

COLONIAL INTERMEDIATE UNIT 20

JOB DESCRIPTION

AND

STANDARDS OF PERFORMANCE

MENTAL HEALTH TREATMENT SPECIALIST
COLONIAL ACADEMY
ALTERNATIVE EDUCATION

2010 – 2011

July 1, 2010

Colonial Intermediate Unit 20
6 Danforth Drive
Easton, Pennsylvania 18045-7899

POSITION DESCRIPTION

Position: Mental Health Treatment Specialist
Alternative Education – Colonial Academy

Cluster: Not Applicable

Qualifications: Master's Degree in a recognized Mental Health Clinical Discipline, educational classroom experience. The ability to be licensed in the State of Pennsylvania.

Reports to: Principal of Colonial Academy,
Assistant Principal of Colonial Academy,
Supervisor of Clinical Support,
Clinical Coordinator

Clinical Consultation: Psychologist/ Consulting Psychologist
Clinical Coordinator
Service Facilitator

Location: Colonial Academy

Job Goal: To provide direct intense treatment that will focus on helping students learn to respond to their daily environment in a practical and productive manner. Emphasis will be placed on the students' current needs, functions and support systems, as they relate to educational needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. To direct clinical activities implemented by the Mental Health Worker. Provide direction to the Mental Health Worker in the development of a calendar of group topics. To review the lesson plans associated with the calendar of group topics.
2. To facilitate/co-facilitate group therapy sessions in classrooms. (One time per week)
3. To provide individual sessions to students who are experiencing challenges in the school environment. (3 reportable incidents in a five-day period) and/or recommendation from administration. Student will receive 1 individual session for a period of five weeks.
4. To help staff develop classroom management strategies.

5. To develop and direct implementation of behavior management plans. To provide guidance to the classroom staff in methods of data collection as a means of developing individualized behavior support protocols. This includes direct participation in the FBA process.
6. To provide crisis intervention and stabilization strategies on an immediate need basis.
7. To work with families on a regular and as needed basis as determined by the Principal of Alternative Education Programs/ Assistant Principal/ Clinical Coordinator.
8. To be part of a collaborative team to provide services from least restrictive to most restrictive placements. To maintain regular contact with appropriate agencies, school districts, administration and staff.
9. To coordinate and direct appropriate therapeutic and psychiatric intervention strategies for students in the Emotional Support Classes. To assist in the development, implementation and evaluation of Individual Education Plans, behavioral plans and individual treatment needs.
10. To contribute towards the development and maintenance of an environment which is non-threatening, safe, nurturing and where the students feel respected, accepted and welcome.

OTHER DUTIES AND RESPONSIBILITIES:

1. To complete all required paperwork under IDEA regulations, Department of Education, Office of Mental Health and Substance Abuse and CIU 20. (CAFAS, WAIT, FBA's, Annual reports, Etc.)
2. To assist staff in developing transitional plans. To support the staff in developing strategies that supports the return of the student into regular education.
3. To prepare for and participate in staff training sessions.
4. Attendance at IEP intake meetings for Emotional Support classes and interagency/Cordero meetings as requested. Act as a liaison in the transitioning of students to other programs.
5. To perform other duties as directed by supervisory staff.

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform any other job related duties requested by their supervisor.

TERM OF EMPLOYMENT: Salary and work year to be established by the Board.

In accordance with state and federal law, reasonable accommodations will be considered upon employee request.

MENTAL HEALTH TREATMENT SPECIALIST

Standards of Performance

The Mental Health Treatment Specialist Team for Alternative Education will report to the Principal of Colonial Academy/Assistant Principal/Clinical Coordinator.

The standards of performance of this position are:

1. Family Intervention

To facilitate and provide family intervention services for students and families.
(30)

2. Clinical Services in Alternative Education

To provide direct clinical services to students in Alternative Education classes.
(30)

3. Case Management

To consult with Emotional Support site teams and functions as a collaborative team member in provision of clinical services.
(30)

4. Other

Other duties as directed by the Principal of Colonial Academy/Assistant Principal/Clinical Coordinator.
(10)

MENTAL HEALTH TREATMENT SPECIALIST

Standards of Performance

1. Satisfactory performance in providing family intervention in the Alternative Education Program will be attained when:
 - 1.1 Contact with families is initiated through telephone consultation and/or home visits. A family meeting will be set up at the initial intake meeting enrolling the student into the program. The meeting will occur approximately 30 days after student enrollment.
 - 1.2 Contact with families is documented in case notes or telephone logs and parent contact sheets.
 - 1.3 Family sessions are provided and documented when necessary.
 - 1.4 Assistance is provided to families in accessing medical assistance as needed.
 - 1.5 Referral for and assistance in attending needed evaluations for families are documented on a regular basis.
 - 1.6 Participation in interagency meetings to assess family needs and facilitate service provision is documented on a regular basis.
 - 1.7 Referrals to parent support services through parent support groups and/or parent training programs is provided as needed.

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Standards of Performance

2. Satisfactory performance in respect to clinical services in Alternative Education program will be attained when:
 - 2.1 Treatment plans, behavioral plans, crisis plans, CAFAS and other required documentation under IDEA, Department of Education, Office of Mental Health and Substance Abuse and CIU 20 are completed and reviewed with student. Reviews should occur each marking period and at discharge.
 - 2.2 Daily documentation is evidenced for each client in the Alternative Education program and maintained in an Individual Service Plan binder.
 - 2.3 Assistance is given to staff in developing classroom management strategies, transition plans, Individual Education Plans and ER's.
 - 2.4 Assistance is given to the Mental Health Worker in developing and implementing group topics, maintenance of group lesson plans and modeling the facilitator's role.
 - 2.5 Individual sessions will be provided to clients who are identified.
 - 2.6 Direct Assistance is provided to staff in crisis intervention and stabilization. All documentation is completed and reviewed.
 - 2.7 Support is given to classroom staff in the collection of data to be used for individual treatment development.
 - 2.8 Reports are developed and given to the Principal of Colonial Academy/Assistant Principal/ Clinical Coordinator as directed.
 - 2.9 Assistance is given to fellow Treatment Specialists and their caseloads in the event of absence, lack of availability, etc.
 - 2.10 Coordinate aftercare services for students assigned to caseload according to Colonial Academy procedures.
 - 2.11 Attendance and participation in a minimum of 2 clinical supervisions per year occurs.

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Standards of Performance

3. Satisfactory performance in providing case management and/or service to the staff assigned to this program will be attained when:
 - 3.1 Assist the Principal of Colonial Academy/Assistant Principal/Clinical Coordinator in generating appropriate behavioral, academic, therapeutic and psychiatric intervention strategies for individual students assigned to the program.
 - 3.2 Assist in the selection, utilization and evaluation of treatment materials appropriate to use in this program.
 - 3.3 Maintain an environment which is non-threatening, safe, nurturing and where a student feels respected, accepted and welcome.
 - 3.4 Develop, execute and evaluate individualized treatment program for students in cooperation with the assigned teachers.
 - 3.5 Ensure effective and efficient program operations by maintaining confidentiality.
 - 3.6 Coordinate, schedule and/or facilitate interagency meetings to address the needs of students and initiate services as dictated by the team.
 - 3.7 Weekly meetings occur with Mental Health Workers and classroom teams to ensure effective planning for student's clinical and educational needs.

MENTAL HEALTH TREATMENT SPECIALIST

Standards of Performance

4. Satisfactory performance in respect to other duties will be attained when:

- 4.1 Functions as a collaborative team member.
- 4.2 Models the solution focused model.
- 4.3 Establishes and maintains a positive friendly relationship and presence with staff/district by attending meetings, assisting with the resolution of problems and provides needed support to maintain a consumer friendly environment.
- 4.4 Other duties as directed by the supervisory staff are completed.
- 4.5 Confidentiality is maintained.