

DEVELOPMENTAL SERVICES COORDINATOR I

CLASS CONCEPT:

This is professional work in providing and coordinating inter-disciplinary habilitation services to individuals with intellectual disabilities and/or co-occurring disorders. Positions are located in a specialized Department of Health and Human Services facility that provides services to individuals with intellectual disabilities, sensory deficits, behavior, motor-movement disorders, seizures, and/or autism spectrum disorders. Employees report to a Developmental Unit Coordinator II, Developmental Unit Director, or a Habilitation Program Supervisor. Employees are assigned responsibility for one or two shifts on one unit and may serve as lead developmental services coordinator and supervise Health Care Technicians and/or Youth Program and Education Assistants. The Developmental Services Coordinator I concept is differentiated from the Developmental Services Coordinator II by limited overall decision-making, as well as scope of administrative responsibility. Employees utilize knowledge of treatment and service planning and evaluations of disciplines serving residents to create, modify, and implement individualized cognitive, vocational, and/or social developmental care plans. Employees chair interdisciplinary team meetings for a designated caseload within a unit. The Developmental Services Coordinator I ensures adherence to health, safety, and habilitative care plans, as required by Intermediate Care Facilities (ICF) guidelines or the Omnibus Budget Reconciliation Act (OBRA), state and federal laws, as well as facility policies and procedures. Employees are responsible for coordinating and negotiating services in partnership with allied health (i.e., Occupational Therapy OT, Physical Therapy PT, Rehabilitation Therapy RT, and psychology), medical, and educational/vocational services. Employees document the individual's preferences and adherence/participation in training and service objectives. The employees identify and document opportunities and obstacles for an individual to assist with the enhancement of improving an individual's self-determination, participation in their community, and to recognize interests. The Developmental Services Coordinator I may provide in-service training to direct-care staff that includes documentation and forms-completion procedures. Employees ensure that all providers documented in the personal care plan receive a copy of the person-centered care plan that includes all the appropriate signatures.

EXAMPLES OF WORK:

- Coordinate comprehensive habilitation services for the individual
- Maintain/review day-to-day records/documentation of individual's interests, needs, and obstacles toward achievement of personal plans
- Evaluate the effectiveness of individual person-centered plans
- Acquire pre-authorization for prescribed services
- Bill for services as approved/documented
- Provide one-on-one training to individuals for the purpose of their gaining and maintaining relationships and self-management
- Provide in-service training to health care technicians and youth program/education assistants
- Interpret and apply ICF guidelines, OBRA, state, and federal regulations as well as facility policies/procedures
- Provide input for the modification of individual active treatment plans
- Provide input and documentation toward employees' performance management reviews and plans
- Assist with interviewing and recommend hiring
- Develop, coordinates, and conducts staff training (in-service)
- Perform related duties

RECRUITMENT STANDARDS:

Knowledge, Skills, and Abilities:

Knowledge of active treatment programs and their implementation procedures
Knowledge of interdisciplinary team processes
Knowledge of up-to-date health and mental health care practices
Knowledge of the basics of physiological, nutritional, sensory-motor, affective, cognitive, social, communication, and adaptive development
Ability to guide the interdisciplinary team in determining individuals' service needs
Ability to work as a team member
Ability to communicate and to develop cooperative working relationships with staff, individuals, and their family members
Ability to plan daily activities
Ability to coordinate the development, implementation, and evaluation of person-centered services
Ability to prioritize and make assignments
Ability to keep records, document behaviors/preferences, and run reports
Ability to communicate observations and recommend modifications to person-centered plans
Ability to evaluate the effectiveness of person-centered plans
Ability to apply and enforce a variety of federal and state regulations as well as facility policies and procedures
Ability to perform behavior intervention techniques
Ability to supervise the operation of a residential unit

Minimum Education and Experience Requirements

Bachelor's degree in a human services or related field from an appropriately accredited institution, and one year of experience providing and/or developing person-centered care plans for individuals with intellectual disabilities/co-occurring disorders.

Minimum Education and Experience Requirements for Trainee Appointment

Bachelor's degree in a human services or related field from an appropriately accredited institution.

Administering the Class: Advanced degrees in human services may be substituted to meet educational requirements if an applicant does not possess a bachelor's degree in a human services or related field.

Special Note

This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.