

CAREERS IN EARLY INTERVENTION



What is Early Intervention?

Early intervention is a term that means starting therapeutic interventions as soon as possible. In relation to autistic or neurodivergent individuals, it means specialised support for young children.

Research shows that intervention for autistic or neurodivergent individuals is most effective when it is provided earlier in life. Through the assessment of behaviours, L4Life's early intervention program aims to create a positive learning space with an emphasis on skill development, building independence, and promoting community access.

At Learning for Life Autism Centre (L4Life), our ultimate goal is to support a child to learn and to develop skills that promote independence and choice so that the child can thrive as they grow and experience a fulfilling life.

ABA is the foundation of our work with the children we support. It allows us to provide individualised and targeted programs, dependent on the individual needs of the child.

Learning for Life recognises that a child's early years are a critically important time for learning and brain development. Therefore, the planning and implementation of our programs is guided by best practice principles to ensure that each child we work with has the opportunity to reach their full potential.

Career opportunities

Each career path is different, depending on a Therapy Assistant's experience, interests and career goals. Our L4Life Therapy Assistants become:

- Speech therapists
- Behavioural support practitioners
- Psychologists
- Early Childhood Clinical Consultants
- Researchers/PhD candidates

Senior staff at L4Life work either full-time or part-time at our Centre, while also practising elsewhere in settings such as schools or clinics.

Practical experience while you study

At L4Life, we offer two options for you to gain experience while studying:

1. undertake a university work placement - suitable for those who must undertake a placement.
2. become employed as a Therapy Assistant.

Work with us and build your early intervention career

At L4Life we recruit and train promising, high-calibre individuals in the latest ABA principles and techniques using our Certification Training curriculum. By delivering this training, we aim to ensure that our Therapy Assistants deliver best-practice ABA therapy. Our training is comprehensive and includes evaluating performance-based objectives relevant to the implementation of behavioural intervention for children with Autism.

Be paid while you build your experience and knowledge as a Therapy Assistant

We are constantly recruiting for casual Therapy Assistant positions to support children and their families on site at our centre, within a child's home and/or school.

The benefits for our Therapy Assistants is the hands-on experience and knowledge; exposure to current ABA research through our research projects; and the contribution to the positive outcomes of a child's learning journey - all while being paid.

Many of our Therapy Assistants have gone on to become permanent Learning for Life practitioners in the areas of speech therapy, behavioural support, early childhood clinical consulting and psychology through our career progression pathway.

As a result, Learning for Life builds a cohort of Therapy Assistants, behavioural support practitioners, early childhood clinical consultants and psychologists trained in the Learning for Life ABA/Early Intervention model.

“Being a Therapy Assistant at L4Life developed my knowledge and skills of early intervention, behavioural strategies, working in multidisciplinary teams, and Applied Behavioural Analysis. Now working as a Provisional Psychologist I implement strategies I learnt at L4Life daily, and it has given me the foundational skills and confidence to work within the psychological field.”

Grace Molloy, current Masters in Psychology student and L4Life Therapy Assistant

University work placement

A career as a Behavioural Therapy Assistant working with high needs children can be challenging. L4Life's University Work Placement Program helps university students develop a realistic understanding of these challenges and introduces them to ABA therapy's effectiveness.

Through this program, we provide students with theoretical and practical training under Psychologist and Clinical Consultant monitoring. Students observe therapy sessions, learn about data collection, set up program materials and participate in selective learning activities with the children.

To be eligible, students must already be enrolled in a course that requires them to complete a work placement. This is to ensure that students have the necessary liability coverage.

A day in the life . . .



HANNAH

L4Life Psychologist & Clinical Consultant

As a clinical consultant in both the L4Life early intervention program and the school-aged consultancy program, my days vary. Some days I will be working in a preschool clients home alongside their parents and team of therapy assistants; other days I will be at a local primary school supporting the implementation of school-wide positive behaviour and social and emotional programs as well as support staff with funding applications or run small group programs with students.

I oversee the training of therapy assistants and the implementation of skill building programs for clients in my early intervention role. This often also involves parent coaching or meetings, or observing the child in their early education setting to advise the staff on strategies to enhance their learning and social development. As the assessment coordinator for our early intervention clients, I spend some time each week corresponding with parents and our other clinical consultants to organise appropriate assessments for each client.

In my school aged consultancy role, I work at a client's school to deliver staff training and support. Some clients also benefit from one-on-one counselling sessions, and these are conducted at their school or at our office. In addition I will often meet with a client's parents, carers or support workers to discuss goals for home and community participation.

In between all these other roles, I also am involved in the research program at L4Life. I will often spend some time inputting or reviewing data or working on publications or submissions. This work helps build important data on the practise of ABA and helps us continue to work on an evidence-based approach.

→ A day in the life . . .

SAM

L4Life Psychologist and Clinical Consultant



I work one day per week at L4Life as a Clinical Consultant and Psychologist.

A typical day for me usually involves at least one or two school visits. These visits may include doing observations, providing recommendations for teachers, training support staff, or running one-on-one psychology sessions with clients.

I also liaise with the other Allied Health staff that work with each of my clients – these are often Speech Pathologists and Occupational Therapists. This allows for all professionals involved in a child's program to provide consistency and collaborate towards a client goals.

I lead regular home meetings for my clients, where I meet with families and therapists to update and discuss any home learning programs and goals.

You will also find me scoring assessments that my clients have done, and writing up any corresponding assessment reports.

Outside of my L4Life days I work in a private practise, and spend time with my daughter - I am grateful for the flexibility that L4Life and this work allows me.

A day in the life . . .



TIFFANY

L4Life Early Childhood Clinical Consultant & Recruitment Coordinator

Every day at L4Life can look so different for me.

Typically, I have at least one clinic meeting scheduled for a client. This involves getting together with the Early Intervention team to discuss how the learners' therapy has gone over the previous fortnight. From these discussions, I make any modifications to the curriculum as needed, answer any questions or queries by the team, while also providing ongoing training on therapy delivery.

I am frequently scheduled for kinder/school visits, where I observe a learner in a non-therapy environment to ascertain where additional supports may be needed. I also support and provide recommendations to the learning staff.

There is quite a bit of administration involved in my roles and I need to assign time throughout the week to writing up any clinic reports, school observation reports, or funding reports that are needed.

In my Recruitment Coordinator role I will often spend time looking through applications, running interviews, and setting up onboarding for new Therapy Assistants.

Throughout my week I be working on site at the Centre, from home, or at a client's house, school or kinder. I love the flexibility of this role and the range of people I get to meet.

Learning for Life Services

Early Intervention (2 years of age to school age)

Full- Service Model:

One to one therapy delivered based on individual needs but can require significant intensity. The therapy is delivered in the child's home/kindergarten/child care or wherever they naturally spend their time. This is funded by the NDIS to the capacity of the child's plan and where clinically recommended, Learning for Life will provide direct fee subsidies to meet the needs of the child and to ensure continuity of service.

School Aged Services (7-17 year olds)

School Aged Consultancy:

Support delivered to school aged children and funded by NDIS and or parents. The service is typically delivered in the school setting and includes observation of the student and meetings with the educational team members at the school.

Secret Agent Society Social Skills Program (8-12 year olds)

An evidence-based social skills program delivered to 8-12 year olds. Typically delivered after school in our centre but can also be delivered in the school setting. This program is typically funded by the students' NDIS plans.

Specialist Behaviour Supports

L4Life is registered to provide specialist behaviour support services to NDIS participants with Improved Relationships funding.

Learning for Life specialist behaviour support practitioners work with families and other care team members to develop behaviour support plans which seek to reduce the frequency and intensity of the behaviours of concern (and associated functional barriers) through positive and proactive strategies that are specially tailored to client's individual needs.

Inclusion Works

Whole of school educator training and capacity building which includes delivery of professional development at both a theoretical level and a practical level. This program commenced in 2015 and has traditionally been funded by philanthropic foundations. We are in the 2nd year of a large research project in partnership with Monash University to evaluate the effectiveness of this training model. Funding for the clinical phase (3 years) has been secured.

YOUR IMPACT → THEIR FUTURE •



To find out more, or to discuss how to get involved:



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