



Social & Emotional (SET) Therapist

Department: Program – Social & Emotional

Job Status: Full-Time (Part-Time at 25 – 29 hours will also be considered)

FLSA Status: Exempt

Reports To: Director of Student & Family Support

Travel Required: Home visits, Feeder Schools

Positions Supervised: Graduate level interns (dependent upon licensure status)

Work Schedule: August through June, following school calendar
M-F 8:00 a.m. – 5:00 p.m. with 1 hour for lunch (As an exempt employee, one can reasonably expect to work more than the core hours stated). Hours may include facilitation or assistance with parent education opportunities from 5:30 p.m. – 7:00 p.m. during the school year.

MISSION STATEMENT

To provide an exemplary early childhood program to instill and foster the social, emotional, physical, intellectual, and spiritual growth of economically at-risk children and their families.

POSITION SUMMARY

Execute comprehensive social and emotional program, including therapeutic services, in order to effect positive student development in a manner that is consistent with the mission and goals of the center.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statements

Planning and Development - In collaboration with the Director of Student & Family Support

- Participate in the planning and implementation of social and emotional program, including therapeutic services, to Small Steps students and families
- Seek ways to appropriately evaluate effectiveness of program and implement a system to monitor progress of students' social and emotional development
- Track appropriate metrics as assigned by the Director of Student & Family Support for grants
- Supervise and evaluate graduate level interns (dependent upon licensure status) to guide clinical treatment plans and intervention provided to students throughout the school year

Training and Collaborative Partnerships

- Provide training for teachers, volunteers, parents, and therapist/social work interns on social and emotional program
- Abide by and monitor HIPAA compliance to protect confidentiality of mental health records as an organization with Protected Health Information

- Cultivate and partner with community resources providing mental health and family support, and maintain an updated community resource directory
- Seek out training & consultation from other mental health professionals and licensing boards, as needed
- Adhere to ethical practice guidelines identified by national and state licensing agencies (e.g. Texas Department of Family Services)

Student Services

- Collaborate and meet regularly in a multidisciplinary approach which includes parents, teachers, therapists, administration, and other professionals to identify children with social, emotional, behavioral, and developmental needs
- Coordinate testing of children, including clinical and psychological measures, with assistance of the Director of Student & Family Support
- Create accommodation plans for all students receiving services considered to meet the criteria required for an Individualized Education Plan (IEP)
- Provide therapy, including group and individual, to children with developmental delays, behavioral issues or other identified areas of need
- Assist in students' transition to the center and to new schools
- Coordinate, schedule, and facilitate therapy services, including weekly therapy appointments, regular case consultation and Play Therapy Seminar in conjunction with school schedule, administrative, and student appointments
- Identify and refer students to community organizations as needed to address developmental, educational, and health needs

Family Services

- Provide modeling and training to parents on intervention strategies used at the center
- Partner with families to build relationships in order to help meet the social and emotional needs of the children and their primary caregivers
- Foster relationships with social service organizations or universities which complement the center's mission to address family needs
- Make referrals and provide support to parents for student neuropsychological evaluations and refer parents to outside resources for additional services (e.g. ECI, PT, OT)
- Serve as liaison between parents and community organizations, referring and assisting parents in the process
- Participate in facilitation of Triple P parent groups, as needed
- Participate in home visits, as needed

Teacher Services

- Consult with and provide support to classroom teachers on student social and emotional management strategies and assist with their implementation

Other Program Support

- Participate in regularly assigned van routes transporting students to and from school
- Supervise students on field trips as needed
- Supervise playground, cafeteria, and naps, as needed
- Other duties assigned by the Director of Student & Family Support

POSITION QUALIFICATIONS

Competency Statement(s)

- Accountability - Ability to accept responsibility and account for his/her actions.
- Active Listening - Ability to actively attend to, convey, and understand the comments and questions of others.
- Coaching and Development - Ability to provide guidance and feedback to help others strengthen specific knowledge/skill areas.
- Communication, Oral - Ability to communicate effectively with others using the spoken word.
- Energetic - Ability to work at a sustained pace and produce quality work.
- Friendly - Ability to exhibit a cheerful demeanor toward others.

- Honesty / Integrity - Ability to be truthful and be seen as credible in the workplace.
- Interpersonal - Ability to get along well with a variety of personalities and individuals.
- Team Builder - Ability to convince a group of people to work toward a goal.

SKILLS & ABILITIES

Education:

Master's Degree Required, Field of Study: social work, counseling, or related field

Experience:

Experience or training in Child Centered, Non-Directive Play Therapy

Experience in an educational setting

Knowledge of early childhood development, attachment disorders, trauma, grief, crisis intervention, developmental disorders, poverty and demographic populations represented within the center

Bilingual in English and Spanish preferred

2-5 years as an independent, licensed clinician (LCSW, LMFT, LPC; Supervisor credentials a plus)

Computer Skills:

Microsoft Office

Certifications & Licenses:

LCSW, LMFT or LPC (those with preliminary licensure will be considered provided that a scheduled examination date yields passing results and preliminary supervision plan is established)

Additional certifications or experience in relevant therapeutic interventions (ex: RPT, ABA, FloorTime, TFCBT, EMDR, etc.)

PHYSICAL DEMANDS

N (Not Applicable)	Activity is not applicable to this position.
O (Occasionally)	Position requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Position requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Position requires this activity more than 66% of the time (5.5+ hrs/day)

Physical Demands

Stand	F	Lift/Carry	
Walk	F	10 lbs or less	O
Sit	O	11-20 lbs	O
Reach Outward	O	21-50 lbs	O
Reach Above Shoulder	O	Push/Pull	
Speak	F	12 lbs or less	O
		13-25 lbs	O

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

I have read and understand this explanation and job description.
I can perform the essential functions of this job with or without accommodation.

Employee
Signature: _____ Date: _____

Supervisor
Signature: _____ Date: _____

The company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the company reserves the right to change this job description and/or assign tasks for the employee to perform, as the company may deem appropriate.