences, issues, concerns, and other supports for the participant while respecting the participant's rights.
- b. The competent FLS participates in and responds to issues identified in licensing reviews, audits, and quality assurance monitoring activities
- c. The competent FLS maintains regular contact with the participant, their family members, and support team members regarding concerns identified in participant satisfaction surveys.
- d. The competent FLS effectively communicates (verbally and in writing) in a concise and timely manner, ensuring the privacy of others and using respectful and person-centered language.
- e. When delegating responsibilities, the competent FLS provides instructions and resources to staff to ensure successful completion of tasks.
- f. The competent FLS remains knowledgeable about, and ensures compliance with, all Federal and state rules, regulations, and policies specific to each work setting.
- g. The competent FLS maintains a safe environment by coordinating internal or external services, or performing duties as needed, to ensure maintenance and safety.
- h. The competent FLS prioritizes tasks and responsibilities in order of importance to ensure that deadlines are met, delegating tasks or duties to staff as they are capable of achieving.
- i. Consistent with the employer's practices, the competent FLS manages, or assists in the management of, financial accounts, including participant bills and petty cash accounts as needed and as appropriate according to setting.
- j. Consistent with the employer's practices, the competent FLS manages all required financial documentation, including staff expense reimbursement reports, budget reports, and organization asset and depreciation inventories.
- k. The competent FLS completes annual paperwork to ensure that Medical Assistance, SSI, and other related government benefits are current for the participant, and makes adjustments or establish new per diem rates in partnership with the participant.
- l. The competent FLS solicits the input of the participant and their family in the development of organization policies and procedures as well as federal and state rules and laws.

- m. The competent FLS writes, reviews, and updates organization policies and procedures in response to licensing reviews, changes in rules and regulations, and participant needs.
- n. The competent FLS effectively completes administrative tasks, learning and using technology to promote efficiency.
- o. The competent FLS learns and remains current with appropriate and secured documentation systems, including electronic methods

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AREA 9: ADVOCACY AND PUBLIC RELATIONS

Frontline Supervisors promote public relations by educating community members about the rights of people with disabilities, and advocating for and with the participant for services and opportunities that promote safe, respected, and valued membership in the community.

Skill Statements

- a. The competent FLS promotes self-advocacy when the participant faces barriers to service needs, including educating and lobbying decision-makers.
- b. The competent FLS interacts with and educates community members and organizations when relevant to the participant's needs or services.
- c. The competent FLS identifies strategies and implements methods to improve the status and image of people supported and DSPs.
- d. The competent FLS provides education to community members regarding the organization and people with disabilities, in partnership with the participant advocacy groups and organizational or community efforts.
- e. The competent FLS assists in the development of educational and promotional materials, including newsletters, newspaper articles, brochures, social media, videos, and contacts with media.
- f. The competent FLS collaborates with and maintains relationships with community vendors, landlords, and other service agencies within the community.
- g. The competent FLS demonstrates understanding of current laws, services, and community resources to assist and educate the participant to secure needed supports.
- h. The competent FLS teaches advocacy skills such as record-keeping, calm and objective descriptions of problems, persistence, and utilizing legal services or professional advocates to the participant, DSPs, and families as needed.
- i. The competent FLS remains knowledgeable about systems and advocacy issues in the community, and educates participants, families, and others as needed or desired.
- j. The competent FLS connects people to community resources that can help them with their advocacy issues.

AREA 10: LEADERSHIP, PROFESSIONALISM AND SELF-DEVELOPMENT

Frontline Supervisors maintain professionalism and engage in ongoing self-development and professional development activities. Frontline Supervisors share and receive knowledge from others, support coworkers, and actively participate in the life of their organization.

Skill Statements

- a. The competent FLS employs effective leadership strategies for problem-solving, decision-making and conflict management.
- b. The competent FLS recognizes their own personal biases, stereotypes, and prejudices to maintain objectivity when interacting with others.
- c. The competent FLS demonstrates sensitivity and respect for the opinions, perspectives, customs, and individual differences of others, and actively seeks opinions and ideas from people of varied backgrounds and experiences to improve decisions.
- d. The competent FLS completes duties with integrity by staying focused on the individual being supported, being honest, showing respect towards others at all times, and completing tasks in a timely and effective way.
- e. The competent FLS maintains professionalism by managing own stress, balancing personal and professional life, taking vacations and breaks, and utilizing stress management practices.
- f. The competent FLS completes required training education/certification, and continues professional development and development of expertise by keeping abreast of evidence-based best practices, technology, and relevant resources that will enhance knowledge and leadership in practice.
- g. The competent FLS actively participates in personal professional development plans by identifying occupational interests, strengths, options, and opportunities.
- h. The competent FLS attends and actively contributes to organizational activities, including planning and development activities, and leadership team meetings.

AREA 11: CULTURAL AWARENESS AND RESPONSIVENESS

Frontline Supervisors respect all unique characteristics of participants by providing culturally appropriate supports and services.

Skill Statements

- a. The competent FLS ensures that media and printed information displayed within and disseminated by organization positively reflects the different cultures, languages, and literacy levels of individuals and families supported by organization.
- b. The competent FLS ensures that services are designed and provided in a manner that considers the access needs of individuals with disabilities including individuals that are visually impaired or hard of hearing.
- c. The competent FLS seeks bilingual/bicultural or multilingual/multicultural staff, or volunteers who are skilled in the provision of medical interpretation services, during treatment, interventions, meetings or other events for individuals and families who need or prefer this level of assistance.
- d. The competent FLS intervenes in an appropriate manner when other DSPs or participants within organization are observed engaging in behaviors that show cultural insensitivity, racial biases, and/or prejudice.
- e. The competent FLS recognizes that the meaning or value of health, wellness, preventative health services, and medical treatment may vary greatly among cultures, acknowledging that individuals and families are the ultimate decision makers for services and supports impacting their lives.
- f. The competent FLS seeks information from individuals, families, or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse groups supported by the organization.