

THERAPEUTIC PRESCHOOL TEACHER

Employees in this class are involved in educational and developmental assessments, curriculum/treatment program planning and teaching activities for emotionally disturbed preschool children. These positions are located in therapeutic preschool day treatment programs. Positions serve as the teacher/therapist for emotionally disturbed preschool children from age 0-8 in a classroom setting involving pre-academic, language, social, developmental and therapeutic behavior modification needs. Employees design curriculums to meet the special clinical and academic needs of the children and carry out treatment plans. Employees utilize standardized or practical application tests to assess the children referred as part of the diagnostic/treatment team. Work includes direct teaching and/or providing supervision of activities by paraprofessional aides, student interns and other assigned employees.

I. DIFFICULTY OF WORK:

Variety and Scope - Employees are responsible for educational/developmental assessments of clients' program placement needs, designing curriculum/treatment plans, teaching in a psychoeducational setting and consulting with school teachers and parents.

Intricacy - Employees must consider and deal with the emotionally overriding complexities of the clients in a social, pre-academic/academic setting on a fairly short term basis and must maintain group stability and assure that each child is receiving age-appropriate educational experiences.

Subject Matter Complexity - Employees must be knowledgeable in developing individualized treatment goal plans in a psychoeducational setting with emotionally disturbed children addressing interpersonal, social, coping skills and educational needs.

Guidelines - Employees utilize a variety of reference materials, texts, techniques, teaching aids which are age and developmentally appropriate; also use policies, regulations, standards for the day treatment programs.

II. RESPONSIBILITY:

Nature of Instructions - Employees are assigned clients through diagnostic evaluation process and treatment team outlines general goals and needs of the clients. Policies and standards are provided in writing and verbally regarding overall agency and program changes.

Nature of Review - Employees' work is reviewed through clients' progress notes, reports, case diagnostics and staffing, periodic review of client cases by supervisor, or by class observation.

Scope of Decisions - Employees work one to one and in-groups with clients in a class size from six to sixteen. Employees determine when to change and modify treatment process/activity and to release the clients from the program for appropriate functioning back in their regular school setting. Employees coordinate with diagnostic/ treatment team.

Consequence of Decisions - Employees' work can be vital to appropriate discharge timing and the clients' successful adjustment back to their regular school setting and continued educational/emotional well being.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Employees work with clients, parents, school teachers, and other professionals and community agencies.

Nature and Purpose - Employees share information with peers and other professionals and clients' parents for mutual goal/treatment planning. Employees work with clients to change behaviors in order for them to return to a normal educational environment.

IV. OTHER WORK DEMANDS:

Work Conditions - Some emotional stress due to nature of clients and dealing with parents.

Hazards - Work is in classroom setting with emotionally disturbed preschool age children with little physical injury potential.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Thorough knowledge of the growth and development of young children. Thorough knowledge of educational programs, techniques and philosophy used in teaching preschool and/or preadolescent children, especially as related to the emotionally disturbed. Considerable knowledge of behavior modification programs and intervention techniques. Ability to organize lesson plans, educational programs and physical development activities on an individual basis. Ability to communicate and establish rapport with regular school teachers, parents, other professionals and community officials. Ability to supervise and evaluate classroom aides and student interns. Ability to adapt to and deal with interactions of a group of emotionally disturbed preschool and/or preadolescent children. Ability to maintain student progress records and reports.

Minimum Education and Experience - Graduation from a four-year college, or university with a degree in special education, early childhood education, preschool education, child development, psychology and one year of experience in teaching preschool and/or preadolescent children, preferably some of which has been with the emotionally disturbed; or graduation from a four-year college or university and three years of experience teaching preschool and/or preadolescent children, one of which must have been with emotionally disturbed, learning disabled, mentally retarded population; or an equivalent combination of education and experience.