

Job Class Profile: Senior Child/Behaviour Management Specialist**Pay Level: CG-43 Point Band: 1038-1081**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	7	7	3	4	7	6	6	4	3	
Points	327	117	19	19	210	130	124	86	32	1064

JOB SUMMARY

The Senior Child/Behaviour Management Specialist is responsible for providing leadership work over Child Management Specialists and Behaviour Management Specialists within an assigned area which includes identifying competencies, designing and delivering training, mentoring, providing advice and guidance on cases, participating in provincial and organizational initiatives, attending provincial meetings, conducting quality assurance and reviewing policies and procedures. In addition to the leadership role, also responsible for handling a reduced caseload which includes assessing, developing, implementing and evaluating 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

- Provides leadership, supervision and direction to staff within Intervention Services Program including assessing competencies; designing and delivering training to address competencies; attending and leading initial start ups of families receiving Applied Behavioural Analysis (ABA) therapy and providing ongoing consultations; observing implementation and demonstration of therapy procedures and providing feedback to specialists on techniques; and orientating new staff to utilization of tools, assessments, computer documentation systems and ISSP process.
- Develops and delivers professional workshops, training and presentations to families, caregivers, support staff and community organizations (3 day training event to parents and Home Therapists on the principles and application of ABA, Discrete Trial Teaching and Behaviour Modification strategies, Visual strategies and Social Stories).
- Participates in provincial and organizational initiatives, provincial meetings, reviewing training standards, conducting quality assurance initiatives, reviewing policy and procedures and documentation standards.
- Provides the full scope of Child Management Specialist and/or Behaviour Management Specialist (reduced caseload) as follows:
- Conducts home and community based visits to provide in depth developmental and behavioural 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

Key and Periodic Activities

- 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, CYFS, 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.
- Attends bi-weekly team meetings and providing recommendations during case presentations.
- Participates in management meetings to identify training needs, consult on policy development and provide feedback regarding mentorship duties.
- Provides monthly statistics.

SKILL

Knowledge

General and Specific Knowledge:

- 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
- Adult Learning Principles
- Train the Trainer
- Extensive knowledge of applied behavioral analysis, behaviour modification strategies, as well as, various teaching curriculums
- Crisis prevention and intervention

Formal Education and/or Certification(s):

- Minimum: Undergraduate Degree in Psychology, Certificate as Senior ABA Therapist (2 years), Non-Violent Crisis Prevention and Intervention (2 day employer based)

Years of Experience:

- Minimum: 4 - 5 years

Competencies:

- Keep current of new and evolving trends, information and methods
- Demonstrate adult learning principles
- Coach/mentor other behavioural professionals
- Apply behaviour management techniques
- Develop new programs/procedures to address new/different behaviour problems
- Conduct assessments
- Write reports to communicate complicated or conceptual ideas where clarity and precision of language is critical
- Operate a computer to prepare documents or access databases (CRMS)
- Operate a computer to perform mathematical analyses to determine means, age equivalencies and program eligibility

Interpersonal Skills

- A range of interpersonal skills are used 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, making formal presentations, providing training/instruction to caregivers and to new and existing Child/Behaviour Management Specialists, and providing expert advice to therapists, clients and community groups. The most critical interpersonal skills are used while working with new and existing staff to the organization (providing instruction, advice and guidance on strategies, techniques, policies/programs); clients, families and caregivers (to help them understand behaviours, listen to and gather information regarding their needs and offer advice and provide training regarding behaviour modification, ABA teaching strategies, positive discipline and one-on-one training in family homes). Skills are also utilized during mentorship, training, case consultation, conducting assessments and discussing program development and implementation in a leadership role.
- Communications typically occur with employees within the immediate work area, department, within and outside the organization including Child/Behaviour Management Specialists, co-workers, supervisor or manager, other health care staff, children, family members and caregivers and members of community organizations.
- The most significant contacts are with children, family members and caregivers and other healthcare staff involved with child/behaviour management services.

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 heavier use travel bags with wheels. Occasionally may be called upon to assist with restraining a client or physically moving a child that may weigh

over 50 lbs.

- As work involves travel throughout the province, driving is an occasional requirement.
- Required to stand on a regular basis when teaching.
- The use of fine finger/precision work and sitting at a computer occurs on a constant basis, as documenting support plans, results of home visits, client reports and statistics is a main activity.
- 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 and using a child sized chair to perform activities and to demonstrate therapy which often requires gross motor movement and moving from floor to chair.

Concentration

- **Visual concentration** may include driving to client sites, remaining visually alert while observing behaviour (observational assessment of a child's development as well as their behavioural excess, while in daycare, playgroups including observing body language), to monitor audience while training and monitoring or adjusting accordingly, and performing computer work including monthly statistics, developing presentations, inputting information into CRMS, writing comprehensive reports/documentation.
- **Auditory concentration** includes actively listening to mentees, families, training participants, children and youth as part of the day to day work (nuances in language when developing expressive and receptive language programming) and responding to requests from the 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. As well working directly with clients in their home you can be distracted from noises such as dogs, cats, and day to day operations of the home, as well as, tantrums from client such as head banging, throwing, screaming and can cause sensory overload given the level of concentration required.
- **Higher than normal level of attentiveness/alertness** is required when performing behavioural observation as it requires close attention to detail and not only ensuring child's safety when performing activities (jumping over objects, handling scissors) but also ensuring your own safety as there can be potential risk factors in the home.
- **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.
- **Does not always have control over the pace of work** as at any one time it may have training events to complete, mentoring and home visits to conduct, orientation of new staff, professional development of staff, requests for community training, requests from management and caseload demands.
- **Exact results and precision** are required when entering data for statistics and computing assessment results that must support clinical decisions; conducting research, writing detailed reports, and conducting home visits.

Complexity

- Work involves a series of tasks and activities that are different/unrelated and require a broad range of skills and a diversity of knowledge, requiring customized solutions, such as when working with clients with behavioural issues, each client requires a different program to address their individual needs; conducting observational assessments, interviews and functional assessments to find out the reason why a behaviour is happening and then develop appropriate interventions to modify the behaviour and to teach replacement behaviours. Teaches therapists and family members to implement these interventions, monitor the programs to determine effectiveness and adjusts programs based on outcomes.
- Provides clinical direction and direct teaching/mentoring using a graduated apprenticeship model.
- Required to keep abreast of trends and developments related to intervention programs and best practices in child development, behavioural techniques, etc.
- Reference material available includes policy and procedures manual, Least Restrictive Model, Canadian Psychologists Code of Ethics, best practice research, Carolina Curriculum, Brigance Assessment Tools, Hawaii Early Learning Profile, Adaptive Behaviour Scale School Edition, colleagues and management.

RESPONSIBILITY

Accountability and Decision-Making

- Works tasks and activities are somewhat prescribed or controlled.
- Can independently 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; scheduling of mentees as well as the number of active cases they will carry; and provide input on the number of one-on-one government funded therapy hours that can be used for intensive ABA therapy.
- Physical intervention (i.e. Level 3 within Least Restrictive Model), purchases, leave requests, attending training or conferences, and training requests require supervisory approval.
- Act 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, dealing with confidential information, determination of mentees' competencies and developing own daily, weekly and monthly work calendars based on client, training and organizational needs.
- 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 (information in reports do not get sent to wrong person), finances (eligibility of clients

impacts cost to program), materials (loss of materials need to be replaced), human resources (mentoring and training of staff has impact on quality of service provided to clients) and corporate image (work is very public and work performed by staff can have a positive/negative impact).

- The consequences of a mistake or error can have a significant impact on clients/parents/caregivers/community. Responsible to consult on behaviours that impact the client's ability to take part in school, daycare, summer programs, social groups or just having community access. The quality of the programs developed, teaching strategies, home therapy and mentoring all have a significant impact on the clients, families and children served. If appropriate training/recommendations are not provided to staff there could be an impact on a child's/youth development, family stress and may increase risk of injury.
- Continuous follow-up with clients is essential in order to mitigate the above.

Development and Leadership of Others

- Typically responsible for direct and ongoing bargaining unit supervisory activities for a small size work group of employees (1 to 4 employees).
- Some other development and leadership responsibilities include consulting with peers through case consultation, chair and facilitate meetings, organize presenters, and identify training needs; functions as a project leader when preparing provincial ABA training packages, policies and procedures and the development of training packages.

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 of minor cuts, bruises, abrasions or minor illnesses due to the fact that work involves providing hands on treatment to children who may have aggressive behaviour, but is mitigated by health and safety regulations.
- Works within a home based program requiring travel in adverse weather conditions to conduct home visits and therefore exposed to wet and slippery conditions.
- Experiences exposure to unpleasant conditions while visiting client sites and office environment such as dust/filth/garbage, fumes, glare from the computer, body fluids and waste, infectious diseases, odours, and physical danger or threats. Has a reduced caseload but as part of the training/leadership role there is still a requirement to visit personal homes/community agencies.