

DEVELOPMENTAL SERVICES COORDINATOR II

CLASS CONCEPT:

This is professional work involving the accountability for coordination of habilitation services for individuals with intellectual disabilities and/or co-occurring disorders. Employees ensure compliance with residential-based health, safety, and habilitative services as required by Intermediate Care Facilities (ICF) guidelines or the Omnibus Budget Reconciliation Act (OBRA), state and federal laws, and facility policies and procedures. Work is located in specialized DHHS facilities, which provide services to individuals with intellectual disabilities, sensory deficits, behavior, seizure, motor movement disorders, and/or autism spectrum disorders. Employees report to a Developmental Services Unit Director, and independently or in partnership with the unit director, establish, implement, and monitor program goals, quality controls, policies and procedures for defined residential units or homes. The Developmental Services Coordinator II employees supervise direct care staff, which may include Health Care Technicians and Youth Program/Education Assistants. Employees coordinate and negotiate the service delivery of professional disciplines such as nursing, psychology, social work, Physical Therapy PT and Occupational Therapy OT in the implementation of habilitation plans. Employees may manage the operations (e.g., budgetary and resource allocation) of one or two residential units. Employees are programmatically responsible for assigned shift(s). Employees negotiate services with departmental professional and ancillary services. Employees chair the interdisciplinary treatment team and provide specific and detailed input toward developing/modifying residents' cognitive, vocational, and/or social development active treatment plans. Employees ensure that individuals receive continuous and progressive active treatment plans to develop and maintain skills. Employees may serve as the manager on call, which involves decision-making for the assigned cottage/residential living area. Employees receive and provide training to ensure delivery of services (includes receipt of training in other disciplines). This role is differentiated from the Developmental Services Coordinator I by the degree of accountability, which may include three shifts, increased scope of location assignments, and independence of action in more comprehensive programming and administrative decision-making.

EXAMPLES FOR WORK:

Develop, modify, review, and/or approve person-centered plans
Monitor systems and make recommendations for appropriate service delivery
Verify that assessments and evaluations conducted on individuals are current, thorough, and accurate
Consult and work with professional and programs services (e.g., OT, Speech Language Pathologist, nutritional, and environmental services) to develop and modify program goals and individual treatment plans
Assure progress toward individual treatment plans, including discharges
Recommend best practices and services with families, guardians, and community service agencies
Recommend resources and/or provision of services
Enforce and interpret ICF guidelines or OBRA regulations, state and federal laws, and facility policies and procedures
Recommend, implement and monitor corrective actions for cited program and personal care plan deficiencies
Recommend repairs and replacement for infrastructure
Represent management during investigations of alleged client abuse, neglect, and or exploitation
Account for individuals' personal funds
Assign, prioritize, schedule, and monitor employees' work performance and behaviors
Assign appropriate personnel to implement habilitation plans
Utilize and interpret data for objective decision-making and problem-solving
Conduct employee performance management interim and annual reviews

Conduct employee counseling, coaching, and/or disciplinary actions
Assist with interviewing and hiring direct-care staff
Develop and provide staff training (in-service)
Perform related duties

RECRUITMENT STANDARDS:

Knowledge, Sills, 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
Knowledge of the available services and paraprofessionals and professionals required to implement individual programs
Ability to plan short and long-term program goals
Ability to interpret and apply ICF guidelines, OBRA, state and federal regulations, and facility policies and procedures
Ability to identify and provide staff training
Ability to supervise and manage staff and shift assignments in administrative and/or programmatic capacities
Ability to ensure the health and safety of individuals
Ability to implement and monitor service design and delivery to provide residents appropriate active treatment programs
Ability to monitor residents' services
Ability to compile and to review data to provide and/or revise programs based on resident needs
Ability to effectively communicate with facility management, staff and community service agents
Ability to problem-solve staff and resident issues
Ability to make recommendations and requests on behalf of residents
Ability to coordinate multiple-discipline services for individuals
Ability to make judgments to involve other professionals' involvement in treatment needs
Ability to judge the adequacy of individual active treatment plans

Minimum Education and Experience Requirements:

Bachelor's degree in a human services or related field, from an appropriately accredited institution and two years of experience providing and/or developing personal care plans for individuals with intellectual disabilities.

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.