



# LUZERNE INTERMEDIATE UNIT

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Executive Director

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**Elizabeth Krokos**  
Assistant to the Executive  
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**John J. Gordon**  
Business Manager

**Ty Yost**  
Assistant to the Executive  
Director for District Services

Ronald Musto  
Personalized Academy of  
Learning

Jennifer Runquist  
Behavioral Health

Joseph DeLucca  
Administrative Services

Date of Notice: April 19th, 2024

Job Title: Mobile Therapist

Location: CSBBH

Reports To: Assistant Director of Behavioral Health

Terms of Employment: Full – Time Act 93 Position

Qualifications: LSW or LPC preferred; Master’s Degree in a Mental Health field

Application Process: See “Request for Position” below

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Please submit cover letter, resume and application (available on our website) and three letters of reference to:

Angela Federici-Manumpahi, HR Coordinator  
Luzerne Intermediate Unit #18  
368 Tioga Avenue  
Kingston, Pa. 18704

## POSITION DESCRIPTION

**TITLE:** Mobile Therapist /Community School-Based Behavioral Health Team

**CLUSTER:** Not Applicable

**QUALIFICATIONS:** Must be a master's prepared clinician and have a degree in one of the following disciplines: Social Work, Professional Counselor or Psychologist. Experience working with children in a clinical setting. Flexible hours may be required, based on individualized client needs and response to crisis. The ability to utilize passive restraint techniques is required to maintain safety of self and others. Family systems training and experience preferred.

**REPORTS TO:** Assistant Director and/or Director of Behavioral Health Services

**JOB GOAL:** To provide direct, intense treatment that will focus on helping clients learn to respond to their daily environment in a practical and productive manner. Emphasis will be placed on client's current needs, functions, and support systems, as they relate to mental health treatment and educational needs in the home, school, and community.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Treatment Planning, Crisis Intervention and Triage Services, Psychological Assessment and Preparation.

To demonstrate knowledge of and assess client current level of functioning and outcomes. Be on call after normal work hours to respond by phone to crisis situations as they arise. To utilize our PITP and select treatment goals and interventions that are aligned with home, school and community needs.

2. Collaboration.

To create a collaborative environment and establish a therapeutic culture, that supports a positive behavioral support model. To manage therapeutic procedures and client behaviors in an organized, safe, and nurturing environment. To offer consultation and training to the school on specific BH issues.

3. Behavioral Health Services

To follow BS principles in offering a flexible therapeutic opportunity that supports clients across multiple environments.

4. Professional Responsibilities

To follow the Intermediate Unit 18's policies and procedures and best practice of his/her profession. To show professionalism and growth within his/her profession. To maintain a professional relationship with families, school employees, community, and colleagues.

## **MOBILE THERAPIST**

### **Standards of Performance**

1. Satisfactory performance in respect to Treatment Planning, Crisis Intervention, Psychological Assessments, and Preparation will be attained when:
  - 1.1 Demonstrating knowledge and appropriate use of ITP.
    - Employee demonstrates solid understanding of the ITP content and its prerequisite relationships and connections with other disciplines.
  - 1.2 Demonstrating knowledge of clients.
    - Employee demonstrates thorough knowledge of clients' backgrounds, skills, and interests, and uses this knowledge to plan for behavioral interventions, crisis intervention, and conduct a comprehensive psychological assessment.
  - 1.3 Selecting treatment goals.
    - Employee's treatment goals are measurable and allow for client growth appropriately.
    - Employee takes an integrated approach when developing treatment goals.
    - Employee's treatment goals are adapted, when necessary, to the needs of individual clients and permit viable methods of assessment.
    - Treatment goals are consistent with home, community, and school expectations.
  - 1.4 Demonstrating knowledge of resources.
    - Employee actively seeks and utilizes resources for therapeutic purposes in Luzerne Intermediate Unit 18, professional organizations, school, and larger communities.
    - Employee links families with community resources as needed.
  - 1.5 Assessing client therapeutic outcomes.
    - The employee utilizes the Achenbach, COS, and SDQ data to plan client therapeutic goals, and set assessment criteria for tracking outcomes.

## **MOBILE THERAPIST**

### **Standards of Performance**

2. Satisfactory performance in respect to completing the communication and collaboration will be obtained when:
  - 2.1 Creating an environment of respect and rapport.
    - Therapeutic interactions between employee, client, school, and family are highly respectful, reflecting genuine warmth and caring toward others.
    - Clients are engaged in a positive Behavior support model that emphasizes strength based approach across all environments.
    - Accommodations for families occur regularly, 1<sup>st</sup> ISPT meetings are productive and inclusive of all team members.
    - There is the presence of a professional demeanor and maintenance of a consumer friendly environment.
  - 2.2 Establishing a culture for therapeutic growth.
    - The environment fosters clients to assume much of the responsibility for progression of their therapeutic goals.
    - Team members are engaged in regular community to ensure consistency and transfer of learning across disciplines on BH issues.
    - Clients take initiative and responsibility for their treatment.
    - Parents and school employees are offered training and consultation.
  - 2.3 Management of therapeutic procedures.
    - A school – wide PBIS model is encouraged, reinforced, and modeled.
    - Therapeutic interventions and procedures are seamless in their operation.
    - Employee’s monitoring of client behavior is done in a least restrictive and preventative manner.
    - Employee’s response to client’s misbehavior is nonintrusive and redirected back to the PBIS model.

## **MOBILE THERAPIST**

### **Standards of Performance**

3. Satisfactory performance in respect to Behavioral Health Services will be attained when:

3.1 Communicating clearly and accurately.

- Employee keeps open and consistent dialogue with client, parents, school, and community agencies.

3.2 Using clinical therapeutic strategies.

- Individual, group, crisis and family interventions are offered in a flexible manner that adheres to the PBIS model.
- Family is engaged in client's treatment regularly.
- Client cases are managed efficiently.
- Links client/family with community resources.

3.3 Engaging clients in therapeutic activities

- The purpose and scope of therapeutic activities are explained to clients and families.
- Parents are educated about the PBIS model.
- Documentation is accurate and up to date.
- Clients are motivated and engaged in a strength – based manner.

3.4 Providing feedback to clients and Behavioral Health Technicians

- Employee offers feedback to clients in a timely and of consistently high quality.
- Employee supervises BH worker and offers feedback.

3.5 Demonstrating flexibility and responsiveness.

- Employee is highly responsive to client's interests and questions, making major treatment adjustments, if necessary. This is done in cooperation with the home and school community.

## **MOBILE THERAPIST**

### **Standards of Performance**

4. Satisfactory performance in respect to Profession Responsibilities will be attained when:

4.1 Following Intermediate Unit 18's policies and procedures.

- The employee complies with all policies and procedures required, without reminders, in a timely and accurate fashion.

4.2 Reflecting on the practice of his/her profession.

- Employee complies with all standards of best practices principles with a positive and enthusiastic attitude.
- Employee demonstrates a respectful and culturally sensitive manner in dealing with clients, parents, and other professionals.

4.3 Communicating with families, community agencies, and school district.

- Employee communicates frequently and sensitively with families and school employees and successfully engages them in the therapeutic program.
- Communication between the client, family, and school community is fostered.

4.4 Contributing to the school and community.

- Employee is seen as a professional resource within the school and community. Training is offered periodically throughout the school year.
- Positive relationships are maintained with colleagues.
- Active involvement in appropriate school and community activities.

4.5 Growing and developing in his/her profession.

- Employee makes a substantial contribution to the profession through such activities as piloting new programs, mentoring new employees, and actively pursuing professional development.