



United Cerebral Palsy of Greater Dane County

POSITION DESCRIPTION

PROGRAM: Youth Resources

POSITION TITLE: Inclusion Facilitator

REPORTING RELATIONSHIPS

POSITION REPORTS TO: Service Coordinator

POSITION SUMMARY

The Inclusion Facilitator position works directly with children and teenagers with developmental disabilities. Inclusion Facilitators are responsible for inclusive and individualized social and recreational opportunities for youth enrolled in Youth Resources. Depending on the age of the child supported, people working in this position may be providing services in a child care program or in the Madison community at large. Facilitators are responsible for modeling appropriate interactions to the child's peers, community members and building community partners to enhance the opportunities available for the children and teens we serve. When working in a child care setting, the focus should be on establishing friendships for the child as well as increasing child care staff's knowledge, comfort level and involvement with including children with disabilities in their program.

ESSENTIAL FUNCTIONS AND BASIC DUTIES

- 1. Provide hands-on support directly to youth with disabilities that are enrolled in Youth Resources.**
 - a. Act as a role model for appropriate and positive interactions with children with disabilities. Model appropriate interactions that embrace the philosophy of inclusion to families and community members.
 - b. Encourage an environment that is open to establishing friendships between the child and his or her peers. Help to facilitate interactions with the children we serve and their peers.
 - c. Demonstrate knowledge of the child's skills and abilities.
 - d. Answer questions about the child's disability from peers, child care providers and other community members in a respectful and considerate manner.
 - e. Be aware of the child's needs (physical, emotional and social) while working with them and respond as indicated by the child's "plan" or by the Service Coordinator.
 - f. Provide physical and personal care assistance as indicated in the child's "plan" or by the Service Coordinator.
 - g. Encourage the child to explore his or her interests and to try new things.
 - h. When working in a child care program or other appropriate community setting, spend time away from the child when not needed to facilitate interactions. Remain aware of the child and their environment during this time.
 - i. Seek out appropriate activities and consult with child care providers, community partners and the Service Coordinator on any adaptations that may be needed to allow for the participation of the child with a disability.
 - j. Look for precursors or potential challenges in/around the child's environment that may result in inappropriate behavior or negative reactions.
- 2. Support child care programs or community partners to maximize the child's inclusion.**
 - a. Model understanding of the benefits of inclusion and work on a consistent basis to maintain or improve the current level of inclusion without inhibiting it.
 - b. Train the child care providers or community partners directly on the needs of the child with a disability.
 - c. Follow the child care programs policy and rules. When working in a community setting, any rules of the location/establishment should be followed. If a request for an exception to a child care or community rule

seems appropriate for reasons of accommodating a disability, contact the Service Coordinator for guidance on how to proceed.

- d. Directly involve child care providers and community members (when appropriate) in meeting the needs of the child with a disability.
- e. Encourage child care providers and community members to increase their participation and interaction with the child so that we may decrease ours.
- f. Provide additional support for children with more complex needs or challenges. Work as a team with child care providers or community partners and assist as necessary to be sure the needs of the child with a disability are met if others are unable to assist.
- g. Help problem-solve through potential problems or challenges to find a creative solution. Be sure to communicate with the Service Coordinator to ensure consistency between staff.

3. Help to strengthen the relationship between child care programs (if applicable) and the family members or designated care providers.

- a. Promote direct involvement between child's family and the child care provider.
- b. Encourage the child care providers to assume the same responsibility for the family of the child with a disability as they would for any other child in their program. This includes making necessary phone calls, medical treatment, etc.
- c. Educate the child care providers on the importance of emphasizing the positive.
- d. Provide any follow-up information the family may need to know either at pick-up or during drop-off times. This should not inhibit or take the place of information the child care providers are responsible for relaying to the family.

4. Make effective use of supervisor and maintain effective communication.

- a. Make contact with Service Coordinator bi-monthly for updates.
- b. Keep Service Coordinator informed of any challenges you are experiencing or changes occurring with the child.
- c. Request additional training, guidance, support or assistance in handling difficult situations as needed.
- d. Ensure understanding of expectations and seek clarification for any questions.

5. Responsible for necessary paperwork and administrative requirements.

- a. Complete monthly documentation of hours, mileage and supplemental earnings in ezLabor by midnight on the 20th of each month.
- b. Read each child's profile that you are scheduled with and be ready to implement their Behavior Support Plan if applicable.
- c. Participate in an Inclusion Facilitator Orientation prior to working with children supported by Youth Resources and complete all necessary paperwork.
- d. Call the office regarding any medical concerns or accidents that occur during work hours and then fill out and return any Accident Report forms within the allotted time frame.
- e. Attend Inclusion Facilitator meetings and site-team meetings relevant to your position.

6. Additional functions and requirements may be assigned by supervisor as deemed appropriate.

QUALIFICATIONS

REQUIRED KNOWLEDGE

A broad understanding of youth both with and without disabilities.
Basic understanding about inclusion and how it applies to children with developmental disabilities.
Sensitivity to teen issues.
Awareness of age appropriate recreational and leisure activities.

SKILLS/ABILITIES

Interest and experience working with people with disabilities.
Ability to engage youth and help them develop and realize their potential

Able to adapt to a changing schedule
Energetic and Enthusiastic
Ability to consistently be somewhere in a timely manner
Initiation and the ability to work independently
Ability to maintain a positive attitude through stressful situations
Skill to assess situations quickly and respond appropriately

TRANSPORTATION

A valid driver's license, acceptable driving record, liability coverage and a personal vehicle are required for most positions. (This program does provide transportation for teens to and from activities so responsible driving is a must.) There are limited opportunities located on the bus-line.

LIMITED TERM EMPLOYMENT

This position is classified as Limited-Term Employment.