FREE TEMPLATE FOR SUPERVISORS AND TRAINING LEADS

DSP performance evaluation template

Two forms in one file: the 90-day evaluation and the annual evaluation. Each row is a behavior you can see on shift, tied to a NADSP competency area. Rate what you saw, give dates, and end with a development plan tied to training. Your organization adds its own items (HR, attendance, certifications) before use. The fillable Word version is at the web address at the foot of each page.

DSP PERFORMANCE EVALUATION TEMPLATE

DSP 90-day evaluation

The first months: rate what you saw on shift, in the order of the NADSP competency areas. Give each rating a date and a fact in the last column. Your organization's HR policy decides how a review is used, kept and signed.

About this evaluation

DSP (name and title)	
Program or house	
Evaluator (name and title)	
Period covered (from and to, with the year)	
Date of the review meeting (with the year)	
What the evaluator used (shifts watched, notes read, what people supported or family said, the DSP's self-rating)	

Rating scale

Rating	Name	What it means: what I saw
1	**Starting**	I saw it with a lot of coaching, or it was expected and I have not yet seen it.
2	**Building**	I saw it with some reminders or support.
3	**Steady**	I saw it on their own, shift after shift.
4	**Leading**	I saw it on their own, and they help co-workers do it.
NO	**Not observed**	I had no chance to see it this period. Leave it out of the average.

1. Participant Empowerment

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Offers choices and waits for the person's answer before acting.			

Where this comes from: NADSP Competency Area 1, as published: "The competent DSP assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks." The row wording is ours.

2. Communication

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Uses the way each person communicates (words, pictures, a device, gestures) and checks that they were understood.			

Where this comes from: NADSP Competency Area 2, as published: "The competent DSP has knowledge of and uses modes of communication that are appropriate to the communication needs of participants." The row wording is ours.

5. Facilitation of Services

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Carries out each person's plan as it is written, and tells the team what is working and what is not.			
Works as part of the support team and keeps confidential what is confidential.			

Where this comes from: NADSP Competency Area 5, as published: "The competent DSP maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations." The row wording is ours.

6. Community Living Skills & Supports

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Supports daily living tasks in the way the plan describes, building on what the person can already do.			

Where this comes from: NADSP Competency Area 6, as published: "by teaching skills, providing supports, and building on individual strengths and capabilities." The row wording is ours.

7. Education, Training & Self-Development

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Completes required training by the date the organization sets.			
Asks for feedback, uses it, and shares what they learned with co-workers.			

Where this comes from: NADSP Competency Area 7, as published: "The competent DSP completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information." The row wording is ours.

10. Crisis Prevention and Intervention

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Knows each person's crisis plan and follows it.			
Reports what happened, with times, the way the organization requires.			

Where this comes from: NADSP Competency Area 10, as published: "The competent DSP identifies the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports." The row wording is ours.

11. Organizational Participation

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Follows the organization's schedule and call-in steps, and tells the supervisor ahead when something changes.			
Gives and accepts co-worker support, and takes part in supervision.			

Where this comes from: NADSP Competency Area 11, as published: "The competent DSP provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening of potential employees." The row wording is ours.

12. Documentation

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Writes notes on time, in facts and in the person's words, with date, time and signature.			

Where this comes from: NADSP Competency Area 12, as published: "The competent DSP maintains accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely fashion." The row wording is ours.

14. Provide Person Centered Supports

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Can say what is important to each person they support, and it shows in what they do.			

Where this comes from: NADSP Competency Area 14, as published: "The competent DSP provides support to people using a person centered approach." The row wording is ours.

15. Supporting Health and Wellness

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Notices changes in a person's health or mood and tells the people the plan names, with what they saw.			
Follows the organization's procedures for the health and safety tasks that are part of the job.			

Where this comes from: NADSP Competency Area 15, as published: "Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents." The row wording is ours.

Your organization's own items

Your organization's own items (written in by your organization before use): attendance, license or certification checks, required forms and anything else your HR policy says belongs in a review.

Item (written in by your organization)	DSP (if used)	Evaluator	What I saw

What the people supported and their families say (if they choose to share)

Who said it, and when	
In their own words	

Summary

Strengths I saw (with an example)	
Where to grow (with an example)	
What the DSP says, in their own words	

Development plan

Pick two or three growth rows. Name the training or the person who will help, the date and a check-in.

Growth area (NADSP area)	What I will do (a behavior)	Training or support, and who provides it	By when	Check-in date

Free training tools: DSP annual training plan template · DSP competency observation checklist

Sign

DSP: name, signature, date	
Evaluator: name, signature, date	
Reviewed by (name and title), date, as your policy says	

Your organization decides what a signature means. Your organization's HR policy decides everything else about what a review is used for.

ANNUAL VERSION

DSP annual evaluation

The full year: rate what you saw on shift, in the order of the NADSP competency areas. Give each rating a date and a fact in the last column. Your organization's HR policy decides how a review is used, kept and signed.

About this evaluation

DSP (name and title)	
Program or house	
Evaluator (name and title)	
Period covered (from and to, with the year)	
Date of the review meeting (with the year)	
What the evaluator used (shifts watched, notes read, what people supported or family said, the DSP's self-rating)	

Rating scale

Rating	Name	What it means: what I saw
1	**Starting**	I saw it with a lot of coaching, or it was expected and I have not yet seen it.
2	**Building**	I saw it with some reminders or support.
3	**Steady**	I saw it on their own, shift after shift.
4	**Leading**	I saw it on their own, and they help co-workers do it.
NO	**Not observed**	I had no chance to see it this period. Leave it out of the average.

1. Participant Empowerment

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Offers choices and waits for the person's answer before acting.			
Helps a person speak for themselves, for example at a meeting or an appointment.			

Where this comes from: NADSP Competency Area 1, as published: "The competent DSP assists and supports the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks." The row wording is ours.

2. Communication

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Uses the way each person communicates (words, pictures, a device, gestures) and checks that they were understood.			
Explains things in plain words and listens to the answer, with the person, family and co-workers.			

Where this comes from: NADSP Competency Area 2, as published: "The competent DSP has knowledge of and uses modes of communication that are appropriate to the communication needs of participants." The row wording is ours.

3. Assessment

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Shares what they notice about a person's preferences and needs with the team, as what they saw and heard.			

Where this comes from: NADSP Competency Area 3, as published: "The competent DSP initiates or assists in the initiation of an assessment process by gathering information" The row wording is ours.

4. Community and Service Networking

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Knows which community supports are in each person's plan and helps the person get to them.			

Where this comes from: NADSP Competency Area 4, as published: "The competent DSP helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections." The row wording is ours.

5. Facilitation of Services

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Carries out each person's plan as it is written, and tells the team what is working and what is not.			
Works as part of the support team and keeps confidential what is confidential.			

Where this comes from: NADSP Competency Area 5, as published: "The competent DSP maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations." The row wording is ours.

6. Community Living Skills & Supports

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Supports daily living tasks in the way the plan describes, building on what the person can already do.			
Supports household tasks and getting around so the person takes part.			

Where this comes from: NADSP Competency Area 6, as published: "by teaching skills, providing supports, and building on individual strengths and capabilities." The row wording is ours.

7. Education, Training & Self-Development

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Completes required training by the date the organization sets.			
Asks for feedback, uses it, and shares what they learned with co-workers.			

Where this comes from: NADSP Competency Area 7, as published: "The competent DSP completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information." The row wording is ours.

8. Advocacy

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Speaks up with a person, and tells the supervisor, when a barrier keeps them from a service or a choice.			

Where this comes from: NADSP Competency Area 8, as published: "The competent DSP facilitates, assists, and/or represents the participant when there are barriers to his or her service needs" The row wording is ours.

9. Vocational, Educational & Career Support

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Supports the work, school or volunteer goals in the person's plan (for example rides, reminders, a conversation the plan calls for).			

Where this comes from: NADSP Competency Area 9, as published: "The competent DSP collaborates with employers and school personnel to support the participant, adapting the environment, and providing job retention supports." The row wording is ours.

10. Crisis Prevention and Intervention

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Knows each person's crisis plan and follows it.			
Reports what happened, with times, the way the organization requires.			

Where this comes from: NADSP Competency Area 10, as published: "The competent DSP identifies the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports." The row wording is ours.

11. Organizational Participation

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Follows the organization's schedule and call-in steps, and tells the supervisor ahead when something changes.			
Gives and accepts co-worker support, and takes part in supervision.			
Brings respect for each person's culture, religion, race, disability and gender into daily support.			

Where this comes from: NADSP Competency Area 11, as published: "The competent DSP provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening of potential employees." The row wording is ours.

12. Documentation

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Writes notes on time, in facts and in the person's words, with date, time and signature.			

Where this comes from: NADSP Competency Area 12, as published: "The competent DSP maintains accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely fashion." The row wording is ours.

13. Building and Maintaining Friendships and Relationships

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Helps each person plan and take part in activities, and stay in touch with the family and friends they choose.			

Where this comes from: NADSP Competency Area 13, as published: "The competent DSP encourages and assists the individual as needed in communication with parents/family (e.g., phone calls, visits, letters)." The row wording is ours.

14. Provide Person Centered Supports

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Can say what is important to each person they support, and it shows in what they do.			
Changes how they support a person when the person's wishes or needs change.			

Where this comes from: NADSP Competency Area 14, as published: "The competent DSP provides support to people using a person centered approach." The row wording is ours.

15. Supporting Health and Wellness

Behavior we look for	DSP (if used)	Evaluator	What I saw (dates, what they did or said)
Notices changes in a person's health or mood and tells the people the plan names, with what they saw.			
Follows the organization's procedures for the health and safety tasks that are part of the job.			

Where this comes from: NADSP Competency Area 15, as published: "Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents." The row wording is ours.

Your organization's own items

Your organization's own items (written in by your organization before use): attendance, license or certification checks, required forms and anything else your HR policy says belongs in a review.

Item (written in by your organization)	DSP (if used)	Evaluator	What I saw

What the people supported and their families say (if they choose to share)

Who said it, and when	
In their own words	

Summary

Strengths I saw (with an example)	
Where to grow (with an example)	
What the DSP says, in their own words	

Development plan

Pick two or three growth rows. Name the training or the person who will help, the date and a check-in.

Growth area (NADSP area)	What I will do (a behavior)	Training or support, and who provides it	By when	Check-in date

Free training tools: DSP annual training plan template · DSP competency observation checklist

Sign

DSP: name, signature, date	
Evaluator: name, signature, date	
Reviewed by (name and title), date, as your policy says	

Your organization decides what a signature means. Your organization's HR policy decides everything else about what a review is used for.

How to use it

Each rule names its source; the row wording, the examples and the worked example are ours.

Eight rules for the review

1. **Rate what you saw, and what the people you support and their families say.** The Rutgers Boggs Center form tells supervisors to rate the DSP "based on their observations and input from the people using supports and family as applicable." New York's OPWDD lists a separate evaluation for a self-advocate or family member. Write what you saw, not who you think the person is. (Rutgers Boggs Center (New Jersey), DSP appraisal; New York OPWDD, DSP Evaluation Tools)
2. **Date what you see as you go.** A lesson on documenting concerns, written for people who direct their own services, says to keep records and to "include dates on all records." A dated note in the weeks before the review is easier to talk about than a memory. (ICI, documenting concerns)
3. **Start with what is working, then name growth.** The Boggs form says supervisors are "strongly encouraged to include comments that reinforce successful use of best practices and to note areas where improvement and growth are needed." Every area in this template has room for both. (Rutgers Boggs Center (New Jersey), DSP appraisal)
4. **Let the DSP rate themselves first.** The Boggs form has the DSP rate each skill on the left and the supervisor on the right; OPWDD also lists evaluation tools with instructions. In this template the DSP column is optional, and the conversation is the point. (Rutgers Boggs Center (New Jersey), DSP appraisal; New York OPWDD, DSP Evaluation Tools)
5. **Talk it through in supervision, then agree a plan.** The Boggs form says to review it "during DSP supervision meetings" and to list strategies "arrived at through collaborative conversation." NADSP's Area 11 describes a DSP "participating in supportive supervision, performance evaluation." (Rutgers Boggs Center (New Jersey), DSP appraisal; NADSP Competency Areas)
6. **Tie every growth row to training or support.** A plan that says "be better at notes" gives no next step. Name the area, the behavior, the training or the person who will help, and the date. The CMS core competencies have the worker seek "feedback from many sources" and use it "to improve work performance and skills." (CMS DSW Core Competencies, 2014)
7. **Look across the team before you plan training.** The Boggs form says average scores can be calculated for one DSP "to identify where there may be the most need for further professional development" and where a DSP "may be a good mentor to other DSPs." Applying the same average across a team is our idea. Average the rows you rated and leave out any marked Not observed. (Rutgers Boggs Center (New Jersey), DSP appraisal)
8. **Keep rows matched to the job.** Frontline Initiative describes using "accurate competency-based DSP job descriptions to develop training and conduct performance appraisals." Delete rows that are not part of the job and add your own in the blank rows. (ICI Frontline Initiative, 2006)

Facts, not labels: eight comment pairs

Made up for teaching; the names are invented.

Topic	Instead of	Write
Communication	*Good communicator.*	On most mornings I watched Sam ask Dev which picture he wanted, wait, and then follow it. Dev pointed to his choice without prompting on February 8 and February 15.
Documentation	*Paperwork is sloppy.*	Four of the 12 notes I read this period had no time or signature. The other eight had times, the person's words and a signature. We will review five notes together at the next supervision meeting.
Follow-through	*Seems unmotivated.*	On February 3 and February 10 I saw Sam wait in the office while Luis was at the table. When I asked, Sam said he was not sure how to support Luis at meals. We will practice with Luis's plan on Friday.
Strength	*Great with people.*	On February 8 Keisha asked to go to the library. Sam checked her plan, called the van driver and walked in with her. Keisha said, "Thank you for listening."
Reliability	*Always late.*	Arrived after the 3:00 PM start on 4 of 10 shifts in February (dates on the schedule). Sam said his bus times changed. We will talk about options as your HR policy allows.
Teamwork	*Not a team player.*	On February 14, when the plan changed, Sam asked questions and told the next shift. On February 20 the evening note did not mention a change to Tom's plan. We will use the shift change report for that.
Dignity	*The residents like him.*	Three people asked for Sam by name for outings. Tom said, "He listens." Sam used each person's own name and asked before helping.

Topic	Instead of	Write
Training	*Needs more training.*	The crisis plan session due February 1 is not yet done. Sam will finish it by March 15, then walk me through Tom's plan on shift.

A worked example: one 90-day evaluation

Made up for teaching: a 90-day evaluation at a group home. The DSP, the people supported and the evaluator are invented. Your organization's own items are not shown.

DSP	Sam Patel, DSP
Program	Maple Street home
Evaluator	J. Okafor, house manager
Period	December 1, 2026 to March 11, 2027
Review meeting	March 12, 2027, in the office, 30 minutes
Used	Nine shifts watched, 12 notes read, what Luis, Keisha and Tom said, and Sam's own ratings.

Area	Behavior	DSP	Evaluator	What I saw
2	Uses the way each person communicates (words, pictures, a device, gestures) and checks that they were understood.	3	3	Uses Keisha's picture board every morning. Asked Luis, "Did I say that clearly?" on March 2 and again on March 9.
5	Carries out each person's plan as it is written, and tells the team what is working and what is not.	3	2	Followed Tom's meal plan on seven of nine shifts. On March 3 and 10 he did not tell the team that Tom stopped eating the second course.
7	Completes required training by the date the organization sets.	2	2	Eight of ten required sessions done by February 1. The crisis plan session is not yet done.
10	Knows each person's crisis plan and follows it.	2	2	Could name the first two steps in Tom's plan on March 4; not sure of step 3. Has not yet seen the plan for Luis.
12	Writes notes on time, in facts and in the person's words, with date, time and signature.	3	2	Eight of 12 notes had time, the person's words and a signature. Four had no time or signature.
14	Can say what is important to each person they support, and it shows in what they do.	3	4	Keisha asked for him by name on March 8. Tom said, "He listens." Sam taught a new co-worker how Keisha likes her mornings.

Strengths I saw	Sam listens and acts on what each person tells him. He taught a new co-worker Keisha's morning routine without being asked.
What the people supported said	Keisha: "He asks me what I want." Tom: "He listens." (Told to the evaluator on March 8 and March 11.)
Where to grow	Notes: time and signature on every note. Crisis plans: all of Tom's steps and Luis's plan. Training: finish the crisis plan session.

Growth area	What I will do	Training or support	By when	Check-in
12 Documentation	Time and signature on every note.	Review five notes with J. Okafor; use the shift change report as a model.	March 31, 2027	March 18, 2027
10 Crisis Prevention	Say all of Tom's steps and read Luis's plan.	Finish the crisis plan session; read plans with J. Okafor on shift.	March 15, 2027	March 18, 2027
7 Training	Finish the one required session that is open.	The organization's own training system (blank in the template).	March 15, 2027	March 18, 2027

The DSP says in their own words what they will work on; both sign with the date. Sam's comment: "I want to learn all of Luis's plan. I will ask on shift." Signed S. Patel and J. Okafor, March 12, 2027.

Tie growth to training

Where each kind of growth can be supported. These are our free tools; your organization's own training system goes in the plan too.

NADSP areas	What it helps with	Free tool
1, 2, 14	Person-centered support and ethics: choices, communication, what is important to each person.	Bring the 2026 NADSP Code of Ethics into onboarding: a 15-minute activity for each tenet
7	Plan and track required training for each person across the year.	DSP annual training plan template
7	Find the training rule that applies in your state before you set a due date.	Find your state's DSP training rule
2, 5, 6, 10, 15	Watch a skill on shift with a checklist, then coach.	DSP competency observation checklist
12	Notes and handoffs: facts, times, the person's words.	DSP daily notes template
12, 15	Handing off what changed to the next shift.	DSP shift change report template
10	Write each person's crisis plan and record what happened.	Crisis plan template
10, 12	Writing an incident report that sticks to facts.	DSP incident report template
all	The first 90 days, week by week, before the first review.	DSP onboarding checklist
all	Keep the evaluation rows matched to the duties in the job description.	DSP job description template
7	Record who attended which session.	Staff training sign-in sheet

For training leads: set it up in five steps

1. **Fill in your organization's own items first.** Add what your HR policy says a review must hold: forms, signatures, certification checks, attendance, and who may see it. We leave those blank on purpose, since they differ by employer and by state. Save the result as your master copy.
2. **Match the rows to the job.** Compare the rows with your DSP job description and delete or add rows so every row is part of the work. Mark which rows belong in the 90-day version.
3. **Teach evaluators with the comment pairs.** Give evaluators the eight pairs and the worked example. Ask each to rewrite the "instead of" line as facts before they see ours.
4. **Run the cycle.** Evaluator keeps dated notes as they go. The DSP rates themselves, if you use that column. Meet, agree the development plan, sign, and set the check-in date.
5. **Read across the team.** Once a quarter, look at the lowest rated areas across all evaluations and plan one training for them. Put it on your annual training plan.

Where this comes from

Read November 15, 2026. The rows, the rating scale, the examples and the worked example are Special Learning's; the quoted lines are as published. None of these organizations has reviewed or endorsed this template.

1. **Rutgers Boggs Center (New Jersey), DSP appraisal.** Rutgers Boggs Center, in partnership with the New Jersey Division of Developmental Disabilities, Direct Support Professional Competency Based Performance Appraisal (an optional tool for frontline supervisors; the English form is a PDF on the same page). https://boggscenter.rwjms.rutgers.edu/resources/publications/direct-support-professional-competency-based-performance-appraisal
2. **New York OPWDD, DSP Evaluation Tools.** New York State Office for People With Developmental Disabilities (OPWDD), DSP Evaluation Tools (initial, annual, and self-advocate or family evaluations, each with instructions). The site blocks automated downloads, so this page paraphrases it and quotes nothing from it. https://opwdd.ny.gov/dsp-evaluation-tools
3. **NADSP Competency Areas.** National Alliance for Direct Support Professionals (NADSP), The NADSP Competency Areas (fifteen areas, each with skill statements), as published on nadsp.org. https://nadsp.org/resources/competency-areas/
4. **NADSP Code of Ethics.** National Alliance for Direct Support Professionals (NADSP), The NADSP Code of Ethics (revised 2026), tenets as published on nadsp.org. https://nadsp.org/resources/the-nadsp-code-of-ethics/
5. **CMS DSW Core Competencies, 2014.** Centers for Medicare & Medicaid Services, National Direct Service Workforce Resource Center, Direct Service Workforce Core Competencies, Final Competency Set, December 2014. https://www.medicaid.gov/sites/default/files/2019-12/dsw-core-competencies-final-set-2014.pdf
6. **ICI Frontline Initiative, 2006.** Nancy McCulloh, "Training Frontline Supervisors Improve Recruitment and Retention of DSPs," Frontline Initiative, Volume 7, Number 1 (2006), Institute on Community Integration, University of Minnesota. https://publications.ici.umn.edu/frontline-initiative/7-1/training-frontline-supervisors-improve-recruitment-and-retention-of-dsps
7. **ICI, documenting concerns.** Institute on Community Integration, University of Minnesota, "Documenting Concerns Related to DSW Poor Performance," Lesson 5.3 of Recruiting, Selecting, and Retaining Direct Service Workers to Provide Self-Directed HCBS (written for people who direct their own services). https://publications.ici.umn.edu/cms/dsw/modules/module-5-supporting-dsw-professionalism/lesson-3-addressing-dsw-poor-performance/documenting-concerns-related-to-dsw-poor-performance
8. **NCI-IDD State of the Workforce, 2024.** National Core Indicators Intellectual and Developmental Disabilities (NCI-IDD), State of the Workforce in 2024 Survey Report (Human Services Research Institute and the National Association of State Directors of Developmental Disabilities Services, December 2025). https://idd.nationalcoreindicators.org/wp-content/uploads/2025/12/2024-NCI-IDD-SoTW_Final-Tagged.pdf

One next step: if your staff support autistic people, the Level 1 ABA Online Training Course for groups introduces autism and behavior-support foundations. $99 per learner · One-time purchase · Each learner has 12 weeks of access from the day they activate their code · Free 7-day trial of the first 2 sessions.