

Behavior Consultant

Chileda's mission is to improve the quality of life for individuals with cognitive and behavior challenges. Chileda's goal is to help students increase their appropriate social behaviors and develop independent living skills, through an enriched learning environment and individualized behavior programming. The Chileda In-Home Support Service is an innovative educational and development program that provides community and in-home support to families, providing therapeutic and quality care for individuals with Autism and complex care needs.

CLASSIFICATION: EXEMPT

WORKERS SUPERVISED:

Behavior Specialist
Behavior Technician

VALUES:

SAFETY
COMPASSION
LEARNING
COLLABORATION
RESPECT

SUMMARY: Chileda's goal is to increase individual's appropriate social behaviors and develop independent living skills through an enriched learning environment and individualized behavior programming. The Chileda In-Home Support Service provides in-home and in-school behavioral services to families and school districts including behavior assessments, behavior support plan development, and training. Travel is required for this position. Through the Chileda In-Home Support Services, the Behavior Consultant will conduct Functional Behavior Assessments and develop Behavior Support Plans for children and youth in the surrounding communities. The Behavior Consultant will work closely with interdisciplinary teams including parents, guardians, social workers, and school staff throughout assessment and interventions. The Behavior Consultant is responsible for ensuring that all aspects of the behavior assessment, programming, and reporting process are carried out in a positive, professional manner. Utilize dignity and

respect when working with individuals with developmental disabilities. Able to effectively advocate for youth and families in achieving desired behavioral outcomes. Complies with all applicable licensing rules, by regulatory entities, and accreditation standards.

REQUIRED EDUCATION & EXPERIENCE:

- Requires a master's degree in an area of behavioral science, or in the process of obtaining a master's degree (psychology, education, etc.).
- Able to become licensed as a Board Certified Behavior Analyst (BCBA) within two years of hire.
- Minimum of two years of work experience working with individuals with developmental disabilities, Autism Spectrum Disorder and attachment challenges is preferred.
- Have an in-depth understanding of evidence-based practices to improve social skills and decrease interfering behaviors.
- Have a sound knowledge of developmental disabilities, particularly Autism Spectrum Disorder, cognitive challenged and interfering behaviors and the potential familial issues that arise when a child has exceptional needs.
- Must possess intermediate computer skills to learn and operate software programs.
- Must demonstrate knowledge of and ability to train and implement Positive Behavior Support Plans and Treatment Plan goals.

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GENERAL HOURS OF DUTY: Full-time Monday through Friday, with flexible hours, to include nights and early morning hours, and weekends as needed.

REPORTS TO: Director of the In-Home Support Services

JOB DUTIES:

- Take referrals and schedule initial intake meeting as directed by the Director of In-Home Support Services.
- Conduct daily living skills sessions with clients.
- During initial intake, thoroughly review service agreement and program expectations with the family and social worker, complete a functional assessment interview, and schedule observations times and initial treatment plan meeting.
- Attend meetings with county workers and parents for clients on your case load.
- Communicate clearly in language that is understandable (avoiding jargon) when interacting with the individual and the interdisciplinary team.
- Demonstrate understanding, compassion, and collaboration when interacting with clients and interdisciplinary teams.
- Conduct functional behavior assessments and/or functional analysis of behaviors for individual's receiving services within 30 days of initial meeting.
- Use behavioral assessments when necessary such as the VB-MAPP, ABLLS, AFLS, etc. to identify current skills and guide treatment.
- Professionally document results of the assessments and functional behavior assessment and develop specific, measurable, attainable, reliable, and time-bound (SMART) goals in the Treatment Plan.
- Facilitate a treatment plan meeting within 45 days of the initial meeting.
- Include client and parent/guardians in assessments and behavior plan development and implementation, as they are able.
- Develop behavior support plans using evidence-based approaches after the completion of a functional behavior assessment.
- Train individuals implementing behavior support plans using competency-based training. Complete checks and analyze data to monitor progress towards meeting goals and objectives.
- Monitor fidelity of behavior program implementation.
- Stay up-to-date with current trends in treatment to ensure utilization of evidence based approaches.
- Ensure integrity of recommended treatment hours for assigned clients.
- Develop and maintain data collection tools for the IHSS clients.
- Provide family and caregiver training and coaching.
- Develop and facilitate learning opportunities for staff, families, school districts and community agencies.

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- Assist in crisis intervention, as well as offering staff advice and support in crisis situations with emphasis on non-aversive interventions to deescalated behavioral situations.
- Promote the IHSS in the surrounding communities to agencies, schools and organizations.
- All other duties as assigned.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the primary duties and responsibilities of this position. The person in this position needs to frequently walk about inside the education building to access files cabinets, office machinery, and conference rooms. There is constant use of hands/fingers to operate a computer, and frequent use to operate phones, photocopiers, filing cabinets, and fax machines. Must be able to talk and hear to communicate with and exchange information with co-workers. While performing the duties of this job, there is frequent physical interaction with students in fulfilling self-care, behavioral interventions, and educational and recreational programs. Position involves implementing all aspects of Nonviolent Physical Crisis Intervention (CPI) including blocking, grab releases, physical transport, and physical restraint. Employee must be able to perform all essential functions without direct risk of harm to others or themselves. Please see Essential Functions document for specific position physical demands.

WORK ENVIRONMENT: Work is generally performed within an office environment at a desk with a computer. There is frequent interaction with students and residents in residential homes, classrooms, and throughout the education building. Frequent interaction with families, referring agencies, school districts and community members as well.

DISCLAIMER: The statements of this Job Description are intended to describe the general nature of the work being performed and are not assumed to be a complete list of tasks. This Job Description does not establish a contract and are subject to change at Chileda's discretion at any time. Employment at Chileda is at-will. Employment at-will means that Chileda may terminate or change the status or your employment at any time, with or without reason, and with or without notice.

RECEIVED BY:

Employee Signature

Date

Employee Name (Please Print)

Supervisor Signature

Date

Supervisor Name (Please Print)

EFFECTIVE: February 2021

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