

**ANDREW FLECK CHILD CARE SERVICES
JOB DESCRIPTION**

JOB CLASS: RESOURCE CONSULTANT

JOB TITLE: RESOURCE CONSULTANT

LOCATION: 700 INDUSTRIAL AVENUE

REPORTS TO: Children's Inclusion Support Services Program Director/Team Leader

SUMMARY:

Supports the optimum development and inclusion of children with special needs in licensed child care settings by advising, working closely and consulting with child care program staff, the children's families, and with staff of community agencies to develop appropriate team service plans. This is an itinerant role.

KEY OBJECTIVES:

- To perform duties in accordance with the mission statement and core values of AFCS & the mandate of CISS
- To facilitate and support the inclusion of children with special needs in licensed child care settings.
- To support the training needs of child care programs and families who have children with special needs

RESPONSIBILITIES WILL INCLUDE BUT NOT BE LIMITED TO THE FOLLOWING:

A) Role with families

1. Develops ongoing effective communication with parents; conducts home visits as required; shares information via direct contact, telephone, email, consultation reports, and minutes of meetings/reports; arranges/facilitates meetings as needed.
2. Provides resource information by identifying appropriate financial, recreational, educational and relief programs for families; assists families in linking with community programs.

3. Advocates on the families' behalf in accessing support/services as required and supports parents in being their child's advocate.
4. Assists families with transition to school process and attends meetings at parent's request to share information; prepares progress reports and needs statements; advocates, supports and reviews options with families, contacts special education consultants in the relevant school board; sets up meetings with school administrators; arranges visits to schools; participates in IPRC and IEP meetings.

B) Role with community programs

1. Identifies and regularly reviews the developmental and behavioral needs of children assigned to caseload; conducts regular consultations with community child care programs in order to assess the needs of the children and the support required by the staff at the program.
2. Oversees the development and the ongoing review of Team Service Plans (TSP) for children; plans and facilitates case conferences to develop Team Service Plans using a collaborative approach to identify goals and strategies.
3. Consults with community professionals such as therapists, doctors, social workers and other community consultants on a regular basis.
4. Consults with staff in child care settings on a regular basis to help staff develop strategies to incorporate child's TSP goals into the existing program; regularly consults with programs to observe, model techniques and provide recommendations to staff.
5. Solicits input from staff, parents and professionals in ensuring an appropriate review and re-assessment of the child's strengths /needs and develops a revised Team Service Plan as needed.
6. Develops effective communication with program staff to assist with ongoing problem solving; attends staff meetings as needed; facilitates meetings as required; sets up communication binder and provides observations, suggestions/recommendations and strategies; maintains ongoing telephone contacts; negotiates the level of Resource Consultant support for each child on caseload.
7. Assists staff in identifying the need for enhanced staff support; may assist in the hiring; provides orientation to the program assistant; explains the expectations of the program and the PA role; monitors the on-going need; reviews contract. for enhanced staff support and negotiates/recommends any required changes.

8. Provides resource support to child care programs regarding behavior management strategies through observations, discussions, recommendations and modelling techniques; identifies and regularly reviews the behavioral needs of children on caseload; collects and analyzes data based on observations; develops and supports the implementation of a behavioral program; offers strategies based on analysis; monitors and evaluates program effectiveness; provides revisions as required
9. Conducts Environmental Assessments for child care programs to support staff in developing their skills /knowledge in setting up a positive age/stage appropriate learning environment; provides observations, feedback/ recommendations, training and ongoing monitoring of changes/strategies.
10. Refers to appropriate Behavior Consultant/Service based on diagnosis and need for clinical input/intervention; consults/liaises with Behavior Consultant on an ongoing basis as required.
11. Identifies, develops, provides and evaluates training (e.g. presentations, in services, workshops) based on the training needs of the child care staff regarding the individual needs of a child(ren) on the caseload.
12. Participates in the purchase, maintenance and distribution of resources; transports, distributes, collects, disinfects and stores toys, equipment, and other resource material to support the programs and the families.
13. Develops, creates and edits communication systems to support communication development of children using visual aids (PECS, picture exchange, photographs, sign language, and visual schedules); facilitates the implementation and monitors effectiveness within the child care program.

C) Role with Agency (CISS & AFCS)

1. Carries out administrative duties; develops and distributes documentation; sets up and contributes to children's files including face sheet, family needs assessment, TSP's, progress and meeting reports, contacts, tracking forms, behavioral consents, release of information, equipment loans; provides data for statistics; completes mileage claims; provides weekly schedule and calls in for messages daily.
2. Participates in CISS and AFCCS activities as required; meets with Director or Team Leader to discuss concerns, needs of children on caseload, staff training and perceived community needs; maintains advisor spreadsheet; attends staff meetings and

facilitates team support meetings; participates in internal working committees; may provide input on program policies and procedures; may provide input re: the development of protocols with community partners; provides input to program newsletter; participates in program related community committees.

3. Represents the agency in accordance with outlined goals and objectives; represents the program at community events.
4. Respects confidentiality; relates to parents, children and other staff members in a professional and ethical manner.
5. Attends professional development seminars and conferences as approved and shares information with agency staff; conducts internet and other research.
6. Maintains up to date knowledge regarding current practices/information for children with special needs, the broader child care field and relevant computer skills; knowledge of and uses PowerPoint, Boardmaker, computerized file management, e-mail, digital camera.
7. Supports the identification of community training needs; develops, provides and evaluates training (e.g. presentations, in-services, workshops) for the broader community as delegated based on the CISS Training Committee training plan for parents/child care community.

D) Role with community at large

1. Advocates on behalf of children with special needs in the community; provides training to staff, parents and others through workshops and in-services; ensures that resource materials are available to programs; identifies needs for public education and provides input into educational programs.
2. Liaises with Ontario Early Years Centres to support EYC staff in providing an inclusive approach for families; may provide consultation, training and attend meetings.

E) Other duties as may be assigned by the Program Director or Team Leader.

F) Works in accordance with Ontario Occupational Health and Safety Standards.

QUALIFICATIONS

- RECE, Diploma in Early Childhood Education or Equivalent plus specialized diploma/certificate (Resource Teacher Certificate, Early Interventionist or Equivalent)
- RECE in good standing with CECE • Minimum of 5 years' experience in child care programs
- Minimum of 5 years working with children and families
- Knowledge/experience working in licensed childcare
- Minimum of 3 years' experience working with children with special needs and proven commitment to inclusion
- Knowledge of Microsoft word and power point
- Previous experience working in a consulting role
- Fluency in both official languages for designated positions as determined by the Program and the French Designation Plan
- Excellent communication skills, both written and verbal • Strong organizational, time management, group presentation and facilitation skills
- Proven ability to work independently and also as member of a multi-disciplinary team
- Sensitivity and respect for families and cultural differences
- Commitment to on-going up-grading of knowledge and skills
- A current driver's license and use of a car