

PLANO INDEPENDENT SCHOOL DISTRICT
Job Description

Job Title:	INSPIRE Program Special Ed Counselor	Wage/Hour Status:	Exempt
Reports To:	Special Education Coordinator/Director	Pay Range:	840
Dept./School:	INSPIRE Program Special Education	Date Revised:	05/08/2020

Primary Purpose:

Plan and provide counseling services to special education students who demonstrate an educational need. Evaluate students and provide therapeutic interventions to eliminate or reduce problems or impairments that interfere with student's ability to derive benefit from the educational program. Support crisis prevention, response, and postvention for INSPIRE program students and staff. Work to connect INSPIRE program students and their families to community resources. The goal of the INSPIRE Program is to create a safe educational community where students with significant needs in the areas of social, emotional, behavioral, and academic skillsets can stabilize to the degree that they are able to reintegrate back into the broader school community.

Qualifications:

Education/Certification:

Master's Degree in social work from a Council on Social Work Education (CWSE) accredited program

Valid Texas licensure as a master social worker (LMSW) granted by the Texas State Board of Social Work Examiners - Alternatives such as Licensed Professional Counselor (LPC) may be accepted in place of LMSW if the candidate has requisite training and/or experience to fill both counseling and social work duties

Special Knowledge/Skills:

Knowledge of the needs of students who have emotional/physical disabilities, including general knowledge of curriculum and instructional adaptations necessary to meet those needs

Knowledge of childhood and adolescent development, mental health, emotional disturbances, human behavior, substance use and abuse, counseling strategies and techniques, and cognitive development

Individual and group counseling skills

Ability to work as part of a multi-disciplinary service team

Knowledge of prevention and intervention strategies, including behavior management

Strong consultation skills for collaborating with teachers, other school staff, parents, and outside agencies/providers

Experience:

Practicum fieldwork and/or internship in a school setting (preferred)

Practicum fieldwork and/or internship in counseling or social work supervised by a licensed professional

Experience working with children or adolescents in a mental health setting (preferred)

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Experience with cognitive-behavior therapy and mindfulness

Experience with principles of trauma informed care

Major Responsibilities and Duties:

Assume responsibility for the organization and operation of work within the area of supporting students and staff working with special education students following federal program guidelines as directed by the district and as specified in 34 Code of Federal Regulations §300.208 (a)(1)

Support students that have severe educational, emotional, social, and behavioral needs

Conduct individual and group counseling services

Deliver push-in service to promote generalization of social, coping, and problem-solving skill/strategies

Collaborate with classroom teachers to deliver class-wide social skills instruction

Coordinate and integrate school and community resources and refer school staff and parents to community resources when appropriate

Crisis Intervention

Assess seriousness of student threat to self or others and intervene according to the Student Safety Plan, INSPIRE Program crisis protocols, and the district's emergency notification plan

Respond quickly and appropriately in crisis situations

When appropriate, consult with school professionals, parents, and outside agencies in developing crisis intervention plans for students

Directly counsel with students in crisis when necessary and appropriate

Coaching students before and during crisis to promote utilization of healthy coping strategies

Coaching staff during crisis to support utilization of de-escalation strategies

Provide appropriate follow-up to students who have been in crisis

Obtain and maintain Crisis Prevention Institute (CPI) Texas Behavior Support Initiative (TBSI) training and participate as a member of the program Core Team

Participate in after school debriefing as postvention for any program crisis events

Participate in the ARD process to determine appropriate counseling supports, interpretation of assessment data, placement, and goal setting for students in the INSPIRE Program

Evaluation

Conduct counseling evaluations in a thorough and timely manner

Prepare thorough and understandable evaluation reports and counseling IEPs

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Communicate results of evaluation to ARD/IEP Committee members in an effective manner

Consultation with Professionals

Consult with INSPIRE program staff concerning the student’s counseling goals and objectives, and amount and method of delivery of services, including outside agencies when necessary

Collaborate with program staff and other program related services providers to develop IEP’s, behavior intervention plans, Student Safety Plans, and support implementation of evidence-based social, emotional, and behavior interventions

Provide consultation to teachers, administrators, parents, and school staff concerning academic, emotional, social, and behavioral needs of student

Collaborate with outside agencies and outside services providers to support the student and family needs

Collaborate with program and campus staff/related service providers to support students entering the program and reintegrating to their sending campus

Professional Growth and Development

Attend and actively contribute to team meetings

Attend INSPIRE Program, Special Education Counseling, and Social Work staff development and professional continuing education trainings to improve skills

Be willing to share new knowledge gained from conferences and one’s area of expertise with program staff

Family Consultation and Counseling

Provide counseling services to a variety of different students in different environments

Provide referral options to student’s parents upon request

Provide consultation to parents concerning academic, social, emotional, and behavioral needs of student

Work with parents to increase their knowledge and use of available school and community resources

Collaborate with the In-Home Parent Trainer in making home visits and parent training/support groups as needed to support student progress

Perform casework service with parents to increase parents’ understanding of their constructive participation their child’s education as well as in resolving their child’s behavior struggles

Relations with Administrative and Supervisory Staff

When appropriate, seek guidance from special education administrators and supervisors regarding matters involving their areas of authority, knowledge, or expertise

Accept feedback, suggestions, and directives from special education administrators and supervisors in a cooperative and constructive manner

Attempt to work cooperatively and constructively with the program and home campus staff

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In communicating with administrators and supervisors, assert professional opinion in a manner that conveys respect of others' opinions and professions

Preparation and Planning

Maintain appropriate, data driven professional records

Use time effectively and perform required responsibilities as scheduled

Submit assessment, forms, and data requested by Special Education in a timely manner

Standard for Behavior/ Professional Conduct

Follow ethical guidelines of licensing entity when providing counseling services to a variety of students in different environments

Follow the policies and procedures outlined by TEA for the provision of Special Education Counseling services

Proceed in a professional manner when resolving conflicts that may be perceived to occur between TEA policies, local guidelines, and the ethical guidelines for Special Education Counselor

Protect the student's right of confidentiality and limit information to other professionals working with the student

Follow attendance policy as assigned by supervisor

Follow rules, regulations, and policies of Plano ISD and follow directives from supervisor

Perform other functions that may be assigned by the Administration and/or supervisor

Working Conditions:

Mental Demands:

Ability to communicate effectively (verbal and written); maintain emotional control under stress and in crisis situations

Physical Demands/Environmental Factors:

Occasional district wide travel; occasional prolonged and irregular hours; frequent standing, stooping, bending, kneeling, pushing, and pulling; work with frequent interruptions; use of computer and repetitive hand motions; lifting up to 50 pounds; willing and able to restrain/hold/transport and utilize quick body movements as indicated in the Behavior Intervention Plan or district/program crisis protocols in the course of working with children with challenging behavior

Acknowledgement:

Any work related experience or additional education/training resulting in acceptable proficiency levels in the above required knowledge, skills, and abilities may be an acceptable substitute for the above specified education and experience requirements at the sole discretion of District Administration.

Approved By: _____ W. Noel McBee, _____ Compensation Coordinator _____ Date: 05/08/2020

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The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties, and skills that may be required. District administration and/or my supervisor has the right to add or change duties at any time. This job description supersedes all prior job descriptions for this position as well as rescinding all past and present job descriptions that do not reflect the current requirements of this position.

My signature below indicates I understand and acknowledge my job description.

Employee Signature: _____ **Date:** _____