



BEHAVIOR / VOCATIONAL SPECIALIST 2

6297

GENERAL DESCRIPTION OF CLASS

The BEHAVIOR / VOCATIONAL SPECIALIST 2 makes certain appropriate behavior intervention is used in the operation of the State Operated Community Programs (SOCP). The SOCP provides residential care and vocational support that includes health and medical care, personal care, vocational training, job support, education, recreation, psychological services, and community integration to individuals with developmental disabilities. Employees plan Behavior intervention strategies, train staff in how to implement the plan and give support to individuals living in a SOCP home.

DISTINGUISHING FEATURES

This is the second level of a two level series. Positions in this class are responsible for providing services to individuals with developmental disabilities with the greatest support needs. Behavior / Vocational Specialist 2's are responsible for making certain all staff working in SOCP is trained to complete their job duties as assigned and for the writing and monitoring of Behavior Support Plans.

This class is distinguished from the lower level classification by the responsibility for complex analyses and evaluation of clients behavioral support needs. Employees in this class do not work with employers in the community to secure jobs for clients. This feature further distinguishes the class from the next lower level.

DUTIES AND RESPONSIBILITIES

The duties listed below are not inclusive but characteristic of the type and level of work associated with this class. Individual positions may perform all or some combination of the duties listed below as well as other related duties.

1. Treatment Planning

Administer behavioral assessment tools that assess the client's ability to function; meet with staff and consultants to explain assessment tool and give evaluation of client's behavioral challenges. Interview client's direct care providers, family and friends to gain insight into the client's behavioral abilities. Synthesize and evaluate gathered information and recommend behavioral interventions to improve functioning. Develop behavior treatment protocols for staff such as supervision, transportation or other instructional needs. Participate in group meetings to develop behavioral plans. Give input to team members based on observations of client's behavior to consulting psychologists, psychiatrists or other medical professionals. Report observed barriers, stress or events impeding client progress, their general physical condition or other data that may affect the client's ability to progress. Write, review and revise behavioral protocols and plans to help clients improve their functioning.

2. Training

Train staff in behavioral management techniques, treatment protocols, home operating policies and procedures, reporting requirements or other skills to do their jobs; assist in caring for individuals living in the home

Review, organize, document and track staff training needs; track and document staff training attendance. Attend mandatory trainings to retain skills and certification status. Maintain system of

training records for assigned home. Track certifications and needed staff training, schedule and make certain staff attend required training.

3. Behavior Intervention

Give support to clients with developmental disabilities in all areas of their lives where their behavior interferes with the quality of the life by developing treatment plans aimed at improving the behavior that is causing interference. Meet with psychological and psychiatric consultants to receive and gain understanding about medication orders. Document physician orders and client progress on meeting behavioral goals. Recommend consultant referrals based on observation and analysis of client behaviors. Implement treatment plans, observe client behavior, assess the success of treatments and summarize conclusions in reports. Tabulate behavioral data. Administer incentives for good behaviors or instruct staff in how and when to administer incentives. Review behavioral data sheets for completeness. Compile monthly summary reports of clients' behavior, needed use of restraints, medical appointments or other information; recommend alternatives and changes in individual plans and make revisions as needed.

Participate as a member of the Interdisciplinary Team to discuss client needs and develop individual plans to improve the client's functioning and needs. Explain to direct care staff the goals and needs of the client based on information from the interdisciplinary team.

RELATIONSHIPS WITH OTHERS

Employees in this class have regular contact with clients who are developmentally disabled and may have unique behavior and medical issues. Employees communicate by phone and in person with family, guardians, advocates of the client and psychologists and psychiatrists. Employees instruct and work with direct care staff regarding behavior treatment issues and training. These positions work closely with site managers to make certain the clients' needs are met.

SUPERVISION RECEIVED

Employees in this class receive general supervision from a supervisor or manager who reviews assigned work verbally and in writing. In addition specific work is reviewed by a clinical services manager at regularly scheduled meetings or through direct reviews to discuss progress of projects.

GENERAL INFORMATION

Positions are found statewide in developmentally disabled health facilities. Positions require the willingness to work in the environment associated with the position's location and purpose. Some positions may require willingness to work out of doors in inclement weather. Employees in this class follow all county, state and federal laws as well as agency regulations, policies and procedures. All positions in this class require a valid driver's license.

KNOWLEDGE AND SKILLS (KS)**General knowledge of:**

Theories, methods and practices on how to train adults with developmental disabilities.
Principles and procedures of instruction.
Community resources for people with developmental disabilities.
Theories, methods and practices of behavior management for adults.
Organizing and prioritizing work.
Interviewing to obtain needed information.

Basic knowledge of:

Theories, methods and practices of functional assessment and behavioral management for the developmentally disabled.
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Skill to:

Communicate effectively, orally and in writing according to the needs of the audience.
Maintain records which include recording progress and the factors influencing it.
Set goals, organize and prioritize workload.
Work with diverse populations.
Use authority in a constructive manner.
Assess circumstances to make effective decisions as the most appropriate course of action.
Collect and analyze program data, write reports and maintain records.
Use a variety of equipment and techniques to develop, present and evaluate staff and client training.

Some positions may require the following:**Skill in:**

American Sign Language (ASL) or other second language.
Operating a computer and specific software typical to an office environment.

NOTE: The KNOWLEDGE and SKILLS are required for initial consideration. Some duties performed by positions in this class may require different KS's. No attempt is made to describe every KS required for **all** positions in this class. Additional KS requirements will be explained on the recruiting announcement.

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Revised

STATE OF OREGON
 Dept. of Administrative Services
 Human Resource Services Division