

DEPARTMENT OF EDUCATION
STATE OF HAWAII
SUPPORT SERVICES PERSONNEL (SSP)

47.438

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Class Specifications for the:

MENTAL HEALTH INTERVENTIONIST

Duties Summary:

Provides advanced support to address the most intensive mental health needs of students, such as those in specialized support classrooms and intensive learning centers. This position also provides intensive Tier 3 direct student services, crisis intervention, and coordination of interdepartmental and community resources.

Distinguishing Characteristics:

This class is responsible for monitoring intensive mental health support programming across schools, specialized support classrooms, and intensive learning centers in accordance with statewide policies and guidelines. The core components of this program include: (1) a system of identifying students suspected of having acute mental health needs that interfere with educational progress in education settings; (2) a process of evaluating assessment results to outline the student's educational, social, emotional, and physical strengths and needs and recommending intervention strategies; and (3) continuous progress monitoring to determine necessary adjustments to support services and maximize student success.

A position in this class provides consultative services to diagnostic and educational personnel; serves as a liaison between the schools, external agencies, and the District for intensive support services; conducts research and training activities; and renders direct counseling and assessment services to students. The work is performed under the general supervision of the District Educational Specialist for School-Based Behavioral Health and within established statewide policies and guidelines.

Examples of Duties: *(Positions may not be assigned all of the duties listed, nor do the examples necessarily include all of the duties that may be assigned. The omission of specific statements does not preclude management from assigning duties that are logical for the position. The classification of a position should not be based solely on the examples of duties performed.)*

1. Collaborates with district and state leadership to refine standardized identification and referral protocols for students with acute mental health needs; analyzes referral and outcome data to inform continuous program improvement.

2. Provides direct crisis intervention, assessment (e.g., Columbia-Suicide Severity Rating Scale and threat assessment protocols), and response for students experiencing acute mental health crises, including suicidal ideation and threats of violence; coordinates with school staff, families, and community mental health providers to ensure student safety and well-being.
3. Provides intensive Tier 3 direct mental health services to students with the most severe needs, including individual and group counseling, behavioral interventions, and skills training. Collaboratively develops individualized support plans for students with significant mental health challenges; may implement these support plans.
4. Consults with specialized support classrooms, intensive learning centers, school staff, families, and community providers to develop and implement support plans for students with mental health needs. Provides guidance on evidence-based interventions and strategies to support students' social-emotional learning and overall well-being. Serves as a resource person for special education programs and staff offering expertise in trauma-informed care, suicide prevention, and working with students with intensive emotional and behavioral disorders.
5. Conducts annual resource mapping to identify and maintain an up-to-date inventory of available supports for the community.
6. Utilizes psycho-educational assessments and available data to develop appropriate interventions and recommendations for students with mental health needs.
7. Provides training and consultation to staff on topics related to mental health literacy, trauma-informed practices, suicide prevention, and supportive learning environments; delivers professional development workshops, conducts individual consultations, and develops resources for school staff.
8. Collaborates with families to support students' mental health needs by providing psychoeducation, resources, and referrals to community-based services.
9. Monitors the effectiveness of specialized support classrooms, intensive learning centers, programs, and services in supporting students with acute mental health needs; analyzes student outcome data to inform program improvements and support appropriate resource allocation.
10. Facilitates transitions for students with mental health needs between school settings, such as from specialized support classrooms to general education, or from community and residential placements back to school. Collaborates with school staff, families, and community providers to ensure continuity of care and support.

Knowledge and Abilities Required:

Knowledge of: child development theory; theories of learning, intelligence, personality, and counseling; the administration and interpretation of psycho-educational tests; and principles and practices of education, statistics, and research methodology.

Ability to: develop and maintain good working relationships with personnel in various disciplines; apply theoretical knowledge to practical situations; prepare clear and concise reports; and communicate effectively, both orally and in writing.

Minimum Qualification Requirements:

Education Requirement:

Doctoral degree in School Psychology, Educational Psychology, Clinical Psychology, Counseling Psychology, or related field in a psychology profession from an accredited institution recognized by the Hawai'i Department of Education, which included graduate courses in human learning and development, psycho-educational assessment, individual differences, remedial and special education, legal and ethical issues in education, or psychology, statistics, and research methodology, and a 600-hour internship in a K-12 school setting.

Experience Requirements: Except for the substitutions provided in this specification, applicants must have the kind, quality, and amount of progressively responsible experience described below.

Specialized Experience: Three (3) years of progressively responsible professional experience in a school-based behavioral health field with expertise in intensive systems of support, including threat assessment processes, suicide risk referral protocols, and resource mapping. A minimum of one (1) year of the required three (3) years shall have included support of youth with identified acute mental health needs.

Quality of Experience: Possession of the required years of experience does not automatically guarantee qualification. An applicant's overall experience must reflect the necessary scope and level of responsibility to demonstrate the ability to perform the duties of the position.

Selective Certification:

Specialized knowledge, skills, and abilities may be required to perform the duties of some positions. For such positions, selective certification requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Organizations requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

Tests:

Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirements:

Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

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This is the first specification for the new class, MENTAL HEALTH INTERVENTIONIST.

DATE SIGNED: 09/30/2026


Bob Davis (Sep 30, 2026 15:31:02 HST)

EFFECTIVE DATE: 10/01/2026

Robert Davis
Interim Assistant Superintendent
Office of Talent Management