

COORDINATOR, MENTAL HEALTH SERVICES

BASIC FUNCTION:

Under the direction of the Director- Pupil Personnel Services, plan, organize, coordinate and implement mental health services for students with IEPs and identified educationally related mental health needs and services; provide support and training to special education staff, IEP teams, paraprofessionals, teachers, and parents/guardians in appropriate behavioral assessments, behavioral intervention techniques, and the development and execution of behavioral intervention plans; plan and develop behavioral supports for special education students, perform specialized duties to coordinate and assure that students participating in special education programs receive appropriate educational program services.

ESSENTIAL JOB FUNCTIONS:

Plan, organize, coordinate and implement mental health services for students with IEPs and identified educationally related mental health needs and services.

Provide support and training in collaboration with the District special education staff to school site administrators and staff, paraprofessionals, teachers, and parents/guardians in appropriate behavioral assessment, behavioral intervention techniques, including but not limited to discrete trial training, and the development and execution of behavioral intervention plans aligned with IDEA requirements and the California Hughes Bill.

Provide support and training to special education staff, IEP teams, paraprofessionals, teachers, and parents/guardians in appropriate behavioral assessments, behavioral intervention techniques, and the development and execution of behavioral intervention plans.

Plan and develop behavioral supports for special education students, perform specialized duties to coordinate and assure that \ students participating in special education programs receive appropriate educational program services, including but not limited to assessment and plans that conform to the IDEA and California Hughes Bill.

Review complex special education cases for timeline compliance, assessment information and parental requests; assure assessments are scored in accordance with publisher requirements and that reports are in compliance with legal requirements.

Consult, follow up and monitor behavior intervention plans per students' IEP and serve as a resource pertaining to student behavior management and learning strategies.

Provide behavioral assistance and consultation to district/school personnel in a variety of settings. Monitor FAA's, and positive behavior intervention plans (PBIP).

Coordinate behavioral services for special education students receiving mental health services. Provide assistance and training to staff and families concerning behavior needs and challenges in special education programs and related services.

Plan and provide positive behavior management interventions along with BCBA for special needs students in their classrooms.

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Analyze behavior from a functional perspective that conforms to the IDEA and the California Hughes Bill to address behavior, including functional analysis that promotes daily positive interventions.

Attend and assist with facilitating IEPs for students with educationally related mental health services and needs in behavior intervention programs, autism programs, TEACCH program and other special education programs.

Make recommendations to the IEP team based on the findings of the assessments to the identified disability as it relates to classroom performance and access to core curriculum.

Collaborate with Educationally Related Mental Health Counselors and staff to coordinate full implementation of social skills programming.

Maintain current knowledge of trends and developments in the area of psychology, counseling, or other areas of assignment.

Train, supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions.

Provide technical information and assistance to the Director regarding assigned functions; assist in the formulation and development of policies, procedures and programs.

Prepare and maintain a variety of narrative and statistical reports, records and files related to personnel and assigned activities.

Serve as District administrative representative for IEP meetings inside and outside of the District including non-public schools.

Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.

Participate in the development of the annual preliminary budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work as assigned.

Attend and conduct a variety of meetings as assigned.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

IDEA and IEP process. Techniques and methods of assessment, analysis of data, diagnosis, planning, intervention, and evaluation.

Applicable federal and state laws, codes, regulations, policies, and procedures governing mental

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health needs for special needs population.

Methods to interpret, apply and explain rules, regulations, policies, and procedures.

Planning, organization and coordination needed for assigned program

Research methods, report writing and record-keeping techniques

Analysis of data, planning, intervention, and evaluation.

Applicable federal and state laws, codes, regulations, policies, and procedures including mandates related to mental health services and Special Education Programs.

Theories and techniques of Applied Behavior Analysis.

Social, behavioral and academic needs of special education students.

Behavior management strategies and techniques relating to students who experience atypical control problems.

Behavior intervention methodology/techniques including positive behavior intervention strategies and regulations.

Individual and classroom management techniques.

Principles and practices of instruction, curriculum, professional development, and assessment in a special education setting.

Oral and written communication skills.

Principles and practices of supervision and training.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

ABILITY TO:

Analyze and interpret behavioral data.

Develop behavioral programs and monitoring.

Assess student skills, behavioral challenges, and social skills.

Share and demonstrate knowledge of behavioral analysis, positive discipline techniques, and effective practices.

Train and evaluate the performance of assigned staff.

Communicate effectively both orally and in writing.

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Maintain records and files.

Prepare comprehensive narrative and statistical reports.

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

Ability to work at a desk and in meetings of various configurations.

Ability to read printed matter and computer screens.

Ability to communicate so others will be able to clearly understand a normal conversation.

Ability to understand speech at normal levels.

Ability to bend, twist, stoop and reach.

Ability to drive a personal vehicle to conduct business.

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EDUCATION AND EXPERIENCE:

Professional:

Required: Master's degree in special education, psychology, counseling, behavior analysis, behavior science, human development, social work, or a related field and three years of successful administrative experience in site administration and/or program management, or providing related special education services.

Desired: Possession of Board Certified Behavior Analyst Certification.

Personal:

Character, personality, and proper social capability to relate effectively with racially and ethnically diverse staff, students, and community. Demonstrated ability to work with a wide variety of community groups and organizations.

CREDENTIAL

Must hold a valid Clear Administrative Services Credential.

Must possess a valid California Driver's License.

WORKING CONDITIONS:

ENVIRONMENT:

Office/classroom/outdoor environment.

Driving a vehicle to conduct work.

Variable hours.

HAZARDS:

Dissatisfied or abusive individuals.