

Connection's Academy East (CAE) Therapist Job Description

Job Title: Doctoral Intern

Hours: 40 hours per week

Reports To: Director of Clinical Training
and the Administrative Team

Salary: \$23,000

Qualifications:

- 1. Education:** Interns will have completed all components of their doctoral training, aside from their dissertation, that are required by their academic program in order to qualify to go on Internship.
- 2. Certification:** None required.
- 3. Special Knowledge/ Skills:**
 - a. Excellent communication, organizational, time management and interpersonal skills.
 - b. Ability to collaborate with a multi-disciplinary team.
 - c. Ability to perform therapeutic duties: individual, group, family therapy, crisis management, and psychological assessments.
- 4. Experience (preferred, not required):**
 - a. Working with high-risk children and adolescents, and their families.
 - b. Creating and implementing effective individual, group and family treatment plans.
 - c. Working with auxiliary community organizations and providing case management.
 - d. Conducting comprehensive psychological evaluations.

Responsibilities and duties include (but are not limited to):

- 1.** Be an integral, dynamic member of the CAE team of professionals.
- 2.** Follow all school policies, procedures and regulations.
- 3.** Maintain school's safety plan.
- 4.** Be certified in Nonviolent Crisis Prevention Intervention (CPI).
- 5.** Provide direct therapeutic services: individual, group and family counseling and crisis intervention.
- 6.** Attend 2 hours of Individual Supervision, and 1 hour of Group Supervision in a weekly basis.
- 7.** Project a positive, professional image by openly communicating, problem-solving and disseminating information, and being responsive to the needs of students, families, colleagues, administration, district personnel, and community agencies.
- 8.** Strive to improve leadership skills through self-initiated professional growth and development activities by utilizing information and insights gained in professional efforts for self-improvement.
- 9.** Document and maintain availability to students in need of Nonviolent Crisis Prevention Intervention (CPI) or other behavioral interventions.
- 10.** Maintain availability to staff in need of support, assistance and consultation.
- 11.** Organize the therapy rooms to be attractive and motivational for students' success
- 12.** Assess the current levels of functioning & needs of each child on caseload.
- 13.** Develop and maintain relationships with parents/guardians of each child, (weekly phone contact, monthly family sessions, bi-annual parent/teacher conferences).
- 14.** Develop and maintain relationships with all collateral contacts – outside therapists, psychiatrists, caseworkers, probation officers and agencies (monthly contact, at minimum).
- 15.** Provide community referrals and help to coordinate services.
- 16.** Develop, implement and frequently review IEP's and Behavior Management Plans (BIP) for students, and attend Functional Behavior Analysis (FBA) meetings for all students on individual therapy caseload and in groups.

- 17.** Participate in all Peer Mediations for students on caseload.
- 18.** Maintain records for each student on caseload, including: IEP; documentation of ongoing evaluation of students' progress towards their IEP goals & objectives; related services schedules; weekly casenotes of therapy sessions, phone contacts and meetings with parents and collateral contacts; important emergency and medical information to ensure the students safety, etc.
- 19.** Maintain Colorchart documentation of individual, group, family, community contact and consultation minutes to verify that all IEP related Services minutes are being met for all students on caseload.
- 20.** Conduct a detailed assessment interview and father data for a psychosocial history and mental status exam.
- 21.** Obtain historical information from collateral sources and integrate it with student self-reported data.
- 22.** Integrate the impact of the history of marginalized groups, including the historical impact of oppression and trauma, into professional conceptualizations, assessments, and interventions.
- 23.** Prepare a typed version of the CAE Therapeutic Summary to present at all CAE Staffings
- 24.** Coordinate development of IEP's with Teachers, stating each child's present level of performance, objectives to meet the child's needs, evaluation procedures and schedules for determining when objectives are met.
- 25.** Prepare integrated Social Developmental Histories by interviewing the primary care-giver and student for each Diagnostic Student on caseload.
- 26.** Prepare typed versions of the Social Developmental History and Therapeutic Summary to present at all Diagnostic Staffings.
- 27.** Utilize the SCERTS (Social Communication, Emotional Regulation, Transactional Support) educational and therapeutic model to determine the student's developmental level and areas in need for improvement for their Autism Spectrum Disorders (ASD).
- 28.** Select and administer tests, interpret data, and write formal psychological reports for submission to the IEP team for students referred for comprehensive case study evaluations, 3-year re-evaluations, and other assessments as deemed appropriate by the treatment team. This may include IQ testing, academic achievement testing, behavioral assessment, personality assessment, and other case-specific assessment.
- 29.** For Diagnostic Students, review the following information with the Psychodiagnostician assigned to the student prior to the staffing: intellectual functioning, cognitive processing, educational achievement, adaptive behavior, social/emotional development, behavioral assessment, determination of learning processes and assessment of the student's most conducive learning environment.
- 30.** Use critical thinking skills to evaluate all sources of data gathered during testing in order to prepare an integrative report and offer feedback.
- 31.** Develop and maintain an awareness of: intellectual functioning, cognitive processing, educational achievement, adaptive behavior, social/emotional development, behavioral assessment, determination of learning processes and assessment of the student's most conducive learning environment.
- 32.** Identify potential legal and ethical issues with cases and address them with supervisor in supervision.
- 33.** Recognize and discuss ethical dilemmas and relational issues involved with them.
- 34.** Develop and submit weekly "Group Therapy Plans" to your primary supervisor.
- 35.** In coordination with BIS staff, document all "Restrictive Intervention" and CPI (therapeutic hold) incidents and contact parents to inform them of any crisis situation.

- 36.** Promptly and accurately submit all required paper work and documents.
- 37.** For transitioning students, collaborate with the regular education program, technology campus program, or job training program that they attend to support and maintain their transition.
- 38.** Act in supportive role for monthly Parent Support Groups meetings throughout the school year.
- 39.** Be prepared with materials, case updates and clinical questions to maximize supervision with primary supervisor, and consultations with auxiliary supervisors and Dr. Tayyab.
- 40.** Maintain accurate & up to date psychiatric information for each student on caseload (e.g. medication, hospitalizations).
- 41.** Find coverage for any scheduled activities that you are unable to attend, such as: staffings; group therapy; consultation with Dr. Tayyab or Functional Behavior Assessment meetings.
- 42.** Participate in all staff meetings and in-service training sessions.
- 43.** Perform any other duties as requested by the CAE Administration.