

**Job Class Profile: Behaviour Management Specialist****Pay Level: CG-37 Pay Band: 814-847**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	6	6	2	3	5	5	5	2	3	
Points	280	100	13	14	150	108	103	43	32	843

**JOB SUMMARY**

The Behaviour Management Specialist is responsible for providing behavioural management support services and developing and overseeing behaviour management plans with individuals, their families and community organizations. Assesses, develops, implements and evaluates intervention strategies, case planning and management and the provision of consultation and education to clients.

**Key and Periodic Activities**

- Conducts home and community based visits to provide in depth behavioural and functional assessments. Observes behaviour/skill performance, elicits reports of client behavior and skill from parents/caregivers/support staff; observes interaction within the home; measures behaviour/skill; explains targets; reviews data and provides feedback on success of interventions.
- Administers standardized assessments that measures client's maladaptive, and adaptive behaviour in activities of daily living.
- Develops and maintains a behavioural support plan to address problems and assist clients in developing to their maximum potential.
- Writes bio-psychosocial client reports that document the results of individualized behavioural assessments; areas of client strength and needs; and the intervention plan which is designed to address identified needs.
- Forms partnerships with staff from other agencies and boards to maximize the use of supportive services for the client population served and to ensure legislative and other requirements are met.
- Compiles workload statistics and maintains accurate records of assessments, treatments, intervention strategies and progress of clients.
- Consults and collaborates with other professionals regarding plan of care for clients.
- Develops and delivers professional workshops, training and presentations to families, caregivers, support staff and community organizations.
- May assist with screening new referrals to determine program eligibility.

## SKILL

Knowledge
<p><b>General and Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>— Up-to-date behavioural and functional assessments, and developing applicable programs</li> <li>— Support, training and consultation techniques</li> <li>— Individual behavioural management programs, including planning and design</li> <li>— In-depth knowledge of behavioral treatment techniques</li> <li>— Crisis prevention and intervention</li> </ul> <p><b>Formal Education and/or Certification(s):</b></p> <ul style="list-style-type: none"> <li>— Minimum: Undergraduate degree in Psychology</li> </ul> <p><b>Years of Experience:</b></p> <ul style="list-style-type: none"> <li>— Minimum: 1 - 2 years</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>— Keep current of new and evolving trends, information and methods</li> <li>— Apply behaviour management techniques</li> <li>— Develop new programs/procedures to address new/different behaviour problems</li> </ul>
Interpersonal Skills
<ul style="list-style-type: none"> <li>— A range of interpersonal skills such as listening and gathering information, providing direction to others, providing care/comfort and nurturing to individuals and families, providing training to support staff, providing expert advice to clients and community groups, consulting with other professionals regarding plan of care and occasionally conducting formal presentations. The most critical interpersonal skills are used while working with clients in crisis to help them understand behaviours, listen to and gather information regarding their needs and offer advice.</li> <li>— Communications occur with employees within the immediate work area and department, other departments and outside the organization and include other healthcare professionals, patients, family members and representatives from community groups and/or resources.</li> <li>— Most significant contacts include clients/caregivers to determine needs, required interventions and monitor progress; other professionals, i.e. Social Workers, to update progress of behaviour modification program using team approach and coordinate services; and Manager to receive program direction and to discuss any issues.</li> </ul>

## EFFORT

Physical Effort
<ul style="list-style-type: none"> <li>— The demands of the job do not result in considerable fatigue, requiring periods of rest.</li> <li>— When conducting home visits, a briefcase of documentation and learning material may weigh up to 10 lbs on occasion.</li> <li>— As work involves travel throughout the province, driving is required.</li> <li>— The use of fine finger/precision work and sitting at a computer occurs on a regular basis, as</li> </ul>

documenting support plans, results of home visits, client reports and statistics is a main activity.
— Occasionally may be called upon to assist with restraining a client.
<b>Concentration</b>
<ul style="list-style-type: none"> <li>— <b>Visual concentration</b> may include driving to client sites, remaining visually alert while observing behaviour and writing comprehensive reports/documentation.</li> <li>— <b>Auditory concentration</b> may include listening to requests from the clients, including those that are not always clear (i.e. when speaking with small children or those with speech issues).</li> <li>— May be required to use <b>other sensory demands, such as touch and smell</b>, to develop sensory programs using different materials, textures and scents.</li> <li>— <b>Higher than normal level of attentiveness/alertness</b> is required when performing behavioural observation as it requires close attention to detail.</li> <li>— <b>Time pressures and deadlines</b> are experienced when submitting client information, reviewing referrals, and driving to client sites. While in the office may be subjected to frequent <b>interruptions</b> from questions and meetings.</li> <li>— <b>Exact results and precision</b> are required when conducting research, writing detailed reports, and conducting home visits.</li> </ul>
<b>Complexity</b>
<ul style="list-style-type: none"> <li>— Work tasks and activities are different and require a broad range of skills and knowledge.</li> <li>— Complexity of the position varies – occasionally tasks are repetitive and well defined, but at other times tasks can vary greatly, requiring customized solutions, such as when working with clients with behavioural issues, each client requires a different program to address their individual needs.</li> <li>— Required to keep abreast of trends and developments related to intervention programs and best practices.</li> <li>— Challenges/problems/issues tend to require creative problem definition and analysis to develop solutions for individual clients, such as individualized programs, determine why certain behaviour has increased or changed, and work with family/caregivers to deal with behaviour.</li> <li>— Reference material available includes guidelines, policy and procedures manual, best practice research, colleagues and other professionals.</li> </ul>

## RESPONSIBILITY

<b>Accountability and Decision-Making</b>
<ul style="list-style-type: none"> <li>— Works tasks and activities are moderately to somewhat prescribed or controlled.</li> <li>— Can make decisions regarding daily activities for clients, such as program development; eligibility of referrals; presentations or seminars; information to provide to other service providers or families and minor purchases.</li> <li>— Physical intervention (i.e. restraints), large purchases, leave requests, attending training or conferences requires supervisory approval.</li> <li>— Act independently and must exercise a high degree of discretion and judgement when developing programs, providing consultations and training, determining risk to client,</li> </ul>

referring clients to another service provider and dealing with confidential information.
— Provides advice to parents/caregivers and members of inter-disciplinary team on programming strategies.
<b>Impact</b>
— Impacts are felt internally within the immediate work area/department/organization as well as externally with clients/general public/patients, such as improved life skills/increased independence. Resources affect include health and safety of others, information and corporate image.
— The consequences of a mistake or error can have a moderate to significant impact on clients/parents/caregivers/community. If behavioural targets developed for a client are not being followed then the client's quality of care will be questioned and a negative perception of the program and organization will result.
— Continuous follow-up with clients is essential in order to mitigate the above.
<b>Development and Leadership of Others</b>
— Not responsible for the supervision of staff.
— Some development and leadership responsibilities include acting as a technical mentor, providing on-the-job advice/guidance, orientation and training to colleagues and support staff (of clients). May also coordinate services for a client.

## WORKING CONDITIONS

<b>Environmental Working Conditions</b>
— A safety precaution, such as training in crisis prevention and intervention is required in order to deal with individuals who have exhibited violent behaviour.
— There is limited likelihood for injuries or illnesses resulting from hazards, given that all health and safety regulations are followed
— Travel is required to conduct behavioural and functional assessments and to implement and monitor program plans.
— Exposure to travel and adverse weather conditions when conducting home visits where there may be exposure to unpleasant conditions such as dust/filth/garbage, fumes, body fluids and waste, odours, and physical danger or threats.