



JOB DESCRIPTION

JOB TITLE: **Behavior Health Counselor**

Position Type: Exempt	Department: School
Salary Schedule: Other Professional Staff	Reports to: Principal and Manager of Student Support Services
Term of Employment: 9 months	Location: Schools
Shift: Day	Date: June 29, 2017
	Approved by: Human Resources

POSITION SUMMARY:

To work in a partnership with students, staff, parents and the community in accordance with the district's vision and mission to promote student achievement.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Acts in accordance with all district policies and procedures in carrying out the duties and responsibilities of this position.
- Is knowledgeable about IDEA '04, Section 504, and ADA requirements, and acts in accordance with those requirements.
- Interprets individualized assessment data, assesses, evaluates, and diagnoses behavioral and mental health disorders within the scope of practice as defined by the Arizona Board of Behavioral Health Examiners.
- Designs, implements, and evaluates the effectiveness of individual and group mental health counseling and psychotherapy services.
- Provides individual and group mental health counseling and psychotherapy services directly to district students in accordance with adopted district procedures.
- Conducts crisis intervention and mental health triage services as appropriate, and coordinates referrals of students for counseling services to community service providers as appropriate.
- Conducts student observations, functional behavioral analyses and develops treatment plans to direct the provision of effective counseling and educational services to district students.
- Conducts post-intervention monitoring and follow-up of counseling and psychotherapy efforts as appropriate to insure generalization of successful outcomes to the student's life situation.
- When appropriate, makes required verbal and written reports of suspected child abuse and neglect to CPS, in compliance with district procedures.

- Writes reports and progress notes, and maintains client records in accordance with district procedures, FERPA, HIPAA, and Arizona Board of Behavioral Health Examiners statutes, rules, and regulations.
- Ensures that client rights to confidentiality are safeguarded in accordance with the above statutes and through a thorough understanding of the nature of privileged communication.
- Adopts a recognized and reputable professional code of ethics (e.g., American Counselors Association). Is knowledgeable about professional ethical standards and conforms practice to ethical requirements.
- Coordinates and monitors the district's training program for CPI crisis intervention and serves as a district trainer for those programs.
- Serves as a standing member of the District Threat Assessment Team (DTAT) and participates in district threat assessments as appropriate.
- Serves as a standing member of the district steering committee for the implementation of Positive Behavior Intervention and Supports (PBIS). Acts in this capacity as a district behavior coach.
- Serves as district liaison to coordinate district activities between district office and the schools, and with those of other community medical and mental health facilities.
- Works collaboratively with students, parents, and district staff to assist in the development and implementation of behavioral intervention plans, at school and at home, that promote academic, behavioral, and socioemotional success.
- Trains staff in effective positive behavioral intervention strategies, including FBA and FBIP processes.
- Advocates for student needs with district staff and with other medical and mental health professionals in the community to coordinate care of students. May act as LEA representative at case coordination and other meetings, both within and outside of the district.
- Provides parent education, training, consultation, and family support services to families of district students to promote consistency across life settings for those students.
- Consults and closely collaborates with district behavioral consultants, autism consultants and building facilitators to insure that district program strategies are being implemented appropriately, effectively, and consistently.
- Shares professional knowledge with peers through workshops, symposiums, papers, training, etc. Participates actively in in-service training of district professional staff.
- May act and attend meetings as administrative designee or LEA representative as directed by administration. May serve as facilitator in resolving parent concerns regarding district services.
- Acts as an advisor and provides consultation to administration on matters regarding student suspensions, expulsions, manifestation determination, and attendance for IDEA and §504 students; and the mental health and behavioral needs of students, in general.
- Serves as consultant to district teachers (including GEIT teams), administration, families, and community members, as appropriate, regarding program development and implementation.

- May design, conduct, report, or otherwise participate in research and student data collection efforts addressing important district concerns.
- Provides professional input regarding mental health and behavioral management issues into ongoing development of alternative educational programs within the district.
- Continues professional growth through participation in appropriate professional activities, e.g., reading, workshops and coursework.
- Contributes to the profession of mental health through membership in professional organizations. Functions in a leadership role within professional organizations as appropriate.
- May serve on interview team in the hiring of new staff members.
- Collaborates with administration, as requested, for staff development, hiring, and training.
- Demonstrates knowledge of content and pedagogy.
- Demonstrates knowledge of students.
- Selects behavioral management techniques and guiding their effective application.
- Demonstrates knowledge of resources.
- Designs supporting coherent instruction and curriculum to promote socially acceptable behavior.
- Assesses student learning.
- Creates an environment of respect and rapport.
- Establishes a culture for learning.
- Teaches classroom procedures.
- Manages student behavior: consults staff on specific classroom expectations.
- Organizes physical space and resources in relationship to classroom management.
- Communicates clearly and accurately.
- Uses questioning and discussion techniques to provide effective consultation.
- Illustrates communication between engaging curriculum and effective management.
- Provides feedback to students and staff.
- Demonstrates flexibility and responsiveness.
- Maintains accurate records.
- Communicates with families.
- Contributes to school and district.
- Grows and develops professionally.
- Shows professionalism.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- Supervises and evaluates any assigned paraprofessionals or aides.
- Supervises students.
- Supervises any assigned parent volunteers.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have the ability to create and use documents, and to manipulate applications in MS-Word, MS-Excel, MS-Access, MS-Powerpoint, and Novell Groupwise.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must attain SEI endorsement as required by Arizona department of Education.
- Earned Master's or Doctoral Degree from an accredited institution.
- Valid Arizona Licensure from the Arizona Board of Behavioral Health Examiners (AzBBHE) as a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), or Licensed Marriage and Family Therapist (LMFT).
- In addition to Arizona licensure, a valid Counselor Certificate from the Arizona Department of Education is desirable.
- Certification in good standing as a Crisis Prevention Institute (CPI) trainer preferred.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Master's Degree in counseling or closely related field from an accredited graduate school.
- Five years experience in the provision of professional mental health services to children and adolescents with behavioral issues in both educational and mental health settings, and in writing and implementing behavioral plans.
- Two years previous experience as a CPI trainer or, in lieu of that, willingness to be trained in and to conduct training in Crisis Prevention Institute (CPI) techniques.

- Experience in or willingness to be trained in and to participate in district threat assessment procedures
- Needs thorough knowledge of IDEA, §504, and ADA, and district discipline procedures.

LANGUAGE SKILLS:

- Demonstrate the ability to read, analyze and understand IEP's, 504/behavior/health plans, procedural manuals, professional reports, legal opinions, professional journals, and federal and state educational and mental health laws, rules, and regulations, including FERPA, HIPAA, IDEA, §504, and ADA.
- Demonstrate the ability to write reports, business correspondence, procedural manuals, and email.
- Demonstrate the ability to create and give oral presentations and to answer questions.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.