

## COMMUNITY EMPLOYMENT TECHNICIAN I

Work at this level involves instructing an assigned group of developmentally and/or physically disabled clients in basic production, assembly, or subassembly tasks in a sheltered workshop or ADAP setting. Work also includes teaching daily living and basic social skills and work habits. Employees train clients in predetermined work tasks or goals in small groups and one-on-one, observe and record client progress, monitor production quantity and quality maintain records of client work hours and pay rates, may provide input into goal planning and make recommendations regarding client assignments, and may transport clients. Primary emphasis is on the supervision of clients in simple work tasks. Work at this level also includes the responsibility for intensive training of a small group of the more severely disabled clients in prevocational tasks which require close monitoring and place greater emphasis on daily living skills and behavior management. Employees report to a supervisor or other higher level staff.

### I. DIFFICULTY OF WORK:

Complexity - Work involves training clients in specific, routine tasks such as sorting, measuring, cutting, packaging, or assembling simple parts. Employees assign and reassign work based on clients' abilities and production deadlines. The handicaps of the clients require simple repetitive instruction that can be easily understood. Employees may be required to modify existing steps for production tasks to accommodate a particular handicap. Although the emphasis of positions in this class is on the supervision of clients in production tasks, employees are also responsible for teaching clients proper work habits, daily living and basic social skills in conjunction with the production work. Employees are responsible for observing and reporting production quality and quantity, client work habits and progress, and may make recommendations on assignment of clients. Employees discuss with clients such issues as personal problems, behaviors peer relationships and cleanliness.

Guidelines - Work is performed within local policies and procedures. Varied production or service contracts can affect the process and tasks being taught. Employees may have flexibility to make minor adjustments in steps and flow of the work process.

### II. RESPONSIBILITY:

Accountability - Employees work directly with clients and other staff in a workshop or ADAP setting. Responsibility for quality control of products rests with a supervisor or a higher level employee.

Consequence of Action - Employees' ability to effectively train clients may affect the clients' progress toward competitive employment. Actions of employees also affect the quality and timeliness of production contract work and directly affects the maintenance and procurement of contracts necessary to supplement agency funding.

Review - Work is reviewed daily by a supervisor who frequently may be away from the immediate production area. The supervisor reviews production records on a daily basis and periodically reviews progress notes. Staffings are also held periodically to discuss clients.

### III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Clients have developmental disabilities, emotional disturbances or physical limitations which require that production tasks be broken down into simple steps so that a specific task can be learned. Teaching clients appropriate behaviors requires repetition until clients form new work habits.

Purpose - Employees explain the production tasks to clients including proper procedures, quality and quantity issues, and good work and social behaviors. Throughout the production process, they are concerned with encouraging and motivating the clients for the purpose of helping them achieve acceptable work skills/behaviors.

### IV. WORK ENVIRONMENT:

Nature of Working Conditions - Workshops are located in a variety of settings. Some production areas may be noisy or dusty at times.

Nature and Potential of Personal Hazards - Behavioral problems such as aggression of clients, lifting or operation of industrial machinery or power equipment could cause bodily injury for employees in some settings.

### V. JOB REQUIREMENTS:

Knowledge, Skills, and Abilities - Basic knowledge of reading, writing and arithmetic. Ability to relate to population served in a supportive and therapeutic manner. Ability to follow oral and written instructions. Ability to record basic data and report findings verbally to supervisor. Ability to communicate with other staff and members of the community.

Minimum Training and Experience - Demonstrated possession of knowledge, skills and abilities gained through at least one year of experience performing tasks similar to the ones assigned; or an equivalent combination of training and experience.

Minimum Training and Experience for a Trainee Appointment - Possession of knowledge of basic reading, writing, and arithmetic; or an equivalent combination of training and experience.

Necessary Special Qualifications - Valid drivers license as applicable.

Administering the Class - Graduates from a two-year associate degree program designed to prepare support personnel for the human services field may start at fifteen percent above the minimum of the range. College graduates with a four-year degree in a human services field may start at fifteen percent above the minimum of the range. Applicants with two or more years of college and one year of the above experience may start at the minimum of the range.

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.