



1001 Boone Ave North | Minneapolis, MN 55427

## POSITION DESCRIPTION

**Position Title:**

Treatment Lead

**FLSA Designation:**

Full Time; Full-Year

**Department:**

Therapy Services

**Reports to:**

IBI Program Manager

**Supervises:**

Senior Registered Behavior Therapists  
and Registered Behavior Therapists

**Date Updated:**

May 29th, 2024

**Job Summary**

The Treatment Lead is an experienced mental health practitioner who is assigned to direct a team of registered behavior therapists and provide Intensive Behavior Intervention (IBI) Services to children and their caregivers diagnosed with autism spectrum disorder and/or related disorders using principles of Applied Behavior Analysis.

**Essential Job Functions**

- Learn, understand, and integrate Franklin Center's philosophy and behavior management style.
- Supervise and monitor IBI cases or the equivalent of 210 weekly therapy hours.
- Provide a minimum of 1 family skills session, per family, per week also provide a minimum of 5 individual skills per week, for a total of 17 family skills hours.
- Provide supervision 1 hour per week per Registered Behavior Therapist
- Conduct skills assessments, such as the Early Learning Measure (ELM) to help determine what the child's individual strengths and areas of need are across different skill areas.
- Develop an Individualized Treatment Plan (ITP) for each child in coordination with the parents/caregiver and Supervising Mental Health Professional.
- In conjunction with the Senior Registered Behavior Therapist (SRBT), the Treatment Lead (TL) will train Registered Behavior Therapists to implement ITP objectives, ensure therapy is being carried out as designed in the ITP, monitor each child's progress, and provide consultation in relation to each child's treatment.
- Develop Short-Term Objective Sheets (STOs) for each ITP benchmark objective.
- When appropriate, conduct functional assessments in order to gather information regarding why particular aberrant behaviors are occurring.



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- Develop and maintain each child's clinical program book with the help of the Senior Registered Behavior Therapist.
- Create and maintain monthly clinical graphs for each child that summarize the child's progress across their 6-month benchmark objectives.
- Lead monthly clinical meetings for each child to discuss the child's progress on ITP objectives, challenges encountered, treatment strategies, data collection methods, etc.
- Receive monthly supervision from the Director of Therapy Services and Clinical Supervisor to evaluate each child's therapy program and progress across therapy goals.
  
- Prepare for and attend all clients' 90-day and 6-month ITP review meetings by updating the ITP and monthly clinical graph and discussing progress across each objective with both parents and the Supervising Mental Health Professional and Clinical Supervisor.
- Develop and maintain a calendar of each client's therapy hours and registered behavior therapist shifts.
- Review and audit all Progress Notes and Timesheets and ensure all documentation is submitted in Central Reach on a monthly basis.
- In conjunction with the Clinical Supervisor the TL will help facilitate orientation sessions for new registered behavior therapists in their service area.
- In conjunction with the Clinical Supervisor and Supervising Mental Health Professional, the TL will help facilitate monthly Mental Health Practitioner (MHP) training.
- Communicate clearly and effectively in English to parents/caregivers and other Franklin Center therapy staff verbally and in writing.
- Abide by all Franklin Center Therapy Services policies and procedures as outlined in the Employee handbook.
- Abide by all Minnesota and federal rules and regulations guiding Franklin Center Therapy Services, including, but not limited to:
  - Minnesota Statute 256B.0943 *Children's Therapeutic Services and Supports*
  - Minnesota Statute 148B.71 *Mental Health Client Bill of Rights*
  - Minnesota Statute 245.8261 *Restrictive Procedures*
  - *HIPAA (Health Information Privacy and Accountability Act)*
  - *Ethical Principles and Codes of Conduct of the American Psychological Association (Chapters 3. Human Relations, 4. Privacy and Confidentiality and 10. Therapy.)*
- Complete additional duties as assigned by the Clinical Supervisor and/or Supervising Mental Health Professional
- Complete medication distribution certification training.
  - Ability to accept constructive feedback and develop knowledge and skill sets accordingly.
  - Effective time management skills and the ability to manage multiple tasks at one time.
  - Commitment to maintain client confidentiality and adhere to HIPPA laws.



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- Ability to interpret and implement clinical protocols and written.

### **Minimum Requirements, Credentials, and Experience**

Must provide documentation that the individual meets qualifications as a “*mental health practitioner*” as defined by the Department of Human Services:

“Mental health practitioners providing services for the treatment of mental illness, under the clinical supervision of a mental health professional ... must be qualified in at least one of the following ways:

- Obtained a bachelor’s degree in one of the behavioral sciences or related fields from an accredited college or university and 2,000 hours of supervised experience in the delivery of clinical services in the treatment of mental illness or children with emotional disturbances;

Or

- Is fluent in the non-English language of the ethnic group to which at least 50% of the practitioner’s clients belong, completes 40 hours of training in the delivery of services to persons with mental illness or children with emotional disturbances, and receives clinical supervision from a mental health professional at least once a week until the requirement of 2,000 hours of supervised experience is met;

Or

- Completed 6,000 hours of supervised experience in the delivery of clinical services in the treatment of mental illness;

Or

- Obtained a master’s or other graduate degree in one of the behavioral sciences or related fields from an accredited college or university. Must have a 4-year bachelor’s degree in a “related field” such as psychology, special education, speech, and language pathology, etc.
- All applicants must pass state and federal background checks as required by the State of Minnesota in order to work with children (Minnesota Statute 148. A)
- Demonstrated ability to work well with families and clients
- Ability to work effectively as a team member
- Experience with Google and Microsoft Suites, clinical software, and the ability to learn electronic medical records (EMR)
- Ability to work in cooperation with Treatment Leads, Licensed Mental Health Professionals, family members, schools, and other service providers as an integral part of the treatment team.
- Speak, write, read, and/or communicate fluently in the English language.
- Ability to maintain confidentiality pertaining to target child, family, therapists, staff and any other protected health information (PHI).
- The employee must have a valid driver’s license, automobile insurance, and reliable transportation to and from client homes and the Franklin Center Therapy Services office.
- Excellent oral and written communication skills



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- Reliable, consistent attendance is a requirement and essential function of all our staff.

## PHYSICAL REQUIREMENTS:

### Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The employee frequently is required to walk; use hands to finger, handle, or feel; stoop, kneel, crouch, or crawl; reach with hands and arms and to sit. The employee must regularly lift and/or move up to 25 pounds and may occasionally lift up to 50 pounds. Specific vision abilities required by this job include close vision, color vision, depth perception, and the ability to adjust focus.

**Frequency Key: Never - 0 hours; Rare - up to 1 hour; Occasional - 1-3 hours; Frequent - 3-6 Hours; Constant - 6-8 hours**

<u>Physical Activity</u>	<u>Frequency</u>
· Sitting	Constant
· Walking	Frequent
· Climbing stairs	Occasional
· Standing	Frequent
· Crouching/Bending/Stooping	Constant
· Reaching	Constant
· Pushing/Pulling	Occasional up to 50 lbs.
· Near Vision	Constant



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· Far Vision	Constant
· Hearing	Constant
· Talking	Constant
· Lifting/carrying (#50 lbs)	Occasional
· Travel	Frequent

### **QUALIFICATION STANDARDS**

#### **Qualifications:**

- Preferred education includes 4-year bachelor's degree in a "related field" such as psychology, special education, speech, and language pathology.
- Excellent interpersonal skills to interact effectively with a variety of people and personalities inside and outside the organization
- Valid driver's license and current automobile insurance are required.
- Flexible traits that will thrive in a new learning environment.
- Expertise in working with students with autism spectrum disorder and/or related learning differences.
- Demonstrated experience in instructing students with varied learning styles and levels of mastery.
- Effective collaboration with families and student support staff
- Effective oral and written communication
- Ability to work effectively as a team member.
- Successfully pass a criminal background check.
- Identified classroom experience and teaming experience with special education and/or regular education students.
- Willingness to be held accountable for student results;

#### **Additional Working Conditions, Work Environment**

Because our students with autism spectrum disorder and related learning differences require consistency and structure, the employee must be able to work on all days assigned unless approved by their supervisor. Supervisors reserve the right to decline paid time off requests for any reason and it is preferred that planned vacations be taken over-scheduled school breaks.



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The employee is continuously responsible for students' safety, well-being, and work output. There may be:

1. Occasional exposure to blood, bodily fluids, tissue, and noxious odors.
2. Occasional exposure to unruly students/adults.
3. Occasional operation of a vehicle in inclement weather.

### **EDUCATION, EXPERIENCE LICENSES OR CERTIFICATES**

Baccalaureate degree, or equivalent experience; Demonstrated interest or expertise in working with students with autism spectrum disorder and/or related learning differences; Demonstrated experience in the instruction of students with varied learning styles and levels of mastery; Demonstrated ability to work well with families; Ability to work effectively as a team member;

### **Preferred Qualifications**

Experience working with children ages 0-16 provided in a classroom or 1:1. setting; experience implementing the principles of Applied Behavior Analysis; Educational, Speech, or Allied Health Services experience.

### **GROOMING**

All team members must maintain a neat, clean, and well-groomed appearance.

### **Disclaimer**

*The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.*

**I HAVE READ AND UNDERSTAND THE POSITION DESCRIPTION INFORMATION AND HEREBY STATE THAT I CAN PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB**



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**WITHOUT REASONABLE ACCOMMODATION. ACCOMMODATIONS ARE DETERMINED BY MANAGEMENT.**

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PRINT NAME

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DATE

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SIGNATURE

