

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE: Behavior Intervention Counselor

REPORTS: Program Manager/Clinical Supervisor

DEPARTMENT: Special Education

CLASSIFICATION: Classified Management

FLSA: Exempt

WORK YEAR: 220

ISSUED: March 21, 2013

SALARY: Range 38A

BASIC FUNCTIONS:

Under the direction of the Behavior Intervention Program Supervisor, the Behavior Intervention Counselor provides educationally-related mental health services to District students referred for assessment and assistance through the Individualized Education Plan (IEP) team process with the goal of providing a related service to help the student benefit from their special education program.

REPRESENTATIVE DUTIES:

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principle job elements.

DISTINGUISHING CHARACTERISTICS:

The Behavior Intervention Counselor provides social-emotional supports, individual and group counseling to support students in grades K-12 who are qualified for special education supports and services. The Behavior Intervention Counselor will screen and assess students and develops therapy goals and objectives for implementation through an IEP and in accordance with the Individuals with Disability Act (IDEA).

E = ESSENTIAL FUNCTIONS:

MINIMUM REQUIREMENTS:

1. Conducts individual student assessments that include selecting, administering, scoring, and interpreting tests and other tools and methods designed to measure a student's attitudes, abilities, aptitudes, mental, emotional, and behavioral concerns for the purpose of establishing counseling goals and objectives for students to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed rational decisions. **(E)**
2. Provides individual and group counseling interventions as outlined in the students' IEP; completes required documentation for students and provides regular progress monitoring and reporting of progress on therapy goals. **(E)**

3. Works as a team member and participates in IEP meetings and other school based activities to support students' social and emotional well being in order to foster students' success in school. **(E)**
4. Participates as a member of the District's crisis response team and provides crisis prevention training and counseling on an as needed basis. **(E)**
5. Consistently and routinely updates case files for students utilizing school information systems and other computer based data files.
6. 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 counseling services to students identified for special education and their families; refers students to other public/private community agencies as appropriate.
7. Performs related duties as assigned by supervisor.

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:

A Master's degree in social work, psychology, counseling, and guidance or related field. At minimum, experience working with behavioral health programs as a Board of Behavioral Sciences (BBS) trainee or student practicum intern.

Valid California Board of Behavioral Sciences Examiners (BBSE), Marriage and Family Therapist Intern (MFT Intern) license, or Associate Clinical Social Worker (ACSW).

Licensed Clinical Social Worker (LCSW) or licensed Marriage and Family Therapist (MFT) by California Board of Behavioral Sciences preferred.

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.

KNOWLEDGE OF:

- Theory, principles and practices of behavioral health.
- Counseling techniques used to meet the needs of a diverse student population.
- Federal, state and local laws, regulations and codes regarding standards of practice for behavioral health, case management and related services.
- Community resources and services applicable to carrying out assigned case management and social services responsibilities.
- Child, adolescent or developmental psychology and group dynamic theories and practices.

ABILITY TO:

- Identify the behavioral, social and emotional needs of students grades K-12.
- Maintain accurate records; meet established time frames.
- Establish and maintain effective relationships with those contacted in the course of work.
- Obtain sensitive and confidential information through personal interviews.
- Interact effectively with parents and children of diverse backgrounds and experiences.
- Counsel on difficult, sensitive and confidential matters often involving issues that are emotionally upsetting.
- Establish and maintain case records, files, reports and other materials and meet specific timelines.
- Communicate effectively orally and in writing.

WORKING CONDITIONS:

ENVIRONMENT:

- District office environment and school sites.
- Demanding timelines.
- Subject to driving to a variety of locations to conduct work during day and evening hours.
- Subject to frequent interruptions and extensive contact with students, staff, parents and the public.
- Indoor and outdoor environment.

PHYSICAL DEMANDS:

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records.
- Reaching overhead, above the shoulders, and horizontally.
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties.
- Hearing and speaking to exchange information in person and on the telephone.
- Visual ability to read, and to prepare/process documents and to monitor various services and personnel.
- Sitting for extended periods.
- Standing for extended periods.
- Walking over rough or uneven surfaces.
- Climbing, occasional use of stepladders.
- Physical activity may be required, which could include moderate lifting.

HAZARDS:

- Extended viewing of computer monitor.
- Working around and with office equipment having moving parts.

FUNDING:

Continuity of this position is based on continued availability of funding.

I have read the above position description and fully understand the requirements set forth therein. I hereby accept the position of Behavior Intervention Counselor and agree to abide by the requirements and duties set forth. I will perform all duties and responsibilities to the best of my ability.

(Signature of Employee)

(Date)

In compliance with the Americans with Disabilities Act, the Chino Valley Unified School District will provide reasonable accommodations to qualified individuals with disabilities, and encourage both prospective and current employees to discuss potential accommodations with the Division of Human Resources.

Board approved: March 21, 2013