Enabling Skills and Competencies Framework (Disability Sector Professionals)

Skills to guide Disability Sector Professionals in effectively supporting and/or providing training for persons with disabilities

ENABLING ACADEMY
by SG Enable

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Abbreviations

Abbreviation	Term
CCS	Critical Core Skills
CF	Competency Framework
EMP	Enabling Masterplan
EY	Ernst & Young Singapore
FGD	Focus Group Discussions
PwDs	Persons with Disabilities
SEN	Special Education Needs
SFw	Skills Framework
DSP	Disability Sector Professionals
SSAs	Social Service Agencies
SSG	SkillsFuture Singapore
TSC	Technical Skills Competency
WHO	World Health Organisation

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1 | Introduction and Background

1

Persons with disabilities and their caregivers are **supported by a network of professionals,** each with different expertise. These sector professionals work with persons with disabilities and their caregivers to support them in areas such as healthcare, education and employment among others.

2

In addition to their domain expertise in areas such as Allied Health or Education, these professionals **require a tailored set of competencies** to work with persons with disabilities in a way that is sensitive to their needs and background. This demographic has unique needs, concerns and characteristics and disability **sector professionals must be able to personalise their approaches** to deliver the best service or support.

3

Therefore, our Enabling Skills and Competencies Framework (Disability Sector Professionals) sets out the competencies that professionals need to be able to **deliver the best support to persons with disabilities.** This is also aligned to the Enabling Masterplan (EMP) 2030, where one of the enablers of success is to raise the capability of the disability sector to deliver high-quality, evidence-based and person-centric services

4

To better support the EMP2030 in **enhancing capabilities and effectiveness of manpower** in the disability sector, including professionals such as psychologists, therapists, social workers, as well as care and programme staff, our Enabling Skills and Competencies Framework (Disability Sector Professionals) also serves as a **guide to training providers in creating courses specially tailored for the disability sector professionals**. This ensures that professionals can continue to upskill and deepen their knowledge in disability-centric issues and approaches.

1.1 | Aims and Audience

- The following provides a summary of the intended audience for the Enabling Skills and Competencies Framework (Disability Sector Professionals) and how individuals can utilise it

Disability Sector Professionals

- To <u>identify and develop the knowledge and skills disability sector professionals</u> require to better meet the needs of persons with disabilities and develop in their careers

- To <u>improve and uplift the level of care and service provided by professionals</u> working in the disability sector, ensuring that all persons with disabilities receive the appropriate level of support

Training Providers

- To provide guidance for the <u>design and development of curriculum</u> for disability training programmes to suit the needs of sector professionals working in the disability sector

1.2 | List of Disability Sector Professionals

Roles explored in the Enabling Skills and Competencies Framework (Disability Sector Professionals) because they work closely with persons with disabilities

Care Staff ✖

Care staff provide physical and emotional support to persons with disabilities according to the care plans developed by social service and/or healthcare professionals, such as assisting in daily living activities, performing housekeeping tasks and facilitating social and leisure activities

Job Coach ✖

Job coaches work with persons with disabilities to facilitate their transition to work. They design and implement support strategies to help them secure and sustain employment

Programme Coordinator ✖

Programme coordinators conduct programmes in the areas of care needs, learning and enrichment to suit the needs of persons with disabilities

Social Entrepreneur ✖

Social enterprises/entrepreneurs in the disability sector employ, train or create products and services for persons with disabilities (with reference to the Singapore Centre for Social Enterprises)

SPED Professionals ✖

Teachers in SPED schools and Special Education Needs (SEN) officers teach students with special needs and equip them with essential life skills. They also work with their caregivers and families to provide support to students in areas such as transition planning, accommodations, and coordinating with social service agencies (SSAs)

Therapist ✖

Therapists (occupational therapists, physiotherapists, speech therapists, and rehabilitation specialists) work to address the total well-being of persons with disabilities through individualised intervention strategies that aim to enhance their communication, motor, cognitive, social, functional and adaptive skills

Social Worker ✖

Social workers work with persons with disabilities to help them achieve their fullest potential, provide them with opportunities to participate and contribute to the community, and provide their families with the support they need

Vocational Skills Trainer ✖

Vocational Skills Trainers formulate vocational / life skills training plans for young adults with special needs and monitor their performance on-site to ensure it translates into successful transition at the workplace

Enabling Skills and Competencies Framework (Disability Sector Professionals)

2.1 | Development of Competencies

The Enabling Skills and Competencies Framework (Disability Sector Professionals) is organised into 5 distinct domains. These domains represent various categories and encompass a range of skills necessary for disability sector professionals to provide better care and support to persons with disabilities.

When developing the competencies, we took reference from the following materials: SGE Training Roadmap for Disability Employment Professionals (DEPs), SSG Healthcare and Social Service Skills Frameworks, MSF Care and Programme Staff Competency Framework and MOE SPED Teachers Framework (The SPED Teaching Profession: Journey of Excellence. A Development Guide for Teachers). This was further supplemented with desktop research on sector professionals' critical job tasks and international frameworks to ensure comprehensive coverage of competencies for the disability sector professionals.

Stakeholders consulted:

Persons with Disabilities	Caregivers	Disability Sector Professionals
Social Service Agencies	Ministries	Employers
Training Partners	Institutes of Higher Learning	

These groups play crucial roles in supporting persons with disabilities, working closely together on various initiatives such as job support and training programmes.

Process:

Dec 2022 – Apr 2024

The engagement process involved both Focus Group Discussions (FGDs) and 1-to-1 interviews, conducted over a period of seven months in physical and virtual settings.
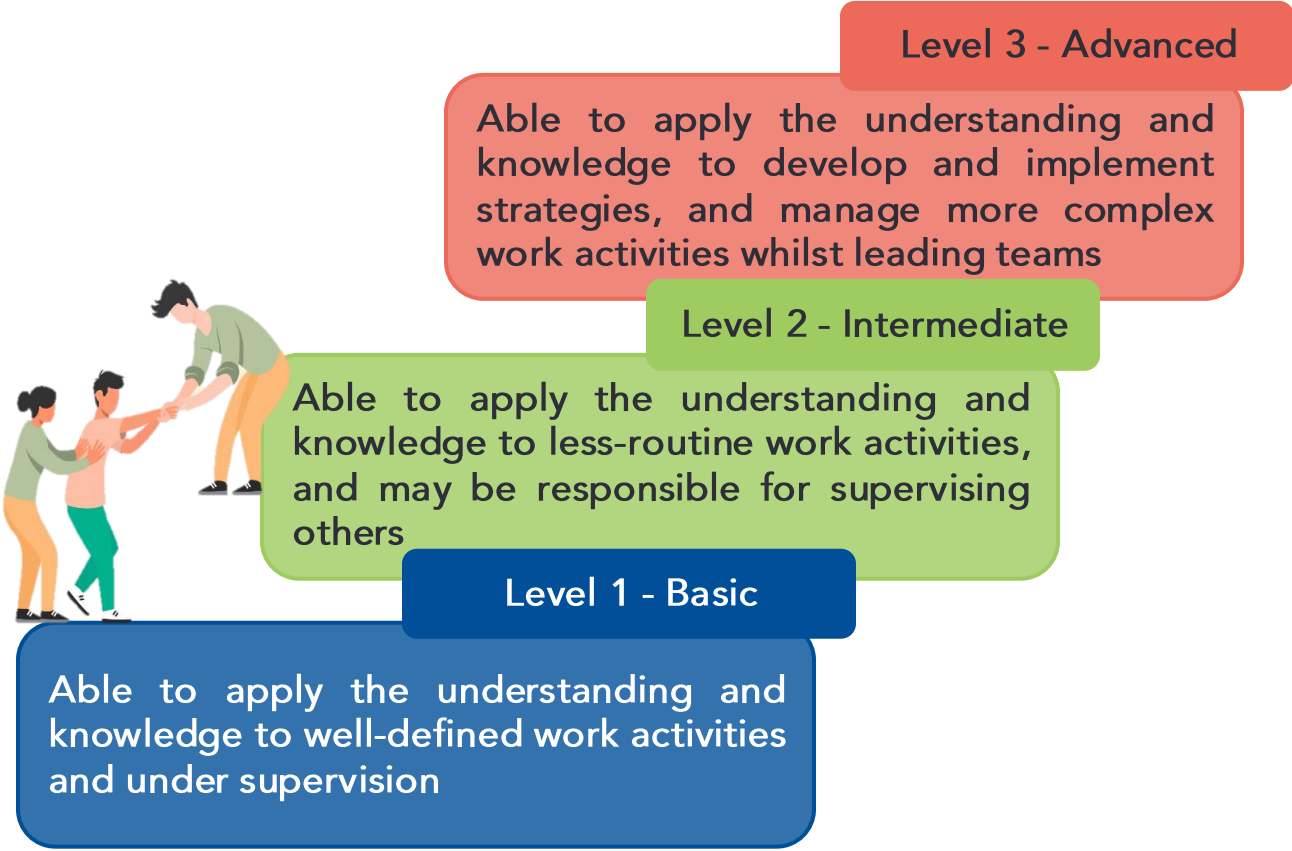
2.2 | Structure of the Framework

Progression Level

The Enabling Skills and Competencies Framework (Disability Sector Professionals) has **3 proficiency levels.** The progression levels have been developed with reference to SG Enable's Training Roadmap for Disability Employment Professionals and SSG's Technical Skills and Competencies.

These levels correspond to a progressive, cumulative increase in knowledge, complexity, and the extent of supervision. Each competency within the framework is accompanied by detailed descriptions at each level.

For instance, an individual who requires **proficiency level 3** competency **is assumed to have acquired the knowledge and abilities encompassed within proficiency level 1 and 2.**

Level 3 - Advanced

Able to apply the understanding and knowledge to develop and implement strategies, and manage more complex work activities whilst leading teams

Level 2 - Intermediate

Able to apply the understanding and knowledge to less-routine work activities, and may be responsible for supervising others

Level 1 - Basic

Able to apply the understanding and knowledge to well-defined work activities and under supervision

2.3 | Overview of Domains

The Enabling Skills and Competencies Framework (Disability Sector Professionals) has **5 domains** covering **10 competency areas** and **22 sub-competency areas**. Each domain contains competency areas required of disability sector professionals supporting persons with disabilities and/or their caregivers. While the Enabling Skills and Competencies Framework (Disability Sector Professionals) is designed to supplement information from the various sources for professionals in the disability sector, these 5 domains focus on the knowledge and skills necessary in providing direct care and support to persons with disabilities and their caregivers.

Educate on the disability profiles

This domain covers areas such as the understanding of various disability profiles (e.g., their needs, concerns) and general accommodations that would be useful for them (e.g., assistive technology)

Educate on risk, legislation and safeguards for persons with disabilities

This domain covers legislations and safeguarding strategies for sector professionals to identify and manage risks and safeguard the well-being of persons with disabilities

Provide individualised care for persons with disabilities

This domain covers skills that disability sector professionals should equip to better support them in providing person-centred care for persons with disabilities based on their unique needs, such as working collaboratively and supporting a safe and inclusive culture

Collaborate with other stakeholders

This domain covers skills related to working collaboratively with other professionals and stakeholders involved in the care of persons with disabilities

Adopt techniques to care for self

This domain covers stress management techniques and self-care strategies that disability sector professionals can adopt to maintain physical and mental well-being while working in the disability sector

Legend:

▢ (blue)	SSG Skills Framework
▢ (green)	MSF Care and Programme Framework
▢ (pink)	The SPED Teaching Profession: Journey of Excellence. A Development Guide for Teachers
▢ (yellow)	Enabling Skills and Competencies Framework (Disability Sector Professionals)

Job roles WITH existing SFws
*These professionals may continue using their **existing SFws as the primary source** of reference. Our Enabling Skills and Competencies Framework (Disability Sector Professionals) will serve as a supplementary guide focusing on disability-specific skills*

Job roles WITHOUT existing SFws
*These professionals may use our Enabling Skills and Competencies Framework (Disability Sector Professionals) as a **primary source** of reference for disability-specific skills and generic skills*

Domain	Competency Area	Sub-Competency Area	Therapist	Programme Coordinator	Care Staff	Social Worker	SPED Professionals	Job Coach	Vocational Skills Trainer	Social Entrepreneur
Domain 1: Educate on the disability profiles	Understand disability profiles	Understand disability profiles	√	Understand disability/ identifying red flags		√	Functional competencies (disability profiles)	√	√	√
	Diversity awareness and management of persons with disabilities	Behavioural management techniques	√	√	√	√	Pedagogy	√	√	
		Manage perceptions of persons with disabilities	√	√	√	√	√	√	√	√

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Domain	Competency Area	Sub-Competency Area	Therapist	Programme Coordinator	Care Staff	Social Worker	SPED Professionals	Job Coach	Vocational Skills Trainer	Social Entrepreneur
Domain 2: Educate on risk, legislation and safeguards for persons with disabilities	Safeguard persons with disabilities	Promote independence and informed choice	√			√				
		Safeguard persons with disabilities' safety	√	Ethics, values & legislation / Ethics, values & legislation		√				
		Emergency response plans for persons with disabilities	√	First aid	First aid	First aid	√	√	√	√

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Domain	Competency Area	Sub-Competency Area	Therapist	Programme Coordinator	Care Staff	Social Worker	SPED Professionals	Job Coach	Vocational Skills Trainer	Social Entrepreneur
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Support persons with disabilities with mental health conditions	√		√	√	√			
		Understand and implement assistive technology (AT)	√			√	√	√	√	
		Goal-setting with persons with disabilities	Goal setting in rehabilitation therapy			√	Assessment	√		
		Assist with activities of daily living (adls)	√		Care assistance / Care assistance					

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Domain	Competency Area	Sub-Competency Area	Therapist	Programme Coordinator	Care Staff	Social Worker	SPED Professionals	Job Coach	Vocational Skills Trainer	Social Entrepreneur
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Holistic intervention planning for persons with disabilities	1. Intervention planning in OT/speech therapy 2. Development on intervention plan in physiotherapy			√	√	√		
		Relationships, sexuality and sexual health	√	√	√	√	√			

Legend:

(light blue)	SSG Skills Framework
(light green)	MSF Care and Programme Framework
(light red)	The SPED Teaching Profession: Journey of Excellence. A Development Guide for Teachers
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Domain	Competency Area	Sub-Competency Area	Therapist	Programme Coordinator	Care Staff	Social Worker	SPED Professionals	Job Coach	Vocational Skills Trainer	Social Entrepreneur
Domain 3: Provide individualised care for persons with disabilities	Employment support for persons with disabilities	Assess suitability of employment opportunities						√		
		Employment support programmes and initiatives	Programme design, programme delivery	Programme development, evaluation and implementation / Programme development, evaluation and implementation	Social service programme development, evaluation and implementation		√	√	√	
		Coach persons with disabilities			Para-counselling	√		√	√	

Legend:

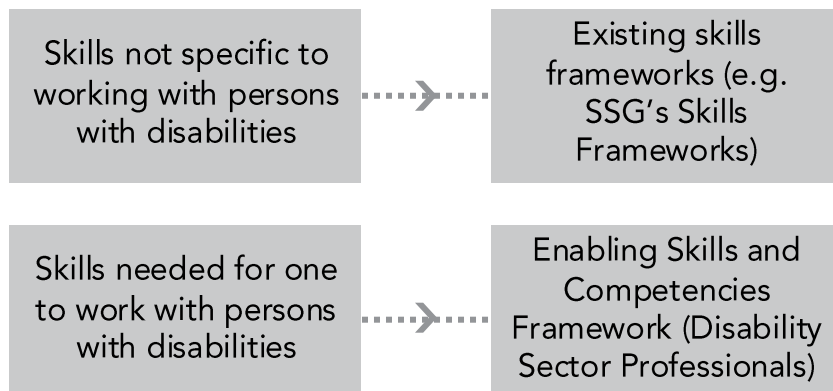|	
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Domain	Competency Area	Sub-Competency Area	Therapist	Programme Coordinator	Care Staff	Social Worker	SPED Professionals	Job Coach	Vocational Skills Trainer	Social Entrepreneur
Domain 3: Provide individualised care for persons with disabilities	Communicate with persons with disabilities and families	Effective communication with persons with disabilities	Effective client communication			√	Collaboration and partnership with stakeholder	√	√	√
		Engagement with support networks of persons with disabilities	Effective client communication		Family and caregiver engagement	√	Collaboration and partnership with stakeholder	√	√	
	Promote participation and inclusion	Support for inclusion and community participation	√			√				

Legend:

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Job roles WITHOUT existing SFws
*These professionals may use our Enabling Skills and Competencies Framework (Disability Sector Professionals) as a **primary source** of reference for disability-specific skills and generic skills*

Domain	Competency Area	Sub-Competency Area	Therapist	Programme Coordinator	Care Staff	Social Worker	SPED Professionals	Job Coach	Vocational Skills Trainer	Social Entrepreneur
Domain 4: Collaborate with other stakeholders	Collaborative practices	Collaborate inter-professionally	Inter-professional collaboration	Collaborative practices across disciplines and sectors			Teamwork and team building	√	√	√
				Collaborate practices						
		Stakeholder management		Stakeholder management	Stakeholder management / conflict management	Stakeholder management	Collaboration and partnership with stakeholder	√	√	
				Stakeholder management						
Domain 5: Adopt techniques to care for self	Professional development	Reflective practice	Reflective practice	√	Reflexive practice	Reflexive practice	Self management and development	√	√	√
	Care for self	Resilience and self-care	√	√	Resilience and self-care	Resilience and self-care	Self management and development			

2.5 | How to Use the Framework

Job roles WITH existing professional frameworks

- Therapist
- Programme coordinator
- Care Staff
- Social Worker
- SPED Professionals*

The Enabling Skills and Competencies Framework (Disability Sector Professionals) is designed as a supplementary framework that focuses on disability-specific skills. These job roles should use both their existing SFw and the Enabling Skills and Competencies Framework (Disability Sector Professionals)

| Skills not specific to working with persons with disabilities | ┄┄► | Existing skills frameworks (e.g. SSG's Skills Frameworks) |

| Skills needed for one to work with persons with disabilities | ┄┄► | Enabling Skills and Competencies Framework (Disability Sector Professionals) |

*Note: SPED Professionals include both SPED Teachers and SEN Officers, but only SPED Teachers have a competency framework.

Job roles WITHOUT existing professional frameworks

- Job Coach
- Vocational Skills Trainer
- Social Entrepreneur

As these job roles do not have an existing SFw, they should refer to the Enabling Skills and Competencies Framework (Disability Sector Professionals) for competencies required to support persons with disabilities

| Skills needed for one to work with persons with disabilities | ┄┄► | Enabling Skills and Competencies Framework (Disability Sector Professionals) |

2.5 | How to Use the Framework

Case Study: Senior Occupational Therapist

Lisa's job role of an Occupational Therapist is included in the **SFw for Healthcare**, which means she can refer **both** the SSG Healthcare SFw and our Enabling Skills and Competencies Framework (Disability Sector Professionals), as shown on the right. She wants to upskill herself in "Understand disability profiles" and "Collaborate inter-professionally" to better work with colleagues with disabilities

Domain	Educate on the disability profiles			Collaborate with other stakeholders	
Competency area	Understand disability profiles	Diversity awareness and management of persons with disabilities		Collaborative practices	
Sub-competency area	Understand disability profiles	Behavioural Management Techniques	Manage perceptions of persons with disabilities	Collaborate inter-professionally	Stakeholder management
	√	√	√	Inter-professional collaboration	√

Several of Lisa's patients are persons with disabilities and she wants to learn about the characters of the various disability profiles. Hence, she should refer to this competency within the Enabling Skills and Competencies Framework (Disability Sector Professionals) .

Lisa often works in multi-disciplinary teams to deliver comprehensive and holistic care to her patients. She wants to upskill herself in inter-professional collaboration so that she can work better with professionals from other specialties.

This competency is covered in the Healthcare SFw hence she should refer to the **"Inter-professional Collaboration"** competency under the **Healthcare SFw.**

2.5 | How to Use the Framework

Here is an illustration of how Lisa can utilise the Enabling Skills and Competencies Framework (Disability Sector Professionals) for the **"Understand disability profiles"** competency area, which is not found under the Healthcare SFw as a reference:

Competency area	Basic	Intermediate	Advanced
Understand disability profiles	**Understand disability profiles** a. Identify and understand the different disability profiles (e.g., physical, sensory, autism, intellectual disability) and their needs b. Apply understanding of how a person's wellbeing and support needs may span across different disability profiles c. Gather information to understand behaviours, strengths, challenges, interests, preferences, situations and context to best accommodate persons with disabilities' support needs d. Apply knowledge of the needs, challenges and concerns of persons with disabilities and their families at different life stages in your practice e. Participate in practice, environments and systems adaptation to respond to persons with disabilities' complex needs f. Apply understanding of how the skills and/or needs of persons with disabilities may change with age g. Apply understanding of the concept of inclusion and persons with disabilities' rights to advocate for them	**Understand disability profiles** a. Adapt practice, environments and systems to respond to persons with disabilities' complex support needs b. Work with the support network/caregivers of persons with disabilities to best accommodate their support needs c. Guide other sector professionals to adapt practice to be sensitive and safely respond to the varied experiences of persons with disabilities	**Understand disability profiles** a. Define, implement and review organisation policies that are sensitive to persons with disabilities' behaviours, strengths, challenges, interests, preferences, situation and context b. Recommend changes and improvements in organisation policies to respond to emerging trends in the field of disability c. Encourage the latest best practices in organisation policies to empower persons with disabilities and facilitate inclusion

Proficiency levels
Each competency has 3 or fewer skills.

Each level requires you to attain the knowledge/abilities in the levels before.

Competencies
Description of competencies at the levels

Domains and Competencies by Job Roles

3.1 | Overview of Domains and Competencies for Therapist

Jobs include, but are not limited to:

• Occupational Therapist	• Physiotherapist	• Speech Therapist	• Rehabilitation Specialist

THERAPIST

Domain	Competency area	Sub-competency area
Domain 1: Educate on the disability profiles	Understand disability profiles	Understand disability profiles
	Diversity awareness and management of persons with disabilities	Behavioural management techniques
		Manage perceptions of persons with disabilities
Domain 2: Educate on risk, legislation and safeguards for persons with disabilities	Safeguard persons with disabilities	Promote independence and informed choice
		Safeguard persons with disabilities' safety
		Emergency response plans for persons with disabilities
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Support persons with disabilities with mental health conditions
		Understand and implement assistive technology (AT)
		Assist with activities of daily living (adls)
		Relationships, sexuality and sexual health
	Promote participation and inclusion	Support for inclusion and community participation
Domain 5: Adopt techniques to care for self	Care for self	Resilience and self-care

Therapists can refer to the Healthcare SFw for more information on required skills

Domain 1: Educate on the disability profiles

THERAPIST

Competency area	Basic	Intermediate	Advanced
Understand disability profiles	**Understand disability profiles** a. Identify and understand the different disability profiles (e.g., physical, sensory, autism, intellectual disability) and their needs b. Apply understanding of how a person's wellbeing and support needs may span across different disability profiles c. Gather information to understand behaviours, strengths, challenges, interests, preferences, situations and context to best accommodate persons with disabilities' support needs d. Apply knowledge of the needs, challenges and concerns of persons with disabilities and their families at different life stages in your practice e. Participate in practice, environments and systems adaptation to respond to persons with disabilities' complex needs f. Apply understanding of how the skills and/or needs of persons with disabilities may change with age g. Apply understanding of the concept of inclusion and persons with disabilities' rights to advocate for them	**Understand disability profiles** a. Adapt practice, environments and systems to respond to persons with disabilities' complex support needs b. Work with the support network/caregivers of persons with disabilities to best accommodate their support needs c. Guide other sector professionals to adapt practice to be sensitive and safely respond to the varied experiences of persons with disabilities	**Understand disability profiles** a. Define, implement and review organisation policies that are sensitive to persons with disabilities' behaviours, strengths, challenges, interests, preferences, situation and context b. Recommend changes and improvements in organisation policies to respond to emerging trends in the field of disability c. Encourage the latest best practices in organisation policies to empower persons with disabilities and facilitate inclusion

THERAPIST

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Behavioural management techniques** a. Understand the principles of behavioural management techniques (e.g., Positive Behaviour Support) b. Demonstrate the use of prompting techniques to support the learning and skill development of persons with disabilities c. Demonstrate the use of error correction strategies to minimise the occurrence of challenging behaviours and promote appropriate behaviour d. Utilise effective communication techniques to reduce the frequency and severity of behaviours of concern in persons with disabilities	**Behavioural management techniques** a. Conduct assessment and document possible causes or contributing factor to the behaviours of concern b. Identify and analyse observable and measurable behaviours of concern in various contexts and situations c. Analyse and understand the antecedent and consequent events that maintain or influence behaviours of concern in different scenarios d. Differentiate and assess functional and non-functional skills of persons with disabilities in different contexts and situations e. Develop and implement appropriate reinforcement strategies to promote correct target behaviours and decrease challenging behaviours in various settings	**Behavioural management techniques** a. Develop, implement, and monitor a behaviour management support plan tailored to the specific needs and goals of persons with disabilities b. Monitor the delivery of a behaviour management support plan c. Evaluate the effectiveness of behaviour management support plans and make necessary modifications based on ongoing assessment and analysis d. Impart colleagues and others new skills so they can implement a behaviour management support plan e. Implement multi-element evidence-based support strategies at the organisational level

THERAPIST

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Manage perceptions of persons with disabilities** a. Identify ways in which discrimination may deliberately or inadvertently occur in a disability setting and/or the persons with disabilities' local community b. Identify stigma, myths and stereotypes associated with persons with disabilities within the workplace c. Apply understanding of the impact that discrimination and stigma may have on the life of persons with disabilities (child, young person and adult), their families/caregivers to mitigate it d. Support and advocate for a workplace culture and environment of safety and inclusion of persons with disabilities e. Apply knowledge of ways of working with a range of persons with disabilities to ensure diverse needs are met	**Manage perceptions of persons with disabilities** a. Actively mitigate any discriminatory employment practices that may compromise the rights of persons with disabilities to paid employment, dignity, respect and safety b. Engage in projects, activities and initiatives to improve the perception of persons with disabilities within the workplace c. Integrate the participation of persons with disabilities in the design and decision-making process for services that affect them d. Support an organisational culture that values and respects equality, inclusion and the diversity of persons with disabilities e. Implement approaches that increase protective factors for persons with disabilities	**Manage perceptions of persons with disabilities** a. Define the practices and principles that can serve as a guide to one's organisation about how they can build a culture that values and respects equality, inclusion and diversity of persons with disabilities b. Recommend policies and procedures that promote diversity, equality and inclusion c. Define approaches that increase protective factors for persons with disabilities

THERAPIST

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	Promote independence and informed choice a. Understand how individual experiences of disability can influence the support persons with disabilities may need to make informed choice b. Understand the role of support in decision making c. Understand the range of formal decision-making arrangements involved in working with persons with disabilities and complex support needs d. Seek guidance when determining what decision-making arrangement is appropriate e. Understand the socio-political background and context of various disability services, including the development of approaches f. Understand the theory and principles that underpin person-centred thinking and planning in care and support for persons with disabilities g. Understand the value of person-centred care and support in therapeutic relationships and communications	Promote independence and informed choice a. Support persons with disabilities where possible to make their own decisions b. Engage supports in decision making c. Navigate legal and ethical frameworks to support decision making d. Determine what decision-making arrangement is appropriate e. Provide advice to others (e.g., persons with disabilities & fellow sector professionals) to support their decision-making processes f. Ensure persons with disabilities can exercise their right to make choices, including getting the right support where needed	Promote independence and informed choice a. Lead processes in a service to support promoting persons with disabilities' independence and informed choice b. Build knowledge on independence choice with persons with disabilities, sector professionals and community c. Develop service-wide strategies to facilitate persons with disabilities' participation in decision making d. Develop service information that clearly communicates options to persons with disabilities e. Build processes and systems that make service information accessible and responsive to persons with disabilities

THERAPIST

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	**Safeguard persons with disabilities' safety** a. Understand how legislation and policies protect the safety, rights and wellbeing of persons with disabilities b. Recognise a range of factors which may indicate neglect, abuse or exploitation is happening c. Know what to do if neglect, abuse, unsafe practices or exploitation is suspected, including how to raise concerns within local safeguarding or whistle blowing procedures d. Understand ways to reduce the likelihood of abuse for persons with disabilities	**Safeguard persons with disabilities' safety** a. Provide guidance to persons with disabilities on how to disclose harm or abuse b. Provide support to persons with disabilities who have experienced harm or abuse	**Safeguard persons with disabilities' safety** a. Lead service provision that protects persons with disabilities from harm or abuse b. Manage inter-agency, joint or integrated working in order to protect persons with disabilities at risk of harm or abuse c. Monitor and evaluate the systems, processes and practices that safeguard persons with disabilities at risk of harm or abuse

THERAPIST

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	**Emergency response plans for persons with disabilities** a. Assess the persons with disabilities' emergency response needs and implement the necessary accommodations (e.g., buddy systems, visual emergency alarms and signals) b. Conduct a risk assessment (in collaboration with multi-disciplinary team, if required) as part of an emergency response plan to identify potential emergency scenarios c. Apply knowledge of the emergency safety guidelines for persons with disabilities (e.g., SCDF's fire safety requirements for persons with disabilities) d. Assess the emergency situation (e.g. medical) and seek assistance from the relevant emergency response services e. Recognise signs and symptoms of deteriorating health conditions and administer the appropriate first aid response (e.g. Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED)) f. Manage immediate hazards to the health and safety of self and others	**Emergency response plans for persons with disabilities** a. Make arrangements with co-workers to execute emergency response plans with persons with disabilities b. Oversee the implementation of emergency safety guidelines for persons with disabilities (e.g., wheelchair stairlift, visual alarm signals) c. Guide fellow colleagues on the emergency response procedures pertaining to persons with disabilities d. Negotiate for the necessary accommodations related to emergency response procedures of persons with disabilities	**Emergency response plans for persons with disabilities** a. Evaluate persons with disabilities emergency response plans through practice/drills and engagements with persons with disabilities b. Advise on the ways to factor in practices for persons with disabilities in the development of organisation-wide emergency response plans

THERAPIST

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Support persons with disabilities with mental health conditions** a. Understand that mental health conditions may develop and present in different ways from persons without disabilities, and the usual signs or symptoms may not be observable or reportable b. Know the main types of mental health conditions which may impact on the lives of persons with disabilities c. Understand the reasons why persons with disabilities are at increased risk of mental health conditions d. Know the function of different mental health services that persons with disabilities may need to access (e.g., Counsellors, psychologists, psychiatrists) e. Understand how the past traumatic experiences of persons with disabilities may often cause psychological distress f. Know where to refer persons with disabilities with a suspected mental health condition g. Understand how specialist and personalised assessment, and care, treatment and support are provided for persons with disabilities with mental health conditions	**Support persons with disabilities with mental health conditions** a. Support persons with disabilities with mental health conditions to access and use specialised and personalised assessment, care, treatment and support b. Arrange and manage services so that persons with disabilities are supported with the resources that are important to their mental wellbeing	**Support persons with disabilities with mental health conditions** a. Identify gaps in the current support system for persons with disabilities with mental health conditions b. Propose modifications of mental health practices and/or development of new practices to build a stronger support system for persons with disabilities c. Implement strategies in supporting persons with disabilities with mental health conditions in their recovery, including development of a recovery action plan

THERAPIST

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Understand and implement assistive technology (AT)** a. Understand and be able to use a variety of assistive technology devices/services that can be used in one's work area b. Understand the strengths and challenges of various AT devices and services and the factors that may affect their use, and adapt persons with disabilities' employment support plan appropriately in consultation with the multi-disciplinary team (e.g., allied health professionals) c. Understand and describe the components of the SETT (Student, Environment, Tasks, Tools) framework d. Identify the different categories of assistive technology and its use in promoting independence in persons with disabilities	**Understand and implement assistive technology (AT)** a. Select and use appropriate measurement tools, strategies, and activities to assess the assistive technology needs of persons with disabilities b. Use appropriate data-gathering procedures and strategies to conduct an assistive technology evaluation (e.g., SETT framework) c. Consider a continuum of assistive technology devices, services, and resources that may be used to address the workplace needs of persons with disabilities d. Identify appropriate assistive technologies that will facilitate the employment of the persons with disabilities in consultation with the multi-disciplinary team (e.g., allied health professionals)	**Understand and implement assistive technology (AT)** a. Develop a framework to identify and adopt suitable assistive technology for the accommodation of individual employment needs in consultation with the multi-disciplinary team (e.g., allied health professionals) b. Design a plan to implement the appropriate assistive technology devices, services, and strategies in one's own organisation c. Evaluate and measure the effectiveness of the implemented assistive technology

THERAPIST

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Assist with activities of daily living (adls)** a. Provide support to persons with disabilities with activities of daily living (ADL) in accordance with their care plans b. Understand and apply ways to ensure persons with disabilities' privacy and dignity while assisting with adls c. Explain the scope of the service to be provided to persons with disabilities and/or caregiver d. Know how to choose appropriate equipment and aids and use it to assist persons with disabilities e. Know the procedures identifying persons with disabilities' needs and providing support and assistance f. Know the processes for monitoring performance and providing feedback g. Know and apply various training styles and methods relating to care assistance h. Know appropriate client documentation requirements	**Assist with activities of daily living (adls)** a. Track persons with disabilities' progress on adls using appropriate tools for tracking and monitoring progress b. Define roles, responsibilities and relationships of care staff within the team c. Monitor staff's performance of ADL tasks in relation to persons with disabilities care plan d. Monitor persons with disabilities' activities and environment to identify increased need for support with adls e. Apply contingency management skills in the event of emergencies according to organisational standard operating procedures (sops) f. Review persons with disabilities' commitment to the strategies and goals in the care plans with social service and/or healthcare professionals g. Contribute to the development of care plans h. Conduct functional assessment by using appropriate assessment tools to determine and measure persons with disabilities' current functional level and performance skills, under supervision/ guidance	

THERAPIST

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Relationships, sexuality and sexual health** a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	**Relationships, sexuality and sexual health** a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	**Relationships, sexuality and sexual health** a. Support persons with disabilities to make appropriate judgements on issues related to sexuality b. Support persons with disabilities in making appropriate judgements for consent to sex, marriage and civil partnerships c. Work in partnership with individuals, their families and other agencies to create support so that persons with disabilities can be good parents d. Lead initiatives to improve sexual health issues and education for persons with disabilities

THERAPIST

Competency area	Basic	Intermediate	Advanced
Promote participation and inclusion	**Support for inclusion and community participation** a. Identify and establish the necessary service and community relationships to enable successful integration of persons with disabilities into the community b. Communicate with persons with disabilities to ensure that progress towards individual goals is regularly reviewed c. Act on feedback, and arrange and adjust service offerings based on a persons with disabilities' goals and aspirations d. Work with persons with disabilities to increase participation and inclusion in areas such as accommodation, recreation, employment and education, based on individual goals e. Support persons with disabilities with problem solving and decision making to address barriers to participation in the community	**Support for inclusion and community participation** a. Coordinate participation and inclusion support services for persons with disabilities based on their goals and aspirations and in collaboration with other sector professionals b. Establish relationships with other organisations and sector professionals to improve access and integration, and address barriers to participation c. Build rapport and maintain regular communication with families, caregivers and persons with disabilities d. Tailor support to meet specific goals and needs identified in individual plans e. Support persons with disabilities and their families in identifying and accessing community activities with a view to meeting social participation, training and/or vocational goals	**Support for inclusion and community participation** a. Develop and implement support, services and training based on individual goals and choices b. Develop and implement community participation and inclusion support services for persons with disabilities based on their goals and aspirations c. Address and influence change regarding systemic barriers d. Implementing individual plans that include provision of social participation, training, employment and referral interventions

THERAPIST

Competency area	Basic	Intermediate	Advanced
Care for self	**Resilience and self-care** a. Demonstrate awareness of one's overall physical and mental health and well-being b. Apply self-awareness, self-assessment, self-monitoring and stress management skills to identify signs of burnout and take mitigating actions c. Apply self-care strategies, practices and techniques regarding boundaries and stress management d. Apply principles of self-care and undertake practical actionable steps to maintain health and well-being	**Resilience and self-care** a. Assess overall health and well-being and identify personal and occupational risks and stress indicators b. Apply prescribed assessments and procedures to develop and review individual self-care plans c. Apply appropriate strategies to cope with stress, anxiety and other mental health related concerns (e.g., identify unwanted emotional bonds or symptoms of stress at work) d. Reflect on self-effectiveness and gain mastery over personal responses at work e. Assess well-being of fellow team members to assist by looking out for signs of mental health related concerns	**Resilience and self-care** a. Implement frameworks for self-care b. Inculcate a supportive culture in the organisation for managing stress (e.g., Identifying signs of burnout and stress in fellow sector professionals and provide the relevant support) c. Establish systems and processes to build and sustain resilience and self-care in professionals across the organisation

3.2 | Overview of Domains and Competencies for Programme Coordinator

Jobs include, but are not limited to:

- Programme Coordinator
- Transition Planning Coordinator

PROGRAMME COORDINATOR

Domain	Competency area	Sub-competency area
Domain 1: Educate on the disability profiles	Diversity awareness and management of persons with disabilities	Behavioural management techniques
		Manage perceptions of persons with disabilities
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Relationships, sexuality and sexual health
Domain 5: Adopt techniques to care for self	Professional development	Reflective practice
	Care for self	Resilience and self-care

Programme Coordinators can refer to the Social Service SFw and the MSF Competency Framework for more information on required skills

PROGRAMME COORDINATOR

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Behavioural management techniques** a. Understand the principles of behavioural management techniques (e.g., Positive Behaviour Support) b. Demonstrate the use of prompting techniques to support the learning and skill development of persons with disabilities c. Demonstrate the use of error correction strategies to minimise the occurrence of challenging behaviours and promote appropriate behaviour d. Utilise effective communication techniques to reduce the frequency and severity of behaviours of concern in persons with disabilities	**Behavioural management techniques** a. Conduct assessment and document possible causes or contributing factor to the behaviours of concern b. Identify and analyse observable and measurable behaviours of concern in various contexts and situations c. Analyse and understand the antecedent and consequent events that maintain or influence behaviours of concern in different scenarios d. Differentiate and assess functional and non-functional skills of persons with disabilities in different contexts and situations e. Develop and implement appropriate reinforcement strategies to promote correct target behaviours and decrease challenging behaviours in various settings	**Behavioural management techiques** a. Develop, implement, and monitor a behaviour management support plan tailored to the specific needs and goals of persons with disabilities b. Monitor the delivery of a behaviour management support plan c. Evaluate the effectiveness of behaviour management support plans and make necessary modifications based on ongoing assessment and analysis d. Impart colleagues and others new skills so they can implement a behaviour management support plan e. Implement multi-element evidence-based support strategies at the organisational level

Domain 1: Educate on the disability profiles

PROGRAMME COORDINATOR

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Manage perceptions of persons with disabilities** a. Identify ways in which discrimination may deliberately or inadvertently occur in a disability setting and/or the persons with disabilities' local community b. Identify stigma, myths and stereotypes associated with persons with disabilities within the workplace c. Apply understanding of the impact that discrimination and stigma may have on the life of persons with disabilities (child, young person and adult), their families/caregivers to mitigate it d. Support and advocate for a workplace culture and environment of safety and inclusion of persons with disabilities e. Apply knowledge of ways of working with a range of persons with disabilities to ensure diverse needs are met	**Manage perceptions of persons with disabilities** a. Actively mitigate any discriminatory employment practices that may compromise the rights of persons with disabilities to paid employment, dignity, respect and safety b. Engage in projects, activities and initiatives to improve the perception of persons with disabilities within the workplace c. Integrate the participation of persons with disabilities in the design and decision-making process for services that affect them d. Support an organisational culture that values and respects equality, inclusion and the diversity of persons with disabilities e. Implement approaches that increase protective factors for persons with disabilities	**Manage perceptions of persons with disabilities** a. Define the practices and principles that can serve as a guide to one's organisation about how they can build a culture that values and respects equality, inclusion and diversity of persons with disabilities b. Recommend policies and procedures that promote diversity, equality and inclusion c. Define approaches that increase protective factors for persons with disabilities

PROGRAMME COORDINATOR

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Relationships, sexuality and sexual health** a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	**Relationships, sexuality and sexual health** a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	**Relationships, sexuality and sexual health** a. Support persons with disabilities to make appropriate judgements on issues related to sexuality b. Support persons with disabilities in making appropriate judgements for consent to sex, marriage and civil partnerships c. Work in partnership with individuals, their families and other agencies to create support so that persons with disabilities can be good parents d. Lead initiatives to improve sexual health issues and education for persons with disabilities

Competency area	Basic	Intermediate	Advanced
Professional development	**Reflective practice** a. Recognise the impact of personal attitudes, values and beliefs on persons with disabilities and adapt one's behaviours accordingly b. Conduct an assessment of personal competencies using self-monitoring techniques and continuously upskill c. Identify gaps in professional competencies and areas for improvement in personal qualities d. Identify potential adjustments that may impact professional practice	**Reflective practice** a. Determine follow-up actions on personal and professional development based on feedback provided during supervision b. Supervise fellow team members on personal and professional development c. Identify additional competencies and developmental needs to enhance effectiveness of job coaching services in the sector	**Reflective practice** a. Regularly engage in interdisciplinary training for staff b. Implement frameworks and action plans to prioritise aspects of professional practice for development c. Participate in practice-based learning and improvement activities that involve investigation and evaluation of persons with disabilities' experiences, evidence, and resources

PROGRAMME COORDINATOR

PROGRAMME COORDINATOR

Competency area	Basic	Intermediate	Advanced
Care for self	<u>Resilience and self-care</u> a. Demonstrate awareness of one's overall physical and mental health and well-being b. Apply self-awareness, self-assessment, self-monitoring and stress management skills to identify signs of burnout and take mitigating actions c. Apply self-care strategies, practices and techniques regarding boundaries and stress management d. Apply principles of self-care and undertake practical actionable steps to maintain health and well-being	<u>Resilience and self-care</u> a. Assess overall health and well-being and identify personal and occupational risks and stress indicators b. Apply prescribed assessments and procedures to develop and review individual self-care plans c. Apply appropriate strategies to cope with stress, anxiety and other mental health related concerns (e.g., identify unwanted emotional bonds or symptoms of stress at work) d. Reflect on self-effectiveness and gain mastery over personal responses at work e. Assess well-being of fellow team members to assist by looking out for signs of mental health related concerns	<u>Resilience and self-care</u> a. Implement frameworks for self-care b. Inculcate a supportive culture in the organisation for managing stress (e.g., Identifying signs of burnout and stress in fellow sector professionals and provide the relevant support) c. Establish systems and processes to build and sustain resilience and self-care in professionals across the organisation

3.3 | Overview of Domains and Competencies for Care Staff

Jobs include, but are not limited to:

- Disability Support Worker
- Attendant Care Worker
- Home Care Worker

CARE STAFF

Domain	Competency area	Sub-competency area
Domain 1: Educate on the disability profiles	Diversity awareness and management of persons with disabilities	Behavioural management techniques
		Manage perceptions of persons with disabilities
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Support persons with disabilities with mental health conditions
		Relationships, sexuality and sexual health

Care Staff can refer to the Social Service SFw and the MSF Competency Framework for more information on required skills

Domain 1: Educate on the disability profiles

CARE STAFF

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Behavioural management techniques** a. Understand the principles of behavioural management techniques (e.g., Positive Behaviour Support) b. Demonstrate the use of prompting techniques to support the learning and skill development of persons with disabilities c. Demonstrate the use of error correction strategies to minimise the occurrence of challenging behaviours and promote appropriate behaviour d. Utilise effective communication techniques to reduce the frequency and severity of behaviours of concern in persons with disabilities	**Behavioural management techniques** a. Conduct assessment and document possible causes or contributing factor to the behaviours of concern b. Identify and analyse observable and measurable behaviours of concern in various contexts and situations c. Analyse and understand the antecedent and consequent events that maintain or influence behaviours of concern in different scenarios d. Differentiate and assess functional and non-functional skills of persons with disabilities in different contexts and situations e. Develop and implement appropriate reinforcement strategies to promote correct target behaviours and decrease challenging behaviours in various settings	**Behavioural management techniques** a. Develop, implement, and monitor a behaviour management support plan tailored to the specific needs and goals of persons with disabilities b. Monitor the delivery of a behaviour management support plan c. Evaluate the effectiveness of behaviour management support plans and make necessary modifications based on ongoing assessment and analysis d. Impart colleagues and others new skills so they can implement a behaviour management support plan e. Implement multi-element evidence-based support strategies at the organisational level

Domain 1: Educate on the disability profiles

CARE STAFF

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Manage perceptions of persons with disabilities** a. Identify ways in which discrimination may deliberately or inadvertently occur in a disability setting and/or the persons with disabilities' local community b. Identify stigma, myths and stereotypes associated with persons with disabilities within the workplace c. Apply understanding of the impact that discrimination and stigma may have on the life of persons with disabilities (child, young person and adult), their families/caregivers to mitigate it d. Support and advocate for a workplace culture and environment of safety and inclusion of persons with disabilities e. Apply knowledge of ways of working with a range of persons with disabilities to ensure diverse needs are met	**Manage perceptions of persons with disabilities** a. Actively mitigate any discriminatory employment practices that may compromise the rights of persons with disabilities to paid employment, dignity, respect and safety b. Engage in projects, activities and initiatives to improve the perception of persons with disabilities within the workplace c. Integrate the participation of persons with disabilities in the design and decision-making process for services that affect them d. Support an organisational culture that values and respects equality, inclusion and the diversity of persons with disabilities e. Implement approaches that increase protective factors for persons with disabilities	**Manage perceptions of persons with disabilities** a. Define the practices and principles that can serve as a guide to one's organisation about how they can build a culture that values and respects equality, inclusion and diversity of persons with disabilities b. Recommend policies and procedures that promote diversity, equality and inclusion c. Define approaches that increase protective factors for persons with disabilities

CARE STAFF

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	<u>Support persons with disabilities with mental health conditions</u> a. Understand that mental health conditions may develop and present in different ways from persons without disabilities, and the usual signs or symptoms may not be observable or reportable b. Know the main types of mental health conditions which may impact on the lives of persons with disabilities c. Understand the reasons why persons with disabilities are at increased risk of mental health conditions d. Know the function of different mental health services that persons with disabilities may need to access (e.g., Counsellors, psychologists, psychiatrists) e. Understand how the past traumatic experiences of persons with disabilities may often cause psychological distress f. Know where to refer persons with disabilities with a suspected mental health condition g. Understand how specialist and personalised assessment, and care, treatment and support are provided for persons with disabilities with mental health conditions	<u>Support persons with disabilities with mental health conditions</u> a. Support persons with disabilities with mental health conditions to access and use specialised and personalised assessment, care, treatment and support b. Arrange and manage services so that persons with disabilities are supported with the resources that are important to their mental wellbeing	<u>Support persons with disabilities with mental health conditions</u> a. Identify gaps in the current support system for persons with disabilities with mental health conditions b. Propose modifications of mental health practices and/or development of new practices to build a stronger support system for persons with disabilities c. Implement strategies in supporting persons with disabilities with mental health conditions in their recovery, including development of a recovery action plan

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Relationships, sexuality and sexual health** a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	**Relationships, sexuality and sexual health** a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	**Relationships, sexuality and sexual health** a. Support persons with disabilities to make appropriate judgements on issues related to sexuality b. Support persons with disabilities in making appropriate judgements for consent to sex, marriage and civil partnerships c. Work in partnership with individuals, their families and other agencies to create support so that persons with disabilities can be good parents d. Lead initiatives to improve sexual health issues and education for persons with disabilities

CARE STAFF

3.4 | Overview of Domains and Competencies for Social Worker

Jobs include, but are not limited to:

▪ Social Service Assistant	▪ Social Service Associate	▪ Administrators in Social Service Agencies

SOCIAL WORKER

Domain	Competency area	Sub-competency area
Domain 1: Educate on the disability profiles	**Understand disability profiles**	**Understand disability profiles**
	Diversity awareness and management of persons with disabilities	Behavioural management techniques
		Manage perceptions of persons with disabilities
Domain 2: Educate on risk, legislation and safeguards for persons with disabilities	Safeguard persons with disabilities	Promote independence and informed choice
		Safeguard persons with disabilities' safety
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Support persons with disabilities with mental health conditions
		Understand and implement assistive technology (AT)
		Goal-setting with persons with disabilities
		Holistic intervention planning for persons with disabilities
		Relationships, sexuality and sexual health
	Employment support for persons with disabilities	Coach persons with disabilities
	Communicate with persons with disabilities and families	Effective communication with persons with disabilities
		Engagement with support networks of persons with disabilities
	Promote participation and inclusion	Support for inclusion and community participation

Social Workers can refer to the Social Service SFw for more information on required skills

Domain 1: Educate on the disability profiles

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Understand disability profiles	**Understand disability profiles** a. Identify and understand the different disability profiles (e.g., physical, sensory, autism, intellectual disability) and their needs b. Apply understanding of how a person's wellbeing and support needs may span across different disability profiles c. Gather information to understand behaviours, strengths, challenges, interests, preferences, situations and context to best accommodate persons with disabilities' support needs d. Apply knowledge of the needs, challenges and concerns of persons with disabilities and their families at different life stages in your practice e. Participate in practice, environments and systems adaptation to respond to persons with disabilities' complex needs f. Apply understanding of how the skills and/or needs of persons with disabilities may change with age g. Apply understanding of the concept of inclusion and persons with disabilities' rights to advocate for them	**Understand disability profiles** a. Adapt practice, environments and systems to respond to persons with disabilities' complex support needs b. Work with the support network/caregivers of persons with disabilities to best accommodate their support needs c. Guide other sector professionals to adapt practice to be sensitive and safely respond to the varied experiences of persons with disabilities	**Understand disability profiles** a. Define, implement and review organisation policies that are sensitive to persons with disabilities' behaviours, strengths, challenges, interests, preferences, situation and context b. Recommend changes and improvements in organisation policies to respond to emerging trends in the field of disability c. Encourage the latest best practices in organisation policies to empower persons with disabilities and facilitate inclusion

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Behavioural management techniques** a. Understand the principles of behavioural management techniques (e.g., Positive Behaviour Support) b. Demonstrate the use of prompting techniques to support the learning and skill development of persons with disabilities c. Demonstrate the use of error correction strategies to minimise the occurrence of challenging behaviours and promote appropriate behaviour d. Utilise effective communication techniques to reduce the frequency and severity of behaviours of concern in persons with disabilities	**Behavioural management techniques** a. Conduct assessment and document possible causes or contributing factor to the behaviours of concern b. Identify and analyse observable and measurable behaviours of concern in various contexts and situations c. Analyse and understand the antecedent and consequent events that maintain or influence behaviours of concern in different scenarios d. Differentiate and assess functional and non-functional skills of persons with disabilities in different contexts and situations e. Develop and implement appropriate reinforcement strategies to promote correct target behaviours and decrease challenging behaviours in various settings	**Behavioural management techniques** a. Develop, implement, and monitor a behaviour management support plan tailored to the specific needs and goals of persons with disabilities b. Monitor the delivery of a behaviour management support plan c. Evaluate the effectiveness of behaviour management support plans and make necessary modifications based on ongoing assessment and analysis d. Impart colleagues and others new skills so they can implement a behaviour management support plan e. Implement multi-element evidence-based support strategies at the organisational level

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Manage perceptions of persons with disabilities** a. Identify ways in which discrimination may deliberately or inadvertently occur in a disability setting and/or the persons with disabilities' local community b. Identify stigma, myths and stereotypes associated with persons with disabilities within the workplace c. Apply understanding of the impact that discrimination and stigma may have on the life of persons with disabilities (child, young person and adult), their families/caregivers to mitigate it d. Support and advocate for a workplace culture and environment of safety and inclusion of persons with disabilities e. Apply knowledge of ways of working with a range of persons with disabilities to ensure diverse needs are met	**Manage perceptions of persons with disabilities** a. Actively mitigate any discriminatory employment practices that may compromise the rights of persons with disabilities to paid employment, dignity, respect and safety b. Engage in projects, activities and initiatives to improve the perception of persons with disabilities within the workplace c. Integrate the participation of persons with disabilities in the design and decision-making process for services that affect them d. Support an organisational culture that values and respects equality, inclusion and the diversity of persons with disabilities e. Implement approaches that increase protective factors for persons with disabilities	**Manage perceptions of persons with disabilities** a. Define the practices and principles that can serve as a guide to one's organisation about how they can build a culture that values and respects equality, inclusion and diversity of persons with disabilities b. Recommend policies and procedures that promote diversity, equality and inclusion c. Define approaches that increase protective factors for persons with disabilities

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	**Promote independence and informed choice** a. Understand how individual experiences of disability can influence the support persons with disabilities may need to make informed choice b. Understand the role of support in decision making c. Understand the range of formal decision-making arrangements involved in working with persons with disabilities and complex support needs d. Seek guidance when determining what decision-making arrangement is appropriate e. Understand the socio-political background and context of various disability services, including the development of approaches f. Understand the theory and principles that underpin person-centred thinking and planning in care and support for persons with disabilities g. Understand the value of person-centred care and support in therapeutic relationships and communications	**Promote independence and informed choice** a. Support persons with disabilities where possible to make their own decisions b. Engage supports in decision making c. Navigate legal and ethical frameworks to support decision making d. Determine what decision-making arrangement is appropriate e. Provide advice to others (e.g. Persons with disabilities & fellow sector professionals) to support their decision-making processes f. Ensure persons with disabilities can exercise their right to make choices, including getting the right support where needed	**Promote independence and informed choice** a. Lead processes in a service to support promoting persons with disabilities' independence and informed choice b. Build knowledge on independence choice with persons with disabilities, sector professionals and community c. Develop service-wide strategies to facilitate persons with disabilities' participation in decision making d. Develop service information that clearly communicates options to persons with disabilities e. Build processes and systems that make service information accessible and responsive to persons with disabilities

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	**Safeguard persons with disabilities' safety** a. Understand how legislation and policies protect the safety, rights and wellbeing of persons with disabilities b. Recognise a range of factors which may indicate neglect, abuse or exploitation is happening c. Know what to do if neglect, abuse, unsafe practices or exploitation is suspected, including how to raise concerns within local safeguarding or whistle blowing procedures d. Understand ways to reduce the likelihood of abuse for persons with disabilities	**Safeguard persons with disabilities' safety** a. Provide guidance to persons with disabilities on how to disclose harm or abuse b. Provide support to persons with disabilities who have experienced harm or abuse	**Safeguard persons with disabilities' safety** a. Lead service provision that protects persons with disabilities from harm or abuse b. Manage inter-agency, joint or integrated working in order to protect persons with disabilities at risk of harm or abuse c. Monitor and evaluate the systems, processes and practices that safeguard persons with disabilities at risk of harm or abuse

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	<u>Support persons with disabilities with mental health conditions</u> a. Understand that mental health conditions may develop and present in different ways from persons without disabilities, and the usual signs or symptoms may not be observable or reportable b. Know the main types of mental health conditions which may impact on the lives of persons with disabilities c. Understand the reasons why persons with disabilities are at increased risk of mental health conditions d. Know the function of different mental health services that persons with disabilities may need to access (e.g., Counsellors, psychologists, psychiatrists) e. Understand how the past traumatic experiences of persons with disabilities may often cause psychological distress f. Know where to refer persons with disabilities with a suspected mental health condition g. Understand how specialist and personalised assessment, and care, treatment and support are provided for persons with disabilities with mental health conditions	<u>Support persons with disabilities with mental health conditions</u> a. Support persons with disabilities with mental health conditions to access and use specialised and personalised assessment, care, treatment and support b. Arrange and manage services so that persons with disabilities are supported with the resources that are important to their mental wellbeing	<u>Support persons with disabilities with mental health conditions</u> a. Identify gaps in the current support system for persons with disabilities with mental health conditions b. Propose modifications of mental health practices and/or development of new practices to build a stronger support system for persons with disabilities c. Implement strategies in supporting persons with disabilities with mental health conditions in their recovery, including development of a recovery action plan

SOCIAL WORKER

Domain 3: Provide individualised care for persons with disabilities

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Understand and implement assistive technology (AT)** a. Understand and be able to use a variety of assistive technology devices/services that can be used in one's work area b. Understand the strengths and challenges of various AT devices and services and the factors that may affect their use, and adapt persons with disabilities' employment support plan appropriately in consultation with the multi-disciplinary team (e.g., allied health professionals) c. Understand and describe the components of the SETT (Student, Environment, Tasks, Tools) framework d. Identify the different categories of assistive technology and its use in promoting independence in persons with disabilities	**Understand and implement assistive technology (AT)** a. Select and use appropriate measurement tools, strategies, and activities to assess the assistive technology needs of persons with disabilities b. Use appropriate data-gathering procedures and strategies to conduct an assistive technology evaluation (e.g., SETT framework) c. Consider a continuum of assistive technology devices, services, and resources that may be used to address the workplace needs of persons with disabilities d. Identify appropriate assistive technologies that will facilitate the employment of the persons with disabilities in consultation with the multi-disciplinary team (e.g., allied health professionals)	**Understand and implement assistive technology (AT)** a. Develop a framework to identify and adopt suitable assistive technology for the accommodation of individual employment needs in consultation with the multi-disciplinary team (e.g., allied health professionals) b. Design a plan to implement the appropriate assistive technology devices, services, and strategies in one's own organisation c. Evaluate and measure the effectiveness of the implemented assistive technology

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	<u>Goal-setting with persons with disabilities</u> a. Understand the role and value of multi-disciplinary approach (e.g., allied health professionals) in promoting aspirations and achieving goals of social, economic and workforce participation for persons with disabilities b. Apply the principles of person-centred goal setting and self-directed support to enable persons with disabilities to make their own decisions c. Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) development plans with persons with disabilities to gain paid employment d. Measure progress towards milestones (e.g., successfully create documents for employment such as resume) and goals (e.g., gain and maintain employment) e. Revise and refine strategies iteratively to enhance methods for achieving goals (e.g., attaining gainful employment) f. Link persons with disabilities and their informal and formal support networks to services that contribute to achieving their employment goals	<u>Goal-setting with persons with disabilities</u> a. Provide expertise to team members on setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) development plans with persons with disabilities to gain paid employment b. Promote the principles of person-centred goal setting and self-directed support c. Advise team members on ways to refine strategies iteratively to enhance methods for achieving goals	<u>Goal-setting with persons with disabilities</u> a. Coach practitioners to incorporate persons with disabilities' views, needs, preferences and developmental stage, and where appropriate, in setting and achieving employment goals b. Implement best practice models to set and achieve goals that are participation- or activity-focused c. Develop connections and networks of services to build a community of services that contributes to achieving the person's employ d. Promote the role and value of multi-disciplinary approach in driving the aspirations of persons with disabilities

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Holistic intervention planning for persons with disabilities** a. Know and apply the principles of developing an Individual Transition Plan (ITP) / Individual Care Plan (ICP) in collaboration with the multi-disciplinary team (e.g., case management team) b. Gather information about persons with disabilities' strengths, needs, preferences, hopes, desires, lived experiences and current circumstances to develop suitable intervention options c. Monitor and adapt lessons plans based on persons with disabilities' responses and learning progress d. Recognise the need to adjust training programmes to match the needs and characteristics of persons with disabilities and adjust the curriculum, delivery, and learning pedagogies of the programmes accordingly e. Seek professional guidance to tailor intervention to best meet the needs, preferences and values of the person and their network of support	**Holistic intervention planning for persons with disabilities** a. Participate in the development of an Individual Transition Plan (ITP) / Individual Care Plan (ICP) based on persons with disabilities' needs and caregivers' feedback in collaboration with the multi-disciplinary team (e.g., case management team) b. Flexibly adjust the approach in response to persons with disabilities' lived experience, current circumstances and environment c. Use professional judgement to tailor intervention to best meet the needs, preferences and values of persons with disabilities d. Apply strengths-based or person-centred approaches independently to enhance a person's capacity and participation e. Use appropriate assessment tools and methods to report progress to supervisors, coaches, and parents f. Monitor and ensure persons with disabilities' safety through effective supervision and intervene effectively with appropriate safety protocols	**Holistic intervention planning for persons with disabilities** a. Lead, promote and develop flexible and innovative approaches to service delivery b. Assess outcomes and provide intervention to achieve best outcomes (e.g., review and improve the quality-of-care plans) c. Support multi-disciplinary team (e.g., allied health professionals) to develop professional judgement to tailor intervention to best meet the needs, preferences and values of the person and their network of support d. Guide and supervise persons with disabilities' network of support to apply capacity-building approaches and interventions e. Coach, advise and provide leadership to solve complex problems and implement solutions f. Drive the development of strengths-based approaches throughout the organisation

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	<u>Relationships, sexuality and sexual health</u> a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	<u>Relationships, sexuality and sexual health</u> a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	<u>Relationships, sexuality and sexual health</u> a. Support persons with disabilities to make appropriate judgements on issues related to sexuality b. Support persons with disabilities in making appropriate judgements for consent to sex, marriage and civil partnerships c. Work in partnership with individuals, their families and other agencies to create support so that persons with disabilities can be good parents d. Lead initiatives to improve sexual health issues and education for persons with disabilities

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Employment support for persons with disabilities	<u>Coach persons with disabilities</u> a. Play the role of a coach and adhere to ethics and values when managing the different emotional needs of persons with disabilities b. Apply basic emotional support techniques and approaches in managing the problems or challenges faced by persons with disabilities c. Coach clients by sharing about work related knowledge (e.g., knowledge of sector and industry) and providing necessary job instructions d. Address barriers of communication and demonstrate effective listening skills	<u>Coach persons with disabilities</u> a. Use models or frameworks to address concerns faced by persons with disabilities b. Navigate barriers of communication in the coaching process c. Utilise a range of techniques to prevent and manage communication breakdown when working with persons with disabilities d. Develop persons with disabilities' insights into their abilities and work requirements in order to facilitate further decision making and planning	<u>Coach persons with disabilities</u> a. Use models or frameworks to address concerns faced by persons with disabilities b. Introduce best practices in coaching of persons with disabilities c. Guide team members in coaching of persons with disabilities with more complex employment support needs

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Communicate with persons with disabilities and families	<u>Effective communication with persons with disabilities</u> a. Understand the various influences on a person's communication needs b. Tailor communication to persons with disabilities and their network of support in a way that they can understand c. Recognise different ways to build rapport and a mutual relationship with persons with disabilities and their network of support d. Understand the diversity of cultures and languages and their influence on communication e. Seek guidance to adapt communication to respond to people from diverse backgrounds and uses qualified interpreters appropriately f. Practise effective listening skills and seek, provide and /or share information in an appropriate and respectful manner	<u>Effective communication with persons with disabilities</u> a. Adapt communication approaches to respond to those needs (e.g., through the use of interpreters, assistive technology, and relevant accommodations) b. Anticipate and manage barriers to effective communication c. Apply a range of effective communication strategies to build rapport and a mutual relationship with persons with disabilities and their network of support d. Communicate clearly with persons with disabilities and their network of support e. Use a range of positive engaging techniques and adapt style to meet the needs of persons with disabilities f. Provide frequent and responsive updates by holding periodic reviews with persons with disabilities and their caregivers	<u>Effective communication with persons with disabilities</u> a. Develop, implement, document and share strategies that support effective communication (e.g., communication devices and systems) b. Model rapport-building to foster mutual relationships with persons with disabilities and their network of support through excellent interpersonal skills c. Implement service processes and systems that enable effective communication strategies d. Create, implement and review policies and procedures that promote communication best practices

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Communicate with persons with disabilities and families	**Engagement with support networks of persons with disabilities** a. Understand the role of formal and informal sources of support (caregiver, family etc), support and involve them where needed to promote positive employment outcomes for persons with disabilities b. Understand the right of families (and other caregivers) and know when and how to involve them in decisions (e.g., where persons with disabilities lack capacity and a decision needs to be made on their behalf), while having persons with disabilities' best interest in mind c. Apply understanding of the diversity and influence of cultural values, attitudes and beliefs on support needs and tailor one's style accordingly d. Assist in conflict resolution between persons with disabilities' goals and the wishes of their network of support e. Identify sources of support in and/or outside of the workplace to ensure individuals overcome employment-related and/or personal challenges	**Engagement with support networks of persons with disabilities** a. Apply understanding of the dynamics of formal and informal support networks to promote positive outcomes for persons with disabilities b. Develop partnerships, networks and circles of support to develop and aid the individual's aspiration (e.g., work/career, if desired) c. Develop strong working relationships and build the capacity of formal and informal support networks to help persons with disabilities d. Engage in proactive and collaborative problem-solving to resolve conflicts between an individual's goals and the wishes of their network of support e. Guide fellow team members on the diverse values, attitudes and beliefs in delivering services	**Engagement with support networks of persons with disabilities** a. Build systems to collect information about community support needs b. Innovate ways to engage with formal and informal support networks of persons with disabilities c. Resolve conflicts between an individual's goals and the wishes of their network of support d. Foster productive relationships with communities e. Advocate for systems that facilitate the involvement of persons with disabilities, families, and communities in shaping service delivery f. Contribute to the development of practices and services that meet the needs of families and caregivers

Domain 3: Provide individualised care for persons with disabilities

SOCIAL WORKER

Competency area	Basic	Intermediate	Advanced
Promote participation and inclusion	**Support for inclusion and community participation** a. Identify and establish the necessary service and community relationships to enable successful integration of persons with disabilities into the community b. Communicate with persons with disabilities to ensure that progress towards individual goals is regularly reviewed c. Act on feedback, and arrange and adjust service offerings based on a persons with disabilities' goals and aspirations d. Work with persons with disabilities to increase participation and inclusion in areas such as accommodation, recreation, employment and education, based on individual goals e. Support persons with disabilities with problem solving and decision making to address barriers to participation in the community	**Support for inclusion and community participation** a. Coordinate participation and inclusion support services for persons with disabilities based on their goals and aspirations and in collaboration with other sector professionals b. Establish relationships with other organisations and sector professionals to improve access and integration, and address barriers to participation c. Build rapport and maintain regular communication with families, caregivers and persons with disabilities d. Tailor support to meet specific goals and needs identified in individual plans e. Support persons with disabilities and their families in identifying and accessing community activities with a view to meeting social participation, training and/or vocational goals	**Support for inclusion and community participation** a. Develop and implement support, services and training based on individual goals and choices b. Develop and implement community participation and inclusion support services for persons with disabilities based on their goals and aspirations c. Address and influence change regarding systemic barriers d. Implementing individual plans that include provision of social participation, training, employment and referral interventions

3.5 | Overview of Domains and Competencies for SPED Professionals

Jobs include, but are not limited to:

▪ SPED Teachers	▪ Transition Planning Coordinators	▪ IHL Special Education Needs (SEN) Officers

SPED PROFESSIONALS

Domain	Competency area	Sub-competency area
Domain 1: Educate on the disability profiles	Diversity awareness and management of persons with disabilities	Manage perceptions of persons with disabilities
Domain 2: Educate on risk, legislation and safeguards for persons with disabilities	Safeguard persons with disabilities	Emergency response plans for persons with disabilities
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Support persons with disabilities with mental health conditions
		Understand and implement assistive technology (AT)
		Holistic intervention planning for persons with disabilities
		Relationships, sexuality and sexual health
	Employment support for persons with disabilities	Employment support programmes and initiatives

SPED Professionals can refer to the MOE SPED Teachers Development Guide for more information on required skills

SPED PROFESSIONALS

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Manage perceptions of persons with disabilities** a. Identify ways in which discrimination may deliberately or inadvertently occur in a disability setting and/or the persons with disabilities' local community b. Identify stigma, myths and stereotypes associated with persons with disabilities within the workplace c. Apply understanding of the impact that discrimination and stigma may have on the life of persons with disabilities (child, young person and adult), their families/caregivers to mitigate it d. Support and advocate for a workplace culture and environment of safety and inclusion of persons with disabilities e. Apply knowledge of ways of working with a range of persons with disabilities to ensure diverse needs are met	**Manage perceptions of persons with disabilities** a. Actively mitigate any discriminatory employment practices that may compromise the rights of persons with disabilities to paid employment, dignity, respect and safety b. Engage in projects, activities and initiatives to improve the perception of persons with disabilities within the workplace c. Integrate the participation of persons with disabilities in the design and decision-making process for services that affect them d. Support an organisational culture that values and respects equality, inclusion and the diversity of persons with disabilities e. Implement approaches that increase protective factors for persons with disabilities	**Manage perceptions of persons with disabilities** a. Define the practices and principles that can serve as a guide to one's organisation about how they can build a culture that values and respects equality, inclusion and diversity of persons with disabilities b. Recommend policies and procedures that promote diversity, equality and inclusion c. Define approaches that increase protective factors for persons with disabilities

SPED PROFESSIONALS

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	**Emergency response plans for persons with disabilities** a. Assess the persons with disabilities' emergency response needs and implement the necessary accommodations (e.g., buddy systems, visual emergency alarms and signals) b. Conduct a risk assessment (in collaboration with multi-disciplinary team, if required) as part of an emergency response plan to identify potential emergency scenarios c. Apply knowledge of the emergency safety guidelines for persons with disabilities (e.g., SCDF's fire safety requirements for persons with disabilities) d. Assess the emergency situation (e.g. medical) and seek assistance from the relevant emergency response services e. Recognise signs and symptoms of deteriorating health conditions and administer the appropriate first aid response (e.g. Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED)) f. Manage immediate hazards to the health and safety of self and others	**Emergency response plans for persons with disabilities** a. Make arrangements with co-workers to execute emergency response plans with persons with disabilities b. Oversee the implementation of emergency safety guidelines for persons with disabilities (e.g., wheelchair stairlift, visual alarm signals) c. Guide fellow colleagues on the emergency response procedures pertaining to persons with disabilities d. Negotiate for the necessary accommodations related to emergency response procedures of persons with disabilities	**Emergency response plans for persons with disabilities** a. Evaluate persons with disabilities emergency response plans through practice/drills and engagements with persons with disabilities b. Advise on the ways to factor in practices for persons with disabilities in the development of organisation-wide emergency response plans

SPED PROFESSIONALS

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	<u>Support persons with disabilities with mental health conditions</u> a. Understand that mental health conditions may develop and present in different ways from persons without disabilities, and the usual signs or symptoms may not be observable or reportable b. Know the main types of mental health conditions which may impact on the lives of persons with disabilities c. Understand the reasons why persons with disabilities are at increased risk of mental health conditions d. Know the function of different mental health services that persons with disabilities may need to access (e.g., counsellors, psychologists, psychiatrists) e. Understand how the past traumatic experiences of persons with disabilities may often cause psychological distress f. Know where to refer persons with disabilities with a suspected mental health condition g. Understand how specialist and personalised assessment, and care, treatment and support are provided for persons with disabilities with mental health conditions	<u>Support persons with disabilities with mental health conditions</u> a. Support persons with disabilities with mental health conditions to access and use specialised and personalised assessment, care, treatment and support b. Arrange and manage services so that persons with disabilities are supported with the resources that are important to their mental wellbeing.	<u>Support persons with disabilities with mental health conditions</u> a. Identify gaps in the current support system for persons with disabilities with mental health conditions b. Propose modifications of mental health practices and/or development of new practices to build a stronger support system for persons with disabilities c. Implement strategies in supporting persons with disabilities with mental health conditions in their recovery, including development of a recovery action plan

SPED PROFESSIONALS

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Understand and implement assistive technology (AT)** a. Understand and be able to use a variety of assistive technology devices/services that can be used in one's work area b. Understand the strengths and challenges of various AT devices and services and the factors that may affect their use, and adapt persons with disabilities' employment support plan appropriately in consultation with the multi-disciplinary team (e.g., allied health professionals) c. Understand and describe the components of the SETT (Student, Environment, Tasks, Tools) framework d. Identify the different categories of assistive technology and its use in promoting independence in persons with disabilities	**Understand and implement assistive technology (AT)** a. Select and use appropriate measurement tools, strategies, and activities to assess the assistive technology needs of persons with disabilities b. Use appropriate data-gathering procedures and strategies to conduct an assistive technology evaluation (e.g., SETT framework) c. Consider a continuum of assistive technology devices, services, and resources that may be used to address the workplace needs of persons with disabilities d. Identify appropriate assistive technologies that will facilitate the employment of the persons with disabilities in consultation with the multi-disciplinary team (e.g., allied health professionals)	**Understand and implement assistive technology (AT)** a. Develop a framework to identify and adopt suitable assistive technology for the accommodation of individual employment needs in consultation with the multi-disciplinary team (e.g., allied health professionals) b. Design a plan to implement the appropriate assistive technology devices, services, and strategies in one's own organisation c. Evaluate and measure the effectiveness of the implemented assistive technology

SPED PROFESSIONALS

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Holistic intervention planning for persons with disabilities** a. Know and apply the principles of developing an Individual Transition Plan (ITP) / Individual Care Plan (ICP) in collaboration with the multi-disciplinary team (e.g., case management team) b. Gather information about persons with disabilities' strengths, needs, preferences, hopes, desires, lived experiences and current circumstances to develop suitable intervention options c. Monitor and adapt lessons plans based on persons with disabilities' responses and learning progress d. Recognise the need to adjust training programmes to match the needs and characteristics of persons with disabilities and adjust the curriculum, delivery, and learning pedagogies of the programmes accordingly e. Seek professional guidance to tailor intervention to best meet the needs, preferences and values of the person and their network of support	**Holistic intervention planning for persons with disabilities** a. Participate in the development of an Individual Transition Plan (ITP) / Individual Care Plan (ICP) based on persons with disabilities' needs and caregivers' feedback in collaboration with the multi-disciplinary team (e.g., case management team) b. Flexibly adjust the approach in response to persons with disabilities' lived experience, current circumstances and environment c. Use professional judgement to tailor intervention to best meet the needs, preferences and values of persons with disabilities d. Apply strengths-based or person-centred approaches independently to enhance a person's capacity and participation e. Use appropriate assessment tools and methods to report progress to supervisors, coaches, and parents f. Monitor and ensure persons with disabilities' safety through effective supervision and intervene effectively with appropriate safety protocols	**Holistic intervention planning for persons with disabilities** a. Lead, promote and develop flexible and innovative approaches to service delivery b. Assess outcomes and provide intervention to achieve best outcomes (e.g., review and improve the quality-of-care plans) c. Support multi-disciplinary team (e.g., allied health professionals) to develop professional judgement to tailor intervention to best meet the needs, preferences and values of the person and their network of support d. Guide and supervise persons with disabilities' network of support to apply capacity-building approaches and interventions e. Coach, advise and provide leadership to solve complex problems and implement solutions f. Drive the development of strengths-based approaches throughout the organisation

SPED PROFESSIONALS

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Relationships, sexuality and sexual health** a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	**Relationships, sexuality and sexual health** a. Know the factors affecting the capacity of persons with disabilities to develop and/or maintain relationships b. Understand the basic development of human sexuality c. Know the issues of sexual health and how these can be supported d. Understand the impact of relationships and social networks on wellbeing and self-esteem of persons with disabilities e. Know the potential that persons with disabilities may be at risk of entering the criminal justice system due to perceived inappropriate sexual behaviour f. Identify what constitutes a sexual offence by law with mental disabilities	**Relationships, sexuality and sexual health** a. Support persons with disabilities to make appropriate judgements on issues related to sexuality b. Support persons with disabilities in making appropriate judgements for consent to sex, marriage and civil partnerships c. Work in partnership with individuals, their families and other agencies to create support so that persons with disabilities can be good parents d. Lead initiatives to improve sexual health issues and education for persons with disabilities

SPED PROFESSIONALS

Competency area	Basic	Intermediate	Advanced
Employment support for persons with disabilities	<u>Employment support programmes and initiatives</u> a. Understand and apply the suitable approaches (e.g., Supported and Customised Employment model, 'place, train and sustain' model of job coaching, job creation, job carving, job restructuring, job sharing etc.) to support the employability of persons with disabilities b. Apply the knowledge of disability and employment-related legislations (e.g. Employment Act) in discussions of employment terms for persons with disabilities c. Engage and support persons with disabilities and employers in supported employment (e.g., job development and placement, job site training, work trials) d. Monitor individual placements and provide ongoing support based on the needs of the persons with disabilities e. Ensure smooth transition to alternative training programmes when needed	<u>Employment support programmes and initiatives</u> a. Apply coaching techniques to provide guidance to persons with disabilities in their career planning b. Contribute to the development of Individual Training Plan (ITP) for persons with disabilities c. Provide advice on employment laws and grants available for employers and persons with disabilities d. Provide advice and service to other stakeholders on a range of strategies surrounding persons with disabilities	<u>Employment support programmes and initiatives</u> a. Advise on ways to develop, monitor and coordinate the support processes for persons with disabilities across a large business enterprise or multiple smaller businesses (e.g., working with employers to develop disability-friendly recruitment and selection processes) b. Ensure that policies, processes and practices are implemented to maximise the opportunity for persons with disabilities to reach their full potential c. Ensure that all policies, programmes and initiatives adhere to the relevant legislations, and that the colleagues possess the necessary understanding of these legislations d. Ensure sufficient budgeting and resource allocation (e.g., forecasting manpower or expenses) for the running of support programmes and initiatives

3.6 | Overview for Job Coach

As Job Coach is one of the roles that are not covered under other national frameworks, a few additional materials were developed to complement the framework for this group of professionals. These include Career Pathways, Job Descriptions as well as Key Accountabilities.

Career Pathways for Job Coaches

| Job Coach | → | Senior Job Coach | → | Head Job Coach |

Note
- The framework serves as a guide for the possible career progression for Job Coaches. Depending on the context and requirements of various organisations, there may be differences as to how this pathway is articulated or defined.

Job Descriptions for Job Coaches

Job Coach	Senior Job Coach	Head Job Coach
Job Coach works with persons with disabilities **to facilitate their transition to work**. He/She **facilitates and implements** support **strategies** to enable individuals with different disability profiles (e.g., intellectual disabilities, autism spectrum disorder or multiple disabilities) to **integrate into their workplaces** and navigate any challenges that may arise. He/She **works with employers** to identify training and accommodations at the workplace required for persons with disabilities. Job Coach also **works** closely with **other key stakeholders such as co-workers, caregivers, support network (e.g., family, friends, etc)**, to help persons with disabilities to secure and sustain employment.	Senior Job Coach works with persons with disabilities to **facilitate their transition to work**, **implement support strategies**, and **empower individuals** with different disability profiles (e.g., intellectual disabilities, autism spectrum disorder, or multiple disabilities) to successfully integrate into their workplaces. He/She **works with employers** to identify training and accommodations at the workplace required for persons with disabilities. Senior Job Coach **takes on leadership and mentoring tasks**. He/She provides expertise and guidance to Job Coaches, **offering insights** and best practices in effectively assisting in more challenging client cases. Senior Job Coach also **collaborates closely with other key stakeholders such as co-workers, caregivers, and support networks** to ensure comprehensive support for persons with disabilities seeking sustainable employment.	Head Job Coach **plays** a pivotal role in **providing strategic direction and coordinating the team's effort** for successful transition of persons with disabilities to work. This includes taking on **responsibilities** such as **work placement target setting, programme development** and **community outreach efforts**. He/She demonstrates **advanced expertise in designing and implementing** customised support **strategies tailored to the specific needs** and disability profiles of the clients for effective integration into the workplace. **Collaborating closely with key stakeholders such as employers, co-workers, caregivers, and support networks**, the Head Job Coach ensures effective communication and coordination to facilitate the successful integration of persons with disabilities into workplaces. Through leadership, he/she strives to enhance the overall **quality and impact** of support services, fostering an inclusive and supportive environment for persons with disabilities to thrive in the workforce.

Summary of Key Accountabilities for Job Coaches

Individual Work Readiness Assessment

Evaluate if the clients are ready for their employment journey

Employment Support

Support clients' skills development and/or successful employment

Stakeholder Management

Build relationships and communicate with various teams

Holistic Case Management

Apply holistic approaches in providing services to the clients

Curriculum Planning and Implementation

Plan school curriculum for better employability of students

People Management
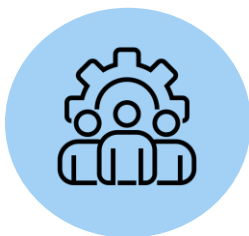
Lead, guide, coordinate and develop a team effectively

Note
- Curriculum Planning and Implementation would only be specific to Job Coaches in a school-setting

3.6 | Overview for Job Coach

Key Accountabilities for Job Coaches

Category	Job Coach	Senior Job Coach	Head Job Coach
Individual Work Readiness Assessment	• Assess job suitability (e.g., employment preferences or environmental risk assessment) for persons with disabilities with needs of different complexity (under guidance, where required), and ascertain their readiness for work	• Assess job suitability (e.g., employment preferences or environmental risk assessment) for persons with disabilities with needs of different complexity (independently), and ascertain their readiness for work	• Develop guidelines and provide advice on assessment methods to determine the work readiness of persons with disabilities
Employment Support	• Identify and source for suitable work experience/job opportunities for persons with disabilities with needs of different complexity (under guidance, where required), based on the goal setting exercise and the assessment outcomes (i.e., job matching)	• Identify and source for suitable work experience/job opportunities for persons with disabilities with needs of different complexity (independently), based on the goal setting exercise and the assessment outcomes (i.e., job matching)	• Source for and promote greater work experience/job opportunities for persons with disabilities (e.g., networking with employers to form partnerships and spearheading community outreach)
	• Analyse the job scope and responsibilities of persons with disabilities, and perform job shadowing of these responsibilities to support the transition		
	• Coach persons with disabilities with needs of different complexity (under guidance, where required), and implement customised support strategies (e.g., job carving) to help navigate workplace challenges that may arise	• Advise on ways to coach persons with disabilities with needs of different complexity (independently) and implement customised support plans (e.g., job carving) to help navigate workplace challenges that may arise	• Share expertise to the team when brainstorming on solutions to navigate complex hurdles in challenging scenarios
	• Provide and plan for long-term employment support (e.g., explore opportunities for job rotations across sectors) for persons with disabilities with needs of different complexity (under guidance, where required)	• Provide and plan for long-term employment support (e.g., explore opportunities for job rotations across sectors) for persons with disabilities with needs of different complexity (independently)	• Develop guidelines and advise on providing long term employment support for persons with disabilities

3.6 | Overview for Job Coach

Key Accountabilities for Job Coaches

Category	Job Coach	Senior Job Coach	Head Job Coach
Stakeholder Management	**Employers** • Collaborate with employers and co-workers to identify necessary training and accommodations for persons with disabilities with needs of different complexity (under guidance, where required)	**Employers** • Collaborate with employers and co-workers to identify necessary training and accommodations for persons with disabilities with needs of different complexity (independently)	**Employers** • Build relationship with employers and co-workers to effectively resolve issues and co-create support strategies to ensure successful employment journey of persons with disabilities
	Multi-disciplinary Team Collaboration with Sector Professionals • Seek professional guidance from sector professionals (e.g., Occupational Therapists) to co-create customised interventions that facilitate the employment of persons with disabilities with needs of different complexity (under guidance, where required)	**Multi-disciplinary Team Collaboration with Sector Professionals** • Seek professional guidance from sector professionals (e.g., Occupational Therapists) to co-create customised interventions that facilitate the employment of persons with needs of different complexity (independently)	**Multi-disciplinary Team Collaboration with Sector Professionals** • Ensure the team possesses the requisite knowledge to facilitate collaboration with sector professionals
	Caregivers & Support Networks • Engage with caregivers and support networks of persons with disabilities with needs of different complexity (under guidance, where required) to gain deeper insights into the individual's preferences, interests, needs, and strengths	**Caregivers & Support Networks** • Engage with caregivers and support networks of persons with disabilities with needs of different complexity (independently) to gain deeper insights into the individual's preferences, interests, needs, and strengths	**Caregivers & Support Networks** • Develop guidelines for effective engagement of the team with caregivers and support networks of persons with disabilities

3.6 | Overview for Job Coach

Key Accountabilities for Job Coaches

Category	Job Coach	Senior Job Coach	Head Job Coach
Holistic Case Management	• Examine and assess the multifaceted factors (e.g., societal, psychological or employment-related factors) that could potentially influence the development and overall well-being of a person with disability with needs of different complexity (under guidance, where required)	• Examine and assess the multifaceted factors (e.g., societal, psychological or employment-related factors) that could potentially influence the development and overall well-being of a person with disability with needs of different complexity (independently)	• Develop protocols to guide the team on what to consider and navigate the various factors that may impact persons with disabilities
	• Examine the incidents that occur in the work environment (e.g., hazardous behaviours) and collaborate with employers to implement strategies to reduce workplace risk for persons with disabilities with needs of different complexity (under guidance, where required)	• Provide consultation and collaboratively work with Job Coaches and employers to develop and apply strategies to reduce workplace risk for persons with disabilities with needs of different complexity	• Develop guidelines and ensure that the team possesses the requisite knowledge to implement (in collaboration with employers) holistic strategies that reduce workplace risk for persons with disabilities
	• Recognise the appropriate instances for escalating the case	• Recognise the appropriate instances for escalating the case or to bring in multi-disciplinary team (e.g., allied healthcare professionals or social workers) if intervention required is multi-faceted	• Establish guidelines to assist the team in discerning when to escalate a situation and provide expert advice on mobilising the right stakeholders for a multifaceted intervention

3.6 | Overview for Job Coach

Key Accountabilities for Job Coaches

Category	Job Coach	Senior Job Coach	Head Job Coach
Curriculum Planning and Implementation	• Conduct vocational awareness/exploration activities (e.g., learning journeys/job shadowing/site visits) to gain insight into actual work settings	• Conduct vocational awareness/exploration activities (e.g., learning journeys/job shadowing/site visits) to gain insight into actual work settings and design an authentic work simulation within the school, preparing students for future employment	• Source for and forge suitable partnerships to enable vocational awareness/exploration activities (e.g., learning journeys/job shadowing/site visit opportunities)
	• Plan for and facilitate the students' work attachments, considering the viability of diverse employment avenues (e.g., traditional employment, community-based work, home-based businesses)		• Source for suitable work and employment partners (e.g., employers with similar values of empowering persons with disabilities) to facilitate work attachments opportunities for students
	• Identify learning gaps in curriculum through comparing skills taught in school to competencies demanded by the sector/employers, and recommend/implement actions to address these discrepancies (e.g., co-design work experiences together with stakeholders such as vocational trainers) for individual students	• Identify learning gaps in curriculum through comparing skills taught in school to competencies demanded by the sector/employers, and recommend/implement actions to address these discrepancies (e.g., co-design work experiences together with stakeholders such as vocational trainers) for all students	• Perform environmental scans on upcoming community-based opportunities/work skills and actively provide expertise in helping to incorporate these skills into the educational syllabus

Note
- In the SPED context, "work" is defined as "valued contribution" which goes beyond open and paid employment; it could include volunteering in the community and engaging in home-based work.

3.6 | Overview for Job Coach

Key Accountabilities for Job Coaches

Category	Job Coach	Senior Job Coach	Head Job Coach
People Management	• Learn to critically evaluate one's behaviours, perspectives, habits, and communication from previous actions to gain insights for future challenges	• Mentor the team members, sharing insights, best practices, and effective strategies in supporting persons with disabilities in their transition to work	• Foster a culture of learning by providing team with guidance, offering insights, mentoring, and sharing best practices for supporting persons with disabilities in their transition to work
		• Manage and prioritise tasks and resources for the team (e.g., allocating manpower to various clients)	• Engage in strategic planning (including succession planning) and utilise data to aid in resource allocation (e.g., understanding data points to anticipate trends within the disability sector and reacting accordingly or budget planning)
	• Understand actions to undertake to navigate challenging situations (e.g., actively attempting to understand the perspectives of others)	• Assess information, consider alternatives, and effectively identify the best course of action for the team (e.g., determining suitable approaches for complex cases involving persons with disabilities who have multiple co-morbidities)	• Coordinate the efforts of all teams to ensure smooth service delivery (e.g., work placement target setting and programme development)

Jobs include, but are not limited to:

- Job Coach

JOB COACH

Domain	Competency area	Sub-competency area
Domain 1: Educate on the disability profiles	Understand disability profiles	Understand disability profiles
	Diversity awareness and management of persons with disabilities	Behavioural management techniques
		Manage perceptions of persons with disabilities
Domain 2: Educate on risk, legislation and safeguards for persons with disabilities	Safeguard persons with disabilities	Emergency response plans for persons with disabilities
Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Understand and implement assistive technology (AT)
		Goal-setting with persons with disabilities
		Holistic intervention planning for persons with disabilities
	Employment support for persons with disabilities	Assess suitability of employment opportunities
		Employment support programmes and initiatives
		Coach persons with disabilities
	Communicate with persons with disabilities and families	Effective communication with persons with disabilities
		Engagement with support networks of persons with disabilities
Domain 4: Collaborate with other stakeholders	Collaborative practices	Collaborate inter-professionally
		Stakeholder management
Domain 5: Adopt techniques to care for self	Professional development	Reflective practice
	Care for self	Resilience and self-care

JOB COACH

Competency area	Basic	Intermediate	Advanced
Understand disability profiles	<u>Understand disability profiles</u> a. Identify and understand the different disability profiles (e.g., physical, sensory, autism, intellectual disability) and their needs b. Apply understanding of how a person's wellbeing and support needs may span across different disability profiles c. Gather information to understand behaviours, strengths, challenges, interests, preferences, situations and context to best accommodate persons with disabilities' support needs d. Apply knowledge of the needs, challenges and concerns of persons with disabilities and their families at different life stages in your practice e. Participate in practice, environments and systems adaptation to respond to persons with disabilities' complex needs f. Apply understanding of how the skills and/or needs of persons with disabilities may change with age g. Apply understanding of the concept of inclusion and persons with disabilities' rights to advocate for them	<u>Understand disability profiles</u> a. Adapt practice, environments and systems to respond to persons with disabilities' complex support needs b. Work with the support network/caregivers of persons with disabilities to best accommodate their support needs c. Guide other sector professionals to adapt practice to be sensitive and safely respond to the varied experiences of persons with disabilities	<u>Understand disability profiles</u> a. Define, implement and review organisation policies that are sensitive to persons with disabilities' behaviours, strengths, challenges, interests, preferences, situation and context b. Recommend changes and improvements in organisation policies to respond to emerging trends in the field of disability c. Encourage the latest best practices in organisation policies to empower persons with disabilities and facilitate inclusion

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Behavioural management techniques** a. Understand the principles of behavioural management techniques (e.g., Positive Behaviour Support) b. Demonstrate the use of prompting techniques to support the learning and skill development of persons with disabilities c. Demonstrate the use of error correction strategies to minimise the occurrence of challenging behaviours and promote appropriate behaviour d. Utilise effective communication techniques to reduce the frequency and severity of behaviours of concern in persons with disabilities	**Behavioural management techniques** a. Conduct assessment and document possible causes or contributing factor to the behaviours of concern b. Identify and analyse observable and measurable behaviours of concern in various contexts and situations c. Analyse and understand the antecedent and consequent events that maintain or influence behaviours of concern in different scenarios d. Differentiate and assess functional and non-functional skills of persons with disabilities in different contexts and situations e. Develop and implement appropriate reinforcement strategies to promote correct target behaviours and decrease challenging behaviours in various settings	**Behavioural management techniques** a. Develop, implement, and monitor a behaviour management support plan tailored to the specific needs and goals of persons with disabilities b. Monitor the delivery of a behaviour management support plan c. Evaluate the effectiveness of behaviour management support plans and make necessary modifications based on ongoing assessment and analysis d. Impart colleagues and others new skills so they can implement a behaviour management support plan e. Implement multi-element evidence-based support strategies at the organisational level

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Manage perceptions of persons with disabilities** a. Identify ways in which discrimination may deliberately or inadvertently occur in a disability setting and/or the persons with disabilities' local community b. Identify stigma, myths and stereotypes associated with persons with disabilities within the workplace c. Apply understanding of the impact that discrimination and stigma may have on the life of persons with disabilities (child, young person and adult), their families/caregivers to mitigate it d. Support and advocate for a workplace culture and environment of safety and inclusion of persons with disabilities e. Apply knowledge of ways of working with a range of persons with disabilities to ensure diverse needs are met	**Manage perceptions of persons with disabilities** a. Actively mitigate any discriminatory employment practices that may compromise the rights of persons with disabilities to paid employment, dignity, respect and safety b. Engage in projects, activities and initiatives to improve the perception of persons with disabilities within the workplace c. Integrate the participation of persons with disabilities in the design and decision-making process for services that affect them d. Support an organisational culture that values and respects equality, inclusion and the diversity of persons with disabilities e. Implement approaches that increase protective factors for persons with disabilities	**Manage perceptions of persons with disabilities** a. Define the practices and principles that can serve as a guide to one's organisation about how they can build a culture that values and respects equality, inclusion and diversity of persons with disabilities b. Recommend policies and procedures that promote diversity, equality and inclusion c. Define approaches that increase protective factors for persons with disabilities

EY

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	**Emergency response plans for persons with disabilities** a. Assess the persons with disabilities' emergency response needs and implement the necessary accommodations (e.g., buddy systems, visual emergency alarms and signals) b. Conduct a risk assessment (in collaboration with multi-disciplinary team, if required) as part of an emergency response plan to identify potential emergency scenarios c. Apply knowledge of the emergency safety guidelines for persons with disabilities (e.g., SCDF's fire safety requirements for persons with disabilities) d. Assess the emergency situation (e.g. medical) and seek assistance from the relevant emergency response services e. Recognise signs and symptoms of deteriorating health conditions and administer the appropriate first aid response (e.g. Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED)) f. Manage immediate hazards to the health and safety of self and others	**Emergency response plans for persons with disabilities** a. Make arrangements with co-workers to execute emergency response plans with persons with disabilities b. Oversee the implementation of emergency safety guidelines for persons with disabilities (e.g., wheelchair stairlift, visual alarm signals) c. Guide fellow colleagues on the emergency response procedures pertaining to persons with disabilities d. Negotiate for the necessary accommodations related to emergency response procedures of persons with disabilities	**Emergency response plans for persons with disabilities** a. Evaluate persons with disabilities emergency response plans through practice/drills and engagements with persons with disabilities b. Advise on the ways to factor in practices for persons with disabilities in the development of organisation-wide emergency response plans

JOB COACH

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Understand and implement assistive technology (AT)** a. Understand and be able to use a variety of assistive technology devices/services that can be used in one's work area b. Understand the strengths and challenges of various AT devices and services and the factors that may affect their use, and adapt persons with disabilities' employment support plan appropriately in consultation with the multi-disciplinary team (e.g., allied health professionals) c. Understand and describe the components of the SETT (Student, Environment, Tasks, Tools) framework d. Identify the different categories of assistive technology and its use in promoting independence in persons with disabilities	**Understand and implement assistive technology (AT)** a. Select and use appropriate measurement tools, strategies, and activities to assess the assistive technology needs of persons with disabilities b. Use appropriate data-gathering procedures and strategies to conduct an assistive technology evaluation (e.g., SETT framework) c. Consider a continuum of assistive technology devices, services, and resources that may be used to address the workplace needs of persons with disabilities d. Identify appropriate assistive technologies that will facilitate the employment of the persons with disabilities in consultation with the multi-disciplinary team (e.g., allied health professionals)	**Understand and implement assistive technology (AT)** a. Develop a framework to identify and adopt suitable assistive technology for the accommodation of individual employment needs in consultation with the multi-disciplinary team (e.g., allied health professionals) b. Design a plan to implement the appropriate assistive technology devices, services, and strategies in one's own organisation c. Evaluate and measure the effectiveness of the implemented assistive technology

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Goal-setting with persons with disabilities** a. Understand the role and value of multi-disciplinary approach (e.g., allied health professionals) in promoting aspirations and achieving goals of social, economic and workforce participation for persons with disabilities b. Apply the principles of person-centred goal setting and self-directed support to enable persons with disabilities to make their own decisions c. Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) development plans with persons with disabilities to gain paid employment d. Measure progress towards milestones (e.g., successfully create documents for employment such as resume) and goals (e.g., gain and maintain employment) e. Revise and refine strategies iteratively to enhance methods for achieving goals (e.g., attaining gainful employment) f. Link persons with disabilities and their informal and formal support networks to services that contribute to achieving their employment goals	**Goal-setting with persons with disabilities** a. Provide expertise to team members on setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) development plans with persons with disabilities to gain paid employment b. Promote the principles of person-centred goal setting and self-directed support c. Advise team members on ways to refine strategies iteratively to enhance methods for achieving goals	**Goal-setting with persons with disabilities** a. Coach practitioners to incorporate persons with disabilities' views, needs, preferences and developmental stage, and where appropriate, in setting and achieving employment goals b. Implement best practice models to set and achieve goals that are participation- or activity-focused c. Develop connections and networks of services to build a community of services that contributes to achieving the person's employ d. Promote the role and value of multi-disciplinary approach in driving the aspirations of persons with disabilities

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	**Holistic intervention planning for persons with disabilities** a. Know the principles of developing Individual Education Plan (IEP) and Individual Transition Plan (ITP) b. Consider persons with disabilities' lived experience, current circumstances and environment when determining suitable intervention options c. Seek professional guidance about clinical decisions to tailor intervention to best meet the needs, preferences and values of the person and their network of support d. Identify training delivery approaches and methodologies to suit different contexts and learners e. Recognise the need to adjust training programmes to match the needs and characteristics of persons with disabilities and adjust the curriculum, pace, and learning pedagogies of the programmes accordingly f. Know the socio-political background and context of disability services including the development of approaches which recognise the strengths and potential of persons with disabilities	**Holistic intervention planning for persons with disabilities** a. Develop an Individual Care Plan (ICP) based on persons with disabilities' needs and caregivers' feedback b. Flexibly adjust therapeutic approach in response to persons with disabilities' lived experience, current circumstances and environment c. Use clinical judgement to tailor intervention to best meet the needs, preferences and values of persons with disabilities d. Apply strengths-based or person-centred approaches independently to enhance a person's capacity and participation e. Use appropriate assessment tools and methods to report progress to supervisors, coaches, and parents f. Monitor and ensure persons with disabilities' safety through effective supervision and intervene effectively with appropriate safety protocols g. Monitor and adapt lessons plans based on persons with disabilities' responses and learning progress h. h. Gather information about persons with disabilities' strengths, needs, preferences, hopes, dreams and desires to develop a person-centred plan	**Holistic intervention planning for persons with disabilities** a. Lead, promote and develop flexible and innovative approaches to service delivery b. Assess outcomes and provide intervention to achieve best outcomes (e.g., Review and improve the quality of care plans) c. Support allied health professionals to develop clinical judgement to tailor intervention to best meet the needs, preferences and values of the person and their network of support d. Guide and supervise persons with disabilities' network of support to apply capacity-building approaches and interventions e. Coach, advise and provide leadership to solve complex problems and implement solutions f. Drive the development of strengths-based approaches throughout the organisation

JOB COACH

Competency area	Basic	Intermediate	Advanced
Employment support for persons with disabilities	**Assess suitability of employment opportunities** a. Analyse the vocational needs and preferences of the clients and match them to suitable employment options b. Carry out job analyses in determining the nature of work more suited for the clients c. Apply methods to carry out workplace environmental assessments (e.g., RAMS, identifying areas of workplace risk or the various forms of natural support available in the workplace such as co-workers, systems, and processes) d. Demonstrate understanding of the importance of work cultures and their impact on the suitability of work environments e. Assess the availability of transportation and accessible infrastructure to as well as within the workplace (e.g., ramps) f. Assess the client's readiness for the necessary employment related logistics (e.g., travelling to the workplace) and offer suitable training (potentially in partnership with caregivers)	**Assess suitability of employment opportunities** a. Determine and evaluate essential employment-related information for the clients with complex needs to gauge the suitability of the job (e.g., disability experiences, preferred style of learning, work skills and tolerances, needs, talents, and employment preferences) b. Analyse and assess work cultures to better understand sources of support and social relationships at the worksite c. Assess, identify and advocate for needed environmental or job-task modifications required for the clients to succeed in the workplace d. Assess and establish natural supports within work environments (e.g., accessible workspaces) e. Keep abreast of the available job opportunities for the clients	**Assess suitability of employment opportunities** a. Develop and review appropriate methods for assessment & monitoring of clients' workplace progress, and interests, preferences and strengths b. Consult team members in the assessment of the extent of job matching in the more complex cases

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Employment support for persons with disabilities	**Employment support programmes and initiatives** a. Understand and apply the suitable approaches (e.g., Supported and Customised Employment model, 'place, train and sustain' model of job coaching, job creation, job carving, job restructuring, job sharing etc.) to support the employability of persons with disabilities b. Apply the knowledge of disability and employment-related legislations (e.g. Employment Act) in discussions of employment terms for persons with disabilities c. Engage and support persons with disabilities and employers in supported employment (e.g., job development and placement, job site training, work trials) d. Monitor individual placements and provide ongoing support based on the needs of the persons with disabilities e. Ensure smooth transition to alternative training programmes when needed	**Employment support programmes and initiatives** a. Apply coaching techniques to provide guidance to persons with disabilities in their career planning b. Contribute to the development of Individual Training Plan (ITP) for persons with disabilities c. Provide advice on employment laws and grants available for employers and persons with disabilities d. Provide advice and service to other stakeholders on a range of strategies surrounding persons with disabilities	**Employment support programmes and initiatives** a. Advise on ways to develop, monitor and coordinate the support processes for persons with disabilities across a large business enterprise or multiple smaller businesses (e.g., working with employers to develop disability-friendly recruitment and selection processes) b. Ensure that policies, processes and practices are implemented to maximise the opportunity for persons with disabilities to reach their full potential c. Ensure that all policies, programmes and initiatives adhere to the relevant legislations, and that the colleagues possess the necessary understanding of these legislations d. Ensure sufficient budgeting and resource allocation (e.g., forecasting manpower or expenses) for the running of support programmes and initiatives

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Employment support for persons with disabilities	**Coach persons with disabilities** a. Play the role of a coach and adhere to ethics and values when managing the different emotional needs of persons with disabilities b. Apply basic emotional support techniques and approaches in managing the problems or challenges faced by persons with disabilities c. Coach clients by sharing about work related knowledge (e.g., knowledge of sector and industry) and providing necessary job instructions d. Address barriers of communication and demonstrate effective listening skills	**Coach persons with disabilities** a. Use models or frameworks to address concerns faced by persons with disabilities b. Navigate barriers of communication in the coaching process c. Utilise a range of techniques to prevent and manage communication breakdown when working with persons with disabilities d. Develop persons with disabilities' insights into their abilities and work requirements in order to facilitate further decision making and planning	**Coach persons with disabilities** a. Use models or frameworks to address concerns faced by persons with disabilities b. Introduce best practices in coaching of persons with disabilities c. Guide team members in coaching of persons with disabilities with more complex employment support needs

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Communicate with persons with disabilities and families	**Effective communication with persons with disabilities** a. Tailor communication to persons with disabilities and their network of support in a way that they can understand b. Recognise different ways to build rapport and a mutual relationship with persons with disabilities and their network of support c. Understand the diversity of cultures and languages and their influence on communication and adapt one's communication style with persons with disabilities and their network of support d. Practise effective listening skills and seek, provide and/or share information in an appropriate and respectful manner e. Provide frequent and responsive updates by holding regular reviews with persons with disabilities and their caregivers f. Anticipate and manage barriers to effective communication	**Effective communication with persons with disabilities** a. Adapt communication approaches to respond to the needs of persons with disabilities and families (e.g., through the use of interpreters, assistive technology, and relevant accommodations) b. Apply a range of effective communication strategies to build rapport and a mutual relationship with persons with disabilities and their network of support c. Use a range of positive engaging techniques and adapt style to meet the needs of persons with disabilities d. Implement service processes and systems that enable effective communication strategies	**Effective communication with persons with disabilities** a. Develop and share strategies that support effective communication (e.g., communication devices and systems) b. Model rapport-building to foster mutual relationships with persons with disabilities and their network of support through excellent interpersonal skills c. Advise on service processes and systems that enable effective communication strategies d. Create and review policies and procedures that promote communication best practices

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Communicate with persons with disabilities and families	**Engagement with support networks of persons with disabilities** a. Understand the role of formal and informal sources of support (caregiver, family etc), support and involve them where needed to promote positive employment outcomes for persons with disabilities b. Understand the right of families (and other caregivers) and know when and how to involve them in decisions (e.g., where persons with disabilities lack capacity and a decision needs to be made on their behalf), while having persons with disabilities' best interest in mind c. Apply understanding of the diversity and influence of cultural values, attitudes and beliefs on support needs and tailor one's style accordingly d. Assist in conflict resolution between persons with disabilities' goals and the wishes of their network of support e. Identify sources of support in and/or outside of the workplace to ensure individuals overcome employment-related and/or personal challenges	**Engagement with support networks of persons with disabilities** a. Apply understanding of the dynamics of formal and informal support networks to promote positive outcomes for persons with disabilities b. Develop partnerships, networks and circles of support to develop and aid the individual's aspiration (e.g., work/career, if desired) c. Develop strong working relationships and build the capacity of formal and informal support networks to help persons with disabilities d. Engage in proactive and collaborative problem-solving to resolve conflicts between an individual's goals and the wishes of their network of support e. Guide fellow team members on the diverse values, attitudes and beliefs in delivering services	**Engagement with support networks of persons with disabilities** a. Build systems to collect information about community support needs b. Innovate ways to engage with formal and informal support networks of persons with disabilities c. Resolve conflicts between an individual's goals and the wishes of their network of support d. Foster productive relationships with communities e. Advocate for systems that facilitate the involvement of persons with disabilities, families, and communities in shaping service delivery f. Contribute to the development of practices and services that meet the needs of families and caregivers

EY

Domain 4: Collaborate with other stakeholders

JOB COACH

Competency area	Basic	Intermediate	Advanced
Collaborative practices	**Collaborate inter-professionally** a. Apply inter-professional approaches to respond to multiple and complex employment support needs b. Understand guidelines and work effectively with the multi-disciplinary team (e.g., allied health professionals, disability support workforce) to support the holistic development of persons with disabilities c. Apply understanding of the role of other support services in meeting multiple and complex employment support needs to collaborate more effectively	**Collaborate inter-professionally** a. Demonstrate a strong understanding of a collaborative, inter-professional approach to respond to multiple and complex employment support needs b. Coordinate inter-professional resources to support the needs of persons with disabilities c. Build strong relationships with other professionals to support referrals d. Facilitate networking, cross-training and resource-sharing activities for collaborative teams e. Facilitate information exchange within collaborative teams to deliver care or case plans	**Collaborate inter-professionally** a. Develop models of interprofessional practice that respond to multiple and complex employment support needs b. Support practitioners to work to the full extent of their role c. Integrate practices to support positive employment outcomes for persons with disabilities d. Build a collaborative culture within the multi-disciplinary team (e.g., allied health professionals, disability support workforce)

EY

Competency area	Basic	Intermediate	Advanced
Collaborative practices	**Stakeholder management** a. Support stakeholders (i.e., employers) on different aspects of disability-related initiatives and services b. Understand and apply the range of assistance and services available to employers (e.g., employment support for employers hiring persons with disabilities) in the employment process of persons with disabilities c. Collaborate with other stakeholders (e.g., Human Resource managers, potential employers, supervisors) in the provision of work support services (e.g., job placements) d. Understand and apply the fundamentals of negotiation (e.g., knowing the common factors that lead to deadlocks in negotiations)	**Stakeholder management** a. Negotiate with the relevant stakeholders (e.g., Human Resource managers and employers) regarding matters pertaining to employment terms (e.g., work hours and wages) and customised work responsibilities (e.g., job carving) b. Know and apply conflict resolution techniques c. Apply the knowledge and skills of interpersonal relationships to manage stakeholders d. Tailor employment assistance to meet specific needs of persons with disabilities	**Stakeholder management** a. Guide colleagues on negotiation techniques to facilitate knowledge transfer and effective negotiation among the team and other relevant stakeholders b. Ensure that services are designed and tailored to meet the current and future needs of employers, persons with disabilities and other relevant stakeholders c. Use networks to represent market and promote the organisation's employment services effectively with employers and other stakeholders d. Effectively communicate evidence of successful employment outcomes to stakeholders

JOB COACH

EY

Domain 5: Adopt techniques to care for self

JOB COACH

Competency area	Basic	Intermediate	Advanced
Professional development	**Reflective practice** a. Recognise the impact of personal attitudes, values and beliefs on persons with disabilities and adapt one's behaviours accordingly b. Conduct an assessment of personal competencies using self-monitoring techniques and continuously upskill c. Identify gaps in professional competencies and areas for improvement in personal qualities d. Identify potential adjustments that may impact professional practice	**Reflective practice** a. Determine follow-up actions on personal and professional development based on feedback provided during supervision b. Supervise fellow team members on personal and professional development c. Identify additional competencies and developmental needs to enhance effectiveness of job coaching services in the sector	**Reflective practice** a. Regularly engage in interdisciplinary training for staff b. Implement frameworks and action plans to prioritise aspects of professional practice for development c. Participate in practice-based learning and improvement activities that involve investigation and evaluation of persons with disabilities' experiences, evidence, and resources

EY

JOB COACH

Competency area	Basic	Intermediate	Advanced
Care for self	**Resilience and self-care** a. Demonstrate awareness of one's overall physical and mental health and well-being b. Apply self-awareness, self-assessment, self-monitoring and stress management skills to identify signs of burnout and take mitigating actions c. Apply self-care strategies, practices and techniques regarding boundaries and stress management d. Apply principles of self-care and undertake practical actionable steps to maintain health and well-being	**Resilience and self-care** a. Assess overall health and well-being and identify personal and occupational risks and stress indicators b. Apply prescribed assessments and procedures to develop and review individual self-care plans c. Apply appropriate strategies to cope with stress, anxiety and other mental health related concerns (e.g., identify unwanted emotional bonds or symptoms of stress at work) d. Reflect on self-effectiveness and gain mastery over personal responses at work e. Assess well-being of fellow team members to assist by looking out for signs of mental health related concerns	**Resilience and self-care** a. Implement frameworks for self-care b. Inculcate a supportive culture in the organisation for managing stress (e.g., Identifying signs of burnout and stress in fellow sector professionals and provide the relevant support) c. Establish systems and processes to build and sustain resilience and self-care in professionals across the organisation

EY

Jobs include, but are not limited to:

- Vocational Skills Trainers

	Domain	Competency area	Sub-competency area
VOCATIONAL SKILLS TRAINER	**Domain 1:** Educate on the disability profiles	Understand disability profiles	Understand disability profiles
		Diversity awareness and management of persons with disabilities	Behavioural management techniques
			Manage perceptions of persons with disabilities
	Domain 2: Educate on risk, legislation and safeguards for persons with disabilities	Safeguard persons with disabilities	Emergency response plans for persons with disabilities
	Domain 3: Provide individualised care for persons with disabilities	Plan for person-centred care	Understand and implement assistive technology (AT)
		Employment support for persons with disabilities	Employment support programmes and initiatives
			Coach persons with disabilities
		Communicate with persons with disabilities and families	Effective communication with persons with disabilities
			Engagement with support networks of persons with disabilities
	Domain 4: Collaborate with other stakeholders	Collaborative practices	Collaborate inter-professionally
			Stakeholder management
	Domain 5: Adopt techniques to care for self	Professional development	Reflective practice
		Care for self	Resilience and self-care

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Understand disability profiles	**Understand disability profiles** a. Identify and understand the different disability profiles (e.g., physical, sensory, autism, intellectual disability) and their needs b. Apply understanding of how a person's wellbeing and support needs may span across different disability profiles c. Gather information to understand behaviours, strengths, challenges, interests, preferences, situations and context to best accommodate persons with disabilities' support needs d. Apply knowledge of the needs, challenges and concerns of persons with disabilities and their families at different life stages in your practice e. Participate in practice, environments and systems adaptation to respond to persons with disabilities' complex needs f. Apply understanding of how the skills and/or needs of persons with disabilities may change with age g. Apply understanding of the concept of inclusion and persons with disabilities' rights to advocate for them	**Understand disability profiles** a. Adapt practice, environments and systems to respond to persons with disabilities' complex support needs b. Work with the support network/caregivers of persons with disabilities to best accommodate their support needs c. Guide other sector professionals to adapt practice to be sensitive and safely respond to the varied experiences of persons with disabilities	**Understand disability profiles** a. Define, implement and review organisation policies that are sensitive to persons with disabilities' behaviours, strengths, challenges, interests, preferences, situation and context b. Recommend changes and improvements in organisation policies to respond to emerging trends in the field of disability c. Encourage the latest best practices in organisation policies to empower persons with disabilities and facilitate inclusion

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Behavioural management techniques** a. Understand the principles of behavioural management techniques (e.g., Positive Behaviour Support) b. Demonstrate the use of prompting techniques to support the learning and skill development of persons with disabilities c. Demonstrate the use of error correction strategies to minimise the occurrence of challenging behaviours and promote appropriate behaviour d. Utilise effective communication techniques to reduce the frequency and severity of behaviours of concern in persons with disabilities	**Behavioural management techniques** a. Conduct assessment and document possible causes or contributing factor to the behaviours of concern b. Identify and analyse observable and measurable behaviours of concern in various contexts and situations c. Analyse and understand the antecedent and consequent events that maintain or influence behaviours of concern in different scenarios d. Differentiate and assess functional and non-functional skills of persons with disabilities in different contexts and situations e. Develop and implement appropriate reinforcement strategies to promote correct target behaviours and decrease challenging behaviours in various settings	**Behavioural management techniques** a. Develop, implement, and monitor a behaviour management support plan tailored to the specific needs and goals of persons with disabilities b. Monitor the delivery of a behaviour management support plan c. Evaluate the effectiveness of behaviour management support plans and make necessary modifications based on ongoing assessment and analysis d. Impart colleagues and others new skills so they can implement a behaviour management support plan e. Implement multi-element evidence-based support strategies at the organisational level

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Manage perceptions of persons with disabilities** a. Identify ways in which discrimination may deliberately or inadvertently occur in a disability setting and/or the persons with disabilities' local community b. Identify stigma, myths and stereotypes associated with persons with disabilities within the workplace c. Apply understanding of the impact that discrimination and stigma may have on the life of persons with disabilities (child, young person and adult), their families/caregivers to mitigate it d. Support and advocate for a workplace culture and environment of safety and inclusion of persons with disabilities e. Apply knowledge of ways of working with a range of persons with disabilities to ensure diverse needs are met	**Manage perceptions of persons with disabilities** a. Actively mitigate any discriminatory employment practices that may compromise the rights of persons with disabilities to paid employment, dignity, respect and safety b. Engage in projects, activities and initiatives to improve the perception of persons with disabilities within the workplace c. Integrate the participation of persons with disabilities in the design and decision-making process for services that affect them d. Support an organisational culture that values and respects equality, inclusion and the diversity of persons with disabilities e. Implement approaches that increase protective factors for persons with disabilities	**Manage perceptions of persons with disabilities** a. Define the practices and principles that can serve as a guide to one's organisation about how they can build a culture that values and respects equality, inclusion and diversity of persons with disabilities b. Recommend policies and procedures that promote diversity, equality and inclusion c. Define approaches that increase protective factors for persons with disabilities

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	**Emergency response plans for persons with disabilities** a. Assess the persons with disabilities' emergency response needs and implement the necessary accommodations (e.g., buddy systems, visual emergency alarms and signals) b. Conduct a risk assessment (in collaboration with multi-disciplinary team, if required) as part of an emergency response plan to identify potential emergency scenarios c. Apply knowledge of the emergency safety guidelines for persons with disabilities (e.g., SCDF's fire safety requirements for persons with disabilities) d. Assess the emergency situation (e.g. medical) and seek assistance from the relevant emergency response services e. Recognise signs and symptoms of deteriorating health conditions and administer the appropriate first aid response (e.g. Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED)) f. Manage immediate hazards to the health and safety of self and others	**Emergency response plans for persons with disabilities** a. Make arrangements with co-workers to execute emergency response plans with persons with disabilities b. Oversee the implementation of emergency safety guidelines for persons with disabilities (e.g., wheelchair stairlift, visual alarm signals) c. Guide fellow colleagues on the emergency response procedures pertaining to persons with disabilities d. Negotiate for the necessary accommodations related to emergency response procedures of persons with disabilities	**Emergency response plans for persons with disabilities** a. Evaluate persons with disabilities emergency response plans through practice/drills and engagements with persons with disabilities b. Advise on the ways to factor in practices for persons with disabilities in the development of organisation-wide emergency response plans

VOCATIONAL SKILLS TRAINER

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Plan for person-centred care	<u>Understand and implement assistive technology (AT)</u> a. Understand and be able to use a variety of assistive technology devices/services that can be used in one's work area b. Understand the strengths and challenges of various AT devices and services and the factors that may affect their use, and adapt persons with disabilities' employment support plan appropriately in consultation with the multi-disciplinary team (e.g., allied health professionals) c. Understand and describe the components of the SETT (Student, Environment, Tasks, Tools) framework d. Identify the different categories of assistive technology and its use in promoting independence in persons with disabilities	<u>Understand and implement assistive technology (AT)</u> a. Select and use appropriate measurement tools, strategies, and activities to assess the assistive technology needs of persons with disabilities b. Use appropriate data-gathering procedures and strategies to conduct an assistive technology evaluation (e.g., SETT framework) c. Consider a continuum of assistive technology devices, services, and resources that may be used to address the workplace needs of persons with disabilities d. Identify appropriate assistive technologies that will facilitate the employment of the persons with disabilities in consultation with the multi-disciplinary team (e.g., allied health professionals)	<u>Understand and implement assistive technology (AT)</u> a. Develop a framework to identify and adopt suitable assistive technology for the accommodation of individual employment needs in consultation with the multi-disciplinary team (e.g., allied health professionals) b. Design a plan to implement the appropriate assistive technology devices, services, and strategies in one's own organisation c. Evaluate and measure the effectiveness of the implemented assistive technology

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Employment support for persons with disabilities	**Employment support programmes and initiatives** a. Understand and apply the suitable approaches (e.g., Supported and Customised Employment model, 'place, train and sustain' model of job coaching, job creation, job carving, job restructuring, job sharing etc.) to support the employability of persons with disabilities b. Apply the knowledge of disability and employment-related legislations (e.g. Employment Act) in discussions of employment terms for persons with disabilities c. Engage and support persons with disabilities and employers in supported employment (e.g., job development and placement, job site training, work trials) d. Monitor individual placements and provide ongoing support based on the needs of the persons with disabilities e. Ensure smooth transition to alternative training programmes when needed	**Employment support programmes and initiatives** a. Apply coaching techniques to provide guidance to persons with disabilities in their career planning b. Contribute to the development of Individual Training Plan (ITP) for persons with disabilities c. Provide advice on employment laws and grants available for employers and persons with disabilities d. Provide advice and service to other stakeholders on a range of strategies surrounding persons with disabilities	**Employment support programmes and initiatives** a. Advise on ways to develop, monitor and coordinate the support processes for persons with disabilities across a large business enterprise or multiple smaller businesses (e.g., working with employers to develop disability-friendly recruitment and selection processes) b. Ensure that policies, processes and practices are implemented to maximise the opportunity for persons with disabilities to reach their full potential c. Ensure that all policies, programmes and initiatives adhere to the relevant legislations, and that the colleagues possess the necessary understanding of these legislations d. Ensure sufficient budgeting and resource allocation (e.g., forecasting manpower or expenses) for the running of support programmes and initiatives

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Employment support for persons with disabilities	**Coach persons with disabilities** a. Play the role of a coach and adhere to ethics and values when managing the different emotional needs of persons with disabilities b. Apply basic emotional support techniques and approaches in managing the problems or challenges faced by persons with disabilities c. Coach clients by sharing about work related knowledge (e.g., knowledge of sector and industry) and providing necessary job instructions d. Address barriers of communication and demonstrate effective listening skills	**Coach persons with disabilities** a. Use models or frameworks to address concerns faced by persons with disabilities b. Navigate barriers of communication in the coaching process c. Utilise a range of techniques to prevent and manage communication breakdown when working with persons with disabilities d. Develop persons with disabilities' insights into their abilities and work requirements in order to facilitate further decision making and planning	**Coach persons with disabilities** a. Use models or frameworks to address concerns faced by persons with disabilities b. Introduce best practices in coaching of persons with disabilities c. Guide team members in coaching of persons with disabilities with more complex employment support needs

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Communicate with persons with disabilities and families	**Effective communication with persons with disabilities** a. Tailor communication to persons with disabilities and their network of support in a way that they can understand b. Recognise different ways to build rapport and a mutual relationship with persons with disabilities and their network of support c. Understand the diversity of cultures and languages and their influence on communication and adapt one's communication style with persons with disabilities and their network of support d. Practise effective listening skills and seek, provide and/or share information in an appropriate and respectful manner e. Provide frequent and responsive updates by holding regular reviews with persons with disabilities and their caregivers f. Anticipate and manage barriers to effective communication	**Effective communication with persons with disabilities** a. Adapt communication approaches to respond to the needs of persons with disabilities and families (e.g., through the use of interpreters, assistive technology, and relevant accommodations) b. Apply a range of effective communication strategies to build rapport and a mutual relationship with persons with disabilities and their network of support c. Use a range of positive engaging techniques and adapt style to meet the needs of persons with disabilities d. Implement service processes and systems that enable effective communication strategies	**Effective communication with persons with disabilities** a. Develop and share strategies that support effective communication (e.g., communication devices and systems) b. Model rapport-building to foster mutual relationships with persons with disabilities and their network of support through excellent interpersonal skills c. Advise on service processes and systems that enable effective communication strategies d. Create and review policies and procedures that promote communication best practices

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Communicate with persons with disabilities and families	<u>Engagement with support networks of persons with disabilities</u> a. Understand the role of formal and informal sources of support (caregiver, family etc), support and involve them where needed to promote positive employment outcomes for persons with disabilities b. Understand the right of families (and other caregivers) and know when and how to involve them in decisions (e.g., where persons with disabilities lack capacity and a decision needs to be made on their behalf), while having persons with disabilities' best interest in mind c. Apply understanding of the diversity and influence of cultural values, attitudes and beliefs on support needs and tailor one's style accordingly d. Assist in conflict resolution between persons with disabilities' goals and the wishes of their network of support e. Identify sources of support in and/or outside of the workplace to ensure individuals overcome employment-related and/or personal challenges	<u>Engagement with support networks of persons with disabilities</u> a. Apply understanding of the dynamics of formal and informal support networks to promote positive outcomes for persons with disabilities b. Develop partnerships, networks and circles of support to develop and aid the individual's aspiration (e.g., work/career, if desired) c. Develop strong working relationships and build the capacity of formal and informal support networks to help persons with disabilities d. Engage in proactive and collaborative problem-solving to resolve conflicts between an individual's goals and the wishes of their network of support e. Guide fellow team members on the diverse values, attitudes and beliefs in delivering services	<u>Engagement with support networks of persons with disabilities</u> a. Build systems to collect information about community support needs b. Innovate ways to engage with formal and informal support networks of persons with disabilities c. Resolve conflicts between an individual's goals and the wishes of their network of support d. Foster productive relationships with communities e. Advocate for systems that facilitate the involvement of persons with disabilities, families, and communities in shaping service delivery f. Contribute to the development of practices and services that meet the needs of families and caregivers

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Collaborative practices	**Collaborate inter-professionally** a. Apply inter-professional approaches to respond to multiple and complex employment support needs b. Understand guidelines and work effectively with the multi-disciplinary team (e.g., allied health professionals, disability support workforce) to support the holistic development of persons with disabilities c. Apply understanding of the role of other support services in meeting multiple and complex employment support needs to collaborate more effectively	**Collaborate inter-professionally** a. Demonstrate a strong understanding of a collaborative, inter-professional approach to respond to multiple and complex employment support needs b. Coordinate inter-professional resources to support the needs of persons with disabilities c. Build strong relationships with other professionals to support referrals d. Facilitate networking, cross-training and resource-sharing activities for collaborative teams e. Facilitate information exchange within collaborative teams to deliver care or case plans	**Collaborate inter-professionally** a. Develop models of interprofessional practice that respond to multiple and complex employment support needs b. Support practitioners to work to the full extent of their role c. Integrate practices to support positive employment outcomes for persons with disabilities d. Build a collaborative culture within the multi-disciplinary team (e.g., allied health professionals, disability support workforce)

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Collaborative practices	**Stakeholder management** a. Support stakeholders (i.e., employers) on different aspects of disability-related initiatives and services b. Understand and apply the range of assistance and services available to employers (e.g., employment support for employers hiring persons with disabilities) in the employment process of persons with disabilities c. Collaborate with other stakeholders (e.g., Human Resource managers, potential employers, supervisors) in the provision of work support services (e.g., job placements) d. Understand and apply the fundamentals of negotiation (e.g., knowing the common factors that lead to deadlocks in negotiations)	**Stakeholder management** a. Negotiate with the relevant stakeholders (e.g., Human Resource managers and employers) regarding matters pertaining to employment terms (e.g., work hours and wages) and customised work responsibilities (e.g., job carving) b. Know and apply conflict resolution techniques c. Apply the knowledge and skills of interpersonal relationships to manage stakeholders d. Tailor employment assistance to meet specific needs of persons with disabilities	**Stakeholder management** a. Guide colleagues on negotiation techniques to facilitate knowledge transfer and effective negotiation among the team and other relevant stakeholders b. Ensure that services are designed and tailored to meet the current and future needs of employers, persons with disabilities and other relevant stakeholders c. Use networks to represent market and promote the organisation's employment services effectively with employers and other stakeholders d. Effectively communicate evidence of successful employment outcomes to stakeholders

Competency area	Basic	Intermediate	Advanced
Professional development	**Reflective practice** a. Recognise the impact of personal attitudes, values and beliefs on persons with disabilities and adapt one's behaviours accordingly b. Conduct an assessment of personal competencies using self-monitoring techniques and continuously upskill c. Identify gaps in professional competencies and areas for improvement in personal qualities d. Identify potential adjustments that may impact professional practice	**Reflective practice** a. Determine follow-up actions on personal and professional development based on feedback provided during supervision b. Supervise fellow team members on personal and professional development c. Identify additional competencies and developmental needs to enhance effectiveness of job coaching services in the sector	**Reflective practice** a. Regularly engage in interdisciplinary training for staff b. Implement frameworks and action plans to prioritise aspects of professional practice for development c. Participate in practice-based learning and improvement activities that involve investigation and evaluation of persons with disabilities' experiences, evidence, and resources

VOCATIONAL SKILLS TRAINER

VOCATIONAL SKILLS TRAINER

Competency area	Basic	Intermediate	Advanced
Care for self	**Resilience and self-care** a. Demonstrate awareness of one's overall physical and mental health and well-being b. Apply self-awareness, self-assessment, self-monitoring and stress management skills to identify signs of burnout and take mitigating actions c. Apply self-care strategies, practices and techniques regarding boundaries and stress management d. Apply principles of self-care and undertake practical actionable steps to maintain health and well-being	**Resilience and self-care** a. Assess overall health and well-being and identify personal and occupational risks and stress indicators b. Apply prescribed assessments and procedures to develop and review individual self-care plans c. Apply appropriate strategies to cope with stress, anxiety and other mental health related concerns (e.g., identify unwanted emotional bonds or symptoms of stress at work) d. Reflect on self-effectiveness and gain mastery over personal responses at work e. Assess well-being of fellow team members to assist by looking out for signs of mental health related concerns	**Resilience and self-care** a. Implement frameworks for self-care b. Inculcate a supportive culture in the organisation for managing stress (e.g., Identifying signs of burnout and stress in fellow sector professionals and provide the relevant support) c. Establish systems and processes to build and sustain resilience and self-care in professionals across the organisation

3.8 | Overview of Domains and Competencies for Social Entrepreneur

Jobs include, but are not limited to:

- Social Entrepreneur

SOCIAL ENTREPRENEUR

Domain	Competency area	Sub-competency area
Domain 1: Educate on the disability profiles	Understand disability profiles	Understand disability profiles
	Diversity awareness and management of persons with disabilities	Manage perceptions of persons with disabilities
Domain 2: Educate on risk, legislation and safeguards for persons with disabilities	Safeguard persons with disabilities	Emergency response plans for persons with disabilities
Domain 3: Provide individualised care for persons with disabilities	Communicate with persons with disabilities and families	Effective communication with persons with disabilities
Domain 4: Collaborate with other stakeholders	Collaborative practices	Collaborate inter-professionally
Domain 5: Adopt techniques to care for self	Professional development	Reflective practice
	Care for self	Resilience and self-care

SOCIAL ENTREPRENEUR

Competency area	Basic	Intermediate	Advanced
Understand disability profiles	**Understand disability profiles** a. Identify and understand the different disability profiles (e.g., physical, sensory, autism, intellectual disability) and their needs b. Apply understanding of how a person's wellbeing and support needs may span across different disability profiles c. Gather information to understand behaviours, strengths, challenges, interests, preferences, situations and context to best accommodate persons with disabilities' support needs d. Apply knowledge of the needs, challenges and concerns of persons with disabilities and their families at different life stages in your practice e. Participate in practice, environments and systems adaptation to respond to persons with disabilities' complex needs f. Apply understanding of how the skills and/or needs of persons with disabilities may change with age g. Apply understanding of the concept of inclusion and persons with disabilities' rights to advocate for them	**Understand disability profiles** a. Adapt practice, environments and systems to respond to persons with disabilities' complex support needs b. Work with the support network/caregivers of persons with disabilities to best accommodate their support needs c. Guide other sector professionals to adapt practice to be sensitive and safely respond to the varied experiences of persons with disabilities	**Understand disability profiles** a. Define, implement and review organisation policies that are sensitive to persons with disabilities' behaviours, strengths, challenges, interests, preferences, situation and context b. Recommend changes and improvements in organisation policies to respond to emerging trends in the field of disability c. Encourage the latest best practices in organisation policies to empower persons with disabilities and facilitate inclusion

SOCIAL ENTREPRENEUR

Competency area	Basic	Intermediate	Advanced
Diversity awareness and management of persons with disabilities	**Manage perceptions of persons with disabilities** a. Identify ways in which discrimination may deliberately or inadvertently occur in a disability setting and/or the persons with disabilities' local community b. Identify stigma, myths and stereotypes associated with persons with disabilities within the workplace c. Apply understanding of the impact that discrimination and stigma may have on the life of persons with disabilities (child, young person and adult), their families/caregivers to mitigate it d. Support and advocate for a workplace culture and environment of safety and inclusion of persons with disabilities e. Apply knowledge of ways of working with a range of persons with disabilities to ensure diverse needs are met	**Manage perceptions of persons with disabilities** a. Actively mitigate any discriminatory employment practices that may compromise the rights of persons with disabilities to paid employment, dignity, respect and safety b. Engage in projects, activities and initiatives to improve the perception of persons with disabilities within the workplace c. Integrate the participation of persons with disabilities in the design and decision-making process for services that affect them d. Support an organisational culture that values and respects equality, inclusion and the diversity of persons with disabilities e. Implement approaches that increase protective factors for persons with disabilities	**Manage perceptions of persons with disabilities** a. Define the practices and principles that can serve as a guide to one's organisation about how they can build a culture that values and respects equality, inclusion and diversity of persons with disabilities b. Recommend policies and procedures that promote diversity, equality and inclusion c. Define approaches that increase protective factors for persons with disabilities

Competency area	Basic	Intermediate	Advanced
Safeguard persons with disabilities	**Emergency response plans for persons with disabilities** a. Assess the persons with disabilities' emergency response needs and implement the necessary accommodations (e.g., buddy systems, visual emergency alarms and signals) b. Conduct a risk assessment (in collaboration with multi-disciplinary team, if required) as part of an emergency response plan to identify potential emergency scenarios c. Apply knowledge of the emergency safety guidelines for persons with disabilities (e.g., SCDF's fire safety requirements for persons with disabilities) d. Assess the emergency situation (e.g. medical) and seek assistance from the relevant emergency response services e. Recognise signs and symptoms of deteriorating health conditions and administer the appropriate first aid response (e.g. Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED)) f. Manage immediate hazards to the health and safety of self and others	**Emergency response plans for persons with disabilities** a. Make arrangements with co-workers to execute emergency response plans with persons with disabilities b. Oversee the implementation of emergency safety guidelines for persons with disabilities (e.g., wheelchair stairlift, visual alarm signals) c. Guide fellow colleagues on the emergency response procedures pertaining to persons with disabilities d. Negotiate for the necessary accommodations related to emergency response procedures of persons with disabilities	**Emergency response plans for persons with disabilities** a. Evaluate persons with disabilities emergency response plans through practice/drills and engagements with persons with disabilities b. Advise on the ways to factor in practices for persons with disabilities in the development of organisation-wide emergency response plans

SOCIAL ENTREPRENEUR

SOCIAL ENTREPRENEUR

Competency area	Basic	Intermediate	Advanced
Communicate with persons with disabilities and families	**Effective communication with persons with disabilities** a. Tailor communication to persons with disabilities and their network of support in a way that they can understand b. Recognise different ways to build rapport and a mutual relationship with persons with disabilities and their network of support c. Understand the diversity of cultures and languages and their influence on communication and adapt one's communication style with persons with disabilities and their network of support d. Practise effective listening skills and seek, provide and/or share information in an appropriate and respectful manner e. Provide frequent and responsive updates by holding regular reviews with persons with disabilities and their caregivers f. Anticipate and manage barriers to effective communication	**Effective communication with persons with disabilities** a. Adapt communication approaches to respond to the needs of persons with disabilities and families (e.g., through the use of interpreters, assistive technology, and relevant accommodations) b. Apply a range of effective communication strategies to build rapport and a mutual relationship with persons with disabilities and their network of support c. Use a range of positive engaging techniques and adapt style to meet the needs of persons with disabilities d. Implement service processes and systems that enable effective communication strategies	**Effective communication with persons with disabilities** a. Develop and share strategies that support effective communication (e.g., communication devices and systems) b. Model rapport-building to foster mutual relationships with persons with disabilities and their network of support through excellent interpersonal skills c. Advise on service processes and systems that enable effective communication strategies d. Create and review policies and procedures that promote communication best practices

SOCIAL ENTREPRENEUR

Competency area	Basic	Intermediate	Advanced
Collaborative practices	**Collaborate inter-professionally** a. Apply inter-professional approaches to respond to multiple and complex employment support needs b. Understand guidelines and work effectively with the multi-disciplinary team (e.g., allied health professionals, disability support workforce) to support the holistic development of persons with disabilities c. Apply understanding of the role of other support services in meeting multiple and complex employment support needs to collaborate more effectively	**Collaborate inter-professionally** a. Demonstrate a strong understanding of a collaborative, inter-professional approach to respond to multiple and complex employment support needs b. Coordinate inter-professional resources to support the needs of persons with disabilities c. Build strong relationships with other professionals to support referrals d. Facilitate networking, cross-training and resource-sharing activities for collaborative teams e. Facilitate information exchange within collaborative teams to deliver care or case plans	**Collaborate inter-professionally** a. Develop models of interprofessional practice that respond to multiple and complex employment support needs b. Support practitioners to work to the full extent of their role c. Integrate practices to support positive employment outcomes for persons with disabilities d. Build a collaborative culture within the multi-disciplinary team (e.g., allied health professionals, disability support workforce)

SOCIAL ENTREPRENEUR

Competency area	Basic	Intermediate	Advanced
Professional development	**Reflective practice** a. Recognise the impact of personal attitudes, values and beliefs on persons with disabilities and adapt one's behaviours accordingly b. Conduct an assessment of personal competencies using self-monitoring techniques and continuously upskill c. Identify gaps in professional competencies and areas for improvement in personal qualities d. Identify potential adjustments that may impact professional practice	**Reflective practice** a. Determine follow-up actions on personal and professional development based on feedback provided during supervision b. Supervise fellow team members on personal and professional development c. Identify additional competencies and developmental needs to enhance effectiveness of job coaching services in the sector	**Reflective practice** a. Regularly engage in interdisciplinary training for staff b. Implement frameworks and action plans to prioritise aspects of professional practice for development c. Participate in practice-based learning and improvement activities that involve investigation and evaluation of persons with disabilities' experiences, evidence, and resources

SOCIAL ENTREPRENEUR

Competency area	Basic	Intermediate	Advanced
Care for self	<u>Resilience and self-care</u> a. Demonstrate awareness of one's overall physical and mental health and well-being b. Apply self-awareness, self-assessment, self-monitoring and stress management skills to identify signs of burnout and take mitigating actions c. Apply self-care strategies, practices and techniques regarding boundaries and stress management d. Apply principles of self-care and undertake practical actionable steps to maintain health and well-being	<u>Resilience and self-care</u> a. Assess overall health and well-being and identify personal and occupational risks and stress indicators b. Apply prescribed assessments and procedures to develop and review individual self-care plans c. Apply appropriate strategies to cope with stress, anxiety and other mental health related concerns (e.g., identify unwanted emotional bonds or symptoms of stress at work) d. Reflect on self-effectiveness and gain mastery over personal responses at work e. Assess well-being of fellow team members to assist by looking out for signs of mental health related concerns	<u>Resilience and self-care</u> a. Implement frameworks for self-care b. Inculcate a supportive culture in the organisation for managing stress (e.g., Identifying signs of burnout and stress in fellow sector professionals and provide the relevant support) c. Establish systems and processes to build and sustain resilience and self-care in professionals across the organisation

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Down Syndrome Association (Singapore)

Eden School

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Grace Orchard School

Guide Dogs Singapore Ltd

HWA (Formerly Handicaps Welfare Association)

iC2 PrepHouse Limited

Lighthouse School

Metta Welfare Association

Metta School

MINDS

MINDS Fernvale Gardens School

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MINDS Towner Gardens School

MINDS Woodlands Gardens School

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Pathlight School

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5
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The Enabling Skills and Competencies Framework (Disability Sector Professionals) was created with references to the following sources:

No.	References
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21	https://www.ntuclearninghub.com/en-gb/-/course/wsq-enhancing-resilience-and-self-care-through-effective-stress-management-2 (Enhancing Resilience and Self-care through Effective Stress Management)
22	https://hmi-ihs.com/wsq-care-assistance-course/ (WSQ Care Assistance Course)
23	https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology
24	https://www.enablingguide.sg/im-looking-for-disability-support/training-employment/job-placement-and-job-support
25	https://www.tp.edu.sg/life-at-tp/special-educational-needs-sen-support.html

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