

## **SUPERVISOR – MENTAL WELLNESS SPECIALIST**

### **DEFINITION:**

Under the direction of the Director of Prevention and Intervention, implements and manages aspects of student programs related to student mental wellness and crisis response. This role will include leadership and direct support to site mental wellness and guidance staff in the service of families throughout the district as well as the Family Resource Center.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Screen, select, direct and evaluate performance of classified staff members.
- Lead, and coordinate scheduling for training and on-boarding of new department staff members.
- Coordinate work of Mental Health Specialists including Project Success, Elementary Resource Counselors, and Wellness Coordinators who provide one-on-one and group service for students.
- Supervise the implementation of the Irvine Family Resource Center for students and families.
- Support the implementation of academic, social-emotional, and behavioral common assessments and interventions at the elementary, middle, and high school levels.
- Prepare and maintain Prevention & Intervention Department Reports, including identification of tools/data to assist in evaluating program effectiveness.
- Participate in progress meetings, clinics, planning, and professional learning for staff and parents.
- Serve as department liaison for suicide/homicide/threat assessments to promote student safety.
- Serve as department liaison for district School Attendance Review Board.
- Provide support in the development of Prevention and Intervention Department guidelines and protocols
- Utilize data to inform instructional planning and monitor the effectiveness of social-emotional, academic and behavior instruction at the core, supplemental, and intensive instruction/intervention levels
- Coordinate and support crisis intervention including maintenance of case records and documentation coordination of the mobile crisis intervention team and follow up care service and support access to resources for schools, families, and students post-crisis.
- Coordinate Mental Health Services and Mental Health education to enhance access to services for family violence, suicide prevention, substance abuse, and other related crisis issues.
- Maintain a suitable learning environment.

### **Knowledge of:**

- Training and supervision techniques and best practices in supervising employees.
- Theory and evidence-based practices of counseling, ethics and associated legal confidentiality requirements.
- Therapeutic methodologies and family systems theories.  
Applicable sections of the State Education Code and other applicable laws, rules and regulations related to assigned activities.
- Applicable diagnosis and treatment models for individuals, groups, and families.
- Diagnostic and Statistical Manual of Mental Disorders (DSM).
- Normal and abnormal child behavior, development and parent-child relationships.
- Behavior modification techniques and strategies.
- Crisis management and intervention techniques.
- School instructional and curriculum programs.
- Community referral resources.

- Effective communication strategies including verbal and written formats.
- Federal and state laws concerning family rights and behavioral health services.
- Evidence based practices and modalities (CBT, MFT, Second Step, Collaborative Problem-Solving)
- Conflict resolution and group dynamics.
- Operation of a variety of office equipment, a computer and assigned software.
- Health Insurance Portability and Accountability Act (HIPAA).
- Family Education Rights and Privacy Act (FERPA).
- Objective and measurable goal writing.
- Interpersonal skills using tact, patience and courtesy.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Record-keeping and report writing techniques.
- Child abuse mandated reporting policies and procedures.
- Emotional, social and mental health issues related to school aged children.
- Effective counseling strategies, child growth and developmental issues, crisis interventions.
- Child abuse mandated reporting policies and procedures.
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**Ability to:**

- Establish and maintain effective working relationships with parents, students, staff, and community members.
- Demonstrate specialized knowledge of the needs of students with emotional and behavioral needs.
- Make referrals to other community resources, support groups and social service agencies.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Manipulate and configure data to form statistical analysis.
- Complete work with many interruptions.
- Provide trainings for those who serve students with mental health disorders.
- Develop effective treatment plans and interventions for students.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Work with discretion.
- Maintain records and prepare various reports.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a variety of office equipment, a computer and assigned software.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Communicate effectively both orally and in writing.
- Plan, develop and coordinate programs and service delivery options to meet the mental health needs of students
- Interpret, apply, explain and maintain current knowledge of applicable laws, codes, rules and regulation to assigned activities.
- Prepare and present oral presentations.
- Analyze situations accurately and adopt an effective course of action.
- Supervise, train, and monitor the performance of employees.

**QUALIFICATIONS GUIDE****EDUCATION/EXPERIENCE:**

Any combination equivalent to a master's degree in counseling, psychology, social work, or related field and three years of experience working with families or school-age children in an educational, individual, or family therapy services setting. Experience working with "at-promise" students preferred.

**LICENSES AND OTHER REQUIREMENTS:**

- Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), and/or Licensed Clinical Psychologist or Licensed Professional Clinical Counselor.
- Valid California Class C Driver's License.
- A minimum of one year's full-time experience in a position with a supervisory role in a public or nonpublic school or agency working with mental health, crisis response, and/or social-emotional learning is preferred.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information in person and on the telephone.
- Seeing to monitor student behavior and read a variety of materials.
- Dexterity of hands and fingers to operate assigned instructional equipment.
- Bending at the waist, kneeling or crouching to file materials.
- Sitting or standing for extended periods of time.
- Reaching overhead, above the shoulders and horizontally.
- Lifting, carrying, pushing or pulling objects up to 25 pounds.

**WORK ENVIRONMENT:**

Indoor office/classroom environment. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate. Hazards include:

- Contact with hostile or abusive individuals with unpredictable behaviors.