

Indicators of Performance  
School Psychologist – ED Program

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.
  - 1.01 Provides individual psychological counseling to help students resolve problems that interfere with their capacity to benefit from their educational program. Such problems would include behavioral, emotional, and/or family problems.
  - 1.02 Sets objectives, monitors progress and measures outcomes of service.
2. Group Counseling: with the primary emphasis of promoting individual social skills through facilitation of appropriate group interaction with fellow peers.
  - 2.01 Provides group counseling services directed at developing interpersonal social skills that promote positive peer and adult interaction.
  - 2.02 Develops group goals and objectives, monitors progress and measures outcomes related to individual student participation and progress.
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.
  - 3.01 Confers with parents and students (as appropriate) to share results of counseling activities, observations of behavioral and academic performance, and knowledge of available community resources related to family interaction in the home.

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.
  - 1.01 Participates in the development of prevention and intervention strategies at local building teams as requested.
  - 1.02 Aides in developing standard procedures to handle student-based problems.
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.

- 2.01 Reviews all available records and information.
  - 2.02 Obtains intelligence and achievement data, behavioral performance information pertinent to the case study re-evaluation.
  - 2.03 Participates in the case study re-evaluation process and subsequent IEP conferences in a timely manner.
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.
- 3.01 Is prepared to exchange verbal and written documentation of student observations, staff-student contact, counseling sessions, etc., related to student and conference being held.
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.
- 4.01 Attends weekly ED team meetings at each level and collaborates with program staff in addressing ED student progress.
  - 4.02 Attends weekly case consultation with program coordinator and school social worker to facilitate all counseling support services for ED students.
  - 4.03 Attend monthly multi-level ED meeting to share information, discuss organizational philosophy and approach, and to collaborate on needed inservices to promote best practices and professional growth.

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.
- 1.01 Maintains accurate written records of all counseling contacts and activities.
  - 1.02 Develops goals and objectives for the student's IEP services related to psychology and monitors/evaluates performance during the academic year.
  - 1.03 Prepares verbal and written reports to contribute related information at student/parent conferences.
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.
- 2.01 Obtains data to prepare school psychological assessment utilizing standard diagnostic assessments.
  - 2.02 Interprets data to provide recommendations regarding pupil's ability to learn.
  - 2.03 Completes written reports in a timely manner.

#### 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.
  - 1.01 Collaborates with community agency personnel to receive information about existing intervention and support service.
  - 1.02 Communicates information that links school, parent and community services.
  - 1.03 Coordinates the referral of student to various out-of-school agencies and consults with community resource people.
  
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.
  - 2.01 Serves as a liaison between ED programs and community related service agencies and staff.
  - 2.02 Assess needs in specific related services areas and works with ED staff to provide mutual inservice opportunities for school and community service staff.
  - 2.03 Collaborates with program, school, and community agency service staff to transition appropriate students to lesser restrictive educational environments.

**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.