

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: STUDENT ASSISTANT PLAN (SAP) COUNSELOR (Range 49)

BASIC FUNCTION:

Under the direction of an assigned Student Assistant Plan (SAP) Administrator/Coordinator provide clinical assessment, treatment and consultation to students, parents, and staff. Works under the clinical direction of the School Psychologist, and acts as a resource to school site principals as assigned. All work is performed within the limits of licensing and professional standards and adheres to California Education Code and regulations.

Under the Pupil Services Department, provide collaborative and advisory services to teachers, counselors, parents/guardian, administrators, and other personnel related to all students with behavioral or social/emotional needs that interfere with the educational process. Facilitate implementation of intervention programs, i.e., Positive Behavior Intervention and Support (PBIS) and individual and classroom positive behavior management and modification strategies and plans, alternative means of correction/suspensions, and coordinate identification and implementation of strategies to promote pro-social/emotional behavior for identified students. Develop and have knowledge of community agencies, mentoring, and other appropriate support services.

DISTINGUISHING CHARACTERISTICS:

The SAP counselor is a staff member who is professionally trained in guidance and counseling. She/he provides pupil personnel services to pupils, parents, staff and to the community. All services provided by the counselor are pupil centered. The counselor should assist both students and teachers to understand, develop and provide those human relation experiences which are involved in problems of adjustment. Counselors should provide the kinds of data about students which are necessary for developmental planning.

REPRESENTATIVE DUTIES:

Conducts clinical interviews to gather information, assess student needs, determine the appropriate need, and develop diagnostic information. *E*

Provides crisis intervention and individual counseling for students on clinical issues such as treatment and medication compliance, depression, substance abuse, etc.; leads and facilitates therapy groups with focus on clinical issues. *E*

Provides individual, group, and family therapy and social rehabilitative services. *E*

Provides case management services to emotionally disturbed students. *E*

Assists staff in the development of behavior support plans and functional behavior analyses. *E*

Student Assistant Plan (SAP) Counselor

E = Essential Duties

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Prepares reports and correspondence and maintains a variety of documentation, such as charting observed behaviors, progress reports, discharge summaries, incident reports, referral forms and other data. *E*

Attends and participates in a variety of internal and external meetings. *E*

Implements established treatment plans; observes and records student's behavior to assure effectiveness of plan. *E*

Coordinate with caseworkers, probation officers, community and support services, and appropriate referrals; works with other agencies to obtain information, coordinate services, and assists with providing training to support staff as needed. *E*

Maintains up-to-date clinical notes on all clients. *E*

Completes paperwork to support mental health billing in a timely manner. *E*

Assists in carrying out clinical research studies and multidisciplinary projects.

Maintain confidentiality of sensitive and privileged information in accordance with district, state and federal mandates and other specified legal requirements or policies. *E*

Provides consultant services to teachers, parents, administrators, and other personnel who work with students who have behavioral needs that interfere with the educational process. *E*

Assists in developing and providing support for the implementation of programs to address student in need of support services.

Develop and implement professional development in areas related to behavior including, but not limited to: knowledge of local mental health agencies and community services; data collection, systemic Positive Behavior Intervention and Support (PBIS), individual positive behavior intervention and support plans, alternate means of correction/suspension, Student Study Teams (SSTs), 504's, and other evidence-based programs.

Provides individual and group therapeutic support and services for high need students who are not receiving special education services.

Provides individual and group support in the acquisition of pro-social skills regarding tobacco, alcohol and substance abuse issues. *E*

Maintains knowledge of current laws and regulations pertaining to discipline and intervention strategies. *E*

Assists in the implementation of state and federal laws to maintain district compliance in the area of student behavior.

Conducts home visits to establish communication and positive connections between parent and/guardian and school setting around identified issues. *E*

Serves as a liaison and promote awareness, communication, provide resource assistance to and public relations between parents, community partner agencies, and other public and non-public agencies regarding behavior and other community support services. *E*

Acts as a resource and assists in development of appropriate supplementary materials and activities to meet individual needs.

Conducts interviews, risk assessments, and observations; assists crisis intervention teams, as needed.

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

California laws and regulations for mental health service and education code

Philosophy and principles of Positive Behavior Support

California and Federal regulations for behavior interventions for Special Education students

Non-violent crisis intervention techniques

IEP (Individualized Education Program) process and law

Behavioral principles and practices related to children

Community support services including mentoring, mental and physical health, and other resources that target student and families

Current laws and regulations pertaining to individuals with exceptional needs, including eligibility criteria and the identification, placement, and review process

Positive behavior intervention(s) and expertise in the area of individual behavior support plans, behavioral intervention strategies, systemic Positive Behavior Intervention and Support (PBIS), individual and classroom positive behavior management and modification, SST's, and the referral process for students who may require assessment for special education services.

District, county, state, and other alternative educational and job training programs and services for students.

Data collection, record keeping and report preparation techniques

General purposes and goals of public education

Correct English usage, punctuation, spelling, grammar and math

Interpersonal skills using tact, patience and courtesy

First aid and CPR procedures

Health and safety regulations

ABILITY TO:

Provide consultation and direct services to school district staff, students and families

Develop and coordinate outreach services programs both in the community and the district

Collect and analyze data in a variety of settings and ways

Negotiate and resolve conflicts and demonstrate strong interpersonal skills

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Establish and maintain effective working relationships with school and agency staff and families
Analyze and interpret rules, regulations, and procedures
Maintain current knowledge of program rules, regulations, requirements, and restrictions
Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious and cultural backgrounds, disabilities and sexual orientation of students, teachers, administrators, and staff
Learn and use behavioral strategies and interventions
Learn and use methodologies found to be successful for students with social emotional and behavioral/conduct challenges
Demonstrate understanding, patience and a receptive attitude toward students, staff and families
Observe and manage behavior of students according to approved procedures
Intervene physically in confrontations to restrain students; handle stress, stressful situations and emergencies in a calm, confident and effective
Monitor and evaluate student progress, including the use of progress monitoring
Work independently with little direction
Prepare and maintain detailed case records and reports
Collaborate and consult with school staff and families
Gain trust, confidence and rapport of individual students, groups and school staff
Work flexible hours and make home visits, as needed
Demonstrate leadership and organizational skills
Work and communicate effectively and proficiently with staff, students, parents/families and the public in oral and written form, utilizing a communication mode in ensuring understandable and thorough communication
Organize and manage time effectively
Manage multiple tasks
Respect confidential matters; maintain high standards of professionalism
Work both collaboratively and independently
Work at multiple sites
Operate various office and instructional equipment, including a computer or other devices and assigned software

EDUCATION AND EXPERIENCE:

Master's Degree in Psychology/Social/Behavioral Sciences, Education or related field and two (2) years' experience working with at risk youth with behavioral and social emotional challenges or in an educational setting. Experience in case management, social work, and at-risk families desirable

LICENSE & OTHER REQUIREMENTS:

One or more of the following licenses or credentials are required:

Licensed by the California State Board of Behavioral Sciences or the California Board of Psychology as a Marriage and Family Therapist (LMFT), Clinical Social Worker (LCSW), Professional Clinical Counselor (LPCC) or Clinical Psychologist (LCP) license.

Willing to become Board Certified Behavior Analyst (BCBA)

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Requires use of personal automobile, and the possession of a valid California Driver's License and proof of current and appropriate auto insurance coverage.

Valid First Aid and CPR (Cardiopulmonary Resuscitation) Certificate required.

Become Pro-Act certified, through the District, within three (3) months of employment, and maintain the certification throughout employment.

Bilingual: the ability to communicate in both English and Spanish is desired.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor offices and classrooms

Driving to District facilities, school sites and County facilities.

PHYSICAL ABILITIES:

Sit, look downward, reach up (frequently);

Stand, walk, bend, stoop, squat, push, pull, foot controls (occasionally);

Climb stairs, twist (infrequently);

Lift/carry up to 25 pounds (occasionally), may lift/carry child up to 75 pounds (infrequently);

Seeing to perform extensive reading;

Hearing & speaking (including in-person, phone and public address) (continuously);

Dexterity of hands and fingers to grasp and manipulate materials, equipment, and supplies (frequently).

Repetitive hand activities within close reach, such as files, keyboard & handwriting (frequently);

Ability to apply appropriate techniques (approved crisis intervention) to mitigate the threat of harming self or others, which may involve evading, blocking, and/or restraining.

HAZARDS:

Exposure to seasonal temperature variations, dust and wind, traffic

Use of office equipment and desk supplies