

Skills Trainer Level Expectations

Position Overview

The primary role for this position is to serve as a Skills Trainer in the Adult Program for individuals with developmental disabilities. The daily activities include a variety of engagements throughout the day, designed to facilitate continued growth in social, functional, and experiential learning. Skills Trainers must possess the ability to effectively relate to people with positive interaction skills and to adjust to the dynamic needs of our population in a flexible and competent manner. They must be able to work with a wide range of individual needs and implement structure and support strategies under the direction of the program director(s). Skills Trainers may be expected to perform other duties as required, in addition to those listed below.

Responsibilities Level I

Employee Skills

- Be ready to work at 8:30am, return from all breaks at the assigned time, and leave at 2:45pm each day
- Communicate with program director(s) regarding absences, tardiness, or any other developing needs
- Demonstrate a positive, helpful, and collaborative attitude with clients and colleagues at all times
- Read clients' files/documentation as needed
- Keep the program director(s) informed of any special circumstances or developing challenges of individual clients
- Participate in all assigned meetings, trainings, and special activities
- Maintain ongoing organization of programming space (put used materials away, complete assigned chores, etc.)

Programming

- Demonstrate competency with Morgan Autism Center model, structure, and philosophy
- Become familiar with individual client's preferences, interests, needs, and supports
- Demonstrate ongoing active engagement with all assigned clients while building positive routines and rapport`
- Participate in physical education (walk, yoga, sports, etc.) and provide any physical assistance needed
- Demonstrate and exercise a basic understanding of total communication strategies (e.g., sign language, high-tech AAC, visual icons, gestures, etc.)
- Support planned community outings as required, with a focus on maintaining safety
- Provide information regarding client behavior, goal progress, etc. to program director(s) as needed

Activity Planning

- Under the guidance of the program director(s), execute engaging activities with client groups
- Assist in creating materials for activities

Self-Care and Navigation

- Provide physical assistance as needed for individual client's ambulatory needs (walkers, wheelchairs, etc.)
- Provide individualized self-care support for all clients, including bathrooming needs, eating, dressing, etc., including use of visual schedules and task analyses

Safety and Behavioral Support

- Maintain ongoing supervision of assigned client(s) and ensure their safety at all times (including timely and thorough transitions)
- Implement general behavior support strategies in alignment with MAC model (e.g., ignore and redirect)
- Demonstrate basic understanding of safety needs of individual clients (e.g., allergies, seizure protocols)

Responsibilities Level II – in addition to all above responsibilities

Employee Skills

- Contribute ideas and suggestions during staff meetings and trainings

Programming

- Demonstrate basic understanding of clients' IPP goals and begin to address those goals during activities
- Continue to develop individualized knowledge of clients and begin to implement differentiated strategies to serve those client's needs
- Begin to actively incorporate clients' communication mode into routine and pragmatic activities
- Lead physical education activities (walk, yoga, sports, etc.) as needed

Activity Planning

- Under the guidance of the program director(s), begin to plan simple activities
- Design and execute group activities (e.g., science, cooking), following structure and guidance provided

Safety and Behavioral Support

- Begin to implement individualized behavior support strategies in alignment with the MAC model

Responsibilities Level III – in addition to all above responsibilities

Employee Skills

- Begin to conceptualize new ideas for program improvement during staff meetings and trainings
- Prepare and maintain organizational materials such as communication binders, work folders, and other administrative tasks as needed

Programming

- Demonstrate increased initiative and flexibility to support individual client and overall programming needs
- Recognize opportunities for client growth and actively address those needs through individualized strategies
- Demonstrate refined implementation of MAC model and provide modeling and/or coaching to newer staff as needed

Activity Planning

- Assist program director(s) in daily and weekly organization of classroom activities

Self-Care and Navigation

- Demonstrate knowledge of all clients' self-care needs

Safety and Behavioral Support

- Demonstrate in-depth knowledge and effective implementation of all clients' behavior support needs

Level IV - in addition to all above responsibilities

hours extended 8:30am - 3:15pm

Employee Skills/Administrative Duties

- Contribute to client information files as needed
- Contribute to the development of sustainable functional systems for organization of programming space
- Demonstrate competency in handling difficult staff conversations/direction with a positive, collaborative, and helpful attitude
- Provide guidance and direction to other Skills Trainers as needed regarding programming philosophy and logistics
- Assist the program director(s) in the scheduling, planning, and organization of meetings or special activities
- Be available as a resource for other Skills Trainers
- Assist with daily communication to clients' parents, group homes, and caregivers as directed

Programming

- Develop an in-depth knowledge of individual client's preferences, interests, needs, and supports
- Demonstrate a high level of flexibility and reliability to help support overall programming needs
- Demonstrate in depth knowledge and proactive use of each client's communication system (e.g., sign language, high-tech AAC, visual icons, gestures, etc.)
- Manage all aspects of planned community outings as required, with a focus on maintaining safety
- Support the program director(s) in development of IPP, including summary and goal writing as needed
- Collaborate with program director(s) regarding implementation of IPP goals
- Contribute to program planning (e.g., daily scheduling, activity content, behavior support, etc.)

Activity Planning

- Conceptualize, plan and execute new engaging activities and programs
- Assist other staff with planning, problem solving, and logistics of activity implementation

Self-Care and Navigation

- Provide guidance as needed to other staff members regarding clients' physical assistance and self care needs
- Assist program director(s) in management and distribution of medication as needed

Safety and Behavioral Support

- Execute effective crisis management strategies when needed
- Provide guidance and support as needed to other staff regarding implementation of MAC behavior model and strategies

Qualifications and Employment Requirements:

- Candidates must be at least 18 years of age
- Able to lift materials and physically support clients as needed
- Maintain clearance on TB test and Department of Justice Fingerprint/Background check /Health Screening
- DMV clearance and proof of auto insurance if transporting clients
- Proof of COVID-19 vaccination

Immediate Supervisor

Assigned program director(s)

Overall Supervisor

Assistant Program Director, Program Director and Executive Director

Hours

Regular School Year (August – June):
Monday – Friday, 8:30am-2:30pm, major holidays observed

Summer Session (July – August):
Monday – Friday, 8:30am – 2:30pm, major holidays observed

Benefits

Full employer-paid benefits: medical, dental, vision, chiropractic, life insurance

Retirement benefits: 403b Retirement Plan

Approximately 8 Weeks Scheduled Vacation