ILLINOIS DEPARTMENT OF CENTRAL MANAGEMENT SERVICES
CLASS SPECIFICATION

HABILITATION PROGRAM COORDINATOR

DISTINGUISHING FEATURES OF WORK:

Under general administrative direction, performs the highly responsible duties related to coordination of individual habilitation plans for a designated number of individuals with intellectual or developmental disabilities in a state-operated facility. Assures timely and effective individual program implementation. Locates, obtains and coordinates necessary services outside and inside the agency to carry out active habilitation in accord with the plan established by an appropriately constituted interdisciplinary team. Monitors, reviews and evaluates pertinent program data and information relative to each recipient in order to assess progress toward habilitation goals and objectives. Convenes the interdisciplinary team to formulate, review and modify recipient habilitation plans. Integrates the various aspects of the habilitation plan to ensure that the needs of each recipient are being met. Where the Qualified Intellectual Disabilities Professional (QIDP) specialty credentials are possessed by an incumbent but the habilitation program coordination functions are performed less than 80% of the time, a specific discipline or generalist class should be considered.

ILLUSTRATIVE EXAMPLES OF WORK:

1. Chairs/co-chairs interdisciplinary team meetings to develop, review and update individual recipient habilitation plans; ensures all required information is addressed and conflicts resolved by team members; ensures the program plan and all other associated information is accurately completed and entered in each recipient's record within required time frames.

2. Periodically reviews data and other documentation to ensure it is accurately and appropriately recorded and evaluated; initiates action with other members of the recipient's team, as appropriate, in response to information derived from periodic reviews; records action taken to facilitate recipient progress including plan revisions and/or the convening of interdisciplinary team meetings to render required changes; records each recipient's progress toward the attainment of goals and objectives.

3. Integrates various facility and community-based services identified as necessary to meet each recipient's needs.

4. Participates in the writing of functional recipient programs and schedules prescribed by standards and regulations, and as determined by assessments and evaluations.

5. Conducts in-services and workshops which enhance staff understanding of and ability to provide active habilitation.

6. Coordinates and participates in recipient program/service monitoring activities including direct observation of recipient performance in various activities and programs in all program/service locations; conducts baselines and assessments as appropriate; implements programs/services to better facilitate the QIDP's program planning activities.

HABILITATION PROGRAM COORDINATOR (Continued)
7. Performs other duties as required or assigned which are reasonably within the scope of the duties enumerated above.

DESIABLE REQUIREMENTS:

**Minimum Education and Experience** *

Requires a bachelor's degree in a human services professional field (e.g. sociology, special education, rehabilitation counseling, psychology).

A doctor of medicine or osteopathy or a registered nurse will also meet required education and training requirements.

Additionally requires one year of experience working directly with persons with intellectual or other developmental disabilities in addition to the education and training stated above.

Appointees are required to have successfully completed a department training program designed specifically for the Qualified Intellectual Disabilities Professional before the completion of her/his probationary period.

This class is included as an Upward Mobility Program credential title.

**Knowledge, Skills and Abilities**

Requires ability to successfully complete a department training program designed specifically for the Qualified Intellectual Disabilities Professional before the completion of appointee's probationary period.

Requires extensive knowledge of, and ability to apply the principles and practices for, the habilitation and training of individuals with developmental disabilities.

Requires extensive knowledge of the standards of accrediting/certifying entities.

Requires the ability to administer a habilitation and training program.

Requires the ability to direct and coordinate staff that provide developmental services and implement training programs for recipients with developmental disabilities.

Requires the ability to establish and maintain effective working relationships with all levels of staff in the facility.

Requires the ability to cope with sensitive situations in relation to staff, recipients, and the legal guardian or families of recipients.

Requires the ability to communicate clearly, both orally and in writing.

In addition to English verbal and written skills, candidates may be required to translate, speak and write a foreign language at a colloquial skill level. Some positions may require manual communication skills.

* These requirements constitute minimum formal education, work experience and other qualifications as defined by the Federal Register, Part III, Department of Health and Human Services, Health Care Financing Administration, Vol. 53, No. 107, dated June 3, 1988.