

Chittenden Central Supervisory Union

Job Description

JOB TITLE: Social Support Coordinator

FLSA STATUS: Non-Exempt

UPDATED: July 15, 2005

POSITION OBJECTIVES: To implement and assist in developing programs, which focus on reintegrating and/or integrating emotionally and behaviorally challenged students in their neighborhood schools. This may be completed through a key role in the development and implementation of student behavioral management/modification plans, assistance with academic assignments during the re-integration process, and consultation with classroom teachers to aid in integration.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

- Work with assigned students individually and in groups to address social skills, stress reduction, anger control, self-concept, and related issues through development and implementation of student behavioral management/modification plans.
- Supervise planning room or social support area when appropriate.
- Provision of behavioral instruction and implementation/monitoring of behavior plans, social skills and related issues during unstructured school activities (immediately before and after school, lunch, recess, hallway pass time, etc.).
- Adapt and implement instructional materials as appropriate to meet the needs of assigned students during interventions in consultation with the classroom teacher, special educator, and/or behavior specialist.
- As directed, participate in EST, 504, IEP and evaluation and team meetings to assist in developing student plans and assessing student progress, problems and needs as determined by team case managers.
- Intervene as appropriate to avoid negative or explosive behavior, and to deal with such behavior if needed, using non-aversive restraint techniques in accordance with established protocols.
- Confer with supervisor, all relevant school staff on a regular and often daily basis, to discuss assigned students' progress and problems, plan and coordinate activities, and the like.
- Assist with integrating students back into the mainstream classroom after periods of secluded instruction or de-escalation as required.
- Respond to potentially suicidal behavior with the appropriate protocol through immediately informing the supervisor.
- Participate in regional conferences on emotional and behavioral disabilities and socially challenging behaviors in schools; attend and participate in all relevant training sessions, meetings and professional growth activities as requested and/or required.
- Interface with the Principal, Classroom teacher, Special Educator, Behavioral Specialist and/or students' teams on an ongoing basis.
- Administer CPI strategies as necessary.
- Transport students to and from school based activities at the discretion of the Principal

SUPERVISION RECEIVED: Direct supervision is provided by the building Principal in coordination with the Behavioral Specialist, School Psychologist and/or the Director of Student Support Services. General supervision is received from the school principal.

SUPERVISORY RESPONSIBILITIES: No formal supervisory duties. May train, assist and occasionally direct junior co-workers, but generally works along with those persons.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Bachelor's degree in psychology, counseling, mental health, special education, or minimum of two years of higher education, plus 2 or 3 years of relevant experience working with the emotionally disturbed, or a combination of education and experience from which comparable knowledge and skills are acquired.
- **Certifications and Licenses.** Valid Vermont driver's license and reliable transportation required. CPR and First Aid certification along with CPI training is required.
- **Language/Math Skills.** Strong math skills, and the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to effectively present information to and respond to questions from students, faculty, supervisors or other employees of organization.
- **Reasoning Ability/Mental Requirements.** Ability to apply common sense understanding to carry out instructions furnished in written, oral, and diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- **Knowledge.** Strong technical knowledge and skills in reality therapy, various counseling techniques, behavior management, crisis intervention, detecting suicidal ideation, socialization strategies, non-aversive restraint techniques, and so forth. Good understanding of standard classroom operations and teaching methods; good basic teaching skills. Mastery of basic academic subject matter to be taught.
- **Computer Skills and Experience.** Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. Relevant training/experience to effectively implement the computer instruction curricula.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to remain calm, efficient and effective in responding to medical emergencies and other stressful situations. Ability to remain calm and efficient in responding to medical emergencies, and in handling inappropriate student behavior.

Other qualifications: Previous experience working with children and adolescents desirable. Previous experience working in a public school system desirable. Ability to assist students physically as required. Ability to attend required or requested training, meetings, and professional growth activities outside of school hours (i.e. summers and after school).

PHYSICAL EFFORT AND STRESS. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to reach with hands and arms; use hands to finger, handle, or feel. The employee is occasionally required to stoop, kneel, or crouch. The employee must occasionally restrain, carry, move, lift and/or assist with lifting school-aged students. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability

to adjust focus. Employee is occasionally required to drive. Employee is regularly required to handle stressful situations and resolve conflicts.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.