Job Title: Therapist
Reports to: Program Supervisor; Clinical Director
Service Line: ABA Autism
FLSA Classification: Non-exempt
Updated: September 2012

Job Summary:

Utilizing a family-centered approach, provides parent education and empirically-based intervention activities to children with autism spectrum disorders, ages 14 months and older, in the child’s home and/or other natural settings, to facilitate inclusion into the least restrictive environment.

Essential Job Functions:

Under general supervision of the Program Supervisor and/or Clinical Manager, provides specific parent education and in-home/community-based intervention activities for children diagnosed on the autism spectrum. Coordinates family visits with Pediatric Specialists according to the individual needs of the child. Develops individualized goals and plans as identified in the Individualized Family Service Plan (“IFSP”), Individualized Education Plan (“IEP”), Individualized Program Plan (“IPP”), and/or in response to physician recommendations, in conjunction with the Program Supervisor and other direct care staff, as needed. Prepares and provides specialized training and instructional materials for care-givers. Travels to home and other community settings, as required, to deliver services. Responsible for meeting established minimum productivity of 59% billable time, and for providing efficient and effective service in all areas of performance.

Completess necessary documentation including evaluations, treatment notes, progress reports and exit summaries, and keeps updated with other site-related documents and current medical reports for each child. Provides child-related communication to care givers, the program team, physicians and other health care providers, as appropriate.

Remains current regarding new research, current trends and developments in special education and related fields.

Attends staff meetings, in-services, IFSP and/or IEP meetings, trainings, and other meetings as requested.

Minimum Education or Training Equivalent to:

- Associate’s degree from an accredited college or university in one of the following disciplines: early childhood education, nursing, psychology or related field; bachelor’s degree strongly preferred. Or,
- The equivalent of two years of college coursework at an accredited college or university, with a concentration in early childhood education, nursing, social work, psychology or related field.
Minimum Years of Additional Related Experience:

- One year of related professional experience working with children with autism spectrum disorders and/or other related developmental disabilities in a multi-disciplinary team setting.

Special Qualifications (Skills, Abilities, Licenses):

- Knowledgeable of methodologies found to benefit children with autism spectrum disorders, including Applied Behavioral Analysis ("ABA"), Early Start Denver Model ("ESDM"), Treatment and Education of Autistic and related Communication-Handicapped Children ("TEACCH"), Picture Exchange Communication System ("PECS"), and Pivotal Response Training ("PRT").
- Familiar with the field of early intervention, and knowledgeable of other community resources and agencies that serve children.
- Sensitive to working with an ethnically, linguistically, culturally, and economically diverse population.
- Able to work in multiple program service areas.
- Able to communicate effectively verbally and in writing; American Sign Language or bilingual ability preferred.
- Able to consistently demonstrate good judgment and decision-making skills.
- Able to exercise confidentiality and discretion pertaining to the work environment.
- Able to appropriately interpret and implement policies, procedures, and regulations.
- Knowledgeable and skilled in computer/word processing software.
- Able to obtain criminal record clearance through Department of Justice.
- Able to obtain CPR certificate.
- Able to travel to multiple work sites; reliable transportation needed (proof of valid driver license, current auto insurance identification card, and acceptable driving record per NIAC standards is required).

Physical Requirements (Approximate Percent per 7.5-hour Workday):

- Frequent bending, reaching, squatting, kneeling, twisting in order to observe, assess, and interact with infants/toddlers (50%).
- Frequent speaking and listening (50%) to clients, staff, and other professionals in meetings and on the phone.
- Occasional walking to, bending to enter, sitting, and using upper and lower limbs to drive car to and from home visits and meetings (20%).
- Occasional sitting and maintaining close visual attention to write reports and work at the computer (15%).
- Occasional lifting, carrying, and loading/unloading toys and materials used in home visits (10%).