



POSITION DESCRIPTION

Position Title: Service Coordinator Exempt/Salary – Full-Time
Supervisor: Director

POSITION SUMMARY

Service Coordinators maintain a caseload of children and adults who have various developmental disabilities. This position is responsible for working collaboratively with families and professionals (child care programs, youth centers, and community members) to help promote the values that embrace the involvement of all children, regardless of their abilities. Service Coordinators work with families living in Dane County helping them to access care providers and consult with and train child care staff, youth workers and other professional. They spend a good portion of their time working directly the children and modeling good inclusive practices to encourage others to embrace the philosophy of inclusion. Additional duties include: matching providers with families for respite services, coordination between child care, home and possibly school; determining goals for the child so he/she can be as fully and naturally included as possible; attending team meetings for the child; and communicating a “plan” for the child’s inclusion to all necessary parties. The person in this position works to ensure that proper supports are in place and assists with recommending adaptations and accommodations.

WORK COLLABORATIVELY WITH FAMILIES AND PROFESSIONALS

1. Maintain open and supportive communication with the child’s family or other designated care provider.
 - a. Respect the family member or caregiver as an expert on their child.
 - b. Meet with new families to help them gain a better understanding of their families’ needs and to help the families understand the program.
 - c. Keep the family or caregiver informed of situations, issues, progress, meetings, etc. in a way that is family friendly and respectful of individual family needs.
 - d. Complete and conduct follow-up on necessary paperwork such as scheduling information, medication releases, emergency contact forms, etc.
 - e. Determine the level of support for children to help him/her successfully attend a child care program or be a part of their community by seeking input from parents, other professionals and personal observations.
 - f. Follow up with families on a consistent basis:
 - Those who receive teen services at least twice per month through correspondence, phone calls, during pick-up times, etc.
 - Children in child care programs at least once a month through correspondence, phone calls, during pick-up times, etc. (More contact is generally needed at the beginning of each semester or to families who are new to the program.)
 - Minimum of 3 times a year for those only access respite services.

2. Obtain up-to-date knowledge about those on your caseload.
 - a. When needed, conduct home, school or other visits each spring to become knowledgeable about any progress or changes.
 - b. Communicate with involved professionals outside of UCP as needed to ensure a collaboration of services. (Case managers, teachers, therapists, etc.)
 - c. Observe the child at least twice per semester for children who do not receive on-site support in a child care program. Children who receive on-site support or our teen services should be observed more frequently and as needed to stay on top of any issues.

3. Assist families with finding and support respite care,
 - a. Assess with families what their care needs are for their family member,
 - b. Partner with families to find qualified providers to help meet their short term and long term care needs.
 - c. Help families create individualized job descriptions to assist with recruitment efforts.

WORK DIRECTLY WITH CHILDREN

4. Collaborate with child care program, after school clubs and activities and community programs.
 - a. Research and identify child care programs, afterschool and community programs that the teens served would enjoy.
 - b. Empower programs to meet the needs of the child with a disability independently.
 - c. Coordinate and attend meetings as necessary to ensure continued progress.
 - d. Offer and conduct workshops, training and other public education as needed. (Youth Resources presents workshops at several statewide conferences and for any child care programs in our surrounding community. Service Coordinators are expected to participate in workshops that are not directly related to their caseloads.)
 - e. Conduct an orientation to our program for community partners (child care programs, etc.) who have not worked with our program previously or who could use a refresher on what to expect from our services.
 - f. Be available to help families and programs problem solve, make adaptations, implement a particular strategy, etc. around the schedule of on-site support.
 - g. Follow up with child care and after school programs where children who receive direct support services attend at least once a month through visiting or correspondence to ensure the continuation of open communication.
 - h. Reassess the level of support each semester. (Negotiate a decrease or increase in support if needed.)
5. Provide hands on support directly to teens in the community or younger children in child care programs.
 - a. Model appropriate interactions that embrace the philosophy of inclusion to families, staff and community members.
 - b. Train the child care staff directly on the needs of the child with a disability.
 - c. Encourage an environment that is open to establishing friendships between the people we serve and his or her peers. Help to facilitate interactions between peers to create a natural circle of support.
 - d. Directly involve the child care program in meeting the needs of the child with a disability.
 - Encourage the child care provider to increase their participation and interactions with the child.
 - Work as a team and assist the child care program in meeting the needs of a particular child when the child care providers are unable to do so.
 - e. Communicate with the Assistant Director if additional training or if a refresher training is needed for you or one of the staff.
 - f. This position remains the primary support for challenging behaviors and is responsible for helping other staff gain the necessary skills for safely supporting teens. A key responsibility it to maintain confidence and up-to-date knowledge on each child's behavior support plan and ensure that staff are aware of any changes when they occur.

OTHER

6. Assume responsibility for effectively supervising providers, facilitators and volunteers.
 - a. Effective payroll approval and compliance oversight.

- b. Ensure on-going support through monthly check-ins (unless more is needed) with staff and volunteers supporting childcare and afterschool services.
 - c. Respond to challenges staff and volunteers may experience (i.e. return calls promptly, arrange meetings when appropriate, provide back-up in the community when help is needed, etc.)
 - d. Model appropriate interactions and follow-up to ensure the consumer's best interests are being served and that their independence is empowered.
 - e. Ensure that activities teens are participating in within the community are meaningful. Provide final approval on activity plans and disseminate.
 - f. Initiate, coordinate and conduct staff meetings (topic, location, presenters, etc.) as needed.
 - g. Help staff and volunteers gain new skills and continue to grow as professionals in the human services field.
 - h. Provide the Assistant Director with recommendations regarding facilitator and volunteer placement and scheduling.
 - i. Conduct appraisals each semester or program period for designated staff. Seek input from families on performance of their providers.
 - j. Provide on-site training specific to the person's needs (profile, support plan, BSP, Training checklist, etc.) as well as provide the necessary skills to gain involvement from community members (child care providers, recreation leaders, etc.)
 - k. Approve payroll for assigned respite providers by the assigned monthly deadlines.
7. Complete the necessary administrative responsibilities and paperwork required.
- a. Complete monthly responsibilities by the assigned deadline. (TimeStar, reports to director, etc.)
 - b. Maintain and update the client database for each person on your caseload.
 - c. Remain flexible and able to adapt to schedule changes as needed.
 - d. Complete the necessary paperwork associated with new children on your caseload, (Consult Plan, profile, DHS 600, etc.)
8. Additional functions and requirements may be assigned by supervisors as deemed appropriate.
- a. Supportive team player willing to act as a goodwill ambassador for UCP both internally and externally.
 - b. Understands the core values of the agency and actively communicate its mission to stakeholders.
9. Other duties as assigned – please note this job description is not designed to be a comprehensive list of all duties and responsibilities. Duties and activities may change at any time with or without notice.
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COMPETENCIES

- 1. Strong understanding about inclusion and how it applies to people with developmental disabilities as well as an understanding of the needs of families caring for children with developmental disabilities.
- 2. Dependable and reliable.
- 3. Excellent communication skills both verbal and written.
- 4. Accurate and attentive to detail.
- 5. Well organized with strong time-management skills.
- 6. Initiation and motivation to work independently.
- 7. Goal oriented.
- 8. Ability to work collaboratively with a team.
- 9. A positive attitude when faced with challenging situations.
- 10. Flexibility to respond quickly and positively to changes.

REQUIRED/PREFERRED EDUCATION AND EXPERIENCE

1. BA/BS or equivalent in a human service field. (May be waived in lieu of 5 years of experience)
2. At least one year working with individuals with developmental disabilities. Some of that time must involve working with individuals with behavioral challenges.
3. A valid driver’s license, acceptable driving record, liability coverage and a personal vehicle are required for this position.

SUPERVISORY RESPONSIBILITIES

Providers, Facilitators and Volunteers

POSITION TYPE/EXPECTED HOURS OF WORK

Monday-Friday, 8:00AM to 5:30PM with occasional evenings and weekends. Approximately 40 hours/week.

United Cerebral Palsy of Greater Dane County, Inc. is an Equal Opportunity Employer.

SIGNATURES

This job description has been approved by:

Director _____

HR _____

Employee signature below constitutes understanding of the information listed above.

Employee _____ Date _____