

Position Title: Special Education Consultant - Psychology
Department: Early Childhood & Special Education Services
Reports to: Training & Consultation Team Supervisor

Code:
Group: Professional
Date: August 2025

PURPOSE OF POSITION:

The Special Education Consultant - Psychology provides programmatic and individual child expertise to the LEA and/or Nonpublic school. The Special Education Consultant is an expert in matters relating to strategies that facilitate effective management of student and classroom behavior, evidence-based instructional practices, diagnostic/prescriptive approaches, and strategies which support positive student behavior and mental health practices aimed at positively impacting social-emotional functioning and learning for students from diverse backgrounds. The Special Education Consultant shall not be regarded nor function as an assistant administrator.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high-quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high-quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***
- ***embody the IU13 Keys to the Culture***

1. Provide support to IU13 operated school district and nonpublic programs through training, consultation, and technical assistance related to the use of psychological and academic assessments which inform interventions aimed at improving student outcomes.
2. Attend school team meetings convened around data analysis, instructional practices, behavioral supports, transition and other mental health needs as identified by school personnel.
3. Provide planning and management support to administrators, teachers and paraeducators in areas related to positive behavior supports, promoting positive mental health practices aimed at resolving individual, group and/or system-level challenges, IEP's, assessment and other related areas.
4. Provide training, consultation and technical assistance to staff regarding positive behavior supports and their impact on classroom management, as well as effective evidence-based practices in instruction, data collection/analysis, and service delivery.
5. Assist teachers in the utilization of paraeducators and other resources found in both special and general education to help with facilitating safe, supportive learning environments that promote social-emotional functioning and learning.
6. Facilitate meetings and other informal groups for administrators, teachers and paraeducators to discuss common ideas, goals, problems, etc. as a means of building morale and engaging in mutual problem solving.

This is not a complete itemization of all facets of this position.

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7. Conduct consultation, coaching, and staff development, as needed, on a variety of topics relating to multi-tiered systems of support, behavior management, technology, inclusive practices, social skills, data practices, and special education procedures.
8. Establish and maintain relationships with a network of individuals and organizations involved in school-wide positive behavior supports and multi-tiered support systems in order to stay current on technical advances and “effective practice” innovations in these fields.
9. Remain abreast of innovative and evidence-based practices in regular and special education through the reading of literature, conference attendance and other means, and be able to translate research into practice to effectively coach implementation for LEAs.
10. Adhere to the established work schedule through regular and consistent attendance.
11. Travel to various locations based on need and/or as directed by Supervisor.
12. Fulfill all other duties as required by the Program Supervisor.
13. Follow all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.

MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education Required:	Master’s degree preferred OR significant classroom experience in lieu of master’s degree
Certification Required:	PA School Psychologist (PK-12)
Experience Required:	Minimum of three years of experience in school psychology. Coaching, consultation, and experience providing professional learning.
Other Qualifications:	Driving to other locations: as needed for position
Licenses Required:	Valid Driver’s License

SUPERVISION OF PERSONNEL:

N/A

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities: Sit: 60%
Walk/stand: 40%

Lifting: Up to 20 lbs

Vision: Close concentration

Mental Demands: Interpret, analyze and problem solve

Environment: Normal office or classroom environment

This is not a complete itemization of all facets of this position. Page 2 of 2