**CLINICAL SPECIALIST I**

**BRIEF JOB SUMMARY:**

In accordance with the needs of the ages of the population served by Keystone Behavioral Pediatrics, the *Clinical Specialist I* will provide billable on-site and off-site outpatient behavioral psychology services to children with developmental disabilities and behavior problems and their families. Specifically, provide assessment and treatment services based on principles of applied behavior analysis to reduce problem behaviors and increase adaptive skills. Provide parent, teacher, and staff training, and monitor effectiveness and implementation of behavioral protocols in all settings, including home, school, and community programs.

Critical features of this position are described under the headings below, but are subject to change at the discretion of KBP and its management. This job description reflects the designation of essential job functions but does not provide an all-inclusive list of duties that may be assigned.

**PRINCIPAL RESPONSIBILITIES AND DUTIES:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assists in the development and evaluation of assessment and treatment plans and skill programs, co-writing behavior treatment plans with a supervising BCBA. Provide services in community (home, school, etc) and clinic settings.</td>
</tr>
<tr>
<td>2.</td>
<td>Conducts sessions, coordinates with client’s team, time management, data collection, and protocol development, implementation, and review.</td>
</tr>
<tr>
<td>3.</td>
<td>Designs and conducts functional analyses with a supervising BCBA.</td>
</tr>
<tr>
<td>4.</td>
<td>Designs and conducts stimulus avoidance assessments with a supervising BCBA.</td>
</tr>
<tr>
<td>5.</td>
<td>Parent training – Provides training for parents, teachers and/or staff; insures protocols are carried out correctly.</td>
</tr>
<tr>
<td>6.</td>
<td>Interdisciplinary skills – Initiates and maintains contact with KBP disciplines and outside agencies.</td>
</tr>
<tr>
<td>7.</td>
<td>Data management – Develops data collection system for parents, teachers, and/or staff. Obtains follow-up data in a timely manner. Maintains up to date graphs. Ability to organize and present data in ways to facilitate interpretation.</td>
</tr>
<tr>
<td>8.</td>
<td>Documentation – Timely and thorough completion of evaluation reports, progress notes, and correspondence.</td>
</tr>
<tr>
<td>11.</td>
<td>Maintains confidentiality. Communication skills and interactions appropriate to audience (parents, teachers, supervisors).</td>
</tr>
<tr>
<td>12.</td>
<td>Acceptance and use of supervision – benefiting from supervision sessions as evidenced by carrying out plans of action, asking questions, participating in discussion, seeking feedback about performance and progress of cases, seeking out supervision as needed, accepting positive and corrective feedback. Regularly attends supervision meetings with clinical supervisor.</td>
</tr>
</tbody>
</table>
13. Provide clinical supervision for staff as well as client specific supervision as required by private insurance agencies.
15. Staff training – Assists in training of new staff, trainees, students, and behavior therapists. Assesses competencies for the competency based training system. Adheres to the training system procedures.
16. Clinical duties as indicated for specific projects – Takes responsibility for and contributes to individual projects above and beyond those responsibilities related to day-to-day activities.
17. Demonstrate the ability to appropriately provide support to aid in the needs of children and adolescents with or without a developmental disability and their families.
18. Participates in professional meetings and committees as requested by supervisors.
19. Participates in community outreach and continuing education opportunities on a regular basis.
20. Professional Development: maintains BCaBA certification through the BACB.
21. Completion of a minimum of 25 billable hours per week.

**PHYSICAL REQUIREMENTS:**

1. Must be able to assume a variety of postures (kneeling, squatting, crouching, sitting, standing, etc.) in the course of working with children with developmental disabilities and behavior problems.
2. Must be able to lift and carry patients in braces and other adaptive equipment.
3. Must be able to restrain/hold/transport patients in the course of behavioral management.
4. Must be able to work in a highly stressful environment while maintaining a calm demeanor throughout daily interactions with patients, staff, parents, and visitors.
5. Must be able to receive detailed information through oral communication and to make the discriminations in sound.
6. Must have visual acuity to determine the accuracy, neatness and thoroughness of the work assigned.
7. Must be able to sit at a computer terminal for extended periods of time.
8. Must be able to travel to and from different locations and sites in the greater Jacksonville/Georgia area.
9. Must have manual dexterity sufficient to perform various keyboard functions.
10. Must be physically present at the assigned job site.

**REPORTING RELATIONSHIP:**

1. SUPERVISED BY: Director of Behavior Analysis, Assistant Director of Behavior Analysis, Director of Program Development, Clinical Specialist II, Senior Clinical Specialist
2. PERSONNEL SUPERVISED: Behavior Therapist I, Behavior Therapist II, and Senior Behavior Therapist

**QUALIFICATIONS:**

- Must consistently demonstrate all skills and knowledge requisite for a Board Certified Assistant Behavior Analyst.
- Must demonstrate competency across all age groups due to the diversity of the children and families served by KBP.
- Clinical care focus is on the neonatal, pediatric, and adolescent populations, as well as some adults with disabilities.
- Must demonstrate all skills required for the Behavior Therapist I position, the Behavior
Therapist II position, the Senior Behavior Therapist, and the Clinical Specialist I position fluently and competently.

**EDUCATION & EXPERIENCE:**
- Must have a minimum of a bachelor’s degree.
- Must have a BCaBA Certification through the BACB.
- Must have a minimum of two years of experience with applied behavior analysis and children with developmental disabilities and/or behavior problems.
- Must have a minimum of one year experience in role of primary therapist/lead clinician for individuals with behavior problems.

**RELATED TRAINING:**
- Maintain up-to-date training/certification status in CPR, Professional Crisis Management, certification through the BACB, and other company-provided in-service topics.
- Must have and maintain a basic knowledge of computer systems and applicable software.

**KNOWLEDGE/SKILLS/ABILITIES:**
- Must be able to accept constructive feedback.
- Must be able to organize and manage time and manage multiple tasks.
- Must possess excellent verbal and written communication skills.
- Ability to develop and maintain effective communications and working relationships with other employees, clients, and their families as well as the general public, across all age groups, including but not limited to neonate, pediatric, adolescent, and adult populations.
- Ability to demonstrate professional behavior by adhering to organizational policies and procedures, and assuming authority appropriately.
- Must maintain adequate personal grooming consistent with professional appearance.
- Must pursue education or training necessary to perform at the level of competence required to incorporate the hardware, software, technologies, and ideas relevant to specific job responsibilities.
- Knowledge of normal/abnormal growth and development throughout the age continuum.
- Ability to provide, assess, interpret, and communicate age-specific data (in response to treatment protocols).

I have read and understand the contents of this Job Description:
Employee Signature:__________________________________________
Date Signed:________________________________________________
The Clinical Specialist I (CSI) has completed all the requirements of a Board Certified Assistant Behavior Analyst (BCaBA), including credentialing through the BACB. They will also have developed advanced clinical skills, as outlined below. The Clinical Specialist I acts as Case Manager on all or most of their cases. The Clinical Specialist may also provide supervision and programming services on a case by case basis.

| Applicant Name: __________________________ | Supervisor: _______ ____________________ |
| Clinical Specialist I (CSI) | Interview/ Supervision | Co-Treat/ Perm Product |
| CSI – 1 | Co-Write Behavior Plans w/ a BCBA supervising | |
| CSI – 2 | Provide Supervision | |
| CSI – 3 | Conduct Parent Training | |
| CSI – 4 | Design and Conduct Stimulus Avoidance Assessments w/ a BCBA supervising | |
| CSI – 5 | Design and Conduct Functional Analysis w/ a BCBA supervising | |
| CSI – 6 | Identify, Implement, and Train Staff on Function Based Interventions | |
| CSI – 7 | Provide School / IEP Consultation | |

I attest to the completion of the above requirements for advancement to the position of Clinical Specialist I.

___________________________________ ____________________
Staff Signature Date

I attest to the completion of the above skills checklist under my supervision.

___________________________________ ____________________
Supervisor Signature Date
Supervisor Guide - Clinical Specialist I

Co-Write Behavior Plans with a BCBA Supervising
Provider will independently write two behavior treatment plans and submit them for approval to their direct supervisor and the Behavior Plan Review Committee (BPRC). Any suggested edits must be corrected promptly and resubmitted to BPRC for final approval.

Provide Supervision
Provider will conduct a minimum of 5 hours of clinical supervision with supervisee under the direct supervision of BCBA.

Conduct Parent Training
Provider will video record a minimum of two parent training sessions and review each session with a BCBA or will conduct the two parent training sessions with the BCBA present and will review each session after the observation.

Design and Conduct Stimulus Avoidance Assessments with a BCBA Supervising
Provider will identify one behavior targeted for reduction. Provider will identify a minimum of three aversives to be used during the stimulus avoidance assessment. Provider will outline the procedure for conducting the assessment and receive approval from direct supervisor. Provider will conduct the assessment under the supervision of a BCBA and will summarize and graph the results.

Design and Conduct Functional Analyses w/ a BCBA Supervising
Provider will identify one behavior targeted for reduction. Provider will identify a minimum of three conditions to test. Provider will outline the procedure for conducting the functional analysis in each condition and receive approval from their direct supervisor. Provider will conduct the functional analysis under the supervision of a BCBA and will summarize and graph the results.

Identify, Implement, and Train Staff on Function Based Interventions
Given four vignettes, provider will identify a minimum of two interventions (proactive and/or reactive) for each vignette based on their hypothesized function of the behavior. Interventions and case conceptualizations will be reviewed with BCBA.

Provide School / IEP Consultation
Provider will conduct school consultation services (i.e. teacher meeting) and/or participate in an ILP meeting at Mainspring. If the direct supervisor is not present at the school consultation service and/or ILP meeting, the service and/or meeting should be video recorded and reviewed by the direct supervisor.