

## Head Start Child Development Council, Inc.

### JOB DESCRIPTION

**POSITION TITLE:** SPECIALIST I - CHILD AND FAMILY SERVICES

**REPORTS TO:** CLUSTER SUPERVISOR

**SUPERVISES:** N/A

**FLSA STATUS:** Non-Exempt

**DESCRIPTION:** The **SPECIALIST, CHILD AND FAMILY SERVICES** reviews and supports program activities, ensures the quality of services within Head Start program units through consultation with education and family services staff, volunteers, and parents on developmental, educational, and behavioral issues for children 0-5 years of age.

The **SPECIALIST, CHILD AND FAMILY SERVICES** participates in developmental screening, assessment and program planning for all children served by Head Start Child Development Council, Inc. (HSCDC) programs. The **SPECIALIST, CHILD AND FAMILY SERVICES**: participates in Child Find activities; serves as case manager for children with special needs and their families; functions as liaison with community agencies, and service providers to ensure evaluation and appropriate service provision; and advocates for children and families.

### **RESPONSIBILITIES:**

- Provides resource support for integration of all services (health, nutrition, mental health, multi-cultural experiences and services for dual language learners) into the daily plan of center-based and home based learning experiences.
- Observes and provides training, consultation, and resources to staff on child development, classroom safety, daily routines and schedules, best practices, strategies to support individualization, and meet mandated outcomes of all related federal performance standards including lesson plans, schedules, field trips, classroom environment, materials, daily routines, group management, screening and assessment, and planning which reflect the individual needs of children.
- Provides training and consultation to promote parent understanding of: prenatal development; child growth and development; typical versus atypical development, parent-child activities to promote school readiness; literacy; school readiness; and transitioning to Head Start and from Head Start to kindergarten and/or other child development programs..
- Conducts and/or assists with health, sensory, behavioral, and developmental screening and assessments on children at risk for Early Intervention or Special Education services
- Consults with teaching staff on developmental screenings and assessments, reviews completed assessments, and initiates referrals as needed for additional evaluations from Part C agencies, Special Education Local Planning Area (SELPA), diagnosticians, etc.
- Participates as part of a multidisciplinary team to identify children and families at risk for health, sensory, developmental and/or behavioral difficulties and ensure comprehensive service delivery
- Guides staff to analyze and use data from child and family assessments to ensure program improvement and implementation of the Head Start Performance Standards, the Head Start Act, other state and federal regulations, and to meet child outcomes.
- Participates in the ongoing development and implementation of child and family plans

- Develops and maintains ongoing collaborative relationship with disabilities services providers; serves as liaison between parents, Part C agencies and SELPAs; advocates for the needs of children with special needs and/or identified disabilities and their families.
- May serve as case manager (confidential) for coordination of services to children/families with behavioral problems, disabling conditions, or multiple problems; develops specialized service plans, provides training, consultation, and resources to staff on the implementation of such; coordinates the referral and assessment process for children identified as needing further evaluation.
- Participates in the development of IFSPs/IEPS, health and behavioral plans with parents and collaborating agencies and monitors the implementation of these plans
- Conducts/coordinates training for parents and staff on strategies for working with children with special needs including behavioral management/intervention techniques, parent and children's rights, methods of advocacy, curriculum modification and home activities that address IFSP/IEP goals and objectives
- Shall act in confidential matter related to formulating management policies.
- Maintains a system of accurate recordkeeping of consultation, monitoring, case management, and service provision
- Coordinates with Cluster Supervisor in support of the development and implementation of staff training plans
- Shall recommend reward or discipline of employees and may be responsible to conduct Step 1 grievances.
- Performs other duties as assigned or indicated by scope of program goals and performs all duties in a timely and professional manner.

**QUALIFICATIONS:**

Minimum of a Bachelor's degree in Child Development, Early Childhood Education, Infant/Toddler Development or related degree in Counseling, Psychology, Social Work, Marriage and Family Therapy, and Human Development.

Experience as a classroom or home-based teacher for infants/ toddlers, and/or preschool-aged children and/or experience as behavioral or mental health consultant/provider with infants/toddlers and/or preschool-aged children

Reliable transportation, valid California driver's license, and current auto insurance

Verbal and written communication skills; public speaking, consultation/ training and group facilitation skills

Analytical, problem solving, organization and time management skills

High integrity, energy, self motivation

Ability to work effectively with multicultural, multiethnic, multi-age populations from varied socio-economic populations

Knowledge of child development, best practices and behavioral techniques for typically and atypically developing children

Knowledge and skills in effective consultation and training

Knowledge of a variety of educational, behavioral theories and philosophies, curriculum, educational and behavioral strategies

Skills and understandings of screening and assessment techniques and outcomes

Knowledge of disabling conditions and effective interventions and outcomes

Knowledge of community resources: support groups, private providers, etc.

**PHYSICAL/MENTAL REQUIREMENTS:**

- This position requires emotional stability, ability to effectively manage stress and conflict and demonstrated ability to consistently respond in a professional manner.
- Work environment is fast paced.
- Requires use of automobile, telephone, fax, computer, copier, scanner, answering machine.

**WORK ENVIRONMENT:**

To perform the duties of the job, the employee must be able to:

- Work is performed in classrooms and offices
- Move, reach and lift 10 pounds
- When traveling from site to site, inclement weather may exist.
- Bend/lift from the waist
- Sit and stand for long periods of time
- Additionally the employee should have good hand/eye coordination as well as manual dexterity.

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Date