

To apply for this position, submit the following paperwork to Jeff Clark: jeff.clark@amity.k12.or.us

- Confidential Application (available at www.amity.k12.or.us)
- Equal Opportunity Form (available at www.amity.k12.or.us)
- Three Letters of Reference
- Cover Letter and statement addressing the job qualifications

Beginning Date: Position begins with the 2021-2022 School Year

Hours: Hours and days TBD

Salary: 190 Calendar Days

AMITY SCHOOL DISTRICT Job Description

Job Title: Therapeutic Intervention Coach

Department: Special Education / District-Wide

Reports To: Special Education Coordinator

Evaluated By: Administrator

JOB GOAL:

The Therapeutic Intervention Coach (TIC) works to create positive behavior settings with students from grades 1 through 12 who have educational and emotional 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 provide liaison services to teachers and therapists regarding student management issues, behavioral problems, and tracking. 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 DUTIES AND RESPONSIBILITIES:

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other related duties may be assigned.

1. Demonstrates proficiency in planning, organizing and coordinating assigned tasks.
2. Supports Positive Behavior Supports (PBIS) and Collaborative Problem Solving (CPS) in the school setting
3. Possesses knowledge and demonstrates competency in utilization of the de-escalation continuum.
 - Escalation
 - De-escalation
 - Establish rapport
 - Problem solve to teach alternative behavior
 - Re-integration of student into educational setting
 - Transitions to LRE
 - Options
 - Data collection and synthesis
4. Assists in developing programs and/or activities to promote positive student behavior, as well as intervention strategies, to include a working knowledge of the Collaborative Problem Solving Model.
5. Collects and reviews data related to school behavior plans.

6. Responsible for all CPS and behavior data and summarizes for building administrator.
7. Responsible for creating and implementing individual contracts and safety plans.
8. Works closely with other school personnel to provide interventions to better meet students' needs.
9. Works with referred students and their teacher for the purpose of modifying inappropriate behavior.
10. Consults with, and assists therapists, school staff and parents in developing student interventions.
11. As needed or required by administration, trains staff members on behavioral intervention strategies and techniques.
12. Assists with supervision of students as requested by administration.
13. Facilitates Positive Behavior Supports for building.
14. Organizes Positive Actions school wide weekly assemblies and/or recognition of pro-social student behaviors in the school setting.
15. Communicates clearly and positively with staff, specialists and administrators.
16. Maintains appropriate professional boundaries.
17. Generates written correspondence and reports that are well organized and grammatically correct.
18. Clearly communicates in writing on required and requested documentation such as student progress and other monitoring data.
19. Identifies professional strengths and limitations and sets and meets performance goals.
20. Creates a positive learning environment by:
 - a. Respecting others, regardless of differing points of view.
 - b. Soliciting input from others.
 - c. Resolving conflict at the lowest levels possible
 - d. Responding effectively to crisis situations.
 - e. Follows Amity SD procedures, especially as outlined in the Staff Handbook.
21. Supports teachers and administrators in re-entry meetings.
22. Supports the positive behaviors and skill building in students.
23. Communicates clearly and effectively in a variety of situations, including difficult ones, with agency staff, district staff and the public.
24. Maintains positive public relations; demonstrates effective written and verbal communication skills, and acts as a team player.
25. Must bring issues of non-compliance to the attention of the District.

The following may be required at the discretion of the building administrators:

26. May facilitate Positive Behavior Supports for the buildings.
27. May organize Positive Actions school wide weekly assemblies and/or recognition of pro-social student behaviors in the school setting.
28. May facilitates bus riding group and models appropriate transition skills.
29. May facilitate "friendship skills" group to teach interpersonal conflict resolution.
30. May facilitate gang prevention group in conjunction with outside service providers.

31. May facilitate community service group for students needing to make reparations.
32. May facilitate lunch social group for students (to learn pro-social cafeteria behavior).

MARGINAL DUTIES AND RESPONSIBILITIES:

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Participates in school activities, trainings, and staff meetings as directed.
2. Answer telephone calls

SUPERVISORY RESPONSIBILITIES:

1. None

QUALIFICATIONS: To perform this job successfully, an individual must be able to execute each requirement satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability needed for the position.

1. AA accepted or prefer Bachelors Degree from an accredited University. Significant experience working in a behavior milieu also accepted. PBIS and CPS trained and supported.
2. Interpersonal Skills: Works well with others. Focuses on resolving conflict; Ability to remain professional and not personalize threatening behavior by students (verbal and physical); Ability to work with therapist and teacher to form interventions based on behavioral data; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others' ideas and contributes to building a positive team spirit.
3. Language Skills: Ability to communicate fluently in English, verbally and in writing. Ability to collect and summarize data clearly and concisely in written form. Ability to interact with difficult students in a positive manner. Ability to verbally respond effectively to the most sensitive inquiries or complaints. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to the staff or administrators. Ability to read, analyze and interpret the most complex written documents. Ability to write speeches and articles using original or innovative techniques or style.
4. Mathematical Skills: 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.
5. Reasoning Ability: 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.
6. Computer Skills: General knowledge of computer usage and ability to use word processing, spreadsheet, contract management and database software, E-mail and the Internet.
7. Other Skills and Abilities: Ability to complete Mandt training and to carry out Mandt interventions; Ability to obtain CPR and First Aid card.
8. Confidentiality: 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.
9. Attendance Standards: Timely and regular attendance is an expectation of performance for all employees. Employees will be held accountable for adhering to their regular work hours and schedule. In the event an

employee is unable to meet this expectation, he/she shall obtain approval from their supervisor in advance of any requested schedule changes. This approval includes requests to use appropriate accruals, as well as late arrivals to or early departures from work, and any special attendance needs of the position as determined by the District.

CERTIFICATES, LICENSES, REGISTRATIONS, BONDING, AND/OR TESTING REQUIRED:

1. Must possess a valid first aid card or the ability to attain one within 90 days of employment (ORS 342.169)
2. Criminal Justice Fingerprint Clearance (Board Policy GCDA/GDDA-AR)
3. Pre-employment physical may be required.

Reasonable accommodations for the application and interview process will be provided upon request and as required in accordance with the Americans With Disabilities Act of 1990. Persons with disabilities may contact Jeff Clark at 503-835-2171 for additional information or assistance. Speech/Hearing impaired persons may contact the district assistance through the Oregon Relay at 1-800-735-2900.

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. (See addendum)

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. (See addendum)

SAFETY REQUIREMENTS:

1. Compliance with all safety rules, protocols, and procedures established at each specific work site.
2. Completion of mandatory written reports after a safety or security incident.
3. Responsibility to communicate all safety related incidents and concerns to supervisor and other responsible individuals at each work site.
4. Maintain situational awareness of the environment at all times.

TERMS OF EMPLOYMENT: Days and hours to be arranged, with salary according to current schedule.

EVALUATION: Following the probationary period, performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of classified personnel.

OTHER: Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with this position. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The District may add to, modify or delete any aspect of this description (or the position itself) at any time as it deems advisable.

I have read and understand the responsibilities and qualifications of this job description.

Signature

date

AMITY SCHOOL DISTRICT

PHYSICAL DEMANDS AND WORK REQUIREMENTS

JOB TITLE: THERAPEUTIC INTERVENTION COACH

LOCATION: ELEMENTARY, MIDDLE, HIGH SCHOOLS

SPECIAL HAZARDS / NOTES: (REQUIREMENTS OF VISION, HEARING, EXPOSURE TO HAZARDOUS CHEMICALS OR FUMES, ETC.)

TOOLS / EQUIPMENT / VEHICLES: (THIS JOB REQUIRES SKILLS USING THE FOLLOWING BUT ARE NOT LIMITED TO THOSE LISTED)

TOOLS & EQUIPMENT	Occasional Use	Frequently Used	Continuously Used
Paper Cutter	X		
Copy Machine	X		
Laminator	X		
Book binder	X		
Typewriter	X		
Computer	X		
TV/VCR	X		
Risograph	X		
Intercom	X		
Tape Recorder	X		

ENDURANCE	Never 0%	Occasional 1-33%	Frequently 34-66%	Continuously 67-100%
Sitting			X	
Standing			X	
Walking			X	
Driving	X			
Changing Positions				X

PHYSICAL

Lift & Carry	Never 0%	Occasional 1-33%	Frequently 34 - 66%	Continuously 67 - 100%
1-10 lbs.				X
11-20 lbs.			X	
21-50 lbs.			X	
51-75 lbs.			X	
76-100 lbs		X		

Pushing	Never 0%	Occasional 1-33%	Frequently 34 - 66%	Continuously 67 - 100%
1-10 lbs.			X	
11-20 lbs.			X	
21-50 lbs.			X	
51-75 lbs.		X		
76-100 lbs		X		

Pulling	Never 0%	Occasional 1-33%	Frequently 34 - 66%	Continuously 67 - 100%
1-10 lbs.			X	
11-20 lbs.		X		
21-50 lbs.		X		
51-75 lbs.		X		
76-100 lbs		X		

Environmental

	Never 0%	Occasional 1-33%	Frequently 34 - 66%	Continuously 67 - 100%
Indoors				
Outdoors		X		
Heat		X		
Cold		X		
Dusty		X		
Noisy			X	
Other				

Motions	Never 0%	Occasional 1-33%	Frequently 34 - 66%	Continuously 67 - 100%
Bending			X	
Twisting		X		
Crouching			X	
Kneeling			X	
Crawling		X		
Walk-level surface				X
Walk-uneven surface		X		
Climb stairs		X		
Climb ladder		X		
Reach - above shoulder		X		
Repetitive -use of arms		X		
Repetitive-use of wrists		X		
Repetitive-use of hands (A) Grasping (B) Squeezing		X X X	X	
Using foot control	X			