



**Job Title:** Lic Specialist in School Psychology Assessment **Exemption Status:** Non-Exempt  
Per Pool Idea B

**Report to:** Special Education Coordinator

**Date Revised:** September 2022

**Dept. /School:** Special Education

**Pay Grade:** PTHRLY

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**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
- 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

**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
- Proficient in 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 initial 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 sound 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 identifying and understanding 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 maintaining confidentiality relative to student records/data.

### **Other**

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

### **Supervisory Responsibilities**

None

### **Mental Demands/Physical Demands/Environmental Factors**

**Tools/Equipment Used:** Standard office equipment, including personal computer and peripherals; school bus operation; safety equipment; fire extinguisher; radio communication equipment.

**Posture:** Ability to sit for prolonged periods; occasional bending/stooping, pushing/pulling, and twisting

**Motion:** Continual sitting and reaching; repetitive hand and arm motions

**Lifting:** Occasional light lifting and carrying (less than 15 pounds)

**Environment:** Frequent prolonged and irregular hours, rotating early and late shift work; work outside and inside

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

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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 \_\_\_\_\_