

Early Intervention & Mental Health Coordinator

PRIMARY FUNCTION:

Under the immediate supervision of the Director of Early Childhood Education, assumes delegated responsibility for student and family mental health support and services for early childhood students. Assists students with adjustment and behavior modification techniques that facilitate participation in a school setting. Teaches and models positive behavior management techniques to children, families and staff. Develops individualized plans for families and observes, collects and analyzes data pertaining to those plans across multiple settings. Maintains accurate data and documentation and develops progress reports for both students and programs.

Professional Responsibilities

- Maintain an improvement focus.
- Demonstrate strong communication skills
- Use sound judgment and display willingness to make decisions.
- Serve as a strategic thinker to achieve organizational goals.
- Provide leadership that creates a clear, compelling vision.
- Serve as a collaborative member of the organization to help shape and drive initiatives

ESSENTIAL FUNCTIONS:

- Coordinates program implementation
- Trains and supervises program staff
- Conducts intakes and determines appropriate support and/or assessment plans for students and families
- Provides case management and oversight
- Performs and supervises data collection and analysis
- Writes comprehensive reports supported by program data
- Provides parent education
- Coordinates and facilitates adult support groups
- Provides community outreach and conducts marketing and recruitment
- Maintains confidentiality of all information related to students and families
- Provides training and support to staff
- Gather necessary data and reporting to ensure for accurate outcome based program evaluation
- Support School teams and Clinicians in developing pre-referral strategies in response to student's behavioral and social emotional needs within their least restrictive environments.

- Advise and support administrative staff and education teams regarding appropriate referrals for SEL, Tier 1 and Tier 2 School Based Mental Health Services.
- Assist teams in developing appropriate social-emotional goals and objectives, and progress monitoring.
- Performs other duties as assigned

QUALIFICATION STANDARDS:

Ability - Above average recommendations from administrative supervisors and other professionals who have observed the candidate's personal characteristics, scholastic attainment, performance, and ability to communicate effectively.

EXPERIENCE/CREDENTIALS:

- Valid California Pupil Personnel Services credential with a School Psychologist, School Counselor or School Social Worker authorization required.
- Master's Degree required.
- Administrative Credential Preferred.
- Possession of a valid California driver's license and vehicle insurance.
- Five years successful experience in psychology, mental health, and/or behavior support in an educational setting.
- Experience in a leadership or supervisory role
- Demonstrated counseling skills in a variety of settings.

KNOWLEDGE AND ABILITIES:

- Skilled in data collection and analysis
- Experience in designing and providing professional learning and training
- Demonstrated successful consultation, communication and leadership skill
- Knowledge of school based mental health programs, universal screeners, MTSS, SEL Trauma Informed practices, evidence-based practices from birth to adult.
- Current on acceptable behavior strategies including positive behavior and best practices.
- Ability to effectively coordinate services and programs, including leveraging partnerships with community partners and agencies.

WORKING CONDITIONS:

Environment:

- Indoor and outdoor work environment.
- Driving between sites.

Physical Abilities:

- Bending at the waist, kneeling, or crouching to assist students.
- Hearing and speaking to exchange information and facilitate presentations.
- Lifting books, materials, and equipment to execute lessons and presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read, prepare, review a variety of activities and monitor student activities.
- Sitting or standing for extended periods of time.
- Walking extended lengths to move around campus.

Hazards:

- Potential exposure to communicable diseases and contact with blood and other bodily fluids.
- Potential exposure to physical injury from aggressive behavior.