



FEMA

NATIONAL QUALIFICATION SYSTEM (NQS)

POSITION TASK BOOK
FOR THE POSITION OF

ACCESS AND FUNCTIONAL NEEDS (AFN) ADVISOR

Version: September 2017

Check the appropriate position type:

Single Type

Type 1

Type 2

Type 3

POSITION TASK BOOK ASSIGNED TO:
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
E-MAIL:
POSITION TASK BOOK INITIATED BY:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:
POSITION TASK BOOK WAS INITIATED:
LOCATION:
DATE:

Evaluator Verification

(Do not complete this form unless you are recommending the trainee for all-hazards certification.)

FINAL EVALUATOR VERIFICATION
I verify that _____ has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.
FINAL EVALUATOR'S SIGNATURE:
DATE:
FINAL EVALUATOR'S PRINTED NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:

Documentation of Agency Certification

DOCUMENTATION OF AGENCY CERTIFICATION
I certify that _____ has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.
OFFICIAL'S SIGNATURE:
DATE:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:

Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors, and tasks.

A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.

Evaluation Process

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.
- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.
- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.
- The final evaluator is a leader who verifies that a trainee has completed the PTB and met all requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.
- Once the final evaluator has completed the Final Evaluator Verification, he/she forwards it to the Quality Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements.
- After the QRB review, the AHJ completes the Documentation of Agency Certification form as appropriate.

Transferring Qualifications

- Personnel who have documentation of previous education, training, or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a trainee's existing certification of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple certifications of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Certification form) along with the completed PTB.

Position Task Book Competencies, Behaviors, and Tasks

The PTB sets minimum criteria for certification for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors, and tasks as necessary.

The PTB covers all type levels for a given position, but a trainee may check only one “Type” box and work on only one type at a time. (The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.)

Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.

Definitions

Competency: An observable, measurable pattern of knowledge, skills, abilities, and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

Behavior: An observable work activity or a group of similar tasks necessary to perform the activity.

Task: A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation; however, bullet statements within a task are examples.

PTB Task Codes

Each task in the PTB model has at least one corresponding code conveying the circumstances in which the trainee can perform the task for evaluation. Evaluators may assess trainees during incidents, in classroom simulations and training sessions, in functional and full-scale exercises, and in other work situations. If a task has multiple codes, the evaluator may evaluate in ANY of those circumstances; the trainee does not need evaluation in all of the listed circumstances.

Code C: Task performed in training or classroom setting, including seminars and workshops.

Code E: Task performed during a full-scale exercise with equipment deployed under the Incident Command System (ICS).

Code F: Task performed during a functional exercise managed under the ICS.

Code I: Task performed during an incident or event managed under the ICS. Examples include oil spill, search and rescue operation, hazardous materials (hazmat) response, fire, and emergency or non-emergency (planned or unplanned) events.

Code J: Task performed as part of day-to-day job duties.

Code T: Task performed during a tabletop exercise.

Code R: Task performed very rarely and required only if applicable to the event.

How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations, or daily duties, depending on what the PTB recommends. The AHJ determines the number of evaluations required for position qualification and certification. If evaluators need additional evaluation periods, they can copy pages from a blank PTB and attach them to the PTB in question.

Complete these items AT THE START of the evaluation period:

Evaluation Record Number: Label each evaluation record with a number to identify the incident(s), exercise(s), or event(s) during which the trainee completed the PTB tasks. The evaluator should also write this number in the PTB column labeled "Evaluation Record #" for each task performed satisfactorily. This number enables reviewers of the completed PTB to ascertain the evaluators' qualifications before signing off on the PTB.

Evaluator's name; Incident/office title and agency: List the name of the evaluator, his/her incident position or office title, and the evaluator's home agency.

Evaluator's home unit address and phone: List evaluator's home unit address and phone number.

Name and location of incident or simulation/exercise: Identify the name (if applicable) and location where the trainee performed the tasks.

Incident kind: Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood, or tornado).

Complete these items AT THE END of the evaluation period:

Number and kind of resources: Enter the number of resources assigned to the incident, and their kind (such as team, personnel, and equipment) pertinent to the trainee's PTB.

Evaluation period: Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

Position type: Enter position type (such as Type 3, Type 2, Type 1, or Single Type).

Recommendation: Check the appropriate line and make comments below regarding the trainee's future development needs.

Additional recommendations/comments: Provide additional recommendations and comments about trainee, as necessary.

Date: List the current date.

Evaluator's initials: Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.

Evaluator's relevant qualification: List your certification relevant to the trainee position you supervised.

Evaluation Record Form

TRAINEE NAME:
TRAINEE POSITION:
Evaluation Record Number:
Evaluator's name:
Incident/office title and agency:
Evaluator's home unit address and phone:
Name and location of incident or simulation/exercise:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: The above named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development: <input type="checkbox"/> The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification. <input type="checkbox"/> The trainee could not complete certain tasks or needs additional guidance. See comments below. <input type="checkbox"/> Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation. <input type="checkbox"/> The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

Access and Functional Needs (AFN) Advisor

1. Competency: Assume position responsibilities

Description: Successfully assume the role of AFN Advisor and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Establish effective relationships with relevant personnel

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Oversees the formation of partnerships with local disability entities for response and recovery: <ul style="list-style-type: none">• Federal, state, and local disability subject matter experts• Local independent living and vocational rehabilitation centers	E, F, I, J		

2. Competency: Lead assigned personnel

Description: Influence, lead, and direct assigned personnel to accomplish objectives and desired outcomes in a potentially rapidly changing environment.

2a. Behavior: Identify opportunities and meet requirements to provide equal access and reasonable accommodation in all activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
2. Demonstrate knowledge and use of inclusive, person-first language.	E, F, I		
3. Demonstrate knowledge and understanding of civil rights laws such as the Americans with Disabilities Act (ADA) and the Rehabilitation Act.	E, F, I		
4. Demonstrate understanding of community-based organizations and advocacy organizations and have the ability to define and communicate referral pathways.	E, F, I		
5. Demonstrate the ability to identify opportunities for universal accessibility.	E, F, I		
6. Demonstrate the ability to assess and monitor for physical access, programmatic access, and effective communications access.	E, F, I		
7. Refer equal access, disability accommodations requirements, and AFN accommodations to appropriate personnel for resolution.	E, F, I		
8. Promote a work environment that provides mutual respect and equal opportunity for all.	E, F, I		
9. Demonstrate use of inclusive language and practices: <ul style="list-style-type: none"> • People-first language • Self-determination • No “one size fits all” • Equal opportunity • Inclusion • Integration • Physical access • Equal access • Effective communication • Program modification 	E, F, I		

2b. Behavior: Ensure the health, safety, welfare, and accountability of the team

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
10. Comply with relevant health and safety requirements.	E, F, I		

2c. Behavior: Coordinate interdependent activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
11. Coordinate with AFN Group Supervisor to establish support needs.	E, F, I		

3. Competency: Communicate effectively

Description: Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment.

3a. Behavior: Develop and implement plans

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p>12. Participate in preparation of Incident Action Plan (IAP), planning meeting, or strategic plan for the next operational period:</p> <ul style="list-style-type: none"> • Advise about inclusive objectives and inclusive language 	E, F, I		
<p>13. Provide advice and help prepare other relevant plans for the section:</p> <ul style="list-style-type: none"> • Demobilization plan • Evacuation plan • Continuity of Operations (COOP) plan 	E, F, I		

4. Competency: Ensure completion of assigned actions to meet identified objectives

Description: Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established time frame.

4a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
14. Respond to requests for information and resolve problems: <ul style="list-style-type: none"> • Fulfill requests for information concerning subject matter expertise in a timely manner • Follow up on all requests and problems to ensure their completion within the work period following their initiation 	E, F, I		

4b. Behavior: Support and maintain local advocacy and services network relationships

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
15. Serve as a direct resource to the community and refer applicants with disabilities to appropriate incident personnel.	E, I, F		
16. Collect and compile information from partnering groups and distribute that information to other areas as necessary.	E, I, F		
17. Link disability leaders with established local, state, tribal, territorial, and Federal working groups.	E, I, F		
18. Identify necessary actions to establish and maintain the local advocacy and services network, and advise appropriate resources.	E, I, F		
19. Coordinate with local disability partners to gather information and recommendations concerning event-driven needs, and affect response activities as necessary.	E, I, F		

4c. Behavior: Analyze facts, context, and laws to develop guidance and recommend courses of action

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Analyze and gather facts and data, and apply authorities.	E, F, I		
21. Prepare briefs and other applicable documents that are accessible to all audiences: <ul style="list-style-type: none"> • Facts/data • Issues • Relevant authority • Analysis • Recommended courses of action 	E, I, F		

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
22. Facilitate resolution of issues related to AFN.	E, I, F		
23. Recommend strategies, resources, alternatives, and solutions using inclusive practices to accomplish AFN-related missions.	E, I, F		

4d. Behavior: Advise regarding physical, programmatic, and effective communication access

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
24. Advise incident personnel regarding equal access, equal participation, accommodations, and disability protocols.	E, I, F		
25. Guide or ensure the completion of facility accessibility reviews with assistance from local subject matter experts: <ul style="list-style-type: none"> • Shelters • Other physical locations or service delivery sites 	E, F, I		
26. Recommend actions to mitigate accessibility and accommodation needs.	E, F, I		
27. Provide technical assistance and advice on effective communications access: <ul style="list-style-type: none"> • Qualified sign language interpreters • Communication access real-time translation (CART) • Video Remote Interpreting (VRI) • Video Relay Service (VRS) • Radio Information Service (RIS) • Braille • Large print • CD • Audio • Assistive technology (AT) supports 	E, I, F		
28. Evaluate and monitor for physical, programmatic, and effective communications access.	E, F, I		
29. Provide incident leadership with an accurate picture of whole-community inclusive response and recovery efforts.	E, F, I		
30. Provide technical expertise and critical information regarding all elements of emergency preparedness and response capabilities for disability communities.	E, F, I		

4e. Behavior: Demonstrate ability to provide training to a broad audience

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
31. Develop formal and informal training as necessary.	E, F, I		
32. Coordinate formal and informal training for stakeholders.	E, F, I		

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
33. Facilitate and arrange trainings by stakeholders when necessary.	E, F, I		
34. Demonstrate ability to identify and provide recommendations for accommodations and accessible materials for training.	E, F, I		