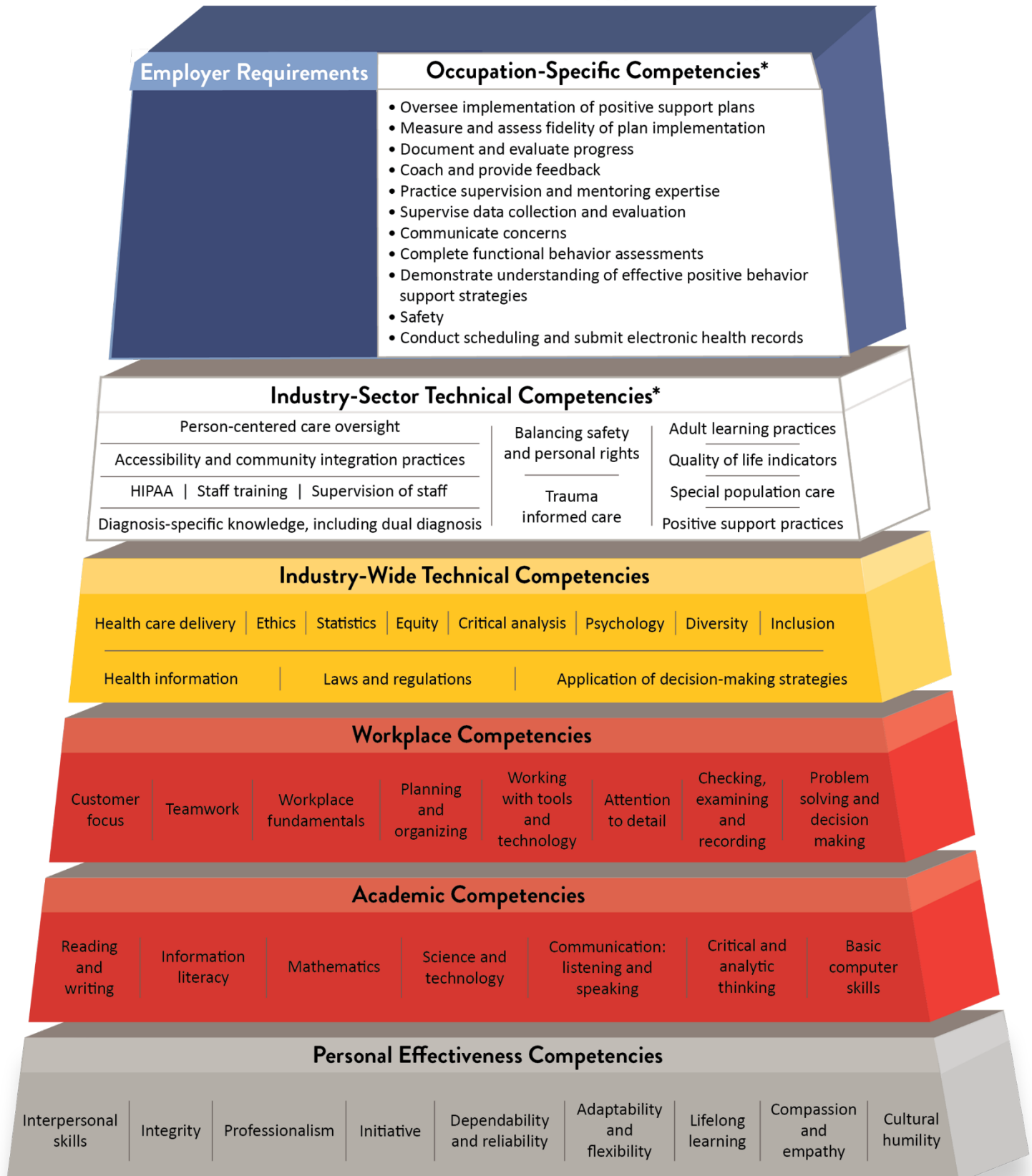


# Minnesota Dual-Training Pipeline

## Competency Model for Health Care Services

### Occupation: Positive Support Analyst



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

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



## Competency Model for Positive Support Analyst

**Positive Support Analyst** – A positive support analyst oversees the consistent implementation and development of the positive behaviour support plan for clients that may exhibit challenging behaviors. The main objective of this service is to assist clients with increasing independence and self-sufficiency within their chosen community. The individual in those role operates under guidelines per *Minn. Statute 245D.03* and *Minn. Rule 9544.0040 Functional Behavior Assessment*.

### Industry-Sector Technical Competencies

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

- **Trauma informed care** – Knowledge on how trauma impacts the physical, mental, behavioral, social, and spiritual aspects for the patient's life and how to align care with the unique circumstances of the patient.
- **Special population care** – Knowledge of care of abuse victims, pediatric and geriatric patients and individuals who exhibit challenging behaviors as well as co-occurring mental disorders or neuro-cognitive disorders.
- **Quality of life indicators** – Ability to measure the quality of an individual's daily life, an assessment of their well-being or lack thereof.
- **Positive support practices** – Knowledge of the process that combines evidence-based practices from applied behavior analysis and other disciplines to resolve behavioral challenges and improve the person's quality of life.
- **Person-centered care oversight** – Understand and supervise staff who have approaches to planning, delivery, and evaluation of care that are grounded in respectful principles that support people in living, learning, working, and enjoying life in the most integrated settings, and living lives that are meaningful, as defined by the person.
- **Accessibility and community integration practices** – Knowledge of the policies, programs, and practices that enable people with disabilities to have a meaningful life.

- **Balancing safety and personal rights** – Ability to find a balance between the need for safety and the person’s legal rights while also ensuring regular opportunities for people to make their own choices.
- **Diagnosis-specific knowledge, including dual diagnosis** – Ability to learn about a person’s condition and how multiple diagnoses might require a unique support need and coordination among multiple disciplines.
- **Adult learning practices** – Knowledge of the principles of adult learning.
- **HIPAA** – Understand the Health Insurance Portability and Accountability Act of 1996 (HIPAA) for standards for electronic health record transactions, privacy and security.
- **Staff training** – Ability to teach employees best practices for providing positive support care and do so through demonstrations and teachings that offer opportunities for continuous improvement.
- **Supervision of staff** – Understand best practices for being an effective supervisor who is tasked with overseeing the day-to-day performance of staff.

## **Occupation-Specific Competencies**

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

- **Oversee implementation of positive support plans** – Understand and oversee staff who are working to implement the person-centered, positive support plan and work to determine how best to see that its objectives are being met.
- **Measure and assess fidelity of plan implementation** - Know how to measure and assess if the plan is being consistently implemented by all members of the care team.
- **Document and evaluate progress** – Understand team support of client progress and intervention while being able to keep record of intervention milestones and setbacks and assess how progress is/ is not moving forward.

- **Coach and provide feedback** – Know how to provide coaching and feedback to the positive support specialist and other team members for behavior management strategies. Observe client behavior in the community, model intervention strategies, and provide behavior training, cueing and feedback to clients and team members.
- **Practice supervision and mentoring expertise** – Ability to oversee a person or group of people engaged in an activity or task and ensure that they perform it correctly.
- **Supervise data collection and evaluation** – Ensure the data collection and evaluation process is appropriate, data is of high quality and evaluation meets expectations.
- **Communicate concerns** – Ability to convey questions and concerns to the support team working with client and the positive support professional.
- **Complete functional behavior assessments** – Understand methods to assess a specific interfering behavior while also understanding why some might engage in that behavior. Follow the requirements of *Minn. Rule 9544.0040 Functional Behavior Assessment*.
- **Demonstrate understanding of effective positive behavior support strategies** – Knowledge to set expectations for people who provide supports.
- **Safety** – Know how to prevent and respond to safety concerns in treatment and care.
- **Conduct scheduling and submit electronic health records** – Know how to schedule appointments for the client as well as how to update and make changes to electronic health records.

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