

Psychologist CTE I & CTE II/Day Treatment Program

BASIC FUNCTIONS:

Provide psychological services to students with emotional disturbances (ED) including assessing students' intellectual and functional levels; developing behavior plans; providing information on child development issues to school personnel and parents; collaborating with community agencies regarding individual student plans; providing recommendations for program development and student placement within a comprehensive district/LEA high school regional program as described in the SBCSELPA Local Plan.

Center for Therapeutic Education (CTE) is one of the continuum of special education placements for students who manifest emotional difficulties and are eligible for special education as having "emotional disturbances" (ED). CTE programs are temporary, restrictive placement with mental health support where students have limited access to peers in general education.

REPRESENTATIVE DUTIES:

The psychologist for the CTE regional program may perform any combination of the essential functions listed below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

A. Services to Students

1. Individual Counseling: with the primary emphasis of ameliorating personal social or emotional maladjustments related to the student's educational and social progress.
2. Group Counseling: with the primary emphasis of promoting individual social skills through facilitation of appropriate group interaction with fellow peers.
3. Evaluates cognitive, behavioral, social-emotional, sensory-motor, adaptive behavior, academic and vocational abilities in order to determine eligibility for special education services as per legal mandates. Evaluations may include:
 - observations
 - formal and informal tests
 - interviews with parents and teachers
 - records review
 - follow-up

B. Work with School Personnel

1. Participates in consultation and in-services with CTE program teams to develop and initiate intervention strategies/programs for students exhibiting academic and social emotional behavioral behaviors.
2. Participates in the case study evaluation process of emotionally disturbed students (ED) students by obtaining and/or reviewing information relative to intelligence and achievement, social background, cultural, health information, etc.
3. Participates in all IEP conferences, annual reviews, and other special meetings for emotionally disturbed students.
4. Provides consultation activities that include attendance at CTE team meetings at all levels, collaboration with fellow CTE program staff from a psychological perspective regarding program philosophy, service direction, and evaluation of student progress.
5. Assists teachers and aides in developing and maintaining effective educational techniques and modifying instructional materials to suit individual needs of students.
6. Assists teachers in developing classroom group counseling/discussion skills through modeling of social skills and self-esteem building.
7. Explains the diagnostic features and educational implications of assessment results within the context of developing the least restrictive and most appropriate educational plan for each student.

8. Provides in-service training on pertinent topics of special interest to regular and special education staff, parents, and other agencies.
9. Assists teachers and aides in the development and utilization of appropriate positive behavior modification techniques, natural and logical consequences, etc.
10. Acts as a liaison between teachers, parents and administrators.
11. Supports staff in main streaming students with exceptional needs into the regular program, and in main streaming between educational levels.
12. Provides affective support to school and district personnel.
13. Maintains positive working relationships and communication with SBCSELPA and district staff.

C. Work with Parents

1. Interprets assessment results to parents in a practical and useful manner and consults with them regarding the specific educational, emotional, and social needs of their child.
2. Refers parents to outside agencies as appropriate and assists in setting up appointments with other professionals.
3. Conducts parent meetings and training as appropriate.

D. Competency in Methods and Practice

1. Maintains records of supportive data regarding psychological counseling activities including individual/group sessions, IEP goal/objective performance, and progress/evaluation of student/parent conference participation.
2. Prepares timely written psychological re-evaluations, including child interviews, observations, intelligence and achievement materials which systematically continue to appraise the ED student's ability to learn.

D. School/Community Relations

1. Facilitates the effective utilization of existing community resources to meet the needs of ED students and assists in providing information about services which are needed but not available.
2. Collaborates with fellow CTE program staff by providing information and In-service opportunities for school and community agency staff related to the CTE educational program.
3. Keeps current on available services provided by community agencies.
4. Maintains working relationship with local and regional agencies including Mental Health, Child Abuse Council, Regional Center, Social Welfare, Child Protective Services, Probation, Police and Sheriff's Department.
5. Makes referrals and provide follow-up to above named agencies when appropriate.

Professional Growth

1. Continues professional growth by keeping current with research in the areas of learning, behavior and emotions by reading books and journals, attending conferences and workshops, professional interaction and other training opportunities.
2. Keeps up with current legal literature and legislation.
3. Attends meetings locally and regionally with other school psychologists and those in related fields.
4. Implements new information and skills in the field when pertinent.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Psychological and social aspects and characteristics of children with social/emotional disturbances to include students with a dual diagnosis of Autism/ED, TBI/ED, Substance Addition/ED, etc.
- Best practices related to meeting the mental health needs of students to include residential treatment protocols and level of care assessment
- Human behavior and development of students with special needs
- Federal and State Special Education Pertinent laws and regulations regarding
- Normal growth and development of children and educational and developmental needs of children with specific disabilities
- Applicable treatment methodologies and theory, to include training in *Cognitive Behavior Therapy* (CBT)
- Social-Emotional and mental health assessment methodologies related to student impact on educational success.
- Knowledge of *Applied Behavior Analysis* (ABA) and working with behavior aides/instructional assistants
- Community resources (public and private) available to students and families with social emotional/mental health needs
- Best practices, to include behavior planning/levels systems for programs for students with emotional disturbance (ED)
- Cultural competence and behaviors consistent with the core values, visions and mission of SBCSELPA and SMJUHSD
- Best practices in the field of school-based mental health including continuous inquiry, professional development practices, application and sharing of research based practices
- Counseling techniques and strategies as well as parenting skills.
- Evaluation and interview instruments in the areas of cognitive, behavioral, social-emotional, sensory-motor, adaptive behavior, academic and vocational abilities.
- IEP Team process.
- Observational techniques.
- Resources and agencies providing services to students with exceptional needs.

ABILITY TO:

- Perform Crisis Intervention and/or assessment
- Conduct Parent Training (parenting classes)
- Take direction from others
- Demonstrate positive working relationship with students, IEP teams/staff, parents, supervisor and other professionals
- Work with diverse groups of students in varied socioeconomic and multicultural areas
- Promote student adjustment to schools and utilization of district and community services
- Establish workload priorities and meet timelines
- Communicate effectively orally and in writing
- Operate standard office equipment including computers and related software applications such as Microsoft Office, Excel, and Power Point.
- Plan and organize work effectively and efficiently; ability to multi-task
- Provide training in mental health best practices such as CBT
- Maintain records and prepare thorough, detailed psychological reports
- Analyze crisis situations accurately and adopt an effective course of action (crisis action plan)
- Work independently with little direction.

DUTIES AND RESPONSIBILITIES

Administer to students intelligence tests, achievement tests, personality tests, and tests to measure perceptual and motor development.
Evaluate and interpret testing and make recommendations for placements.
Interpret test findings to parents, counseling with parents regarding student's potential, achievement level, and personality adjustment.
Confer with teachers and administrators regarding regular and exceptional students.
Consult with other agencies regarding individual cases.
Counsel individual students regarding test findings, academic problems, social or emotional problems.
Attend placement meetings.
Act as resource to staff regarding crisis counseling.
Establish effective relationships with students, staff, and public.
Other related duties.

DESIGNATED AUTHORITY

Director of Special Education and Director of CTE Regional Program

EDUCATION

Bachelor's degree from an accredited college/university is required and two (2) years of post-baccalaureate degree preparation from an accredited college/university specializing in school psychology, including a practicum. Master's degree desirable.

EXPERIENCE

A minimum of three (3) years of recent responsible psychologist experience with school-age children is required, and experience with mentally, emotionally, and physically handicapped students is highly desirable. Special Education teaching experience or background is desired.

REQUIRED QUALIFICATIONS

Valid School Psychology Services credential.
Knowledge of and experience in assessing and developing individual educational plans for students with exceptional needs.

DESIRED QUALIFICATIONS

Valid California teaching or Pupil Personnel Services credential.
Secondary teaching in regular or Special Education classroom.
Bilingual: English/Spanish.

WORKING CONDITIONS:

Environment:

Indoor classroom or office environment; travel in the form of driving to consult with families and/or students in their homes.

Physical Requirements:

Hearing and speaking to exchange information in person and on the telephone; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.