

MESA UNION SCHOOL DISTRICT

Class Title: School Psychologist

Basic Function: Under the direction of a Principal, provide professional psychological services to students in Special Education programs and in direct service schools; administer a variety of psychological tests and assessments and recommend appropriate placement and actions for students; 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; serve as a student advocate; consult with staff to assist with the development and implementation of comprehensive individual Educational Plans (IEPs) for students with special educational needs.

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.

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

Perform individual counseling with parents and community resources regarding student progress, behavior, goals, problem resolution, transitions, and crisis intervention; prepare resources and activities for counseling sessions.

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, and to learn and develop plans and strategies to work cooperatively with others.

Perform regular and on-going consultations with Principals, administrators, teachers and staff regarding student progress, behavior, curriculum classroom management, educational recommendations, and other issues; discuss and modify the goals, methods, procedures and educational materials.

Provide consultation to administration, faculty, parents, and others for the development, implementation, and evaluation of behavior management programs and activities.

Participate in IEP meetings to interpret psycho educational results; assist staff and other IEP members with the development and implementation of appropriate IEP goals and objectives; confer regarding the student's educational progress, placement, and behavior and serve as Administrative Designee; advise and refer parents to community agencies for further assistance.

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

Serve as case carrier to coordinate initial referrals, to change placement with district and agency personnel, and to perform evaluations and periodic reviews; develop master schedule calendar for IEP meetings and evaluations; develop assessment plans and assure that cases are processed in accordance to established State time lines.

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, direct service schools, agencies and parents.

Coordinate visitations to observe and evaluate District programs considered for placement of students; observe and discuss students being considered for transfer to a program; conduct student screening for initial placement in programs and monitor placements for appropriateness.

Provide direction to district psychologists in methods of psycho educational evaluations of low-incidence severely handicapped students; provide consultation and recommendations regarding educational placement

Chair or participate on a number 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 special.

Operate a variety of office equipment, including a computer and audio-visual equipment.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

- 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.
- Genetic and environmental disorders that affect cognitive, motor, visual, auditory, and language development.
- District 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.
- Consult with staff to assist with the development and implementation of comprehensive Individual Educational Plans.
- 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.
- Maintain current knowledge of technological advances in the field.
- Work independently and with confidentiality.
- Learn new skills or update skills necessitated by the changing work place.

EDUCATION AND EXPERIENCE:

Mesa Union School District

Somis, Ca

Board Approved:

Any combination equivalent to: master's degree in educational or school psychology,

LICENSES AND OTHER REQUIREMENTS:

Valid Pupil Personnel Services Credential in School Psychology.

WORKING CONDITIONS:

ENVIRONMENT:

- Is subject to inside environmental conditions; interaction with students characterized by severe cognitive delay, and severe visual, auditory, and/or physical impairment; may be required to work evenings or weekends.

PHYSICAL ABILITIES:

- Require vision (which may be corrected) to read small print, perform work which is primarily sedentary, may be required to work at a video display terminal for prolonged periods, hearing and speaking to communicate with students, parents, faculty, seeing to observe behavior of students, and 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.