



small steps nurturing center

## Social & Emotional (SET) Interventionist

**Department:** Program – Social & Emotional

**Job Status:** Full-Time

**FLSA Status:** Non-Exempt

**Reports To:** Director of Student & Family Support

**Travel Required:** Between campuses as needed, Home visits

**Positions Supervised:** None

**Work Schedule:** August through June, following school calendar

M-F 7:45 a.m. – 4:15 p.m. with 30 minutes for lunch. Hours may include facilitation or assistance with parent education opportunities from 5:30 p.m. – 7:00 p.m. during the school year.

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### 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 support program in the classrooms to support student and staff development in a manner that is consistent with the mission and goals of the center.

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### 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*

- Participate in the implementation of social and emotional program to Small Steps students and families
- Track appropriate metrics as assigned by the Director of Student & Family Support for grants

##### *Training and Collaborative Partnerships*

- Provide training for teachers, volunteers, parents, and therapist/interns to facilitate a foundational understanding of SET for Life, intervention strategies, and educational and/or mental health diagnoses impacting Small Steps Nurturing Center students
- Abide by and monitor HIPAA compliance to protect confidentiality of mental health records as an organization with Protected Health Information

##### *Student Services*

- Work with teachers, parents, therapists, administration and other professionals to identify children with social, emotional, behavioral, and developmental needs
- Assess the challenges a student faces when functioning in daily activities in the classroom and develop appropriate intervention plans
- Create accommodation plans for all students receiving services considered to meet the criteria required for an Individualized Education Plan (IEP)
- Develop goals for students demonstrating challenging behaviors, monitor the students, assess progress and adjust if necessary
- Work with students and teachers to eliminate or replace disruptive, harmful or negative behaviors with positive actions
- Participate in team assessment meetings by providing support, data, insight, and communication of intervention plans as needed
- Organize and prepare weekly schedule to meet the needs of individual students with flexibility to assist with unexpected, acute behavioral issues.
- Seek out and engage in on-going professional development to maintain high level of skill and knowledge of current research and practices related to presenting issues of children

### *Family Services*

- Assist with modeling and training to parents on social and emotional program
- Partner with families to build relationships in order to help meet the social and emotional needs of the children and their primary caregivers
- Participate in the implementation of parent education opportunities
- 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)
- Participate in home visits, as needed
- Assist with communication of intervention plans to families

### *Teacher Services*

- Assist with training teachers on social and emotional program and intervention techniques during teacher in-services and throughout the school year
- Consult with teachers on SET program implementation and behavioral management strategies
- Provide support, and ongoing SET training to teachers to help with implementation of SET for Life as a philosophy within the Small Steps community
- Provide consistent communication to teachers, support staff, administration and parents regarding interventions that are being implemented
- Ensure all classrooms are set up in a manner that reflect the principles of SET for Life and developmentally appropriate guidelines for children
- Maintain the SET for Life Scope and Sequence and update as needed
- Identify teachers needing additional support with SET language classroom management, and difficult behaviors and provide ongoing support in those areas

### *Other Program Support*

- Participate in regularly assigned carpool duties
- Supervise and facilitate play outside on playground and support for students during naps, as needed
- Lead volunteer trainings to facilitate a foundational understanding of SET for Life and intervention strategies for volunteers within the center
- Track appropriate metrics as assigned by the Director of Student & Family Support for grants
- 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:**

High School Diploma

### **Experience:**

Experience or training in special education and needs of students with educational and mental health diagnoses

Experience or training in social & emotional programs

Experience in Applied Behavioral Analysis or other behavioral interventions preferred

3-5 years of experience in an early childhood educational setting

Bilingual in English and Spanish preferred

Ability to communicate effectively and professionally using clinical language

Knowledge of trauma, poverty, and demographic represented within the center

### **Computer Skills:**

Microsoft Office

**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
Walk	F
Sit	O
Reach Outward	O
Reach Above Shoulder	O
Speak	F

**Lift/Carry**

10 lbs or less	O
11-20 lbs	O
21-50 lbs	O

**Push/Pull**

12 lbs or less	O
13-25 lbs	O

**WORK ENVIRONMENT**

The work environment characteristics describes 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.

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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.