

JOB TITLE: Licensed Specialist in School Psychology **WAGE/HOUR STATUS:** Exempt
REPORTS TO: Director of Special Education **PAY GRADE:** 202
DEPT/SCHOOL: Special Education **DATE REVISED:** 3/27/2017

PRIMARY PURPOSE:

The School Psychologist will provide specialized expertise/consultation in both psychology and education. The training and skills will be used to team with other educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment. Through the provision of consultations, assessments, team problem solving, and education, the school psychologist will give specialized expertise to assure all students have the opportunity to be successful within the school setting.

QUALIFICATIONS:

Education/Certification:

Master's Degree in school psychology or equivalent
Completed 60 graduate hours in school psychology or related area in addition to internship
Completed no less than a 500 clock-hour supervised internship with school-age persons
Meet competency requirements as set forth in R340.1156 of Special Education Rules

Special Knowledge/Skills:

Assessment including behavioral, cognitive, achievement, adaptive, and personality areas
Expertise in consultation and case planning related to academic and school/family integration and success
Expertise in behavioral intervention related to school success and school/family coordination
Expertise in area of school programming and planning research and evaluation practice
Ability to collaborate for effective community/agency coordination

Experience:

Completed one year of successful experience as a school psychologist with direction from a fully approved school psychologist

MAJOR RESPONSIBILITIES AND DUTIES:

Consultation

1. Provide healthy and effective alternatives to teachers, parents, and administrators about problems in learning and behavior.
2. Assist others in understanding child development and its effect on learning and behavior.
3. Strengthen working relationships between educators, parents and the community.
4. Professional input in the area of children's emotional difficulties and its impact on child development and the educational process.
5. Promote an awareness and willingness to identify, accommodate, and individualize educational services to assist all children with unique learning needs.

Assessment

6. Use a wide variety of techniques at an individual, group, and systems level to evaluate:



- a. academic skill
 - b. learning aptitudes
 - c. personality and emotional development
 - d. social skills
 - e. learning environments and school climate
 - f. eligibility for special education
7. Participate in the comprehensive assessment of students suspected of having autism or a pervasive development disorder.
8. Utilize appropriate information systems including maintaining and utilizing records effectively.

Intervention

9. Work face-to-face with children and families.
10. Help solve conflicts and problems in learning and adjustment.
11. Provide psychologist crisis counseling for children and families.
12. Provide social skills training, behavior management, and other strategies.
13. Help families and schools deal with crises, such as separation, death and loss.

Prevention

14. Identify potential learning difficulties.
15. Design programs for children at risk of failure.
16. Provide parents and teachers with the skills to cope with disruptive behavior.
17. Help foster tolerance, understanding, and appreciation of diversity in the school community.
18. Develop school-wide initiatives to make school safer and more effective.

Education

19. Develop programs on topics such as:
- a. Teaching and learning strategies
 - b. Classroom management techniques
 - c. Working with students who have disabilities or unusual talents.
 - d. Substance abuse
 - e. Crisis management
 - f. Effective strategies to use with children with behavior disorders
 - g. Parent involvement
 - h. Special education and 504 guidelines

Research and Planning

20. Evaluate the effectiveness of academic programs, behavior management systems, and other services.



- 21. Generate new knowledge about learning and behavior.
- 22. Contribute to planning and evaluating school-wide reform and restructuring.

School/Community Relations

- 23. Collaborate with school and community-based personnel to provide a comprehensive model of school-linked health services.
- 24. Work with children and families to provide integrated community services focusing on psychosocial wellness and health-related issues.
- 25. Develop partnerships with parents and teachers to create healthy school environments.

Professional Growth and Development

- 26. Conduct self in a professional, ethical manner; comply with TEA Code of Ethics, and National Association of School Psychologists Ethical Guidelines.
- 27. Participate in available educational opportunities to maintain highest standard of professional expertise.

Other

- 28. Perform other tasks and assume such responsibilities as may be assigned.

Supervisory Responsibilities:

May direct and monitor the work of graduate students enrolled in an accredited training program for school psychology.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Employee: _____ Date: _____

Supervisor: _____ Date: _____