

Job Class Profile: Child Management Specialist**Pay Level: CG-38 Point Band: 848-881**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	6	6	3	3	5	5	5	2	4	
Points	280	100	19	14	150	108	103	43	43	860

JOB SUMMARY

The Child Management Specialist is responsible for providing behaviour management, in-home teaching and training programs for families with children, up to six years of age, who are at risk for significant developmental delays and/or behaviour problems. Assesses, develops, implements and evaluates intervention strategies, case planning and management and the provision of consultation and education to client's families, other professionals and community agencies.

Key and Periodic Activities

- Conducts home and community based visits to provide in-depth developmental and behavioural assessments. Observes behaviour/skill performance, elicits reports of client behaviour 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 necessary to determine program eligibility and continued eligibility of active clients, function of behaviour, and in the development of intervention plans.
- 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.
- Develops programs and resources necessary to complete home visits utilizing a variety of educational resources, curricula (i.e. Carolina Curriculum, HELP, IGS, Brigance, Portage Guide to Early Education) and materials to facilitate parenting skill teaching, learning and behaviour management.
- Forms partnerships with staff from other agencies and boards (Speech Language Pathologists, Occupational Therapists, Child Care Services, Department of Child Youth and Family Services, Janeway Family Centre, etc.) 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,

Key and Periodic Activities

<p>caregivers, support staff and community organizations.</p>

SKILL

Knowledge

General and Specific Knowledge:

- Knowledge of:
 - Up-to-date behavioural and functional assessments, and developing applicable programs.
 - Support, training and consultation techniques.
 - Child development.
 - Individual behavioural management programs, including planning and design.
- In-depth knowledge of behavioural treatment techniques.
- Crisis prevention and intervention.

Formal Education and/or Certification(s):

- Minimum: Undergraduate Degree in Psychology, Certificate in Provincial Applied Behaviour Analysis (ABA) Training, Non-Violent Crisis Prevention and Intervention (2 day employer based).

Years of Experience:

- Minimum: 1 - 2 years.

Competencies:

- Ability to keep current of new and evolving trends, information and methods.
- Ability to apply behaviour management techniques.
- Ability to develop new programs/procedures to address new/different behaviour problems.
- Ability to conduct assessments.
- Ability to write reports to communicate complicated or conceptual ideas where clarity and precision of language is critical.
- Ability to operate a computer to prepare documents or access databases i.e. Client Referral Management System (CRMS).

Interpersonal Skills

- | |
|--|
| <ul style="list-style-type: none"> — A range of interpersonal skills such as listening and gathering information, providing direction to others, providing care/comfort and nurturing to individuals and families, dealing with upset or angry people face to face when conducting home visits, providing training to caregivers, and providing expert advice to clients and community groups is required. The most critical interpersonal skills are used while working with client's families and caregivers in crisis to help them understand behaviours, listen to and gather information regarding their needs and offer advice. — May be required to make formal presentations. — Most significant contacts are: 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 co-ordinate services); Child Development Staff including Community Health Nurses, Speech Pathologists, Occupational Therapists, Physiotherapists, Pediatricians and Psychologists to advocate for services on behalf of clients/families, ensuring they have supportive services, funding and health referrals.

EFFORT

Physical Effort

- The demands of the job typically do not result in considerable fatigue, requiring periods of rest.
- When conducting home visits, a briefcase of documentation and learning material (toys) may weigh up to 10 lbs. on occasion or if visiting more than one child within one day it can be over 10 lbs.
- Occasionally may be called upon to assist with restraining a client or physically moving a child who may weigh over 50 lbs.
- As position involves travel throughout the province, driving is a regular requirement.
- Regularly required to sit when working with clients and required to function in awkward or cramped positions when working with a child, at a child sized table to perform activities.
- The use of fine finger/precision work and sitting at a computer occurs on a regular basis, as documenting support plans, results of home visits, client reports and statistics is a main activity.

Concentration

- **Visual** concentration may include driving to client sites, remaining visually alert while observing behaviour and writing comprehensive reports/documentation.
- **Auditory** concentration may include listening and responding to requests from clients, including those that are not always clear (i.e. when speaking with small children or those with speech issues).
- May be required to use other sensory demands, such as **touch and smell**, to develop sensory programs using different materials, textures and scents.
- **Higher than normal level of attentiveness/alertness** is required when performing behavioural observation as it requires close attention to detail and ensuring a child's safety when performing activities (jumping over objects, handling scissors).
- **Time pressures and deadlines** are experienced when submitting client information, reviewing referrals, and driving to client sites. While in the office may be subjected to frequent **interruptions** from questions and meetings. Based on policy, reassessment of clients must be complete within 6 months of a child beginning a program and initial assessments completed within 30 days of referral. There are also deadlines associated with completing monthly statistics.
- **Exact results and precision** are required when conducting research, writing detailed reports, and conducting home visits.

Complexity

- Complexity of the position varies – tasks can be repetitive and well-defined, but at other times require customized solutions, such as when working with clients with behavioural issues, each client requires a different program to address their individual needs.

- Required to keep abreast of trends and developments related to intervention programs and best practices in child development, behavioural techniques, etc.
- 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.
- Reference material available includes guidelines, policy and procedures manual, Least Restrictive Model, Child Youth and Family Services Act, Canadian Psychologists Code of Ethics, best practice research, colleagues and other professionals (Program Psychologists, Speech Pathologists, Occupational Therapist, etc).

RESPONSIBILITY

Accountability and Decision-Making

- Works tasks and activities are somewhat prescribed or controlled.
- Can make decisions regarding case management and planning including daily activities for clients; program development; eligibility or referrals; the implementation of Level 1 and 2 behavioural procedures within the Least Restrictive Model; frequency of home visits; presentations or seminars; information to provide to other service providers or families.
- Physical intervention (i.e. Level 3 within Least Restrictive Model), purchases, leave requests, attending training or conferences requires supervisory approval.
- Acts independently and must exercise a high degree of discretion and judgement when developing programs, providing consultations and training, determining risk to client, 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.

Impact

- 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 affected include health and safety of others (working with children), information (ensuring reports is sent to the right person), finances (eligibility of clients impacts cost to program), materials (loss of materials need to be replaced) 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.

Development and Leadership of Others

- Not responsible for the supervision of staff.
- Acts as a technical mentor, providing on-the-job advice/guidance, orientation and training to colleagues and support staff (of clients).

WORKING CONDITIONS

Environmental Working Conditions

- A safety precaution, such as training in crisis prevention and intervention is required in order to deal with individuals who have exhibited violent behaviour. As well, must adhere to a Working Alone Policy to ensure others know where you are and return time.
- There is limited likelihood for injuries or illnesses resulting from hazards, given that all health and safety regulations are followed.
- Because work is performed within a home based program, regular travel is required to conduct home visits.
- Exposure to travel and adverse weather conditions occurs on a regular basis. Occasionally, there may be exposure to unpleasant conditions while visiting client sites, such as dust/filth/garbage, fumes, body fluids and waste, odours, and physical danger or threats. The primary work environment is in private homes.