
Class Specifications for the Class:

BEHAVIORAL HEALTH SPECIALIST V

Complexity/Function

Supervise and may provide counseling, skill training and support services to individuals who have or are at risk for developing significant problem behavior(s) that impair their ability to effectively participate and benefit from their education, work and other daily functional activities. The work involves: conducting behavioral assessments, developing and implementing behavior intervention/management plans; providing techniques, methods and strategies for teachers, employers, family members and others to use to facilitate attainment of appropriate behavior(s); discerning when clinical consultation, assessment and interventions may be necessary; and providing clinical oversight.

Individuals treated require specialized, individualized, intensive and multiple agency services in order to successfully overcome the problem behavior(s). These are individuals with problems that are chronic and/or intense. Oftentimes, these individuals have mental and/or physical disabilities.

V level:

This level reflects responsibility for supervising lower level Behavioral Health Specialists and other professional positions that provide counseling services as delineated in Department of Education policy, procedures and guidelines. This work requires comprehensive knowledge of the School Based Behavioral Health (SBBH) program. Assignments include responsibility for monitoring of Behavioral Health Specialists' Functional Behavioral Assessments, Behavior Support Plans and student service plans, provision of training and technical assistance to Behavioral Health Specialists and other professional subordinates. Positions in this class may provide counseling, skills training and support services.

Examples of Duties and Responsibilities for the Behavioral Specialist V level: *(The following statements are intended to describe the nature and level of work which are critical to the allocation of positions to these classes. However, the absence of specific statements does not preclude management from assigning other duties if such duties are a logical assignment for the position).*

1. Oversee and monitor the work performance of behavioral specialists, school social workers, and other assigned staff regarding the provision of school-based behavioral health services within a complex or district.

2. Responsible for evaluating the work performance of assigned staff and completion of their performance appraisal (PAS) within the required timeframe.
3. Monitor activities and services of staff for conformance to existing laws, policies, procedures, standards, and guidelines, etc. Take corrective action/steps to remedy non-conformance in order to comply with legal requirements.
4. Ensure that appropriate services are delivered to students by program staff as specified in student Individual Education Plans/504 Modification Plans (IEP/MP). These plans outline services provided to students by various discipline team members for the purpose of giving the student the best opportunity to learn.
5. Collaborate with contracted providers and other agency providers to plan for the orderly development and provision of essential services to meet the needs of students in the complex as specified in the student's IEP/MP. Participate in interagency meetings to coordinate and integrate school-based behavioral health services with other child-serving agencies. Establish networks and working relationships with parents and community agencies.
6. Provide technical support/assistance to principals, counselors, teachers, and other school personnel regarding integration of school-based behavioral health services into educational programs, and meeting the requirements of federal laws.
7. Assist the district educational specialist (DES) with program development and the overall plan for the implementation of the district's/complex's school-based behavioral health services program including an evaluation strategy to effectively monitor and utilize behavioral health and the contracted provider resources.
8. Administer policies and procedures pertaining to the implementation and operation of school-based behavioral health services.
9. Conduct budget surveillance and utilization procurement review for the SBBH DES to assist in identification of resources needed to implement a system of school-based behavioral health services.
10. Review requests for contracted services and monitors for appropriate utilization of services and resources in conjunction with the DES and district contracts specialist.
11. In consultation with personnel from the DOE district and State level offices, the Department of Health Family Guidance Center, and Children's Community Council (CCC), develop a community-based system of care.
12. Plan and implement a complaints resolution process for behavioral health-related services. Monitor sentinel events/incident reports, investigate and collaborate with the

agencies involved to resolve the situation. Refer unresolved system issues to the appropriate district resources.

13. Develop and implement education and/or training programs to address staff development needs related to behavioral health evidence-based practices and IDEA/504.
14. Train subordinates and assigned staff.
15. Review IEP/MP quarterly reports, direct and oversee the recordkeeping systems.
17. Sign documents for Medicaid reimbursements.
16. May provide direct services.

Knowledge and Abilities Required: *(The following are the knowledge and abilities required to perform the key duties of these classes at the full performance level. Prerequisite knowledge and abilities, which are necessary upon entry, are denoted by an asterisk[*].)*

- *1. Knowledge of professional counseling methods, ethics and standards;
- *2. Knowledge of the principles, concepts, theories, methods and techniques of behavior management and evidence-based clinical and behavioral support services;
- *3. Knowledge of human growth and development;
- *4. Knowledge of theories of learning and personality development;
- *5. Knowledge of the influence of intellectual, emotional, physical, social and environmental factors on human behavior;
- *6. Knowledge of group and family dynamics;
- *7. Knowledge of crisis prevention and intervention methods and techniques;
- *8. Knowledge of interviewing practices and techniques;
- *9. Knowledge of factors related to the assessment and evaluation of individuals and groups;
- *10. Knowledge of characteristics and behaviors that influence the helping process including verbal and nonverbal behavior, personal characteristics;
- *11. Knowledge of report writing;
12. Knowledge of community resources and its effective utilization;

13. Knowledge of federal, State laws and regulations, and departmental policies and procedures regarding the provision of counseling services, and documentation and confidentiality of an individual's records and rights;
- *14. Knowledge of Individuals with Disabilities Education Act (IDEA);
- *15. Knowledge of diagnostic and statistical manual of mental disorders, 4th edition (DSM IV) diagnosis;
- *16. Knowledge of Child and Adolescent Service System Program principles;
- *17. Knowledge of principles and practice of supervision;
18. Knowledge of legal and ethical issues in the practice of psychology and education;
19. Knowledge of clinical and behavioral assessment, planning and intervention services including functional behavior support planning and evidence-based system of support;
- *20. Ability to reason, analyze information, and make correct inferences and accurate conclusions;
- *21. Ability to do problem solving, identify problems, determine the accuracy and relevance of information, and use sound judgment to generate recommendations;
- *22. Ability to make sound, well-informed and objective decisions;
- *23. Ability to read, understand, interpret and apply written material, including technical material, rules, regulations, instructions and reports;
- *24. Ability to express information orally to individuals and groups effectively taking into account the audience and nature of the information;
- *25. Ability to prepare reports, correspondence and other written documents;
- *26. Ability to show understanding, courtesy, tact, empathy and concern;
- *27. Ability to develop and maintain effective working relationships;
- *28. Ability to deal calmly and effectively with high-stress situations, e.g. hostile individuals or people under stress, crisis situations;
- *29. Ability to manage time and available resources effectively;
- *30. Ability to function as an effective and contributing member of multi-disciplinary school teams;

- *31. Ability to maintain a high sense of integrity and professionalism with respect to provision of services and communication that is confidential in nature;
- *32. Ability to provide professional leadership in planning and in organization of programs;
- *33. Ability to generate solutions and offer a variety of alternatives to practitioners in the educational setting;
- *34. Ability to perform program development, maintenance, and evaluation tasks; and
- *35. Ability to supervise.

This is the first specification for the new class BEHAVIORAL HEALTH SPECIALIST V.

DATE APPROVED: JUN 22 2006

EFFECTIVE DATE: JUL - 1 2006


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