

JOB DESCRIPTION

TITLE SCHOOL INTERVENTION THERAPIST
FOR EMOTIONAL/BEHAVIOR DISABILITIES (E/BD)
(HOME SCHOOL INTERVENTION COUNSELOR(HSIC)/ESE)

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/ Experience	Master's degree in Social Work, School Psychology, Guidance Counseling, or counseling as described in State Statute 394.64b4 is required. Two years experience working with parents and children and the ability to develop and carry out a mental health appraisal to include psycho/social/behavioral functioning and plan of remediation based on accepted, research based educational/therapeutic practices. Must have experience with various computer software programs and ability to use email.
Language Skills	Ability to read, analyze, and interpret professional journals, technical procedures, or governmental regulations, medical reports, and legal documents. Must have the ability to write reports, business correspondence, and procedures manuals and to effectively present information and respond to questions from clients, agencies, and other employees of the organization or general public.
Mathematical Skills	Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals.
Certificate/License	Florida Educator's Certificate in Social Work, Guidance Counseling or School Psychologist or a current license or eligible to be a Licensed Intern in counseling as defined under State Statute 394.64b4 with the State of Florida, and Florida driver license.
Reasoning Ability	Ability to define problems, collect data, establish facts, and draw conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

Physical Demands The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is required to sit, talk and hear; stand and walk; use hands to finger, handle, or feel; reach with hands and arms. The employee occasionally lifts and/or moves up to 50 pounds. Specific vision ability required by this job includes close vision, distance vision, and the ability to adjust focus. The employee shall remain free of any alcohol or non-prescribed controlled substance while on duty. In addition, the employee shall be free of any substance, prescribed or otherwise, that impairs the employee's work performance or the safety of others while on duty.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate. Travel within the community both to schools and homes to assess and evaluate the needs of the student as required.

REPORTS TO Executive Director of Exceptional Student Education

GENERAL RESPONSIBILITIES

1. Works as a collaborative team member with classroom staff, other school professionals, families and community agencies supporting children with Emotional/Behavior Disabilities (E/BD).

SPECIFIC RESPONSIBILITIES

1. Provides individual and group counseling, consultation to teachers, and collaborates with other service providers.
2. Utilizes techniques for verbal de-escalation of aggressive or out of control behaviors.
3. Identifies and manages psychological, psychiatric and family issues and dynamics underlying student difficulties in achieving academic success.

4. Assists school administration or participates on school teams developing individual education plans to identify student needs or other factors affecting the student's performance/behavior in the classroom and assists with developing strategies and/or solutions.
5. Schedules and facilitates meetings for individuals or groups and consults with teachers, parents and students to develop solutions to family and community factors that influence a student's academic achievement and development.
6. Tracks progress of all students on caseload and monitors services provided to the families.
7. Conducts parent/care giver interviews/conferences to assess and develop a comprehensive social-developmental history on each student to help assess student's social, emotional, and behavioral adjustment to school and community.
8. In collaboration with educators and social services professionals, develops and facilitates training activities for parents, students and staff.
9. Meets with administrative staff or other school members to evaluate and refer for appropriate educational and health service providers.
10. Serves as a resource person for developing and maintaining information and resources to help students, school personnel, and families.
11. Collaborates with community agencies and provides case management for students and their families requiring multiple services.
12. Functions as a part of the problem-solving team(s) at assigned school(s) when appropriate.
13. Performs other duties as assigned.