



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Coordinator, Behavior Intervention and Mental Health

Class Code: 1585

Work Days: 210

GENERAL PURPOSE

Provide specialized support and training to teachers, administrators, school-based mental health professionals, and families related to behavior intervention and mental health; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. May exercise direct supervision over technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; and implement policies and procedures.
 2. Provide strategies and tools to teachers, administrators, school-based mental health professionals, and families on how to respond to undesirable behavioral responses of students.
 3. Assist districts in establishing and refining guidelines and procedures for addressing behavioral issues.
 4. Design and deliver a variety of training seminars and workshops related to behavior intervention and student mental health, and provide consultation and technical assistance to schools/school districts.
 5. Collaborate within multidisciplinary teams to promote the best behavioral outcomes for students.
 6. Maintain records and develop reports concerning new or ongoing programs and program activities and effectiveness; and prepare statistical reports as required.
 7. Attend and participate in professional group meetings with outside agencies and organizations; stay abreast of new trends and innovations related to behavior intervention and student mental health.
 8. Establish and maintain effective working relationships with state and local community organizations, businesses, and related groups.
 9. Participate in the preparation and administration of the budget, submit budget recommendations, and monitor expenditures.
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10. Monitor program compliance with laws, rules, and regulations related to behavior intervention and student mental health.
 11. Demonstrate attendance sufficient to complete the duties of the position as required.
 12. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Applied Behavior Analysis ABA; Functional Behavior Assessments, Behavior Intervention Plans, and assessment and behavior programs.
2. Evidence-based behavior management practices in school-based student mental health and trauma-responsive school and classroom practices.
3. Common youth behavioral health disorders and the impact of trauma on student behaviors.
4. Typical development, atypical development, and developmental milestones.
5. Available referral agencies and resources within the county.
6. Basic operations, services, and activities of mental health services for school districts.
7. Multi-Tiered System of Support framework for student behavior and intervention support.
8. Early childhood and elementary student development.
9. Multi-ethnic and cultural differences.
10. Procedures, methods, and techniques of project and workflow management and organization.
11. Basic procedures, methods, and techniques of budget preparation and control.
12. Recent developments, current literature, and sources of information related to student behavior intervention support.
13. California Education Code, California Administrative Code, and the policies, rules, and regulations of the Orange County Department of Education.
14. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional, clerical, and/or technical employees; and effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Plan, direct, and coordinate various programs.
5. Elicit community and organizational support for programs.
6. Establish and maintain effective working relationships with various constituencies.
7. Interpret and explain laws, codes, contracts, policies, and procedures.

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8. Develop and present training materials.
 9. Prepare clear and concise correspondence, reports, and other written materials.
 10. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 11. Communicate clearly and concisely, both orally and in writing, in English; and present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in mental health, social work, counseling, psychology, child development, or a related field and five (5) years of school-age and/or school-based behavior analysis experience; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid Board Certification as a Behavior Analyst (BCBA).

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and may move items weighing up to 25 pounds.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast-paced with moderate to high pressure.

