

## Building Bridges Developmental and Community Services, Inc.

### Job Description & Duties

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| Employee Name:   |  | Date:            |  |
| Title  | Direct Support Professional - Adult  | To Be Determined |  |
| Location   | Lonoke   | Category         | <input checked="" type="checkbox"/> 1 FULL-TIME <input type="checkbox"/> 2 PART-TIME |
| Department   | 200 ADU  | Schedule         | Bi-wkly  |
| <b>BBDCS HAS DETERMINED THAT THIS POSITION IS "SAFETY SENSITIVE"</b> |  |                  |  |
| <b>QUALIFICATIONS</b>  |  |                  |  |
| 1  | Minimum of a High School Diploma or GED equivalent;  |                  |  |
| 2  | Able to work with people of differing backgrounds, occupations, skills, income, and educational levels;  |                  |  |
| 3  | Self-motivated with organizational skills.   |                  |  |
| 4  | Desired characteristics: Empathetic, tolerant, cooperative, supportive, creative, flexible, and able to think critically. Maintain confidentiality and discreteness;   |                  |  |
| 5  | Satisfactorily pass drug screens, criminal background check, adult & child maltreatment check, FBI checks as required by BBDCS and other licensing/certification agencies  |                  |  |
| <b>DSP - ESSENTIALS JOB DUTIES AND RESPONSIBILITIES</b>              |  |                  |  |
| 1  | <b>Interdisciplinary Team</b> - participates on this team for assigned consumer's Person Centered Plan (PCP) and Individual Habilitation Plan (IHP).   |                  |  |
| 2  | <b>Annual IHP</b> – as directed from the Director of Adult Services, prepares and carries out plans based upon the annual IHP; evaluates consumer's performance; update plans and methods at prescribed intervals; prepares materials for training plans; and submit training plans (quarterly reports) for approval by the Director of Adult Services by the assigned deadline. |                  |  |
| 3  | <b>Goals &amp; Objectives:</b> work with consumers to achieve progress in the specific goals and objectives set for each individual.   |                  |  |
| 4  | <b>Activities &amp; Opportunities:</b> coordinates activities and opportunities for individuals to meet objectives;  |                  |  |
| 5  | <b>Goal Achievement:</b> Initiate or implement programs to motivate consumers to achieve their goals.  |                  |  |
| 6  | <b>Daily Data Collection:</b> maintain progress and collect data reports on consumers including all required data  |                  |  |
| 7  | <b>Social &amp; Prevocational Training:</b> gather necessary materials and supplies to implement social & prevocational training projects;   |                  |  |
| 8  | <b>Behavior Modification:</b> carries out behavior modification policies established by supervising teacher.   |                  |  |
| 9  | <b>Work Activity Program:</b> coordinate with work activity supervisor for assigning consumers' work schedules, inspect contract work for quality that meets business specifications, and assists with contract work as requested;   |                  |  |
| 10   | <b>Supported Employment:</b> provides opportunities that are prevocational in design to prepare consumers for transition to supported employment;  |                  |  |
| 11   | <b>Supervision of Consumers:</b> supervisor and monitor assigned consumers at all times  |                  |  |
| 12   | <b>Schedule:</b> follow the daily schedule as prescribed by the program director;  |                  |  |
| 13   | <b>Positive Environment:</b> Interacts well with consumers, staff and parent/guardian to promote a positive environment.   |                  |  |
| 14   | <b>Materials or Supplies:</b> Makes Director of Adult Services aware of any materials shortages or other problems perceived in the classroom in a timely manner.   |                  |  |
| 15   | <b>Transportation Outings:</b> Meets / Return consumers at / to bus and assists in any lifting or consumer transportation as required.   |                  |  |
| 16   | <b>Transportation Program:</b> participate in this program as a driver or rider as required;   |                  |  |
| 17   | <b>BBDCS Policy &amp; Procedure:</b> interprets and enforces all BBDCS policies, procedures, and safety rules & regulations;   |                  |  |

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| 18   | <b>Cross Training:</b> Assist with secretarial duties in the absence of the Adult Secretary as needed.  |
| 19   | <b>HIPAA:</b> Adhere to the BBDCS's Policy and Procedures regarding privacy and the security of protected health information (PHI).   |
| 20   | All other assigned duties.  |
| <b>JOB COMPETENCIES TO PERFORM THESE SKILLS SATISFACTORIALLY</b> |   |
| 1  | <b>Self Management:</b> Works with minimal supervision, manages time effectively, maintains control of all current assignments and responsibilities, and ensures proper follow-up, is versatal & flexible with change.  |
| 2  | <b>Effectiveness as a team player:</b> The degree to which one works effectively and cooperatively with other workers and departments to achieve organizatal goals. The degree of responsiveness to organizational needs. Demonstration of teamwork in the facilation of workflow.  |
| 3  | <b>Consumer Services:</b> the ability to develop and maintain consumer and public relationships, knowledge and support of BBDCS's core values, mission and belief statements, maintains a positive image in support of BBDCS to consumers and the public.   |
| 4  | <b>Knowledge &amp; Skills:</b> Understanding and knowledge of policies, procedures and facts relevant to the position. Demonstrates technical expertise and skills required. Will request training as needed and a willingness to share knowledge with peers to better serve consumers, families and community  |
| 5  | <b>Quality of Work:</b> the degree of accuracy, neatness, thoroughness and consistency in work produced. Shows attention to details and has highest level of demartment standards with minimum error  |
| 6  | <b>Productivity:</b> the degree to which one produces the required amount of work within the required timeframe. Is punctual, and ready to begin work on time and is flexible with PTO schedule to provide adequate job coverage.   |
| A  | <b>LANGUARE SKILLS-</b> Must have clear and competent oral and written communications skills, ability to speak, read and communicate the English Language, read and interpret documents such as safety rules, operations manual, handbooks, reports, correspondence, files, etc. Must speak effectively before groups of consumers, employees, and other groups as needed. Ability to work respectfully and effectively with a variety of individuals including clients, volunteers, staff, donors and community partners   |
| B  | <b>MATHMATICAL SKILLS:</b> ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Strong organizational, problem solving and decision making skills, ability to multi-task in a fast paced, demanding environment;  |
| C  | <b>Reasoning Ability:</b> Set example for staff and volunteers by being willing to work alongside of them.Ability to apply commons since understanding to carry out instructions furnished in written, oral, or diagram form and deal with problem solving several concrete variables in standardized situations.   |
| D  | <b>Other skills or abilities:</b> Must consistently exhibit high levels of initiative, flexibility and professionalism. Must have a comprehensive knowledge of behavior modification methods, the ability to analyze consumer problems and behaviors and understanding of operational procedures and the ability to help consumers work through problem solving. Willingness to attend outside meetings or events on occasion to support or raise awareness for the store   |
| E  | <b>Physical Demands:</b> this described here are representatives of those that must be met by an employee to successfully perform the essential functions of the job. While performing the duties the employee is required to stand, walk, sit, use hands to fingers, handle or feel objects, tools, or controls, reach with hands and arms, climb, balance, stoop, kneel, crouch, crawl, talk and hear. The employee must be able to lift or move up to 50 pounds. Specific vision abilities required by this job includes close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to focus. |
| F  | <b>Work Environment:</b> the work environment characteristics described here are representative of those employees encounter while performing the essential functions of this job. The noise level in the work environment is usually moderate.   |