



IRVINE UNIFIED SCHOOL DISTRICT

SPECIALIST-EDUCATIONALLY RELATED MENTAL HEALTH

DEFINITION:

Under the supervision of the Special Education Coordinator, provides educationally related behavioral/mental health services including individual and group counseling, consultations, assessments, referrals, and mental health educational programs for students identified with mental health disorders or related special education needs referred for service through their IEP team; conducts ERMHS assessments to determine student placement; serves as a part of a multi-disciplinary team; plans and conducts mental health related professional development training for District personnel; supplements the District's general education student counseling and guidance program.

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

- Provides educationally related mental health services including individual and group counseling for special education students with behavioral, social or emotional problems as stated in student's IEP; implements conflict resolution techniques with students.
- Support of specialized programs at school sites including social/emotional and behavioral classrooms.
- Maintains and documents individual and group counseling logs, notes, and summaries of mental health treatments provided; collects data on student mental health goals.
- Provides interventions to serve students with mental health disorders.
- Participates in school site intervention teams and conducts threat/suicidal/homicidal risk assessments.
- Supervision of interns.
- Provides case management of students attending non-public schools (NPS) and Residential Treatment Centers (RTC).
- Provides parent counseling and training to assist parents in the special needs of their child; provides information about child development and assists parents in the acquisition of necessary skills to support implementation of the IEP.
- Provides family counseling as determined by IEP team.
- Reviews and analyzes reports and related documentation.
- Assists parents and families in accessing and utilizing community resources; makes referrals for students and to appropriate community resources and social services.
- Develops measurable counseling goals and reports quarterly progress on those goals.
- Conducts and presents educationally related mental health services assessments for mental health services and for Residential Treatment Centers (RTC).
- Provides suggestions for goals, accommodations and services to better support assigned students and the IEP team.
- Conducts and presents diagnostic services for students.
- Types and inputs student data into the special education student information system.
- Performs duties related to the MediCal LEA billing program.
- Participates in professional activities, conferences and research to keep abreast of trends, practices and continued growth and development in services for students with IEPs.
- Identifies school program needs and assists in developing school strategies to meet student's needs.
- Maintains knowledge of and adheres to Individuals with Disabilities Education Act regulations.
- Provides consultation to feeder schools.
- Collaborates with administrators, outside medical professionals, probation officers, and/or county mental health agencies to coordinate care and in the delivery of effective mental health services for assigned student.
- Confers and consults with administrators, teachers, staff and parents; provides interventions for teachers and staff.
- Participates in interview panels for new program staff.
- Attends and participates in IEP meetings, staff meetings and professional development trainings;

plans and conducts ongoing specialized mental health trainings and provides mental health related assistance to District staff.

- Operates a variety of office equipment including a copier, a computer and assigned software; drives a vehicle to conduct work.

QUALIFICATIONS GUIDE

Knowledge of:

- Theory and evidence based practices of counseling, ethics and associated legal confidentiality requirements.
- Therapeutic methodologies and family systems theories.
- Techniques and practices associated with conducting biological, psychological, social and mental health assessments.
- Applicable sections of the State Education Code and other applicable Special Education 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).
- Behavior modification techniques and strategies.
- Crisis management and intervention techniques.
- Educationally Related Mental Health Services (ERMHS).
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of District students.
- Individual Education Plans (IEPs) and process.
- School instructional and curriculum programs.
- Community referral resources.
- Effective communication strategies including verbal and written formats.
- Record-keeping and report writing techniques.
- Federal and state laws concerning family rights and behavioral health services.
- Emotional, social and mental health issues applicable to school aged children.
- Effective counseling strategies, child growth and developmental issues, crisis interventions.
- 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.
- Child abuse mandated reporting policies and procedures

Ability to:

- Provide applicable educationally related mental health services to individual or groups of students.
- Plan, prepare and conduct individual and group counseling sessions.
- 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.
- Develop effective treatment plans and interventions for students.
- Conduct ERMHS assessments.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Communicate effectively both orally and in writing.
- 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.

EDUCATION/EXPERIENCE:

Any combination equivalent to: master's degree in counseling, psychology, social work or related field and three years experience working with families or school age children in an educational, individual or family therapy services setting. Some experience working with "at risk" or special needs 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. A PPS in Counseling could be substituted for the above license with candidates understanding that they are hired into the classified service.

- Valid California Class C Driver's License

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.

Previously Revised: 06/2017;07/2018