

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Social Skills Specialist
<b>DEPARTMENT &amp; PROGRAM:</b>	Special Programs (School-age), Therapeutic Programs
<b>WORK YEAR:</b>	190-day Instructional Year
<b>SALARY   PLACEMENT:</b>	Licensed Salary Schedule
<b>SUPERVISED BY:</b>	Program Administrator
<b>ASSOCIATION:</b>	Licensed
<b>FLSA STATUS:</b>	Exempt

### GENERAL DESCRIPTION OF THE POSITION:

The Social Skills Specialist instructs 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. The Specialist provides training and support to families including case management and community support.

### 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. Creates a comprehensive plan and delivers instruction in social skills.
5. 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
6. Works with students on an individual and group basis, to provide skills training consistent with the students' IEPs and Behavior Support Plans
7. Implements specially designed behavior intervention plans, coordinating with the classroom team, and collaborating with related service staff
8. Utilizes Crisis Prevention and Intervention strategies including NCI.
9. 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
10. Monitors and records student progress
11. 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
12. 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
13. Maintains a safe, therapeutic environment for students
14. Uses technology to produce and manage student information

### ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

*The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.*

**ESSENTIAL COMPETENCIES:**

1. **CULTURAL RESPONSIVENESS:** Supports an inclusive work and learning environment for children, colleagues, business partners, and community members, where applicable; and actively demonstrates a commitment to provide equitable services to all communities CESD serves.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

**MINIMUM QUALIFICATIONS:**

1. Qualified mental health professional (QMHP) per state statute or Licensed Clinical Social Worker or Master's of Social Work or Licensed Professional Counselor, or ability to obtain such license
2. Demonstrated ability to provide child and family centered social-emotional supports
3. Ability to assess and teach developmentally relevant social and behavioral skills
4. Recent successful experience working in an educational/mental health setting, with students who have serious social-emotional challenges
5. Ability to learn and apply mental health based strategies with education services in a public school setting
6. Ability to compose and produce concise professional documents
7. 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
8. Ability to develop and utilize scheduling and time management techniques in the daily performance of responsibilities
9. Ability to acquire and maintain a valid first aid and CPR card
10. Written and oral communication skills sufficient to perform essential functions
11. Physical attributes sufficient to perform essential functions
12. Mental attributes sufficient to perform the essential functions, including the ambiguity associated with program development
13. Ability to acquire and maintain NCI certification as appropriate
14. Technology skills sufficient to perform essential functions

**WORKING CONDITIONS:**

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Students may use challenging or offensive verbalizations towards staff and other students, with potential for escalation to physical aggression
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program event

**PHYSICAL JOB TASK REQUIREMENTS:**

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

- **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that he or she can also do sedentary and light work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	X	Frequently		Continuously
26-50 lbs		Never		Rare	X	Occasionally		Frequently		Continuously
> 50 lbs	X	Never		Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare		Occasionally	X	Frequently		Continuously
Climb		Never		Rare	X	Occasionally		Frequently		Continuously
Crawl		Never		Rare	X	Occasionally		Frequently		Continuously
Drive		Never		Rare	X	Occasionally		Frequently		Continuously
Kneel		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	X	Occasionally		Frequently		Continuously
Sit		Never		Rare	X	Occasionally		Frequently		Continuously
Squat		Never		Rare	X	Occasionally		Frequently		Continuously
Stand		Never		Rare		Occasionally	X	Frequently		Continuously

Twist		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Run		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Stairs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Hands may be used for: (X = REQUIRED)</b>										
Grasping		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
<b>Pushing/Pulling: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
<b>Carrying: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description										
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Description										

Environment Exposures (X = REQUIRED)										
Chemical Contact		Never	X	Rare		Occasionally		Frequently		Continuously
Moving Objects		Never		Rare	X	Occasionally		Frequently		Continuously
Noise		Never		Rare		Occasionally		Frequently	X	Continuously
Safety Equipment		Never		Rare	X	Occasionally		Frequently		Continuously
Wetness		Never	X	Rare		Occasionally		Frequently		Continuously

**MENTAL JOB TASK REQUIREMENTS:**

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

**X = Requirement | ☐ = Not Required**

**REASONING ABILITY:**

- ☒ Complete routine, repetitive tasks with simple instructions
- ☒ Follow detailed instructions that require few changes
- ☒ Follow detailed procedures with several potential variables
- ☒ Accurately interpret behaviors and nonverbal communication and act on decisions
- ☒ Demonstrate logical or deductive thinking
- ☒ Provide creative, innovative solutions to job problems

**CALCULATIONS:**

- ☒ Perform simple copying, addition, counting, subtraction
- ☒ Perform multiplication and division
- ☐ Understand the metric system and conversions
- ☒ Manipulate fractions, decimals, and percentages
- ☐ Understand and use statistics
- ☐ Understand and use charts and graphs
- ☐ Understand and use advanced mathematics
- ☐ Understand the theoretical application of statistics and complex math

**LANGUAGE:**

- ☒ Read and understand product labels, policies written at the 10th grade level
- ☒ Follow verbal or demonstrated instructions
- ☒ Explain simple directions, copy data from one form to another
- ☒ Complete form letters or answer routine correspondence
- ☒ Compose correspondence independently
- ☒ Read and interpret complex technical material
- ☐ Speak and understand a second language
- ☒ Prepare complex reports and documents
- ☒ Speak with individuals and small groups in an articulate manner
- ☐ Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below I indicate 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 position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.*