



Behaviour Therapist (BT)

Reports To: Clinical Supervisor

Summary:

The role of a Behaviour Therapist (BT) in a classroom is to help deliver educational, emotional, and social programs. BTs play a vital role in the classroom at Oak Bridge Academy.

The BT's key role is to support the teacher with preparation, planning, and implementation of all aspects of the curriculum including the emotional and social elements of the program. They work alongside and under the guidance of teachers and a Clinical Supervisor (CS).

BTs are considered support staff with speciality training in Applied Behaviour Analysis.

BTs are responsible for the guidance of Education Assistants and 1:1 support staff.

BTs are responsible for taking a leadership role in all aspects of behaviour management and skills development.

BTs help develop and ensure the implementation of behaviour safety plans alongside the Senior Therapist (ST) and Clinical Supervisor (CS).

Core Competencies:

- Leadership
- Accountability and Dependability
- Adaptability
- Analytical
- Communication
- Creative
- Data Keeping
- Energetic
- Ethics and Integrity
- Flexibility
- Positivity
- Problem-Solving
- Student Focused
- Teamwork

Core Duties:

- Work directly with a collaborative team to build effective programming that grows the potential and changes the lives of our students
- Maintain open communication with team members; regularly communicating objectively to maintain the best interest of all students
- Responsible for maintaining up-to-date data
- Meet with the CS and ST weekly to discuss, monitor, and summarize progress/data

- Make recommendations and suggestions for programs
- Summarize data as requested to provide information to outside individuals and/or agencies
- Responsible for ensuring EAs and 1:1 support staff have a solid understanding of the expectations of their roles and responsibilities
- Assist in the observation and assessment of students as requested by the teacher
- Assist with parent communication with the teacher
- Work on the development of behaviour service plans in collaboration with the CS
- Maintain records relative to specific programming and student performance as requested by the teacher/CS
- In collaboration with the CS, train and support the teacher, EAs, and 1:1 support staff in observing, recording, and charting behaviour
- Monitor and record the progress of instructional goals
- Assist and train the teacher, EAs, and 1:1 support staff with crisis problems and behaviour management

Job Duties - General:

- Conduct oneself in a manner appropriate for an individual employed by an educational system that provides services to children and youth
- Deal tactfully with staff, students, parents, and the public
- Be knowledgeable and supportive of applicable policies
- Organize and create a variety of classroom materials and educational aids
- Provide supervision to students in a variety of settings (i.e., the classroom, hallway, play, lunch or rest area and/or during recreational activities and outdoor trips)
- Supervise and support all learning activities
- Assist individual students in performing activities initiated by the teacher
- Assist in monitoring supplementary work and independent study
- Assist with the preparation and implementation of individualized programming
- Work with the teacher to develop classroom schedules
- Carry out and follow through with behavioural recommendations
- Assist the classroom teacher to include and involve all students in activities
- Attend and document parent-teacher conferences and meetings
- Supervise and/or participate with students in community-based programming when requested
- Support the individual needs of students as required during community outings
- Assist the teacher in providing program adjustments that are suitable to the student's behavioural, social and emotional make-up
- Attend professional development activities related to the needs of students in the program
- Assist with communication development, under the direction of the teacher, CS, ST, and/or speech and language pathologist
- Perform such other duties and tasks as may be required due to the specialized nature of a student's particular educational program
- Be a member of a collaborative team
- Apply ABA and ACT principles with fidelity throughout the school day for all students
- Assist teachers in getting materials and programs in place for students
- Communicate with the required teachers about the students

- Be an integral part of the classroom and help all students, as time allows
- Seek professional development to improve skills
- Assist with other duties as requested by the teacher(s), CS, and/or administrator(s)
- With a teacher's direction and guidance, carry out learning activities

Requirements:

- Minimum 3 years providing ABA in either a clinical or educational setting
- NVCII preferred
- Willingness to be trained and implement evidence-based practice in the areas of social, emotional, and educational domains
- Proficiency in a variety of technologies
- Ability to pass a criminal background check
- First Aid certification preferred
- Excellent interpersonal skills
- Excellent verbal and written communication skills
- High level of energy
- High level of patience
- Genuinely committed to helping children learn
- A broad knowledge of child development and teaching methods
- Cultural sensitivity and an understanding of anti-racist and anti-discriminatory practices
- Excellent problem-solving skills
- Ability and willingness to perform required physical tasks
- Ability to recognize individual learning styles and the characteristics of learners
- Maintain confidentiality in relation to all student engagements
- Willingness to participate in ongoing learning

Work Conditions:

- Interacts with students, teachers, administration, family members, visitors, and government agencies/personnel under all circumstances
- Manual dexterity is required to use desktop computers and peripherals
- Intermittent physical activity including running, walking, standing, sitting, lifting and supporting students.