



CERTIFICATE OF ADVANCED PROFICIENCY (CAP)

The Certificate of Advanced Proficiency (CAP) is a series of Modules that presents the highest level of learning for DSPs. It is a direct follow-up to the Certificate of Initial Proficiency. CAP requires sixty (60) hours of instruction. Additionally, to complete CAP, learners are required to show competence in specific areas through the National Alliance for Direct Support Professionals' (NADSP) E-Badge Academy.

Module 200: Introduction to DSPaths

This Module continues the content begun in CIP Module 100, looking more closely at NADSP's *Competency Areas* and *Code of Ethics*, as well as discussing the benchmarks for successful completion of CAP.

Module 201: Participant Empowerment, Part 1

In this first CAP Module, learners continue conversations about empowering individuals with I/DD. Learners discuss the meaning of empowerment, the importance of empowering relationships, and investigate ways to help build an individual's self-confidence and reverse learned helplessness.

Module 202: Participant Empowerment, Part 2

Learners discuss and demonstrate assertive, aggressive, and passive communication styles. They also investigate the three stages of the choice-making process, particularly when assisting individuals to greater levels of self-determination. Finally, learners discuss the importance of determining and providing the appropriate level and type of support.

Module 203: Advocacy & Promoting Self Advocacy and Self Determination

In this Module, learners describe and demonstrate how DSPs can best advocate for individuals with I/DD. Learners investigate different styles of direct support practice, and group activities and role-playing help develop supportive coaching styles of advocacy. The Module delves into attribution style, internal and external "locus of control," and how maximizing an internal locus benefits goal-directed

decision-making and self-advocacy. Learners also discuss forms of legal advocacy, including guardianship.

Module 204: Promoting Self-Determination & Networking

This Module guides learners through the functions of human services organizations in the community, highlighting their shift from a “needs-based focus” to an “assets-based focus.” An in-depth look at Asset-Based Community Development encourages learners to shift their own directives from exclusively providing professional supports, to incorporating individuals’ assets to facilitate community connections and relationships. Learners research and develop information on community resources which may be relevant individuals’ interests and needs.

Module 205: Education, Training & Self-Development

In this Module learners focus on themselves and evaluate their own strengths, values, and vision. The Module guides learners through the components of a quality planning cycle to help them develop goal-setting skills than enhance both personal and professional assets.

Module 206: Vocational, Educational & Career Support

This Module looks at vocational services and programs for individuals with I/DD. Learners explore best practices and the processes associated with transitioning individuals served from school to work. Learners study how to assist individuals as they determine their job-type preferences, customize employment, and utilize individuals’ skills and preferences while meeting the needs and expectations of their workplaces. This Module also introduces work preparation practices, including job development and job coaching.

Module 207: Crisis Intervention

This Module investigates the phases of a crisis situation. Learners explore crisis prevention by identifying environmental circumstances that can escalate to crisis, and the strategies and skills for interrupting that escalation and intervening. Learners also study post-crisis teaching strategies to help support individuals’ crisis recovery and crisis prevention.

Module 208: Facilitation of Services – Individualizing the Planning Process

This Module investigates effective supports through the person-centered planning process. Learners look at specific person-centered planning techniques that help determine the formal/informal and natural/planned supports provided to individuals. Learners explore their roles as supports facilitators to individuals and as team members.

Module 209: Organizational Participation

In this Module learners explore their roles as members of teams and organizations. Learners examine mission statements and guiding principles to help relate those standards to their day-to-day work. They then design their own individual professional standards to help set work focus and efforts. Learners participate in activities to build skills in interviewing, evaluating, and selecting job candidates. This Module also addresses organizational conflict and conflict management styles, and learners practice conflict resolution techniques and negotiation.

Module 210: Advanced Teaching Strategies, Part 1

This Module emphasizes the importance of knowing the preferred learning styles and communication and sensory preferences of individuals. Learners investigate the importance of incorporating that knowledge when designing, creating, and adapting teaching tools and learning experiences.

Module 211: Advanced Teaching Strategies, Part 2

This Module focuses on particular skills, like completing a procedural task analysis and flow chart prior to teaching a new skill, and understanding the use of a prompting hierarchy. Learners investigate techniques for ensuring that individuals generalize the skills they have been taught, and for evaluating their own teaching effectiveness.

Module 212: A Closer Look at Autism

Learners in this Module discuss characteristics common to different types of Autism Spectrum Disorder (ASD) diagnoses. Additionally, learners explore how ASD is diagnosed and its prevalence. The Module also covers specific challenges shared by individuals with ASD, and how DSPs can best assist individuals over those hurdles.

Module 213: Trauma Response

In this Module, learners develop skills to identify and consider an individual's history of traumatic experiences as a means of gaining insight into the origins and patterns behind actions and behaviors. With this understanding, learners can support an individual in a manner that promotes healing, recovery, and emotional well-being.

Module 214: Supporting Successful Community Living – Adaptive Equipment, Environmental Modifications & Supportive Therapies

This Module explores the variety of high- and low-tech assistive devices and therapy services available to individuals with I/DD. Learners develop skills in assessing individuals' needs and assets and facilitating appropriate supports. Learners study the processes for obtaining and securing funding for assistive equipment and therapies.

Module 215: Supporting Successful Community Living – Assisting People to Direct Their Own Supportive Services

In this Module, learners investigate how to best work with their employers' structures and policies to maximize individuals' direction of their own support and services. Learners identify and discuss strategies to assist individuals' participation in the recruitment, training, and management of support staff, including helping individuals identify their own needs, preferences, and priorities.

Module 216: Team Conflict Resolution & Problem Solving

This Module looks at team conflict and discusses communication tools and techniques that help – or harm – team dynamics. Learners evaluate conflict resolution styles and problem-solving processes, and focus on those that are most likely to create “win-win” solutions and safe team environments, where healthy problem-solving and conflict resolution is the norm.

Module 217: Overview of Entitlement Benefits

This Module introduces learners to entitlement programs and provides a working understanding of governmental needs-based benefits and the agencies that administer them. Learners study the basics of Social Security Disability Insurance and Supplemental Security Income, and how to identify individuals' eligibility for

governmental needs-based benefits, how to compute a person's benefit amounts, and how to apply for and maintain benefits, etc.

Module 218: The Direct Support Professional as Leader

Learners in this Module continue their examination of the components of mission statements and dive more deeply into how these declarations correlate to day-to-day work. Learners also identify important information provided by applications, resumes, and interviews that help evaluate and select candidates best suited to the open positions. The Module also reviews appropriate professional interview practices. Learners also discuss best practices of effective leaders.

Module 219: The Direct Support Professional as Mentor

In this Module learners investigate their role as mentors to other professionals in the I/DD field. Learners study the qualities and abilities of effective mentors, including guiding mentees with open-ended questions, offering constructive feedback supported by specific observations, and using their own experiences to personalize interactions.

For more information, contact inquiries@oadsp.org.