



**Regional Centers for  
Workforce Transformation**

# **HOW TO OBSERVE AND GIVE FEEDBACK**

**Using the Core Competencies**

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**Trainer's Manual**  
**for Observation and**  
**Feedback Video**

## INTRODUCTION

**Say:** This highly interactive video training program is intended to be used as a training resource for you, frontline supervisors (FLSs), to enhance your skills as observers of staff working with people receiving supports. The video training highlights the use of an Observation Tool that includes some of the Core Competencies and which is user friendly for the FLS. As part of the training, there will be a Feedback Strategies Sheet that is used when you, the participants, role play how to provide feedback based upon what was filled out on the Observation Tool.

**Start Video** and continue to where the new DSP Observation and Feedback Form on screen is shown. On the video, it will instruct you to **pause to review the Form**.

When reviewing the Form **emphasize the following:**

- *A DSP Observation and Feedback Form is designed to help you observe and provide feedback to DSPs when they are working with a person they support.*
- *It includes some of the DSP Core Competencies in Goal Areas 1 and 2: Putting People First and Building and Maintaining Positive Relationships.*
- *There are other DSP Competencies that should also be observed as part of coaching and evaluation.*
- *Feedback should be written on the back of this form as part of support and follow-up.*
- *This form is **NOT** a substitute for the DSP Evaluation.*
- *After observing a staff, the supervisor will indicate MET, NOT MET or N/A for each 7 areas reflected on this DSP Observation and Feedback Form.*
- *The example tasks are provided to assist the supervisor in pinpointing performance standards but are not meant to be individually checked off.*
- *On the back of the DSP Observation and Feedback Form, the observer should record comments on areas rated as met and not met and include a plan to strengthen areas rated as not met.*
- *Discuss in supervision.*

## SCENE 1: PART 1 WRONG WAY

**Say:** You are now going to see the first of five scenes where you will observe staff supporting people in various activities and settings. You will use the DSP Observation and Feedback Form to evaluate the staff.

**Start tape and show** Scene 1 Part One – Wrong Way with Sonja, a Direct Support Professional, providing support to Terry during Zumba.

**Remember to use the Form** to evaluate how Sonja did and what support she may need to improve her skills.

**Stop Tape** after the video shows the following two points: *What ratings did you come up with? Discuss specific tasks that were reflected in your rating.*

**Discuss** with participants both points. Review each of the seven areas to be rated. Emphasize that the DSP would not have met most of the standards on the form. Highlight which example tasks were not met with each of the seven areas.

**Say:** As a supervisor supporting staff's growth, you will need to give feedback to the staff pinpointing specific areas for improvement.

**Start Tape** and quickly **stop tape** after the How to Give Feedback Checklist is shown, and the video says to pause.

**Handout:** How to Give Feedback Checklist and review form

**Model Role Play:** Ask one of the participants to play the staff person just viewed in the video. The instructor should model, step by step, how to use the Feedback Checklist, to provide feedback to the participant. After the model role play, discuss with the participants how using the Checklist might be beneficial to the growth of the staff person.

**Say:** You will now see the staff person after receiving supervision again support the person in a Zumba class.

## **SCENE 1: PART 2 RIGHT WAY**

**Start Tape** of Scene 1: Part 2 Right Way

**Run video** till instructed to **pause the tape**

**Ask:** What ratings did you come up with this time?  
Look at the observation tool again, which areas have moved from a NOT MET rating to a MET rating?

**Say:** You are now going to see the second of five scenes where you will observe Ken, a DSP, supporting Devaughn during his Life Plan meeting. Use the Observation Tool to evaluate how Ken did and what support he would need improve his skills.

## **SCENE 2: PART 1 WRONG WAY**

**Start Tape and show** Scene 2: Part 1 Wrong Way

**Pause tape** as indicated on video

**Ask:** What ratings did you come up with and discuss specific tasks that were reflected in your rating.

**Role Play:** Divide into groups of two. One person will play the supervisor, one the DSP. In subsequent role plays, roles will be switched. Using the How to Give Feedback Checklist, role play how you, the supervisor, would give feedback to Ken. Discuss after the role play if using the Feedback Checklist was effective. OR If group needs more modeling, have the instructor play the role of the staff person in the scene. In turn, ask one group member to provide step one from the Feedback tool. Then continue through steps 2-6 with a different group member demonstrating use of the step they are assigned.

## **SCENE 2: PART 2 WRONG WAY**

**Start Tape and show** Scene 2 Part 2 Right Way

**Ask:** What ratings did you come up with this time? Look at the observation tool again, which areas have moved from a NOT MET rating to a MET rating?

**Instructor Note:** You will now proceed through the 3<sup>rd</sup> – 5<sup>th</sup> scenes where the participants will role play how to give feedback based upon their observations. Follow the instructions on the video regarding when to pause the tape and what questions to ask and/or role plays to do. **Remember to have participants switch roles after each role play.**

**Handout:** After completing the 5<sup>th</sup> scene, hand out the DSP Supervision Discussion Tool and review.

**Say:** We have provided you with a DSP Supervision Discussion Tool to use during your supervision with staff, that encompasses all 7 goal areas of the Core Competencies. Regular supervision is an important part of staff development. Tools used to support your supervision will result in you having essential documentation for a staff's initial or annual Core Competencies Performance Appraisal.

## CONCLUSION

**Start Tape and show** the conclusion of the film. Conclude the training by emphasizing the importance of on-going observation, feedback and supervision using the Core Competencies. Having competent staff is essential in providing quality services.