

STAFF RESPONSIBILITIES POLICY

Staff responsibilities include **individual-specific responsibilities** related to each individual's skills, knowledge, and abilities, **general responsibilities** that are true for all staff, and **service-specific responsibilities** related to a specific service.

Individual-Specific Responsibilities

Individual-specific responsibilities include duties specific to a service, such as Personal Support, SLC, LSD 1. Each individual we work with is unique and has varying skills and abilities. Individual-specific responsibilities include areas that are specific to the individual, such as maneuvering a wheelchair, assisting with shaving, showering, or nail and denture care.

General Responsibilities

In general, it is each staff person's responsibility to:

- Follow the Support Plan and Implementation Plan
- Participate in meetings
- Keep up with training requirements and attend or complete training as required
- Keep track of your required training and keep the Program Administrator advised
- Cooperate and work closely with other staff to ensure there are consistencies in your efforts, no redundancies, and to note and assist with progress made by the individual
- Learn, know, and use training techniques
- Get to know the individual
- Ask questions, ask for help when needed, know who to complain to
- Know other support staff
- Be a role-model and good example
- Maintain a schedule
 - of mutually agreeable times and places
 - to provide consistency for the client
 - to avoid conflicts with other staff, client activities/appointments, family and friends
- Ensure the health, safety, and well-being of the individual

Anytime there are issues of health, safety, and well-being, *all staff* have the responsibility to assist the individual with these areas, no matter how small or large the issue may seem. You provide the individual with information about choices and alternatives and the consequences of each. You assist the individual with taking action to fix the situation, document what you have done, and if necessary, contact the Program Administrator to inform her of the situation or to get more assistance.
- Provide skill training, when required, to the individual
 - Follow the Implementation Plan
 - Work with other staff
 - Reinforce positive behavior
 - Provide consistent, appropriate, individualized training
 - Find out what the individual can do and have him show you
 - Start with small, simple steps
 - Observe, assist, remind, cue, prompt, show, explain, provide examples, question
- Keep other staff apprised of client progress
- Complete documentation on time
 - Maintain case notes and logs with end of month summaries
 - Legible, accurate, detailed notes with contact times
 - No whiteouts, no scratch outs — a single line through the error and your initials only
 - Client name, staff name, service provided, date (mm/dd/yy) on every page
 - Write concise, clear monthly progress summaries
 - Never demeaning, flippant, or sarcastic
 - Indicate what the client did and how staff assisted the individual in accomplishing a goal
 - Time is indicated in quarter hours (15 minutes=.25, 30 minutes=.5, 45 minutes=.75, 1 hour=1.0)
- Maintain receipts and expense logs, as required
- Ensure you bill for services provided in an accurate, ethical manner

It is important for all staff to remember that any service provided and billed for **must** be indicated on the individual's *Support Plan and the Implementation Plan*. Each of these documents provides guidelines for working with an individual. The *Support Plan* outlines the goals for the individual in a general way. The *Implementation Plan* is a working document that further describes the specific services (who, what, how, where, when, etc) to be provided to the individual. If you provide services to an individual, you **MUST** have one of these documents to work from. Ask the Program Administrator for these guidelines for working with the individual. If you perform a service for an individual and it is not on one of these documents, then you can perform the service, and you **MUST** document it, but you **CANNOT** bill for it (you cannot include it as hours on your service log).
- Punctuality, Consistency, Cooperation, Individuality, Creativity

Punctuality	ensure that you set a mutually agreed on schedule with the client and then stick to it; being late, canceling, and not showing up are not good examples to set for the client
Consistency	ensure training holds to a high standard of principles and practice; provide training that works, but be flexible to change if it does not work; establish a routine of going over and over the same thing in the same way
Cooperation	work with other staff and supervisors, family, and circle of support
Individuality	provide training that is personalized and individual to each unique client; provide opportunities for success and when there is success, provide positive reinforcement
Creativity	create training materials, such as chore charts, pictographs, calendar of events and activities, wish lists, house guidelines, star programs, etc.; think outside the boundaries for ways to assist the individual in accomplishing his goals

<p>For example, a goal on an individual's Support Plan states that the individual "wants to learn to fill in my own checks". You know from talking to other staff (<i>cooperation</i>) that currently, the individual only signs his name on the checks and staff fill out the rest. You also know that he has difficulty forming numbers and writes very large.</p> <p>When doing training on this area, you might:</p> <ul style="list-style-type: none"> • find out what the individual can do (<i>individualized</i>) • set the check in front of the individual and have him fill it in the best he can • have the individual copy information for the check onto the check • make copies of a check and have the individual practice filling it in before he actually tries filling in the whole real check • show the individual through examples • have the individual practice forming numbers and writing smaller • practice skills <i>consistently</i>
<p>Of course, you would follow the Implementation Plan in providing training in this area. The Implementation Plan should provide you with methods and steps for assisting the individual with this goal in a consistent and individualized way. It should tell you where to do the training (at home, for example), when to do it (twice a week, every week), what to do (learn to fill in the check), and how to do it (a method unique to the individual).</p> <p>In NO case, would you:</p> <ul style="list-style-type: none"> • practice today and then wait a month or two before trying again • try one way one day and another way the next time just because you are bored • expect successful results immediately or in a week or so • use a method that works with everyone else if it doesn't work with this individual • continue a method if the individual fails every time
<p>Providing consistent training means that you practice, practice, practice. You set up a schedule for a specific activity and you stick to it. You find a method and you stick to it. You give it a chance. You might try a method that works with everyone else, but you must also remain flexible enough to recognize that if a method does not work with a specific individual after a reasonable time, you try something else. You give the individual every opportunity to succeed. You may expect results over a long time; you may see huge leaps or few or no results at all. You may watch the individual fail, but you also set up more opportunities for the individual to succeed. When training task-related skill activities and expecting performance on the task, it is essential to provide successful training opportunities so that the individual learns and does not become frustrated, lost, confused, and disinterested.</p>

Service-Specific Responsibilities

In addition to the general responsibilities for all staff, staff have other specific duties as well. Service-specific job descriptions describe the services provided in accordance with the needs of the individuals served to facilitate the outcomes supporting the services on the Support Plan. These descriptions provide a description of the service, when and where the service is provided, limitations, and other requirements.

Personal Support Responsibilities (PS-Day, PS-Qtr)

GROUP 3 PERSONAL SUPPORTS

• This service is for individuals 21 and older who live in their own home or family home. It also applies to those at least 18 but under 21 who live in their own home. It combines the services formerly known as respite care, companion, in-home supports, and personal care assistance. This service provides assistance and training in activities of daily living such as eating, bathing, dressing, personal hygiene, and preparation of meals. If specified in the support plan, this service may provide housekeeping chores. This service also includes nonmedical care and socialization, and may provide access to community-based activities that have therapeutic benefits.

The Personal Support assists with in home personal care, hygiene, household maintenance, meal preparation, personal growth, and helps the individual in the home in the areas of personal hygiene and household maintenance. The PS completes accurate, timely paperwork, including service logs with summaries, and other specified documents, as required. The PS-Qtr typically assists the client for 1-8 hours per day while the PS-Day is typically 8-24 hours per day and is typically called a live-in.

Where: in the individual's home or in the community

When: must be medically necessary at a time mutually agreed to by the individual and the staff

<p>For example, a PS works closely to assist the individual with the same areas the SLC works on with the individual, with the exception of financial matters. Personal Supports are used when care is medically necessary.</p>

- Assist with skill training
- Ensure client is clean, safe, and healthy (personal care)
- Maintain safe, clean, healthy household
- Complete, maintain, and submit Service Log and Notes
- Maintain Documentation (livein)
 - Maintain client Medication Administration Record (MAR)
 - Medical Forms
 - Medication Log
 - Medical Treatment Log
 - Medical Exam Form
 - Seizure Report, as needed
 - Other, as required
 - Authorizations
 - Medical Release for Treatment Form
 - Emergency Medical/Dental Care Form

- Transportation Form
- Maintain client home book - livein
 - Client Demographics/Health History Information
 - Disaster Preparedness Form
 - Support Plan and Implementation Plan
- Miscellaneous Documents
 - Specific to client
 - Requested by SLC
- Maintain posted information
 - Calendar with activities and appointments
 - Menu
 - Schedules
- Ensure safety
 - Smoke alarm
 - First Aid kit
 - Fire extinguisher
- Provide skill training
- Assist with community integration
- Communicate with other staff

Life Skills Development Responsibilities (LSD1)

GROUP 1 – LIFE SKILLS DEVELOPMENT LEVEL 1

• This service was formerly known as companion services. It includes nonmedical care and socialization activities provided to an adult on a one-to-one basis or in groups of up to three recipients.

Although this is technically not a training position, LSD1 is used to provide services to help the person become more able to use community resources independently. LSD 1 services are not merely diversional (just for fun) in nature but are related to the goal of the individual. The LSD 1 completes accurate, timely paperwork, including biweekly service logs with summaries, and other specified documents, as required.

Where: in the individual's home or in the community

When: as specified in the client's Support Plan at a time mutually agreed to by the individual and staff

For example, an LSD 1 may accompany an individual to do volunteer work in the community, or to use the post office or library. An LSD 1 may assist the individual with learning to read through a newspaper or to use a vending machine.

- Plan and arrange client-centered activities that are in the Implementation Plan and are the client's choice
- Accompany client on or assist with accessing and participating in meaningful activities
- Assist client in learning about community resources

Supported Living Coach Responsibilities (SLC)

GROUP 4 – RESIDENTIAL SERVICES

Supported Living Coaching

• This service provides training and assistance in a wide variety of activities to support individuals who live in and maintain homes or apartments of their own.

The SLC may supervise other support staff so that there is continuity and consistency in supports. The SLC completes accurate, timely paperwork, including service logs with monthly summaries, specific information for each individual, including financial profiles, functional community assessments, quarterly documents, annual documents, and other specified documents, as required.

Where: in the individual's home or in the community

When: at a time mutually agreed to by the individual and the staff

For example, the SLC may assist the individual with writing checks, budgeting and saving, maintaining his home, find and participate in community and home activities, maintaining and creating new personal relationships, safety issues, medical and dental appointments, and personal growth issues.

- skill acquisition, improvement, and maintenance training
- household maintenance and management
- safety and emergency procedures
- on-call 24 per day emergency assistance
- meal planning and preparation
- shopping
- community integration, consumerism
- civic responsibilities
- money management
- self-care, personal growth

In addition to these services, the SLC oversees the individual's household and ensures the health, safety, and well-being of the individual.

For example, the SLC arrives at a designated time in the late afternoon to accompany the individual on a two-hour community outing which is stated in the Support Plan. The toilet is full to the brim and running constantly. Although fixing the toilet is not on the Support Plan, it is the SLC's responsibility to ensure in an active manner that it is taken care of. In this situation, a brief discussion with the individual and a quick call to the landlord and/or a plunger and cleaning materials may be all that is required to fix the situation. You document the situation in this case, but contacting the Program Administrator is unnecessary.

Skill Training— Assistance, Monitoring, Assessment

Assistance — provide consistent assistance to the client in the areas noted in the SP and IP. Assistance includes: minimal to complete physical help, cues, prompts, reminders, demonstration, walking through a procedure (or set of steps), questioning, etc.

Example: I assisted Peter Pan in making instant rice in the microwave *by asking* him to tell me how many cups of rice and water were required and how long to put the rice in the microwave. We talked about measuring cups when he was unsure which measuring cup to use and pulled out the ½ cup. I demonstrated that two ½ cups make a full cup and he decided to use the 1 cup for his rice and water. He mixed the ingredients, added butter, and cooked the rice. While he was waiting for the rice to cook, I *reminded* Peter to set the table and get drinks. I *demonstrated* to him how to hold the glasses so that his fingers do not go inside while he is carrying them. He checked his menu to see which vegetable to have, got the can of peas and we both struggled with the can opener until he decided to use the manual opener.

Monitoring — At least once a week to once a month, depending on the skill, the SLC should monitor the client(s) skills in the areas identified on the SP and IP. In some cases the SLC or Program Administrator may be tasked with monitoring the skills the client typically does with the PS-Day, PS-Qtr, and LSD 1.

Assessment — At least once a month, the SLC should assess the client's progress on skill areas identified in the SP and IP. Recommendations and suggestions for strategies and techniques can be made to other staff based on this assessment and will also assist the SLC in writing the monthly progress summary.

Example: The client is learning to slice vegetables with the assistance of the SLC as stated in the IP. The SLC should *assist* the client in cutting vegetables once a week. SLC *goes over* the steps with the client and assists the client in cutting vegetables once every week. The PS *assists* the client in cutting vegetables three times per week. The PS also *assists* the client in making stirfry twice a month. The SLC *monitors* the clients progress in making stirfry once a month. The SLC *assesses* the client's progress in cutting vegetables and making stirfry once a month.

Quality Time

Use your SLC time wisely when working with a client. Work with clients individually. If you happen to have more than one client with you at a time, you work with one at a time.

For example, if you do grocery shopping with two clients at the same time and the shopping takes 1.5 hours, *you cannot bill for 1.5 hours with each client (this is called double billing and is not tolerated)*. You may split the time between the two clients or concentrate on skill training for one of the clients for the entire time.

Schedule

Maintain a schedule with the client's name and the times you see them each day and the service (home, financial, health, self care, community integration) you usually provide at that time. Staff should have set times and services each week where they work with the client. Emergencies, appointments (counseling, medical, foodstamp, etc), and other non-routine events should be considered and changes can be made to the schedule as necessary, but this is typically only once or twice a month, not every week. Do not cancel unless there is a *true* emergency. Seeing clients is not a whim. Clients should feel comfortable and secure that you will see them when you say you will and provide the services you are supposed to provide in accordance with the IP.

Client Notebook

To assist you in organizing your time, maintain one notebook with:

- Your schedule
- Contact numbers
- Dividers for each client you work with the following for each client (or a Grab&Go book)
 - Client information
 - Blank quarterly forms to use when needed
 - Implementation Plan/Support Plan
 - Demographics/Health History
 - Medications

Communication/Sign-In Log

Maintaining a Communication/Sign-In Log at each client's home is a good idea. Sign in and out and indicate the skill area on which you worked with the client. This helps in ensuring that tasks do not get delayed, postponed, or forgotten and also provides communication between staff and consistency in services provided to the client.

Meetings

Staff should try to meet once per month with other support staff for a brief update on the clients you share. This will assist in training strategies, monthly summaries, and brainstorming.

Implementation Plan

The IP is critical to staff work with a client. It is based on the Support Plan and contains a plan of action for assisting a client in achieving goals. It is essential that the SLC complete all pre-Support Plan paperwork and attend the Support Plan meeting in order to contribute constructive input. It is also

essential that the SLC get information from the individual and his circle of support (natural and paid) in order to provide accurate information for the pre-Support Plan paperwork as well as when writing the Implementation Plan.

Foodstamps

Many clients are eligible for foodstamps. There is a lot of paperwork and preparation involved in applying for foodstamps: TPQY from social security, paystubs and bank statements for the past three months, power, utility, and phone bills, signatures, etc. Clients are usually re-certified each year, so watch for appointment date letters and get the necessary information gathered in plenty of time.

Financial, Receipts, and Expense Log

Any money you handle for a client must be kept track of with receipts and noted on an expense log. It is a good idea for only one SLC to handle a client's financial needs (banking, checkbook, bills, groceries). Please keep checkbooks balanced.

Quarterly Forms

The SLC is responsible for ensuring that quarterly documents are completed based on the client's Support Plan effective date. A checklist is used for all Quarterly Reviews to ensure all documentation is completed.

Support Plan and Implementation Documentation

The SLC is also responsible for ensuring that required documents are completed in preparation for and following the Support Plan. This includes:

- preparation for the Support Plan meeting with the client and circle of supports
- participating in Support Plan Meeting, Support Plan
- preparing the Implementation Plan after the Support Plan is received

Personal Supports-Day (live-in), Personal Supports-Qtr, and SLC Working Together Schedule

A Personal Support-Day often has a demanding job, especially if the client(s) requires full care, cannot be left alone, or has behavior issues. The SLC will maintain a schedule with the PS-Day and be there to work with the client(s) when expected. *Although SLCs are not relief persons*, if the SLC and PS-Day are not working on specific skills with the client together, the PS-Day can often use the time you are with the client for personal needs. If you cannot be there due to an emergency or appointment conflict, try to call at least a day in advance. It is a good idea to reconfirm (with a phonecall) your schedule with the client and PS-Day at the beginning of each week.

In some instances, under certain specified conditions as specified in the Ibudget handbook, an individual may require assistance above and beyond the Personal Support-Day. This requires coordination, planning, and a schedule among all the services.

At Home Client Book for PS

The PS-Day is responsible for maintaining the at home book in an organized manner once the SLC has set it up with relevant forms and information. The SLC should update the at home book periodically (new SP, IP, etc).

Paperwork (service logs)

The PS-Day is responsible for maintaining accurate, current logs and notes on a daily basis.

Calendar

The PS-Day and client should keep a yearly calendar posted with important dates, events, meetings, and activities noted. The SLC should check the calendar to note their own activities with the client and to ensure there are no conflicts.

I have read and fully understand the Staff Responsibilities Policy and agree to follow its dictates.

Staff Signature

Date