

## **Ontario-Montclair School District**

### **CLASS SPECIFICATION**

#### **Early Childhood Intervention Specialist**

##### **GENERAL PURPOSE**

Under the direction of the Program Administrator, Child Development, the Early Childhood Intervention Specialist provides assessment and identifies, designs, implements, and adapts school intervention activities for children 3 to 5 years old. This position will provide support to staff and families, participate as a member of the educational team to design, implement, and manage programs to address behavior and social emotional issues for children who are having difficulty adjusting to school. The Early Childhood Intervention Specialist will also provide training to staff, support personnel, and parents, and maintain appropriate related documentation, records and reports.

##### **DISTINGUISHING CHARACTERISTICS**

An Early Childhood Intervention Specialist is responsible for screening, planning, and organizing intervention activities and case management services. Incumbents are expected to carry out assignments requiring a high degree of professional, organizational and interpersonal knowledge, skill and sensitivity.

##### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Identifies behavior concerns and develops classroom behavior support plans.
2. Provides consultation regarding programs to teachers, parents, administrators, and other support staff; provides training, guidance, and staff development to staff, parents, and others.
3. Provides high performance, customer service-oriented work environment which supports achieving District and site objectives and service expectations.
4. Works in collaboration with multiple District, city, county and private agencies in a school-based and school linked integration model to direct and manage the delivery of services to at-risk youth and their families.
5. Assists instructional staff in identifying and addressing issues to positively impact the student; provides training, guidance and staff development to staff, parents, and others.
6. Provides screening in developmental and psycho-social areas and identified areas of concern; writes classroom behavioral support plans; develops and implements effective communication strategies and behavior support techniques related to the student's behavioral and social emotional concerns.
7. Ensures maintenance of files and records; maintains log of incoming referrals, case openings and closings and case dispositions.

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8. Performs related duties as required.

## **QUALIFICATIONS**

### **Knowledge of:**

1. Theory, principles and practices of behavioral health and clinical social work.
2. Principles, practices, methods and protocols for interdisciplinary case management.
3. Federal, state and local laws, regulations and codes regarding standards of practice for behavioral health and case management.
4. Community resources and services applicable to carrying out assigned case management and social services responsibilities.
5. Methods and techniques for screening child and family needs and making appropriate referrals.
6. Child, adolescent or developmental psychology and group dynamic theories and practices.
7. Procedures and practices for crisis intervention for families and school or community-wide disasters.

### **Ability:**

1. To understand, interpret, explain and apply program policies, procedures, guidelines and regulations.
2. To maintain accurate records; meet established time frames.
3. Establish and maintain effective relationships with those contacted in the course of work; work as part of a multi-disciplinary team; work with children that have behavioral, learning, and social emotional challenges.
4. Obtain sensitive and confidential information through personal interview.
5. Interact effectively with parents and children of diverse backgrounds and experiences. Develop and maintain appropriate relationships of trust with families to facilitate addressing family needs and protect children's interests.
6. Counsel person on difficult, sensitive and confidential matters often involving issues that are emotionally upsetting.
7. Establish and maintain case records, files, reports and other materials.
8. Communicate and collaborate effectively orally and in writing.
9. Travel to various locations; manage various assignments simultaneously.
10. Maintains job punctuality and regular attendance.

**Education, Training and Experience:**

A Bachelor’s degree in Child Development, Social Work, Psychology, Marriage and Family Therapy, and/ or a related field. Two (2) years’ experience working with children and/or adult clients in a social-work or related setting. Experience writing classroom behavioral support plans.

**Licenses; Certificates; Special Requirements:**

A valid California Class C driver’s license, a good driving record and the ability to maintain insurability under the District’s vehicle insurance policy.

Upon acceptance of the District’s offer of employment, new hires may be required to complete a baseline physical examination prior to the first day of employment.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this class, an employee is regularly required to sit; talk or hear, in person, in meetings and by telephone; use hands to finger, handle, feel or operate standard office equipment; and reach with hands and arms. The employee is frequently required to walk and stand. Specific vision abilities required by this job include close vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with administrators, faculty, parents, students, representatives of other public and private agencies and others encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee works under typical office conditions, and the noise level is usually quiet.