

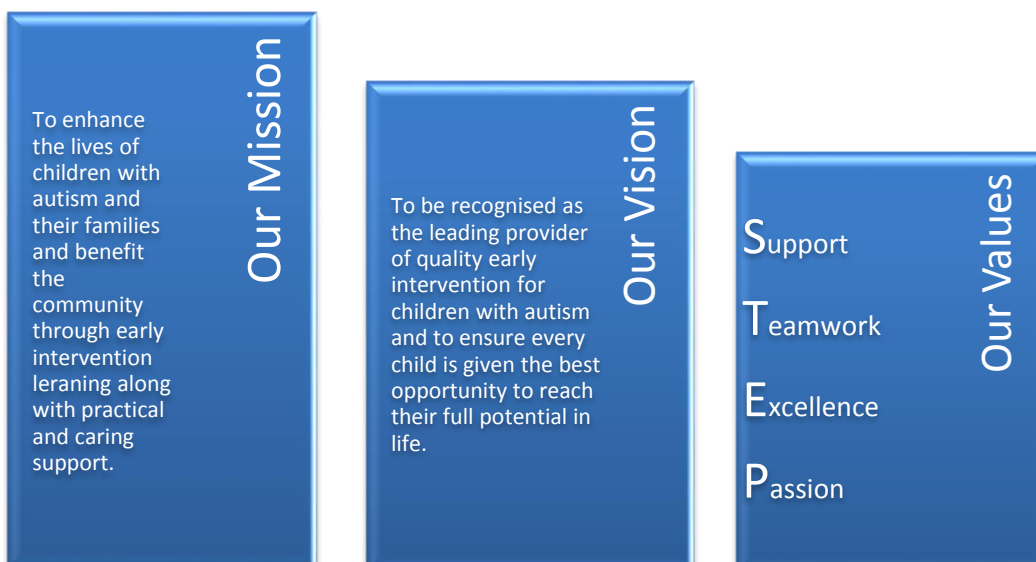
Behaviour Therapist			
Location	AEIOU Services		
Essential Qualification(s)	Bachelor degree in psychology, special education or related discipline	Essential licence(s)	QLD: Ability to obtain Positive blue card SA: Hold Child-related employment screening letter
Classification	EBA	Probationary Period	3 months
Position resources	2 x Uniform Shirts	Annual Leave	5 weeks
Delegation of Duties:	Centre/Service Manager	Authorities in your absence:	Centre/Service Manager

AEIOU Foundation

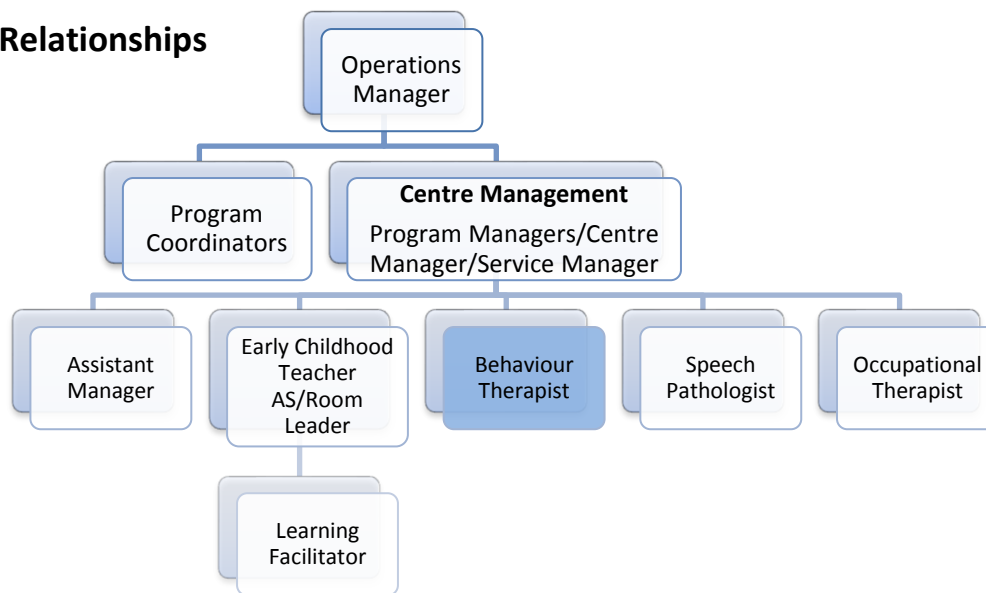
AEIOU Foundation’s evidence-based intensive early intervention program provides opportunities for children with autism to achieve lifelong outcomes.

Our program is designed for children aged 2 to 6 years who have moderate to severe needs. Our curriculum, which meets international standards, is delivered by a transdisciplinary team of qualified therapists and educators, with a high staff-to-child ratio.

AEIOU Foundation is proud to employ highly qualified and experienced staff across our centres and we are committed to maintaining and improving skills and knowledge through a rigorous professional development program.



Reporting Relationships



This position works in collaboration with teachers and room leaders, occupational therapy, and speech pathology to teach the functional skills necessary to achieve the highest level of independence for that child. Behaviour therapist report directly to the Centre Manager and seeks clinical advice from Senior Behaviour therapist. Other key relationships include the wider AEIOU team, children, parents, families and carers.

Position Purpose

The role of the behaviour therapist is focused on supporting young children with autism in their learning and development while participating in the AEIOU program. The behaviour therapist will support and train staff how to implement behaviour strategies and procedures.

Responsibilities

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| <ul style="list-style-type: none"> • Provide support in the assessment of behavioural strengths and needs of each child with an ASD diagnosis • To work collaboratively within a multi-disciplinary team to deliver best practice early intervention that assists each child to maximise their cognitive and social capabilities, and to reduce or eliminate maladaptive behaviour • Develop different teaching methods that best suit the students individual learning style • Investigate how young people learn and what motivates their behaviour. • Develop evidence based scientifically-derived interventions to overcome the learning and communication deficits and behavioural excesses of individuals with autism and other developmental disabilities. • Implement and teach staff how to implement Functional Behaviour Assessment (FBA) using the science of behaviourism to guide practice • Generate therapy strategies and Positive Behaviour Support Plans utilising the scientific principles of behaviour analysis. • Conduct preference assessments, brief functional analysis (under the supervision of the Senior Behaviour Therapist only) and involved in Curriculum assessment • Monitor, evaluate and review the implementation | <ul style="list-style-type: none"> • To work as part of a team to generate an environment that meets the individual needs of the individualised emotional, social, intellectual and physical needs of the children in the centre • Acknowledge families as a valuable resource and develop positive relationships with them based on mutual respect and open communication • To understand and respect parents and children with different cultural and ethnic backgrounds to ensure that diversity is valued by the centre • To contribute to appropriate meetings • Ensure that standards required by state regulations and national accreditation standards are adhered to (eg. EYLF, NQF, Good Practice Guidelines, Human Services Standards). • Maintain a professional approach to work, which reflects the centre's philosophy, policies and procedures and ensures confidentiality in all aspects of the centre operations • To undertake appropriate professional development • To contribute to the review and continuous improvement activities of the organisation • To contribute to the running of the centres, housekeeping and WHS • To demonstrate efficiency and high work ethic • To work as a team member to provide a safe and stimulating environment for children's learning, |
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<p>of programs alongside identified target goals according to Individual Plans</p> <ul style="list-style-type: none"> • Participate in the development, implementation and review of training programs for staff, families, carers and the wider community • Develop resources to support the implementation of strategies across the AEIOU Curriculum program • Maintain records and carry out other administrative duties related to functional behavioural assessment and development of the treatment intervention • Maintain a professional approach to work, which reflects the centre’s philosophy, policies and procedures and ensures confidentiality in all aspects of the centre operations • Ensure that standards required by state regulations and national accreditation standards are adhered 	<p>development and care</p> <ul style="list-style-type: none"> • Contribute to an atmosphere of trust and professional respect through an attitude of openness, tolerance, constructive conflict resolution processes and maintenance of confidentiality • To contribute to arranging and maintaining the indoor/outdoor play areas in a visually stimulating, safe and hygienic condition • To be able and willing to work as an effective team member • To be able to complete administrative and auditing tasks • To carry out duties as per daily rosters and routines
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Organisational responsibilities

<ul style="list-style-type: none"> • To comply with all AEIOU policies and procedures at all times • A commitment to meeting and exceeding client expectations • To adopt and embrace AEIOU’s values • To recognise and acknowledge the constraints that affect AEIOU and assist in making in necessary changes • To ensure the environment is kept in a safe and hygienic state at all times 	<ul style="list-style-type: none"> • To promote AEIOU to the local and wider communities a commitment to work as an effective team member • To assist team members in understanding and responding to challenges, change and conflict • To ensure that all communication is completed in a professional and polite manner • To follow and practice correct fire and emergency evacuation procedures
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Key Selection Criteria

<ul style="list-style-type: none"> • Bachelor degree in special education, psychology or related discipline • Knowledge and experience in conducting behavioural assessments with young children • Experience in conducting Functional Behaviour Assessments and the development of Positive Behaviour Intervention Support Plans • Comprehensive skills, Knowledge and experience utilising the principles of behaviour analysis 	<ul style="list-style-type: none"> • Organisational skills of a high order • Capacity to work independently and as a team member • Demonstrated high level of interpersonal and communication skills (including presentation and training skills)
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