

STATE OF SOUTH DAKOTA CLASS SPECIFICATION

**Class Title: Qualified Developmental Disability
Professional**

**Class Code: 50590
Pay Grade: GI**

A. Purpose:

Oversees services to people with developmental and intellectual disabilities by directing the interdisciplinary team (IDT), integrating multidisciplinary services, and monitoring services and documentation to ensure active treatment is provided to people supported in compliance with state and federal regulations.

B. Distinguishing Feature:

The Qualified Developmental Disability Professional (QDDP) is located at a state residential facility supporting people with developmental disabilities and is assigned primary responsibility to develop, coordinate, and monitor all aspects of active treatment provided to each person assigned. The functions associated with this responsibility are required and outlined in Title XIX regulations.

The Direct Support Professional provides direct care services and conducts daily individual teaching and service plans for the people supported.

The Developmental Disability Program Supervisor provides appropriate supervision and oversight of supports/plans, supervises personnel, implements in-service training, and assists in developing the budget for their assigned program area to ensure safe and adequate services.

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. Directs the interdisciplinary team to ensure the development, direction, revision, and approval of all individual support plans (ISP).
 - a. Initiates meetings, compiles information, and facilitates the active participation of all members of the interdisciplinary team.
 - b. Serves as the primary advocate to ensure active treatment is provided based on the mission of the facility, federal and state requirements, and the needs of the people on the QDDPs caseload.
 - c. Proactively identifies any barriers to the achievement of positive outcomes for the person and strives to identify alternative supports.
2. Monitors progress of and ensures implementation of ISPs to ensure the organized delivery of services.
 - a. Coordinates the schedules of staff and the people receiving supports.
 - b. Completes required reports and documentation.
 - c. Plans and provides in-service training.
3. Recommends revisions or responds to deficiencies in services provided to ensure and enforce compliance with facility policy, state regulations, federal Title XIX, and other regulatory standards.
4. Monitors supports/plans and documents and coordinates activities of all disciplines involved with assigned people to facilitate implementation of active treatment.

5. Directs work, reviews and approves expenditures, requests items to be included in budget, recommends policy to ensure a safe and adequately supplied living environment is provided, and ensures adequate environmental supports and assistive devices are present to promote independence of the people at the facility.
6. Maintains contact and provides information regarding change of condition or changes with behavior, treatment, or supports/plans with parents, guardians, and officers of the court.
7. Promotes the welfare and dignity of the people receiving supports.
 - a. Assists people to advocate for their own concerns in appropriate and effective ways.
 - b. Supports people in understanding their rights and works to ensure that they exercise their rights including ensuring that education is provided regarding responsibilities in relation to rights.
 - d. Assists people receiving services in making informed choices by providing all the information necessary in a language and format that can be comprehended by the person.
8. Assists person supported to establish and maintain meaningful relationships with family members and persons with and without disabilities in the community.
9. Performs other work as assigned.

D. Reporting Relationships:

The incumbent may or may not supervise staff.

E. Challenges and Problems:

Challenges include ensuring people supported receive comprehensive, consistent services 24-hours a day, seven days a week. This is difficult because a multitude of disciplines and service areas are involved and individual behaviors and medical conditions make consistency difficult to maintain.

Problems include keeping staff current on the ISPs of people supported, medical or behavior problems that interfere with daily activities, and coordinating and balancing the different services needed within time constraints.

F. Decision-making Authority:

Decisions include approval of outcomes, objectives, and support plans; whether appropriate services are being provided; what steps to take when services are not being provided or the plan is not implemented correctly; approval of active treatment schedules; and whether to convene the interdisciplinary team.

Decisions referred include philosophy of services, content of corrective action plans when deficiencies are identified, individual medical problems, and repeated incidents of services not being provided.

G. Contact with Others:

Daily contact with people receiving services to identify needs and monitor active treatment, with facility staff to identify people's needs and monitor supports/plans, and with families and visitors of people served to discuss needs and progress.

H. Working Conditions:

The incumbent works in a setting with people who may have profound mental and physical disabilities. The incumbent must lift, transfer, and treat people supported who may be nonverbal and/or have violent behavior disorders.

I. Knowledge, Skills and Abilities:

Knowledge of:

- developmental disabilities and their ramifications;
- treatment standards of accrediting bodies;
- current trends in the care and training of the developmentally disabled population;
- regulations governing the care and habilitation of people with developmental disabilities.

Ability to:

- coordinate and integrate multidisciplinary services;
- express information regarding people clearly and concisely to staff;
- collect and analyze data regarding the effectiveness of supports/plans;
- apply current trends in the care and teaching of people with developmental disabilities;
- establish and maintain effective working relationships;
- maintain the highest standards of confidentiality.

J. Required Education and Experience:

(Used for announcement purposes only.)

Bachelor's degree in a behavioral science, social science, education, or a related human services field and one year of direct experience in a setting that supports persons with developmental disabilities.