



Tolleson Union High School District #214
Prevention\Intervention Specialist

Purpose

The job of the Prevention\Intervention Specialist will be responsible for facilitation and collaboration of current and developing student prevention and intervention programs. The Prevention\Intervention Specialist will work closely with the District Student Services Department in implementing comprehensive and developmentally appropriate prevention and intervention supports for high school students. This will include facilitation of campus PBIS teams and collaboration with site Student Intervention Teams (SIT) that address meeting students' behavioral needs; facilitating student support groups; assisting with the facilitation of in-service education programs for school staff; consulting with teachers and other staff who assist with intervention services and programs; maintaining appropriate contact with community resources, agencies, and organizations.

Qualifications

Required:

1. Bachelor's degree in counseling, social work, or related area.
2. Valid AZ Department of Public Safety (DPS) Identity Verified Print (IVP) Fingerprint Clearance Card.
3. Experience working in a secondary school setting.
4. Education and/or training in youth prevention and intervention best practices.
5. Training and experience as a support group facilitator.
6. Knowledge of individual and group activities that lead to school success.
7. Experience in conducting training, workshops, and/or classroom presentations.
8. Experience in working with youth and/or families in crisis.
9. Knowledge of dropout intervention best practices that lead to connection to the school community and student success.
10. Knowledge of community resources and appropriate referral practices.
11. Knowledge of and sensitivity to ethnic, cultural, and socioeconomic influences on the student.
12. Knowledge of the stages of adolescent growth and development.
13. Demonstrate skills in intervention, assessment, and referrals.
14. Knowledge of computer applications that will assist in tracking the activities and success of the program.
15. Experience in professional development and team leadership.

Preferred:

16. Master's degree in counseling, social work, or related area (state licensure as clinical social worker, addictions counselor or clinical counselor).
17. Bilingual in English and Spanish.

Essential Functions

1. Collaborates with District Student Services to plan, implement, and evaluate a balanced, comprehensive, and developmental prevention and intervention program including, but not limited to: PBIS, MTSS and additional researched-based prevention and intervention curriculum.
2. Provides responsive services to students and families that may include assessment, individual short term or crisis intervention, at risk small groups, case management, and advocacy.
3. Utilize school-level discipline and academic data to identify student support needs.
4. Assist social workers in the referral of students, in consultation with their parents, to appropriate community resources.
5. Work cooperatively with school social worker, school psychologist, nurse, and/or guidance advisor(s) to provide support in implementing violence and substance abuse prevention programs.
6. Facilitate/co-facilitate the operation of student support groups as aligned to Student Services Department model.
7. Assists with the implementation of staff training, parent education, and community programming.
8. Participates in PBIS project evaluation, attends all trainings/meetings associated with PBIS, and implements learning within the team and campus culture.
9. Trains full staff the theory and application of PBIS with fidelity on the campus to support district, school, staff and student success.
10. Maintain, compile, and report accurate records and correspondences regarding student referral for individual or group intervention services.
11. Establish and maintain a good rapport with students, employees, community members and vendors.
12. Maintain an especially high level of ethical behavior and confidentiality given the nature of student and parent records maintained at each site.
13. Interact and communicate with school personnel, parents, and the community to support student achievement and program success.
14. Creates advisory curriculum in response to the data driven needs of the school.
15. Collaborates with Director of Student Services to utilize grant funds to support site needs regarding PBIS and intervention and prevention student services.
16. Serves as a liaison between district Administration and site Administration to ensure alignment of programing, decision making, purchasing and student supports.
17. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: knowledge of federal, state, county, local, and District codes, policies, regulations, and laws.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to direct others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is low. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with frequent interruptions; setting priorities; and establishing and maintaining effective working relationships.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 50% sitting, 25% walking, and 25% standing. The job is performed under conditions with some exposure to risk of injury and/or illness. The employee will regularly work indoors in a controlled environment or outdoors under extreme weather conditions. The noise level in the work environment is moderate to loud. Travel between District campuses and to locations outside the District is required.

Reports to:	Director of Student Services
Terms of Employment:	Nine-month, full time
Evaluation:	This position will be evaluated annually as outlined in Governing Board Policy Manual.
FLSA Status:	Exempt
Salary:	Initial Placement Salary Schedule for Prevention/Intervention Specialists
Board Approval:	September 13, 2011 December 18, 2015 (Revised) May 28, 2024 (Revised) February 25, 2025 (Revised)