SCHOOL PSYCHOLOGIST

Purpose Statement

The job of School Psychologist was established for the purpose/s of measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal codes; and developing strategies and interventions to address the special education needs of eligible students; working collaboratively with school staff to meet the needs of students.

This job reports to Supervisor Psychological Services

Essential Functions

- Administers standardized and/or supplemental assessments for the purpose of measuring the intellectual, adaptive, academic, social and emotional development of children and/or determining eligibility for services in compliance with regulatory requirement.
- Assesses students' functional capabilities and home and/or classroom environment for the purpose of determining student's functional level and developing recommendations and/or placement.
- Chairs the Child Study Team.
- Collaborates with staff for the purpose of preventing and managing crises and other situations.
- Communicates with students and/or parents with teachers and/or other personnel for the purpose of evaluating situations, solving problems, responding to referrals, and/or resolving conflicts.
- Compiles information from a variety of sources (e.g. teachers, nurse, probation officer, mental health agencies, other professionals, etc.) for the purpose of producing a comprehensive evaluation report in compliance with established guidelines.
- Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.
- Coordinates with community agencies including medical, judicial, social service and mental health services for the purpose of determining appropriate treatments, etc. to meet the needs of specific students.
- Counsels students, parents and guardians for the purpose of enhancing student success in school.
- Develops behavior intervention plans, curriculum modifications, etc. for the purpose of implementing treatment programs.
- Facilitates meetings processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring tat state mandates are achieved.
- Implements school wide program development and program evaluation (e.g. crisis intervention services, etc.) for the purpose of ensuring effective programs to assist children who experience physical, mental, social or emotional difficulties.
- Interprets data from a variety of sources for the purpose of assisting school teams in decision making.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Participates in meetings, workshops and seminars as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a wide variety of written materials (e.g. evaluation reports, correspondence, memos, behavior intervention plans, Medicaid billings, required documentation, memos, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.

- Supervises interns, practicum students and others for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

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KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/r facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: psychology and educational principles, and pertinent codes, policies regulations and/or laws.

ABILITY is required to schedule activities, meetings, and/or events: routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operates equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilizes job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include; adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; and maintaining effective working relationships.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Traveling teachers are required to provide their own transportation between locations.

Experience Job related experience within specialized field is required.

Education Masters degree in job related area.

Equivalency Non Specified

Required Testing

Pre-employment TB Test & Statement of Good Health as required by Illinois School Code

Certificates & Licenses

Type 73 School Service Personnel Certification – School Psychologist

Continuing Education/Training

Non Specified

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt