

Chittenden Central Supervisory Union Job Description

JOB TITLE:	School Psychologist
FLSA STATUS:	Exempt
UPDATED:	2/17/10

POSITION OBJECTIVES: To support the placement of students with emotional disabilities in regular education environments and to impact positive behavior changes in students through the provision of training and supervision to Interventionists, the development of behavioral modification planning and crisis intervention, continuous progress monitoring, and participation and leadership in multidisciplinary teaming and employee management.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

A. Assessment and Interpretation

Identifies and assesses the emotional, behavioral, learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.

- Assists in early identification of students' learning and adjustment problems.
- Conducts assessments/observations appropriate to the focus of concern and according to prevailing professional standards.
- Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping considerations).
- Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.
- Integrates data from assessment procedures and develops programs relative to (1) behavioral and instructional programming.
- Applies standards-based assessment results to address questions about student's progress in behavioral performance, learning and achievement and provides data-based recommendations for behavioral planning, curriculum/lesson change or development through collaboration, consultation, assessment and intervention.
- Defines current problem areas, strengths, and needs at the individual, group, and systems level through assessment/measurement/observation techniques.

B. Direct Interventions for Students

Develops, implements and evaluates behavioral, affective, adaptive and social interventions for students with specific needs to improve social/emotional functioning and to maximize learning and adjustment.

- Uses an ABA approach as one tool to design and implement programming for students with social/emotional and maladaptive challenges.
- Teaches students how to develop effective learning strategies and personal and social skills.
- Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.
- Develops, implements and evaluates appropriate goals and interventions for students with specific needs.
- Links assessment results and ongoing data collection to interventions which enhance student performance, participation and learning.
- Implements strategies based upon individual characteristics, strengths, needs, and cultural factors to design programming that will promote successful student outcomes.
- Manage aggressive student behavior.

C. Consultation and Training

Demonstrates effective collaboration with families, educators, and other school personnel and community members to promote and to provide access to comprehensive health and mental health services to children and/or families:

- Demonstrates knowledge of consultation models and processes.
- Oversee, direct and train interventionist in working with students with significant social/emotional disabilities.
- Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students.
- Consults with teachers and other school staff on classroom, school, and/or system needs.
- Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families.
- Interprets education policies, programs, and procedures related to psychological services.
- Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.
- Plans and implements in-service needs of teachers and parents and recommends appropriate in-service programs.
- Provides support and assistance to parents in situations that may be new, unfamiliar, or stressful for them.

D. Program Development

Responsible for assigned students regarding planning, development, and evaluation of programs to meet identified behavioral and social/emotional needs.

- Conducts and/or assists in conducting formal and informal needs assessment to determine program characteristics and needs.
- Develops student programs and program strategies for teams of professionals and paraprofessionals to maximize learning for their student. Supervises, instructs, and models programs for interventionists.
- Evaluates programs being implemented for identified students and uses this data to inform changes to future programming.
- Supports school personnel in analyzing, interpreting, and disseminating results of program evaluations.
- Develops prevention and intervention programs that promote mental health, physical well-being and tolerance for others.
- Assists schools in the development of crisis response standards, protocols and other practices that create and maintain safe, supportive, effective learning environments.
- Conduct Crisis Prevention Intervention (CPI) training for teachers and staff; implement CPI as needed.

E. Professional Practice, Research and Development

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

- Delivers services consistent with the National Association of School Psychologists (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.
- Observes federal, state, and local policies and regulations in the delivery of school psychological services.
- Works to ensure students' rights and welfare in the school and community.
- Engages in continuing professional development by assessing one's own needs and seeking ways to address needs.
- Uses research design, statistical procedures, and applied research to plan and conduct investigations of existing or proposed programs.
- Critiques curricula programs and applies research knowledge to help guide schools in the selection of curriculum or other academic/invention programs.
- Applies and translates research findings into service delivery improvements for students.

F. Interpersonal Communication and Collaboration

Communicates effectively with students, parents, and school staff

- Effectively communicates knowledge and ideas orally to individuals and groups.
- Effectively communicates knowledge and ideas in writing.
- Maintains effective interpersonal relationships and communication in the professional setting.
- Collaborates effectively with school personnel, parents, and community providers in the planning and decision-making process at the individual, group and systems level.
- Collaborates with school personnel to design, implement and evaluate school-wide standards, protocols and other practices to enhance the educational structure for students.

SUPERVISION RECEIVED:

Evaluated by, reports to and receives direction from the Executive Director of Student Support Services with input from the school principals.

SUPERVISORY RESPONSIBILITIES:

Trains and plans, assigns and is responsible for quality of work of Behavior Interventionists; plays key advisory role in evaluation, hiring, firing, and compensation.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. A National Association of School Psychologist (NASP) accredited Specialist Level or Doctoral degree or an American Psychological Association accredited Doctoral degree in School Psychology, or the equivalent. A minimum of five years of relevant post-degree experience also required.
- Knowledge. Demonstrates knowledge of school psychological concepts and skills delineated in current national professional standards.
- Certifications and Licenses. Valid Vermont Professional Educator's License with a School Psychologist endorsement. Valid VT driver's license, a good driving record, and a willingness and ability to transport students using private vehicle also required.
- Language Skills. Ability to read, analyze, and interpret common scientific and technical journals and legal documents. Ability to respond to common inquiries or complaints from parents, educators, regulatory agencies, or members of the community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
- Mathematical Skills. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- Computer Skills and Experience. Ability to proficiently use Microsoft Word, GroupWise e-mail system, and a variety of student information systems.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	
CLIMBING	O		X
BALANCING	O	X	
CROUCHING	O	X	
KNEELING	O	X	
CRAWLING	O	X	
REACHING (i.e., overhead)	O	X	
HANDLING	F	X	
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	O		X

MANAGING STRESS	C	X	
RESOLVING CONFLICTS	C	X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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