

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

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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.

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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, po2 (ie)-4(s)-9 ()T0 Tc 0 Twid(l)-2 (a)4al c (

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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.