



RIALTO UNIFIED SCHOOL DISTRICT CLASSIFIED MANAGEMENT

THERAPEUTIC BEHAVIORAL STRATEGIST

DEFINITION:

Under the guidance of the Lead Special Services Agent, provides supports to students who are experiencing behavioral health challenges, that interfere with the academic achievement and educational experience of students. The Therapeutic Behavioral Strategist will participate on the student's interdisciplinary Social Emotional Treatment Team, collaborate on the implementation of evidenced based strategies, and teach adaptive skills to increase functioning and reduce or extinguish interfering behaviors. The Therapeutic Behavioral Strategist will provide comprehensive behavioral support services to students, school staff, and parents, to address related challenges that limit a student from receiving full benefit from their educational experience. The Therapeutic Behavioral Strategist will manage a caseload assigned by the Lead Student Services Agent, provide direct behavior intervention services, and linkage to tiered level support.

ESSENTIAL DUTIES:

- Facilitate social emotional learning and psycho-education classroom workshops.
- Facilitate and train students in conducting Synergies.
- Develop District wide enrichment and universal school programs based on the social emotional learning format.
- Participate in Treatment Team Meetings to discuss and monitor student mental health progress.
- Participate in regular meetings for caseload risk management and clinical consultation.
- Modeling and demonstrating to teachers, staff, and administrators behavior intervention strategies within the classroom setting.
- Collaborate with teaching staff and administrators on developing and implementing behavior intervention plans.
- Follow and implement comprehensive behavior support treatment plans under the guidance of a Licensed Mental Health Clinician.
- Possess a working knowledge of evidenced based practices for individual and group behavioral intervention strategies.
- Knowledge and understanding on how to support schools engaged in Positive Behavior Intervention Support (PBIS) and Restorative Justice.
- Work as a liaison between school and family through efforts such as but not limited to Parent Workshops, and social emotional educational family trainings.
- Review student treatment plans and provide adequate feedback on challenges, barriers, and successes to effectively track student progress.
- Gather and interpret data for the purpose of treatment planning.
- Conduct short-term in-home services as applicable to support student success in the school setting.
- Provide related trainings, presentations, and workshops for school staff.
- Maintain appropriate caseload documentation and records.
- Assist in the writing of behavior IEP goals and objectives.

- Ongoing monitoring of behavior plans.
- Develop and implement Prevention and Early Intervention Strategies (PEI).
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Individual behavioral intervention strategies, psycho-education groups, writing behavioral treatment plan goals.
- Knowledge of Prevention and Early Intervention (PEI), and how to facilitate services.
- Trained in or have knowledge of Therapeutic Behavioral Services (TBS).
- Knowledge and understanding of mental health related risk management, cultural diversity, and crisis intervention.
- Understanding collaborative mental health support with multi-stressed families.
- Understanding of the relationships between student behavior and methods of instruction.
- Understanding of behavior management systems; positive behavior intervention and support.

ABILITY TO:

Communicate and interact effectively with stakeholders: students, teachers, parents, colleagues, and community leaders. Maintain all written documentation, including mental health rehabilitation billing. Utilize instructional technology tools and materials.

EXPERIENCE AND EDUCATION:

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Verification of a Master's Degree from an accredited university (In the Behavioral Sciences preferred or similar field) and four years of paid experience in a position working with children with behavioral challenges.

OR

Verification of a Bachelor's Degree from an accredited university (In the Behavioral Sciences preferred or similar field) six years of experience working with children experiencing behavioral challenges.

LICENSES, CERTIFICATIONS AND OTHER REQUIREMENTS:

- A first Aid certificate and a CPR certificate issued by the American Red Cross or American Heart Association is required at time of employment and must be kept current as a condition of continued employment.
- Possession of a valid California Motor Vehicle Operator's License.
- Insurability by the District's liability insurance carrier may be required.

WORKING CONDITIONS:

PHYSICAL ELEMENTS:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Will frequently exert 10 to 50 pounds of force to lift, carry, push, pull or otherwise move objects
- Will sit, but may run, walk or stand for periods of time; will be required to bend, stoop, crouch, kneel, reach above shoulder level and/or to ascend/descend a step stool or step ladder
- Must possess the ability to hear and perceive the nature of sound
- Must possess visual acuity and depth perception
- Must be capable of providing written and oral information, both in person and over the telephone
- Must possess the manual dexterity to operate business-related equipment and to handle and work with various objects and materials
- Must be able to drive to and work at multiple sites on a daily basis

Revision Date: 3/28/2019

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RIALTO UNIFIED SCHOOL DISTRICT IS A “DRUG and TOBACCO-FREE WORKPLACE”**