

## **Cantalician Center Community Services – Job Descriptions**

### **Community Integration Manager**

#### **SUMMARY OF DUTIES**

The CIP adheres to the Code of Ethics, demonstrating the core competencies; assists individuals receiving services in acquiring and/or maintaining the skills, personal habits and positive attitudes that will enable them to maintain and/or enhance their independence. Is responsible for coordinating service activities, day habilitation plan implementation, and the day to day operations of the assigned group of individuals and DSPs. Provides direct services as specified in service plan, and performs other related duties as assigned.

#### **REPORTING RELATIONSHIP**

Reports to the Coordinator of Day Habilitation Services

#### **ESSENTIAL DUTIES & RESPONSIBILITIES**

##### **I. Management Responsibilities**

1. Supervises DSPs
2. Participates in the selection process of new hires.
3. Disciplines, trains and assigns subordinates.
4. Establishes and appraises performance levels of subordinates.
5. Monitors compliance with on-site policies and procedures pertaining to, but not limited to: incident reporting, quality assurance regulations, fire safety and employee conduct.
6. Constantly maintains high professional standards at work with regard to personal behavior and interactions with other staff, individuals, and outside agencies.
7. Organizes, conducts and participates in staff meetings, in-service events, etc.
8. Provides for staff development and training, including orientation, in-service training and use of community resources.
9. Participates in professional development and community and inter-agency committees to remain current on changing trends and program requirements.
10. Provides consultation, supervision, and instruction to staff through individual and group conferences in order to assist staff in development of service skills.
11. Participates in the development of Agency policies and procedures in conjunction with the Coordinator of Day Habilitation Services
12. Consistently complies with all Agency policies and procedures.

## **Cantalician Center Community Services – Job Descriptions**

13. Arranges for coverage of caseloads in the event of a DSPs absence or extended leave
14. Monitors the petty cash for assigned groups. Submits receipts to the Finance Department as appropriate. Maintains accurate record of balance and disbursements
15. Reviews and signs off on Community Activity Plan (CAP) forms
16. Plans outings and activities and assigns staff to outings and activities
17. Communicates and acts as liaison with the Community Integration Planners
18. Ensures daily documentation and attendance are complete
19. Seeks community opportunities for outings
20. Works in conjunction with the Community Integration Planner for volunteer opportunities
21. Provides resources for activity planning to DSPs including but not limited to supplies, ideas, community resources
22. Keeps inventory of needed supplies
23. Collects transportation documentation and gives to transportation specialist
24. Maintains maintenance of vehicles in conjunction with the transportation specialist and the facilities department
25. Reviews weekly lesson plans and monthly calendars with DSPs
26. In conjunction with the Coordinator of Day Habilitation Services, Monitors time and attendance of assigned DSPs including but not limited to approving time sheets, time off requests, and monitoring tardiness and absences
27. Provides direct support to individuals
28. Ensures staff coverage in groups as needed
29. Communicates with family, advocates, and other service providers in conjunction with the Community Integration Planners as appropriate including but not limited to phone calls and notes home
30. Completes performance appraisal in conjunction with the Coordinator of Day Habilitation Services for assigned DSPs
31. Performs other duties as assigned.

## **II. Puts People First**

- A. Supports a person's unique capacities and personality and potential
  1. Demonstrates respect for all individuals being supported
  2. Demonstrates support for individual choice making in order to enhance confidence and assertiveness

## **Cantalician Center Community Services – Job Descriptions**

### **B. Gets to know the person through assessment/discovery**

1. Evaluates the ways in which past and current events and environmental factors, affect the way the person acts/reacts to others
2. Uses a holistic approach to participate in the individual's life planning activities and assists in their implementation
3. Encourages and supports problem-solving and coping skills
4. Stays informed about formal and informal assessment and is able to conduct informal assessments in a variety of settings to gain information regarding the individual and his/her response to the environment
5. Supports the self-direction of services

### **C. Promotes advocacy with the individual**

1. Seeks information regarding range of services available to individuals with developmental disabilities
2. Provides opportunities for the individual to be a self-advocate
3. Performs advocate responsibilities while demonstrating respect for the processes and people involved
4. Describes and supports individuals' rights
5. Identifies when an individual's rights may have been breached and takes action to prevent, stop and report the possible breach

### **D. Facilitates personal growth and development**

1. Demonstrates ability to effectively teach skills to people supported
2. Recognizes the individuals need for teaching and preferred style for learning and can perform individualized teaching based on this information
3. Assess the effectiveness of formal and informal teaching provided and makes adaptations where needed.

### **E. Facilitates supports and services**

1. Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs, and interests
2. Continuously shares observations, insights, and recommendations with the individual and his/her support team

## **III. Builds and Maintains Positive Relationships**

### **A. Builds and maintains relationships**

1. Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles

## **Cantalician Center Community Services – Job Descriptions**

2. Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement
- B. Creates meaningful communication
  1. Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person
  2. DSP modifies own communication to ensure understanding and respect
  3. Develops trust by communicating empathetically
  4. Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating

### **IV. Demonstrates Professionalism**

- A. Develops professional relationship
  1. Demonstrates respect in all professional relationships
- B. Exhibits professional behavior
  1. Demonstrates the following desirable professional qualities in the worksite: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility, and pleasantness
- C. Shows respect for diversity and inclusion
  1. Demonstrates respect in all matters relating to diversity and inclusion
  2. Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to provide effective support to those we serve from any particular ethnic, racial, sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component diversity groups
- D. Creates meaningful documentation records
  1. Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner to the appropriate sources
- E. Education, training, and self-development activities
  1. Demonstrates enthusiasm for learning the knowledge and skills required to perform the job
  2. Readily seeks and accepts feedback to improve performance
  3. Applies knowledge and skills gained to the job
- F. Organizational participation
  1. Adheres to and promotes the mission, culture and practices of the organization

## **Cantalician Center Community Services – Job Descriptions**

2. Participates in the work of the organization in a positive way by using problem solving skills
3. Adheres to corporate compliance policies and procedures

### **G. Exhibits ethical behavior on the job**

1. Knows, understands, and follows the NADSP Code of Ethics

## **V. Supports Good Health**

### **A. Promotes positive behavior and supports**

1. Demonstrates team work with the individual, co-workers and family in implementing positive behavioral support strategies consistent with available behavior support plans
2. Demonstrates effective methods to teach positive behaviors and support existing positive behaviors
3. Assesses strategies to evaluate how environmental factors affect behavior

### **B. Supports health and wellness**

1. Demonstrates and assists in nutritious meal planning and food preparation, storage, and handling procedures
2. Demonstrates knowledge and understanding of an individual's medical, physical, psychological, and dental health care needs
3. Demonstrates knowledge of and uses accepted methods to prevent illness and disease, and teaches prevention methods to the individual.
4. Recognizes and responds in a timely manner to signs and symptoms of illness/injury and medical emergencies
5. Provides a safe and clean environment for the individual based on skill level and risks. Addresses immediate health, safety, and cleanliness concerns immediately upon discovery.
6. Accurately documents and adequately protects all health information
7. Understands and can implement daily health practices to support good health

### **C. Prevents, recognizes, and reports abuse**

1. Recognizes concepts related to the prevention of abuse
2. Is able to prevent abuse
3. Correctly follows procedures for mandated reporting and responding
  - a. Immediately reports all possible incidents to appropriate people upon discovery.

## **VI. Supports Safety**

### **A. Supports crisis prevention, intervention, and resolution**

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## **Cantalician Center Community Services – Job Descriptions**

1. Demonstrates skill in applying the principles and practices of the OPWDD PROMOTE (***P**ositive **R**elationships **O**ffer **M**ore **O**pportunities **to** **E**veryone*) competencies and individual-specific Behavior Support Plan.

2. Demonstrates respect for the safety of all others

### **B. Supports safety**

1. Supports the safety of all individuals in everyday situations
2. Follows proper safety procedures in transportation situations

### **C. Ensures safety of individuals during environmental emergencies**

1. Understands and can carry out plans for responding to environmental emergencies

## **VII. Is Active and Productive in Society**

### **A. Supports active participation in the community**

1. Supports community participation and contribution

### **B. Supports employment, educational, and career goal attainment**

1. Supports the individual by being knowledgeable about the career and employment goals of the individual
2. Supports the individual by being knowledgeable about the educational goals of the individual
3. Develops and supports the individual's skills to help the individual meet the productivity expectations of the workplace

## **VIII. Performs other duties as assigned.**

## **SKILLS & ABILITIES**

- Possess good time management skills
- Ability and desire to work as part of an interdisciplinary team
- Ability to work independently in the community with a group of individuals receiving services
- Moderate level of written and oral communication skills
- High level of interpersonal skills
- Knowledge of behavioral techniques and developmental disabilities to assist in the care of individuals receiving services
- Knowledge of computer and ability to utilize various software programs
- Successful completion of First Aid, CPR, SCIP/PROMOTE, and Defensive Driving upon hire is required.

## **Cantalician Center Community Services – Job Descriptions**

### **EDUCATION & TRAINING**

Minimum: High school diploma or equivalent. Supervisory experience. At least one year experience working with individuals with developmental disabilities.

Preferred: Associates Degree in health and human service related field. One year experience supervising staff. One year pertinent experience in health and human service related field and experience with individuals with disabilities.

Valid New York State Driver's License in good standing. Reliable form of transportation.

# Cantalician Center Community Services – Job Descriptions

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation(s).

## PHYSICAL DEMANDS

On-the-job time is spent in the following physical activities  
Show the amount of time by checking the appropriate boxes below.

Amount of Time

|                                       | None | Up to 1/3 | 1/3 to 1/2 | 2/3 or more |
|---------------------------------------|------|-----------|------------|-------------|
| Stand                                 |      |           | X          |             |
| Walk                                  |      | X         |            |             |
| Sit                                   |      |           | X          |             |
| Talk or hear                          |      |           |            | X           |
| Use hands or fingers, handle or feel  |      |           |            | X           |
| Push/Pull                             |      | X         |            |             |
| Stoop, kneel, crouch or crawl         |      |           | X          |             |
| Reach with hands and arms             |      | X         |            |             |
| Stair climbing                        |      | X         |            |             |
|                                       | None | Up to 1/3 | 1/3 to 1/2 | 2/3 or more |
| Outdoor weather conditions            |      |           | X          |             |
| Work near moving mechanical equipment |      |           | X          |             |

Amount of Time

|               | None | Up to 1/3 | 1/3 to 1/2 | 2/3 or more |
|---------------|------|-----------|------------|-------------|
| Up to 10 lbs. |      |           | X          |             |
| Up to 25 lbs. |      |           | X          |             |
| Up to 50 lbs. |      |           | X          |             |

This job has special vision requirements. Check all that apply.

- ☒ Close Vision (clear vision at 20 inches or less)
- ☒ Distant Vision (clear vision at 20 inches or more)
- ☒ Color Vision (ability to identify and distinguish colors))
- ☒ Peripheral Vision (ability to observe an area that can be seen up and down or to the left and right while eyes)
- ☒ Depth Perception (three dimensional vision; ability to judge distances and spatial relationship.
- ☒ Ability to Adjust Focus (ability to adjust eye to bring an object into sharp focus)
- ☐ No Special Vision Requirements

Specific demands not listed:

Ability to work under pressure. Multi-task

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## WORK ENVIRONMENT

This job requires exposure to the following environmental conditions.

Show the amount of time by checking the appropriate boxes

Amount of Time

The typical noise level for the work environment is:  
Check all that apply.

- ☐ Very Quiet
- ☐ Quiet
- ☒ Moderate Noise
- ☒ Loud Noise
- ☐ Very Loud Noise

Hearing:

- ☒ Ability to hear alarms on equipment
- ☒ Ability to hear students/individual calls

This job requires that weight be lifted or force be exerted.  
Show ☒ Ability to hear instructions from department staff  
how much and how often by checking the appropriate boxes below.

## REPETITIVE MOTION ACTIONS

Number of Hours

| Repetitive use of hands | 0 | 1-2 | 3-4 | 5-6 | 7 + |
|-------------------------|---|-----|-----|-----|-----|
| A. Right only           |   |     |     |     |     |
| B. Left only            |   |     |     |     |     |
| C. Both                 |   |     |     |     | X   |

Grasping: simple/light:

|               |  |  |  |  |   |
|---------------|--|--|--|--|---|
| A. Right only |  |  |  |  |   |
| B. Left only  |  |  |  |  |   |
| C. Both       |  |  |  |  | X |

Grasping: Firm/heavy:

|               |  |  |   |  |  |
|---------------|--|--|---|--|--|
| A. Right only |  |  |   |  |  |
| B. Left only  |  |  |   |  |  |
| C. Both       |  |  | X |  |  |

Fine Dexterity:

|               |  |  |  |  |   |
|---------------|--|--|--|--|---|
| A. Right only |  |  |  |  |   |
| B. Left only  |  |  |  |  |   |
| C. Both       |  |  |  |  | X |