

HABILITATION SPECIALIST II

This is professional level work involving the administration and management of a residential or in-home component such as Respite or Specialized Foster Care in a local Developmental Disability Program. In a residential setting, employees are responsible for developing and justifying a budget; making recommendations for equipment and space needs; program planning and evaluation; supervising staff, scheduling assignments and monitoring workloads; ensuring compliance with program standards. Employees are also responsible for determining clients' needs through administering a variety of formal and informal developmental assessment instruments; developing plans of care from needs assessment; goal planning with families of clients; and participating in all personnel-related functions. In an in-home component, such as specialized foster care, employees are responsible for recruiting; certifying and training care providers in addition to the developing of plans of care and other client-related duties described above.

Work in this class also involves providing advanced case management and therapy to clients with or at risk for developmental delays, disabilities or atypical development (emotional/behavioral disorders) and families. Primary responsibilities are the initial assessment of clients; compilation and maintenance of a comprehensive client record; referral of clients for comprehensive evaluation where indicated; analyzing data and developing appropriate treatment plan; contacting service providers and making client referrals; providing follow-up to monitor quality and quantity of services; and functioning as client advocate. Work may include crisis intervention. Work at this level is differentiated from Habilitation Specialist I by the developing, monitoring, and modifying of treatment plans which include behavior management programs dealing with severe behavior problems, or dealing with habilitation programs for multiple handicapped clients requiring a higher degree of programming/habilitation, and the provision of advanced therapy to families. Employees usually report to a Habilitation Program Supervisor or Director.

I. DIFFICULTY OF WORK:

Variety and Scope - In the residential role, work involves the management of a residential or in-home component of a developmental disability program such as Respite, Specialized Foster Care. Employees are involved in determining clients' needs, developing services and programs to meet those needs, supervising staff of care providers in delivery of services, monitoring compliance to program standards, and program planning and evaluation. Employees participate in the selection, evaluation and recommendation of disciplinary action of employees or care providers and may directly supervise a small staff.

In the advanced case management role, employees perform comprehensive assessments of clients' needs, compile a complete client record, develop an appropriate treatment plan which is continually monitored and modified based on client's status. Employees refer clients to appropriate programs for services and provide counseling and advanced therapy to clients and their families in a variety of areas, particularly in behavior and crises management.

Intricacy - Clients usually have multiple developmental, physical, or behavioral problems which require employees to utilize a variety of formal and informal assessment instruments, analyze available data to develop a comprehensive treatment plan, and demonstrate a knowledge of behavior intervention techniques utilized in dealing with clients with or at risk for developmental disabilities, delays, or atypical development. Quality of service delivery is continually monitored and training and/or technical assistance is provided to staff, care providers, and family members in behavior management techniques. Employees coordinating the activities of a small residential program may also provide some direct service.

Subject Matter Complexity - Work requires a considerable knowledge of developmentally disability programs, knowledge of a variety of developmental assessment tools, and behavior management techniques.

Guidelines - Division of MH/DD/SAS standards outline the basic components of program and service to be provided. Agency policies and procedures and professional resource materials are also utilized.

II. RESPONSIBILITY:

Nature of Instructions - Work is usually performed independently according to established procedures. Employees may seek technical advice for clients with complex, developmental needs and receive on-the-job training from higher level professionals or program directors.

Nature of Review - Direct client care is independently performed and documented in the client record. Cases are usually staffed by the interdisciplinary team and work is reviewed regularly in case reviews and during the program monitoring visits.

Scope of Decisions - Decisions regarding assessments will affect the habilitative progress of the clients and/or decision may affect direction and priorities of the program.

Consequence of Decisions - Professional decisions regarding the client assessment, counseling, and inservice training may affect the clients' developmental progress. Decisions concerning program direction may impact upon clients served by the program.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Work requires contact with clients, care providers, various professional disciplines, and community resources.

Nature and Purpose - Employees work with clients and the interdisciplinary team to develop and implement a treatment plan which will assist in the habilitative process. Frequent contact with family members, care providers, and other programs is required to monitor quality and quantity of service delivery. Employees also provide on-the-job training, program orientation, and consultation and education to the community.

IV. OTHER WORK DEMANDS:

Work Conditions - Employees work in settings which range from modern mental health facilities to community residential facilities in which odors and noise may be present to functioning level of the client.

Hazards - Behavioral problems such as aggression of clients could cause bodily injury for employees in some settings.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of fundamental principles, techniques, and methods in developmental disability and/or mental health field to include assessments and development of goals and activities.' Considerable knowledge of behavior intervention techniques and the population served. Skill in writing habilitative plans and programs. Ability to evaluate and document progress and present to the interdisciplinary team. Ability to coordinate and instruct staff and care providers in carrying out methods/ techniques utilized in developmental disability and/or mental health

field. Ability to establish rapport and relate to population served, families, community agencies and groups, and a variety of service disciplines.

Minimum Training and Experience - Graduation from a four-year college or university with a degree in the human services field, preferably in the areas of psychology, or related area, and two years of professional experience working with developmentally disabled or mentally ill clients; or an equivalent combination of training and experience.

Minimum Training and Experience for Trainee Appointment - Graduation from a four-year college or university with a degree in a human services field, preferably in the areas of psychology, or related area; or an equivalent combination of training and experience.