

JOB DESCRIPTION

POSITION TITLE:	Therapeutic Intervention Coach
DEPARTMENT & PROGRAM:	Special Programs
WORK YEAR:	185 Days
SALARY PLACEMENT:	Range 21/22*
SUPERVISED BY:	Assistant Director of Therapeutic Program
ASSOCIATION:	Classified
FLSA STATUS:	Non-exempt

*Placement 22 is for bilingual positions

GENERAL DESCRIPTION OF THE POSITION:

The Therapeutic Intervention Coach (TIC) works to create therapeutic settings for 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 has the required experience and ability to fulfill the position functions and to train others in each of these areas across settings and student populations, building 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 (CPS) Model
2. Collects and reviews data related to behavior support and individual education plans (IEPs)
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 a manner consistent with students' behavior support plans, safety plans, program philosophy, and CESD Board policies
6. Assists therapists, school staff, and parents/guardians in developing student therapeutic interventions
7. Facilitates student groups to teach transfer of skills in multiple settings (e.g., cafeteria, playground, bus, and 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

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. Associates degree (AA) in a related field from an accredited University. A combination of coursework and five (5) years of experience in a behavioral classroom or program may be accepted in lieu of an AA degree.
2. Two (2) years of experience in a behavioral classroom or program
3. Ability to not personalize threatening behavior by students (verbal and physical)
4. Ability to work effectively with therapists and teachers to form interventions based on behavioral data and to help put those interventions into practice
5. Ability to communicate fluently in English, both verbally and in writing
6. General knowledge of computer usage and ability to use word processing, spreadsheet, contract management and database software, e-mail and the Internet
7. Ability to complete appropriate Oregon State-approved behavioral intervention training, such as Nonviolent Crisis Intervention (NCI) and Collaborative Problem Solving (CPS) to carry out therapeutic interventions
8. Ability to complete a tier 1 and tier 2 CPS certificate program within 18 months of hire date
9. Ability to coach staff in CESD and Heron Creek approved programming
10. Ability to obtain and maintain a valid CPR card and First Aid card
11. Ability to obtain and maintain Type 10 vehicle certification
12. Ability to maintain a high level of ethical behavior and confidentiality regarding information about students and staff
13. Written and oral communication skills sufficient to perform essential functions
14. Physical and mental attributes sufficient to perform essential functions

PREFERRED QUALIFICATIONS:

1. Bachelor's degree in a related field from an accredited University
2. Bilingual. Bilingual candidates must pass a language proficiency assessment at an intermediate high to advanced level per CESD guidelines to be eligible for bilingual salary placement

WORKING CONDITIONS:

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
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. 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 in an unsafe situation



10. The noise level in the work environment varies, and may be loud if students are escalated

EQUIPMENT USED:

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles

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 they 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)

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.

01-30 lbs	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
General school supplies, teaching materials, food items, and backpacks										
31-50 lbs	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Positioning of students in wheelchairs and assisting in the transfer of students.										
> 50 lbs	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously

Employee may need to: (X = REQUIRED)

Bend	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Climb	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Crawl	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Drive	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Kneel	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Reach (above shoulder)	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Reach (forward)	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously



Sit		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Squat		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Stand		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Twist		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Run		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Stairs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Hands may be used for: (X = REQUIRED)										
Grasping		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Pinching		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Finger Manipulation		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Wrists may be used for: (X = REQUIRED)										
Twisting/Turning		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Pushing/Pulling: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
> 50 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Carrying: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
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		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Description										
Environment Exposures (X = REQUIRED)										
Chemical Contact		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Moving Objects		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Noise		Never		Rare		Occasionally		Frequently	<input checked="" type="checkbox"/>	Continuously
Safety Equipment		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Wetness		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	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:

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

CALCULATIONS:

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

LANGUAGE:

- X** Read and understand product labels, policies written at the 10th grade level
- X** Follow verbal or demonstrated instructions
- X** Explain simple directions, copy data from one form to another
- X** Complete form letters or answer routine correspondence
- X** Compose correspondence independently
- X** Read and interpret complex technical material
- ☐ Speak and understand a second language
- X** Prepare complex reports and documents
- X** Speak with individuals and small groups in an articulate manner
- X** 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 accommodation(s) to perform the essential functions of the position, and
3. I can perform the essential functions of this position with or 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.