



Career Service Authority

Youth Worker

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GENERAL STATEMENT OF CLASS DUTIES

Performs paraprofessional work providing supervision, implementing behavioral/educational programs for youth residents, maintaining a safe environment where youth are housed and involved in programmatic activities, observing and documenting the interaction and behavior of youths engaged in various daily activities, and working in collaboration with other professional staff to establish and/or meet the goals of the treatment plan.

DISTINGUISHING CHARACTERISTICS

This class provides supervision and implements behavioral/educational programs for youth residents, maintains a safe environment where youth are housed and involved in programmatic activities, observes and documents the interaction and behavior of youths engaged in various daily activities, and works in collaboration with other professional staff to establish and/or meet the goals of the treatment plan. This class is distinguished from the Human Service Advocate that provides direct services to families including supervised visitations and in-home services, participates in treatment planning with caseworkers and other community professionals, and refers families to community resources and services. The Youth Worker is distinguished from the Staff Social Case Worker that performs entry level professional social case work while receiving training in the principles, practices, procedures, and applications of case work methods and techniques and develops the knowledge and skills to perform case management. The Youth Worker is distinguished from the Human Service Supervisor that performs supervisory duties over employees who perform a variety of human service related duties such as providing supervision and implementation of behavioral/educational programs, receiving and responding to incoming telephone calls involving child abuse and/or neglect, and/or providing direct services to families/children including supervising visitations and in-home services.

Guidelines, Difficulty and Decision Making Level:

Guidelines are generally numerous, well established and directly applicable to the work assignment. Work assignment and desired results are explained by general oral or written instructions.

Duties assigned are generally repetitive and restricted in scope but may be of substantial intricacy. Employee primarily applies standardized practices.

Decisions or recommendations on non-standardized situations are limited to relating organizational policies to specific cases. Problems that are not covered by guidelines or are without precedent are taken up with the supervisor.

Level of Supervision Received and Quality Review:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence. Work is reviewed for adherence to instructions, accuracy, completeness, and conformance to standard practice or precedent. Recurring work clearly covered by guidelines may or may not be reviewed.

Interpersonal Communications and Purpose:

Contacts with the public or employees where explanatory or interpretive information is exchanged, defended, and gathered and discretion and judgment are required within the parameters of the job function.

Level of Supervision Exercised:

No supervisory duties.

ESSENTIAL DUTIES

Provides supervision and basic care of youth including living, recreational, dining, educational, medical, and other areas, establishes rapport and trust with youth, and implements behavior management programs/techniques and appropriate intervention techniques.

Collaborates with caseworkers and other professional staff members to establish and/or meet the goals of the treatment plan, assesses and records a youth's progress, incidents, and treatment issues, attends youth staffings, and communicates with team members the specific needs and issues of the youth.

Interacts and establishes supportive relationships with youth, facilitates groups, observes behavior patterns in order to detect behavior/emotional issues/problems, encourages youth to discuss their behavior and personal habits/attitudes, discusses and reinforces appropriate behavior patterns, and assists with crisis intervention when needed.

Acts as an assistant to a teacher and assists the classroom teacher in the following areas: assists in preparing classroom materials; follows the behavior program within the classroom; assists teacher identify individual, academic, and emotional needs and the best method to meet these needs; provides educational needs for students; assists in implementing curriculum and instructing students; attends planning meetings, and suggests different techniques to use with students.

Arranges family visits and phone calls with youth residents as authorized by the caseworker and/or therapist, records observations between youth and family members, and discusses and advises staff on significant events that may require staff support and/or intervention.

Coordinates and arranges for needed services and care for youth including medical, dental, mental health, and other types of appointments and relays information regarding appointments to unit staff.

Receives supervision from clinical staff related to interaction patterns with clients and other work related issues and participates in trainings and workshops to enhance work performance and professional growth.

Prepares daily youth interactions entries, incident reports, and other required documentation and reports.

Performs other related duties as assigned.

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Any one position may not include all of the duties listed.
However, the allocation of positions will be determined by
the amount of time spent in performing the essential duties
listed above.
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MINIMUM QUALIFICATIONS

Competencies, Knowledges & Skills:

Integrity/Honesty – Contributes to maintaining the integrity of the organization, displays high standards of ethical conduct, understands the impact of violating these standards on an organization, self, and others, and is trustworthy.

Reading – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

Writing – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

Interpersonal Skills – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

Oral Communication – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

Problem Solving – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

Decision Making – Makes sound, well-informed, and objective decisions, perceives the impact and implications of decisions, commits to action even in uncertain situations to accomplish program goals, and causes change.

Teamwork – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

Diversity – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

Customer Service – Works with customers to assess needs, provide assistance, resolve problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Flexibility – Is open to change and new information, adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles, and deals effectively with ambiguity.

Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

Conflict Management – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Stress Tolerance – Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).

Attention of Detail – Is thorough when performing work and conscientious about attending to detail.

Memory – Recalls information that has been presented previously.

Information Management – Identifies a need for and knows where or how to gather information and organizes and maintains information or information management systems.

Knowledge of the emotional needs of families and children sufficient to be able to perform a variety of duties related to the work assignment.

Physical Demands:

Carrying: transporting an object usually by hand, arm, or shoulder.
Talking: expressing or exchanging ideas by means of spoken words.
Hearing: perceiving the nature of sounds by the ear.
Accommodation: Ability to adjust vision to bring objects into focus.
Depth Perception: Ability to judge distance and space relationships.
Far Acuity: Ability to see clearly at 20 feet or more.
Field or Vision: Ability to see peripherally.
Near Acuity: Ability to see clearly at 20 inches or less.

Working Environment:

Subject to varying and unpredictable situations.
Subject to many interruptions.

Education Requirement:

Associate Degree in Sociology, Psychology, Human Services, Child Development, or a closely related field.

Experience Requirement:

One year of experience providing supervision and/or services to youth.

Education/Experience Equivalency:

A combination of appropriate education and experience may substitute for the minimum education and experience requirement.

Licensure and/or Certification:

By position, requires possession of a valid driver's license at the time of application.

CLASS DETAIL

FLSA CODE: Non-Exempt

ESTABLISHED DATE: 07/16/2006

REVISED DATE:

ESTABLISHED BY: Patricia Anderson

CLASS HISTORY This is a new class.