

## COMMUNITY EMPLOYMENT TECHNICIAN II

This is technical work involving training and supervising an assigned group of developmentally and/or physically disabled clients in janitorial or custodial services, grounds keeping, and minor building maintenance. Employees are responsible for implementing individual goal plans, teaching proper work habits, and making recommendations for competitive or supported work placements. Employees observe and discuss social or personal problems and behaviors. Employees observe and record client progress, maintain records of client work hours and pay rate. The majority of work is performed at various community sites. Work at this level also recognizes the responsibility for instructing an assigned group of developmentally and/or physically disabled clients as described at the Community Employment Technician I level with the additional responsibility for one or more of the following: case management of a designated group of clients and/or involvement in development of client habilitation plans; basic vocational evaluation of clients by the administration and scoring of a limited range of tests; lead responsibility over several instructors; liaison with contract customers in regard to quality control and time-frame requirements of the contracts. Employees may occasionally act as job coach for clients at off-premises sites; however, primary emphasis is in working with clients in the workshop setting. Work at this level is performed under the general supervision of production and/or program supervisors.

### I. DIFFICULTY OF WORK:

Complexity - Work involves training clients in specific tasks such as sweeping mopping scrubbing and waxing floors, general cleaning, trash collection and disposal, cleaning, trimming, and mowing grounds, and operation of a limited range of power lawn equipment. Employees assign and reassign work based on clients' abilities. The handicaps of the clients require simple repetitive instructions that can be easily understood and close supervision of some tasks. Although the emphasis of positions in this class is on the supervision of clients in custodial or lawn maintenance tasks employees are also responsible for teaching clients proper work habits, daily living and basic social skills in conjunction with the work. Employees are responsible for observing and reporting work quality and quantity, work habits and progress and making recommendations to other staff for competitive/supported work placements of clients.

In other roles at this level, primary emphasis is in working with clients in the workshop setting; however, employees have additional responsibility for either providing case management and participating in the development of client habilitation plans; or administering and scoring a limited range of basic vocational testing instruments; or serving as lead over several community employment technicians; or providing liaison to contract customers in regard to contract quality and timeframe requirements; or occasionally acting as job coach to clients at off-premises work sites.

Guidelines - Work is performed within state and local program guides, 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 or at off-premises work sites. Responsibility for quality control of services usually rests with the employee in custodial or lawn maintenance work; however, in other roles at this level that are working with clients in production tasks, responsibility for quality control may rest with a supervisor or other staff.

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 timeframes of production contract work and directly affects the maintenance and procurement of contracts.

Review - Work of employees may be reviewed occasionally while in progress; production records are reviewed on a daily basis. Client progress notes are periodically reviewed, and staffings are held to discuss clients.

### III. INTERPERSONAL COMMUNICATIONS:

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

Purpose - Employees explain the work tasks to clients including proper procedures, safety, quality and quantity issues, good work and social behaviors. They encourage and motivate the clients in achieving acceptable work skills and behaviors. Some employees may discuss contract requirements with customers.

### IV. WORK ENVIRONMENT:

Nature of Working Conditions - Employees work in settings which range from sheltered workshops to varied external work sites in production, food service, and other environments which may be noisy or dusty at times.

Nature and Potential of Personnel 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. RECRUITMENT STANDARDS:

Knowledge, Skills, and Abilities - Basic knowledge of reading, writing, and arithmetic. Ability to establish rapport and relate to the population to be served; to observe behavior, and communicate observations and recommendations. Ability to follow oral and written instructions. Ability to record basic data and document observations and events. Ability to provide leadership to lower level staff and to communicate with other staff and members of the community. Ability to learn instructional techniques and behavior management techniques.

Minimum Training and Experience - Graduation from high school or equivalent and two years of experience in production trades or related work that provides the above knowledge and skills, preferably providing exposure to the population to be served; or graduation from high school or an equivalent and two years of experience working with developmentally disabled clients; or an associate degree in the human service field; or an associate degree in a field other than human services and one year of experience working with developmentally disabled clients; or an equivalent combination of training and experience.

Necessary Special Qualifications - Valid driver's license as applicable.

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.