

JOB DESCRIPTION

Updated 01/07/19

Position:	Licensed Independent Mental Health Practitioner (LIMHP)
Supervisory Responsibilities:	None
Work Schedule:	Full Time
Salary Range:	\$62,000 - \$74,000, commensurate with experience and education
FLSA Status:	Exempt

POSITION SUMMARY

Incumbent will provide therapeutic consultation to students, ages 5 through 21, identified by school staff and/or family/caregiver, who have a need for behavioral health services. Consultations will be designed to focus on the student, with recommendations given for behavioral health skills development and potential treatment of critical behavioral health issues that will allow the student to participate and function successfully in academics and career preparation in their natural school environment.

Incumbent will work with an interdisciplinary team, consisting of behavioral health professionals, educators or school staff, the student, family or caregiver, and other key individuals (as identified by the team), to develop and implement recommendations, using a family-driven, multi-disciplinary approach that acknowledges the student and family as equal partners, utilizing the least restrictive environment and least intrusive, developmentally appropriate interventions.

ESSENTIAL DUTIES & RESPONSIBILITIES

1. Observe and assess the student in their natural school environment, including a diagnosis as needed.
2. Involve the student and family/caregiver as an equal partner on the interdisciplinary team.
3. Facilitate and/or participate in interdisciplinary meetings, involving the student, family, and school personnel, as well as other participants, as applicable, to develop and implement strength-based interventions and creative strategies to overcome obstacles, using a family-driven, multi-disciplinary approach that acknowledges the student and family as equal partners.
4. Consult with current treating clinician, if applicable.
5. Engage with students who have emotional disturbances and their families to identify their strengths and needs for treatment and resources.
6. Interview educators, school staff, and the family or caregiver, as well as other participants as applicable who have relevant knowledge about the student. Interview other key individuals identified by the interdisciplinary team and/or family/caregiver.
7. Document clinical contact note for each student encounter.
8. Review relevant and appropriate documentation, with prior written consent from the student's parent/guardian.
9. Coach and mentor educators and school staff on implementing the student's behavioral health plan in the school environment, as needed.
10. Service provision and recommendations that are strength-based, trauma-informed, and culturally/linguistically sensitive strategies, utilizing evidence-based practice(s), promising practice(s), or best practice(s) that promote the student's social-emotional development,

interpersonal growth, and self-management skills.

11. Continue consultation, through subsequent follow-up at regular intervals (e.g., 30 days, 90 days, etc.), as needed.
12. Enter required data into the national System of Care evaluation database.
13. Regular and reliable attendance is an essential function of this job.

OTHER DUTIES

This job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

EDUCATION & EXPERIENCE

Minimum Requirements

- Master's degree in social work or counseling.
- Licensed Independent Mental Health Practitioner (LIMHP).
- 2-4 years of experience working with children and adolescents who have a serious emotional disturbance (SED) as diagnosed by DSM-V; experience should also include trauma-informed care, social emotional development, behavioral interventions, resiliency, medications, crisis mitigation and response.

Preferred

- Dually licensed practitioner for children or adolescents with a dual diagnosis of both serious emotional disturbance and substance abuse.
- 5-8 years of experience working with children and adolescents who have a serious emotional disturbance (SED) as diagnosed by DSM-V; experience should also include trauma-informed care, social emotional development, behavioral interventions, resiliency, medications, crisis mitigation and response.
- Experience working in an educational setting with our identified population.

ABILITIES & SKILLS

- Ability to interview to assess the strengths and needs of and engage with students and families of diverse cultures, socioeconomic, and developmental levels.
- Ability to conduct behavioral health assessments, inclusive of a diagnosis, and develop evaluative report to include recommendations.
- Ability to speak to others to convey information effectively, especially in a therapeutic and educational setting or public speaking presentations.
- Ability to recognize, interpret, and respond appropriately to threatening situations.
- Ability to effectively develop and oversee implementation of a crisis/safety plan.
- Ability to write clear and concise contact notes to document when communication has been made with student, family members, or others involved in interdisciplinary team.
- Ability to use critical thinking skills, using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Ability to work independently in a variety of settings (e.g., school setting, student's residence).
- Strong interpersonal skills (ability to get along with others), including verbal and non-verbal communication, active listening, problem-solving, decision-making, attitude, assertiveness, empathy, diplomacy, and deportment.
- Ability to work with identified school demographics (students, ages 5 through 21).

- Ability to exercise superior discretion and judgment when working with matters of a confidential and discreet nature.
- Knowledge of evidence-based practices.
- Proficient word processing skills, with knowledge of Microsoft Office Pro (Word, Excel, and PowerPoint) software.
- Ability to work independently, handle multiple tasks/projects simultaneously, and prioritize responsibilities to effectively manage time to meet necessary deadlines as directed.
- Ability to write, speak, and understand English as necessary to effectively perform position and to communicate with supervisors, employees, or students/families incumbent works with based on the assumption that such individuals can only write, speak, and understand English. Work with interpreters as needed.
- Ability to maintain effective working relationships with supervisor, peers, co-workers, business stakeholders, and the public.
- Ability to read and understand information and ideas presented orally and/or in writing to complete assigned tasks.
- Willingness and ability to be a team player.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an incumbent to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the incumbent is regularly required to talk or hear. The incumbent is frequently required to stand; walk; sit; use hands to finger, handle or feel and reach with hands and arms. The incumbent is occasionally required to climb or balance and stoop, kneel, crouch, or crawl. The incumbent must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an incumbent 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 quiet with occasional moderate noise.
- Work is normally performed in the student's natural school environment: approved or accredited schools, licensed childcare centers, afterschool programs, and child-serving organizations. This may also include other natural environments, such as the student's home or other community setting in order to complete comprehensive consultative services.
- Typical hours of work will generally fall within school hours. Incumbent must be available for after-school hours and evenings as necessary to complete the consultation process. Scheduling of consultations must be flexible, with availability during times that meet the needs of the student and their family or caregiver.
- Incumbent is required to carry a functioning cell phone during working hours.

- Incumbent must have the ability to travel daily and is required to have, and maintain, personal, reliable transportation to travel to meetings/activities within educational service areas in southeast Nebraska as required to perform job (Educational Service Units 4, 5, and 6).
- Incumbent must have, and maintain, a valid Nebraska driver's license and have, and maintain, current vehicle insurance.

Employee Acknowledgment of Job Description

This job description supersedes all previous job descriptions written for this position. I understand that this is a description of my current job duties and responsibilities. I understand that neither this nor the policy and procedures manual is a contract for employment.

Employee Signature

Date