

Disabilities / Mental Health Manager Opening

POSITION OVERVIEW

The Disabilities / Mental Health Manager is responsible for planning and administering the disabilities and mental health program services for children and families according to policies, procedures, and philosophy of Macon Program for Progress Board, Policy Council, Performance Standards, and all state and federal regulations. Works in collaboration with early childhood special education agencies and Head Start and Early Head Start staff to individualize services for children with disabilities and their families in inclusive environments.

The ideal candidate must have the understanding and ability to work and interact with individuals from diverse cultural, socioeconomic, and ethnic backgrounds. Must demonstrate excellent communication skills (oral and written) characterized by active listening and respectful interactions.

QUALIFICATIONS

- Baccalaureate or advanced degree in early childhood education; or a baccalaureate / advanced degree and equivalent coursework in early childhood education.
- Intermediate computer skills, internet, Microsoft Office Products
- Ability to train and provide presentations to large and small groups.
- Ability to collaborate and have working knowledge of community resources related to disability and mental health services.
- Excellent communication skills, both written and verbal, effectively and appropriately with others.
- Excellent diagnostic and problem solving skills.
- Ability to meet the needs of all children specifically those with special needs, challenging behaviors, at risk gifted and culturally diverse populations. Five or more years of related experience and / or training is preferred.
- Valid Driver's License.
- CPR and First Aid Certification at hire or within the first 6 weeks of hire, training provided.

RESPONSIBILITIES

- Plans, develops, and administers the disabilities and mental health service areas ensuring an integrated and comprehensive system of services for children with disabilities and their families.
- Develops, reviews, updates as needed and implements the disabilities service plan that provides strategies for meeting the special needs of children with disabilities and their parents. Gains Policy Council and MPP board approval of the disabilities service plan.
- Coordinates with ERSEA Specialist about the recruitment of children. Assists Lead Education Agency (LEA) with Child Find as needed.

- Responsible for ensuring that 10% of MPP funded enrollment consists of children with a diagnosed disability as evidenced by a valid IEP or IFSP. Monitors disabilities percentage based on cumulative enrollment.
- Collaborates with the ERSEA Specialist and Education Supervisors for best classroom placement for children with disabilities.
- Works in conjunction with Education Supervisors to ensure that developmental and social emotional screenings for all children are completed within 45 calendar days of child's date of enrollment to the program. Reviews all results and enters results and follow-up actions as needed (re-screen or referral) into the database. Notifies parents of results.
- Provides training to staff and parents with a focus on children's social emotional development and positive discipline practices. Promotes the overall social and emotional development of children, staff and parents by providing training and information on mental health resources.
- Makes timely referrals to Lead Education Agency (LEAs) and the Children's Developmental Service Agency, with parent consent. If needed, assists with and tracks referrals to private speech and hearing professionals, occupational therapists, psychologists, and developmental evaluations centers. Tracks referral outcomes.
- Attends IEP and IFSP meetings with local LEA's to provide and record information on children's needs, services, and progress. Ensures that program and classrooms have copies of IEP or IFSP. Ensures classroom staff have understanding of appropriate implementation of IFSP/IEP strategies.
- Provides monthly follow-up with classroom staff to provide support in behavior management, classroom environments and inclusion of children with special needs. Monitors service delivery during visits.
- Assigns Behavior Support Specialists as needed for behavior support or implementation of Mental Health Plans.
- Secures appropriate resources for staff, parents and children to include supplies, equipment, and training materials. Assures that all necessary accommodations are made, including but not limited to; transportation, translation, and facility's environments.
- In collaboration with Community Outreach Specialist, negotiates and secures Interagency Agreements with local education agencies. Maintains liaison relationships with other agencies, school district, Infant Toddler Program, organizations and groups providing services to children with disabilities.
- Ensures disabilities and mental health resources are updated and included in the resource directory of the parent handbook.
- Meets weekly with Mental Health Consultant about mental health services and activities.
- Meets monthly with Behavior Support Specialists to provide strategies, support and training.
- Attends bi-annual Health & Education Advisory Committee meetings, providing related reports to the group.

- Attends and participates in Integrated Team meetings. Reports on individual children during child/family staffing during the Integrated Team meeting.
- Assists in development and delivery of in-service training programs and orientation for teaching staff on inclusion, transitions, referral procedures, and new requirements.
- Develops a system of monitoring and evaluation of services and activities for the disability and mental health service area.
- Conducts regular site/building visits to monitor environments to assure that needed modifications and accommodations are in place.
- Submits required program reports in an accurate and timely fashion. Reviews Child Plus reports quarterly to check for accuracy.
- Reviews PIR questions at the end of each month to ensure the accuracy of the numbers reported. Answers and submits PIR information at the end of the program year.
- Evaluates the performance of Behavior Support Specialists. Assist staff in development and implementation of Professional Development Plans.
- Must have knowledge of: typical and atypical child development; effective trauma informed practices to support children, families, and staff; and Family Educational Rights and Privacy Act Possess.
- Develop and provide high quality professional trainings based on research to support the use of appropriate trauma informed practices.