

Job Description

Early Childhood Positive Behavioral Intervention Support

Mental Health Technical Assistant (MHTA) Definition:

To maintain fidelity to the Positive Behavioral Intervention and Support and the Teaching Pyramid Model provides regular technical assistance for the Mental Health Consultant/Coach team who are working in the early childhood setting.

Guiding Principles: The Program Level coach will have an understanding and ability to put into practice and advocate for the following guiding principles:

- Culturally and linguistically competent, family-centered practice
- Natural learning environment
- Learner focused approach
- Functional and meaningful activities/supports
- Collaborative goal setting
- Operate from a systems perspective
- Change occurs over time
- MHTA's facilitate and participate in change

Job Functions:

- Convenes and facilitates group or individual supervisory sessions. Issues addressed can include specific case situations, specific room or site situations, general issues such as, engaging parents, use of "self" concerns, and best practice issues.
- Monitor the fidelity to the model, and connect the state to local efforts in carrying this out.
- Periodic contact with sites being served, to facilitate understanding of environment and for monitoring coach, teacher/caregiver satisfaction and/or concerns.
- Provide professional development information.
- Provides evaluative feedback to the consultant/coaches regarding their work and when appropriate to the consultants administrative supervisor.
- Attends management staff meetings as appropriate.
- Assists consultants in increasing their understanding of and comfort with Teaching Pyramid Model.
- Supports infusion of Teaching Pyramid Model with teams. Consistently supports teams of consultants/coaches in the Teaching Pyramid Model. Identify training and technical assistance needs.

Job Responsibilities:

Effective Mental Health Technical Assistance Practitioners must be able to:

Effective coaches must be able to build relationships with other staff based on mutual respect, demonstrate effective communication skills, practice conflict resolution skills, have an on-going commitment to learning, possess good observation skills, model best practices working with young children.

- Effectively understand and articulate the Teaching Pyramid Model to mental health consultants, coaches, parents, teachers, caregivers, children, and other professionals.
- Have knowledge of and demonstrate expertise in screening, assessment, referral and community resources.

- Build relationships with mental health consultants, coaches, parents, teachers, caregivers, children, and other professionals.
- Demonstrate understanding and skill in interpersonal communication, and group process.
- Promote practices that support young children's social and emotional development and prevent challenging behaviors.
- Have an understanding of evidence-based practices, strategies, and intervention procedures.
- Gather and track data in accordance with an identified evaluation plan.
- Participate in statewide planning initiative for PBiS implementation.
- Willingness to travel throughout a region of Nebraska.
- Maintain confidentiality.
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Qualifications:

Minimum:

- Credential: Licensed Mental Health Practitioner (LMHP). (Education and Experience is required in the Credential.)
- Experience: At least 3-5 years experience working in the field and at least one year experience working with young children.
- Knowledge and education regarding developmentally appropriate practices.
- Knowledge of the assessment process.
- Excellent oral and written communication skills, competent interpersonal skills, and strong organizational skills. Ability to communicate using technology, develop reports, and track data.
- Ability to travel to appointments, meetings, and training sessions which may require an overnight stay.
- Knowledge and expertise in implementing PBiS in early childhood programs.

Preferred (additionally):

- Must have knowledge and expertise in promoting growth and development in children for any of the developmental domains, (language and literacy, health and physical development, approaches to learning, social emotional development, creative arts, science, mathematics).
- Experience: At least one year experience working with children in group settings.
 - Must have knowledge and expertise in promoting growth and development in young children and awareness of the Early Learning Guidelines.
 - Knowledge of the program quality rating scales.
 - Experience working with children in group settings.
 - Experience and/or education in adult learning.
 - Knowledge and experience implementing the Teaching Pyramid Model within early care and education settings.-