



# COMPENSATION AND CLASSIFICATION

## Mental Health and Behavioral Support Specialist JOB DESCRIPTION

### **JOB ANNOUNCEMENT:**

Mental Health and Behavioral Support Specialist

**CLOSING DATE:** When Filled

### **TERMS OF EMPLOYMENT:**

Eleven (11) months. Salary and work schedule to be established by the principal in collaboration with the school board.

### **QUALIFICATIONS:**

1. Master's degree from an accredited educational institution in Mental Health Counseling, applied behavioral sciences, psychology, education, or other related field.
2. Board Certified as a Behavioral Analyst (BCBA) required; Licensed Mental Health Counselor preferred; Applied Behavioral Analyst preferred
3. Valid Florida teaching certificate preferred.
4. Four (4) years successful experience in teaching or counseling.
5. Satisfactory criminal background check and drug screening.

### **JOB GOAL**

To analyze and assess behavior, develop and model the implementation of the behavior plan, and support the teacher as the plan is implemented to assist students to develop appropriate behavioral patterns.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

Ability to read, interpret, and follow State Board of Education rules, Code of Ethics, School Board policies, and appropriate state and federal statutes. Knowledge and understanding of human development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs, and services. Knowledge of tests and measurement theory. Knowledge of exceptional education procedures. Ability to counsel and assist students, parents, and school personnel in the resolution of problems in student learning, behavior, and mental health. Ability to administer student assessment and evaluation instruments. Ability to analyze and use data. Ability to communicate orally and in writing, with parents, school personnel and the public. Ability to maintain confidentiality. Ability to maintain sensitivity to multicultural issues. Ability to use a computer.

### **REPORTS TO:**

Principal

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Employee's Initials

## **PERFORMANCE RESPONSIBILITIES:**

### **Planning/Preparation**

- \* (1) Collect information from parents, admin, and teachers through interviews and observations as it relates to student learning and behavior.
- \* (2) Participate as a member of school based educational and behavioral planning teams.
- \* (3) Model effective classroom management techniques; coordinate and implement the school discipline plan; assist with the management of student behavior schoolwide.
- \* (4) Write Functional Behavior Assessments, model implementation of the FBA with fidelity, gradually release the responsibility to the teacher as he/she implements with fidelity.

### **Administrative/Management**

- \* (5) Review, evaluate, and select a variety of materials to support a well-balanced student behavioral program.
- \* (6) Conduct behavior assessments that include functional analysis, assessment of functional skills and assessment to potential reinforcers.
- \* (7) Analyze evaluation data and formulate hypotheses and conclusions relating to learning and behavioral issues.
- \* (8) Conduct informal and formal observations of students as part of the evaluation process.
- \* (9) Maintain student records according to established guidelines.
- \* (10) Use technology resources effectively.

### **Assessment/Evaluation**

- (11) Demonstrate knowledge of theories, techniques, and instruments used for assessments of mental health.
- \* (12) Assist with the administration of tests and screening instruments, interpret scores for mental health, and communicate results.
- \* (13) Explain the nature and purpose of mental health assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals.
- \* (14) Exercise confidentiality in the sharing of test results.
- \* (15) Use relevant assessment data to make recommendations to students, parents, teachers, and other professionals.
- \* (16) Participate in the reevaluation of students with behavioral needs.

### **Intervention/Direct Services**

- \* (17) Recognize, appreciate, and serve the cultural differences and special needs of individuals and families.
- \* (18) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.
- \* (19) Conduct crisis interviews with students and parents, teachers and administrators.
- \* (20) Develop and maintain a directory of service agencies and specific contracts available to students and their families for mental health services.

### **Technology**

- \* (21) Provide technical support for administrators and guidance counselors in the area of mental health issues.
- \* (22) Use technology to review student assessment data.
- \* (23) Use technology for administrative tasks.

**Collaboration**

- \*(24) Consult with students, parents, teachers, and other school staff to assist in meeting the needs of students.
- \*(25) Apply knowledge of effective consultation procedures in working with parents, students and others.
- \*(26) Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, and community services.
- \*(27) Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.

**Staff Development**

- \*(28) Develop and implement an annual Professional Development Plan in accordance with district and state requirements.
- \*(29) Provide information to and/or inservice for teachers, administrators, and other school staff.
- \*(30) Keep informed of current trends in counseling and guidance.
- \*(31) Participate in meetings, training sessions, and other activities for improvement of professional knowledge and skills.

**Professional Responsibilities**

- \*(32) Maintain professional and ethical standards as outlined by The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- \*(33) Prepare all required reports and maintain all appropriate records.
- \*(34) Use positive interpersonal skills to encourage cooperative efforts between staff, students, families, and the community.

**Student Growth and Achievement**

- \*(35) Ensure that student growth and achievement are continuous and appropriate schoolwide.
- \*(36) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement. Perform other tasks consistent with the goals and objectives of this position.

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

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Employee's Initials