

**JOB SUMMARY:**

Under the direct supervision of the Administrator, Specialized Assessment Services, and under the school site supervision of School Psychologists, and within the scope of the intern's previous course work and training, the intern provides a continuum of general school psychological services to the children and families to include behavior management, direct individual and group counseling, assessment, agency liaison activities, and behavior consultation with parents and teachers.

**ESSENTIAL POSITION FUNCTIONS:**

1. Provides individual and group counseling and early intervention for students showing signs of having learning problems; develops behavior management plans for students who are experiencing or are at-risk for academic failure and/or behavioral, social or emotional difficulties.
2. Conducts systematic behavioral observations; designs and implements data collection methods that are necessary in monitoring the effects of intervention programs, acts as the primary resource in interpreting the results of test and assessment data, and provides written reports, when necessary, to site administrators on the results of individual and group assessments.
3. Participates in the Student Study Teams (SST) problem-solving activities at school sites.
4. Provides appropriate assessment of students' learning, behavior and social-emotional status; and, when appropriate, academic achievement including progress monitoring. The intern will use assessment procedures consistent with contemporary theories of psychometric, behavioral functioning, and social-emotional status as directed by supervisors.
5. Supports site compliance with the district's Promotion/Retention policy, including but not limited to consulting with teachers at the initial stages of identifying at-risk students, attends meetings with the teacher and parent, and aids in the development of intervention plans for at-risk students.
6. Maintains confidential records of all counseling, assessment, and intervention activities, submits required reports; applies district, state and federal policies, guidelines, laws and ethics that relate to the practice of psychology in school settings.
7. As a member of a multi disciplinary assessment team:
  - A. Facilitates the design and implementation of individual assessment plans;
  - B. Conducts assessments of referred children using methods that have been validated for the specific purpose for which they are used, uses assessment methods that directly address the specific reason(s) for referral, and methods approved by the intern's immediate supervisor;
  - C. Applies federal and state laws and local policies in the determination of special education eligibility of referred children;
  - D. Provides an oral report of his/her assessment findings at Individualized Education Placement (IEP) meetings;
  - E. Writes an assessment report in a vocabulary understandable to parents, and provides a copy of the final report to the parent prior to IEP meetings. The assessment report shall:
    1. include specific recommendations for direct intervention by the parent,
    2. include specific recommendations for interventions by involved teachers,
    3. include all components required by California Education Code,
    4. summarize relevant assessment data from site personnel such as general education and special education teachers,
    5. be grammatically and mechanically correct, and
    6. contain the results of a direct observation by the psychologist of the referred child.
  - F. Writes goals and objectives addressing specific problems identified in the assessment.
8. Coordinates the acquisition of services of various public and non-public social service agencies for the Tulare County Office of Education.
9. Restricts counseling, intervention, assessment and other activities to those that have a solid empirical basis and are well documented in the empirical research literature. Refrains from engaging in assessment or intervention practices that are clearly not supported by research, or are questionable on the basis of well-established educational psychology theory.
10. Uses only federal law (Individuals with Disabilities Act [IDEA]) and state law (California Education Code) in diagnosing and classifying children.

**OTHER POSITIONS FUNCTIONS:**

Other duties as assigned by the Administrator, Specialized Assessment Services or his/her designee or supervisor.

**QUALIFICATIONS:**

**Required:**

- Eligibility for internship through a university school psychology training program approved by the CA Commission on Teacher Credentialing.

**Desired:**

- Training/experience/course work in applied behavior analysis/ecological-behavioral methods, behavioral consultation, systems-wide behavioral intervention methods;
- Training/experience/course work in non-traditional assessment methods, such as functional assessment, curriculum-based assessment, ecological assessment, etc.
- Training/experience/course work in curriculum and academic interventions.

**Licenses/Certificates Required:**

Valid Internship credential

11/7/08