

School Psychologist – ED Program
Job Description

TITLE: School Psychologist – Emotional Disturbed Programs
K-12

QUALIFICATIONS: Type 73 Illinois Certificate as a School Psychologist

REPORTS TO: Director of Special Education, Assistant Director and/or
Coordinators

FUNCTION: To provide school psychological services to and on behalf of
students three to twenty-one so that educational and
social/emotional development can be enhanced.

RESPONSIBILITIES: (Also see Psychologist Job Description)

A. Services to Students and Parents

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. Family consultation: with the primary emphasis of helping increase understanding, constructive participation in resolving the student/family problems and their knowledge and use of appropriate available resources.

B. Work with School Personnel

1. Participates in consultation and inservices with local building teams to develop and initiate intervention strategies/programs for students exhibiting academic/behavioral programs.
2. Participates in the case study evaluation process of in-county and out-of-county ED students by obtaining and/or reviewing information relative to intelligence and achievement, social background, cultural, health information, etc.
3. Participates in all placement staffings, EIP conferences, annual reviews, and other special meetings for 14-7.02 and 14-7.02a emotionally disturbed students.
4. Provides consultation activities that include attendance at ED team meetings at all levels, collaboration with fellow ED program staff from a psychological perspective regarding program philosophy, service direction, and evaluation of student progress.

C. Competency in Methods and Practice

1. Maintains records of supportive data regarding psychological counseling activities including individual/group sessions, EIP 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 ED program staff by providing information and inservice opportunities for school and community agency staff related to the ED educational process.

EVALUATION: Formal and informal observation, field evaluations and conferences shall occur as needed or desired by the professional staff member or administrator and shall be an on-going process.