

JOB DESCRIPTION

PROGRAM: **Head Start**

JOB TITLE: Early Intervention and Mental Health Manager

JOB CLASSIFICATION: **Program Specialist IV**

PAY GRADE:

JOB SUMMARY

Design, plan, manage, implement and evaluate the mental health services program for all Head Start children and design, plan, manage and evaluate screening, assessment, identification and specialized services for children with disabilities and special needs. Establish and maintain linkages with parents, staff, community professionals, schools and agencies, assuring compliance with multiple regulatory standards throughout. Enable parents to become advocates for their children and assist families to access needed services and/or to advocate for unavailable services. Oversee the transition of children with disabilities and special needs into and out of the Head Start program.

SUPERVISORY RELATIONSHIPS

Reports To: Head Start Deputy Director

Supervises: Early Intervention and Mental Health

QUALIFICATIONS

- ☐ Minimum of Bachelor's Degree in Early Childhood Education and or Special Education (preschool focus, preferred);
- ☐ Minimum of three years experience in early childhood education;
- ☐ Minimum of three years experience with early intervention, disabilities, special needs, and at-risk conditions;
- ☐ PA Act 33 Clearances, current within the past twelve months;
- ☐ Computer training and/or documented proficiency with popular word processing, spreadsheet and database software; experience with and/or training in Microsoft Office products particularly Word, Excel and Access is preferred;
- ☐ Valid driver's license and reliable transportation with appropriate insurance coverage available on a daily basis; and,
- ☐ Physical ability to perform essential job functions without any health restrictions; requirements include but are not limited to the ability to sit, stand, carry 30 pounds, climb stairs, have unrestricted use of the upper body, corrected or uncorrected hearing and vision within normal ranges, clear speaking voice and other abilities necessary to ensure child safety in the classroom, other group areas and when in the community, such as but not limited to the following:
 - Ability to bend, squat, reach, kneel, and climb stairs;
 - Ability to move from a sitting to standing position quickly, safely, and without difficulty; and
 - Ability to chase an eloping child.
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GENERAL REQUIREMENTS

- ☐ Physical examination upon employment, and within every fifteen (15) months thereafter;
- ☐ Tuberculosis test upon employment, and within every twenty-five (25) months thereafter;
- ☐ Non-traditional hours as needed or assigned, including evenings, weekends and overnight

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travel;

SPECIFIC DUTIES

- ❖ Set, communicate and implement high standards for mental health and disabilities services program-wide and serve as a leader and an expert in mental health and disabilities across all program service delivery options and grant programs; develop and/or recommend policies and procedures; oversee the implementation of approved policies and procedures;
- ❖ Engage in comprehensive, integrated short and long-range annual and strategic and continuous quality improvement planning with other program managers to identify and forward program goals, objectives and services in accordance with grant applications and program plans; incorporate into ongoing planning process;
- ❖ Plan, write, monitor and implement the mental health and disabilities services sections of the program Work Plan in collaboration with the Head Start Director and other program managers, staff and stakeholders including parents, Policy Council and community;
- ❖ Assess community, program, child and family mental health and disabilities services needs and available resources; compile and analyze data; produce reports; assist with the annual program Community Assessment;
- ❖ Assist with the annual program self-assessment and federal onsite review process, focused on, but not limited to, mental health and disabilities services; report on strengths, recommendations, required improvements; implement improvements and recommendations; incorporate into program planning process;
- ❖ Provide input into the program budget planning process; manage mental health and disabilities-related fiscal affairs;; and supervise orders;
- ❖ Negotiate, secure, coordinate and evaluate mental health and special needs consultant services.
- ❖ Negotiate, secure, coordinate, monitor, and evaluate screening, evaluation, and therapy providers for any needed services; provide technical assistance; monitor and assure Head Start parent and staff involvement with outside professional services;
- ❖ Collaborate closely with the Health Specialist to assure compliance with the Head Start Performance Standards for mental health and disabilities services where they overlap with health;
- ❖ Orient, supervise, train, monitor and evaluate Family Advocates in their provision of mental health and disabilities services to children and parents;
- ❖ Provide orientation, training, technical assistance, oversight and monitoring of teaching staff to facilitate the integration of mental health activities with the education curriculum and to implement mental health and disabilities services plans for children and their parents;
- ❖ Develop, implement and monitor comprehensive mental health and disabilities services documentation and record-keeping systems including automated information management systems; analyze and process information in order to generate meaningful records and reports of activities and outcomes to ensure compliance with regulatory timelines;
- ❖ Plan, coordinate, and evaluate the early screening of every child entering Head Start, including developmental, speech and language and social-emotional behavioral screenings; recruit and assign staff; arrange transportation; secure screening locations; document and report results; monitor re-screening and evaluations as appropriate;
- ❖ Plan, implement, document, monitor and evaluate the identification/verification process of children with disabilities in collaboration with staff, parents and intermediate units; Review all Individualized Education Plans (IEPs) for developmentally delayed children with documented disabilities; monitor timeliness of the IEP process, compliance with state due process laws and

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- all other applicable regulations; provide/secure training and technical assistance on the IEP process for staff and parents.
- ❖ Provide leadership in integrated services delivery planning; arrange, implement, document and track follow-up of child and family team and child review meetings;
 - ❖ Ensure timely, efficient communication of disabilities services information across component lines to allow for smooth program-wide planning and operations;
 - ❖ Organize and facilitate planning, meetings, membership, activities and record-keeping for the Mental Health and Education Advisory Sub-Committee of the Health Services Advisory Committee;
 - ❖ Assess the needs of staff and parents for mental health and disabilities-related training and technical assistance in collaboration with program managers and supervisors; assist in the design and implementation of a comprehensive training and technical assistance program;
 - ❖ Develop, implement and monitor Interagency Agreements with Intermediate Units and other agency(ies) or individuals for specialized services including individualized evaluation and therapy services;
 - ❖ Involve parents in the diagnostic process, and in planning and implementing the individualized program developed to meet the child's needs; advocate for parents of children with disabilities or special needs and enable parents to enhance their own and their child's self-sufficiency and to advocate on their own behalf;
 - ❖ Plan, coordinate, implement, monitor and evaluate effective transitions for children with disabilities or special needs into and out of Head Start in collaboration with intermediate units, school districts, agencies and other community partners in collaboration with program staff; advocate for appropriate placements and parental involvement; participate in Multi-Disciplinary Team meetings for individual children.
 - ❖ Keep current with community resource developments that impact upon mental health, disability, special education or early intervention services;
 - ❖ Serve on interagency groups representing Head Start; serve as liaison between Head Start and the larger community; Engage in joint planning with community partners on collaborative projects;
 - ❖ Advocate for Head Start children and families and for improved or increased community response to early intervention, mental health, and disability services issues; promote child and adult wellness services and systems and disabilities identification and services within the wider community;
 - ❖ Advocate for the Head Start program, its services, children, families and staff; support and promote the Head Start Performance Standards and other standards and regulations applicable to program operations within and outside the program;
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 - ❖ Maintain and improve competencies within the field of mental health, disabilities, behavioral health and social-emotional growth and development; promote the dissemination and application of new developments with staff, parents and the wider community;
 - ❖ Order disabilities and mental health supplies in collaboration with Education Director, maintain inventory, and prepare and approve payments;
 - ❖ Facilitate transportation of children and families to special needs services; arrange for required adaptations, if any, to routine Head Start transportation to Head Start classes;
 - ❖ Participate in a team decision-making process when a Therapeutic Support Staff person or a Head Start Classroom Aide, Substitute or Temporary Special Needs Assistant, is assigned to a specific child/group; collaborate with other managers/outside agency(ies) to monitor, document,

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supervise and evaluate as appropriate.

- ❖ Request reports and documentation regarding enrolled children when necessary;
- ❖ Plan, convene, attend meetings and trainings and conferences as required;
- ❖ Prepare and submit reports as required;
- ❖ Work as a member of the Head Start team; and,
- ❖ Perform all other tasks as assigned.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

- ❖ Significant knowledge and understanding of Head Start Performance Standards for mental health, disabilities and early childhood development, as well as all other Head Start Performance Standards, the Head Start Act, and other applicable regulations and early childhood quality standards;
- ❖ High level knowledge of typical and atypical preschool child growth and development, especially social/emotional development and behavior;
- ❖ Current, high level knowledge of disabilities in young children, related resources and sources for additional information;
- ❖ Knowledge of state and federal early intervention and due-process regulations, and resources regarding children with disabilities;
- ❖ Knowledge of child developmental screening tools and assessments, and techniques of child observation and recording, especially behavior;
- ❖ Working knowledge of the principles and practice of inclusion in an early childhood setting;
- ❖ Knowledge of community resources relating to mental health and disabilities services;
- ❖ Knowledge of the principles and methods of adult supervision including observation, monitoring and evaluation and collaborative improvement plan development;
- ❖ Knowledge of fiscal operations, controls and reporting systems;
- ❖ Knowledge of and familiarity with the Microsoft Office Suite, including but not limited to Microsoft Word, Excel, Access, Power Point and Publisher components;
- ❖ Skill in using a keyboard and personal computer;
- ❖ Skills in writing, editing and communicating, including knowledge of English grammar, spelling and punctuation as they would relate to the production of reports, work plans, and other operational documents, as well as their use in communicating with a variety of individuals and groups;
- ❖ Command of multiple oral communication skills, such as speaking, listening and interviewing;
- ❖ Skill in building and working within complex management and services delivery systems;
- ❖ Skill in classroom management and behavior modification techniques, including child behavior recording systems;
- ❖ Skill in the use of tracking, monitoring and reporting systems including automated information management systems;
- ❖ Ability to take a leadership role in the establishment and maintenance of effective, collaborative partnerships with Head Start and grantee staff and parents, agencies, elected officials, government agencies, businesses, community individuals and groups;
- ❖ Ability to collaborate effectively with other managers who supervise the provision of mental health and disabilities services by their staff;
- ❖ Ability to think and act creatively and to be resourceful and flexible;
- ❖ Ability to communicate effectively in writing and speaking; ability to communicate effectively with individuals and large groups;
- ❖ Ability to demonstrate respect for individuals and groups with varied cultural, racial, ethnic,

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- religious and linguistic identities or backgrounds;
- ❖ Ability to observe early childhood environments and provide feedback;
- ❖ Ability to soundly interpret and apply regulations and procedures;
- ❖ Ability to implement administrative procedures and operations, and to evaluate their efficiency and effectiveness;
- ❖ Ability to plan, organize, prioritize and schedule complex multi-tasked and multi-faceted work to accomplish program goals and to evaluate the delivery of service and program objectives within broad parameters independent of direct supervision;
- ❖ Ability to project a positive image;
- ❖ Ability to hire, orient, train and evaluate supervised staff and to provide technical assistance and guidance on program procedures, effective service delivery practices, regulations, laws and strategies;
- ❖ Ability to prepare and maintain written records and reports;
- ❖ Ability to interpret written and oral information;
- ❖ Ability to motivate and instruct adults and to convey information to adults; and
- ❖ Ability to maintain confidentiality at all times.

Approved by Head Start Policy Council March 22, 2005