

Behavioral Health Service Clinical Specialist **Special Services**

POSITION DESCRIPTION

Professional Technical Level I. This is an exempt position. Full benefits package available.

SUMMARY

The Behavioral Health Service Clinical Specialist serves as a licensed behavioral health professional within the Special Services Department and plays a critical role in supporting the academic, behavioral, social-emotional, and mental health needs of students. This position provides direct individual and group counseling services, supports students with significant social, emotional, and behavioral needs, and collaborates with educators, families, and community providers to ensure coordinated, student-centered supports. The Behavioral Health Service Clinical Specialist partners with school teams to develop and implement comprehensive behavioral and mental health interventions, including Functional Behavioral Assessments (FBAs), Positive Behavior Support Plans (PBSPs), crisis response plans, and social-emotional learning supports.

The Behavioral Health Specialist promotes culturally responsive, trauma-informed, and strengths-based practices that foster belonging, engagement, and positive outcomes for students across educational settings.

ESSENTIAL JOB FUNCTIONS:

Direct Student Services

- Provide individual, group, and family-centered Behavioral Health Service Clinical Specialists to students whose emotional, behavioral, or mental health needs impact educational performance.
- Provide clinical services to assess and assist in identifying student strengths, needs, barriers, and risk factors affecting school success.
- Deliver evidence-based therapeutic interventions that promote self-regulation, social-emotional development, resilience, and positive, pro-social coping skills.
- Support students experiencing behavioral, emotional, or mental health crises through assessment, intervention, de-escalation, and safety planning.
- Monitor and document student progress and adjust interventions based on data and outcomes.

Consultation and Collaboration

- Collaborate with special education teams, building administrators, teachers, school psychologists, counselors, nurses, and related service providers to support student success.
- Consult with staff regarding behavioral health concerns and provide recommendations for evidence-based interventions and supports.
- Engage in and support collaboration across districtwide behavior programs
- Participate in Individualized Education Program (IEP) meetings and contribute clinical expertise regarding behavioral health goals, services, and accommodations.
- Support school teams in developing effective behavior support systems for students with intensive behavioral or mental health needs.
- Serve as a liaison among schools, families, community agencies, healthcare providers, and behavioral health systems.
- Partner with Non-Public Agencies

Behavioral Assessment and Intervention Planning

- Assist in conducting Functional Behavioral Assessments (FBAs), behavioral health assessments, and related evaluations.
- Support development, implementation, and monitoring of Positive Behavior Support Plans, Behavioral Intervention Plans (BIPs), and individualized behavioral health supports.

- Collect, analyze, and interpret behavioral and social-emotional data to inform problem solving and decision-making.
- Utilize data to evaluate intervention effectiveness and make recommendations for ongoing support.

Professional Learning and Capacity Building

- Design and facilitate professional learning for staff, administrators, and teams regarding:
 - Behavioral health and mental health awareness
 - Trauma-informed practices
 - Positive Behavior Interventions and Supports (PBIS)
 - Social-emotional learning
 - Restorative practices
- Provide coaching and consultation to increase staff confidence and effectiveness in supporting students with behavioral and social-emotional needs.
- Build school-based capacity to implement evidence-based behavioral health supports with fidelity.

Family and Community Engagement

- Conduct family outreach and engagement activities.
- Support families in accessing community behavioral health, social service, and wraparound resources.
- Facilitate coordination of care among families, schools, healthcare providers, and community agencies.
- Foster collaborative partnerships that support student well-being across home, school, and community settings.

Professional Responsibilities

- Maintain accurate, timely, and confidential records in accordance with district, state, and federal requirements.
- Prepare reports and documentation required by the district and state.
- Contribute written feedback about student progress for inclusion in annual IEPs for students
- Stay current with research, best practices, legal requirements, and emerging trends in behavioral health and special education.
- Attend meetings, trainings, conferences, and professional development activities as required.
- Travel between district sites and attend occasional evening meetings as needed.
- Perform related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO PERFORM ESSENTIAL FUNCTIONS:**Knowledge of:**

- Behavioral health assessment and treatment practices
- Child and adolescent mental health
- Multi-Tiered Systems of Support (MTSS)
- Positive Behavior Interventions and Supports (PBIS)
- Functional Behavioral Assessments (FBA)
- Behavior Intervention Planning
- Trauma-informed practices
- Restorative practices
- Social-emotional learning frameworks
- Special education laws and regulations including IDEA and Section 504
- School-based Behavioral Health Service Clinical Specialist delivery models
- Crisis prevention, intervention, and de-escalation strategies

Ability to:

- Build positive relationships with students, families, and staff
- Facilitate collaboration among multidisciplinary teams
- Analyze data and develop practical recommendations
- Communicate effectively orally and in writing
- Manage complex, fast-moving, and sensitive situations with professionalism
- Maintain confidentiality and professional boundaries
- Provide training, coaching, and consultation to adults
- Work independently while contributing to collaborative team efforts
- Apply culturally responsive and equity-focused practices

EXPERIENCE & EDUCATION:

Education

Master's degree in one of the following:

- Mental Health Counseling
- Social Work
- Psychology
- Marriage and Family Therapy
- School Psychology
- Behavioral Health
- Or a closely related field

Licensure

Current Washington State licensure as one of the following:

- Licensed Mental Health Counselor (LMHC)
- Licensed Independent Clinical Social Worker (LICSW)
- Licensed Psychologist
- Licensed Marriage and Family Therapist (LMFT)
- Other qualifying behavioral health credentials recognized by Washington State

Associate-level licenses may be considered depending on experience and supervision requirements.

Experience

- Experience providing behavioral health or mental health services to children, adolescents, and families.
- Experience working within educational settings preferred.
- Experience participating in multidisciplinary team processes, including IEP teams, preferred.
- Experience with behavioral assessment, crisis intervention, and implementation of evidence-based behavioral supports preferred.

Preferred Qualifications

- Training or certification in Cognitive Behavioral Therapy (CBT)
- Training or certification in Dialectical Behavior Therapy (DBT)
- Life Space Crisis Intervention (LSCI) training
- Motivational Interviewing and Acceptance and Commitment Therapy training
- Trauma-informed care training
- Experience implementing MTSS and PBIS frameworks
- Experience supporting students with emotional and behavioral disabilities
- Experience facilitating adult professional learning

WORKING ENVIRONMENT:

Generally, the job requires 80% sitting, 10% walking, and 10% standing. The job is performed indoors under minimal temperature changes and a generally hazard free environment. The usual and customary methods of performing the functions of this job require the following physical demands: ☐ Frequent reaching, handling, fingering and/or feeling ☐ Occasional lifting, carrying, pushing and/or pulling.

- Seldom climbing and balancing
- Seldom stooping, kneeling, crouching and/or crawling.

Work is performed in school, district office, community, and other educational settings. The position requires frequent interaction with students, staff, families, and community providers. Regular travel between district locations and NPAs outside of the district will be required. The position may occasionally involve responding to behavioral or mental health crises and supporting students in emotionally charged situations.

APPLICATION PROCEDURE

[External, Internal, or All] Submit an online application @ <http://www.lwsd.org/employment> and apply to this posting. A letter of interest and resume are required in addition to the application materials and should be uploaded to the application under the ATTACHMENTS page. You may attach up to three letters of recommendation if desired.

FINALISTS WILL BE CONTACTED FOR AN INTERVIEW

Please review [LWSD Human Resources Employment Policies](#), which includes our non-discrimination policy. We are not able to sponsor employment at this time.

LAKE WASHINGTON SCHOOL DISTRICT IS A SMOKE-FREE WORKPLACE