

THERAPEUTIC SUPPORT SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: The position has responsibility for observing, assessing, intervening, accepting and engaging students who cannot be engaged in instruction. The incumbent applies experience with and learned crisis intervention techniques for students in need of more specialized support to facilitate interaction in a constructive and productive manner. Work is performed under the direct supervision of the Principal, with some leeway allowed for the exercise of independent judgment. Supervision is not a responsibility of this position. Does related work as required.

TYPICAL WORK ACTIVITIES:

Works with staff to establish positive student behavior by developing appropriate strategies tailored to individual students;

Assesses students' needs and provides recommendations to clinical staff to positively affect behavior;

Works as a contributing member of the treatment team who contributes to the creation, implementation and evaluation of treatment goals and objectives;

Assesses and defuses crisis situations including the utilization of emergency physical interventions as necessary;

Prepares students to successfully re-enter the classroom setting and promotes positive behavior support in the classroom;

Collaborates with the student, their family and classroom team to complete individual safety plans;

Uses ongoing assessments to maintain a record of student progress;

Prepares a variety of reports and accurately completes all paperwork related to provided services in a timely manner as required by school policies and procedures.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Working knowledge in specific fields where specialized duties are involved;

Working knowledge of classroom/school day routine;

Ability to model and practice therapeutic interventions;

Ability to establish and maintain effective working relationships with school staff, students and their families;

Ability to implement a strength-based approach with students in crisis;

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Ability to get along well with children and command their respect;
Ability to communicate effectively both orally and in writing;
Ability to strongly advocate for students and their families;
Ability to work compassionately with children experiencing trauma;
Ability to complete a variety of paperwork and reports;
Ability to handle emotionally charged situations;
Commitment to meeting the needs of every student;
Strong belief that every student can succeed;
Skill and confidence in making decisions;
Flexibility;
Adaptability;
Dependability.

MINIMUM QUALIFICATIONS:

- A) Graduation from a regionally accredited or New York State registered college or university with a Bachelor's Degree in social work, counseling, human services, human development, psychology, or closely related field; OR
- B) Graduation from a regionally accredited or New York State registered college or university with an Associate's Degree in social work, counseling, human service, human development, psychology, or closely related field and two years' experience working with children/adolescents in a school or therapeutic environment; OR
- C) Graduation from high school or possession of a high school equivalency diploma and four years' experience working with children/adolescents in a school or therapeutic environment; OR
- D) An equivalent combination of training and experience as defined by the limits of A), B) and C) above.

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