

CREC Help Team Social Worker Job Description

REPORTS TO: School Based Mental Health (SBMH) “Help Team” Coordinator

DEFINITION: “Help Team Social Worker” provides mental health services and supports to students, and supports; parents, school staff, and other professionals supporting students.

JOB PURPOSE: As a member of the Central Region Educational Cooperative (CREC) regional “Help Team”: provide services for the diagnosis and treatment of social, emotional, and/or behavioral difficulties, including conduct screenings, determine appropriate treatment plans, design, and provide effective direct therapy; consult with school staff, parents, and other professionals; and provide professional learning for school staff.

PERFORMANCE RESPONSIBILITIES

COORDINATION DUTIES

- ❖ Collaborate with SBMH “Help Team” Coordinator and lead social worker to create, plan and execute services outlined within the USDOE 2023 grant award.

ASSESSMENT/EVALUATION/SCREENING

- ❖ Assess, evaluate, and/or screen preschool-aged to 12th grade students (ages 2 – 22 years old).
- ❖ Select and use standardized and non-standardized measures that are reliable, valid and designed for the purpose of their use.
- ❖ Comprise, write, and upload evaluation reports within provided programs and templates, such as Powerschool Special Education. Reports must be comprehensive and include all the necessary, relevant data and information regarding the student’s suspected disability or disabilities and potential eligibility as delineated in NM TEAM, as well as provide information needed for program/educational planning. Upload signed reports into the web-based program, such as Powerschool Special Education, and ensure districts receive a report for the parent(s)/guardian(s) and district records.
- ❖ Facilitate and conduct Functional Behavior Assessment (FBA) for students with behavioral challenges, as needed and appropriate.

DIRECT SERVICES

- ❖ Plan and provide appropriate individual and/or group therapy consistent with the needs of the student(s).
- ❖ Select and use materials, equipment, and other instructional material that are evidence-based, current, and meet the needs of student(s).
- ❖ Consult with school staff, parents, and other professionals to plan and implement interventions and strategies to improve social, emotional, and/or social skills for specific students.
- ❖ Provide direct support for students with social, emotional, and/or behavioral challenges

including: collaborate with school staff to design interventions, help develop and monitor Behavior Intervention Plans (BIP). Ensure that the BIP is directly linked to the Functional Behavior Assessment (FBA) and reviewed/ revised, as needed.

- ❖ Participate on school safety teams, including: assist with students who are escalated and harmful to themselves or others, and be prepared to utilize district/CREC approved de-escalation and non-violent intervention techniques.
- ❖ Provide professional trainings for school staff/community members regarding mental health.
- ❖ Provide classroom-based social skills instruction to teachers in order to; build capacity within a school, provide direct support to teachers, and increase outcomes for students.
- ❖ Participate with school and community teams related to social and emotional health.
- ❖ Assist in the proper referral to other specialists, agencies, or facilities for students in need of additional services and/or more intensive treatment.
- ❖ Respond to site-based tragedies and crisis (e.g. death, suicide, etc.) by providing direct services and support, as requested by the “Help Team” Coordinator and CREC Executive Director.

SCREENING/ASSESSMENT

- ❖ Screen and/or assess preschool-aged to 12th grade students (ages 2 – 22 years old) exhibiting social, emotional, and/or behavioral challenges.
- ❖ Select and use standardized and non-standardized measures that are reliable, valid and designed for the purpose of their use.
- ❖ Comprise, write, and upload evaluation reports within provided programs and templates, such as Powerschool Special Programs. Reports must be comprehensive and include all the necessary, relevant data and information regarding the student’s suspected disability or disabilities as well as provide information needed for educational planning and support outside of the school environment. Upload signed reports into the web-based program, such as Powerschool Special Programs, and ensure districts receive a report for the parent(s)/guardian(s) and district records.
- ❖ Participate in the creation of Functional Behavior Assessment (FBA) for students with social, emotional, and/or behavioral challenges, as needed and appropriate.

MEDICAID

- ❖ Assure compliance with Medicaid requirements for billable services for those students being served by the clinical supervisor, or by therapists receiving clinical supervision.
- ❖ Accurately complete service logs for all therapy sessions, assessments completed, missed therapy sessions, and work-related activities in a timely manner, and monitor these for therapists receiving clinical supervision.
- ❖ Participate in the web-based Medicaid Administrative Time Study within timelines.

ELECTRONIC DOCUMENTATION

- ❖ Create, document and finalize all reports, records, and other documents using district or site approved programs, Powerschool and Maxcapture for the students served by the clinical supervisor, and ensure same for therapists receiving clinical supervision.
- ❖ Keep current on program changes and provide feedback for improvements, as appropriate.

OTHER DUTIES

- ❖ Maintain confidentiality according to FERPA, HIPPA and other professional ethics.