

South Western School District  
Position Description  
**POSITION TITLE | Behavioral Health Provider and Coordinator (K-12)**

TERMS OF EMPLOYMENT:

10 Month Confidential Employee Contract (191 days)  
Salary and Benefits as described in the South Western School District Confidential  
Salaries and Benefits

JOB CLASSIFICATION:

Confidential - Student Supports

POSITION QUALIFICATIONS:

Bachelor's Degree in Social Work with strong preference toward Master's Degree  
in Social Work (MSW)  
PA Certification in one of the following areas:  
a. School Psychologist CSPG 81  
b. K-12 School Counselor (CSPG 76)  
c. CSPG 201

REPORTS TO:

Building Principal

WORK ENVIRONMENT

District professional staff, principals and assistant principals, district administrators

JOB SUMMARY/GOAL:

To partner with a special educator to provide behavioral health support, programming,  
and coordination for students with emotional and behavioral needs..

ESSENTIAL TASKS:

- Partner with a special teacher to develop and lead programming for students with social, emotional and behavioral needs in a primarily self-contained special education classroom.
- Support the development of proactive behavioral systems and individualized behavioral plans.
- Provide individual counseling to students to address personal, social, emotional, or other at-risk behavior and conduct support groups for students as part of the daily programming.
- Respond to and lead crisis level situations with students and facilitate postvention strategies.
- Collect behavioral data.
- Participate in special education team meetings.
- Consult with other professionals to provide strategies to support student social, emotional and behavioral needs.
- Serve as a liaison between the school district and community social service agencies.
- Provide appropriate information and guidance to families in regards to available school based and community-based services.
- Confer with families to assess situations affecting students. Make referrals and offer resources to assist families as needed.

- Oversee referral of students to outside agencies such as the Department of Welfare, Children Youth & Family Services, CASSP, Juvenile Probation, and others.
- Make home visits for the purpose of gathering information on a child's background as deemed appropriate.
- Perform other related tasks as may be assigned by the building administrator.

#### KEY PERFORMANCE INDICATORS (KSA):

##### **Knowledge:**

- Understanding child and adolescent development, including typical and atypical social, emotional, and behavioral development.
- Common mental health disorders that affect children and adolescents, such as anxiety, depression, ADHD, and conduct disorder.
- Crisis intervention techniques and strategies.
- Evidence-based behavioral interventions, including positive behavior support (PBS), functional behavioral analysis (FBA), and behavior intervention plans (BIP).
- Familiarity with various counseling techniques, such as cognitive-behavioral therapy (CBT), motivational interviewing, and solution-focused therapy.
- Understanding of federal and state laws and regulations governing special education, including the Individuals with Disabilities Education Act (IDEA).

##### **Skills:**

- Application of behavioral intervention knowledge and counseling when working with students
- Strong verbal and written communication skills to effectively interact with students, parents, teachers, and other professionals.
- Problem-solving and critical thinking skills to address complex behavioral and social challenges and interventions.
- Demonstration of effective organizational skills to manage multiple tasks and deadlines.
- Collect, analyze and interpret behavioral and performance data to inform decision making

##### **Abilities:**

- **Adaptation:** Ability to respond possibility to changing circumstances and unexpected challenges.
- **Empathy:** The ability to understand and share the feelings of another.
- **Collaboration:** Ability to work collaboratively with a multidisciplinary team to develop and implement individualized plans.
- **Interpersonal Skills:** Ability to build rapport and establish positive relationships with students, families, and colleagues
- **Crisis Management:** The ability to remain calm and collected in high-stress situations.
- **Ethical Decision-Making:** The ability to make ethical decisions and adhere to professional standards.
- **Self-Awareness:** The ability to recognize and manage one's own emotions and stress.
- **Professionalism:** The ability to maintain a professional demeanor at all times.

Able to hear with 40 decibel loss maximum and see with acuity of 20 inches or less and far acuity of at least 20 feet normal depth perception, field of vision and accommodation. Must be able to reach above and below the waist, walk and use fingers to pick, feel and grasp objects.

Requires use of both hands for repetitive motion. Some bending and twisting of the body required. Lifts/carries supplies and papers weighing no more than 40 lbs. Typical office environment with an ability to sit eighty percent (80%) of the workday.

**EEOC**

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