

ELK GROVE UNIFIED SCHOOL DISTRICT

CLASS TITLE: PREVENTION AND INTERVENTION SPECIALIST

BASIC FUNCTION:

Under the direction of the site administrator and Associate Superintendent, assess and define problems children may be experiencing with school performance and attendance, family interactions, social problems and school-community relations which interfere with the student's ability and potential to obtain a satisfactory education; consult and assist parents, teachers and others concerned with the child's performance and progress; provide guidance in planning the appropriate strategies for solving problems; assure services are provided according to the developed plan.

ESSENTIAL FUNCTIONS:

Provide support for students with social, emotional, or academic needs with a deliberate focus on students at/or below the 25th percentile in their academic progress.

Recommend alternative approaches or strategies to help individuals or groups of students reach goals and objectives established for improvement.

Establish with the child and the family an atmosphere where personal, interpersonal and intra-familial concerns may be openly shared and discussed.

Serve as a catalyst to generate, enhance, and facilitate the problem-solving process as it affects individuals, groups, schools, and community.

Serve as an intercessor for students and their families in dealing with community agencies and institutions and with the school system; serve as an intercessor for the school system in dealing with community agencies and institutions.

Administer and score academic or interim assessments to gain more insight to individual's needs.

Conduct interviews to assist individuals or families to gain insight into personal problems, define goals, and plan action that reflects interests, abilities, and needs.

Evaluate data to identify causes of problems of individuals to assist with building a plan of action for improvement or to determine advisability of referral to other specialists or institutions.

Provide consultative support as a subject expert to teachers, administrators, and parents regarding mental health or behavioral issues, understanding cultures, and substance abuse.

Provide information and support to teachers and administrators regarding classroom environment and school climate responsive to needs of students.

Conduct conflict mediation groups to enhance student communication skills.

Provide support in crisis situations.

Participate in school meetings related to discussion and planning for improvement of individual students' needs.

Develop and present parent/student workshops for low achieving students.

Prepare and teach curriculum units as appropriate.

Perform related duties as assigned.

DEMONSTRATED KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Effective personal and academic support techniques and strategies.

Laws regarding minors and child abuse reporting.

Applicable sections of the State Education Code and other applicable laws, rules, and regulations as needed Normal and abnormal child behavior and development process.

Behavior modification techniques and strategies.

Student assistance programs.

Community referral resources.

Diverse academic, socioeconomic, cultural disability, and ethnic backgrounds of District students.

Interpersonal skills using tact, patience, and courtesy.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Record keeping techniques.

Oral and written communication skills.

Public speaking techniques.

ABILITY TO:

Provide a variety of guidance services to students and families.

Make referrals to other community resources, support groups, and social service agencies as appropriate.

Plan, prepare, and conduct individual and group discussion sessions.

Read, interpret, apply, and explain rules, regulations, requirements, and restrictions.

Set limits and personal boundaries for students.

Assist with curriculum and academic improvement.

Complete work with many interruptions.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work confidentially with discretion.

Maintain records and prepare various reports, including confidential materials.

Establish and maintain cooperative and effective working relationships with others.

Maintain consistent, punctual and regular attendance.

Sit or stand for extended periods of time.

Walk around campus when appropriate.

Exchange information with others.

Monitor student behaviors with regularity and in a timely manner.

Operate office equipment including a computer and assigned software.

EDUCATION AND EXPERIENCE REQUIRED:

Any combination equivalent to: Bachelor’s degree in psychology, social work, or related fields; sufficient experience in classroom/teaching to demonstrate knowledge and abilities listed above.

LICENSES AND OTHER REQUIREMENTS:

Valid Pupil Personnel Services Credential or eligibility for credential; or Administrative Services Credential; and other credentials applicable to assigned duties; valid Class C driver’s license.

WORKING CONDITIONS:

Office environment organized for individual and small group discussions
Classroom environment during observations for data collection
Occasional home visits to meet with families of students
Interruptions and sometimes crisis situations
Work year consisting of 200 workdays with flexibility in workday hours

HAZARDS:

Possible contact with hostile or abusive individuals with unpredictable behaviors, both students and adults