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| Division/Department: | Community Resource Center | | |
| Location: | Main Office | | |
| Job Title: | CLTS Waiver Program Supervisor | | |
| Reports To: | Director of Children's Long-Term Support | | |
| Type of position: | FLSA Status: | Schedule: | |
| <input type="checkbox"/> Full-time <input type="checkbox"/> Contractor <input type="checkbox"/> LTE <input type="checkbox"/> Part-time <input type="checkbox"/> Intern | <input type="checkbox"/> Non-Exempt <input type="checkbox"/> Exempt | 40 hours per week or as demanded by the job | |

Job Description:

Coordinate training of new CLTS service coordinators by teaching and modeling social work skills. Enrich the skills of staff beyond initial training to be able to provide an array of appropriate services in a planned, coordinated, efficient, and effective manner, while meeting all CLTS program requirements. Assist with the maintenance and development of training tools to help assure learning of CLTS principles and regulations. Provide general social work/case management services to children who are determined to be eligible for the CLTS waiver and their families as assigned. Ensure that services are coordinated with family, service providers, and community resources. Problem-solve with staff and families while respecting their wants, needs and abilities while working on positive outcomes for the child with a disability.

Job Duties:

1. Under the supervision of the Director of CLTS, the CLTS Waiver Program Supervisor will train, mentor, coach and provide ongoing support to employees as needed and assigned.
 - a. Prepare and present training information to the team when assigned by Program Director.
 - b. Assist with organization of program documents and policies in coordination with Program Director and Supervisors.
2. Provide social services and case management when assigned to help fill gaps and meet needs of program participants.
3. Maintain significant knowledge of the special needs, problems, and goals of clients assigned.
4. Learn and teach policies and procedures for the funding sources available to caseload.
5. Teach assessment skills to obtain information necessary to complete a comprehensive assessment, functional screen and Deciding Together conversation.
6. Provide information to staff that includes support locating appropriate community resources, collecting incident reporting information, and utilization of program guides.
7. Teach individualized service plan development skills that outlines appropriate types and amounts of service a client should receive and the anticipated outcomes.
8. Work cooperatively with other agencies and their personnel to ensure the best services and outcomes for the client.
9. Ensure that all participants have input, understand, and support the plan.
10. Encourage the engagement of the child and family in planning services and achieving outcomes.
11. Coordinate learning experiences with staff mentors and assist mentors in presentation of CLTS materials to new staff
12. Be available to staff until they have developed all the basic skills necessary to manage their caseload
13. Assists in the creation of a positive work environment where feedback is appreciated and given positively.
14. Participate in agency staff meetings and attend trainings as assigned in accordance with agency policy and at the direction of the CLTS Program supervisor
15. Prepare correspondence, reports, and maintain records as required by agency policy.
16. Conduct all activities in keeping with accepted standards of ethics for social workers/case managers.

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1. Is responsible for creating a positive, relaxed and supportive environment
 - a. Actively engages clients in amicable conversation, shares in activities and responds to needs/requests in a timely fashion
 - b. Accepts and respects the client's circumstances, asks about feelings and interests; validates feelings with empathy, offers encouragement; celebrates accomplishments

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1. Promotes a strength-based approach to teaching functional skills
 - a. Teaching interactions include positive, supportive quality components (i.e. voice tone, enthusiasm, appropriate physical proximity, and eye contact)
 - b. Skills, routines, and program expectations are preventively taught, specific praise is given to reinforce positive behavior, constructive feedback teaches a replacement skill; safe, planned de-escalation techniques are used in response to aggressive/challenging behavior
 - c. Perceives and responds directly to teaching and problem-solving opportunities
 - d. Teaching components include praise, empathy, specific skills and behavioral descriptions, and goal-centered rationales

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1. Conduct oneself in a professional manner
 - a. Maintain the confidentiality and other rights of participants, families and staff and follow HIPPA Guidelines for all verbal and written communication
 - b. Problem-solve difficult situations in a timely manner
 - c. Manage difficult or emotional consumer situations by responding promptly to needs, requests for assistance and services
 - d. Give, receive and act upon feedback from supervisors and co-workers in an appropriate manner
 - e. Maintain professional boundaries with consumers and co-workers at all times
 - f. Attend training as requested by supervisors
 - g. Other tasks as assigned by supervisors

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1. Ability to effectively communicate, both written and verbally, in the English language
 2. Must have reliable transportation and valid driver's license with good driving record
 3. Must carry own auto insurance with at least 100,000/300,000/100,000 coverage
 4. Ability to maintain records and document case notes daily
 5. Ability to give and accept feedback as a part of a team
 6. Ability to traverse within the workspace and community frequently
 7. Be willing to learn and work with the treatment philosophies
 8. Bilingual in Spanish a plus
 9. Experience working with children with disabilities and their families a plus.

If you are interested, please apply online at www.khds.org by

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For questions regarding the application process, please contact HR staff at:

kcothell@khds.org or 262-764-8555

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