

Developmental Disabilities Direct Support Professional (DSP) and Supervisor Complex Support Competencies Checklist

(for **DBHDS-Licensed** DD Waiver providers of Agency-Directed Personal Assistance, Agency-Directed Companion, Agency-Directed Respite, Center-based Crisis Services, Community-based Crisis Services, Crisis Support Services, Community Engagement, Community Coaching, Group Day Services, Group Home Residential, Independent Living Supports, In-Home Support Services, Sponsored Residential, Supported Living Residential, and Workplace Assistance)

The **Complex Support Competencies Checklist** ensures consistent, advanced competency among DSPs and supervisors serving individuals with complex health, behavioral, or autism-related needs in DBHDS-licensed DD waiver services. It is aligned with Virginia DD waiver orientation requirements and incorporates prior DBHDS checklists and Virginia Autism Council competencies.

This checklist builds on the Basic Competencies and applies to staff supporting individuals with complex needs. Staff complete the Basic Competencies before moving on to the Complex Support Competencies. This checklist applies to DSPs and DSP supervisors supporting individuals with complex health, behavioral, or autism-related needs—identified as Tier 4 on the Supports Intensity Scale (SIS), including SIS-A® and SIS-C® levels 5–7 and SIS-A® 2nd ed. levels 4, M, and B. Staff meet the basic competencies before completing the complex ones.

The competency areas included in this checklist are:

- Foundational skills relevant to complex health, behavior, and autism-related needs
- Complex health supports
- Complex Behavioral supports
- Autism supports

Direct Support Professional (DSP) refers to staff members identified by the provider as having the primary role of assisting an individual on a day-to-day basis with routine personal care needs, social support, and physical assistance in a wide range of daily living activities so that the individual can lead a self-directed life in their own community.

The checklist documents required DD waiver competencies and helps ensure supports align with individual goals, health, safety, and community inclusion. Supervisors verify DSP proficiency; directors (or designees) verify supervisor proficiency. The checklist's elements may be developed into an electronic format and integrated into agency practices, provided they fully reflect training, competencies, skills, and related observations.

The Training Received checkboxes under each competency are for recording the type of formal and informal training efforts related to the competency. **DSPs and their supervisors must demonstrate proficiency within 180 days of hire or of beginning work with a person with complex needs.** Training may be 1:1, group-based, or formal education; records must be maintained (i.e. attendance records, certificates or transcripts, completed course content, etc.).

Required Topics for Advanced Competency Training Content

Health: Confidentiality; professional collaboration; communicating health information; documenting health information; relationship between physical and mental health; common risk factors for DD-related health conditions; universal precaution procedures; performing delegated tasks; supporting

Virginia's identified risks for people with DD including: skin care (pressure sores; skin breakdown), aspiration pneumonia, falls, urinary tract infections, dehydration, constipation & bowel obstruction, sepsis, and seizures; providing direct care to individuals with complex health care needs (e.g. ADL's, positioning, care of Durable Medical Equipment, and specialized supervision with appropriate responses to health parameters set by the health professional.

Autism: General characteristics of autism; dual diagnosis; environmental modifications/ assessments; communication supports and strategies; social skills, peer interactions, and friendship; sensory integration; life span supports.

Behavioral: Ethical practices (practicing within scope); function and purpose of behavior; replacement behavior training; positive behavior support; behavioral prevention; dual diagnosis; data collection (goal and purpose); ruling out medical concerns for behavior.

The **Implemented Skills** column provides space to indicate staff ability based on direct observations during the 180-day period while identifying strengths and needs. DSPs or supervisors may demonstrate one of four levels of ability, which progresses from a basic understanding to proficiency:

- **Basic understanding:** The staff is able to communicate a fundamental understanding of the skill or action.
Developing: The staff is in the process of establishing the ability or is showing some, but not all, aspects of the skill or action in practice.
- **Competent:** The DSP demonstrates all of the skills or actions, but not on a routine basis as appropriate to the skill or action. Low level of supervision needed.
- **Proficiency Confirmation:** The DSP demonstrates all aspects of the skill or action on a routine basis in practice as appropriate to the skill or action. Proficiency establishes an ongoing level of ability; a DSP or Supervisor is able to describe the skills to someone else; minimal supervision needed.

DSPs and supervisors are deemed competent once all related skills and behaviors have been confirmed and indicated on the checklist, including noting as not applicable (NA) in the comment column if an action related to any skill does not apply in the current role. Proficiency is established when the skills are observed over time and each area must be confirmed as proficient within 180 days. Each competency must be dated and initialed by the supervisor for DSPs or the agency director (or designee) for supervisors

Competencies must be reconfirmed annually through a signed attestation and maintained in staff files for review. If a DSP or supervisor is deficient in any competency, the provider must document corrective actions, and the date ability is restored per [12VAC30-122-180](#). Agencies with DSPs or supervisors who fail to meet orientation or competency requirements will be referred to DMAS Program Integrity, which may include financial repayment to Medicaid.

A new checklist is required every five years, or sooner if competencies are revised, restarting the five-year cycle.

Foundational Competency (Required for all)

Demonstrates foundational skills relevant to complex, health, behavior, and autism-related needs

Training Received:	☐ 1:1 ☐ Group ☐ Formal Education
Start Date (hire date):	
Date confirmed proficiency:	
Approver's initials:	

Skills	DSP	Supervisor	3a. All skills below must be marked as proficiency confirmed within the 180-days when accepting new individuals with an complex health, behavior or autism needs.	3b. Comments: This column is for entering comments that support progress toward confirmation of proficiency.
1.1 Describes how things like a person's gender, race, income, disability, or known medical conditions affect their health. Also, can share examples of what health problems a person might face due to these factors and what kind of care or support they might need.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
1.2 Describes steps needed to bring together support team members, and consultants as needed, to address issues or concerns.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
1.3 Recognizes limits in own knowledge and seeks additional guidance and education as needed.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
1.4 Articulates agency policies related to the individual's capacity to consent or decline treatment and the inclusion of supported decision maker(s) as applicable in this process.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
1.5 Supervisory skill: Ensures that Direct Support Professionals have received training developed or approved by qualified professionals in the appropriate field (i.e. health training from a registered nurse, autism training from licensed behavior analyst).	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
1.6 Supervisory skill: Consistently uses appropriate resources to guide DSPs in supporting the evolving and complex health, behavior, and sensory needs of persons receiving services.	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:

1.7 Supervisory skill: Identifies when DSPs do not understand or are unable to offer appropriate health and/or behavioral supports and adjusts assignments accordingly.	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
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Complex Health Competency

Demonstrates proficiency in providing complex health supports

Training Received:	☐ 1:1 ☐ Group ☐ Formal Education
Start Date (hire date):	
Date confirmed proficiency:	
Approver's initials:	

Skill	DSP	Supervisor	3a. Implemented Skills: All skills below must be marked as proficiency confirmed within the 180-day period following hire or within 180-days when accepting new individuals with any complex health, behavior or autism needs.	3b. Comments: This column is for entering comments that support progress toward confirmation of proficiency.
2.1 Can describe healthcare roles to include Primary Care Physician, Occupational Therapist, Physical Therapist, Speech Therapist, Nursing, Behaviorist, Gastroenterologist, and Neurologist and relate these roles to Identified and Potential Risks included in the ISP.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.2 Accurately communicates the reason for a protocol and actions that need to be taken (i.e. "Johnny has diabetes, his blood sugar this morning was 305, and the doctor's orders and protocol state to call the office if his blood sugar is greater than 250").	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.3 Provides timely, thorough, and complete documentation of health-related issues.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.4 Demonstrates an understanding of the relationship between physical and mental health as evidenced by stating an example of a mental health condition's effect on physical health and an example of a physical health condition's effect on mental health.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:

2.5 Demonstrates consistent use of applicable personal protective equipment and practicing good hand hygiene.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.6 Meets competency requirements and maintains competency for health-related delegated tasks as evidenced by adhering to protocols and procedures, monitoring competency/certification expiration dates, and proactively seeking competency reassessments and/or recertifications.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.7 Verbalizes, recognizes, and monitors complex health conditions for people with developmental disabilities (skin integrity/pressure injury, aspiration pneumonia, falls, bowel obstruction, sepsis, seizure, urinary tract infections, and dehydration) and states the DSPs role in reducing risk, recognizing, and seeking timely medical attention for them.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.8 Demonstrates ability to provide safe and effective care to people with complex health care needs as evidenced by following appropriate protocols and procedures related to supporting people with their activities of daily living, positioning, and maintaining clean, functional, and safe durable medical equipment.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.9 Supervisory skill: Provides Direct Support Professionals with opportunities to practice and maintain proficiency in skills as evidenced by designating time for hands-on skill practice, simulated skill demonstrations, competency practice sessions, mock 911 drills, etc.	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.10 Supervisory skill: Recognizes the need and seeks additional resources for complex healthcare situations that pose ethical dilemmas as evidenced by observing the potential violation of a person's rights or conflict of interest and referring to appropriate subject matter experts and/or agency's leadership (i.e. a person with a supported decision maker is ordered to adopt a diabetic diet through a physician and chooses not to adopt it).	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
2.11 Supervisory skill: Identifies and executes a medication reconciliation process as indicated (for hospital discharges, medication changes etc.) and notifies appropriate parties (PCP, Support Coordinator, other treatment team members).	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:

Complex Behavioral Competency

Demonstrates proficiency in providing behavioral supports

Training Received:	☐ 1:1 ☐ Group ☐ Formal Education
Start Date (hire date):	
Date confirmed proficiency:	
Approver's initials:	

Skill	DSP	Supervisor	3a. Implemented Skills: All skills below must be marked as proficiency confirmed within the 180-day period following hire or within 180-days when accepting new individuals with any complex health, behavior or autism needs.	3b. Comments: This column is for entering comments that support progress toward confirmation of proficiency.
3.1 Supports the person's independence, choice and control, by providing only as much support as the person needs to engage in the ways they choose and is always teaching the specific skills that will help the person to be more independent.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.2 Assists in discussion with team members, including family and the person being supported, in prioritizing areas of concern (e.g. related to social significance) with behavior(s) that are having the most impact on the individual's life.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.3 Documents any incidents of challenging behavior in accordance with existing plans and policies. Follows documentation protocol for special incident reporting and contacts appropriate team member(s) or supervisor(s).	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.4 Describes role in following behavior support plans, follows them as written and gives appropriate and timely feedback to plan writers regarding barriers and effectiveness.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.5 Describes the role of the local Human Rights Committee, as well as the role of the regional Human Rights Advocate, the difference between restrictions that have been reviewed and those that have not and reports any use of restrictive procedures not approved to supervisor or local Human Rights Committee as required.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.6 Ensures communication with the person being supported reflects each person's preferred style (e.g. vocal, written, ASL, pictures, etc.) and includes clearly and respectfully communicating expectations based on the time and place and checking with the person to ensure they understand those expectations to reduce stressful situations.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:

3.7 Recognizes early signs of frustration or confusion and helps the person being supported identify ways to self-manage frustration and communicate needs effectively.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.8 Recognizes conditions in the setting associated with challenging behaviors for each person, and plans accordingly to avoid those conditions, or supports the person in those situations while teaching or reinforcing more effective responses/coping skills to the environmental conditions.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.9 Recognizes when a situation has become unsafe and could lead to a potential crisis, or the person needs more assistance. Takes steps to respond in a way that protects the person and those around them. Be familiar with and implement a crisis plan, if needed.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.10 Provides access to preferred items, activities, and types of attention that are not required to be earned.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.11 Demonstrates techniques identified in a behavior support plan to help the individual develop new skills and behaviors as an alternative to challenging behaviors.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.12 Collects data as specified in the behavior support plan so that the interventionist may evaluate the behavior plans effectiveness.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.13 As a last resort only, uses agency approved crisis techniques as required by individual agency policy.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
3.14 Stays calm, focused, and supportive of the person and the person's needs when engaging around challenging behavior.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:

Autism Competency

Demonstrates proficiency in providing autism supports

Training Received:	☐ 1:1 ☐ Group ☐ Formal Education
Start Date (hire date):	
Date confirmed proficiency:	
Approver's initials:	

Skill	DSP	Supervisor	3a. Implemented Skills: All skills below must be marked as proficiency confirmed or not applicable within the 180-day period following hire or within 180-days when accepting new individuals with any complex health, behavior or autism needs.	3b. Comments: This column is for entering comments that support progress toward confirmation of proficiency.
4.1 Describes common characteristics of autism (social communication, social interaction, repetitive, specialized, focused, or intense patterns of behavior, interests, or activities) and the impact on the person's life.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.2 Understands the impact of common medical issues (ex: seizure disorders, chronic ear infections, chronic constipation or urinary tract infections) and treatments (ex: psychotropic medications and possible side effects, use of special diets) for persons with autism.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.3 Observes for and shares observations regarding possible changes in status with the team, which includes the person being supported, any representative and others as desired by the person, when dual diagnosis (two or more diagnoses e.g. developmental disability and serious mental illness) is suspected.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.4 Proactively prepares for sensory responses of the person to the environment (ex: providing a distinct space for the individual to engage in quiet, calming, or sensory based activities).	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.5 Explains how different visual tools (e.g. break cards, rule cards, stories, and scripts) share information, set expectations, and help the person become more independent and make it easier for them to get ready for changes or new activities.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.6 Ensures the use of evidence-based practices (ex: modeling, prompting, shaping, cueing, and assistive technology) to teach the person how to use the visual supports.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:

4.7 Provides enough processing time for the person to respond when communicating.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.8 Arranges the setting in a manner that maximizes the chances that the person will understand routines and common expectations in the setting.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.9 Empowers people supported to communicate for different reasons, to a variety of people, and settings.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.10 Uses different tools like pictures, objects, devices that create speech, gestures, signs, and text to help people communicate.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.11 Gathers objective, well-documented data on communication and social-skill behaviors and organizes it in a clear, reliable manner.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.12 Uses specialized social skills strategies (ex: anger and stress management techniques, social narratives, mentoring, shaping, natural environment teaching, video-modeling) to teach social skills, and to foster social interest and interaction.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.13 Models appropriate behavior for different social contexts and relationships across settings (ex: when interacting with strangers, associates, friends, and significant others).	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.14 With the individual's consent, educates and trains others to interact appropriately and effectively with the individual.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.15 Assists the individual to create activities they enjoy using their strengths in order to contribute to their community.	•	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:

4.16 Supervisory skill: In consultation with the behavioral provider and team, uses data and ongoing assessments to modify strategies as needed to promote communication and social skills in various settings.	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.17 Supervisory skill: Describes the seven senses (sight, hearing, taste, smell, touch, body awareness, and balance) and the varying patterns of sensitivity to sensory input.	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.18 Supervisory skill: Describes the relationship between sensory processing and behavior.	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.19 Supervisory skill: Teaches direct service staff, professionals and family to implement social skill strategies and social integration in a variety of settings and in accordance with clinical recommendations/established plans if present.	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:
4.20 Supervisory skill: Describes the person's form of communication (ex: verbal, gestures, visuals) and how to obtain an assessment and authorization for augmentative communication options that are based on the individual's needs, preferences and strengths.	n/a	•	☐ basic understanding ☐ developing ☐ competent ☐ proficiency confirmed	Comments:

Year 1

If at any time a DSP or DSP Supervisor is found to be deficient in any competency area, the provider must document actions taken and the date that restoration of ability is confirmed pursuant to 12VAC30-122-180. Proficiency is confirmed as indicated by signatures and dates signed below. **Signatures below indicate proficiency confirmed for all applicable skills above.**

Foundational and ☐ Health ☐ Behavior ☐ Autism

Employee's Printed Name

Employee's Signature

Date

Supervisor's Printed Name

Title

Supervisor's Signature

Initials Date

These competencies must be reaffirmed annually through a documented statement by the supervisor for DSPs, or the agency's director (or designee) for supervisors. Providing a signature and date of review confirms that the DSP or supervisor continues to meet these competencies. The following sample format may be utilized for three consecutive years before a new checklist is needed for updates. **A new competency checklist form must be completed in the fifth year.**

I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors listed above. If at any time a DSP or DSP Supervisor is found to be deficient in any competency area, documentation will support the actions taken and the date that restoration of ability is confirmed pursuant to 12VAC30-122-180. I understand that a new checklist is required at least every five years to include within one year of checklist revisions that include changes to these skills and/or competencies. My signature below indicates continued competence in the foundational competency, as well as the following advanced competency areas:

YEAR 1 Updates

Use these additional signatures to reconfirm competencies that were remediated during year one after initial checklist confirmation, if needed.

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

The following pages provide a way to record years two, three, and four.

Annual DSP Competencies Assurance

I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors listed above. If at any time a DSP or DSP Supervisor is found to be deficient in any competency area, documentation will support the actions taken and the date that restoration of ability is confirmed pursuant to 12VAC30-122-180. I understand that a new checklist is required at least every five years to include within one year of checklist revisions that include changes to these skills and/or competencies. My signature below indicates continued competence in the foundational competency, as well as the following advanced competency areas:

YEAR 2

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Use these additional signatures for competencies met after initial completion.

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Annual DSP Competencies Assurance

I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors listed above. If at any time a DSP or DSP Supervisor is found to be deficient in any competency area, documentation will support the actions taken and the date that restoration of ability is confirmed pursuant to 12VAC30-122-180. I understand that a new checklist is required at least every five years to include within one year of checklist revisions that include changes to these skills and/or competencies. My signature below indicates continued competence in the foundational competency, as well as the following advanced competency areas:

YEAR 3

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Use these additional signatures for competencies met after initial completion.

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Annual DSP Competencies Assurance

I have observed that the employee continues to meet DBHDS-standards by demonstrating the skills and behaviors listed above. If at any time a DSP or DSP Supervisor is found to be deficient in any competency area, documentation will support the actions taken and the date that restoration of ability is confirmed pursuant to 12VAC30-122-180. I understand that a new checklist is required at least every five years to include within one year of checklist revisions that include changes to these skills and/or competencies. My signature below indicates continued competence in the foundational competency, as well as the following advanced competency areas:

YEAR 4

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Use these additional signatures for competencies met after initial completion.

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Foundational and ☐ Health ☐ Behavior ☐ Autism

Supervisor's Printed Name

Title

Supervisor's Signature

Initials

Date

Complete a new checklist for Year 5.