

DESCRIPTION: Under general supervision by the Neighborhood Services Assistant Administrator, performs supervisory work in coordinating, facilitating, and implementing individualized active treatment programs and services for developmentally disabled/MR individuals at a designated home at the Beatrice State Developmental Center. Serves as the individual's principal advocate by coordinating, directing, and providing oversight of service delivery, based on identified preferences, strengths, needs and supports determined through the interdisciplinary team process and in compliance with Federal, State, and facility standards of care. Facilitates interdisciplinary team meetings in the development, review, discussion and modification of individual treatment plans. Directly supervises large numbers of direct care staff working 1st and 2nd shifts as well as oversees the direction of direct care staff working 3rd shift. Directly supervises Human Services Treatment Specialists. Serves as a Qualified Mental Retardation Professional (QMRP as specified in federal regulations) with the responsibility of ensuring individuals served receive training and supports to enable them to be more independent in activities of daily living, including work, gaining and maintaining significant relationships, making choices and ensuring their rights as a citizen. The QMRP secures and directs services for each individual, ensuring quality and consistency of services in a safe environment.

DISTINGUISHING CHARACTERISTICS: (A position is assigned to this class based on the scope and level of work performed as outlined below.)

This class is primarily utilized at the Beatrice State Developmental Center and the class specification language is directed towards team leader positions located at that facility. However, this class specification language does not preclude the classification of positions directly supervising a group of direct care staff at other DHHS treatment facilities from being allocated to this supervisory class. Such positions would be responsible for full administrative and technical supervision over treatment staff, development of unit policies and procedures, performance improvement activities, and day to day management of the delivery of care.

EXAMPLES OF WORK: (A position may not be assigned all of the duties listed, nor do the listed examples include all the duties that may be assigned.)

Schedules, coordinates and leads the development of the individual program plan, monitors/assesses plan to ensure timelines and goals and objectives are being met. Addresses needs and problems of the persons served with the interdisciplinary treatment (IDT) team. Ensures psychological, behavioral, developmental, and physical needs of individuals are being met through active treatment, and that legal rights are protected.

Reviews and approves individual treatment programs to ensure each person receives comprehensive and integrated treatment services. Monitors progress and quality of programs by analyzing program data, progress summaries, and treatment records; observing programming sessions; and conferring with living unit staff and treatment team staff.

Conducts and documents, quarterly, annual and special interdisciplinary team reviews of each individuals' assigned training programs and service needs, directing revisions and taking action to ensure timely provision of prescribed services and progress towards goals and objectives. Shares information with the IDT members on a regular basis.

V76340 – DHHS TREATMENT TEAM LEADER (continued)

Coordinates the admission and discharge of individuals from the facility by directing and compiling pre-admission, post-admission and discharge plans, following procedures and format within the assigned timeframes.

Communicates treatment team decisions and plans to living unit staff in order to implement new or revised treatment programs. Instructs employees in formally organized in-service training programs.

Plans assigns, and directs work activities of direct care staff to facilitate the attainment of the unit's work goals. Ensures consistent application of administrative and program policies/procedures and Title XIX standards. Compares staff work performance with established standards to determine and recommend appropriate training, supervision or formal personnel action.

Investigates incident or injury concerning any person served or staff person. Prepares report outlining findings of investigation and develops plan of correction.

Coordinates the design, implementation, and evaluation of the home's services, ensuring quality, consistency, and effectiveness in meeting the individual's needs and/or preferences and compliance with State/Federal regulations.

Coordinates implementation of the individual program plan to ensure provision of active treatment to clients and compliance with State/Federal standards and regulations.

Evaluates and upgrades the provisions of active treatment for each client through audits, daily interactions and visits with individuals, reviews of activity schedules, and direct observations.

Monitors physical living area of individuals served to ensure safety, sanitation, and compliance with federal/state standards.

Investigates, schedules, chairs and documents the proceedings and action plans of team meetings within 24 hours of a critical incident.

Ensures preservation of the individual's human and legal rights through monitoring of services, review of team members to utilize the least restrictive/intrusive measures, and communicating and collaborating with various disciplines.

Writes reports in order to document provision of treatment services for the assigned home by collecting and reviewing programming data, assessments of treatment progress, and team recommendations, and by summarizing records in accordance with prescribed reporting standards.

Confers with other living unit supervisors in order to ensure adequate staff coverage for treatment programming activities by reviewing staffing patterns and recommending schedule changes.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED: (These are needed to perform the work assigned.)

Knowledge of: Developmental disabilities (DD) treatment principles, policies and practices; instructional procedures and techniques; development, review, and modification of individual active treatment plans, mediation and conflict resolution; Title XIX regulations relative to the development, review, and modification of individual active treatment plans.

Ability to: Supervise and coordinate all activities of a treatment unit; instruct, assign, plan, and evaluate work of staff; conduct investigations and formulate prevention plans; coordinate the development, review, and modification of an active treatment plan with multiple facility departments; problem solve interpersonal conflicts as a mediator for subordinate staff members; coordinate multi-disciplinary activities; evaluate and modify treatment services; develop and implement active treatment habilitative plans; effectively advocate on behalf of persons served; communicate effectively; analyze situations and promote problem solving; modify active treatment programs.

MINIMUM QUALIFICATIONS: (Applicants will be screened for possession of these qualifications. Applicants who need assistance in the selection process must request such in advance.)

Bachelor's degree in a human services field, more than a year of experience working directly with persons with developmental disabilities, developing and implementing habilitation programs and experience coordinating, leading and/or supervising others in the field of Developmental Disabilities.

LEGAL REQUIREMENTS:

Incumbents are required to meet the qualifications for a Qualified Mental Retardation Professional as defined by the Regulations of Title XIX Standard 483.430 and as follows:

Bachelor's degree from a college or university in the human services field, as defined in the Title XIX Standards 483.430(b) (5) (x) 583.430 (a) (3) (I) (ii) 483.40 (B) (i ix), which includes the:

- a) Study of human behavior (e.g. psychology, sociology, speech, communication, gerontology, etc.)
- b) Human skill development (e.g. education, counseling, special education, human development, etc.)
- c) Humans and their cultural behavior (e.g. anthropology).
- d) Any other field of study of services related to basic human care or the human condition (e.g. rehabilitation, counseling, literature, the arts, etc.), and has at least one year of experience working directly with persons with mental retardation or other developmental disabilities.

SPECIAL NOTES:

State agencies are responsible to evaluate each of their positions to determine their individual overtime eligibility status as required by the Fair Labor Standards Act (FLSA).