



Comprehensive Therapy Center

Helping children walk, talk, learn and play

Job Description

School Social Worker

Job Summary

The goal of the School Social Worker is to reduce obstacles (systemic or individual) that impede students' ability to learn in the school environment. A primary objective of the School Social Worker is to support/promote positive and healthy skills that enable children to form age-appropriate relationships, effectively manage emotions/behaviors and learn at the academic pace of which they are capable. Through the use of assessment, counseling, consultation, and coordination of services, School Social Workers provide unique services to students, parents, staff, and the community. Their training prepares them to assume leadership and crisis intervention roles that assist all in the learning community. School Social Workers provide crisis intervention, counseling, and ongoing supports that enhance the social-emotional skills of students who struggle in the school environment.

Schedule

- 24 hours/week with growth potential
- Flexible schedule

Pay & Benefits

- \$28 - \$32 /hr
- Healthcare
- Retirement match up to 3%
- Two weeks PTO
- Flex spending account

Equal Opportunity

Comprehensive Therapy Center is committed to equal opportunity for clients, employees, and volunteers without regard to race, color, age, gender identity, socio-economic status, national origin, marital status, religion, sexual orientation, or disability.

Job Functions

1. Assessment
 - a. Assessments are determined by individual student needs after completion of documented pre-referral interventions for a period of 45 school days. (Once a signed consent is received, the evaluation must be completed within 30 school days.)
 - b. Evaluation is comprehensive for/based on the needs of the individual.
 - c. Knowledge of testing materials is extensive to determine appropriate tools.
 - d. Background information is completed with an adequate interview/pre-assessment checklist.
 - e. Medical background is included to determine a differential diagnosis.



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- f. Conclusion, diagnosis, and recommendations reflect the integration of all aspects of the evaluation within the guidelines specified to each eligible category (EI, ASD, OHI, etc.).
 - g. Assessment information is used to determine follow-up and clear objectives for social work services. Re-evaluation of student's ongoing eligibility (prior to 3-year anniversary) and goals/objectives are updated/altered as appropriate.
 - h. Communication with other professionals or team to create a multi-disciplinary plan for intervention.
 - i. Attends necessary meetings to provide information, coordinate interventions and offer guidance to others who interact with the student. During those meetings (and at all times), the SSW is courteous to staff, respects parents, and works as a member of the team.
 - j. Provides written/verbal notice of cancellation or changes in services to parents, school/agency, and CTC.
2. Paperwork
- a. Documents student's status and progress on goals (after each interview, monthly summary, and on school's report card schedule).
 - b. Assessment requests are completed (per IEPS, FBA, PBSP, ERP, etc.).
 - c. Reports are written with reader-friendly terminology and follow outlined protocol for required details, and reports are reviewed by Supervisor prior to IEP.
 - d. Invitations to meetings are completed and verified with parent/staff within the required timeframe; written notice is provided (mail, email, sent home with student) and documented attempts are noted on school's student management system (such as PowerSchool).
 - e. IEP/MET paperwork is finished on time (all areas of PLAAFP completed correctly).
 - f. Goals and objectives reflect student/client needs and are according to educational standards.
 - g. Paperwork (progress reports) are filed/sent to parents, school/agency, CTC office within specified timelines.
3. Intervention/Data collection (includes time, attendance, individual/group, subjective and objective data)
- a. Intervention matches objectives/goals as Social Workers help students to:
 - i. Receive maximum benefit from their education opportunities
 - ii. Understand themselves and others
 - iii. Improve relationships
 - iv. Build self esteem
 - v. Cope with stress/build resiliency skills
 - vi. Develop self-discipline
 - vii. Learn problem-solving skills
 - b. Intervention is age and disability appropriate.
 - c. Intervention style provides clear expectations, feedback and reinforcement.
 - d. Lesson plans reflect knowledge of a variety of techniques.
 - e. Plans are flexible to meet the student's needs for that day.
4. In-service



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- a. Attends meetings and in-services as required.
 - b. Consultation is provided to staff, teachers, and parents regarding student's relationships, social/emotional functioning and success/barriers in school.
 - c. Helps communities to understand school policies, programs, and practices; mitigates environmental factors that inhibit learning; and develops resources that adequately meet the needs of students and families.
 - d. Paperwork, assessment, progress notes, and available programs are explained and shared with parents, teachers, and staff.
 - e. In-service for new/research-based information related to the student's disability is provided in a timely manner to all members of the MET/IEP team.
 - f. Help schools to understand factors that affect student's abilities to make maximum use of their school experience and to utilize resources to meet those needs.
 - g. Help parents actively and effectively participate in their children's education and to utilize school and community resources effectively.
5. Maintains client confidentiality, following Social Work Ethics Code and federal/state laws regarding privacy. (Exception to confidentiality is a threat by student against self or another, in which case social worker will notify — verbally and in writing — parents and staff, and assist in obtaining an appropriate referral.)
 6. Follows all compliance requirements and organizational policies and procedures.
 7. Attend staff meetings and trainings.
 8. Work with other departments (such as operations, marketing & development, programs, etc.) to help CTC stay at the cutting edge of whole-child centered, play-based therapy.

Qualifications

1. L.L.M.S.W. or L.M.S.W. and school social work certification
2. Must be able to drive to and from sites where services are provided
3. Must be able to sit in chairs for elementary students while providing services

To apply, submit a cover letter and resume to Ellen Sawyer at esawyer@therapycenter.org.