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| **Position Description** |

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| **Psychologist, Autism Specific Early Learning & Care Centre (ASELCC)** | |
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| **Position No:** | NEW CASUAL |
| **Department:** | Children’s Centre / ASELCC |
| **School:** | Student Services |
| **Campus/Location:** | Melbourne |
| **Classification:** | Higher Education Officer Level 7 (HEO7) |
| **Employment Type:** | Part-time (0.6 EFT) |
| **Position Supervisor:**  **Number:** | Senior Coordinator, ASELCC  50030452 |
| **Other Benefits:** | <http://www.latrobe.edu.au/jobs/working/benefits> |

Further information about:

La Trobe University:

<http://www.latrobe.edu.au/about>

Victorian Autism Specific Early Learning and Care Centre: <http://www.latrobe.edu.au/otarc/about/margot-prior-wing>

**Applications close:** Sunday August 27

**Please submit applications via the La Trobe University website.**

**Applications must address** the key selection criteria and include a cover letter and resume.

**For enquiries only contact:**

Katherine Pye, Senior Coordinator, TEL: 03 9479 2122, Email: k.pye@latrobe.edu.au

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| **Position Description** |

**Psychologist, Children’s Centre - ASELCC**

**Position Context**

This position is responsible for providing services relating to psychological and behavioural support, consistent with the Centre’s Mission, operational guidelines and the Early Start Denver Model (ESDM). This position works within an innovative transdisciplinary team implementing ESDM, in the care and education of children (1 to 5 Years) with Autism Spectrum Disorder (ASD). The position is primarily located at La Trobe University (Melbourne Campus, Bundoora).

The ESDM is a manualised treatment designed specifically for young children with autism. This comprehensive developmental and behavioural intervention is implemented within an intensive group setting (ie, long day care), as well as in children’s homes or other community based settings. The program is part of a large research centre investigating the effectiveness of early intervention for young children with autism, and the different ways these children learn. The research and intervention teams work very closely together to develop ideas, techniques and to disseminate these with the aim of building capacity in the broader community.

**Duties in this role include:**

* Become a certified ESDM therapist (if not already certified) involving participating in a 3-day workshop with 2-4 other trainees, combining theory and practical implementation of using the ESDM teaching strategies with children with autism, with live coaching from the trainer during workshops and in the playrooms; certification supervision from an ESDM trainer for 12+ months
* Work as part of a transdisciplinary team to support the implementation of the ESDM within the centre and/or in community/home programs as required. This involves time spent each day working as an ESDM therapist, targeting goals of children within the playroom in the context of daily routines.
* Take on the role of key worker for 3-5 families attending ASELCC, involving duties such as conducting 1-hour 1:1 play-based ESDM assessments every 3 months, conducting ESDM goals meetings with the child’s family to identify 16 individual goals, writing learning objectives and learning steps, conducting 6-weekly ESDM program review meetings with families, reviewing each child’s progress weekly (making program modifications where indicated by the data with support from senior team members), submitting referrals to other allied health specialists including occupational therapy and speech pathology and attending their meetings with the family as key worker
* Provide psychology services to infants, toddlers and preschoolers with autism consistent with the Early Start Denver Model (ESDM)
* Provide psychological consultative support to the rest of the trandisciplinary team to assess the strengths and needs of each child with ASD and develop and implement strategies in the daily program that assist them to maximise their cognitive and social skills in order to enhance their independence and quality of life
* Within the psychology discipline, provide advice to identify the need for referrals, and participate in the development, implementation and review of learning programs for children, staff, families/carers and community. This includes conducting playroom behavioural observations as part of functional behavior assessment for behaviors of concern, and writing positive behavior support plans, supporting the teachers to implement the plan, then evaluating its effectiveness and modifying as needed
* Work as part of a transdisciplinary team by sharing and/or releasing role to facilitate an active learning environment that caters to individual children’s needs when communicating, playing, eating, drinking, sleeping and toileting
* Ensure that strong partnerships with families are developed to enable information sharing between the Centre and home in the key worker role
* Attend meetings as appropriate, such as weekly ESDM team meetings, presenting updates on you children who you are key worker for
* Undertake the supervision and assessment of students on placement as appropriate/required
* Undertake other duties as directed by the Senior Coordinator or their representative

**Key Selection Criteria**

* Current registration or eligibility for membership with the Allied Health Practitioner Regulation Agency (AHPRA)
* Understanding of, or experience in the Early Start Denver Model (ESDM)
* Understand the concept of (if not experienced in) working in a transdisciplinary team environment
* Demonstrated experience in developing and implementing functional behavior assessments and positive behavior support plans
* Demonstrated ability to provide psychology services for children with an ASD and their families in an early childhood setting
* Demonstrated experience in undertaking cognitive and behavioural assessments and developing programs for young children, particularly children with autism
* Demonstrated understanding of or experience in early childhood intervention services
* Demonstrated understanding of, and commitment to, Family Centred Practice, and Early Childhood Intervention Best Practice
* Demonstrated high level of interpersonal and communication skills
* Demonstrated high level of organisational skills.

Other registrations/licenses required:

* Current Working with Children Check
* Current National Police Check
* Current First Aid Certificate with Anaphylaxis
* Current Victorian Driver’s license

##### Desirable Attributes

##### ESDM Training – Certification as and ESDM therapist is highly desirable

* Experience working in Applied Behavior Analysis (ABA)

##### Experience working with children with complex communication needs

* Demonstrated ability to develop, implement and review training programs for staff, families/ carers and community

##### Commitment to quality service provision, flexibility and acceptance of responsibility.

* Possesses a positive ‘can do’ attitude and an eagerness to learn

**La Trobe Cultural Qualities**

Our cultural qualities underpin everything we do. As we work towards realising the strategic goals of the University we strive to work in a way which is aligned to our four cultural qualities:

* We are***Connected****:* We connect to the world outside — the students and communities we serve, both locally and globally.
* *We are* ***Innovative****:* We tackle the big issues of our time to transform the lives of our students and society.
* *We are* ***Accountable:*** We strive for excellence in everything we do. We hold each other and ourselves to account, and work to the highest standard.
* *We* ***Care:*** We care about what we do and why we do it. We believe in the power of education and research to transform lives and global society. We care about being the difference in the lives of our students and communities.