

## **Mental Health Specialist**

### **BASIC FUNCTIONS:**

Perform school-based mental health service functions, to include psychological, therapeutic, consultation and training as designated, within a comprehensive district/LEA high school regional program as described in the SBCSELPA Local Plan.

**REPRESENTATIVE DUTIES:** The Mental Health Specialist may perform any combination of the essential functions listed below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

- Provide case consultation and advice concerning student emotional status and treatment as it relates to impact on educational performance
- Provide functional academic & behavioral assessments that are relevant to the presenting problem and student characteristics and are intervention and results oriented.
- Develop individual, group or system level mental health interventions, which improve or resolve the identified problems or concerns including academic, social/emotional/behavioral, and mental health needs as they relate to educational progress.
- Provide support, instructions, technical assistance and ongoing monitoring of progress toward measurable, identified mental health goals for students at individual, group or system level.
- Engage in staff development through membership in professional organizations, staff development, consulting and research.
- Assist in the collection of data analysis and evaluation, using data outcomes for implementing IEP behavior plans at an individual, group or systems level.
- Collaborate with and provide oversight to non-public agencies (NPA) providers of mental health IEP DIS/related services as requested
- Provide mental health consultation and training to LEA/district staff and families.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- Psychological and social aspects and characteristics of children with social/emotional disturbances to include students with a dual diagnosis of Autism/ED, TBI/ED, Substance Addition/ED, etc.
- Best practices related to meeting the mental health needs of students to include residential treatment protocols and level of care assessment
- Human behavior and development of students with special needs
- Federal and State Special Education Pertinent laws and regulations regarding
- Normal growth and development of children and educational and developmental needs of children with specific disabilities
- Applicable treatment methodologies and theory, to include training in *Cognitive Behavior Therapy* (CBT)
- Social-Emotional and mental health assessment methodologies related to student impact on educational success.

- Knowledge of *Applied Behavior Analysis* (ABA) and working with behavior aides/instructional assistants
- Oral and written communication skills
- Community resources (public and private) available to students and families with social emotional/mental health needs
- Best practices, to include behavior planning/levels systems for programs for students with emotional disturbance (ED)
- Cultural competence and behaviors consistent with the core values, visions and mission of SBCSELPA and SMJUHSD
- Best practices in the field of school-based mental health including continuous inquiry, professional development practices, application and sharing of research based practices

**ABILITY TO:**

- Perform Crisis Intervention and/or assessment
- Conduct Parent Training (parenting classes)
- Take direction from others
- Demonstrate positive working relationship with students, IEP teams/staff, parents, supervisor and other professionals
- Work with diverse groups of students in varied socioeconomic and multicultural areas
- Promote student adjustment to schools and utilization of district and community services
- Establish workload priorities and meet timelines
- Communicate effectively orally and in writing
- Operate standard office equipment including computers and related software applications such as Microsoft Office, Excel, and Power Point.
- Plan and organize work effectively and efficiently; ability to multi-task
- Provide training in mental health best practices such as CBT
- Maintain records and prepare thorough, detailed psychological reports
- Analyze crisis situations accurately and adopt an effective course of action (crisis action plan)
- Work independently with little direction.

**EDUCATION AND EXPERIENCE:**

Masters degree or Ph. D. in school or clinical psychology. Persons with dual licensure/credentialing or background in school psychology and clinical psychology, MFT or LCSW will be given preference. One year or more of post-license/credential experience as a school or clinical psychologist in counseling and crisis intervention to children, adolescents, and their families in an educational setting and experience working with youth transitioning in and out of residential treatment facilities and their families is highly preferred.

**LICENSES AND OTHER REQUIREMENTS:**

**Certification as a Behavior Intervention Case Manager (BICM) and/or training in Behavior analysis required and licensures/credentials in the State of California in one of the following:**

- 1) Credentialed School Psychologist, or
- 2) Licensure as a Licensed Educational Psychologist (LEP).

**The above combined with one of the following is highly preferred:**

- 1) Licensure as a Clinical Social Worker issued by the a licensing agency within the Department of Consumer Affairs (BBS)
- 2) Licensure as a Marriage and Family Therapist (MFT) within the Department of Consumer Affairs (BBS)
- 3) Licensure as or Post-Doctoral work in progress leading to Licensure in Clinical Psychology

Candidates must possess a valid California driver's license and availability of private transportation

**WORKING CONDITIONS:**

**Environment:**

Indoor classroom or office environment; travel in the form of driving to consult with families and/or students in their homes.

**Physical Requirements:**

Hearing and speaking to exchange information in person and on the telephone; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.