

Position Description: Program Services Director

Board Certified Behavior Analyst-Doctoral®/ Board Certified Behavior Analyst®

Summary of Position:

The Program Services Director leads the organizational teams with a focus on ensuring services exceed quality assurance standards while clinical outcomes measures remain impactful and meaningful to the children, families, providers and educators of the organizations and communities we serve. Leading the program services team in research initiatives, as well as ensuring continued growth for team members and our partners in service, the Director will serve as a mentor in supporting a high performing, inclusive work culture through researching and modeling best practices to ensure a rewarding and inspiring mission-driven work environment. The Program Services Director performs all responsibilities with the servant leadership mindset, serving team members and community partners with compassion and kindness, acting as a role model in all interactions, demonstrating effective collaboration, investment in all individuals, assisting in all daily functions, and continuously working to maintain and enhance a positive company culture, as well as in relationships with external partners in care. Our program services are integrated with early childhood centers, daycares, preschools, schools, adult services, and community settings, allowing our clients to maximize learning in their natural environment, alongside peers, promoting generalization of skills across all environments.

Role:

Responsible for the strategic direction and development of company programs, cultivating new and current client relationships, and furthering the overall mission of the organization, the Director facilitates communication to identify innovative and resourceful ways to meet the needs of the community. Leading the program services team in implementation of services and related research initiatives, as well as ensuring continued growth for team members and our partners in service, the Program Services Director will serve team members and community partners supporting a high performing, inclusive work culture through researching and modeling best practices to ensure a rewarding and inspiring mission-driven work environment. The Director will coordinate with coworkers to ensure consistent quality of care across locations, developing and maintaining relationships with families, caregivers, educators, and healthcare providers, as well as partners in graduate programs.

Clinical Responsibilities:

- Design and oversee individualized programs for children diagnosed with autism spectrum and related developmental, cognitive, learning, and behavior disorders, in natural settings, to include maintaining a caseload of clients across all aspects of treatment including intake, assessment, case conceptualization and treatment planning, intervention, data-based outcome evaluation, treatment plan revision, report writing, parent training, and post-service transition.
- Schedule regular meetings with multi-disciplinary team members to review program effectiveness, analyze observations and data, revise program interventions and instructional strategies, and engage in collaborative coaching.
- Review data and reports submitted by team and update individualized programs to ensure reflects child's development and progress towards identified goals.
- Partner with the internal and external team members in designing, analyzing, synthesizing information from all stakeholders while planning and conducting initial and ongoing assessments.
- Participate in bi-weekly treatment reviews and quarterly progress meetings with internal and external team members; and produce progress reports and treatment plans, meeting requirements and submission timelines.

Program Oversight and Management

- Assist in developing and implementing plans and goals for all programs, clinical and operational and ensure compliance with regulations and internal and contractual policies.
- Monitor attainment of contractual goals and objectives and ensure data tracking and evaluation is ongoing and effective, preparing reports on program performance.
- Provide orientation/training and supervision to BTs/RBTs; facilitate group supervision and professional development.
- Work with management team to design effective policies and procedures for behavioral intervention and serve as liaison to other departments within the agency. Instruct and support staff in the use of behavior intervention strategies, providing in-service training and professional development to facilitate the growth of staff.
- Facilitate behavior intervention team department meetings, including developing an agenda, conducting training updates, and disseminating information related to policy, procedure, and updates regarding funders, etc.
- Build rapport with clients, client families, care givers, healthcare providers and educators.

Education and Experience:

- Doctoral or Master's level graduate degree from an accredited college or university in one of the following disciplines is required: applied behavior analysis, early childhood education/development, early childhood special education, special education, pediatric therapy, psychology, or related field.
- Current Board Certified Behavior Analyst®/ Board Certified Behavior Analyst-Doctoral® (BCBA®/BCBA-D®)
- Five years of related professional experience working with children with autism spectrum disorders and/or other related developmental disabilities in a multi-disciplinary setting.
- Proven experience as a supervisor, associate/assistant director, or other similar position, with experience in performance and operations management.

Special Qualifications (Skills, Abilities, Licenses):

- Comprehensive, conceptual knowledge of behavior analytic principles, as well as relevant industry regulations and quality assurance standards to ensure organizational systems and supports exceed goals and objectives.
- Familiar with early intervention and special education services, with knowledge of community resources and agencies that serve children, as well as a synthesized understanding of developmental, skills-based, curriculum-based, criterion-referenced, and normative assessments serve as a guide for developing individualized, integrated interventions.
- Sensitive to working with an ethnically, linguistically, culturally, and economically diverse population.
- Outstanding written and verbal communication skills, with strong public speaking skills, to support excellence in organizational and leadership skills.
- Consistent in reflective practices to ensure decision-making skills best support the organization, community partners, and the children and families they serve.
- Demonstrated aptitude in problem-solving skills to support systems design and analysis, and performance management.
- Proficient in MS Office, platform management systems, relational databases, and related software.