



Job Title: School Psychologist SPED

Exemption Status/Test: Exempt

Reports to: Coordinator of Special Education

Date Revised: July 2024

Dept. /School: Special Education

Pay Grade: 106

Primary Purpose:

Perform professional psychological work in assessment, behavior management, and counseling for students with emotional disabilities, autism, traumatic brain injury, and other behavioral disorders. Assess the psychological and psycho-educational needs of students referred to special education.

Qualifications:

Education/Certification:

- Master's degree in psychology from an accredited college or university
- Valid Texas license as a Licensed Specialist in School Psychology granted by the Texas State Board of Examiners of Psychologists

Experience:

- Minimum of two (2) years of experience providing psychology services in an educational setting preferred

Special Knowledge/Skills:

- Knowledge of procedures for assessing achievement, intellectual, emotional, and behavioral functioning for educational purposes
- Knowledge of prevention and intervention strategies, including behavior management interventions
- Knowledge of psychosocial development
- Strong consultative skills for conferring with teachers, parents, and students
- Excellent organizational, communication, and interpersonal skills

Major Responsibilities and Duties:

Assessment

1. Select and administer assessments and observations to evaluate the intellectual, emotional, and behavioral functioning of referred students and to determine student eligibility for special education services according to federal and state regulations
2. Score and interpret test data
3. Develop psychological evaluation reports and behavior management plans
4. Participate in the ARD committee to assist with appropriate placement and development of the IEP for students according to district procedures
5. Adhere strictly to federal and state evaluation timelines for both initial evaluations and reevaluations
6. Assist in the selection of assessment materials and equipment
7. Compile and maintain all physical and computerized reports, records, and other documents required, including case records, test results, statistical data, and test inventories



8. Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the area of psychological services and assessment

Communication/Collaboration

9. Consult with district personnel on appropriate instructional strategies, techniques, and materials for students with emotional disturbance, autism spectrum disorders, and traumatic brain injury
10. Participate in monthly team meetings and other in-service related activities to explore ideas, view new material/equipment, and share and exchange information
11. Work collaboratively with general education and special education teachers to meet the needs and capabilities of each student assigned

Problem-Solving and Decision-Making Skills

12. Exhibit initiative in finding and meeting needs and developing new ideas
13. Exhibit good judgment in interactions with all students
14. Identify problems and suggest solutions in a positive manner

Consultation

15. Conduct group and individual counseling sessions for students with diagnosed emotional/behavioral disorders
16. Serve as consultant on mental health topics
17. Provide staff development training in assigned schools to assist school personnel with the identification and understanding of students with emotional, social, and behavioral disturbances
18. Meet with parents to discuss pertinent background information and test results
19. Consult with teachers and relevant staff concerning the educational needs of students and interpretation of assessment data
20. Consult with psychologists, diagnosticians, medical doctors, and community agencies concerning the intellectual, emotional, and behavioral functioning of students as needed
21. Serve as a consultant in Manifestation Determination ARDs for students who are identified with an emotional disturbance, autism, traumatic brain injury, or other health impairment due to ADD/ADHD

Program Expertise

22. Remain abreast of trends and developments in the evaluation of students suspected of having an emotional disturbance, autism spectrum disorder, and traumatic brain injuries
23. Develop an itinerant schedule for providing assessment services
24. Assume responsibilities for and maintain confidentiality relative to student record/data

Other Duties

25. Participate in team activities
26. Observe all district policies and procedures
27. Perform other duties as assigned.

Supervisory Responsibilities:

None.



Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard testing equipment; standard office equipment, including computer and peripherals

Posture: Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking, grasping/squeezing, wrist flexion/extension

Lifting: Regular light lifting and carrying (under 15 pounds), occasional heaving lifting (45 pounds or more) and positioning of students with physical disabilities; controlling behavior through physical restraint; assisting non-ambulatory students

Environment: Exposure to biological hazards, bacteria, and communicable diseases may require districtwide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under pressure

This document describes the general purpose and responsibilities assigned to this job. It is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____