

**Position Description**

<b>Title</b>	Behaviour Support Practitioner (PBS) (Proficient)
<b>Reporting Relationships</b>	Reports to: Team Leader Direct Reports: None
<b>Position Purpose</b>	<p>To provide Positive Behaviour Support services to clients funded under the NDIS who have mental health diagnoses. Client impairment/s may be intellectual, cognitive, neurological, sensory, physical or psychosocial and individuals may exhibit complex and challenging behaviours.</p> <p>Key purposes of the Positive Behaviour Support services are to:</p> <ul style="list-style-type: none"> <li>• Improve quality of life</li> <li>• Reduce behaviours of concern</li> <li>• Assist the participant to achieve their goals</li> <li>• Reduce and or eliminate restrictive practices.</li> </ul>
<b>Operating Environment</b>	<p>At this level the Behavioural Support Practitioner (Proficient) will have been assessed as Proficient under the NDIS Commission PBS Capability Framework and will typically be assigned more complex clients to work with.</p> <p>Proficient practitioners may also provide guidance and support to Core level Practitioners.</p>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Apply evidence-based approaches to reduce behaviours of concern for people with disabilities from early childhood to older adults</li> <li>• Adhere to internal and external requirements to ensure all relevant legislative, ethical and moral guidelines are met</li> <li>• Undertake assessments including psychological, behavioural, functional and risk to identify causal factors of challenging behaviours to establish suitable strategies and plans that address the behaviour and enhance quality of life for the client</li> <li>• Develop positive behaviour support plans and outcome goals that address behaviours with the collation of information provided by the stakeholders, assessments conducted by the practitioner, and analysis of findings</li> <li>• Develop and implement strategies and interventions for clients, as well as working alongside families, carers, support workers and other key stakeholders such as other allied health professionals and general practitioners</li> <li>• Provide information, training, support, modelling and coaching to key stakeholders and families in the implementation of support strategies and interventions and ensure that relevant parties are competent in the implementation of support strategies and responsibilities</li> <li>• Implement, capture and use data analysis to monitor the progress and effectiveness of intervention, review challenging behaviour and make changes when required</li> <li>• Evaluate and review effectiveness of the intervention, using data analysis and research other effective strategies if changes are required</li> <li>• Develop a thorough understanding of client's disabilities through medical reports, research and observations and review appropriate interventions</li> <li>• Meet performance standards within identified timeframes to ensure requirements are met</li> <li>• Where required, chair care team meetings with stakeholders and family members to discuss strategies and interventions from an evidence based, client focused and behavioural support professional position</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop and maintain positive and collaborative relationships with all stakeholders, building and maintaining rapport through-out the service provision</li> <li>• Develop professional relationships with stakeholders to maximise outcomes for clients</li> <li>• Share learning and provide professional training and support to all stakeholders to ensure the overall service is effective and efficient.</li> </ul>
<p><b>Personal Attributes Required:</b></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Recalling, understanding and applying concepts relating to disability and Positive Behaviour Support in general circumstances</li> <li>• Demonstrated understanding of other models of practice which are complementary to PBS (e.g., environmental enrichment, person-centred active support)</li> <li>• Demonstrated skill and ability in the provision of professional practice peer supervision and active participation in the same from Advanced or Specialist level BSPs</li> <li>• Ability to analyse and evaluate the quality of behaviour support plans and other relevant data to BSPs</li> <li>• Sound computer literacy (Microsoft Office)</li> <li>• Ability to work independently and as part of a team</li> <li>• Possess excellent interpersonal skills including written and verbal communications skills</li> <li>• Ability to plan and organise work</li> <li>• Attention to detail and a high level of accuracy</li> <li>• Ability to build rapport with key stakeholders</li> <li>• Able to work to with guidelines and deadlines.</li> </ul> <p><b>Behaviours</b></p> <ul style="list-style-type: none"> <li>• Be honest and trustworthy and demonstrate sound work ethics with a particular emphasis on confidentiality.</li> <li>• Calm and logical when dealing with multiple priorities.</li> <li>• Capacity to reflect and develop own role in line with changes in the business</li> <li>• Demonstrate a productive, flexible approach to achieving outcomes in a fast-paced commercial environment</li> <li>• Demonstrate high standards in making a personal contribution to the business and setting an example by way of work quality and positive behaviour</li> </ul> <p><b>Education, Training and Experience:</b></p> <ul style="list-style-type: none"> <li>• Tertiary qualifications (including post-secondary qualifications) in Occupational Therapy, Developmental Education, Physiotherapy, Psychology, Nursing, Health Science, Social Work, Rehabilitation Counselling or other NDIS PBS recognized qualifications for the provision of Positive Behaviour Support and/or</li> <li>• relevant experience attained through previous appointments in the delivery of services and equivalent expertise in undertaking the range of activities required of this position.</li> </ul>
<p><b>Psychological Assessments</b> (including but not limited to)</p>	<ul style="list-style-type: none"> <li>• DASS (Depression, Anxiety and Stress Scale)</li> <li>• WHO Disability Assessment Schedule (WHODAS 2.0)</li> <li>• The <i>Overt Behaviour Scale</i> (OBS)</li> <li>• MAS – Motivational Assessment Scale</li> <li>• AQoL – Assessment of Quality of Life</li> <li>• Safety/ risk Assessments</li> </ul>
<p><b>Intervention Strategies/Techniques</b></p>	<ul style="list-style-type: none"> <li>• Behavioural Therapy/Interventions – to teach individuals and their carers skills or techniques to improve quality of life, reduce behaviour of concern, reduce and eliminate restrictive practices</li> </ul>

	<ul style="list-style-type: none"> <li>• Person-Centred Approach - to put the client at the centre of the decision making process to give them the control over the direction of care and support that they require</li> <li>• Trauma Informed Approach – to incorporate the knowledge and understanding of any trauma that the individual has experienced and how that will affect the person and the strategies that would benefit vs harm them. This approach stresses that the physical and emotional safety of an individual is addressed at the beginning of treatment</li> <li>• Solution Focused Therapy – to focus on the client’s strengths and skills to in order to achieve the clients future goals</li> <li>• Motivational Interviewing – to help individuals explore and resolve uncertainty in order to achieve behaviour change</li> <li>• Systematic Behavioural Interventions – to improve social functioning</li> <li>• Mindfulness-Based Therapies – to promote emotional insight, and relieve stress</li> <li>• Emotion Regulation training – to improve the safe expression of emotion and return to baseline after emotional distress</li> </ul>
<p><b>Working Relationships</b></p>	<p>Internal</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Team Leader</li> <li>• Admin team</li> </ul> <p>External:</p> <ul style="list-style-type: none"> <li>• Support coordinator</li> <li>• Participant</li> <li>• Families</li> <li>• Support workers</li> <li>• Allied Health practitioners</li> <li>• Case managers</li> <li>• Others (e.g., GP, Psychiatrist, Dual Diagnosis Specialist)</li> </ul>
<p><b>Team Participation</b></p>	<ul style="list-style-type: none"> <li>• Communicate with colleagues and manager to solve problems and review procedures to ensure continuous professional improvement</li> <li>• Participate in team meetings, commit to Insight PBS values and further develop professionally</li> <li>• Provide professional practice peer supervision (at direction of Team Leader)</li> <li>• Participate in continuous improvement activities towards better practice and work</li> <li>• Participate in on-the-job training and other learning opportunities to ensure knowledge and skills are current and aligned to the customer experience</li> </ul>
<p><b>Workplace Health and Safety (WHS)</b></p>	<ul style="list-style-type: none"> <li>• Commit to and comply with Insight PBS policies and procedures around health and safety</li> <li>• Work individually and as part of a team to identify and protect self and others against risks and hazards, work related injuries and illnesses</li> <li>• Be aware of specific WHS work responsibilities and accountabilities</li> </ul>
<p><b>Delegated Authorities</b></p>	<p><i>What is this position authorised to do?</i></p> <ul style="list-style-type: none"> <li>• Schedule own work in support of achieving short and long-term targets</li> <li>• Co-authorisation of Behaviour Support Plans of Core Practitioners</li> <li>• Authorisation of Behaviour Support Plan as authorised by Team Leader</li> <li>• Promotion of Insight PBS services</li> </ul>
<p><b>Performance Criteria</b></p>	<p><i>Key performance Indicators as specified in the Insight PBS Performance Review Process:</i></p> <ul style="list-style-type: none"> <li>• Positive Client Outcomes</li> <li>• Quality</li> <li>• Customer Service</li> </ul>

	<ul style="list-style-type: none"><li>• Clinical Consultancy</li><li>• Financials (e.g. billable hours)</li><li>• Professional Development and Leadership</li></ul>
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