



Therapeutic Intervention Coach - SPED

BASIC FUNCTION

The **Therapeutic Intervention Coach - SPED** works with students exclusively in a SPED environment who have emotional and behavioral disabilities as well as students with intellectual disabilities from grade K through 12. The position is responsible for providing individual and small group behavior intervention, both verbal and physical, and at times may be dysregulated. Serve as the primary person in situations that require physical intervention with students of all ages taking place regularly throughout the day. Must be able to collect and chart behavioral and academic data, complete written incident reports, and provide support to teachers regarding student management issues, behavioral problems and academic tracking.

The position works directly with individuals who demonstrate high-risk behaviors. They serve as the primary person in situations that require physical intervention with students. Individuals in this position must be able to carry out the physical demands of dynamic high-level holding positions and have the ability to adapt both verbal, nonverbal and haptic communication to facilitated de-escalation and the care, welfare, safety and security of PPS students and staff following all district policies and procedures.

Team members are trained in standard non-violent crisis intervention (NCI), as well as Advance and Applied Physical skills. This provides the additional problem-solving matrices around physical intervention principles as well as a firm grounding in the program philosophy that is critical to the emotional, physical and mental well-being of all.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Work closely with the Student Management Specialist and Special Education teachers to support therapeutic and academic interventions to better meet students' needs.
- Staff and maintain various types of rooms designed to refocus student behavior. Examples include a sensory center room, which provides sensory stimulating structures and activities that assist in refocusing student behavior. May staff and maintain a de-escalation room, where physical intervention is required on a regular and frequent basis throughout the day.
- Work with referred students (i.e. defined case load) and their teachers for the purpose of coaching and physically intervening to modify inappropriate behavior. Apply physical intervention principles when responding to physical risk behaviors while evaluating whether the chosen response is safe, effective, acceptable and transferrable.
- Executes defined coaching and physical intervention process to support routine and spontaneous breaks for defined student case load that assist in the re-integration of students into the educational setting.

- Problem solves with teachers and Therapeutic Intervention Coaching team to create alternative behavior.
- Assist in the re-integration of students into the educational setting.
- Assist in developing programs and/or activities to promote positive student behavior, as well as intervention strategies.
- Work with referred students and their teacher for the purpose of modifying inappropriate behavior. Apply physical intervention principles when responding to physical risk behaviors while evaluating whether the chosen response is safe, effective, acceptable and transferrable.
- May have some contact with parents of students regarding transportation; parent contact primarily happens through teacher with coach input.
- Responsible for all electronic behavior data collection that support IEP progress tracking. Completes and mails out incident reports and summarizes for classroom teams and administration Responsible for all behavior data collection, writing, mailing out incident reports and summarizes for classroom teams and administration.
- Responsible for creating, implementing and monitoring individual contracts and safety plans in collaboration with the Student Climate Specialist, administration, Counselor, Qualified Mental Health Professional (QMHP), and Special Education personnel.
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community.
- Perform other related duties as assigned by the principal.

KNOWLEDGE AND ABILITIES

- Knowledge and demonstrated competency in utilization of therapeutic approach in the de-escalation continuum (escalation, de-escalation, establish therapeutic rapport).
- Ability to communicate effectively with others.
- Ability to interact with difficult students in a positive manner.
- Ability to collect and summarize data clearly and concisely in written form.
- Ability to work with QMHP and teachers to form interventions based on behavioral data.
- Ability to remain professional and not personalize threatening behavior by students (verbal and physical).
- Ability to complete NCI training, and carry out NCI therapeutic interventions, obtain first aid certification.

EDUCATION AND EXPERIENCE

- Two (2) years, full-time, college coursework to meet the ESSA requirements (official transcripts must be provided prior to hire), OR completion of the Para Professionals exam with passing score upon recommendation for hire.
- A combination of at least three (3) years work, education, training or experience in a special education school, classrooms, or similar mental health program; and has the competency necessary to contribute empathetic insight individually and as a member of a collaborative team, may substitute for the above requirements.
- Demonstrated experience and competence in working successfully as a team member with professional staff; excellent organizational skills, as well as oral and written communication skills.
- Bachelor’s degree is preferred.
- Training or experience in therapeutic intervention is preferred.

Special Requirements:

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver’s license.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an elementary, middle, K-8, Alternative and/or High School campus environment with extensive student, parent and public contact and frequent interruptions.

Hazards: Potential conflict and physically confrontational situations. Employees may be subject to exposure to bodily fluids and blood.

Physical Demands: Requires the ability to restrain students using intervention methods on a regular basis, multiple times daily, students may weigh from 35 to 100+ pounds. Requires the ability to lift, carry, push and pull up to 50 lbs. Requires continuous reaching, bending, crouching, twisting, kneeling, and repetitive use of arms, hands, wrists, and legs. Physical endurance is strongly encouraged.

FLSA: Non-Exempt
 Bargaining Unit: PFSP
 Salary Grade: Appendix C (TIC)

Approval Date:
 Revised Date: August 10, 2022

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Board of Education Policy 1.80.020-P