

DeKalb County School District

Position Specification

Title: Psychologist, School

DIVISION: School-Based

GRADE SCHEDULE: Z Schedule

DEPARTMENT: School-Based

WORK DAYS: 190

REPORTS TO: Principal

FLSA STATUS: Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): June 1, 2019

General Statement of Job

Under general supervision, facilitates the psycho-educational and socio-emotional development of DeKalb County School District's (DCSD) students; provides comprehensive psychological services through consultation, promotion of primary prevention of academic, social and emotional problems, intervention in crisis situations, assessment of problems and enhancement of staff development.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

<ul style="list-style-type: none">• Consults with parents and educational staff in Student Support Team meetings, 504 meetings, Eligibility meetings, Individual Educational Plan meetings, informal meetings and telephone calls
<ul style="list-style-type: none">• Administers psychological assessments to evaluate a student's current intellectual, behavioral, academic, and emotional functioning for use in special education eligibility determination and to assist in educational programming
<ul style="list-style-type: none">• Interprets test data and writes reports (psychological and Tienet eligibility) that integrate a student's strengths and weaknesses and provide recommendations for further educational planning
<ul style="list-style-type: none">• Attends SST, eligibility, and IEP meetings
<ul style="list-style-type: none">• Collaborates with team members about possible solutions to help students with significant weaknesses
<ul style="list-style-type: none">• Writes comprehensive psychological reports and eligibility reports to share with educational staff and parents
<ul style="list-style-type: none">• Provides counseling and therapeutic support to students in both crisis and non-crisis situations

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<ul style="list-style-type: none"> Provides comprehensive psychological services to students to assess their emotional, social, personal, and academic needs including counseling students individually and in groups to assist students to achieve personal, social, and emotional adjustment
<ul style="list-style-type: none"> Provides training to staff about response to intervention, educational interventions, and psychology related topics
<ul style="list-style-type: none"> Advises, consults and offers recommendations and suggestions to teachers, administrators, parents, and students to enhance students' success in school and to provide a motivating educational environment
<ul style="list-style-type: none"> Conducts diagnostic studies to identify students' needs, limitations, and potentials; observes students in classroom and in play; examines school records, consults with parents and school personnel and administers and interprets diagnostic findings; scores, interprets, types and submits reports of all students tested and/or evaluated
<ul style="list-style-type: none"> Plans special placement and other treatment programs
<ul style="list-style-type: none"> Reviews student permanent records, developmental histories, adaptive behavioral interventions, observational notes, diagnostic testing and data provided by outside agencies and/or sources
<ul style="list-style-type: none"> Conducts professional learning sessions relative to changes in the program, implementing procedures, classroom/student management strategies and psycho-social characteristics
<ul style="list-style-type: none"> Participates in student disciplinary activities
<ul style="list-style-type: none"> Conducts research to augment the introduction of programs in schools to meet current psychological, educational, and sociological needs of children
<ul style="list-style-type: none"> Refers individuals to community agencies to secure medical, vocational, or social services for a student and/or his or her family
<ul style="list-style-type: none"> Performs other duties as assigned

Education and/or Experience:

Master's Degree in Education, Psychology, Counseling, or closely related area is required.

Minimum one (1) year of professional level psychometrics, school psychology, counseling or closely related experience is required.

Certificates, Licenses, Permits:

Valid Professional Standards Commission approved certificate in psychology at level S-5 or above or valid licensure as a clinical psychologist issued by the State of Georgia.

Knowledge, Skills & Abilities:

Knowledge of normal and abnormal child development; educational principles and approaches pertinent to children; family counseling; personality theory; field of developmental psychology; classroom management; special education regulations; discipline guidelines; community resources;

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and students with traumatic brain injuries, various intellectual and learning disabilities, preschool special needs, visual, hearing, and orthopedic impairments, and emotional and behavioral disorders.

Skill In consultation; crisis intervention; individual and group counseling; interpersonal dynamics; assessment techniques; interviewing and observation techniques; scoring and interpretation of a wide variety of psychometric instruments; effective oral, written and interpersonal communications, including communications for sight, hearing and speech impaired, establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs; educational approaches for planning and implementation of intervention programs for children and families.

Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional, and physical abilities and disabilities; provide individual and group instruction in students' homes, the classroom and specialized facilities; enhance student competence; incorporate formal and informal outside resources into educational processes; maintain confidentiality; prioritize assignments; and manage multiple tasks simultaneously.

ADA Requirements:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of force greater than that for sedentary work and the worker sits most of the time, the job is rated light work.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.

Reaching: Extending hand(s) and arm(s) in any direction.

Standing: Particularly for sustained periods of time.

Walking: Moving about on foot to accomplish tasks, particularly for long distances.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Grasping: Applying pressure to an object with the fingers and palm.

Feeling: Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

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Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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