

COLUSA COUNTY OFFICE OF EDUCATION

CLASS TITLE: SCHOOL PSYCHOLOGIST

BASIC FUNCTION:

Under the direction of the Director-Special Education/SELPA, provide professional psychological services to students in County special education programs and in direct services to the schools; administer a variety of psychological tests and assessments and recommend appropriate placement and actions for student; consult with administrators, teachers, specialists, parents, and agency and district personnel in forming action plans and recommendations; counsel students in individual and group settings; coordinate behavior management programs and activities; chair meetings, maintain records, implement comprehensive Individual Educational Plans (IEP) and serve as case manager for special education students.

REPRESENTATIVE DUTIES:

Perform clinical evaluations and administer psycho-educational evaluations and tests to measure intelligence, academic achievement, sensory-motor skills, adaptive behavior, social skills, and emotional status. **E**

Analyze, interpret and summarize test results, observations, and health and developmental information; prepare and recommend placements and classroom assignments based on results. **E**

Perform individual counseling with parents, faculty, and community resources regarding student progress, behavior, goals, problem resolution, transitions, and crises intervention; write case notes and prepare resources and activities for counseling sessions. **E**

Perform group counseling with students and parents; provide activities and structured environment to increase participants' self-awareness, to examine one's patterns of social interaction and relationships, to increase knowledge of chemical dependency and family, and to learn and develop plans and strategies to work cooperatively with others. **E**

Perform periodic consultations with Principals, administrators, teachers and staff regarding student progress, behavior, curriculum classroom management, educational recommendations, attendance, and other issues; discuss and modify the goals, methods, procedures and educational materials for each student as needed. **E**

Chair IEP meetings; interpret psycho-educational evaluation results, develop appropriate goals and objectives with teachers and other IEP members, confer with others regarding the student's educational progress, placements, and behavior; maintain records and advise and refer parents to community agencies for further assistance. **E**

Monitor student progress through classroom observations, formal and informal evaluations, and conferences with school personnel and parents. **E**

Prepare and maintain a variety of confidential records and reports on referred students in accordance with legal and professional requirements; develop and provide in-service training for staff development. **E**

Observe and discuss students being considered for transfer to a County program; conduct student screening for initial placement in County programs and monitor placements for appropriateness. **E**

Chair or participate on a variety of committees; attend local, State and national conferences and meetings; remain current on literature related to special education practices and current State and federal laws related to special education. **E**

Operate a vehicle to conduct work; operate a variety of office equipment, including a computer. **E**

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Theories of intelligence, personality, learning, behavior, child development, counseling, and perception.

Counseling interventions for various presenting behaviors and problems.

Psychological and psycho-educational assessment instruments and tests and their interpretation and application.

Behavioral and educational intervention techniques and principles.

Child psychopathology and exceptionality.

Applicable sections of the State Education Code and other State and federal laws.

Special needs of pupils being transitioned from special education to regular education.

The measurement of intelligence.

Statistical properties and standardization of assessment scales.

County office guidelines, regulations, policies, and procedures applicable to assigned duties.

Classification of syndromes and disorders.

Standardized procedures used in administering psycho-educational evaluations.

Current educational, psychological, and assessment research.

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students.

Federal and State eligibility criteria for special education.

Public and private education programs and community resources.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Perform professional evaluations of psychological, social and educational needs of students.

Select appropriate assessment instruments for use with each student and follow standardized procedures for administering psycho-educational test batteries.

Interpret psycho-educational assessment results.

Utilize various testing techniques, materials, equipment and instruments.

Prepare recommendations for placement, remedial techniques, changes in curriculum and/or learning environment, behavioral management, counseling, and referrals to outside community resources.

Work with students with severe physical, cognitive, and emotional impairments.

Recognize cultural bias of tests when working with students from ethnic minorities.

Write coherent and comprehensive psychological reports.

Consult with school personnel and parents.

Counsel with students in individual and group settings.

Develop, implement, and evaluate behavior management programs.

Plan, organize, and present in-service training.

Prepare and maintain confidential records and files.

Explain complex and technical issues to parents and faculty in a clear and understandable manner.
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Maintain current knowledge of technological advances in the field.
Work independently and with confidentiality.
Conduct and write functional positive behavioral assessments.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in educational or clinical psychology, including at least one year of internship under the supervision of a credentialed school psychologist.

LICENSES AND OTHER REQUIREMENTS:

Valid Pupil Personnel Services Credential in School Psychology.
Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Office, classroom and playground environment.
Interaction with students characterized by severe cognitive delay, and severe visual, auditory, and/or physical impairment.

PHYSICAL ABILITIES:

Hearing and speaking to communicate with students, parents, and faculty.
Seeing to observe behavior of students.
Sitting for extended periods of time.

HAZARDS:

Incumbents may be exposed to contact with individuals displaying physically aggressive, self-abusive, or socially undesirable behavior.
Potential exposure to body fluids from students.

Employee Group: Certificated - ECCOE

FLSA Status: Exempt

Salary Schedule: 120

Approval Date: October 1994