

JOB DESCRIPTION Clackamas ESD

POSITION TITLE:	Therapeutic Intervention Coach
DEPARTMENT:	Special Education
SCHEDULE PLACEMENT:	20
WORK YEAR:	185 days
SUPERVISED BY:	Classroom Teacher and Program Coordinator
EMPLOYEE ASSOCIATION:	Classified

GENERAL DESCRIPTION OF THE POSITION:

The Therapeutic Intervention Coach (TIC) works to create therapeutic settings with students from kindergarten through age 21 who have emotional and educational disabilities. The position is responsible for providing individual and small group skill building. The TIC must be able to collect and chart behavioral data, and communicate with teachers and therapists regarding student management issues and behavioral problems. The TIC possesses knowledge and skills to perform essential functions and key responsibilities in an exemplary manner. The TIC has the experience and ability to train others in each of these areas, across settings and student populations, and helps build capacity in districts and schools.

ESSENTIAL FUNCTIONS:

1. Assists in developing programs, activities, and intervention strategies to promote positive student behavior, to include a working knowledge of the Collaborative Problem Solving Model.
2. Collects and reviews data related to behavior support and individual education plans.
3. Summarizes data for use by the educational support teams.
4. Creates and implements individual contracts and safety plans with students.
5. Responds to students' escalated behavior in manner consistent with students' behavior support plans, safety plans, program philosophy, and CESD Board policies.
6. Assists therapists, school staff, and parents in developing student therapeutic interventions.
7. Facilitates student groups to teach transfer of skills in multiple settings e.g., cafeteria, playground, bus, community.
8. Communicates clearly and positively with staff, specialists, and administrators.
9. Generates written correspondence and reports that are well organized and grammatically correct, and provides required and requested documentation such as student progress and other monitoring data.
10. Identifies professional strengths and limitations, and sets and meets performance goals.

ADDITIONAL FUNCTIONS:

1. Follows and supports CESD 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. AA accepted; prefer Bachelor's Degree in a related field from an accredited University. Three years of experience in the behavioral field and a combination of coursework may be accepted in lieu of a degree.
2. PBIS and CPS trained and supported.
3. Ability to remain professional, and not personalize threatening behavior by students (verbal and physical).
4. Ability to work with therapist and teacher to form interventions based on behavioral data.
5. Ability to communicate fluently in English, verbally and in writing.
6. Ability to collect and summarize data clearly and concisely in written form.
7. Ability to read, analyze, and interpret the most complex written documents.
8. Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; ability to compute rate, ratio, and percent, and to draw and interpret bar graphs.
9. General knowledge of computer usage and ability to use word processing, spreadsheet, contract management and database software, E-mail, and the Internet.
10. Ability to complete appropriate Oregon State approved behavioral intervention training, such as CPI, to carry out therapeutic interventions; Ability to obtain CPR and First Aid card; Ability to obtain Type 10 vehicle certification.
11. The employee maintains the integrity of confidential information relating to agency records and data, students, families, colleagues, or district patrons. The employee uses or relays personal and agency information only in the course of performing assigned responsibilities, and in the best interest of the individuals involved.

WORKING CONDITIONS:

1. Students may use challenging or offensive verbalizations towards staff and other students, with potential for escalation to aggression which may require physical intervention necessary to restrain a student who is out of control.
2. Exposure to communicable diseases found in children and adolescents.

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 type="checkbox"/> Occasionally | <input checked="" 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:
(above shoulder) | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Sit: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input 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 type="checkbox"/> Frequently | <input checked="" 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 checked="" type="checkbox"/> Frequently | <input 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 type="checkbox"/> Occasionally | <input checked="" 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.

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 _____