

## STATE OF SOUTH DAKOTA CLASS SPECIFICATION

**Class Title: Direct Support Professional Supervisor I**

**Class Code: 70347**

**Pay Grade: GH**

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### **A. Purpose:**

Selects, schedules, trains, and supervises new and current employees according to specified guidelines to develop competent employees who enhance the growth, health, comfort, and safety of developmentally disabled individuals.

### **B. Distinguishing Feature:**

The Direct Support Professional Supervisor I supervises Direct Support Professional I's and II's and trains Direct Support Professional's and other staff on module procedures, behavior intervention/response training, behavior programs, institutional policies and procedures, and initiates and schedules Direct Support Professional I and II for required in-service training. The Direct Support Professional II serves as a lead worker for the module and has the authority to reschedule times and programs for themselves and Direct Support Professional I's to ensure individual training is completed or serves as an instructor to adolescents in the Turtle Creek Program located at the South Dakota Developmental Center.

### **C. Functions:**

*(These are examples only; any one position may not include all of the listed examples nor do the listed examples include all functions which may be found in positions of this class.)*

1. Conducts in-service and Module training to instruct and direct staff in the application of facility procedures for direct care.
  - a. Schedules employees for training.
  - b. Maintains employees' competency training records.
  - c. Supervises and monitors work during training period.
  - d. Provides in-service training.
  - e. Conducts and monitors fire drills and evacuations.
2. Provides direct health care for individuals and implements Activities of Daily Living (ADL) programs to ensure good health and hygiene.
3. Observes, records, and reports behavior and intervenes using approved behavior modification techniques as needed to ensure safety of individuals and staff and provides supporting documentation for treatment plans and programs.
  - a. Provides support and motivation through interactions with persons receiving supports.
  - b. Participates in close observation of individuals.
  - c. Redirects unacceptable behavior if possible and applies physical restraint if necessary.
  - d. Utilizes non-violent crisis intervention techniques to defuse potentially violent situations.
  - e. Searches for missing individuals.
  - f. Serves as a responder during crisis intervention procedures.
4. Supervises subordinate staff in training to ensure that the objectives of the work unit are met.
  - a. Interviews and recommends staff selection.
  - b. Provides training, feedback, correction, and work direction.
  - c. Approves leave requests and ensures appropriate staffing levels at all times.

- d. Addresses staff problems and recommends disciplinary actions.
  - e. Conducts performance appraisals and completes performance feedback documents.
5. Performs miscellaneous duties to carry out cottage/module activities.
- a. Identifies the need for new furniture, equipment, and supplies in the cottages/modules and initiates requisitions for supplies and program material to provide a healthy living environment.
  - b. Responsible for annual inventory and updating of individuals' belongings.
  - c. Responsible for completion and verification of changes on the nightly census sheets.
  - d. Provides supervisory coverage for other cottages/modules when their supervisor is gone.
6. Performs other work as assigned.

**D. Reporting Relationships:**

This position supervises Direct Support Professionals I and II.

**E. Challenges and Problems:**

Challenged to supervise the Direct Support Professionals and ensure proper compliance with approved procedures and treatment plans per the intent of the interdisciplinary teams. This includes managing and addressing inappropriate or inadequate job performance. This is difficult because employees typically have limited experience working with individuals with developmental disabilities and the training must be thorough, extensive, and accomplished quickly.

Problems include maintaining adequate staffing levels and supervising staff distributed over an entire program area.

**F. Decision-making Authority:**

Decisions include scheduling probationary employees and other unit staff for in-service training, assisting in the selection of staff and justifying selections to the immediate supervisor, evaluating the work performance of employees, recommending module assignments, and when to conduct in-service training.

Decisions referred include counseling sessions and disciplinary actions as well as interpretations of policies and procedures, scheduling problems regarding in-service training, module coverage and overtime issues, and final approval of requisitions for major supplies and equipment.

**G. Contact with Others:**

Daily contact with individuals in the assigned area to assist with their needs, medical staff to check on individuals' health, program responders to report on behavioral issues, previous and oncoming shifts to exchange information, and scheduling coordinator on placement of staff. Weekly contact with Behavior Therapists to update on any changes in programs and contact as needed with Bureau of Personnel regarding staff issues.

**H. Working Conditions:**

Works with people who are unpredictable, physically aggressive and self-abusive; exposed to physical and mental demands including back and muscle strain, constant kneeling, squatting,

twisting, and bending; lifts and repositions people who are unable to help themselves; performs personal care and hygiene chores; and works a variety of shifts.

## **I. Knowledge, Skills and Abilities:**

Knowledge of:

- basic health care;
- behavior modification, including measures for individual protection;
- the methods and techniques used in the training of developmentally disabled population;
- typical behavior at various levels of developmentally disabled individuals;
- capabilities and limitations of each functioning level of developmentally disabled;
- techniques used in conducting training programs for developmentally disabled individuals;
- physical and emotional needs of institutionalized individuals.

Ability to:

- supervise and provide work direction to staff in carrying out unit activities with an individual;
- recognize and properly react to atypical behavior;
- help developmentally disabled individuals achieve self-help skills, behaviors, and manners commensurate with their capabilities;
- follow established policies and procedures;
- relate well to developmentally disabled individuals and serve as a role model in demonstrating appropriate behaviors;
- follow instructions, keep records, and prepare narrative and numerical reports;
- instruct staff in the theory, practices, and procedures of treatment of developmentally disabled individuals, and to orient new staff to the units;
- establish and maintain good working relationships with staff;