



Supporting Lifelong Success
for Neurodiverse Adults

TEAM MEMBER JOB DESCRIPTION

POSITION SUMMARY:

Compassionate and dedicated Direct Support Professional (DSP) position for those that have a desire to make a positive difference in the lives of neurodiverse adults in a residential setting. Providing bridges for expanding opportunities in the home and the community are a prime focus of the DSP Team Member. This is an exciting opportunity for individuals looking toward building or continuing a rewarding profession or for those who would like to learn more about the neurodiverse population while completing their own education in related fields.

Both daytime and overnight positions exist for Team Members (TMs). Opportunities for advancement may be possible. Most daytime TMs will be invited to advance their training and work toward becoming Registered Behavior Technicians.

POSITION OVERVIEW:

Direct Support Professionals (Team Members) are the most forward-facing SLS Team Members. As a valuable essential worker, each Team Member's first role is to ensure the safety and dignity of the neurodiverse Community Participants (CPs) that they serve. Under the direction of the SLS Programming & Behavior Supports Manager and the Director of Clinical Services, every Team Member is responsible for following care plans, maintaining staffing ratios as described by the supervision plans, and implementing goals and objectives across all Community Participant Treatment Plans.

Team Members, like all SLS employees, are expected to be tireless advocates for and with neurodiverse adults and should possess a drive toward excellence in service delivery. In addition, the Direct Support Professional Team Member, like all other SLS professionals, is expected to reflect the SLS Community Core Values as indicated and expounded on in the Core Values Policy and outlined below:

SLS CORE VALUES:

1. Teamwork
2. Excellence
3. Tenacious Advocacy
4. Vision
5. Diversity Matters



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DIRECT SUPPORT PROFESSIONAL POSITION RESPONSIBILITIES:

- Successfully building rapport to interact with skill and passion with Neurodiverse adults, (Community Participants, or “CPs”), including those with challenging behavior.
- Providing supports for CPs in all needed areas such as:
 - Activities of daily living (hygiene related such as showering, dressing, teeth brushing; household related cleaning & laundry; health related and medication assistance).
- Implementing Skill Development Programs and Behavior Reduction Programs.
- Creating activities to engage Community Participants in meaningful ways toward meeting their identified goals and objectives.
- Collecting a variety of types of data in a timely and accurate way via electronic and paper means.
- Submitting accurate time sheets at appropriate intervals.
- Attending staff meetings and trainings, as requested.
- Exhibiting strong collaborative skills as a member of a team.
- Interacting respectfully and professionally with all Community Participants and Team Members, staff, family members, and community professionals and visitors.
- Partnering with other Team Members in completing assigned household cleaning tasks.

ADDITIONAL RESPONSIBILITIES

All Team Members will have additional responsibilities in addition to those focused on CP service delivery. In general, these are documented at the time of the 90-day review, although some situations may require that these be agreed upon earlier. There will be a separate document describing these for each “Assistant” or “Manager” position; it will be dated and signed. Additional responsibilities have a designated Leadership Team Member assigned for each position. These will be dated and signed.

REPORTING FOR PROGRAM & BEHAVIOR SUPPORT TRAINING & GUIDANCE

Heather Henderson, B.A.
Programming & Behavior Supports Manager

REPORTING for SAFETY CARE TRAINING, HR, SCHEDULING, OPERATIONS & GARDEN

Morgan Grunow, B.A.
Operations and Programming Plus Manager



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OVERALL CLINICAL SERVICES

Mary Ann McIntyre, M.A., BCBA
Director of Clinical Services for SLS Community

CANDIDATE EXPERIENCE and ACADEMIC REQUIREMENTS:

Required Qualifications:

- Minimum of one year of volunteer or professional experience with neurodiverse adults, adolescents, or children (experience with a close family member who is neurodiverse would be considered)
- High school diploma
- Reliable transportation and valid driver's license
- Ability to pass federal and state background checks, including child and adult abuse and maltreatment registries, employment history, driving records, and pre-employment drug testing.
- Understanding of proper professional and communication boundaries in terms of families and supervisors
- Commanding a focus toward being a continual learner
- Willingness to pursue and complete the Registered Behavior Technician (RBT) certification, if required by position

Preferred Qualifications:

- Registered Behavior Technician certification from BACB
- Bachelor's Degree (in progress or completed) in a related field (Education, Psychology, Counseling, Social Work, Occupational or Physical Therapy, Speech/Language Pathology, Nutrition, Nursing, Pre-Med or other health care related careers)
- Experience working with neurodiverse teens or adults with challenging behavior.
- Prior experience with Applied Behavioral Analysis academically or in practice
- Prior training and experience about de-escalation, transportation, and in last resort situations the use of clearly defined restraint procedures
- History of leadership in academic, volunteer or work arenas

COMPENSATION

- Determined by a rubric that includes a combination of academic background, BACB credentials, years of experience as a Direct Support Professional and/or as an RBT or

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Board-Certified Assistant Behavior Analyst (BCaBA), years as a Lead Manager, and years working with neurodiverse adolescents and adults.

PERFORMANCE REVIEWS

- For the first 60 days there are less formal monthly reviews. At 90 days of employment, the TM will begin being measured against the SLS Performance Review rubrics on a quarterly basis in February, May, August & November. Prospective merit and/or COLA increases will be considered following the year-end review.