



PBS Practitioner, Aspect Therapy POSITION PROFILE

PART A: POSITION DESCRIPTION

<i>Position Title:</i>	Positive Behaviour Support Practitioner	<i>Location:</i>	Aspect Therapy (National Team)
<i>Group:</i>	Individual & Community Services	<i>Reports to:</i>	Operational Leader / Practice Leader
<i>Industrial Award Coverage:</i>	Health Professionals and Support Services Award	<i>Classification Level:</i>	Level 1 to Level 2

Organisation Purpose

A different brilliant ® - Understanding, engaging and celebrating the strengths, interests and aspirations of people on the autism spectrum.

Vision	Mission	Values
The best opportunities for people on the autism spectrum	We work with people of all ages on the autism spectrum, delivering evidence- informed solutions that are person-centred, family-focused & customer-driven	We are passionate about people, about being positive and about what's possible.

Team Purpose

Aspect Therapy provides a broad range of therapy services from locations across Australia, provided by such professionals as PBS practitioners, speech pathologists, social workers, occupational therapists, psychologists, clinical psychologists and educators. Services are structured to provide a range of activities and programs to inform, empower and resource participants, their families and support networks. All supports have a strong focus on improving quality of life and functional skills development with the aim of developing individually tailored programs that enable participants to reach their potential.



Position Purpose

To work within a team of PBS practitioners and therapists, to develop, deliver and evaluate evidence informed, individualised supports, across a range of settings with participants on the Autism Spectrum, across the age-span and their families and caregivers and wider community support networks.

Location

Therapists work in community settings including participants homes, education and other environments and as such travel is required. Therapists travel within the region they work however some travel outside of regions is required. Working from your home and providing Telehealth services is also a requirement for the role.

Outcomes

Key Result/Responsibility Area:	Requirements & Expectations	Success Indicators
Person-Centred Practice	<ul style="list-style-type: none">• To work in partnership with participants and their families and/or significant others by involving them in the planning, goal setting, delivery and evaluation of supports.• Supports are person and family centred and designed for the participant and family's priorities and needs, family beliefs and values and are responsive to their cultural preferences.• Assessments of individual needs are centrally supported by Aspect's Comprehensive Approach including the 5-point star for a person-centred support experience and other evidence-informed approaches• Deliver programs that are strengths based; building capacity and improve the overall	<ul style="list-style-type: none">• Participant and family strengths, interests and aspirations are identified and documented.• Participant, family and support network expectations and needs are met.• Outcomes and supports are person and family centred, functional and aim to improve quality of life.

	<p>quality of life of the participant, their family and support network.</p> <ul style="list-style-type: none"> • Deliver supports that are embedded into the participant's everyday routines. • Responsive to participant, family and support network satisfaction and adapt supports as required. 	
Behaviour Support Planning	<ul style="list-style-type: none"> • Comprehensive understanding of Positive Behaviour Support that translates into practice. • Assessment, formulation and implementation of behaviour support plans that may or may not include restrictive practices as outlined by the NDIS Quality & Safeguards Commission. • Provide evidence informed behaviour support services that are consistent with NDIS Practice Standards. • Ability to gather, synthesise and interpret a range of meaningful data to identify functions of behaviours of concern. • Formulating and developing behaviour support plans that include positive and person centred behaviour support strategies with good contextual fit across settings. • Behaviour support plans are developed within NDIS Commission timeframes. • Provide implementation support to the participant, their family and support network in relation to the PBS plan. • Develop, deliver and evaluate an Individual Support Plan (ISP), with the individual and family and relevant others, that reflects the individual's interests, strengths and needs 	<ul style="list-style-type: none"> • PBS plans are developed within expected timeframes. • PBS plans are person centred, positive and demonstrate good contextual fit. • Functional behaviour assessment and plan development is appropriate and relevant to the person, their family and support network. • PBS plans are practical and implementable for the person, their family and support network. • Individual Support Plan (ISPs) are developed and maintained, they include: <ul style="list-style-type: none"> • The strengths, interests and aspirations of the participant and family. • The participant and/or family voice. • Meaningful outcomes. • Relevant strategies. • Flexible, adaptive and reflective practise is demonstrated in Support and Supervision sessions. • NDIS requirements met. • Regular feedback is provided on goals to service users, keeping families and individuals informed in regards to progress

	<p>and the individual and support network priorities.</p> <ul style="list-style-type: none"> • All programs are underpinned by Positive Behaviour Support practices, including Autism specific strategies and supports. • All programs are delivered in naturalistic settings, including: home-based, centre-based, Early Childhood Education and Care settings, external Schools, Aspect Schools, community settings and via Telehealth with an expectation of 4:1 ratio face to face service and indirect service delivery. • Understand the NDIS service delivery requirements and deliver individual choice centred service in compliance with NDIS requirements. 	<p>and successful strategies.</p> <ul style="list-style-type: none"> • Aspect PBS documents are used to assess and document behaviour.
Building Capacity	<ul style="list-style-type: none"> • Assist the person, their family and support network to understand the individual's strengths and needs. • Empower individuals, families and/or significant others to implement strategies that promote growth and development of the person and their support network. • Deliver workshops and training to other professionals under Aspect Workshops as required. 	<ul style="list-style-type: none"> • Information, support materials and services provided to enhance the person, family and support networks overall capacity as well as the growth and development of the individual. • The use of individual, family and/or support network to develop their own resources is demonstrated to build capacity. • Workshops/formalised trainings are delivered as required.
Collaboration	<ul style="list-style-type: none"> • Work within a collaborative team model of Speech Pathologists, Occupational Therapists, Psychologists, Clinical Psychologists, Social Workers and Special Education Teachers. • Work alongside individuals to develop, deliver and evaluate individual positive behaviour 	<ul style="list-style-type: none"> • Professional expertise outside own discipline is actively sought and incorporated into work practises. • Timely, approachable, positive and respectful communication and relationships with key stakeholders demonstrated. • Participates in and contributes to team

	<p>supports.</p> <ul style="list-style-type: none"> • Work alongside other internal and external professionals to develop, formulate and evaluate individual positive behaviour support plans and ensure consistency across environments. • Develop positive behaviour support plans that include the person, their family and support network with good contextual fit. 	<p>activities.</p>
Customer Service and Relationship Management	<ul style="list-style-type: none"> • Be an advocate for participants, families, support networks and Aspect Therapy when providing a service or liaising with stakeholders. • Provide exceptional internal customer service. • Work with participants, families, other Aspect business units and external bodies to understand the person's communication preferences and needs. • Improve participant, family and support network levels of trust and support by using proactive strategies to facilitate relationship building between Aspect Therapy and stakeholders. • Work with individuals, families, support networks and the Aspect Therapy team to establish an environment in which all stakeholders feel safe, welcomed and free to voice their opinions. • Build positive relationships with all participants, families, other service providers, and other people/businesses in the community as appropriate. 	<ul style="list-style-type: none"> • Aspect Therapy Business Plan actions are achieved. • Participant, family and support network involvement and engagement is increased. • Participants, families and support networks are communicated with frequently, verbally and in writing, as required. • Participants, families and support networks have the support and information required to meet the Individual's needs. • Positive relationships are created and maintained with all participants, families and support networks and the valued status of Individuals is evident in all communications. • Feedback from internal and external customers is positive. • Referrals by external agencies continue to build.
Professional Development	<ul style="list-style-type: none"> • Complete a comprehensive, structured 12 	<ul style="list-style-type: none"> • Takes responsibility for maintaining own

	<p>week induction program.</p> <ul style="list-style-type: none"> • Participate in Aspect internal training. • Participate in Discipline Specific, Peer Support Meetings and Regional Meetings. • Participate in Support and Supervision sessions. • Seek professional development outside Aspect as required. • Participate in approved research projects as appropriate. • Participate in a Community Practice group of choice. • Keep up to date with evidenced informed best practice in terms of Autism Spectrum specific intervention. • Participate in professional development to ensure professional registration is maintained as applicable. 	<p>professional registration.</p> <ul style="list-style-type: none"> • Actively participates and shares experiences and professional knowledge. • Actively seeks out and participates in Support & Supervision and establishes Personal Work Plan (PWP) goals. • Promotes professional development in the staff team.
Documentation, Policies and Procedures	<ul style="list-style-type: none"> • Maintain participant file, notes and records in a manner consistent with Aspect Policy, legislative requirements and appropriate code of ethics. • Adhere to the professional code of conduct as outlined in Aspect policies. • Adhere to appropriate lines of reporting (i.e. Operational Leader/Clinical Supervisor and Practice Leader, then Regional Manager). 	<ul style="list-style-type: none"> • Service user files are maintained to meet audit and notes guidelines.
Safeguarding the people we support	<p>Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support. Staff are expected to:</p> <ul style="list-style-type: none"> • Follow safeguarding guidelines as outlined in Aspects Safeguarding the People We Support 	<ul style="list-style-type: none"> • Demonstrated evidence that issues / concerns are escalated / reported to supervisor/manager. • Completion of Safeguarding and Child

	<p>policy and Code of Conduct.</p> <ul style="list-style-type: none"> • Demonstrate a duty of care to students/participants. • Treat students/participants with dignity and respect. • Complete mandatory Safeguarding and Child Protection training and implement into day to day operations and practice. • Be vigilant and maintain a heightened sensitivity to recognising signs of abuse, neglect or exploitation and escalate/report those signs/concerns. • Escalate/report other staff practices which deviate from policy/procedure. • Adhere to students/participants' individual plans recognising their personal needs, choices and control. 	<p>Protection on-line training modules.</p> <ul style="list-style-type: none"> • Personal commitment and day to day demonstration of competency in safeguarding. • Maintain current State/Territory based Working with Children Check and NDIS Worker Screening Check.
Work, Health & Safety	<p>It is a requirement for all staff to:</p> <ul style="list-style-type: none"> • Take reasonable care for their own health and safety. • Comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with legislative requirements. • Report unsafe conditions or practices, and make suggestions to their manager on improving work, health & safety at Aspect. • Participate in the staff consultation process about work health& safety matters. • Understand and adhere to Aspect's Code of Conduct. 	<ul style="list-style-type: none"> • Work, Health & Safety matters are included as part of regular meetings. • Identified hazards, issues or risks are evaluated and appropriate management controls are adhered to.

PART B: POSITION CRITERIA

Capabilities	Collaboration	Working effectively with others in the organisation to accomplish goals and to obtain information.
	Sensitivity	Taking actions that indicate a consideration for the feelings and needs of others; being aware of the impact of one's own behaviour on others.
	Planning and organising	Establishing a course of action for self and/or others to accomplish a specific goal; planning appropriate allocation of resources.
	Motivational fit	Sharing the organisation's mission, vision and values, mode of operation and working within the Strategic Plan and unit Business Plan.
	Technical/Professional knowledge	Having achieved a satisfactory level of technical and professional skills/knowledge in job-related areas; keeping abreast of current developments and trends in areas of expertise.
	Tolerance for stress	Maintaining stable performance under pressure and/or opposition (such as time pressure or job ambiguity), resilient attitude, adaptability to change.
Knowledge & Experience	<ul style="list-style-type: none"> • Experience delivering intervention programs to individuals on the autism spectrum or similar disability • Experience with person-centred practice • Experience with providing positive behaviour supports • Ability to provide services in community settings and via Telehealth • Strong communication and organisational skills • Knowledge of and experience working with service providers within government and the community and not for profit sectors • Understanding of and commitment to the values underpinning the Disability Services Act (1993), Disability Discrimination Act (1992) and Disability Standards for Education (2005). 	
Qualifications/ Job Requirements	<ul style="list-style-type: none"> • Relevant tertiary qualifications (OT, SLP, PSYCH, Special Educator, Social Work). • Eligible for membership of appropriate professional organisation. • Registered with APRHA (if relevant). 	

	<ul style="list-style-type: none"> • NDIS Worker Screening Check clearance. • International Police Check (IPC) if relevant. • Working with Children Check or equivalent State/Territory clearance to work with children. • Completion of NDIS Worker Orientation Module. • Responding to Abuse and Neglect (RAN) certificate (SA staff only). • Current CPR certificate. • Current anaphylaxis certificate. • Current child protection certificate. • Valid driver's licence and willingness to travel as required.
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PART C: APPROVED BY

Position Approved by: Rachel Kerslake, National Director, Individual & Community Services