

**Eastford School District**  
**Eastford, CT**  
**PALS Child Associate (CA)**

<b>Qualifications:</b>	Bachelor's Degree and experience working with young children.
<b>General Description/Goals:</b>	The PALS Child Associate is committed to the nonjudgmental acceptance of students and helping students resolve personal, emotional and social problems that interfere with their adjustment to school and their capacity to experience the fullest benefits of education.
<b>Reports To:</b>	Works under the supervision of the School Social Worker/Counselor and the Principal
<b>Duties and Responsibilities:</b>	

1. Collaborate with the principal and school counselor to use *Review360*, an online behavior management system, to develop systematic early detection and screening procedures **to identify children** in grades kindergarten through three who are experiencing adjustment problems that interfere with academic performance.
2. Conduct parent surveys during the screening and identification process and at the end of the school year, or when the student is exiting the program.
3. Collaborate with the school counselor to involve parents in a process that will help them understand their child and enhance parenting skills.
4. Specify clear behavioral intervention goals for each identified child and assess changes in each child's adjustment.
5. Establish personal relationships with the students who are identified to participate in the program.
6. Bring prompt, effective, prevention-oriented assistance to identified children.
7. Provide direct services to identified children in grades Kindergarten through Three
  - the child is initially seen on an individual basis;
  - the child meets with the CA on a weekly basis outside of the classroom;
  - the child engages in self-directed expressive play; and
  - direct services are provided to each child for at least 12 weeks.
8. Engage in acceptable practices which include
  - the child is offered a choice of activities during play sessions;
  - some children (i.e., those who will benefit) transition from individual to small group sessions;

- the CA meets with the child on an emergency basis, in addition to their usual sessions;
  - the CA *occasionally* visits classrooms to become known to students or to promote the Primary Project goals; and
  - the CA is familiar with the social skills curriculum used in the classroom and makes reference to terms and concepts during sessions. (There should be special deliberation prior to selecting a “canned” curriculum for implementation.)
9. Consult with the school counselor regularly—at least twice monthly.
  10. Consult with classroom teachers and parents of students in the program as directed by the school counselor.
  11. Prepare brief biweekly reports for parents and classroom teachers.
  12. Prepare a termination report when a child achieves his/her objectives or at the end of the school year; share with the school counselor before sharing with parents.
  13. Evaluate the program using the comparative data available on parent surveys and *Review360*. Teacher input will be considered as well. An end of the year report on the overall effectiveness of the program will be written and shared with the CSDE, the Eastford Board of Education, parents, teachers and community members. Additional data requested by the CSDE will be provided.
  14. Comply with any pertinent requests from the School Counselor and District Administrators.