### Example of OJT and Classroom Instruction Aligned to Competencies

**WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE**
**DIRECT SUPPORT PROFESSIONAL**
**O*NET-SOC CODE: 21-1093.00**  **RAPIDS CODE: 1040CB**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>On the Job Learning (OJT)</th>
<th>Related Instruction (Education and Training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>On-the-Job Learning</td>
<td>12 hours of Related Instruction</td>
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</tbody>
</table>

**Skill Statements**

- The competent DSP uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.
- The competent DSP has knowledge of and uses modes of communication that are appropriate to the communication needs of participants.
- The skilled DSP learns and uses terminology appropriately, explaining as necessary to ensure participant understanding.

1. Definitions of communication, language and speech
   - Receptive language
     1. Expressive language
     2. Comprehension
   - Barriers to and facilitation of communication

2. Forms of communication
   - Verbal, non-verbal
   - Writing, gestures, sign
   - High tech, electronic
   - Low tech: pen and paper
   - Behavioral: full spectrum

3. DSP as communication facilitator and partner
   - Listening, responding, building rapport
   - Recognition and interpretation of non-verbal communication
   - Promoting and improving communication
     1. With service participant
     2. Within cultural context
     3. Among other professionals
     4. Facility with repair of communication breakdown
   - Strategies
     a. Modeling
     b. Contextual and cultural responding
     c. Augmentive and alternative communication
     d. Assistive technology

**Source:** DOL