

Mental Health Instructional Aide

DEFINITION:

Under the supervision of the Director of Student Support Services or designee, the Mental Health Instructional Aide assists the teacher and other specialists (including Marriage and Family Therapist, Psychologist, Counselor, Behavior Specialist) by performing a variety of functions to support the needs of students with mental health needs, including participating in program delivery, working directly with students and teachers, supporting mental health plans and training other paraprofessionals in supporting students with those plans.

QUALIFICATIONS:

Education:

- Graduation from high school, Associate's degree or higher is preferred.
- Three years of work experience in a public / private school, public agency, or community-based organization is preferred
- Successful completion of the District Instructional Assistant Proficiency Test.
- Willingness to be trained in District supported interventions including Applied Behavior Analysis (ABA), Therapeutic Crisis Intervention (TCI), and/or Threat Assessment

Certificates and Licenses:

- Must possess a vehicle and a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess and maintain valid CPR Certification.

DISTINGUISHING CHARACTERISTICS:

The ability to:

- effectively work with students and families from diverse backgrounds
- ensure familiarity with community resources designed to support at-risk populations
- ensure knowledge and awareness of children with emotional disorders, learning disabilities, at-risk children, and developmental differences in children
- remain calm in stressful situations
- follow a schedule that may change, in part, hour to hour and day to day
- work effectively with a wide variety of personalities and situations requiring tact, professionalism, judgment, stability, and poise

TYPICAL DUTIES AND RESPONSIBILITIES:

- Implements positive behavior supports
- Collects and reports on data to teachers and specialists
- Participates in classroom discipline and behavior management programs
- Assists teacher with crisis intervention and physical restraints (as needed)
- Participates in crisis management and physical intervention training provided by the District
- Support special education and general education classroom objectives
- Supervises students during mainstreaming and inclusion activities, including lunch and social activities as required
- Supervises students during assigned disciplinary actions, i.e., in-house suspension, social isolation

- Assist students in addressing barriers that prevent access to curriculum and/or needed mental health services
- Support social and emotional curriculum delivery
- Support rapport building, intervention, and generalizing
- Support social-emotional, academic, and behavioral IEP goals
- Collaborates regularly with teacher and related services providers

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting up to 50 lbs. and physically restrain and control a student up to 150 lbs. with assistance, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- 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.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office and classroom environment and come in direct contact with district staff and the public.