



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

School Psychologist Intern, Alternative Education

**Class Code: 1213
Work Days: 216**

GENERAL PURPOSE

Under supervision of a credentialed school psychologist, conduct psychological evaluations of students; make recommendations regarding the placement of students in appropriate classes and programs; assist in the development of behavioral plans and remedial instructional programs; consult and provide staff development to professional staff; and provide individual and group counseling to identified students.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level supervisory or management staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Observe students in school settings to analyze findings and estimate current levels of cognitive and adaptive behaviors.
 2. Utilizing a variety of standardized and individual diagnostic and predictive test instruments assess student characteristics including intelligence, emotional adjustment, adaptive behavior, language development, school achievement, learning potential, and social needs to determine appropriate class and program placement.
 3. Integrate psychological assessment results and case summaries into multi-disciplinary team reports utilizing professional judgment, in collaboration with special and general education team input.
 4. Attend and facilitate Individual Education Program (IEP) Team meeting and interpret reports as necessary.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont)

5. Review background information provided by personnel regarding specific problem behavior; interact with child, parents, or staff as necessary to determine alternate behavior plans; provide professional personnel with psychological evaluations and recommendations to remediate learning, emotional, and behavior problems.
6. Counsel parents regarding student remediation programs and assist them in understanding their child's needs, growth, development, and potential.
7. Provide referral resources to teachers, students, administrators, and parents; provide consultation services to staff as necessary.
8. Serve as liaison with districts regarding requests for placement within the Alternative Education Division.
9. Attend IEP meetings and make recommendations regarding the initial and continuing placement of students in special education programs.
10. Prepare billing documentation of educational services rendered to students in a timely manner.
11. Respond to behavioral emergencies and provide crisis intervention as needed.
12. Read and remain current on federal and state regulations regarding special education.
13. Conduct in-service training programs for professional and paraprofessional personnel.
14. Demonstrate attendance sufficient to complete the duties of the position as required.
15. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Acceptable counseling techniques and methodology.
2. Maladaptive and abnormal human behaviors.
3. Psychological and educational techniques, materials, methods, theory, and trends in assessing and identifying atypical student learning and behavior characteristics.
4. Prescriptive educational learning strategies.
5. Behavior management theories and techniques.
6. Curriculum development techniques and strategies for implementation.
7. Pertinent Federal and State regulations regarding education and program placement.

Ability and Skill to:

1. Accurately diagnose learning, behavior, and emotional disorders.
2. Develop appropriate prescriptive learning and behavioral management programs.

Ability and Skill to (cont.):

3. Assist in the implementation of programs to remediate learning behavior and emotional problems.
4. Successfully counsel parents and students.
5. Remain calm and professional in conflict situations.
6. Establish and maintain effective working relationships with various constituencies.
7. Interpret and explain laws, codes, contracts, policies, and procedures.
8. Develop and present training materials.
9. Prepare clear and concise correspondence, reports, and other written materials.
10. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
11. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience

A typical way of obtaining the knowledge, skills and abilities outlined above is a Master's degree from an accredited college or university with major course work in education, educational psychology and special education and one year of experience as a psychologist in a public or private school setting including some experience within a special education program.

License or Certificate

Must be enrolled in or eligible for enrollment in a Pupil Personnel Services School Psychologist Intern Program.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with high pressure.

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