

ADJUSTMENT SERVICES INSTRUCTOR

Positions in this class work with groups of disabled clients in a vocational rehabilitation facility program providing evaluation and training in adjustment services. Employees identify tasks and write training modules for specific training area programs (i.e. printing, graphic art, welding, horticulture, industrial woodworking, and auto mechanics) which are used to train clients. Employees evaluate obvious behavior patterns, and provide training geared to improve work-related behaviors, work skills, community living, personal and social adjustment skills.

I. DIFFICULTY OF WORK:

Complexity - Employees write program modules that require analyzing the training area to identify the components of the job or project and write sequential steps for each task. Employees evaluate basic behaviors (attention span, time management and attendance) through limited work simulation or on-the-job training and job tasks to aid the rehabilitation team in identifying clients' assets and liabilities. Based on the instructors' assessment, evaluation of client's needs, and input from the rehabilitation team they select the appropriate teaching modules for each client. Employees instruct groups of five to fifteen clients at each class period. Potentially all clients in the class can be at different instructional levels and modules simultaneously.

Guidelines - Employees make recommendations to the rehabilitation team (rehabilitation counselor, vocational evaluator, adjustment supervisor, referral representative, and instructor as appropriate) to develop the overall plan and provide the instructor with the approved goals and objectives. Employees may utilize practical methods-guides for module writing and training.

II. RESPONSIBILITY:

Accountability - Employees are expected to provide evaluation feedback to the vocational evaluator and rehabilitation counselor on the clients' strengths, weaknesses, and liabilities observed while they are assigned to the simulated work experience or on-the-job training within the given training area. Employees' contacts are within the facility training center with other instructors, the rehabilitation counselor, other staff members, vendors, and employers.

Consequence of Action - Employees provide assessment and training for a variety of behavior, work, personal, social, and related problems (i.e., cannot stand for 15 to 20 minutes; cannot tolerate working with groups, loud noises or machines) which are necessary for the clients' successful placement. (This can be in higher level skills training, regular full-time employment, or in a community living situation.) Identification of the problem areas and the degree of progress made while in the training areas are communicated in both written and oral form to the team. Failure to follow through on the assigned responsibilities may lead to the clients' continued institutionalization or eventual return after a brief stay in the new environment.

Review - Employees' work is reviewed through the progress reports (narrative and checklists) at the time intervals set by the Team. In case of extraordinary changes (positive or negative) in the clients' attitudes or behavior, employees may initiate team meetings via the adjustment services supervisor. Any changes in the final evaluation report and recommended adjustment plans are reviewed by the supervisor and approved by the team. The supervisor reviews and approves all task training modules. Feedback is also received from vendors for safety issues, quality assurance and review, and inspection of products to ensure job readiness.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Clients have a variety of disabling conditions that necessitate modular designs to be developed or adjusted to modify steps or presentation to enable clients to comprehend.

Purpose - Work varies from providing qualitative assessment data to the Team to modifying and developing instructional modules. With the clients, employees must encourage and help motivate them as repetition is required, and progress can be slow. Employees must communicate safety issues, job readiness, and job setting situations such as a factory setting or auto mechanic shop, etc., to clients to relate importance of learning and preparing them for job employment.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - In some areas (i.e., welding, automotive, woodshop, loading docks) there may be dust, loud noises, hot temperatures, and excessive dirty conditions. However, some work areas are in a well-lighted classroom, air-conditioned, and comfortable.

Nature and Potential of Personal Hazard - Clients seeking service can often be hostile and verbally abusive. Employees may handle occasional conflicts with mentally disabled, correctional facility inmates, or drug offenders. Employees are often exposed to hazards or potential threat of bodily harm due to power tools such as saws, nail guns, etc., that could lead to hearing loss, eye injuries, cuts or other serious injury.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - General knowledge of a variety of work environments such as manufacturing, service, or trades and their job requirements. General knowledge of adjustment teaching skills, methods, and developing task analysis of work behaviors. General knowledge of the practical application of behavior management as it relates to acceptable social standards and supportive counseling techniques. Knowledge of materials, work flow, job set-up, OSHA, and wage hour laws. Ability to plan and organize, solve problems, and develop rapport with the clients, family members, staff, employers and other human service professionals. Ability to learn behavior management techniques and goal writing. Ability to learn supportive counseling instructional and marketing techniques. Ability to assess client skill level, evaluate client progress, observe behavior, and communicate observations and recommendations effectively in written and oral form.

A. Trades Recruitment Pattern:

Minimum Training and Experience - Associate degree from a two-year technical or community college in industrial technology or related field to the technical area assigned and one year of experience in production, trades, or related work that provides the above knowledge and skills; or graduation from high school or equivalent and three years of work experience in production, trades, or related work that provides the above knowledge and skills, or an equivalent combination of training and experience.

B. Human Service Recruitment Pattern:

Minimum Training and Experience - Associate degree in a Human Services field and one year of experience working with the population served; or graduation from high school or equivalent and three years of experience instructing developmental or physically disabled clients; or an equivalent combination of training and experience.

Administering the Class - The trades recruitment pattern A recognizes the business/industry experience (e.g. welding, auto mechanics, graphic arts) and accompanying knowledge, skills and abilities. Selection of an employee with this training and experience may be suitable if supervisors, other staff, or program managers possess a human services background.

Recruitment pattern B reflects the human services associate degree preparation for work in an employment program for the developmentally disabled and may be suitable if supervisors, other staff, or program managers possess an industrial or production-related background.

Management has the option of choosing either A or B in order to meet the needs of the clients and the program and achieve a desired balance.

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 for positions in this class, but may not be applicable to all positions.