

STATE OF WISCONSIN  
CLASSIFICATION SPECIFICATION

CHILD CARE COUNSELOR 1, 2 and 3  
CLASSIFICATION SERIES

I. INTRODUCTION

A. Purpose of This Classification Specification

This classification specification is the basic authority under ER 2.04, Wis. Adm. Code, for making classification decisions relative to present and future positions which offer care, guidance, and training of disabled children in a student residential program of a state school for the deaf or blind and visually impaired. This classification specification will not specifically identify every eventuality or combination of duties and responsibilities of positions that currently exist, or those that result from changing program emphasis in the future. Rather it is designed to serve as a framework for classification decision-making in this professional occupational area.

Classification decisions must be based on the “best fit” of the duties within the existing classification structure. The “best fit” is determined by the majority (i.e., more than 50%) of the work assigned to and performed by the position when compared to the class concepts and definitions of this specification or through other methods of position analysis. Position analysis defines the nature and character of the work through the use of any or all of the following: definition statements; listing of areas of specialization; representative examples of work performed; allocation patterns of representative positions; job evaluation guide charts, standards or factors; statements of inclusion and exclusion; licensure or certification requirements; and other such information necessary to facilitate the assignment of positions to the appropriate classification.

B. Inclusions

This classification encompasses positions within the Department of Public Instruction which offer care, guidance, and training of disabled children in a student residential program of a state school for the deaf or blind and visually impaired.

C. Exclusions

Excluded from this series are the following types of positions:

1. Positions that are not located at either the Wisconsin School for the Deaf or Wisconsin Center for the Blind and Visually Impaired.
2. All other positions that are more appropriately identified by other classification specifications.

D. Entrance and Progression Through This Series

Employees enter positions within this classification series by competitive examination. Progression to the Child Care Counselor 2 can occur after an employee has achieved 2 years of experience at the Child Care Counselor 1 level and demonstrated satisfactory completion of the advanced in-service training courses and ability to perform the required duties of care, counseling, and guidance; or an equivalent combination of training and experience.

Progression to the Child Care Counselor 3 level requires competition. Competition is required for first time assignment of lead-worker duties.

## **II. DEFINITIONS**

### **CHILD CARE COUNSELOR 1**

This is entry level work involving care, guidance, and training of disabled children in a student residential program of a state school for the deaf or blind and visually impaired. The work involves helping children with their problems of adjustment in areas such as social behavior, table etiquette, dormitory living and leisure time activities. Work is performed under established policies and procedures with immediate supervision being available from the Dean of Students.

#### Examples of Work Performed:

- Assists in helping children with individual problems of adjustment to group life resulting from their physical handicap.
- Assists in leading children, outside of school hours, in day-to-day living activities which include personal grooming, hygiene, cleanliness, conduct, clothing, and a general neatness and appearance of their personal property and living quarters.
- Assists in leading children in leisure and recreational activities, both within the student residential program and out-of-doors which include individual interests, hobbies, organized games, and social functions.
- Participates in conferences and training courses to further understand physically disabled children's problems.
- May mend clothing, sort laundry and linens, and perform other housekeeping activities during school hours.
- Accompanies students between various campus buildings and on trips outside of the school grounds.
- During the night shift, make rounds of the sleeping areas to take care of the physical needs of the children and to insure proper sleeping conditions.
- Keeps records and makes reports.

### **CHILD CARE COUNSELOR 2**

This is responsible work involving the guidance, care, and training of disabled children in a student residential program of a state school for the deaf or blind and visually impaired. Work at this level is also characterized by the assistance provided in the practical training of one level counselors; direct supervision is received from the Dean of Students. Advancement to this level is based upon the demonstrated performance of an employee to work with children in a wide variety of living situations and successful completion of the required training.

#### Examples of Work Performed:

- Performs any of the functions assigned to the one level and in addition, provides training to new employees in assisting them with problems encountered, and some interpretation of policies and procedures.
- Assists children with adjustment problems on an individual basis with less direction and use of independent judgment.
- Provides communication to higher level positions on problems encountered and recommendations on what could be done to rectify them.

- Sets the tone of the portion of the student residential program to which assigned.

### **CHILD CARE COUNSELOR 3**

Positions classified as Child Care Counselor 3 must meet one of the following allocations: 1) This is responsible lead work in guiding the day-to-day operation of the children's living staff in the student residential program of a state school for the deaf or blind and visually impaired. Employees in this class assign work and assist in training lower level staff. Or 2) This position assures that individual programming needs are met to provide for safety and security for students in need of the Support Services Program at the Wisconsin School for the Deaf. Work at this level is characterized by the lead responsibility and the assistance to higher level positions in the development of policies, procedures, and budgets. Work is performed under the general supervision of the Dean of Students.

#### Examples of Work Performed:

- Assigns, reviews, and schedules work for employees in the student residential programs.
- Insures that appropriate training is received and utilized in the student residential programs.
- Directs the placement and relocation of children within the student residential programs.
- Handles the more difficult problems encountered with the children, which may involve some contact with the school and/or parents.
- Provide a channel of communication between staff and higher level administrative positions in the area of policy and procure changes and problems encountered in both personnel and child care areas.
- Observe student behavior; intervene as needed to maintain order, safety and security; and document and address misbehavior according to residential/school policies/rules.

### **III. QUALIFICATIONS**

The qualifications required for these positions will be determined at the time of recruitment. Such determinations will be made based on an analysis of the goals and worker activities performed and by an identification of the education, training, work, or other life experience which would provide reasonable assurance that the knowledge and skill required upon appointment have been acquired.

### **IV. SPECIAL REQUIREMENT**

For positions located at the Wisconsin School for the Deaf, sign language communication skills for communicating with the deaf and an American Sign Language Proficiency Index (ASLPI) rating level of 2 is required upon hire.

### **V. ADMINISTRATIVE INFORMATION**

This classification series was modified effective December 9 ,2007 and announced in OSER-0174-MRS/SC bulletin to reflect a new allocation located at the Wisconsin School for the Deaf dealing specifically with students in the Support Services Program, and special requirements.

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