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| Job Title:        | <b>PSYCHOLOGIST</b>  | Reports to:        | <b>Director of Special Education</b> |
| FLSA status:      | <b>Exempt</b>  | Supervisor duties: | <b>none</b>                          |
| Classification:   | <b>Certified</b>   | Approved on:       | <b>10/13/2020</b>                    |
| Position Summary: | School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. |                    |                                      |

**ESSENTIAL DUTIES & RESPONSIBILITIES:**

- Conduct appropriate psycho-educational assessment to identify those students with significant social/emotional, behavioral, and learning difficulties
- Develop, recommend and monitor interventions to improve the educational experience of those students with significant social/emotional, behavioral and/or learning problems
- Serve as a consultant to administrators, counselors, and teachers
- Assessment and counseling of at-risk students
- Understand and experience with the 3-tier RTI and PBIS modules
- Provide parent training, staff in-service, and alternative instructional strategies to decrease potential academic behavior failures
- Help identify and serve at-risk students as per District policy
- Assess learning differences of identified students
- In-service teachers, individually or as a group, on a methods of addressing learning differences; RTI & PBIS Strategies
- Conference with parents on learning differences and other parenting issues
- Counsel students to decrease potential failure in the school students
- Assist in maintaining student profiles on identified at-risk students
- Act as part of building child study teams to determine the best programming of at-risk individuals
- Attend review of data meetings for initial and re-evaluations to interpret data and assist team with assessment needs
- Conduct appropriate psycho-educational examinations of referred students within 60-day time line
- Complete FBA and student behavioral support plan as directed
- Interpret diagnostic results as is appropriate to school personnel, other concerned professionals, parents, and students while maintaining confidentiality
- Based on diagnostic information make comprehensive recommendations for specific strategies to assist students
- Ensure all testing information is in the RED / MET document in IEPPRO and available to other team members 24 hours prior to a MET meeting
- Submit finalized written reports and protocols within 10 working days of eligibility (MET) meeting and all related signature pages for the evaluation process
- Conduct and/or participate in case conferences as assigned by Director
- Provide appropriate psychological services (group and/or individual counseling, classroom consultation, referral to applicable school and community resources, social skills training, etc.)
- Complete any voucher-evaluation related paperwork
- Attend Professional Development district-wide workshop
- Attend designated staff and committee meetings as assigned
- Provide instructed consultation on the special needs of student with cognitive delays (LD, DD, Autistic and ED) as requested by supervisor
- Other duties as assigned

**KNOWLEDGE, SKILLS & ABILITIES:**

- Knowledge of human development throughout the life span and integrates with student's unique developmental status.
- Knowledge and appreciation of the influence of disabilities, socio-cultural and socioeconomic factors on student's ability to participate in occupations.
- Knowledge and use of occupational therapy theories, models of practice, principles, and evidence based practice to guide intervention decisions.
- Knowledge of the federal, state, local legislation, regulations, policies and procedures that mandate and guide occupational therapy practice in schools.
- Ability to gather and assess outcomes program evaluation data and to use to modify services at the programmatic level.
- Ability to maintain current reporting, documentation, scheduling, and billing in accordance with professional standards, state and local guidelines, and reimbursement requirements.
- Ability to determine the need for an occupational therapy evaluation and to select and administer appropriate assessment tools to evaluate the student.
- Ability to interpret the evaluation data and write a comprehensive report that reflects strengths and barriers to student's participation and occupational performance.
- Ability to participate collaboratively with multi-disciplinary educational teams to develop Individualized Education Programs to meet student needs.
- Ability to develop occupationally based intervention plans based on evaluation information.
- Ability to provide evidence based occupational therapy intervention to improve student's performance skills and participation.
- Ability to adapt and modify environments, equipment, and materials including assistive technology.
- Ability to plan, coordinate, and conduct continuing education for educational personnel, parents, and students.
- Ability to use professional literature, evidence based research, and continuing education content to make practice decisions.

**QUALIFICATIONS & REQUIREMENTS:**

**Education & Experience:**

- Bachelor's degree from an accredited college or university.
- Meet Arizona licensure requirements annually or National Certification
- Familiarity with Navajo language and culture preferred

**Computer Proficiency:** MS Office Suite, Google Suite

**PHYSICAL DEMANDS**

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

This position requires the use of strength to lift items needed to perform the functions of the job; sit, stand and walk for required periods of time; speak and hear; use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision; communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication; reach with hands and arms and use hands and fingers to handle objects and operate tools, computers and/or controls.

**WORK ENVIRONMENT:**

The position is exposed to a variety of childhood and adult diseases and illnesses; occasional exposure to a variety of weather conditions; exposure to heated/air conditioned and ventilated facilities; exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment; function in a workplace that is usually moderately quiet but that can be noisy at times.

*Disclaimer: The duties and responsibilities identified in this position description are illustrative only and are in no way intended to be a complete list of activities that may be required of an incumbent. The information contained in this job description is for compliance with the American Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties may be performed by the individual currently holding this position and additional duties may be assigned.*