

JOB DESCRIPTION

Clackamas ESD

POSITION TITLE: Social Skills Specialist, Therapeutic School

DEPARTMENT: Special Education

WORK YEAR: 190 days

SUPERVISED BY: Therapeutic Schools Coordinator

ASSOCIATION: Licensed

GENERAL DESCRIPTION OF THE POSITION:

The Social Skills Specialist co-instructs with the special education teacher, and provides social and behavioral supports to students whose significant social, emotional, and behavioral challenges severely impede their educational progress. The Specialist participates on the therapeutic team to functionally assess the needs of each child. The Specialist collaborates with the team on the development of individualized behavior support plans, and the integration of special education and social/emotional skills training services. The Specialist assists the classroom team in implementing skill development strategies designed to facilitate learning.

ESSENTIAL FUNCTIONS:

1. Applies principles of human development, learning, and behavior, to functionally assess students' social-emotional and behavioral needs
2. Collaborates with the therapeutic team to develop specially designed social skills and behavior intervention plans, which are integrated into the daily instructional experience for each child
3. Participates in the therapeutic team to plan for the needs of each child and family
4. Co-instructs with the teacher to integrate academic and social skills development
5. Co-designs, maintains, and adjusts, as needed, a classroom ecology that includes the systematic use of resources, physical factors, and organizational and communication schema, to structure students' total environment for the purpose of providing necessary support and control
6. Collaborates with therapeutic team members to develop and implement a comprehensive program for students and their families, with each member of the team sharing their specific expertise and fulfillment of a discrete role, to meet the education and social/emotional needs of students
7. Contributes to team development using a solution-based focus, seeking and using the expertise and perspectives of other team members to develop common understandings and agreements
8. Works with students on an individual and group basis, to provide skills training consistent with the students' IEPs and Behavior Support Plans
9. Implements specially designed behavior intervention plans, coordinating with the classroom team, and collaborating with related service staff
10. Utilizes Crisis Prevention and Intervention strategies including, when necessary, use of safe restraint
11. Communicates with students using language structure, tone, and body language that promotes positive student behavior, conflict resolution, problem solving, effective

management of power struggles, and applies proactive strategies for management of escalating behavior

12. Monitors and records student progress
13. Assists with transition activities related to students' transition to their next educational placement, including return to the student's local district or discharge from the program
14. Co-supervises the classroom educational assistants, including training, assignment of tasks, and completion of required observations and evaluations
15. Provides group activities and supervision for children during parent groups, toward a specific outcome. Provides information to the team on family dynamics, needs of the children in the family, and observational data regarding the child
16. Maintains a safe, therapeutic environment for students
17. Uses technology to produce and manage student information
18. Acts as backup to the Program Specialist in his or her absence

ADDITIONAL FUNCTIONS:

1. Follows and supports ESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

MINIMUM QUALIFICATIONS:

1. Master's degree in psychology or social work
2. Licensed as a Clinical Psychologist (PhD/PsyD), Licensed Clinical Social Worker (LCSW), Master of Social Work, Licensed Professional Counselor, or ability to obtain such license
3. Demonstrated ability to provide child and family centered social-emotional supports
4. Ability to assess and teach developmentally relevant social and behavioral skills
5. Recent successful experience working in an educational/mental health setting, with students who have serious social-emotional challenges
6. Ability to learn and apply mental health based strategies with education services in a public school setting
7. Ability to compose and produce concise professional documents
8. Demonstrated skills working with other professionals such as educators, counselors, social workers, psychologists, and psychiatrists, as resources for planning and delivery of specially designed programs
9. Ability to develop and utilize scheduling and time management techniques in the daily performance of responsibilities
10. Ability to acquire and maintain skill in non-aversive behavior crisis prevention and intervention
11. Ability to co-supervise two or more educational assistants
12. Ability to acquire and maintain a valid first aid and CPR card
13. Written and oral communication skills sufficient to perform essential functions
14. Physical attributes sufficient to perform essential functions
15. Mental attributes sufficient to perform the essential functions, including the ambiguity associated with program development
16. Ability to acquire and maintain Pro-ACT certification as appropriate
17. Technology skills sufficient to perform essential functions

WORKING CONDITIONS:

1. Physical intervention necessary to restrain out-of-control students
2. Exposure to communicable diseases found in children
3. Students may use challenging or offensive verbalizations towards staff and other students, with potential for escalation to physical aggression
4. Local travel required to delivery services in multiple sites during day and week
5. Varying work schedule, including evening meetings with families in district facilities and student homes

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

1. Employee may need to:

- | | | | | |
|------------------|---------------------------------------|------------------------------------------------|--------------------------------------------------|-------------------------------------|
| Bend: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Climb: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Crawl: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Drive: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Kneel: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Reach: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| (above shoulder) | | | | |
| Sit: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Twist: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

2. Employee may use hands for:

- | | | | | |
|-------------------|---------------------------------------|------------------------------------------------|---------------------------------------|-------------------------------------|
| Single Grasping | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

3. Employee may use wrists for:

- | | | | | |
|------------------|---------------------------------------|-------------------------------------|--------------------------------------------------|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|-------------------------------------|--------------------------------------------------|-------------------------------------|

4. Employee may use feet for repetitive movement as in operating foot controls:

- | | | | |
|---------------------------------------|-------------------------------------|--------------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|---------------------------------------|-------------------------------------|--------------------------------------------------|-------------------------------------|

5. Lifting:

- Medium Work: Lifting 50 pounds maximum with frequent lifting and/or carrying of objects weighing up to 25 pounds.

Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

CALCULATIONS:

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

LANGUAGE:

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

I hereby indicate by my signature that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the positions, and
3. I can perform the essential functions of this position without an accommodation.

Employee _____

Date _____

Supervisor _____

Date _____